



METHODIST  
UNIVERSITY

Graduate Academic Catalog

2024-25

Academic Affairs, Methodist University  
5400 Ramsey St., Fayetteville, NC 28311

*Student Responsibility:*

*Each student accepts full responsibility for reading all materials and information included in this Academic Catalog and for the satisfactory completion of all graduation requirements.*



## TABLE OF CONTENTS

PREAMBLE .....	8
INTRODUCTION TO THE UNIVERSITY .....	9
Mission and Purpose Statement.....	9
Methodist University (MU) Learning Outcomes .....	9
PURPOSE OF GRADUATE EDUCATION.....	10
Graduate Level Goals.....	10
Other Goals .....	10
Assessment of Goals.....	10
Accreditation .....	11
Location and Facilities .....	11
Davis Memorial Library.....	12
Religious Life and the University Chaplain.....	12
ACADEMIC CALENDAR (CAMPUS GRADUATE PROGRAMS).....	12
ACADEMIC CALENDAR (MU ONLINE GRADUATE PROGRAMS).....	13
GOVERNANCE .....	15
Graduate Council.....	15
Graduate Council Responsibilities .....	15
GRADUATE ADMISSIONS.....	15
On-Campus Graduate Programs.....	15
MU Online Graduate Programs .....	16
Concurrent Enrollment.....	16
Readmission and Reapplications .....	16
GRADUATE ACADEMIC POLICIES.....	16
Protection of Freedom of Expression .....	16
Student Responsibility .....	16
Registration .....	17
Course Cancellations .....	17
Adding, Dropping, and Withdrawing from Courses .....	17
Official University Withdrawal .....	17
Administrative Withdrawal/Administrative Drop .....	17
Medical Withdrawal .....	18
Campus Closure.....	19

Honor Code .....	19
Jurisdiction .....	20
Cheating .....	20
Plagiarism and Intellectual Property.....	20
Recycling.....	21
Academic Misrepresentation .....	21
Academic Violations of the Honor Code.....	21
Graduate Honor Board Composition and Roles.....	22
Appeal Procedure .....	22
Graduate Honor Board Penalties.....	22
Mandatory Student E-Mail Policy .....	23
Online Etiquette .....	23
ACADEMIC CREDIT .....	23
Methodist University Definition of a Credit Hour .....	23
Transfer Credit.....	24
GRADING.....	24
Grade Scale.....	24
Incomplete Grade Policy.....	24
Grade Change Policy.....	24
Grade Appeal Policy.....	25
Independent Study .....	25
ACADEMIC STANDING (MU Online programs).....	25
Good Standing .....	25
Academic Warning .....	26
Academic Probation .....	26
Academic Suspension .....	26
Academic Dismissal .....	26
ACADEMIC SERVICES AND SUPPORT.....	26
Health Insurance .....	26
Student Access and Accommodation Services .....	26
The Writing Center .....	27
Tutorial Services .....	27
GRADUATION.....	27

Degree Conferral .....	27
Academic Record Closure .....	27
COLLEGE OF ARTS, HUMANITIES, AND SCIENCES .....	28
CLINICAL MENTAL HEALTH COUNSELING (M.S.).....	28
Master of Science in Clinical Mental Health Counseling.....	28
Accreditation .....	28
Program Description.....	28
Admissions Requirements .....	29
Academic Degree Requirements .....	29
Course Descriptions - MHC.....	30
Honor Societies and Student Organizations .....	33
CRIMINAL JUSTICE (M.S.).....	33
Master of Science in Criminal Justice .....	33
Program Description.....	33
Admissions Requirements .....	34
Academic Degree Requirements .....	34
Course Descriptions - CJS .....	35
COLLEGE OF BUSINESS, TECHNOLOGY, AND PROFESSIONAL STUDIES .....	37
THE CHARLES M. REEVES SCHOOL OF BUSINESS (M.B.A.) .....	37
Master of Business Administration.....	37
Accreditation .....	37
Admissions Requirements .....	37
Transfer Credit.....	38
Academic Degree Requirements .....	38
Course Descriptions – MBA .....	38
Honor Societies .....	40
TEACHER EDUCATION (MEd) .....	40
Master of Education in Educational Leadership: Instructional Technology .....	40
Accreditation .....	40
Program Description.....	41
Admissions Requirements .....	41
Academic Degree Requirements .....	41
Course Descriptions – EDL.....	42

Honor Society .....	45
Post Baccalaureate Residency Licensure Certificate .....	45
Accreditation .....	45
Program Description.....	45
Residency Program Admissions Requirements.....	45
Admissions Application – Year 1 .....	46
Program Status Review – Year 2 & 3 .....	46
Course Waivers.....	46
Certificate Course Requirements by Concentration .....	47
Elementary Education .....	47
Art Education, Middle Grades Education, Music Education, .....	47
Physical Education & Health Education, Secondary Education.....	47
Special Education .....	47
Course Descriptions - EDU.....	48
COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES .....	51
HEALTH CARE ADMINISTRATION (M.H.A.).....	51
Master of Health Administration .....	51
Program Description.....	51
Admissions Requirements .....	52
Academic Degree Requirements .....	52
Graduate Certificate in Health Care Administration .....	53
Program Description.....	53
Admissions Requirements .....	53
Academic Degree Requirements .....	54
Course Descriptions - HCA.....	54
PHYSICIAN ASSISTANT STUDIES (M.M.S.) .....	55
Master of Medical Science in Physician Assistant Studies .....	55
Accreditation .....	55
Program Description.....	55
Admissions.....	56
Admissions Preference Programs .....	59
Transfer Credit.....	59
Academic Degree Requirements .....	59

Additional Expenses.....	61
Information Technology & e-Learning Instruction.....	61
Didactic Course Descriptions – PHA.....	61
Clinical Course Descriptions – PHA.....	67
Graduation Requirements.....	69
Honor Societies and Student Organizations.....	70
Academic Standards.....	70
Academic Appeals, Dismissal, Withdrawals.....	70
NURSING (M.S., DNP).....	70
Master of Science in Nursing - Administrative Leadership.....	70
Accreditation.....	71
Program Description.....	71
Admissions.....	71
Academic Degree Requirements.....	72
Graduate Certificate in Nursing Education.....	72
Nursing Education Certificate Requirements.....	73
Doctor of Nursing Practice - Executive Leadership.....	73
Accreditation.....	73
Program Description.....	73
Admissions.....	74
Academic Degree Requirements.....	74
DNP Practicum Hours.....	75
Course Descriptions - NUR.....	75
OCCUPATIONAL THERAPY (OTD).....	80
Doctor of Occupational Therapy.....	80
Accreditation.....	80
Admissions.....	82
Admissions Pathways.....	84
Transfer Credit.....	86
Academic Degree Requirements.....	86
Course Descriptions – OTD.....	88
Graduation Requirements.....	96
Honor Societies and Student Organizations.....	96

Academic Promotion and Retention.....	96
Departmental Academic Warning .....	97
Academic Probation, Suspension, and Dismissal .....	98
Academic Suspension .....	98
Academic Dismissal and Termination of Enrollment .....	99
Student Remediation Policies .....	100
Remediation of Didactic Courses.....	100
Remediation of Fieldwork Courses .....	101
PHYSICAL THERAPY (DPT) .....	102
Doctor of Physical Therapy .....	102
Accreditation .....	102
Admissions.....	103
Provisional Acceptance.....	106
Admissions Pathways and Affiliated Articulation Agreements .....	106
Transfer Credit.....	107
Academic Degree Requirements .....	107
Course Descriptions – DPT.....	109
Graduation Requirements .....	117
Honor Societies and Student Organizations .....	117
Academic Promotion and Retention.....	117
Academic Monitoring and Corrective Action Plans .....	118
Departmental Academic Warning .....	118
Academic Probation .....	119
Academic Suspension with Customized Plan for Remediation .....	119
Program Dismissal .....	120
Remediation of Practical Examinations .....	120
Remediation of Clinical Courses .....	121
Consequences of Substandard Performance.....	123
Voluntary Leave of Absence .....	124
FINANCIAL AID .....	124
Federal Direct Student Loan Program .....	125
Satisfactory Academic Progress for Graduate Students .....	126
Program Specific SAP Standards for Financial Aid Eligibility .....	127

Failure to Meet Satisfactory Academic Progress .....	127
Appeals (PROB, FAS, 150% Timeframe) .....	128
State Authorization of Distance Education .....	129
STUDENT FINANCIAL SERVICES .....	130
Payment Plans .....	130
Past Due Balances .....	130
Student Billing .....	130
Processing of Charges.....	130
Deduction of Financial Assistance .....	131
Refund Processing .....	131
Return of Federal Title IV Funds .....	131
Official University Withdrawal/Refund Policy .....	132
MILITARY TUITION ASSISTANCE (Active-Duty Service Members).....	133
VETERAN EDUCATION BENEFITS.....	135
STUDENT RIGHTS .....	135
Family Educational Rights and Privacy Act.....	135
Student Right to Know Act.....	136
Crime Awareness and Campus Security Act (Clery Act) .....	136
STUDENT COMPLAINTS.....	136
Harassment and Discrimination Complaints.....	136
Bias Incident Reporting.....	137
Course and Academic Department Complaints .....	137
Non-Academic and Student Experience Complaints .....	137
Access and Reasonable Accommodation Grievances .....	137
Student Grievance and Complaint Resolution Process.....	138
Unresolved Complaints .....	138
Out-of-State Online Students .....	139
Institutional Effectiveness .....	139



## PREAMBLE

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

Methodist University does not discriminate by 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 catalog is not an irrevocable contract. All regulations, provisions, and information herein are subject to change as conditions dictate.

## INTRODUCTION TO THE UNIVERSITY

### Mission and Purpose Statement

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

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

### Goals of the University

#### Students will

1. 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. 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 academic discipline.
3. 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. acquire competence in critical thinking, written and oral communication.
5. acquire proficiency in common uses of personal computers.

#### The University will

1. 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. provide significant services and facilities to groups within the community and state.
3. 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.

### Methodist University (MU) Learning Outcomes

MU graduates are prepared to become leaders across local and global contexts, meaningfully and creatively contributing to their chosen professions and to the communities and world around them. MU graduates will have explored academic disciplines and interrogated their personal, social, and intellectual callings and passions, leaving Methodist University as socially just, whole human beings, who acknowledge the importance of caring about and for people, and for the physical and natural world. In keeping with our university mission, Methodist University graduates are:

- **critical thinkers and creative problem solvers** with the capacity to engage the world around them as socially responsible citizens with an understanding of equity, inclusivity, and global diversity.
- **engaged leaders and collaborators** on global and local levels, deeply attuned to civic-mindedness, environmental responsibility, and ethical professionalism.
- **effective communicators** in global and local contexts and across a variety of rhetorical situations, modes, media, and languages.
- **interdisciplinary scholars** who recognize and apply the importance of intellectual values across a variety of disciplines, allowing them to adapt and evolve as thinkers and researchers in multiple professions, while also being prepared to keep pace with the emergence of new technologies and global issues.
- **reflexive lifelong learners** who leave MU with a foundation of lifelong learning and inquiry, with the capacity to use refined research skills across various academic disciplines to identify and utilize appropriate, reliable, and accurate sources to inform their thinking for a postgraduate future of personal and professional growth.

## PURPOSE OF GRADUATE EDUCATION

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

### Graduate Level Goals

- To graduate Master's and Doctoral level students who are competent in their academic disciplines.
- To graduate Master's and Doctoral level students who are prepared for the job market and equipped to pursue further post-graduate education.

### Other Goals

- 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.
- To provide significant services and facilities to groups within the community and state.
- To engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that result in continuing improvement and demonstrate that our Graduate programs are accomplishing this purpose.

### Assessment of Goals

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

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

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

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

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

### Accreditation

Methodist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master, and doctoral degrees. Questions about the accreditation of Methodist University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 by calling [404.679.4500](tel:404.679.4500) or by using information available on the SACSCOC website ([sacscoc.org](http://sacscoc.org)).

The University is also a member of the North Carolina Association of Colleges and Universities and the North Carolina Association of Independent Colleges and Universities.

All other school and program accreditations, associations, and endorsements can be found in the respective areas in the catalog.

### 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 more than 80 major and minor structures. The campus consists of 600 acres, primarily in undeveloped woodland, including Cape Fear River frontage. Part is given over to the Pauline Longest Nature Trail, visited by many school children and garden clubs each year. Classes are held principally in the Trustees Building, the Dr. and Mrs. M. Elton Hendricks Science Complex, the D. Keith Allison Hall, the Richard L. Player Golf and Tennis Learning Center, the Walter and Margaret Clark Hall, the Physician Assistant Program's three-building complex, the Robert J. Chaffin Building, the March F. Riddle Center, the John M. Reeves Fine Arts Building (a community center for the arts), the Thomas R. McLean Health Sciences Building, and the William F. Bethune Center for Visual Arts. Other campus facilities include 14 residence halls, Berns Student Center, Chris's House, Nimocks Fitness Center, Horner Administration Building, O'Hanlon Amphitheatre, Joe W. Stout Hall (housing Admissions, Financial Aid, and Veterans Affairs), Davis Memorial Library, Gene Clayton Tennis Facility, Monarch Stadium and outdoor track, a driving range, putting greens, 18-hole golf course, Armstrong-Shelley Baseball Field, Price Field (softball), Coach Sink Field (intramural sports), and Duggins Soccer Stadium. The Yarborough Bell Tower, in the central mall of the campus, provides amplification for the Jones Memorial Carillon. The illuminated cross at the top of this 95-foot-tall structure is symbolic of the University religion origin. Hensdale Chapel, located on the central mall, features a vaulted ceiling and an interior of red oak. A Schantz pipe organ enhances worship services and is an excellent instrument for recitals. The Mallett-Rogers House, which dates to 1778, was donated to the campus by the Florence Rogers Foundation. Computer labs available to students are in the Davis Memorial Library, Trustees Building, Clark Hall, Allison Hall, Hendricks Science Complex, Bethune Center, and Physician Assistant buildings.

## Davis Memorial Library

Davis Memorial Library supplies access to resources, knowledge, information, and ideas for the intellectual inquiry of students, faculty, and staff; supports the instructional program; houses MU One Stop academic services and support; and facilitates scholarship on campus, demonstrating a commitment to freedom of information and equity of access to information.

The Davis Memorial Library houses more than 25,734 book volumes, video-recordings, and many other formats. For electronic full text sources, students can select from more than 71,451 electronic journals and more than 529,000 e-books. Most of the library's electronic resources can be accessed both on and off campus by students. These resources include the Online Catalog and more than 148 databases for journal article searching, including ProQuest Research Library, JSTOR, 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 to check out library materials and to reserve study rooms by presenting a current Methodist University ID card. More information is available on the Davis Memorial Library [homepage](#).

## Religious Life and the University Chaplain

Religious Life fosters a spirit of belonging and inclusion that supports and encourages all students, faculty, and staff to honor all that is sacred to members of the MU community. While distinctively Wesleyan in The United Methodist Church tradition of the Christian faith, Religious Life encourages members of the MU community to know deeply and to live their own faith's sacred texts and traditions freely while intentionally learning about and reverencing the teachings of all faiths. In this environment, there are safe and respectful times and places to wrestle with the hard questions of life and faith. Religious Life engages students at the intersection of faith and justice in their lives by supporting opportunities for spiritual growth, discernment, prayer, and questions of meaning and purpose. Students are encouraged to broaden and deepen their spiritual horizons by participating in diverse worship styles, Bible study, music, community service, and the pursuit of love, justice, truth, and virtue. The University Chaplain is available to students of all or no faith traditions for conversations around personal matters, faith, or vocational discernment. The University Chaplain is an ordained clergy member who can offer the sacraments of baptism and Holy Communion and officiate for marriage and memorial services.

## ACADEMIC CALENDAR (CAMPUS GRADUATE PROGRAMS)

### FALL 2024 (AUGUST 19 - DECEMBER 6)

August 19	First day of class
August 23	Last day to add a class
August 23	Last day to drop a class without record
September 1	December 2024 <i>Intent to Graduate</i> applications due

September 2	Labor Day holiday (no classes)
October 28	Spring 2025 early registration begins for graduate students
November 1	May 2025 <i>Intent to Graduate</i> applications due
November 11	Veterans Day holiday (no classes)
November 27-29	Thanksgiving holiday (no classes)
November 29	Last day to withdraw from a class
November 29	Last day to officially withdraw from the university
December 6	Last day of fall 2024 semester
December 16	Final grades due

### **SPRING 2025 (JANUARY 6 – APRIL 25)**

January 6	First day of class
January 10	Last day to add a class
January 10	Last day to drop a class without record
January 20	Martin Luther King, Jr. holiday (no classes)
March 31	Summer/Fall 2025 early registration begins for graduate students
April 18	Last day to withdraw from a class
April 18	Last day to officially withdraw from the university
April 18	Good Friday holiday (no classes)
April 25	Last day of spring 2025 semester
May 3	Graduate Commencement Ceremony
May 7	Final grades due

### **SUMMER 2025 (APRIL 28 – AUGUST 15)**

April 28	First day of class
May 2	Last day to add a class
May 2	Last day to drop a class without record
May 26	Memorial Day holiday (no classes)
June 1	August 2025 <i>Intent to Graduate</i> applications due
June 19	Juneteenth holiday (no classes)
July 4	Independence Day holiday (no classes)
August 8	Last day to withdraw from a class
August 8	Last day to officially withdraw from the university
August 15	Last day of summer 2025 semester
August 18	Final grades due

## **ACADEMIC CALENDAR (MU ONLINE GRADUATE PROGRAMS)**

### **FALL 2024 TERM I (8-WEEK TERM/AUGUST 19-OCTOBER 11)**

August 19	First day of class
August 23	Last day to add a class
August 23	Last day to drop a class without record



October 4	Last day to withdraw from a class
October 9-11	Final exams
October 14	Final grades due

**FALL 2024 TERM II (8-WEEK TERM/OCTOBER 14-DECEMBER 6)**

October 14	First day of class
October 18	Last day to add a class
October 18	Last day to drop a class without record
November 29	Last day to withdraw from a class
December 4-6	Final exams
December 9	Final grades due

**Spring 2025 term I (8-Week Term/January 6-February 28)**

January 6	First day of class
January 10	Last day to add a class
January 10	Last day to drop a class without record
February 21	Last day to withdraw from a class
February 26-28	Final exams
March 3	Final grades due

**Spring 2025 term II (8-Week Term/March 3-April 25)**

March 3	First day of class
March 7	Last day to add a class
March 7	Last day to drop a class without record
April 18	Last day to withdraw from a class
April 23-25	Final exams
April 28	Final grades due

**SUMMER 2025 TERM I (8-WEEK TERM/APRIL 28-JUNE 20)**

April 28	First day of class
May 2	Last day to add a class
May 2	Last day to drop a class without record
June 13	Last day to withdraw from a class
June 18-20	Final exams
June 23	Final grades due

**SUMMER 2025 TERM II (8-WEEK TERM/JUNE 23-AUGUST 15)**

June 23	First day of class
June 27	Last day to add a class
June 27	Last day to drop a class without record
August 8	Last day to withdraw from a class
August 13-15	Final exams

## GOVERNANCE

### Graduate Council

The Chair of the Graduate Council presides over monthly Graduate Council meetings. The Chair is responsible for chairing the Graduate Academic Standards Committee (GASC) and overseeing the Graduate Honor Board.

The Graduate Council is the governing body for all graduate programs. The Graduate Council consists of:

- Dean or Assistant Dean of Online Programs of each college (1 vote per college)
- Director, department chair, program director, or a faculty representative of each current graduate program (1 vote per program)
- Associate Provost for Academic Operations
- Director of Library Services
- University Registrar
- Two at-large faculty-elected representatives who serve a term of three years

The Provost is welcome at any meeting as a guest.

### Graduate Council Responsibilities

The Graduate Council has the following responsibilities:

- Make recommendations and provide advice to academic departments proposing graduate programs and graduate policies.
- Recommend proposed graduate programs to the University's approval process.
- Serve in an advisory capacity for existing graduate programs.
- Approve requests sent to the Curriculum Committee by graduate programs.
- Edit, update, and approve changes to the graduate catalog, including curricular and policy items. Send items to Provost for review.
- Approve and recommend changes related to graduate faculty to the Faculty Senate.
- Elect a graduate faculty representative and alternate to the Institutional Review Board.
- Elect a graduate faculty representative to the Calendar Committee.
- Elect a graduate faculty representative to the University Case Management Team.
- Elect an undergraduate faculty representative to the Graduate Academic Standards Committee. The undergraduate representative should be a current member of the UG Academic Standards Committee. All Graduate Council members serve as members of the Graduate Academic Standards Committee.

## GRADUATE ADMISSIONS

Methodist University admits academically qualified students of any faith, age, race, sex, national or ethnic origin, or religion. Candidates applying for admission are accepted as first-year graduate students, transfer students, or re-admitted students depending on the program.

### On-Campus Graduate Programs

Candidates should apply directly to the graduate program for which they are seeking admission. The application process and admissions requirements are outlined for each program in their respective section of the catalog.

The following graduate programs are available for admission in an on-campus setting:

Master of Medical Science in Physician Assistant Studies	Doctor of Physical Therapy
Doctor of Occupational Therapy	

### MU Online Graduate Programs

First-year graduate students seeking admission to graduate degree and certificate programs offered in a fully online setting should apply through the [MU Online Admissions Portal](#).

The following graduate programs are available for admission in a fully online setting:

Master of Business Administration (MBA)	Master of Science in Nursing
Master of Health Administration	Doctor of Nursing Practice in Executive Leadership
Master of Education in Educational Leadership: Concentration in Instructional Technology	Teacher Education - Post Baccalaureate Residency Licensure Certificate
Master of Science in Clinical Mental Health Counseling	Graduate Certificate in Health Care Administration
Master of Criminal Justice	Graduate Certificate in Nursing Education

### Concurrent Enrollment

Undergraduates admitted to a graduate program must be in their senior year and be able to meet all graduation requirements in that academic year.

A student taking graduate courses while completing his or her undergraduate degree cannot exceed 6 credit hours at the graduate level in any semester. Any exceptions must be made by an appropriate graduate program director. Only designated undergraduate courses can be used to fulfill an MU graduate requirement.

No student may receive a graduate degree without first completing their undergraduate degree.

### Readmission and Reapplications

The readmission or reapplication policy of each individual graduate program, for graduate students who have voluntarily left the program but who are otherwise in good academic standing, is determined by each graduate program director. This must be completed before the first day of class of the semester. Please see the individual graduate program section in this catalog or specific program handbooks for details.

## GRADUATE ACADEMIC POLICIES

### Protection of Freedom of Expression

Students should be free to take reasoned exceptions 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

Each student accepts full responsibility for reading all materials and information included in this academic catalog and for the satisfactory completion of all graduation requirements. Students must consult with their advisor before making changes to their academic program.

## Registration

Registration dates are published in the academic calendar and are scheduled throughout the academic year. Students are not permitted to attend any class until they have registered, nor can they register after the published add/drop period.

## Course Cancellations

All published class schedules are tentative and are not contractual in nature. The University reserves the right to cancel any scheduled course at any time through the first meeting of the class.

Furthermore, the University reserves the right to cancel or discontinue any course because of insufficient enrollment, or for other reasons. To assure quality education, the University reserves the right to limit further registrations when the maximum number set by the department has been reached. The University reserves the right to make changes in schedules and/or faculty when necessary.

## Adding, Dropping, and Withdrawing from Courses

The published add/drop period for any given term/sub term typically extends through the Friday of the first week of classes. Students may add and drop classes without record during this time.

The course withdrawal period begins immediately following the end of the published add/drop period. Therefore, any student wanting to officially remove themselves from a course after the published add/drop period will receive a course withdrawal denoted by a grade of W. Students should consult with their academic and career advisor to complete the appropriate course withdrawal form available in the myMU portal.

**Note:** *A grade of W is recorded and maintained on the official academic transcript along with all associated attempted credit hours.*

## Official University Withdrawal

To officially withdraw from the University during a semester, a student is required to complete an official withdrawal form housed in the myMU portal. Students should consult with their academic and career advisors to discuss the impact on degree completion. Students are also encouraged to discuss financial implications with a representative from the Office of Student Financial Services.

Failure to properly withdraw from the University may result in the student being awarded failing grades for all enrolled courses. A student who properly withdraws, using the required official university form, will receive official course withdrawals denoted by a grade of W on the academic record. Withdrawing from the university does not release a student from financial responsibility.

Official University withdrawal deadlines coincide with the last day to withdraw from a class in each term or subterm and can be found on the academic calendar.

## Administrative Withdrawal/Administrative Drop

In extraordinary circumstances, the University reserves the right to withdraw or drop a student from the institution should there be deemed sufficient evidence that the student is violating the mission or core values of the University. An administrative withdrawal or drop of a student occurs at the request of an academic or administrative Dean of the University or senior administrative department head with final approval at the corresponding Vice President level. Examples of situations that may result in administrative withdrawal or drop from the University include, but are not limited to, violating University policies, disregarding professional codes of ethic and conduct, or engaging in behavior that disrupts the learning environment and safety of the campus community.

When the University determines that it is in the best interest of the student or the University community that a student be administratively withdrawn from the institution, the Registrar will be notified to cancel the student's enrollment, remove the student from all their courses, and assign grades of "W" or drop the courses without record.

The decision to administratively withdraw or drop a student cannot be appealed. However, under certain circumstances, the student may be eligible to return after meeting terms set forth by the university. Any student who is eligible to return to the institution after meeting the terms of their administrative withdrawal or drop must follow the program readmission process to request re-entry.

An administrative withdrawal does not release a student from financial responsibility for the semester in which the administrative withdrawal occurs.

### Medical Withdrawal

A petition for a medical withdrawal may be submitted for either physical or mental health conditions that render a student incapable of completing coursework within a given semester. A student may submit a petition to be medically withdrawn from all courses after the published university withdrawal deadline has passed, but no more than 15 days after the last official day of the registered subterm or semester. Students are encouraged to consult with faculty for alternative options to complete required coursework prior to submitting a petition, as well as review the potential impact on degree completion and finances with their program advisor, student financial services, and financial aid.

Conditions for which a medical withdrawal may be considered include:

- Severe psychological conditions requiring hospitalization or intensive outpatient care for an extended period.
- Premature labor or other complications of pregnancy requiring extended mandatory bedrest or care.
- Severe illness, injury, or surgery with prolonged recovery time.
- Severe complications resulting from a chronic medical condition.

To petition for a medical withdrawal, a student should submit the required online form with corresponding documentation from a physician or other licensed health care provider. All documentation should be submitted on official letterhead and should include dates of treatment, diagnostic statement, summary of limitations or restrictions, length of recovery, provider signature, and date.

Documentation from a health care provider who is also a family member will not be accepted. The committee will not entertain petitions for medical issues of dependents or family members.

Completed petitions are reviewed by the university's medical withdrawal committee, and a decision is emailed to the student's MU email address within 10-14 business days. The committee recognizes the sensitive nature of information contained in student medical withdrawal petitions and will ensure confidentiality standards are strictly maintained throughout the process and on behalf of each student.

Upon approval, the student is withdrawn from all courses with a final grade of "W". This means that no academic credit is awarded for the registered subterm or semester being petitioned. Any awarded final grade (passing or failing) will be forfeited. Incomplete grades are not allowed.

Students who need additional time to recover from a prolonged physical or mental health condition after a medical withdrawal has been granted should review program readmission procedures for return. The university reserves the right to impose return conditions on all approved medical withdrawals. A medical withdrawal does not negate a student's financial responsibility to the university.

Students enrolled in the Doctor of Physical Therapy and Doctor of Occupational Therapy programs should adhere to the program's Voluntary Leave of Absence policy for physical or mental health conditions.

### Campus Closure

If courses are canceled due to emergency/unplanned circumstances for three consecutive days, faculty are required to engage students in alternate learning activities.

- For all unplanned campus closures, faculty are encouraged to reorganize their syllabi to absorb content and classroom work and/or to engage students in other synchronous or asynchronous learning activities. Examples of such learning activities are available on the Teaching and Learning Center website.
- Some courses may not follow "traditional" class times (e.g., 50 min MWF or 80 min T Th). A course that meets for three hours on one day may be considered to miss an entire week of class if the University is closed on that day. Individual instructors may implement this policy as appropriate to satisfy requirements for the course.
- Students may not be penalized for closure decisions made by the University. When classes resume, students should be given no less than 1 week but no more than 30 days or the last day of classes (whichever comes first) to turn in work assigned during unplanned closures. Deadlines that occur during the closure should be extended.
- Students who are participating in clinical education rotations, fieldwork experiences, and internships should follow guidance provided by the individual site in the event of an emergency or unplanned circumstance.

### 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), and academic misrepresentation. Each student is responsible for becoming familiar with the Honor Code. All work submitted to instructors must comply 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, 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 with appropriate penalty. That system at Methodist University is founded on the following principles:

- 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.
- 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.



- 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.
- A fair and independent appeal process is vital to protect student rights and correct abuses.
- 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 Graduate Honor Board. Repeat violators face mandatory Graduate Honor Board hearings.
- Consistency requires that a relatively small and fixed group hear and judge Graduate Honor Board cases.
- The adversarial system utilized in litigation is not used in Graduate Honor Board cases; rather, the procedure is more conversational in character.

### Jurisdiction

Cheating, plagiarism, and academic misrepresentation (lying) are academic 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

Assignments and examinations should be the products of the student's own efforts. Cheating includes, but is not limited to, the use of unauthorized materials for examinations or assignments, unauthorized assistance from other people, and papers from commercial companies or the internet. Students should assume, unless told otherwise, that examinations and assignments should be completed without the use of books, notes, or conversation with others; however, individual faculty members may authorize certain types of materials or collaborations for specific assignments. Students should therefore follow the expectations of their instructor regarding the use of materials for their assignments.

### Plagiarism and Intellectual Property

Plagiarism is copying another person's work and presenting it as one's own. Plagiarism is committed when a student knowingly represents another person's work as their own. A student who has tried in good faith to credit their source but has "misused a specific citation format, or incorrectly used quotation marks" has not plagiarized. Such a student has "failed to cite and document sources appropriately," according to the [Council of Writing Program Administrators](#).

Plagiarism is often associated with written work when a writer copies a section of another writer's work and fails to acknowledge the source by using quotation marks and proper academic citation. However, plagiarism may exist in other works, such as scientific posters, painting, music, and film. Sources must be acknowledged in a manner appropriate to the discipline when images, composition, or conceptions are copied, even when the appropriated material is reconfigured to make a new meaning. Other types of plagiarism include 'mosaic plagiarism' and paraphrasing without attribution. In mosaic plagiarism, pieces of other people's work are rearranged without acknowledgment. Paraphrasing without attribution is rewording someone else's work without acknowledging the original author's research or thinking.

For methods of documentation and all other aspects of manuscript form, students should follow current practices advocated by style manuals (e.g., MLA, APA, Chicago/Turabian) recommended by individual departments and/or professors.

## Recycling

Students should not assume that reusing or recycling assignments from other coursework is acceptable; they must disclose their intention to reuse or rework material at the outset of the project to be sure that they have the faculty member's approval.

## Academic Misrepresentation

Students may not lie to gain academic advantage. Cases of academic misrepresentation include, but are not limited to:

- forged or false signatures on documentation,
- forged or false excuses for class absences,
- forged or false evidence of completed work
- lying to university faculty and staff about any academic work or status

## Academic Violations of the Honor Code

### **STEP ONE: Faculty**

If a faculty member believes a student has committed an academic violation of the Honor Code (see descriptions above), the faculty member will notify the student and meet with them to discuss the issue. The student may not bring anyone to this meeting. At that meeting the student will be presented with evidence supporting the claim of a violation and may choose to present evidence either in support of or contradicting such violation. The faculty member will consider the evidence and render a decision in writing as soon as practicable after the meeting. Such decision will include any actions taken to remedy the situation and/or any penalty appropriate to the level of violation. The maximum level of penalty decided by the faculty member is an F in the course.

Faculty members are expected to make a sincere effort at communicating with the student to coordinate a meeting. However, if the student does not reply to the faculty member's request, refuses to meet within a reasonable amount of time, or does not attend a scheduled meeting, the faculty member may move forward through the process, imposing the penalty and submitting the required information on the Honor Code Violation form.

The student will:

- accept the decision and the penalty, or
- appeal the decision to the Graduate Honor Board.

If the student accepts the decision, the faculty member will impose the penalty. The faculty member must notify both the department chair/program director and the Office of the Provost of the situation, and any penalty imposed, by completing the Honor Code Violation form in the myMU portal.

### **STEP TWO: Honor Board**

- The student may appeal to the Graduate Honor Board if they consider a faculty member's settlement unfair.
- The faculty member may appeal to the Graduate Honor Board for major violations for which they determine a failing course grade is insufficient penalty.
- The Office of the Provost may bring students with repeated violations of the Honor Code to the Graduate Honor Board.
- Any member of the University community may bring a case directly to the Graduate Honor Board.
- The Graduate Honor Board does not consider grade appeals (see Grade Appeal Policy and Student Complaints)

- To initiate an Honor Board hearing, contact the Chair of the Graduate Council.

### Graduate Honor Board Composition and Roles

The Honor Board is appointed by the Chair of Graduate Council. The Chair serves as a non-voting moderator of the Graduate Honor Board. The Chair arranges the time, place, and personnel for the hearing panels, takes notes on the Graduate Honor Board case as presented, and forwards written documentation of the case, including the decision, to the Office of the Provost.

The Graduate Honor Board consists of two students and three faculty members designated by the Chair of Graduate Council.

### Appeal Procedure

All student appeals and other cases must be brought to the Graduate Honor Board in writing before the end of the subsequent semester. The case or appeal must be submitted through the Graduate Honor Board Violation form in the myMU Portal, providing details on the violation and an explanation for why it was not resolved at the course level and why the case is being brought to the Graduate Honor Board. The Office of the Provost will forward the appeal documentation to the Chair of the Graduate Council.

- Upon receiving the case or appeal, the Chair of the Graduate Council arranges a Graduate Honor Board Panel, the time, the location for the hearing, and notifies the parties involved.
- The Chair informs the student of the right to have any person from the University community attend as an advisor and a counsel.
- The person who brought the case presents evidence of alleged offense and the rationale for the penalty imposed (if applicable). The Graduate Honor Board members ask any questions of the person who brought the case needed to clarify the issue.
- The student states the reason for their appeal or responds with evidence to the allegation. The Graduate Honor Board members ask any questions of the student needed to clarify the issue.
- The Graduate Honor Board panel members ask any questions of either party needed to clarify the issue, except that students are not required to incriminate themselves.
- The panel retires to consider the case and reconvenes as soon as possible to announce the decision. Deliberations in reaching a decision are documented in written notes and in the written decision. Panel decisions are by majority vote.
- The person who brought the case is obligated to accept the panel's decision at this stage in the process.
- If the panel finds in favor of the person who brought the case (or adds additional penalties), the student has the right to appeal in writing to the Office of the Provost within 24 hours or by the end of the next working day, whichever is later. No formal grounds for this appeal are necessary.
- The Chair of the Graduate Honor Board (Chair of Graduate Council) sends the Provost a written report on the board's findings and decision.
- The Provost may use the documentation as the basis for a judgment on any appeal or may choose to speak to the parties involved and examine the physical evidence. The Provost communicates the result of any appeal beyond the Graduate Honor Board decision in writing to the student and to the Chair of Graduate Council, with details for the reason for any change. The student remains in class pending resolution of the appeal. The decision of the Provost is final and is not subject to further appeal.

### Graduate Honor Board Penalties

The Honor Board or Provost may assign the following penalties:

- Grade of F on the assignment(s) or evaluation(s)
- Grade of F in the course

- Suspension from the University for a defined period of time, which requires completion of a Graduate Honor Board Readmission Form with panel review for readmittance
- Expulsion from the University with no option for return
- The Graduate Honor Board may also void any previous penalties imposed by the faculty member.

### Mandatory Student E-Mail Policy

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.

Students should contact [Information Technology Services](#) for additional information concerning resources and policies that govern computer use, safety, and student email.

### 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 the aforementioned actions is grounds for an immediate administrative course withdrawal which will be executed by the Registrar at the request of the primary faculty member and after approval by the appropriate College Dean. An administrative course withdrawal for violation of online etiquette does not negate a student's financial responsibility for the course.

## ACADEMIC CREDIT

### Methodist University Definition of a Credit Hour

Methodist University defines a credit hour according to federal and regional accreditation guidelines, along with generally accepted practices in higher education. This definition applies equally at the undergraduate and graduate level. A credit hour is the amount of academic work represented by:

- Not less than one contact hour of direct faculty instruction and a minimum of two hours of out-of-class student work for each week of approximately 15 weeks instruction for one semester, or the equivalent amount of work over a different amount of time.
- At least an equivalent amount of work as outlined above for other academic activities, as established by the institution including distance education, laboratory work, directed and independent study, internships, practica, student teaching, clinical rotations, physical education, studio work, and other academic work leading to the award of credit hours.
- Faculty who teach remote, hybrid, or online classes have identical learning outcomes and content established for an on-campus/in-person course as for online delivery and assessment of student learning. The faculty are responsible for ensuring that the student's demonstrated expected learning outcomes are equivalent to the credit hours earned.

## Transfer Credit

Evaluating, awarding, and accepting transfer credit is at the discretion of the individual graduate programs at Methodist University.

## GRADING

All standard letter grades are counted toward a student's grade point average (GPA).

### Grade Scale

Grade	Quality Points
<b>A</b>	4.0
<b>A-</b>	3.7
<b>B+</b>	3.3
<b>B</b>	3.0
<b>B-</b>	2.7
<b>C+</b>	2.3
<b>C</b>	2.0
<b>D</b>	1.0
<b>F</b>	0.0 (Failure)
<b>I</b>	Incomplete
<b>P</b>	Pass (zero quality points)
<b>W</b>	Course withdrawal

### Incomplete Grade Policy

An Incomplete grade may be requested by a student when extenuating circumstances (i.e., illness, emergency, military service, or other reasonable cause) warrant an extension of time for completion of remaining course requirements. A student must be passing the course, or for cohort programs, must meet the minimum requirements established by the program for accreditation standards before an incomplete grade request can be considered by an instructor. A signed contractual agreement between the instructor and student, outlining work completed to date, remaining course requirements, and reasonable due dates must be completed before an incomplete grade may be assigned by an instructor.

A change of grade request must be submitted by the instructor, with all necessary approvals, no later than the final day of classes during the subsequent semester – including summer. If a change of grade is not received within the applicable time frame, the incomplete grade will automatically convert to a failing grade.

Incomplete grades should be avoided in a student's final semester. A degree will not be conferred on any student with an incomplete grade present on their academic record.

### Grade Change Policy

Final grades of A through F are permanent and may not be changed except when assigned in error. All grade changes must be approved by the respective department chair or program director, school head (where applicable), and College Dean. A fall grade change must be made by the end of the following spring semester. A spring grade change must be made by the end of the following fall semester. A summer grade change must be made by the end of the following fall semester.

It is the responsibility of students to check their grade reports or transcript reports for errors. An appeal for a grade a student believes was assigned in error must be submitted by the end of the spring

semester for a fall grade, by the end of the fall semester for a spring grade, and by the end of the fall semester for a summer grade.

### Grade Appeal Policy

Should a student choose to challenge a grade in a course, the student must complete the Methodist University Grade Appeal process detailed below before the end of the semester or term following receipt of a grade for the course (summers excluded). This procedure is specific to grade appeals, not general instruction, or policy concerns.

The grading and evaluation policies outlined in the course syllabus form the basis for resolution of all grade grievances. Every attempt should be made to resolve an academic grievance through consultations between the student and the instructor or among the student, instructor, and the department chair/program director. If these consultations fail to resolve the grievance, the appeal procedure detailed below is available to students. Appeal procedures require written documentation. All documents must be dated.

A grade grievance occurs when a student protests a grade awarded on the final grade roster. The grievance must be filed before the end of the semester following receipt of a grade for the course (summers excluded).

- Every grade grievance must be submitted in writing by the student to the instructor who awarded the grade. The student must copy the department chair or program director when the original grievance is submitted to the instructor.
- The instructor will respond in writing to the student and copy the department chair or program director.
- If the response from the instructor is not satisfactory to the student, a written petition of appeal to the department chair or program director must be submitted.
- The department chair or program director will respond to the student's petition of appeal in writing, copying the instructor.
- If the decision of the department chair or program director is unsatisfactory to the student, they may appeal to the dean of the appropriate college.
- The dean will respond to the student's petition of appeal in writing, copying the instructor and the department chair or program director.
- If the student considers the matter unresolved at that point, they may, with the assistance of their advisor, appeal to the Graduate Academic Standards Committee of the University, which will review the documentation and determine a resolution. The Graduate Academic Standards Committee may request additional information from the student and/or instructor involved.
- The decision of the Graduate Academic Standards Committee is final and cannot be appealed.

### Independent Study

Independent Study contracts are developed only in special circumstances. In all cases, the supervising professor, the program coordinator, and the College Dean must approve the independent study contract prior to the beginning of the semester. The Independent Study form can be obtained from the Office of the Registrar.

## ACADEMIC STANDING (MU Online programs)

### Good Standing

The status of Good Standing is applied to graduate students who earn a B or better in all courses and maintain a minimum 3.00 cumulative GPA.



### Academic Warning

The status of Academic Warning is applied to any student who earns a grade of C or C+.

### Academic Probation

The status of Academic Warning is applied to any student whose program GPA falls below 3.00 after completion of 12.00 credit hours. A student must raise their program GPA to 3.00 or higher by the time they reach 24.00 credit hours in the program to be removed from academic probation. The status of Academic Probation is reflected on a student's official transcript.

### Academic Suspension

The status of Academic Suspension is applied to any student who meets either of the following criteria:

1. A student will be suspended from the program for a minimum of one academic year if they fail to raise their program GPA to 3.00 or higher by the time they reach 24.00 credit hours in the program. Students who are academically suspended must re-apply for program admission after the period of suspension has ended.
2. A student must not make more than one course grade of C or C+. If a student receives a second grade of C or C+, the student may repeat one of the courses with a C or C+ grade. If a student earns two C or C+ grades and does not choose to repeat a course, the student will be suspended from the program. The status of Academic Suspension is reflected on a student's official transcript.

### Academic Dismissal

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. Dismissal decisions are final, cannot be appealed, and are reflected on the official academic transcript.

## ACADEMIC SERVICES AND SUPPORT

### Health Insurance

Please refer to individual program guidelines in the graduate catalog or respective handbooks for individual program health insurance requirements.

International student health insurance is mandatory. All international students must contact the [Global Education Office](#) for additional information and to obtain the requisite International Student Health Insurance Compliance form.

### Student Access and Accommodation 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 Student Access and Accommodation Services (SAAS) at the One-Stop Center located in Davis Memorial Library. We encourage all students who may be using our services to register with the SAAS before the beginning of their first academic year. However, students are welcome to discuss services at any time during their college career. Together the student and the coordinator will decide upon the modifications to be implemented. Accommodations cannot be instituted retroactively.

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

## 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 in Davis Memorial Library, room 111, and is open fifty-five hours per week. For additional information about the Writing Center and how to schedule appointments, go the Writing Center's [webpage](#).

## Tutorial 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 the University's graduate programs include a course or courses in the use of statistics. Past history indicates that new graduate students sometimes need to review statistical concepts. Therefore, Tutoring Services provides the services of a professional tutor in statistics to support students. For information regarding these services, please contact Tutoring Services at (910) 630-7151 located in the Davis Memorial Library. If a graduate student requires academic support in other courses within their program, they should contact their program coordinator or program director.

## GRADUATION

### Degree Conferral

Methodist University confers degrees three times per year and holds a formal commencement ceremony in May. Degrees are conferred at the conclusion of the semester in which all university and program requirements have been met.

All students near completion of a Methodist University graduate degree must file an electronic "Intent to Graduate" form via the myMU portal to be considered for formal candidacy. Due dates are as follows:

May/Spring degree completion	November 1
August/Summer degree completion	June 1
December/Fall degree completion	September 1

The University assumes no responsibility for making special adjustments for students who fail to file the requisite form by the published due date.

The graduation fee must be paid no later than one month before the graduation date. All financial obligations must be paid in full before a student can receive any official documents from the University, inclusive of their diploma.

### Academic Record Closure

When students complete all requirements for master, or doctoral degrees and the degree is conferred, academic records for those degrees are complete. No courses can be added to a conferred degree, and the graduation GPA cannot be changed by repeating courses or requesting a grade change.

## COLLEGE OF ARTS, HUMANITIES, AND SCIENCES

### CLINICAL MENTAL HEALTH COUNSELING (M.S.)

#### Master of Science in Clinical Mental Health Counseling

*\*The Master of Science in Clinical Mental Health Counseling is offered in a fully online setting through MU Online.*

#### Accreditation

The MS in Clinical Mental Health Counseling program has been designed to the standards and requirements of CACREP, The Council for Accreditation of Counseling and Related Educational Programs. CACREP Accreditation will be pursued as soon as we are eligible. Contact Information: 500 Montgomery Street, Suite 350, Alexandria, VA 22314, (703) 535-5990.

#### Program Description

The fully online program is designed to prepare students to become counselors who will work in clinical capacities in a variety of clinical mental health settings including agencies, private practice, hospitals, and prisons. The program will provide students with comprehensive curricular and supervised practice experiences to prepare students to take state licensure exams for Licensure as Clinical Mental Health Practitioners. The program includes preparation to take the CMHCE or NCE (dependent upon requirements for licensure in your state). Students will also be prepared to meet the standards established by the National Board of Certified Counselors for national certification as a professional counselor (NCC).

The program will consist of synchronous, asynchronous, and in person components. Methodist University faculty will assist program participants in locating and obtaining local sites or private supervised practice opportunities for practicum and internship training.

#### Mission

The mission of Methodist University's Master of Science in Clinical Mental Health Counseling program is to prepare future counselors to utilize foundational clinical skills to serve multicultural and diverse clients and community members in an ever-changing global world. It is our goal to operate from the values of diversity, social justice, advocacy, technology, leadership, and community engagement.

#### Learning Outcomes

- Students will gain an understanding of the foundations of mental health counseling in the clinical setting including trends; roles, functions, and standards of practice and credentialing of community counselors; policies and laws, ethical and legal considerations (e.g., the ACA Code of Ethics); and diversity issues.
- Students will demonstrate commitment to learning their own cultural identity, including privilege, oppression, and biases, and how it influences the counseling relationship.
- Students will learn various theories of human development to engage in developmentally appropriate approaches when working with a wide range of diverse clients across the lifespan.
- Students will understand various career counseling theories to conceptualize career development, including how career concerns influence mental wellness.
- Students will learn counseling theories and techniques that are needed to foster movement towards clients' goals through effective use of helping skills, theoretical conceptualizations, and related diverse helping modalities.

- Students will obtain knowledge and skills required for effective and culturally competent facilitation of group counseling.
- Students will learn to utilize assessment and testing throughout the counseling relationship while centering the impact of assessment on diverse populations.
- Students will gain knowledge related to the principles of ethical, culturally appropriate and effective research methods for counselors; in particular, an understanding of how to use counseling research to inform counseling practice and direct future research for the field at large.
- Students will gain a comprehensive understanding of clinical mental health counseling practices, including advocacy, prevention, and treatment for a broad range of mental health concerns.

### Admissions Requirements

1. Bachelor’s degree from a four-year accredited college or university before starting the first term of the program.
2. Undergraduate GPA of 2.5 or higher.
3. Two letters of recommendation (one letter must be from a professor or employer)
4. Provide a 1–2-page personal statement including your background, interest in attending Methodist University, interest in the program, and your career goals.
5. Official transcripts.

### Academic Degree Requirements

Students must successfully complete the following **60 credit hours** of coursework in good academic standing and in accordance with all policies of the university and the department:

#### Required Core Courses

Course #	Course Title	Credit Hours
MHC 5000	Professional Orientation to Counseling	3.00
MHC 5040	Life Span Development: Implications for Counseling	3.00
MHC 5050	Theories and Models of Counseling	3.00
MHC 5080	Research and Statistical Analysis in Counseling	3.00
MHC 5100	Basic Counseling Skills and Techniques	3.00
MHC 5210	Group Procedures in Counseling	3.00
MHC 5230	Cultures and Counseling	3.00
MHC 5240	Career Development and Counseling	3.00
MHC 5300	Appraisal Procedures	3.00
MHC 5320	Professional, Legal, and Ethical Issues in Counseling	3.00
<b>Total:</b>		<b>30.00</b>

#### Clinical Mental Health Courses

Course #	Course Title	Credit Hours
MHC 5200	Advanced Counseling Skills and Crisis Management	3.00
MHC 5220	Family Counseling	3.00
MHC 5400	Clinical Mental Health Counseling	3.00
MHC 5500	Addiction Counseling	3.00

MHC 5520	Classification of Mental and Emotional Disorders	3.00
MHC 5540	Issues in Clinical Mental Health Counseling	2.00
MHC 5800	Professional Identity Capstone	2.00
	<b>Total:</b>	<b>19.00</b>

#### Field Experience Courses

Course #	Course Title	Credit Hours
MHC 5450	Clinical Mental Health Counseling Practicum	3.00
MHC 5600	Clinical Mental Health Counseling Internship I	3.00
MHC 5700	Clinical Mental Health Counseling Internship II	3.00
MHC 5750	Clinical Mental Health Counseling Internship III	2.00
	<b>Total:</b>	<b>11.00</b>

### Course Descriptions - MHC

#### **MHC 5000 PROFESSIONAL ORIENTATION TO COUNSELING (3)**

This course is an introduction to the profession of counseling. The course is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession's historical and theoretical foundations, as well as to begin the development of a professional identity.

#### **MHC 5040 LIFE SPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING (3)**

Implications for Counseling: This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

#### **MHC 5050 THEORIES AND MODELS OF COUNSELING (3)**

Students will become familiar with the established and emerging theories and models of counseling including historical context and key names, terms, and concepts. The course will also focus upon how theory translates into practice and will consider available outcome research. Each student will be expected to be able to articulate his or her own tentative personal theoretical orientation at the end of the course.

#### **MHC 5080 RESEARCH AND STATISTICAL ANALYSIS IN COUNSELING (3)**

This course will provide an overview of research and statistical analysis in counseling. It will combine reading of the required text, journal articles and other selected publications, lectures, discussion, small group activities, and student presentations to help you learn and assimilate the key statistics and research principles necessary. Enhancing your understanding of basic statistical concepts as well as methods for integrating research in counseling practice will be featured elements of this course.

#### **MHC 5100 BASIC COUNSELING SKILLS AND TECHNIQUES (3)**

This course is designed to facilitate the development of basic communication skills necessary to develop an effective helping relationship with clients. It includes the utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of alternative solutions; and decision making.

#### **MHC 5200 ADVANCED COUNSELING SKILLS AND CRISIS MANAGEMENT (3)**

This course covers counseling skills, processes and strategies associated with major counseling theories. Provides intensive practice in both technical and conceptual skills with emphasis on self-awareness, case conceptualization, racial-cultural considerations, and supervised practice in a community setting.

**MHC 5210 GROUP PROCEDURES IN COUNSELING (3)**

This course is designed to develop a basic familiarity with theories, procedures, and techniques in counseling. It will provide the learner with an understanding of group processes and dynamics from both an experiential and a didactic perspective.

**MHC 5220 FAMILY COUNSELING (3)**

This course is designed to facilitate the development of basic communication skills necessary to develop an effective helping relationship with clients. It includes the utilization of special skills to assist individuals, families, or groups in achieving objectives through exploration of a problem and its ramifications; examination of alternative solutions; and decision making.

**MHC 5230 CULTURES AND COUNSELING (3)**

An introduction to the field of multicultural counseling. Issues and practical considerations in counseling five population groups; definition of terms and concepts.

**MHC 5240 CAREER DEVELOPMENT AND COUNSELING (3)**

This course will examine the world of work, life career development, career decision- making theories, the process and techniques of career counseling and the interrelationship between career and life balance issues and mental health; these issues will be discussed using multicultural and social justice frameworks.

**MHC 5300 APPRAISAL PROCEDURES FOR COUNSELORS (ASSESSMENT AND EVALUATION) (3)**

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society. It will examine basic concepts of standardized and non-standardized testing and other assessment methods for appraising individual differences and family dynamics.

**MHC 5320 PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN COUNSELING (3)**

Ethical standards are discussed from a historical and practice perspective, and an ethical decision-making model is explored. Laws that affect the professional practice of mental health, school and rehabilitation counseling are presented and examined. Professional issues concerns and associations are discussed.

**MHC 5400 CLINICAL MENTAL HEALTH COUNSELING (3)**

This is a study of the history, professional roles, and responsibilities of the counseling profession, including ethical, and legal standards/principles for conduct. Professional organizations, preparation, credentialing, and the creation of a plan for lifelong professional and personal development will be examined.

**MHC 5450 CLINICAL MENTAL HEALTH COUNSELING PRACTICUM (3)**

The practicum course is a distinctly defined, supervised clinical fieldwork experience in which the student develops basic counseling skills and integrates professional knowledge under the supervision of a faculty member or an on-site clinical site supervisor approved by the college or university with a minimum of 1 hour per week of individualized and/or triadic supervision throughout the practicum. Practicum students participate in an average of 1 ½ hours per week of group supervision via Zoom with a counseling faculty member or student supervisor who is under the supervision of a counselor education program faculty member on a regular schedule throughout the practicum. Documentation of



a minimum requirement of 100 hours of counseling-related activities, which includes 40 direct client contact hours, is submitted directly to the college's Office of Field Experience for verification and tracking. The practicum is completed prior to the internship; therefore, students may not progress to PMC5500 without the required number of hours submitted, the required amount of individual and group supervision, and proper approval. This course has multiple synchronous required activities. Students must be prepared to be flexible in meeting the demands of this course in order to progress to the internship. Practicum/field experience hours: 100. State licensure requirements may mandate additional hours. Students must review and adhere to their state board's additional requirements.

#### **MHC 5480 CONSULTATION AND PROGRAM DEVELOPMENT IN COUNSELING (2)**

This course explores the role of the counselor and psychologist as consultant and collaborator; models and skills; evaluation/techniques; issues.

#### **MHC 5500 ADDICTION COUNSELING (3)**

This course provides counselors in training with an overview of the addictive process and the practice of addiction counseling. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the lifespan. Models of addiction and professional issues in Addiction Counseling such as co-occurring disorders, process addictions and mental illnesses will be addressed. Assessment, diagnosis, and treatment of addictions with diversity & advocacy issues will also be explored.

#### **MHC 5520 CLASSIFICATION OF MENTAL AND EMOTIONAL DISORDERS (3)**

Introduction to the structure and uses of the DSM-IV for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.

#### **MHC 5540 ISSUES IN CLINICAL MENTAL HEALTH COUNSELING (3)**

As the foundation course for those planning to be counselors in mental health settings, this course includes theoretical and applied information regarding mental health counseling services in the context of the larger social services system.

#### **MHC 5600 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP I (3)**

Internship is a highly individualized learning experience that provides opportunities for growth in skills, knowledge, and personal development. In Internship, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your clinical setting. Internship meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and supervisor. Activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development.

#### **MHC 5700 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP II (3)**

Internship is a highly individualized learning experience that provides opportunities for growth in skills, knowledge, and personal development. In Internship, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your clinical setting. Internship meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and supervisor. Activities will be designed to

facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development.

### **MHC 5750 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP III (2)**

Internship is a highly individualized learning experience that provides opportunities for growth in skills, knowledge, and personal development. In Internship, you will be provided the opportunity to increase understanding of yourself and your impact on others as well as augment your understanding of your clinical setting. Internship meetings will be composed of various experiences to be determined by the needs, abilities, and concerns of the group members and supervisor. Activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional identity development.

### **MHC 5800 PROFESSIONAL IDENTITY CAPSTONE (2)**

The Integrative Learning Capstone provides an opportunity for students to pull together things they have been working on for the past 3 years. It will also help them prepare for the next steps after graduation. Unlike past courses, which often have been content heavy, this course is about the student. Student's will have an opportunity to do several things to enhance their professional development such as creating an electronic portfolio that provides evidence of growth as a counselor, creating a presentation that reflects that growth, and interviewing a mental health professional who has expertise in a particular field that interests them.

### Honor Societies and Student Organizations

- Psi Chi Honor Society

## **CRIMINAL JUSTICE (M.S.)**

### Master of Science in Criminal Justice

*\*The Master of Science in Criminal Justice is offered in a fully online setting through MU Online.*

### Program Description

The Master of Science in Criminal Justice Program was developed in response to the growing demand in the field of Criminal Justice and the strong reputation of the Methodist University Criminal Justice and Forensic Science programs in the region. There is a shortage of law enforcement officers across the country. This shortage applies to local, state, and federal agencies. In addition, there is a significant need for senior and commanding officers. This program will give officers the education they need to move into senior and supervisory roles. However, this need is not limited to law enforcement. Graduate degrees are needed by those looking to advance in corrections, probation and parole, victims services, and in the area of juvenile delinquency. This program is designed to prepare students for success in the highest levels of these fields.

### **Mission**

The mission of the university includes “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. The goals of the Master of Science in Criminal Justice are to teach and prepare future leaders in the justice system for supervisory, leadership, and academic roles, with an emphasis on critical and ethical decision making. This is a direct tie into the liberal arts tradition of Methodist University.

## Learning Goals

1. To develop graduates who demonstrate competency in the critical components of the criminal justice system.
2. To develop graduates who are knowledgeable of both historical and modern issues pertaining to criminal justice organizations.
3. To develop graduates who are ready to take senior leadership roles in criminal justice organizations as managers/administrators.
4. To develop graduates who demonstrate effective problem solving and critical thinking skills within the context of ethical decision-making.
5. To prepare future academics for research and teaching positions.

## Learning Outcomes

To accomplish the above program goals the student will be able to:

1. Identify key components of the juvenile system and differentiate them from the adult system.
2. Trace the historical development of the juvenile system and identify future changes and areas of growth.
3. Identify areas of policy strength and growth pertinent for administrative leadership in the field.
4. Articulate and contextualize contemporary policing issues within a defined ethical framework.
5. Develop correctional research agendas, as well as explore classroom applications.

## Admissions Requirements

The admissions requirements for the Master of Science in Criminal Justice Program are as follows:

1. Bachelor's degree in criminal justice, criminology, or closely related field from an accredited college or university
2. Undergraduate GPA of 2.75 or higher
3. Two letters of recommendation (one from a professor or professional reference)

## Academic Degree Requirements

Students must successfully complete the following **36 credit hours** of coursework in good academic standing and in accordance with all policies of the university and the Criminal Justice Department:

Course #	Course Title	Credit Hours
CJS 5000	Criminological Theory	3.00
CJS 5100	Policy and Ethics in Criminal Justice	3.00
CJS 5150	Correctional Philosophies and Practices	3.00
CJS 5200	Modern Policing Strategies	3.00
CJS 5300 <b>OR</b> CJS 5530	Victimology (5300) <b>OR</b> Seminar in Digital Forensics (5530)*	3.00
CJS 5400	Legal Issues in Criminal Justice	3.00
CJS 5500	Seminar in Juvenile Justice and Delinquency	3.00
CJS 5550 <b>OR</b> CJS 5600	Seminar in Criminal Justice (5550) <b>OR</b> Contemporary Issues in Criminal Justice (5600)*	3.00
CJS 5700	Research Methods	3.00
CJS 5750	Data Analysis	3.00
CJS 5800	Capstone I*	3.00
CJS 5900	Capstone II*	3.00

\*Specific courses to be offered will be determined by the Division Head and faculty of the Criminal Justice Department.

## Course Descriptions - CJS

### **CJS 5000 CRIMINOLOGICAL THEORY (3)**

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.

### **CJS 5100 POLICY AND ETHICS IN CRIMINAL JUSTICE (3)**

This course will examine the development, implementation, and analysis of ethical 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.

### **CJS 5150 CORRECTIONAL PHILOSOPHIES AND PRACTICES (3)**

Strategies for the successful administration and management of correctional facilities and staff will be examined, both from a theoretical and practical vantage point. Emphasis will be given to special populations, including inmates who are mentally ill, mentally challenged, elderly, pregnant, and chronically ill.

### **CJS 5200 MODERN POLICING STRATEGIES (3)**

The course examines the development and the role of police in modern society. It will explore such topics as, the history of policing, police recruitment, police misconduct, police discretion, police culture, patterns of police-community relations, crime prevention strategies, the relationship between police and the media, the future of policing, and the role of the police around the world.

### **CJS 5300 VICTIMOLOGY (3)**

This class examines the historical and modern understanding and treatment of victims in the criminal justice system. The different ways in which victims are understood and recognized through the various lenses of race, gender, age, sexual orientation, social economic factors, religious orientation, and occupation will be examined. Special emphasis will be placed on understanding programming and legislation designed to aid victims of crime.

### **CJS 5400 LEGAL ISSUES IN CRIMINAL JUSTICE (3)**

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.

### **CJS 5500 SEMINAR IN JUVENILE JUSTICE AND DELINQUENCY (3)**

This course provides an examination of the juvenile offender from intake, adjudication, commitment, and release. Diversion and various treatment options are explored, as well as contemporary and emerging issues.

### **CJS 5530 SEMINAR IN DIGITAL FORENSICS (3)**

This course is designed to provide an examination of, and exposure to issues related to cybercrime and digital forensics. Both traditional crimes now taking place in a digital arena, as well as crime born in the digital arena will be examined. Ethical issues will be explored, and policy recommendations pursued.

### **CJS 5550 SEMINAR IN CRIMINAL JUSTICE (3)**

Modern and emerging trends and issues in criminal justice will be examined from a theoretical and historical framework. Problems will be examined, and policy solutions offered with the aim of uniting the theoretical and practical as well as the academic and practitioner.

**CJS 5600 CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3)**

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.

**CJS 5700 RESEARCH METHODS (3)**

This course covers the scientific methods of conducting research in criminal justice and criminology. Additionally, this course will present students with 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.

**CJS 5750 DATA ANALYSIS (3)**

This course introduces the student to the basics of statistical techniques that justice administrators use to summarize numeric data obtained from surveys and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. Students will also learn how to test hypotheses for group differences in means (z-test, t-test), for association between two variables (correlation, chi square tests), and the basics of regression analysis.

**CJS 5800 CAPSTONE I (3)**

The Capstone is taught over two consecutive 8-week terms. Capstone one 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 an evaluation of a problem, issue, or dilemma in an organization by (1) organizing a research project that answers or addresses a particular question or set of questions specific to the needs of a particular organization; (2) beginning an analysis that answers their specific research question(s). The project will be completed in Capstone II.

Students must receive a grade of C or better in Capstone one to proceed to Capstone two. Capstone I and II must be taken in the last semester of the student's course work. Exceptions will only be made with the written permission of the Division Head for Criminal Justice.

**CJS 5900 CAPSTONE II (3)**

Part two of the capstone course consists of completing an analysis that answers the student's specific research question(s); and (3) presenting a defense of the research and findings to the faculty.

## COLLEGE OF BUSINESS, TECHNOLOGY, AND PROFESSIONAL STUDIES

### THE CHARLES M. REEVES SCHOOL OF BUSINESS (M.B.A.)

#### Master of Business Administration

*\*The Master of Business Administration is offered in a fully online setting through MU Online.*

#### Accreditation

The Reeves School of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Master of Business Administration (MBA) degree with a focus on Organizational Management and Leadership.

#### Mission

The Professional MBA program's mission is to provide a high-quality graduate education that fosters personal and professional development, enabling students to perform at the highest level of their selected area of specialization. Furthermore, in support of the Reeves School of Business Mission and Purpose, the Professional MBA Program aims to enhance student entrepreneurial and leadership skills, enabling them to succeed in business ventures and to assume greater management responsibilities within their chosen industries or organizations.

The Professional MBA Program is focused on filling the advanced educational needs of business leaders. The Professional MBA program seeks to promote the following goals and objectives:

#### Goals

1. Graduates will demonstrate practical and theoretical knowledge of core Business Administration subjects.
2. Graduates will develop communication and leadership skills, particularly in Organizational Management.

#### Objectives

1. Students will acquire substantive knowledge in the areas of Finance and Management.
2. Students will acquire substantive knowledge in core Business Administration areas.
3. Students will acquire substantive knowledge specific to Organizational Management and Leadership.

#### Admissions Requirements

- Bachelor's degree in any major from a four-year accredited college or university before starting the first term of the program.
- If the undergraduate degree is not in Business, students need to complete courses in Microeconomics, Macroeconomics, Financial Accounting, Marketing Principles, and Business Statistics. Students need to complete a statistics course as a prerequisite.
- Undergraduate GPA of 3.0 or higher.
- Two letters of recommendation, and one letter must be from a professor or employer.
- Provide a 1–2-page personal statement including your background, interest in attending Methodist University, interest in the program, and your career goals.
- Official transcripts.

Candidates will be individually evaluated, and an entrance interview may be required, as determined by the faculty.

### Transfer Credit

Up to 9.00 graduate credit hours of transfer coursework, with a minimum grade of B, may be considered and approved by the Program Director and the Registrar for the MBA Program. Each of these courses must have been taken at an accredited institution within five years prior to admission to the MBA Program. A transfer grade cannot replace a grade earned at Methodist University.

### Academic Degree Requirements

Students must successfully complete the following **36 credit hours** of coursework in good academic standing and in accordance with all policies of the university and Reeves School of Business:

#### MBA Core Courses:

Course #	Course Title	Credit Hours
MBA 5000	Accounting for Managers	3.00
MBA 5020	Applied Business Statistics	3.00
MBA 5100	Managerial Economics	3.00
MBA 5200	Advanced Financial Management	3.00
MBA 5355	Business Law and Ethics	3.00
MBA 5500	Marketing Management	3.00
MBA 5550	Operations Management	3.00
MBA 5950	Business Analytics	3.00
	<b>Total:</b>	<b>24.00</b>

#### Leadership Focus Courses:

Course #	Course Title	Credit Hours
MBA 5400	Organization and Leadership	3.00
MBA 5450	Change Management	3.00
	<b>Total:</b>	<b>6.00</b>

Elective Courses: Select **two courses (6.00 credit hours)** from the following list:

Course #	Course Title	Credit Hours
MBA 5050	Ethical Decision Making	3.00
MBA 5150	Research Methods	3.00
MBA 5300	Global Business Management	3.00

### Course Descriptions – MBA

#### **MBA 5000 ACCOUNTING FOR MANAGERS (3)**

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

#### **MBA 5020 APPLIED BUSINESS STATISTICS (3)**

The student will examine the application of statistical analysis, hypothesis testing, and regression analysis in business decision-making. The course will focus on the utilization of statistical methods as applied to business problems and operations. Descriptive statistics, probability and random variables,



sampling and statistical inference, regression analysis, chi-square analysis, and analysis of variance will be investigated. Students will use a statistical software program.

### **MBA 5050 ETHICAL DECISION MAKING (3)**

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)**

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

Prerequisite: MBA 5020 Applied Business Statistics

### **MBA 5150 RESEARCH METHODS (3)**

This course is an introduction to business research methods. Students can expect to learn about the types of research methods available to solve business problems. The course will include an introduction to the Institutional Review Board, the ethical requirements of research with human subjects, and working with surveys and survey software. This course is designed to introduce students to the fundamental skills necessary for conducting research including selecting a research topic, conducting a literature review, and writing a research proposal. Students will learn about qualitative and quantitative studies, using data, basic methods of statistical analysis, and how to critically evaluate research done by others.

### **MBA 5200 FINANCIAL MANAGEMENT (3)**

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

Prerequisite: MBA 5000 Accounting for Managers

### **MBA 5300 GLOBAL BUSINESS MANAGEMENT (3)**

International Business Environments covers key aspects of conducting business within an international setting, which includes the role of government, multi-national commercial operations, small and medium-sized firms, and social responsibility issues. The course delivery is framed within the cultural and geographic aspects of International Business.

### **MBA 5355 BUSINESS LAW AND ETHICS (3)**

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

### **MBA 5400 ORGANIZATION AND LEADERSHIP (3)**

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.

### **MBA 5450 CHANGE MANAGEMENT (3)**

This course will provide students with a comprehensive understanding of the strategies and techniques needed to effectively manage organizational change. Students will learn how to identify the drivers of change, assess their impacts on the organization, and develop and implement a change path that aligns with the organization's goals and objectives. Topics covered will include change management theory, identifying and evaluating potential change strategies, stakeholder analysis, communication planning, and resistance management. Case studies and real-world examples will be used to illustrate best practices and to provide students with practical experience. As part of this integrative experience, students will explore the concept of change management from both theoretical and practical perspectives.

### **MBA 5500 MARKETING MANAGEMENT (3)**

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 (3)**

Operations Management focuses on the design and management of the processes involved in the production of goods and delivery of services. The course covers many interdependent aspects of the supply chain and emphasizes the importance of quality, consistency, and value in sustaining the firm's competitive advantage. The topics covered include operations strategy, designing services and products, managing production capacity, managing inventories, quality philosophies, and supply chain management.

### **MBA 5950 BUSINESS ANALYTICS (3)**

Business Analytics prepares students to bring data-driven decision-making skills to all facets of a business organization and to use quantitative reasoning to solve business problems in a complex environment. Students will be introduced to a wide variety of technical skills, including predictive modeling and econometrics, statistical computing, and data visualization, and will be trained in how to apply those skills in a modern business environment.

Prerequisite: MBA 5020 Applied Business Statistics.

### **Honor Societies**

- Delta Mu Delta (National Business Honor Society)
- Alpha Chi (National Scholastic Honor Society)

## **TEACHER EDUCATION (MEd)**

Master of Education in Educational Leadership: Instructional Technology

*\*The Master of Education in Educational Leadership is offered in a fully online setting through MU Online.*

### **Accreditation**

The MEd Program is pending accreditation by the North Carolina Department of Public Instruction (NCDPI). Main Switchboard: 919.807.3300. Physical address, North Carolina Department of Public

Instruction, Education Building, 301 N. Wilmington Street, Raleigh, NC 27601-2825 and mailing address, North Carolina Department of Public Instruction 6301 Mail Service Center, Raleigh, NC 27699-6301.

### Program Description

The Master of Education in Educational Leadership with a Specialization in Instructional Technology (36 credit hours) is broken into two categories of course work. The first category, Master of Education Core Courses, focuses on skills and concepts identified in the area of educational leadership. The core is comprised of four core courses (12 credit hours) and a two-part capstone course (6 credit hours). These courses provide foundational elements to prepare graduates for employment opportunities in the field of education. Concepts such as scholarly writing, research methodology, statistics, leadership trends and issues, methods of instruction, and scholarly project development are included in the core curriculum. The second category, Instructional Technology Specialization courses, focuses on preparing graduates for employment opportunities in the field of instructional technology. This specialization includes six courses (18 credits), and the courses includes concepts of using technology in meaningful ways to teach in person, online, or hybrid (online and in-person).

### Mission

The Teacher Education Program's Mission expands upon the University's Mission of preparing learners to graduate prepared to make a positive contribution to their profession. Learners in the Teacher Education Program are equipped with skills to help bring forth the potential of every student they teach. The Master of Education Program in Educational Leadership helps Educational Professionals connect theory and practice. Specifically, Educational Professionals will develop ways to leverage technology to help design, implement, supervise, and evaluate instruction for diverse learners.

### Learning Outcomes

As a result of the program, K-12 educators, administrators, instructional technology specialists, and educational advocates will

1. Develop a strong pedagogy reflected in the intentional use of technology in the classroom
2. Collaborate with a personal learning network to improve practices within a classroom of diverse learners
3. Apply ISTE Standards for Educators and research to classroom practices
4. Reflect upon and improve the use of education technology in a classroom
5. Design technology-based strategies and an environment to help accommodate the needs of every learner
6. Advocate for quality-based, integrated technology strategies in every classroom
7. Create and present a digital portfolio with 9-14 artifacts connected to ISTE Standards for Educators

### Admissions Requirements

1. Official transcripts from each institution attended
2. Two letters of recommendation
3. A typed personal statement

### Academic Degree Requirements

Students must successfully complete the following **36 credit hours** of coursework in good academic standing and in accordance with all policies of the university and Teacher Education department:

Core Courses

Course #	Course Title	Credit Hours
EDL 5000	High Impact Leadership in 21 <sup>st</sup> Century Schools	3.00
EDL 5010	Methods for Instructional Technology I	1.50
EDL 5020	Methods for Instructional Technology II	1.50
EDL 5030	Diverse Perspectives, Issues, and Trends in Education	3.00
EDL 5040	Evaluation, Research, and School Improvement	3.00
EDL 5980	Master of Education Capstone I	3.00
EDL 5990	Master of Education Capstone II	3.00
<b>Total:</b>		<b>18 credit hours</b>

Instructional Technology Specialization Courses

Course #	Course Title	Credit Hours
EDL 5600	Assessing Students with Technology to Improve Learning	3.00
EDL 5610	Engaging Students with Integrated Digital Tools	3.00
EDL 5620	Online and Blended Learning	3.00
EDL 5630	Personalized and Differentiated Learning	3.00
EDL 5640	Digital Citizenship	3.00
EDL 5650	Creating with Emerging Technology and Making Global Connections	3.00
<b>Total:</b>		<b>18 credit hours</b>

Course Descriptions – EDL

**EDL 5000 HIGH IMPACT LEADERSHIP IN 21<sup>ST</sup> CENTURY SCHOOLS (3)**

Learners will explore High-Impact Leadership skills and different types of leadership styles. After identifying a personal leadership style, the learners will develop a plan to address different education challenge scenarios. Learners will leave the course with a developed self-efficacy or an internal locus of control over the outcomes based on their leadership decisions. Emotional intelligence strategies will be explored to empower leaders to advocate and communicate for educational changes.

**EDL 5010 METHODS FOR INSTRUCTIONAL TECHNOLOGY I (1.50)**

EDL 5010 is part one of a two-part series, and it will develop teacher candidates' understanding of how to leverage educational technology strategies and tools in meaningful ways across the various content areas to increase student learning. The course is based on the ISTE Standards for Students, North Carolina Digital Literacy Competencies, The Technological Pedagogical Content (TPACK) model, Technology Integration Matrix (TIM), and Substitution, Augmentation, Modification, and Redefinition (SAMR) Model. Teacher Candidates will explore practical ways to teach Digital Citizenship, and tools like Google, Adobe, Apple, Microsoft, and various Learning Management Systems (LMS). Candidates will develop lessons that align with ISTE Standards for Students 1.1 - 1.3. This course will be taken in consecutive terms with 5020. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDL 5020 in the consecutive term.

**EDL 5020 METHODS FOR INSTRUCTIONAL TECHNOLOGY II (1.50)**

EDL 5020 is the second part of a two-part series, and it will develop teacher candidates' understanding of how to leverage educational technology strategies and tools in meaningful ways across the various content areas to increase student learning. The focus of the course is to prepare students to think critically and develop knowledge to help students succeed in a global digital world. The course prepares teacher candidates to understand how to use educational tools in their classroom to benefit students. Teacher Candidates will explore practical ways to use educational tech tools and strategies to enhance classroom management, assessment, presentations, and collaboration. Teacher Candidates will develop lessons that align with ISTE Standards for Students 1.4 - 1.7. This course will be taken in consecutive terms with EDU 5010. Students must receive a grade of C or better in EDL 5010.

Pre-Requisite/Co-Requisite: This course will be taken in consecutive terms with EDL 5010.

### **EDL 5030 DIVERSE PERSPECTIVES, ISSUES, AND TRENDS IN EDUCATION (3)**

Learners will explore current diversity issues and trends that impact K-12 classrooms. This course is grounded in theory, research, and practices toward creating socially just schools by using inclusive leadership practices. This course emphasizes a focus on practical strategies and tools to help promote equity and excellence for all students. After investigating various discrepancies in education, learners will develop a comprehensive approach to prevent discrimination and promote diversity during their tenure as educators and leaders within the profession.

### **EDL 5040 EVALUATION, RESEARCH, AND SCHOOL IMPROVEMENT (3)**

School Improvement will be explored through the lenses of the Adaptive Leadership Theory. In the course, learners will find ways to overcome challenges and achieve success with school improvement. Learners will develop a vision, mission, and purpose statement that aligns with their individual leadership style. After exploring various issues within schools, learners will identify one area of interest related to school improvement. Learners will research the area, develop a school evaluation tool, and design a strategic plan to address the school related issue aligned with their individual leadership style.

### **EDL 5600 ASSESSING STUDENTS WITH TECHNOLOGY TO IMPROVE LEARNING (3)**

Technology provides educators with an opportunity to assess students and use the information to inform teaching and learning. Learners will explore various digital assessment techniques to collect pre, formative, and post data. Technology provides students with an opportunity to demonstrate their learning in meaningful ways, and students can make choices when provided with multiple pathways for learning. Students will demonstrate learning within a digital portfolio. Learners will develop meaningful ways to provide students with instructions including creating a flipped learning framework, and meaningful feedback.

### **EDL 5610 ENGAGING STUDENTS WITH INTEGRATED DIGITAL TOOLS (3)**

Learners will be introduced to methods and strategies to engage students with collaborative and interactive digital tools in a K-12 classroom. Learners will explore research-based strategies to help engage students through game-based learning, design challenges, and STEM challenges. Learners will create lessons that provide students with multiple ways to create and collaborate to respond to the learning objectives. Learners will research and curate different digital-based classroom management strategies.

### **EDL 5620 ONLINE AND BLENDED LEARNING (3)**

Learners will find effective models and practices for online and blended learning that foster student engagement and increase learning outcomes. Learners will explore and develop self-directed, instructor-led, synchronous (live interactions), and asynchronous (elapsed interaction) instruction. Various Learning Management Systems (LMS), video-conferencing platform tools, and assessment strategies will

be explored. Various ideas for creating interactive videos and interactive presentations for instruction will be explored. Learners will design opportunities for collaboration and communication.

### **EDL 5630 PERSONALIZED AND DIFFERENTIAL LEARNING (3)**

Learners will explore meaningful ways to create a universal design for learning to meet the needs of every learner. Technology can be leveraged by educators to provide organized and focused instruction connected to the preferences of students. Learners will develop technology-based tools to promote cultural competency when communicating. Various research-based strategies will be explored to help the learner differentiate and personalize instruction. Different assistive and adaptive technology tools will be explored. Learners will develop different strategies to help students view the information in multiple formats and demonstrate learning in multiple ways. Learners will develop ways to ensure that content is accessible to every learner.

### **EDL 5640 DIGITAL CITIZENSHIP (3)**

Learners will explore strategies to help K-12 students safely and responsibly navigate the internet by applying ISTE's 9 elements for digital citizenship. Various skills and procedures will be explored that help learners develop lessons that foster respectful, responsible, and positive collaboration and communication. Cyberbullying prevention, online privacy, and etiquette will be explored. Learners will develop strategies to help students develop a positive digital footprint and personal brand while maintaining a media balance to promote well-being.

### **EDL 5650 CREATING WITH EMERGING TECHNOLOGY AND MAKING GLOBAL CONNECTIONS (3)**

Learners will develop meaningful ideas to integrate emerging technologies with learning objectives. Some emerging technologies of focus include Augmented, Virtual, and Extended Reality (AR/VR/XR), coding, game-based learning, robots, green screens, and break-out rooms. Through peer collaboration and networking, learners will increase ideas about how to integrate emerging technologies and troubleshoot implementation issues. Different research studies will be explored to reflect upon the effectiveness of emerging technology use on students' learning and engagement. Learning activities with infused technology will be constructed to foster active and higher-level learning outcomes for students. Learners will find ways to make global classroom connections. Connections will be established between content and speakers from around the world who will connect with the classroom. Learners will find ways to connect students to global read-alouds, and students will take part in a global project that fosters empathy, collaboration, and curiosity.

### **EDL 5980 MASTER OF EDUCATION CAPSTONE I (3)**

The purpose of the Capstone Courses I and II are for learners to focus on their understanding of the program. Throughout the two-part Capstone Courses, learners will synthesize and demonstrate what they have learned throughout the Master of Education program. Learners will develop half of their culmination project. The final project is a digital portfolio that includes artifacts demonstrating learning throughout the program. The digital portfolio will bridge theory and practice and emphasis will be placed on how the new knowledge will influence the profession of the learner. Students are required to complete all previous courses in the Master of Education Program before enrolling in the Master of Education Capstone I. Students are required to earn a C or better before enrolling in the Master of Education Capstone II.

### **EDL 5990 MASTER OF EDUCATION CAPSTONE II (3)**

The purpose of the Capstone Courses I and II are for learners to focus on their understanding of the program. Throughout the two-part Capstone Courses, learners will synthesize and demonstrate what they have learned throughout the Master of Education program. Learners will develop half of their

culmination project. The final project is a digital portfolio that includes artifacts demonstrating learning throughout the program. The digital portfolio will bridge theory and practice and emphasis will be placed on how the new knowledge will influence the profession of the learner. At the conclusion of the Capstone Course II, learners will present their final projects. Students are required to earn a C or better before enrolling in the Master of Education Capstone II.

#### Honor Society

- Kappa Delta Pi Honor Society

#### Post Baccalaureate Residency Licensure Certificate

##### Accreditation

The Residency Licensure Program is accredited by the North Carolina Department of Public Instruction (NCDPI). Main Switchboard: 919.807.3300. Physical address, North Carolina Department of Public Instruction, Education Building, 301 N. Wilmington Street, Raleigh, NC 27601-2825 and mailing address, North Carolina Department of Public Instruction 6301 Mail Service Center, Raleigh, NC 27699-6301.

##### Program Description

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

The program consists of a minimum of 18 credits focused on pedagogical practices needed for successful teaching. Candidates will have up to three years to complete the residency program. Coursework is completed in an online format that allows students to attend class while continuing to teach.

**NOTE:** Candidates may enroll in courses associated with the residency licensure, but a residency license cannot be issued until all Residency Licensure requirements are met. Important to the program is the “Student Teaching” experience, which allows the students to apply pedagogical knowledge in their assigned classroom. Teacher candidates will complete all course work and assignments in their own classrooms and will be assigned both a faculty supervisor as well as a site-based mentor. Teacher candidates, faculty, and site-based mentors will work together through observational coaching cycles to provide feedback and support on lesson planning, classroom management, and best practices for teaching.

##### Residency Program Admissions Requirements

Separate from admission to the institution, students seeking to obtain a Residency Teaching License through the state of North Carolina Department of Instruction must meet the following criteria:

###### Year 1

Persons with an approved baccalaureate degree wishing to obtain North Carolina teaching licensure through Methodist University must meet the following eligibility requirements:

- Has earned a bachelor’s degree from a regionally accredited university or college.
- Has earned a 2.7 cumulative GPA on the degree.
- Has either completed 24 credit hours of coursework in the requested licensure area or passed the NC State Board of Education required content area examination(s) for the requested licensure area.



- Is currently employed or is seeking employment by an LEA.

### Admissions Application – Year 1

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

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

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

### Program Status Review – Year 2 & 3

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

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

As needed, the Director of Online and Transfer Student Support will work with the Chair of the Teacher Education Committee to modify the candidates individualized prescribed course of study. The individualized plan of study will contain all courses and state licensure testing the candidate is required to complete the MU Residency Program.

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

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

### Course Waivers

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

Certificate Course Requirements by Concentration  
Elementary Education

Course #	Course Title	Credit Hours
EDU 5110	Elementary Math Pedagogy I	1.50
EDU 5120	Elementary Math Pedagogy II	1.50
EDU 5130	Early Literacy Pedagogy I	1.50
EDU 5140	Early Literacy Pedagogy II	1.50
EDU 5500	Content Area Licensure Exam Preparation	1.00
EDU 5510	Methods for Instructional Technology I	1.50
EDU 5520	Methods for Instructional Technology II	1.50
EDU 5530	Application of Pedagogy I	1.50
EDU 5540	Application of Pedagogy II	1.50
EDU 5900	Focus on Teaching in the Field	3.00
EDU 6310	Advanced Behavior Management Techniques	3.00
	<b>Total:</b>	<b>19.00</b>

Art Education, Middle Grades Education, Music Education,  
Physical Education & Health Education, Secondary Education

Course #	Course Title	Credit Hours
EDU 5400	Introduction to Classroom Pedagogy I	1.50
EDU 5410	Introduction to Classroom Pedagogy II	1.50
EDU 5420	Disciplinary Literacy I	1.50
EDU 5430	Disciplinary Literacy II	1.50
EDU 5500	Content Area Licensure Exam Preparation	1.00
EDU 5510	Methods for Instructional Technology I	1.50
EDU 5520	Methods for Instructional Technology II	1.50
EDU 5530	Application of Pedagogy I	1.50
EDU 5540	Application of Pedagogy II	1.50
EDU 5900	Focus on Teaching in the Field	3.00
EDU 6310	Advanced Behavior Management Techniques	3.00
	<b>Total:</b>	<b>19.00</b>

Special Education

Course #	Course Title	Credit Hours
EDU 5110	Elementary Math Pedagogy I	1.50
EDU 5120	Elementary Math Pedagogy II	1.50
EDU 5130	Early Literacy Pedagogy I	1.50
EDU 5140	Early Literacy Pedagogy II	1.50
EDU 5150	Introduction to Special Education I	1.50
EDU 5160	Introduction to Special Education II	1.50
EDU 5500	Content Area Licensure Exam Preparation	1.00
EDU 5510	Methods for Instructional Technology I	1.50
EDU 5520	Methods for Instructional Technology II	1.50
EDU 5530	Application of Pedagogy I	1.50
EDU 5540	Application of Pedagogy II	1.50
EDU 5900	Focus on Teaching in the Field	3.00

EDU 6310	Advanced Behavior Management Techniques	3.00
	<b>Total:</b>	<b>22.00</b>

### Course Descriptions - EDU

#### **EDU 5110 ELEMENTARY MATH PEDAGOGY I (1.50)**

Part I of a two-course series, this course is designed to explore how elementary children think about and learn mathematical concepts. Teacher candidates will be introduced to a variety of approaches and methodologies used in teaching mathematics in elementary school. Students will engage in a variety of instructional activities focused on planning, implementing, and reflecting on instructional practices. This course will be taken in consecutive terms with EDU 5120 Elementary Math Pedagogy II. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 5120 in the consecutive term.

#### **EDU 5120 ELEMENTARY MATH PEDAGOGY II (1.50)**

Part 2 of a two-course series, teacher candidates will build on the content introduced in EDU 5110. This course is designed to enhance teacher candidates' understanding of current instructional methods in mathematics education and to assist them in designing mathematical lessons using relevant strategies and activities. Teacher candidates will understand how to teach and assess diverse groups of students through the implementation of math lesson plans, strategies, and activities. This course will be taken in consecutive terms with EDU 5110 Elementary Math Pedagogy I. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must receive a grade of C or better in EDU 5120

#### **EDU 5130 EARLY LITERACY PEDAGOGY I (1.50)**

EDU 5130 is the first part of a two-part series that focuses on cognitive, linguistic, and affective factors impacting emergent readers. Candidates will explore how literacy instruction has progressed utilizing a variety of pedagogical strategies and brain research. Critical reading of professional literature will support the understanding of how students learn to read. EDU 5130 focuses on providing students with an overview of literacy development, theory, oral language development (phonological and phonemic awareness), concepts of print, letter knowledge, phonics, and word recognition skills. This course will be taken in consecutive terms with EDU 5140. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 5140 in the consecutive term.

#### **EDU 5140 EARLY LITERACY PEDAGOGY II (1.50)**

EDU 5140 is the second part of a two-part series that focuses on cognitive, linguistic, and affective factors impacting emergent readers. Candidates will explore how literacy instruction has progressed utilizing a variety of pedagogical strategies and brain research. Critical reading of professional literature will support the understanding of how students learn to read. EDU 5140 focuses on providing students with an overview of oral reading fluency, vocabulary, and comprehension. This course will be taken in consecutive terms with EDU 5130. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must receive a grade of C or better in EDU 5130.

#### **EDU 5150 INTRODUCTION TO SPECIAL EDUCATION I (1.50)**

Part I of a two-course series, this course will examine principles and practices of curriculum assessment and planning for instruction. An emphasis will be placed on formal and informal assessment strategies including formal and summative assessments. The designing of assessment strategies that lead to the implementation of instructional methods are also an integral part of this course. The course goals and

objectives will be taught over two terms. This course will be taken in consecutive terms with EDU 5160 Intro to Special Education II. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 5160 in the consecutive terms.

#### **EDU 5160 INTRODUCTION TO SPECIAL EDUCATION II (1.50)**

Part two of a two-course series, EDU 5430 is designed to support teacher candidates as they examine current theories, models, and research for teaching in a special education classroom. This course will develop teacher candidates' understanding of how to implement lesson plans, strategies, and activities. The course goals and objectives will be taught across two terms. The course goals and objectives will be taught over two terms. This course will be taken in consecutive terms with EDU 5150 Intro to Special Education I. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: This course will be taken in consecutive terms with EDU 5150. Students must receive a grade of C or better in EDU 5150.

#### **EDU 5400 INTRODUCTION TO CLASSROOM PEDAGOGY I (1.50)**

Part I of a two-course series, EDU 5400 is designed to introduce students to relevant instructional pedagogical practices. Students will explore a variety of research based instructional strategies and activities to implement in the classroom. Students will engage in a variety of instructional activities focused on planning, implementing, and reflecting on instructional practices. The course goals and objectives will be taught across two terms. This course will be taken in consecutive terms with EDU 5410 Introduction to Classroom Pedagogy II. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 5410 in the consecutive term.

#### **EDU 5410 INTRODUCTION TO CLASSROOM PEDAGOGY II (1.50)**

Part 2 of a two-course series, teacher candidates will build on the content introduced in EDU 5400. EDU 5410 is designed to enhance teacher candidates' understanding instructional methods and to assist them in designing instructional experiences using relevant strategies and activities. This course will be taken in consecutive terms with EDU 5400 Introduction to Classroom Pedagogy I. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: This course will be taken in consecutive terms with EDU 5400. Students must receive a grade of C or better in EDU 5400.

#### **EDU 5420 DISCIPLINARY LITERACY I (1.50)**

Part I of a two-course series, this course will develop teacher candidates' understanding of how to implement disciplinary literacy lesson plans, strategies, and activities. EDU 5420 is designed to introduce teacher candidates to approaches and methodologies used in teaching disciplinary literacy. Students engage in a variety of instructional activities focused on planning, implementing, and reflecting on instructional practices. This course will also examine current theories, models, and research for teaching in specific content areas. The course goals and objectives will be taught across two terms. This course will be taken in consecutive terms with EDU 5430. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 5430 in the consecutive term.

#### **EDU 5430 DISCIPLINARY LITERACY II (1.50)**

Part two of a two-course series, this course will develop teacher candidates' understanding of how to implement disciplinary literacy lesson plans, strategies, and activities. EDU 5430 is designed to support teacher candidates as they integrate disciplinary literacy within the curriculum with an emphasis on

instructional strategies used to prepare students with the skills necessary to read, comprehend, and react to appropriate instructional materials in their individual discipline. The course goals and objectives will be taught over two terms. This course will be taken in consecutive terms with EDU 5430 Disciplinary Literacy I. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: This course will be taken in consecutive terms with EDU 5420. Students must receive a grade of C or better in EDU 5420.

### **EDU 5500 CONTENT AREA LICENSURE EXAM PREPARATION (1.00)**

This course is designed for teacher candidates to review content knowledge, concepts, and skills in preparation for completion of required content area licensure exams. Students will be presented with a practice exam that will serve as the foundation for review of content covered on licensure exams. This course concludes with a practice examination that will identify the student's knowledge in all concepts covered to identify student's understanding of the subject matter for which they will be licensed. The content area exam must be passed to proceed with the final course sequence in the program and to become a fully licensed teacher in North Carolina. This course will be waived if all content area exams have been successfully completed. Students may take this course up to three times.

### **EDU 5510 METHODS FOR INSTRUCTIONAL TECHNOLOGY I (1.50)**

EDU 5510 is part one of a two-part series, and it will develop teacher candidates' understanding of how to leverage educational technology strategies and tools in meaningful ways across the various content areas to increase student learning. The course is based on the ISTE Standards for Students, North Carolina Digital Literacy Competencies, The Technological Pedagogical Content (TPACK) model, Technology Integration Matrix (TIM), and Substitution, Augmentation, Modification, and Redefinition (SAMR) Model. Teacher Candidates will explore practical ways to teach Digital Citizenship, and tools like Google, Adobe, Apple, Microsoft, and various Learning Management Systems (LMS). Candidates will develop lessons that align with ISTE Standards for Students 1.1 - 1.3. This course will be taken in consecutive terms with EDU 5520. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 55200 in the consecutive term.

### **EDU 5520 METHODS FOR INSTRUCTIONAL TECHNOLOGY II (1.50)**

EDU 5520 is the second part of a two-part series, and it will develop teacher candidates' understanding of how to leverage educational technology strategies and tools in meaningful ways across the various content areas to increase student learning. The focus of the course is to prepare students to think critically and develop knowledge to help students succeed in a global digital world. The course prepares teacher candidates to understand how to use educational tools in their classroom to benefit students. Teacher Candidates will explore practical ways to use educational tech tools and strategies to enhance classroom management, assessment, presentations, and collaboration. Teacher Candidates will develop lessons that align with ISTE Standards for Students 1.4 - 1.7. This course will be taken in consecutive terms with EDU 5510. Students must earn a grade of C or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: This course will be taken in consecutive terms with EDU 5510. Students must receive a grade of C or better in EDU 5510.

### **EDU 5530 APPLICATION OF PEDAGOGY I (1.50)**

Part I of a two-course series, EDU 5530 is designed to apply a variety of approaches and methodologies used in teaching. Students will engage in a variety of instructional activities focused on planning, implementing, and reflecting on instructional practices. The course goals and objectives will be taught across two terms. This course will be taken in consecutive terms with EDU 5540. Students must earn a grade of B or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: Students must be enrolled in EDU 5540 in the consecutive term.

### **EDU 5540 APPLICATION OF PEDAGOGY II (1.50)**

Part 2 of a two-course series, teacher candidates will build on the content introduced in EDU 5530. EDU 5540 is designed to enhance teacher candidates' understanding of current instructional theories and pedagogical methods and to assist them in designing instructional experiences using relevant strategies and activities. Teacher candidates will reflect on their teaching and assessing diverse groups of students. This course will be taken in consecutive terms with EDU 5530. Students must earn a grade of B or higher to successfully complete this course.

Pre-Requisite/Co-Requisite: This course will be taken in consecutive terms with EDU 5130. Students must receive a grade of B or better in EDU 5530.

### **EDU 5900 FOCUS ON TEACHING IN THE FIELD (3)**

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

### **EDU 6310 ADVANCED BEHAVIOR MANAGEMENT TECHNIQUES (3)**

This course presents concepts and strategies that have been found to be effective (even when working with individuals who exhibit extreme behavioral problems) in creating productive classroom learning environments. Assignments are designed to help develop strategies to be used in classroom settings. Topics include establishing classroom rules and expectations, classroom organization and operation, supporting appropriate student behavior, understanding of cultural and religious differences, positive behavior management, and promoting student independence and intrinsic motivation. Students must earn a grade of C or higher to successfully complete this course.

## **COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES**

### **HEALTH CARE ADMINISTRATION (M.H.A.)**

Master of Health Administration

*\*The Master of Health Administration is offered in a fully online setting through MU Online.*

#### **Program Description**

Health Administration is one of the most exciting and challenging careers in modern society. It offers an opportunity to have an impact directly on people's lives through the improvement of personal health services. The profession offers a challenge to those individuals who seek a management position that is rapidly changing and has significant social overtones.

Methodist University has a 25-year history of educating Health Administrators at the undergraduate level with the goal of preparing them for front line management and/or graduate study, and we have been quite successful with students in leadership roles across America in many of the nation's finest health care organizations. The MHA is considered the gold standard for those who seek to move up the leadership ladder, and the MU MHA will allow our students to seek senior leadership roles.

Important to the program is the Capstone Experience, which allows the student to apply their knowledge to a real-world health care organization (HCO). We envision students and faculty working

together to solve unique management and leadership issues HCOs in the regions face every day. The Capstone can take place in a variety of settings and is often conducted at the student’s regular place of employment. This arrangement offers great benefits to the student and their health care organizations.

**Mission**

The mission of the Methodist University Department of Health Care Administration is to prepare professionals to manage, lead and improve a changing health care system. Our graduate and undergraduate programs are designed, and continually strive to improve their efforts to meet the needs of the dynamic United States health care system, and to cultivate academic and healthcare leaders who create and apply evidence-based knowledge to enhance the health of individuals and communities.

**Goals**

- Be prepared for professional employment in health care administration-related fields.
- Promote health care management excellence in the region.
- Prepare to manage, lead, and improve a changing health care system.
- Meet the needs of a dynamic United States health care system.
- Create and apply evidence-based knowledge to enhance the health of individuals and communities.
- Learn to lead and manage in today's contemporary health care environment that is rapidly evolving and challenging social dynamics.
- Be able to successfully build on undergraduate-level knowledge and skills to successfully compete for mid- and senior level positions.

**Admissions Requirements**

1. Bachelor’s degree in Health Administration from a four-year accredited college or university before starting the first term of the program.
2. Undergraduate GPA of 3.0 or higher.
3. Two letters of recommendation, and one letter must be from a professor or employer.
4. Provide a 1–2-page personal statement including your background, interest in attending Methodist University, interest in the program, and your career goals.
5. Official transcripts.

Candidates will be individually evaluated, and an entrance interview may be required, as determined by the faculty.

**Academic Degree Requirements**

Students must successfully complete the following **36 credit hours** of coursework in good academic standing and in accordance with all policies of the university and Health Care Administration department:

Course #	Course Title	Credit Hours
HCA 5410	Organization and Leadership of Health Care Organizations	3.00
HCA 5600	Health Care Policy Issues	3.00
HCA 5645	Strategic Management of Health Care Leaders	3.00
HCA 5650	Finance and Economics of Health Care Organizations	3.00
HCA 5680	Global Health	3.00
HCA 5998	Capstone Experience I	3.00



HCA 5999	Capstone Experience II	3.00
MBA 5000	Accounting for Managers	3.00
MBA 5020	Applied Business Statistics	3.00
MBA 5355	Business Law and Ethics	3.00
MBA 5450	Change Management	3.00
MBA 5500	Marketing Management	3.00

*\*MBA course descriptions can be found in their respective area of the catalog.*

## Graduate Certificate in Health Care Administration

*\*The Graduate Certificate in Health Care Administration is offered in a fully online setting through MU Online.*

### Program Description

Health Care Administration is one of the most exciting and challenging careers in modern society. It offers an opportunity to have an impact directly on people's lives through the improvement of personal health services. The profession offers a challenge to those individuals who seek a management position that is rapidly changing and has significant social overtones.

The Graduate Certificate in Health Care Administration is designed for those who have completed an undergraduate degree or who already hold a graduate degree, but now wish to enter the ever-evolving field of health care. Some students will come from a clinical background, and this program will allow those clinical leaders to gain necessary knowledge and experience in health care administration so important in contemporary health care. Clinical leaders are highly sought after but are often thrust into roles they may not be adequately prepared to assume. This program will provide the necessary preparation for these individuals.

Important to the program is the Capstone Experience, which allows the student to apply their knowledge to a real-world health care organization (HCO). We envision students and faculty working together to solve unique management and leadership issues HCOs in the regions face every day. The Capstone can take place in a variety of settings and is often conducted at the student's regular place of employment. This arrangement offers great benefits to the students and their health care organizations.

### Program Mission

The mission of the Methodist University Department of Health Care Administration is to prepare professionals to manage, lead and improve a changing health care system. Our graduate and undergraduate programs are designed, and continually strive to improve their efforts to meet the needs of the dynamic United States health care system, and to cultivate academic and healthcare leaders who create and apply evidence-based knowledge to enhance the health of individuals and communities.

### Program Goals

1. Prepare to manage, lead, and improve a changing health care system.
2. Meet the needs of a dynamic United States health care system.
3. Create and apply evidence-based knowledge to enhance the health of individuals and communities.
4. Have the opportunity to make a direct impact on people's lives through the improvement of personal health services.
5. Train for management positions that are rapidly changing and have significant social overtones.

### Admissions Requirements

3. Bachelor's degree in Health Administration from a four-year accredited college or university

before starting the first term of the program.

4. Undergraduate GPA of 3.0 or higher.
5. Two letters of recommendation.
6. Provide a 1–2-page personal statement including your background, interest in attending Methodist University, interest in the program, and your career goals.
7. Official transcripts

Candidates will be individually evaluated, and an entrance interview may be required, as determined by the faculty.

### Academic Degree Requirements

Students must successfully complete the following **15 credit hours** of coursework:

Course #	Course Title	Credit Hours
HCA 5410	Organization and Leadership of Health Care Organizations	3.00
HCA 5600	Health Care Policy Issues	3.00
HCA 5645	Strategic Management of Health Care Leaders	3.00
HCA 5650	Finance and Economics of Health Care Organizations	3.00
MBA 5000	Accounting for Managers	3.00

### Course Descriptions - HCA

#### **HCA 5410 ORGANIZATION AND LEADERSHIP OF HEALTH CARE ORGANIZATIONS (3)**

Students will explore historical and contemporary leadership and organizational theories in health care organizations. 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.

#### **HCA 5600 HEALTH CARE POLICY ISSUES (3)**

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.

#### **HCA 5645 STRATEGIC MANAGEMENT FOR HEALTH CARE LEADERS (3)**

This course examines the fundamental and contemporary issues in the strategic management of health care organizations. There will be particular emphasis on both the development of overarching organizational strategies as well as the implementation of that strategy at the operational level of the organization. Students successfully completing this course are required to apply specific concepts of health care strategy to real world scenarios through case studies.

#### **HCA 5650 FINANCE AND ECONOMICS OF HEALTH CARE ORGANIZATIONS (3)**

An introduction to health economics and financial management applications in health-related organizations. Specific information is presented concerning reimbursement systems, insurance, accounting, Medicare/Medicaid, investment decisions, capital financing, government regulations, liability issues, accessibility, budgeting, and human resources. National health insurance and state/local initiatives will be discussed.

### **HCA 5680 GLOBAL HEALTH (3)**

This course introduces important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs.

### **HCA 5998 CAPSTONE EXPERIENCE I (3)**

Part one of the capstone course provides an in-depth study of topics pertaining to the United States Health Delivery System. Emphasis is placed upon the health care administrator as a professional with an evidence-based mindset. Upon completion, students should create the framework for a scientific research project using fundamentals obtained throughout the curriculum.

### **HCA 5999 CAPSTONE EXPERIENCE II (3)**

Part two of the capstone course is designed to continue the study of a health care topic selected in part one. Emphasis is placed on peer critiques, research methodology, and the use of peer feedback in revisions. Upon completion, students should produce a fully formatted research project ready for scientific dissemination or publication.

## **PHYSICIAN ASSISTANT STUDIES (M.M.S.)**

Master of Medical Science in Physician Assistant Studies

### Accreditation

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

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2027**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

### **Vision Statement**

For our graduates to enhance the quality of the lives they touch and to help alleviate healthcare disparities in our nation and the world.

### **Mission Statement**

To develop competent clinicians within a supportive, engaging, culturally diverse environment which fosters spiritual, academic, and social growth. Our graduates will become integrated into communities striving for excellence in healthcare through compassion, professionalism, and lifelong learning.

### Program Description

The Methodist University Physician Assistant Studies Program is 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.

## Program Goals

1. Upon graduation, Methodist PA students will demonstrate the medical knowledge to effectively evaluate, treat, and manage patients.
2. Upon graduation, Methodist PA students will demonstrate the clinical skills necessary for practice, including effective history taking, physical exams and basic medical procedural skills.
3. Upon graduation, Methodist PA students will demonstrate professional communication and behavior towards their patients and other medical professionals.
4. Upon graduation, Methodist PA students will gain employment in clinical practice.
5. Methodist PA program will recruit highly qualified and diverse students.
6. Methodist PA program will retain academically competent students throughout the program.

## Admissions

### Application & Selection Process

All applicants to the Methodist University PA Program must apply through the Centralized Application Service for Physician Assistants (CASPA). No supplemental application is required. Applicants applying for entrance in August 2025 may begin the application on April 25, 2024. Applications and GRE scores must be e-submitted, complete and verified by CASPA by January 15, 2025.

The application review committee will screen all applicants meeting the minimum requirements and those determined to be the most qualified candidates will be granted an on-site interview at Methodist University. Only those students who meet the recommendations of the program will be granted an interview. Criteria used by the interviewers in their evaluations include, but not limited to academic performance, GRE scores, extracurricular activities, work experience, amount and quality of healthcare experiences, applicant's concept of the role of the physician assistant, emotional and intellectual maturity, ability to communicate verbally, specific motivation toward pursuit of a health career, and evidence of strong study skills.

### Admissions Requirements

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. Completion of the Graduate Record Exam (GRE). Official scores must be within 5 years of applying. The program recommends a verbal and quantitative combined score of 297.
3. 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.

**Prerequisite courses** are as follows:

Course Requirement	Courses to Fulfill Requirements	Credit Hours
Anatomy and Physiology with lab	Anatomy and Physiology I & II with labs, or 4 credits of Anatomy and 4 credits of Physiology are acceptable ways to fulfill this requirement.	8.00
Biochemistry	Biochemistry and Organic Chemistry may not be combined into one class	3.00
Organic Chemistry I with lab	Organic Chemistry I with lab	4.00
Microbiology with lab	Microbiology with lab	4.00

1 additional Animal or Human Biology course	Genetics is recommended. No Ecology, Botany, Nutrition, or Physical Education courses	3.00
Medical Terminology	Applicants must receive a grade for Pass/Fail credit. CME credit or a certificate of completion is not acceptable.	1.00
1 semester of Psychology	Psychology	3.00
Statistics	Statistics	3.00

### Notes about Coursework

If the applicant is accepted to the program, any prerequisite courses that are outstanding at the time of acceptance must be complete with a B- or higher.

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

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

To benefit the applicant upon matriculation and to make an application more competitive, it is highly recommended coursework be taken at a four-year regionally accredited college or university, or at a community college through a college transfer program. Online courses in math, psychology, and medical terminology have been accepted, but community college level or online courses for biology and chemistry requirements are highly discouraged.

COVID-19 response to coursework: The program will allow prerequisites graded as 'pass/fail' and will relax the in-the-classroom vs. online preference for prerequisites. This policy modification applies only to courses taken during the academic year of 2020-2021. The program will continue to monitor the COVID-19 situation for possible adjustments to our prerequisites for future application cycles.

### Clinical Experience Admissions Requirement

A minimum of 500 hours of clinical experience is required prior to matriculation. The purpose of clinical experience is to allow for exposure to how the healthcare system works and to gain an understanding of the PA profession. Having direct patient contact is valuable to helping applicants establish a comfort level when working with patients and other members of the medical team. Hands-on direct patient care experiences may come from a variety of places. The extent to which an applicant is involved in patient care will be weighed based on the description of the applicant's duties during those hours. The title of a position is not as important as the duties the applicant performed in terms of patient contact and interaction with patients and other healthcare providers (physicians, PAs, nurses, etc.). Common examples of direct patient care experiences may include but are not limited to "tier 1" positions that are described below.

Applicants are encouraged to have at least completed or exceeded 500 hours at the time of application to be deemed competitive. The program is not responsible for assisting applicants with finding places of employment, shadowing opportunities, certifications, etc. It is the responsibility of the applicant to arrange their own clinical experience.

All hours must be completed by July 15th of the year planning to enter. The program considers hours in two tiers:

- “Tier 1” hours are defined as positions that have direct patient contact and are normally paid positions. Typical hours that are considered “tier 1” are positions such as, but not limited to: Medical Assisting, C.N.A, EMT, Paramedic, Scribe, Respiratory Technician, Nursing, Surgical Technician, Military Medic, Phlebotomy, University Athletic Training, PT Aide, ER/ED, or Patient Technician, etc.
- “Tier 2” hours are defined as hours that have limited or no patient contact but are somewhat relevant to an applicant’s preparation for PA school and the PA profession. Only 250 hours of “tier 2” hours will be counted towards the 500-hour requirement. As a result, the applicant will need to obtain the remainder of the outstanding 250 hours (or more) in a “hands-on” or “tier 1” type of position(s). Tier 2 hours include experiences such as, but not limited to: Pharmacy Technician, Laboratory Technician, and Shadowing.

#### **Other Admissions Requirement**

- No history of drug abuse or conviction of a felony.
- No history of dismissal from PA, medical, or nursing school for academic or disciplinary reasons.

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

Advanced Placement:

- The program **does accept** advanced placement (AP) credit from high school for prerequisite coursework.
- The program **does not grant** advanced placement into the program based on previous educational experiences. For example, if a student has been enrolled in another medical program (i.e., PA school, medical school), coursework completed in the previous program will not replace any curricular components of our program, if accepted. All required curricular components of the program must be completed.

Applicants must also meet the program’s Technical Standards. Program Technical Standards may be found by clicking [here](#).

Those applicants deemed competitive will be required to complete a successful interview with the PA Admissions Selection Committee to gain admittance into the program.

#### **Foreign Graduates**

Applicants who have completed their degree outside of 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 bachelor’s degree. Degree equivalency is the only item of importance the program will consider on the WES evaluation.
- All prerequisite coursework requirements must be taken in the United States regardless if the applicant has completed them in another country. Specific coursework on the WES evaluation

will not be considered. For example, if applicants have completed medical school in another country, they are still required to take all medical core prerequisites for our program regardless if they have been completed within a foreign medical program. There are no exceptions to this policy.

- Applicants who have completed a foreign medical school must have achieved a 3.0 overall GPA (program will use WES evaluation for foreign GPA calculation), no history of dismissal from the medical program, and/or no failures on the United States Medical Licensing Exam (USMLE).
- In addition to GRE scores, foreign graduates must complete the Test of English as a Foreign Language (TOEFL). The program will not allow applicants to substitute an English course or certificate in place of TOEFL scores. The PA Program requires TOEFL scores of 570(PBT), 230(CBT), and 100(IBT).
- Foreign graduates must also complete the GRE, 500 hours of direct patient contact, meet selection factors, and follow the same application process through CASPA.

### Admissions Preference Programs

Preference candidacy is a unique opportunity to have priority consideration for admission into the Methodist University PA Program at the completion of undergraduate coursework. The Methodist University PA Program has established three preference programs with the following institutions listed below. Details regarding each program may be found by clicking [here](#).

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

### Transfer Credit

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

### Academic Degree Requirements

Students must successfully complete the following **134 credit hours** of didactic and clinical coursework:

FALL - Year 1, Term 1		
Course #	Course Title	Credit Hours
PHA 5000	Medical Ethics	2.00
PHA 5010	Physician Assistant Orientation	1.00
PHA 5070	History and Physical Examination I	3.00
PHA 5100	Pharmacology I	2.00
PHA 5140	Physiology	4.00
PHA 5201	Human Anatomy I	4.00
PHA 5810	Dermatology	1.00
PHA 5150	Emergency Medicine I	2.00
PHA 5210	Health Promotion Disease Prevention	1.00
<b>Total Semester Hours</b>		<b>20.00</b>

SPRING - Year 1, Term 2		
Course #	Course Title	Credit Hours
PHA 5880	Emerging Issues in Clinical Medicine	2.00
PHA 5080	History and Physical Examination II	3.00



PHA 5090	Introduction to Laboratory Medicine I	2.00
PHA 5220	Behavioral Medicine	2.00
PHA 5110	Pharmacology II	2.00
PHA 5160	Emergency Medicine II	2.00
PHA 5221	Human Anatomy II	4.00
PHA 5770	OB/GYN	2.00
PHA 5740	Cardiology	3.00
PHA 5800	Pulmonology	2.00
<b>Total Semester Hours</b>		<b>24.00</b>

<b>SUMMER - Year 1, Term 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
PHA 5120	Pharmacotherapy	2.00
PHA 5130	Laboratory Medicine II	2.00
PHA 5190	Fundamentals of Surgery	2.00
PHA 5720	Endocrinology	2.00
PHA 5240	Clinical Skills I	2.00
PHA 5410	Research Methods and Statistics	2.00
PHA 5300	Pediatrics	2.00
PHA 5730	Gastroenterology	2.00
PHA 5820	Neurology	2.00
PHA 5760	Urology/Nephrology	2.00
PHA 5750	Orthopedics	2.00
PHA 5860	Clinical Immunology and Infectious Disease	2.00
<b>Total Semester Hours</b>		<b>24.00</b>

<b>FALL - Year 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
PHA 5280	Geriatrics	2.00
PHA 5250	Clinical Skills II	1.00
PHA 5780	Ophthalmology	1.00
PHA 5870	Clinical Preparation	4.00
PHA 5790	Otolaryngology	1.00
PHA 5850	Critical Thinking	2.00
PHA 5900	History and Physical III	2.00
PHA 5840	Oncology	1.00
PHA 5830	Hematology	1.00
PHA 5710	Clinical Research Project	3.00
<b>Total Semester Hours</b>		<b>18.00</b>

<b>Clinical Year</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
PHA 5510	Internal Medicine	4.00
PHA 5520	OBGYN	4.00
PHA 5530	Pediatrics	4.00
PHA 5540	Family Medicine	4.00

PHA 5570	Emergency Medicine	4.00
PHA 5580	Psychiatry	4.00
PHA 5590	Orthopedics	4.00
PHA 5600	General Surgery	4.00
PHA 5640	Clinical Seminar	4.00
PHA 5650	Elective I	4.00
PHA 5680	Elective II	4.00
PHA 5690	Primary Care	4.00
	<b>Total</b>	<b>48.00</b>

### Additional Expenses

Major additional costs for the program will vary from student to student and may include, but are not limited to textbooks, medical supplies, clothing, computers, lodging, utilities, gas, and professional memberships. Averages for common expenses associated with attending the program may be found on the PA website by clicking [here](#).

### Information Technology & e-Learning Instruction

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

### Didactic Course Descriptions – PHA

#### **PHA 5000 MEDICAL ETHICS (2)**

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

#### **PHA 5010 PHYSICIAN ASSISTANT ORIENTATION (1)**

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

**PHA 5070 HISTORY AND PHYSICAL EXAMINATION I (3)**

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)**

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)**

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.). Students 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)**

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)**

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

**PHA 5120 PHARMACOTHERAPY (2)**

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)**

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

**PHA 5140 PHYSIOLOGY (4)**

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)**

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 discussions. The course will be primarily taught by a board-certified Emergency Medicine physician.

**PHA 5160 EMERGENCY MEDICINE II (2)**

This course is a continuation of PHA 5150

**PHA 5190 FUNDAMENTALS OF SURGERY (2)**

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

**PHA 5201 HUMAN ANATOMY I (4)**

This is the first course in a two-course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology, and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma, and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the head, cervical region, thoracic region, and upper extremities as a basis for solving clinical problems related to these body regions.

**PHA 5210 HEALTH PROMOTION / DISEASE PREVENTION (1)**

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

**PHA 5220 BEHAVIORAL MEDICINE (2)**

This course, taught in lecture format, will give the student a foundation in the understanding of mental illness, including affective disorders, psychotic illness, anxiety, dementia, personality disorders,

substance abuse and dependence and eating disorders. Normal and abnormal development will be addressed as will manifestations of human sexuality. Board certified psychiatrists and clinical psychologists teach the course.

#### **PHA 5221 HUMAN ANATOMY II (4)**

This is the second course of the two-course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma, and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the abdominal region, pelvic region, and lower extremities as a basis for solving clinical problems related to these body regions.

#### **PHA 5240 CLINICAL SKILLS I (2)**

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)**

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

#### **PHA 5280 GERIATRICS (2)**

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

#### **PHA 5300 PEDIATRICS (2)**

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)**

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

**PHA 5710 CLINICAL RESEARCH PROJECT (3)**

This course requires that students complete a clinical research project and/or a research paper in a selected aspect of primary care medicine. The project and paper topic must be pre-approved by the instructor and be consistent with the guidelines as directed by the program. For this purpose, students are assigned to a core faculty member, or to a clinician, who will mentor them during the preparation and completion of their clinical research project.

**PHA 5720 ENDOCRINOLOGY (2)**

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)**

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)**

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)**

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)**

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 aspects 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)**

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)**

Presented in lecture format, ophthalmology is designed to introduce the structure and function of the eye. Examination techniques, diagnostic studies, and therapeutic modalities in primary care are covered. Focus is on the clinical presentation and management of common ocular disorders seen in primary care.

**PHA 5790 OTOLARYNGOLOGY (1)**

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

**PHA 5800 PULMONOLOGY (2)**

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

**PHA 5810 DERMATOLOGY (1)**

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)**

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)**

Presented in lecture format, this course is designed to provide the PA student with the basic concepts of Hematology from a primary care standpoint. The basic science of hematopoiesis will be reviewed. Normal and abnormal lab studies and values will be discussed. The diagnosis and treatment of common hematological disorders and diseases will be covered.

**PHA 5840 ONCOLOGY (1)**

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)**

Taught in a case development and discussion format, this course is designed to apply information students have learned in clinical medicine courses to hypothetical clinical cases. Students will be given a

presenting complaint and will develop skills in acquiring a history, completing a focal physical exam, generating a differential diagnosis, ordering appropriate labs and studies, and generating a treatment plan. The course is intended to develop critical thinking skills and confidence in managing clinical problems.

#### **PHA 5860 CLINICAL IMMUNOLOGY AND INFECTIOUS DISEASE (2)**

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

#### **PHA 5870 CLINICAL PREPARATION (4)**

This course will instruct and refresh skills that will be used during clinical rotations such as suturing, EKG reading, radiology, etc. In addition, the students will review professionalism, dispensing laws, and HIPAA/OSHA standards. Students are also oriented to the rules and policies of both MUPAP and the institutions where they will be learning during the clinical year.

#### **PHA 5880 EMERGING ISSUES IN CLINICAL MEDICINE (2)**

Presented in lecture/discussion; workshop/seminar format this course is a continuation of PA Orientation I and may vary in content from year to year. Areas of medicine such as nutrition and genetics in clinical practice will be addressed. In addition, this course introduces students to and encourages the exploration of medical practice issues, the legal ramifications of the practice of medicine and major “hot topics” in healthcare, managed care, health insurance, medical reimbursement, billing and coding, malpractice and legal issues and the impaired practitioner.

#### **PHA 5900 HISTORY AND PHYSICAL EXAMINATION III (2)**

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 Course Descriptions – PHA**

#### **PHA 5510 INTERNAL MEDICINE I (4)**

This 4-week rotation provides students with clinical experience in an inpatient or an outpatient internal medicine setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical internal medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5520 OBSTETRICS-GYNECOLOGY (4)**

This 4-week rotation provides students with clinical experience in an obstetrics and gynecology setting during which students refine their skills in performing the history and physical exam, ordering and



interpreting diagnostic tests, assisting with deliveries and gynecologic surgery, and developing treatment plans for the diversity of patients in a typical OB/GYN practice.

Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5530 PEDIATRICS (4)**

This 4-week rotation allows students to have an intense exposure to the problems encountered in pediatrics. The rotation concentrates on developing skills in well child preventive care, assessment of growth and development, common pediatric illnesses, recognition of symptomatology of the abused child, and care of the newborn. It also allows students to become familiar with ancillary professional services providing overall care and evaluation of children. Students may accompany the pediatrician on inpatient rounds the primary emphasis is in the outpatient setting.

#### **PHA 5540 FAMILY MEDICINE I (4)**

This 4-week rotation provides students with clinical experience in broad, primary care and/or urgent care setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical family medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5570 EMERGENCY MEDICINE (4)**

This 4-week rotation provides students with clinical experience in an emergency medicine setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical emergency medicine practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5580 PSYCHIATRY (4)**

This 4-week rotation provides students with clinical experience in a psychiatry setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical psychiatric practice. Psychiatry will also be experienced in family medicine, internal medicine, and emergency medicine rotations. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5590 ORTHOPEDICS (4)**

This 4-week rotation provides students with clinical experience in an orthopedic surgery setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, assisting in surgery and developing treatment plans for the diversity of patients in a typical orthopedic surgery practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5600 GENERAL SURGERY (4)**

This 4-week rotation provides students with clinical experience in a general surgery setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, assisting with surgery and developing treatment plans for the diversity of patients in a typical general surgery practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for written examinations at the end of the rotation.

#### **PHA 5640 CLINICAL SEMINAR (4)**

The 4-week clinical seminar will occur within four months of graduation. This seminar gives students the opportunity to demonstrate that they are ready to take on the responsibility of a practicing physician assistant. It also supports the physician assistant student in their transition to clinical practice through lectures, activities, and independent study.

#### **PHA 5650 ELECTIVE I (4)**

During this 4- week elective rotation, students will be able to select from the following medical specialties and sub- specialties, to include: Allergy/Immunology, Cardiology, Dermatology, Gastroenterology, Hematology- Oncology, Neonatology, Neurology, Ophthalmology, Otolaryngology, Pulmonology, Radiology, Rheumatology, and Urology.

#### **PHA 5680 ELECTIVE II (4)**

During this 4- week elective rotation, students will be able to select from the following medical specialties and sub- specialties, to include: Cardiology, Gastroenterology, Hematology-Oncology, Infectious Disease, Orthopedics, Pulmonology, and Urology. Additional specialties may be selected for approval by the Program.

#### **PHA 5690 PRIMARY CARE (4)**

This 4-week rotation provides students with clinical experience in a primary care (family medicine, pediatrics, or outpatient internal medicine) setting during which students refine their skills in performing the history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for the diversity of patients in a typical primary care practice. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examination at the end of the rotation.

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

#### **Graduation Requirements**

- Completion of all requirements for the specified professional phase of the program (didactic and clinical rotations) with a minimum GPA of 3.0 and no grades below a C. (70%)
- The professional phase (didactic and clinical rotation years) completed in residency.
- Good standing in character, conduct, and financial obligation to the University.
- Recommended by the faculty for graduation.
- Has met all other graduation requirements for the M.M.S. Degree.

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

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

#### Honor Societies and Student Organizations

- Pi Alpha (National Physician Assistant Honor Society)
- Dr. Harvey Estes Student Society (PA Student Organization)

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

#### Academic Standards

It is essential that students adopt and exhibit self-directed responsibility for their mastery of knowledge and skills. It is the policy of the Methodist University PA Program that a student maintains a minimum score of 70% on each examination or written assignment. Any performance less than a 70% is interpreted as not obtaining competency. In addition, the PA Program follows the grading system for course grades as stated in this catalogue. Specific policies regarding academic standards and remediation are presented in the Didactic Year and Clinical Year manuals. It is the student's responsibility to maintain the required academic standards and to initiate the necessary interventions to resolve deficiencies in any area of study. The physician assistant program faculty and staff will offer guidance to a physician assistant student experiencing academic difficulties, but it remains the responsibility of the student to achieve competency.

#### Academic Appeals, Dismissal, Withdrawals

**Academic Appeals:** Should a student need to follow the academic appeals process, he/she is to follow the academic appeals procedure outlined in the "Appeals Process" section of both this catalogue and the didactic and clinical manuals.

**Dismissal:** Students who are dismissed from the program for academic or disciplinary reasons are not permitted to reenter the program and are not eligible for admission should he/she reapply. Dismissal from the program will be reflected on the student's academic transcript.

**Withdrawal:** Students who withdraw from the program for any reason must: conduct a meeting with program faculty to discuss his/her intent to withdraw prior to withdrawing; submit a written statement to the program director before withdrawing from the program; and follow any additional steps outlined in the withdrawal procedures in this catalog. Students who seek to reenter the program at a later date must receive permission from the program prior to reentering. Before granting permission to return, the program reserves the right to: assess and require that program competencies (cognitive and skill) have been met, and/or request additional evaluations that would support the student's eligibility to reenter the program and that program required technical standards have been met. The program reserves the right to deny any request to reenter the program.

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

## NURSING (M.S., DNP)

### Master of Science in Nursing - Administrative Leadership

*The Master of Science in Nursing – Administrative Leadership is offered in a fully online setting through MU Online.*

## Accreditation

The Master of Science in Nursing in Administrative Leadership program at Methodist University is pursuing initial accreditation by the [Commission on Collegiate Nursing Education](#). Applying for accreditation does not guarantee that accreditation will be granted.

## Program Description

The MSN Program aims to address the growing nursing shortage by providing a pathway for experienced nurses to advance their education and career path. Nurse Educators are needed to teach in programs across the country to increase the nursing workforce. Graduates of the MSN-Administration Leadership and the Nursing Education Certificate will be equipped to take nursing leadership positions in a variety of settings in healthcare and academia.

Positions of nursing leadership such as unit managers, chief nursing officers, and administrators need nurses with experiential and academic preparation to face the challenges of modern healthcare systems. Concepts such as leadership, quality improvement, evidence-based practice, and informatics will prepare graduates for these roles.

## Mission

The mission of the Methodist University Nursing Program is to educate nursing students to be professional, competent, and caring nurse leaders who can think critically, communicate with compassion, and contribute to positive health outcomes for the people they serve. This will be accomplished by providing a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

## Learning Outcomes

1. Integrate theoretical perspectives for advanced nursing care to guide clinical decision making and promote person-centered care within a variety of health care settings.
2. Engage in interprofessional partnerships to improve health outcomes and optimize care delivery for individuals, communities, and populations across a variety of health care settings.
3. Develop broadened contextual basis of scholarship and critically appraise the application of best practices in a variety settings and populations.
4. Evaluate quality and safety measures to improve processes, outcomes, and systems of health care.
5. Analyze the use of informatics and health care technologies to improve patient and population outcomes while upholding ethical and legal standards of professional nursing practice.
6. Develop activities to enhance personal, professional, and leadership skills.
7. Model behaviors of professional nursing that recognize and embrace diversity and holism to promote positive health outcomes within a global healthcare community.

## Admissions

### Admissions Application

Consistent with the University admission policy, admission to the Methodist University MSN Program is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. Interested candidates should apply as a new student seeking a graduate degree through the [MU Online admissions application portal](#).

### Admissions Requirements

1. Bachelor's degree in Nursing from a four-year accredited college or university before starting the first term of the program.

2. Current, unrestricted license to practice as a registered nurse.
3. Undergraduate GPA of 2.75 or higher.
4. Official transcripts from all previously attended accredited institutions
5. Personal Statement
6. Resume or CV

### Academic Degree Requirements

Students must successfully complete the following **36 credit hours** of coursework in good academic standing and in accordance with all policies of the university and MU Nursing department:

#### Master of Science in Nursing Core courses: **21.00 credit hours**

Course #	Course Title	Credit Hours
NUR 5000	Nursing Theory & Education	3.00
NUR 5200	Data Analysis	3.00
NUR 5400	Ethics & Professional Behavior	3.00
NUR 5600	Evidence-Based Practice	3.00
NUR 5800	Advanced Informatics & Health Care Technologies	3.00
NUR 6200	Health Policy & Economics	3.00
NUR 6400	Population & Global Health	3.00

#### Nursing Administration Leadership courses: **12.00 credit hours**

Course #	Course Title	Credit Hours
NUR 6000	Nursing Leadership & Advanced Roles in Leadership	3.00
NUR 6600	Interprofessional Collaboration & Communication in Health Care	3.00
NUR 6800	Practicum I (Applied Practice Experience)	1.50
NUR 6810	Practicum II (Applied Practice Experience)	1.50
NUR 6900	Capstone (Integrated Learning Experience)	3.00

Select **one** elective course (**3.00 credit hours**) from the list below:

Course #	Course Title	Credit Hours
MBA 5450	Organizational Behavior	3.00
NUR 5100	Assessment & Evaluation	3.00
NUR 5300	Curriculum Program Development	3.00
NUR 5700	Quality and Safety in Nursing Practice	3.00
NUR XXXX	One Nursing Education Certificate Course (counts as credit toward the Nursing Education Certificate)	3.00

### Graduate Certificate in Nursing Education

*The Graduate Certificate in Nursing Education is offered in a fully online setting through MU Online.*

The Nursing Education Certificate will allow nurses with advanced degrees to teach in a variety of academic settings as clinical and /or classroom instructors. Nursing Programs across the country are turning away qualified applicants due to lack of qualified nursing faculty. Students completing the Nursing Education Certificate Program will be equipped to step into these academic roles.

The Nursing Education Certificate will allow nurses with a Baccalaureate degree to step into the role of staff development coordinator, nurse educator in acute and outpatient settings, and instructor of nursing in Associate Degree in Nursing, Diploma Nursing, Licensed Practical Nursing, and Nursing Assistant Programs.

### Nursing Education Certificate Requirements

Students must successfully complete the following **12 credit hours** of coursework:

Course #	Course Title	Credit Hours
NUR 5000	Nursing Theory & Education	3.00
NUR 5100	Assessment & Evaluation	3.00
NUR 5300	Curriculum & Program Development	3.00
NUR 6800	Practicum I (Applied Practice Experience)	1.50
NUR 6810	Practicum II (Applied Practice Experience)	1.50
<b>Total:</b>		<b>12.00</b>

### Doctor of Nursing Practice - Executive Leadership

*The Doctor of Nursing – Executive Leadership is offered in a fully online setting through MU Online.*

#### Accreditation

The Doctor of Nursing Practice in Executive Leadership program at Methodist University is pursuing initial accreditation by the [Commission on Collegiate Nursing Education](#). Applying for accreditation does not guarantee that accreditation will be granted.

#### Program Description

The DNP with a concentration in Executive Leadership Program is created for nurses with an existing master’s degree. This program empowers the nurse to expand influence as a nurse leader in various healthcare and academic settings with evidenced-based decision-making, communication, and executive skills. Focused on leadership, the program helps current management-level nurses in various types of patient care units and chief operating officers of nursing or medical centers shape policy and revolutionize organizational change. DNP nurse leaders will have the required theoretical, clinical, and business principles to support and drive quality patient outcomes. In addition, students may utilize the elective options towards a Graduate Nursing Education Certificate.

#### Mission

The mission of the Methodist University Nursing Program is to educate nursing students to be professional, competent, and caring nurse leaders who can think critically, communicate with compassion, and contribute to positive health outcomes for the people they serve. This will be accomplished by providing a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

#### Learning Outcomes

1. Synthesize knowledge and evidence-based practice from nursing and other disciplines to guide well-informed and socially responsible leadership decisions.
2. Analyze the various leadership styles to determine their effectiveness in creating a productive and fiscally responsible work environment that centers on improving patient outcomes.
3. Demonstrate communication skills that facilitate collaboration to enhance safety while reducing adverse outcomes.
4. Analyze factors that impact the fiscal stability of a healthcare system, including how to create and maintain a budget.

5. Explore the impact of Informatics on data mining and improving patient outcomes through Quality Improvement initiatives.
6. Model leadership behaviors that reflect ethical practices in nursing, as well as decision making that promotes diversity, equity, and inclusion.
7. Identify the role of the nurse leader in collaborating with community, state, national, and global organizations to promote public health initiatives that positively impact accessibility and equitable distribution of resources from an epidemiological standpoint.

## Admissions

### Admissions Application

Consistent with the University admission policy, admission to the Methodist University MSN Program is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. Interested candidates should apply as a new student seeking a graduate degree through the [MU Online admissions application portal](#).

### Admissions Requirements

- Master's degree in Nursing from a four-year accredited college or university **OR**
- Bachelor's degree in Nursing from a four-year accredited college or university and master's degree in a business or health-related/educational field (MBA, MHA, MPH, M.Ed., etc.)
- Current, unrestricted license to practice as a registered nurse.
- Cumulative GPA of 3.00 or higher in the awarded master's degree
- Official transcripts showing proof of the BSN degree and graduate degree earned.
- Current resume and cover letter
- Written statement of personal goals and practice project interest

## Academic Degree Requirements

Students must successfully complete the following **36 credit hours** of coursework and **1000 DNP practicum hours** in good academic standing and in accordance with all policies of the university and MU Nursing department.

### Doctor of Nursing Practice Core courses: 16.00 credit hours

Course #	Course Title	Credit Hours
NUR 7010	Scholarly Writing	1.00
NUR 7100	Research Methodology in Evidence-Based Practice	3.00
NUR 7200	Scholarly Inquiry I	2.00
NUR 7210	Scholarly Inquiry II	1.00
NUR 7400	Statistics in Health Care	3.00
NUR 7500	Scholarly Implementation I	2.00
NUR 7510	Scholarly Implementation II	1.00
NUR 7700	Scholarly Synthesis I	2.00
NUR 7710	Scholarly Synthesis II	1.00

### Executive Leadership courses: 14.00 credit hours

Course #	Course Title	Credit Hours
NUR 7000	Introduction to Executive Leadership	2.00

NUR 7300	Transformational Management of Organizations & Systems	3.00
NUR 7600	Healthcare Financial and Business Concepts	3.00
NUR 7800	Advancing Equity & Inclusion in Global Health	3.00
NUR 7900	Role of the Nurse Leader in Epidemiological-Driven Populations Health Initiatives	3.00

Select **two** elective course (6.00 credit hours) from the list below:

Course #	Course Title	Credit Hours
NUR 5000	Nursing Theory & Education	3.00
NUR 5100	Assessment & Evaluation	3.00
NUR 5300	Curriculum & Program Development	3.00
NUR 7950	Quality Improvement in Organizational Settings	3.00
NUR 7960	Ethical and Legal Considerations for Nurse Leaders	3.00
NUR 7990	Supplementary Study	1.00 - 3.00

### DNP Practicum Hours

Students will complete a total of 1000 Practicum Hours\* throughout the program. Hours may be obtained through a variety of experiences as determined in collaboration with your assigned faculty mentor. Students will submit an updated log of their accrued to their faculty mentor as a portion of their course requirements throughout the program for approval.

\*Students may submit previous practicum hours obtained during their master's program for credit towards the DNP required hours (up to a maximum of 500 hours).

### Course Descriptions - NUR

#### **NUR 5000 NURSING THEORY & EDUCATION (3)**

This course will explore a variety of nursing theories including various theoretical perspectives of teaching and learning, as well as practical application of strategies to meet the diverse needs of learners. Students will apply theoretical frameworks to a health care or instructional problem to promote effective change within an organization or educational setting. Discussion of managing various challenges related to nursing leadership and education will be included throughout the course.

#### **NUR 5100 ASSESSMENT & EVALUATION (3)**

This course provides a foundation in assessment, measurement, and evaluation strategies for nursing education. Students will explore the theoretical basis for evaluation, as well as practical application of the strategies. The course is intended to prepare students to utilize strategies of measurement and evaluation in developing tests, interpreting test results, assessing clinical performance, and evaluating written assignments. Discussion of legal and ethical issues related to evaluation in nursing education will be included throughout the course.

#### **NUR 5200 DATA ANALYSIS - QUANTITATIVE/QUALITATIVE (3)**

This course analyzes statistical measurements in current use related to a healthcare problem. Concepts of scientific measurement, data analysis, and descriptive and inferential statistics are addressed. Students will be able to identify and differentiate between quantitative and qualitative measurements. Pre-requisite and/or Co-requisite: NUR 5000



**NUR 5300 CURRICULUM & PROGRAM DEVELOPMENT (3)**

This course provides a foundation in curricular design, program development, and curriculum evaluation in nursing education. Students will explore internal and external contextual factors influencing curriculum design and implementation. This course is intended to prepare students to utilize foundational principles and concepts for the development and evaluation of nursing curricula in academic settings. This course will also prepare students for program development and evaluation in nursing education.

**NUR 5400 ETHICS AND PROFESSIONAL BEHAVIOR (3)**

This course will emphasize ethical principles and moral decision-making processes related to the healthcare delivery system. Students will examine and discuss moral and ethical issues within healthcare. Students will examine professional and interprofessional leadership responsibilities and health advocacy roles as they relate to healthcare. Students will explore public policies through advocacy related to a topic of interest.

Pre-requisite: NUR 5000

**NUR 5600 EVIDENCE-BASED PRACTICE (3)**

This course builds on NUR5200 with a focus on the foundation of scholarship and improvement of healthcare. Students will apply methods of EBP, analyze emerging EBP scholarly articles, and then modify and adapt that research to make effective change within their organization. Students will examine issues such as nursing performance, organizational effectiveness, nursing outcomes, and teaching and learning. Students will develop a project based on a PICO question, conduct a literature review, and write a proposal paper related to student's topic of interest.

Pre-requisites: NUR 5000, NUR 5200

**NUR 5700 QUALITY AND SAFETY IN NURSING PRACTICE (3)**

This course builds on evidenced-based practice concepts explored in NUR 5600 with a focus on the role of the nurse leader in supporting continuous quality improvement within the healthcare setting. Students will apply methods related to process change, root cause analysis and informatics to identify and improve safety and quality outcomes. National initiatives, barriers to change, and the need to create buy-in from a variety of stakeholders will be examined.

Pre-requisite: NUR 5600

**NUR 5800 ADVANCED INFORMATICS & HEALTHCARE TECHNOLOGIES (3)**

This course provides advanced knowledge and skills to improve healthcare outcomes by making effective changes using technological resources. Graduate prepared nurses will expand their knowledge of nursing informatic theory and how informatics is used for practice applications, professional skill development, networking, and project management. Students will explore the connection between computer technology, and effective change and outcomes.

Pre-requisite: NUR 5000

**NUR 6000 NURSING LEADERSHIP & ADVANCED ROLES IN LEADERSHIP (3)**

This course provides an in-depth look at leadership and management within the nursing profession. Students will examine the transition between nursing practice and the management and provision of healthcare and organizational issues. The course will explore various advanced nursing roles in leadership. Management and quality improvement skills will be analyzed. A 100-hour clinical component is included within this course.

Pre-requisite: NUR 5000

**NUR 6200 HEALTH POLICY AND ECONOMICS (3)**

This course examines the relationship between health policy and economics. This course will look at health policy and economics from a graduate prepared nurse perspective. The course will look at how economics shape health policymaking, health reform, and emerging and continuing controversies in health policy. Students will analyze health policymaking processes including various aspects of policy development, implementation, and modification. The course will introduce students to the framework in which the U.S. healthcare system functions.

Pre-requisite: NUR 5000

**NUR 6400 POPULATION & GLOBAL HEALTH (3)**

This course will provide an advanced opportunity to explore population-based healthcare of disease and illness prevention, as well as health maintenance and promotion, and global health. It explores epidemiological principles as an integral part of population health risks, assets, and disparities. Graduate students will explore population-based and community models in which disease and illness occur as well as within healthcare delivery systems.

Pre-requisite: NUR 5000

**NUR 6600 INTERPROFESSIONAL COLLABORATION & COMMUNICATION IN HEALTH CARE (3)**

This course consists of improving collaboration and communication among interprofessional teams. Graduate students will explore interdisciplinary health care professions. Communication and decision-making processes among interprofessional teams will be analyzed. Students will examine qualities of successful teams and interprofessional interactions. Students will analyze and apply effective interprofessional collaboration to improve health care outcomes. A 100-hour clinical component is included within this course.

Pre-requisites: NUR 5000, NUR 5200, NUR 5400, NUR 5600, NUR 5800, NUR 6000, NUR 6200, NUR 6400

**NUR 6800 PRACTICUM I – APPLIED PRACTICE EXPERIENCE (1.5)**

This course consists of a practical experience that is developed, approved, supervised, and evaluated by faculty and preceptors. The objective is to provide students an opportunity to synthesize, integrate, and then apply leadership knowledge and skills, that has been learned throughout the MSN curriculum, to a PICO question. Students will gain professional experience in an administrative environment and implement a project of particular interest setting them on a career trajectory. Careful consideration must be given to the site and preceptor. A 75-hour clinical component is included with this course.

Pre-requisite: NUR 5000, NUR 5200, NUR 5400, NUR 5600, NUR 5800, NUR 6000, NUR 6200, NUR 6400

**NUR 6810 PRACTICUM II – APPLIED PRACTICE EXPERIENCE (1.5)**

This course is a continuation of NUR 6800. It consists of a practical experience that is developed, approved, supervised, and evaluated by faculty and preceptors. The objective is to provide students an opportunity to synthesize, integrate, and then apply leadership knowledge and skills, that has been learned throughout the MSN curriculum, to a PICO question. Students will gain professional experience in an administrative environment and implement a project of particular interest setting them on a career trajectory. Careful consideration must be given to the site and preceptor. A 75-hour clinical component is included with this course.

Pre-requisite: NUR 5000, NUR 5200, NUR 5400, NUR 5600, NUR 5800, NUR 6000, NUR 6200, NUR 6400

**NUR 6900 CAPSTONE – INTEGRATED LEARNING EXPERIENCE (3)**

Students will evaluate and present their applied learning practicum project. This course will provide graduate students the opportunity to apply proficient leadership skills with emphasis on professional

growth. Students will have the opportunity to assess their educational goals as well as their future professional career goals. A 150-hour clinical component is included with this course.

Pre-requisite: NUR 5000, NUR 5200, NUR 5400, NUR 5600, NUR 5800, NUR 6000, NUR 6200, NUR 6400, NUR 6600

### **NUR 7000 INTRODUCTION TO EXECUTIVE LEADERSHIP (2)**

This course introduces the concept of executive leadership in nursing, as well as leadership styles and theories from nursing and other disciplines. Executive leadership in a complex healthcare industry requires the knowledge and skills to transform care delivery models to improve patient and organizational outcomes.

### **NUR 7010 SCHOLARLY WRITING (1)**

This course is designed to prepare students to be disciplined thinkers and effective communicators. The course explores general principles of analytical, expository, and argumentative writing and provides opportunity to review elements of the scholarly writing process; implement strategies to compose, review and proofread composition; critique one's own work; and evaluate the writing of others. This course prepares the student for academic writing and formatting that will translate to publication.

### **NUR 7100 RESEARCH METHODOLOGY IN EVIDENCE-BASED PRACTICE (3)**

As an introduction to research methodology and application to bedside care, students will be introduced to concepts related to research, evidence-based practice and Quality Improvement. The role of the DNP in each of these will be examined. Students will also be introduced to the SQUIRE Guidelines as the format for their scholarly project, as well as complete the National Institute of Health (NIH) Research Training in preparation for their project design and Institutional Review Board (IRB) approval process. Discussion of criteria related to the accrual and documentation of DNP immersion hours will also be presented.

### **NUR 7200 SCHOLARLY INQUIRY I (2)**

This course is designed to lay the foundation for the individual scholarly project. Concepts related to choosing an appropriate project that aligns with the timeline for completion will be discussed. Students will begin working on the development of their PICOT question, as well as complete a literature search pertaining to the topic area that is the focus of their project. Students will be assigned a faculty mentor for their individual project at the completion of this course.

### **NUR 7210 SCHOLARLY INQUIRY II (1)**

After developing the PICOT question and completing a literature search based on their topic of interest, students will begin drafting what will become the Review of Literature for their scholarly project. Students will submit the draft for review, feedback, and identification of needed revisions to their assigned faculty mentor. An updated log of completed DNP hours will also be submitted to the faculty mentor at the end of the course.

Pre-requisite: NUR 7100, NUR 7200

### **NUR 7300 TRANSFORMATIONAL MANAGEMENT OF ORGANIZATIONS & SYSTEMS (3)**

This course is specifically designed to synthesize leadership competencies in organizational theory and behavior, leadership principles and practices, and organizational structure and culture through prior graduate education and career experience. Nurse leaders will apply evidence-based transformational leadership methodology to create sustainable value within their own health care environments. This course lays the foundation for transformational management of change, influential nursing leadership, and excellence in process development at the system level.

**NUR 7400 STATISTICS IN HEALTHCARE (3)**

This course provides the foundation for the critical evaluation and synthesis of published health sciences evidence including an overview of the appropriate use and interpretation of commonly used statistical techniques for generating that evidence. Students will analyze the research methods and reported statistical results in published literature with an emphasis on implications for advanced nursing practice decisions. Students will develop plans for analysis of data collected with consideration of the alignment of project purpose with methods. Students will develop skills necessary to translate the statistical findings for stakeholders' application to practice and quality improvement.

**NUR 7500 SCHOLARLY IMPLEMENTATION I (2)**

As a continuation of the work completed in Scholarly Inquiry I & II, students will develop the methodology for their individual project based on their finalized PICOT question. This course will also include submission to all required Institutional Review Boards (IRBs) for approval in preparation for data collection.

Pre-requisite: NUR 7100, NUR 7200, NUR 7210

**NUR 7510 SCHOLARLY IMPLEMENTATION II (1)**

Once Institutional Review Board(s) approval has been granted, students will begin collecting data and scoring for analysis based on their methodology. Students will work with their individual faculty mentor throughout this process and submit an updated log of DNP hours at the end of this course.

Pre-requisite: NUR 7100, NUR 7200, NUR 7210, NUR 7500

**NUR 7600 HEALTHCARE FINANCIAL AND BUSINESS CONCEPTS (3)**

This course covers economic theory, market drivers and restraints, health care finance and reimbursement, cost-benefit analysis, and health care entrepreneurship. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP within the contemporary health care environment. Students will incorporate business concepts specific to the healthcare arena that focus on cost management and budgeting for the nurse leader.

**NUR 7700 SCHOLARLY SYNTHESIS I (2)**

This stage of project development focuses on statistical analysis, interpretation of the collected data, and discussion of results. Students will also reflect on study limitations, application to current practice, and recommendations for future study.

Pre-requisite: NUR 7100, NUR 7200, NUR 7210, NUR 7500, NUR 7510

**NUR 7710 Scholarly Synthesis II (1)**

In this final course of the scholarly project, students will prepare to successfully complete a faculty led scholarly defense with slide presentation. Dissemination of results will be attained by submitting a poster presentation for review and submission of final approved project to ProQuest for publication. Students will submit an updated log of DNP hours at the end of this course.

Pre-requisite: NUR 7100, NUR 7200, NUR 7210, NUR 7500, NUR 7510, NUR 7700

**NUR 7800 ADVANCING EQUITY & INCLUSION IN GLOBAL HEALTH (3)**

Nursing as a profession has historically recognized the need for equity and inclusion regarding access to healthcare for individuals on a global scale. This need for improvements in environmental, safety, and health conditions is now reflected in the Sustainable Development Goals (SDG's) outlined by the United Nations. This course will provide a primer for the goals set forth by the United Nations, as well as highlight the role of nurse leaders in collaborating with international organizations to achieve these goals.

### **NUR 7900 ROLE OF THE NURSE LEADER IN EPIDEMIOLOGICAL-DRIVEN POPULATIONS HEALTH INITIATIVES (3)**

As the ever-changing landscape of priority concerns related to population health emerge, nurse leaders provide a pivotal role in both assessment and implementation of interventions that meet the needs of the community. This course analyzes the role of the nurse leader in collaborating with community, state, and national partners to determine priority public health needs, as well as the role of epidemiological data in driving priority initiatives and changes to health policy.

### **NUR 7950 QUALITY IMPROVEMENT IN ORGANIZATIONAL SETTINGS (3)**

Quality Improvement (QI) is often associated with identifying and correcting the cause of errors within a system's setting. This process can also be used to proactively improve patient outcomes through increased clinical competence in both the experienced and new graduate nurses. Throughout this course, the role of the nurse leader in the process of attaining and maintaining competency for nurses will be explored. Identification and facilitation of quality improvement needs, as well as the role of the nurse leader in the process and sustainability of competency-based QI initiatives will be among the topics of discussion.

### **NUR 7960 ETHICAL AND LEGAL CONSIDERATIONS FOR NURSE LEADERS (3)**

Both ethical and legal considerations are paramount in the role of the nurse leader. Not only does the American Nurses Association (ANA) Code of Ethics play into the day-to-day decisions of managing patient care or prioritizing access to resources, but they also guide in decision-making pertaining to ethical dilemmas. In this course, students will apply ethical principles to navigate dilemmas commonly encountered in practice and explore the role of the ethics committee in acute care. Students will also examine the role of forensic ("pertaining to the law") nursing in the care associated with vulnerable population, as well as ethical considerations in research design.

### **NUR 7990 SUPPLEMENTAL STUDY (1-3)**

The Supplementary Study course is designed to accommodate DNP students who require additional time or feedback from faculty to complete required coursework and/or DNP hours. This course provides for continued faculty mentorship outside of the traditional course calendar.

Pre-requisite: Permission of the Director.

## **OCCUPATIONAL THERAPY (OTD)**

Doctor of Occupational Therapy

### **Accreditation**

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico.

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

### **Vision**

The MU Department of Occupational Therapy is a leader in occupational therapy education. The department generates diverse, compassionate, and ethical occupational therapy leaders who engage, enrich, and empower the profession and their communities as a bridge between biomedical and sociocultural health through authentic, daily life activities.

### **Mission**

The Methodist University Doctor of Occupational Therapy (MU OTD) Program cultivates exceptional occupational therapists as whole persons who contribute substantially to the profession and community. The program is committed to advancing human health and wellness through participation in authentic everyday life activities. The program fosters the development of our students, emphasizing critical thinking and the use of contemporary evidence-informed practice, to develop knowledge, specialized skills, and the ability to deliver culturally responsive and client-centered care with all persons, groups, and communities.

### **Program Goals**

#### **Graduates of the MU OTD Program will be able to:**

1. Demonstrate the knowledge and skills necessary for entry-level occupational therapy practice across a variety of practice areas (Occupational Performance Foundations).
2. Demonstrate effective communication skills and ethical negotiation of practice settings to function effectively as a member of an inter-professional health care team (Professional Behavior and Issues).
3. Engage in contemporary critical thinking for client-centered care that incorporates evidence-based decision making in the practice of occupational therapy, documentation of outcomes, and the generation of new knowledge (Scholarly Inquiry and Evidence-based Practice).
4. Practice as autonomous clinicians who utilize authentic and ethical occupational therapy approaches in the spirit of collaboration as an integral member of inter-professional care teams (Authentic and Ethical Occupation-based Practice).
5. Adopt a servant-leadership identity to engage in lifelong learning through active participation in professional development activities including continuing education, post-graduate education, clinical specialty, advanced certification, local/regional/national presentations, and research activities (Professional Leadership).
6. Demonstrate a commitment to promoting participation, health, wellness, disease prevention, and access to care in the clinical settings and communities they serve (Community-Engaged Clinical Education).

#### **Faculty of the MU OT Department will:**

1. Demonstrate a commitment to mentoring leadership, intellectual values, and ethical principles in the implementation of occupational therapy education and clinical practice.
2. Demonstrate a commitment to societal service through active participation in activities that positively contribute to the health and well-being of our local and global communities.

3. Adopt a servant-leadership attitude to promote the profession of occupational therapy.
4. Demonstrate a commitment to lifelong learning by engaging in scholarly activities for the promotion of evidence-based practice, evidence-based teaching, and the pursuit of professional advancement.

**The MU OTD Program will:**

1. Demonstrate a commitment to the cultivation of competent, ethical, compassionate, and mindful occupational therapy practitioners.
2. Demonstrate a commitment to societal and professional communities by supporting professional and community based educational programming, inter-professional education opportunities, and scholarship activities.
3. Be responsive to the occupational therapy professional and community needs by providing professional learning opportunities for occupational therapists and assuming an active role in the university and wider community.
4. Recruit exceptional and motivated students of good moral character from diverse backgrounds for admission to the program.

**Admissions**

Consistent with the University admission policy, admission to the Methodist University Doctor of Occupational Therapy (MU OTD) Program does not discriminate on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability.

However, becoming an occupational therapist requires completing an education program which is intellectually and physically challenging. Any candidate should be able to perform all educational requirements in a reasonably independent manner, or with reasonable accommodation. This does not mean students with disabilities are exempt from certain tasks inherent to occupational therapy. MU OTD is committed to recruiting, enrolling, and educating a diverse student body.

**Admissions Application**

All applications for admission to the MU OTD program must be submitted through OTCAS at [www.otcas.org](http://www.otcas.org). The OTCAS application must be submitted by the deadline for the application cycle. OTCAS will take two to four weeks to verify the submitted application. The Methodist University OTD program will not review an application until it is in a verified status.

**Admissions Requirements**

In addition to the degree requirements, candidates for admission will need to achieve the following:

1. A minimum prerequisite grade point average of 3.0 on a 4.0 scale (for coursework completed in the last 10 years). Candidates are expected to have no more than two prerequisite courses remaining to be taken at the time of application.
2. All prerequisite courses have been completed within ten years prior to application.

**Prerequisite courses** are as follows:

Course Requirement	Courses to Fulfill Requirements	Credit Hours
Human Anatomy and Physiology I and II	Human Anatomy and Physiology I and II <b>OR</b> individual Human Anatomy and Human Physiology courses both with an accompanying lab	8.00
Abnormal Psychology	Abnormal Psychology <b>OR</b> a Psychopathology course	3.00

Developmental Psychology	Any lifespan development course that includes learning, motor, language, cognitive, emotional, and social development fulfills this requirement. Course content must cover the lifespan.	3.00
Social Science	Suggested courses include, but are not limited to, additional Psychology courses, Sociology, Anthropology, Economics, Political Science, Public Health, Epidemiology, Gerontology, and Urban Studies.	3.00
Statistics	Suggested courses include, but are not limited to, behavioral, educational, psychological, or mathematical statistics. In some instances, a Research Methods course may fulfill this requirement, at the discretion of the admissions committee. Business statistics does not fulfill this requirement.	3.00

### Recommended Coursework

1. Upper-Level Science, 3 credits: Any 200-level or above biology course. Suggested courses include Advanced General Biology, Microbiology, Genetics, Cellular Physiology, Cognitive Neuroscience, Zoology, Biochemistry, Exercise Physiology, and/or Pathophysiology or Physics: any 100-level course.
2. Kinesiology or Biomechanics, 3 credits: An introductory biomechanics or kinesiology course. Suggested courses include Applied Kinesiology, Kinetic Anatomy, and Motor Learning courses are also accepted.
3. Health Disparities/Health Equity, 3 credits: Suggested courses include Drugs and Society, Race and Ethnic Relations, Medical Sociology, Human Diversity and Populations at Risk, and Disparities in Urban Health.

All applicants must also submit **two letters of recommendation** through the Occupational Therapy Centralized Application System (OTCAS). These letters are required from:

- A professor, teacher, academic advisor, or someone who is familiar with scholastic performance.
- A person who supervised observation experiences or someone who is familiar with professional work capacity, dependability, and commitment.

Each applicant should complete a minimum of 50 hours of professional exposure activities to include two different settings or populations. Professional exposure can include direct shadowing of an OT practitioner or virtual and remote professional exploration activities. Applicants may gain exposure to populations served by OT through a variety of volunteer and community services opportunities. Serving with an organization can help expand your knowledge of the challenges, strengths, and needs across and within client populations. Examples: Meals on Wheels, summer camps for children with developmental or chronic conditions, long term care facilities (nursing homes), and adaptive sports programs.

The OTCAS application requires a personal essay submission with no word limit. This is an opportunity for the applicant to demonstrate their writing skills in describing their life experiences, professional goals, and knowledge of the profession.

Applicants need to be aware that felony related charges and convictions may prevent participation in fieldwork experiences. In addition, a criminal record may prevent the student from taking the National Board Certification of Occupational Therapists (NBCOT) exam and from becoming licensed. A student



should contact NBCOT if there is a prior criminal record that might interfere with eligibility to sit for the national exam.

The MUOTD Program does **not** require applicants to take the Graduate Record Exam (GRE).

Applicants who have completed their degree outside of the United States must adhere to the following requirements:

- 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 U.S. is equivalent to a bachelor's degree, 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.
- International applicants 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.
- International applicants must also complete all other application steps, meet selection factors, and follow the same application process through OTCAS.

### Admissions Pathways

The admission criteria are based on appropriate and equitable criteria and applicable law to ensure nondiscrimination and equal opportunity for all candidates to the MU OTD Program. The admission criteria and proposed policies for recruitment and admission of qualified candidates are consistent with other accredited doctoral level occupational therapy programs.

The Department of Occupational Therapy offers three avenues for admission into the MU OTD Program.

#### **Traditional Pathway**

The Traditional Pathway will require candidates to possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study. A completed bachelor's degree will be required prior to enrollment in the MU OTD Program, as evidenced by a final official college/university transcript. Completion of all the prerequisite courses as described in the admissions criteria section (above) is required.

All applicants through the Traditional Pathway will be evaluated and scored as described in the admissions process.

#### **Health Sciences Pathway**

The Methodist University Health Sciences Pathway will provide academically qualified Methodist University undergraduate students the opportunity to enhance their undergraduate study with a unique connection to the University's clinical doctoral program in occupational therapy. The pathway will challenge the Methodist University candidate academically in preparation for the exclusive opportunity of preferential consideration for admission into the MU OTD Program upon successful completion of a Methodist University bachelor's degree.

The Health Sciences Pathway is open to all Methodist University students in the following majors: exercise science, kinesiology, biology, chemistry, or psychology. In addition to the courses that are required as part of the bachelor's degrees in the candidate's chosen field of study, the student applying for admission through this pathway will also be required to complete the same prerequisite courses as candidates applying through the Traditional Pathway. In addition, the applicants applying through the Health Sciences Pathway will be scored on the admissions criteria as described in the admissions process. However, when these candidates apply for admission to the MU OTD Program, they will be guaranteed an interview opportunity for a place in the program's entering class by meeting the minimum qualifications outlined.

With a solid interview and application file (as determined by MU OTD Program Admissions Committee), the Health Sciences Pathway students will be offered first opportunity to join the entering class for the doctoral program. While not a guarantee of admission, the Health Sciences Pathway provides preferred applicant status, which is extremely beneficial in competitive admissions environments.

### **Early Decision Pathway**

The Early Decision process is designed for candidates who are highly qualified for admissions to the Methodist University OTD program and have made the program their top choice school. This process allows for candidates to apply, interview, and receive an admissions decision prior to the review of applications during the regular application period.

Early Decision candidates must meet the same admissions eligibility requirements as outlined in the Admissions Procedures.

To be competitive for Early Decision admission, the OTD program suggests that candidates have one or more of the following criteria in their application:

- An Overall GPA (determined by OTCAS) and Prerequisite GPA (determined by the program) higher than the 3.0 minimum requirement.
- More than the 50 required hours of occupational therapy-related experience or observation
- At least 4 of the 5 required prerequisite courses completed at the time of application.
- Two or more experience sections completed in the OTCAS application (i.e., Employment, Volunteer/Community Enrichment, Leadership, etc.) *This is not a requirement for admissions but is considered to strengthen a candidate's Profile Admissions Score for all applicants. This is an optional section on the OTCAS application.*

If an applicant meets the deadlines and eligibility requirements for admission to the OTD program but is not offered an interview or seat in the Early Decision process, the applicant will automatically be considered through the Regular Admission process. Early Decision candidates who are moved to the Regular Admissions category will not have to interview again.

*Candidates accepted into the Methodist University OTD program through the Early Decision process are expected to accept the offer of admission and enroll into the program. The candidate is expected to withdraw any applications already made to other programs. If the candidate's top choice for OT school is not the Methodist University OTD program, the candidate is encouraged to apply through regular admissions as there will be limited Early Decision seats available.*

## Transfer Credit

Evaluating, awarding, and accepting of transfer credits are at the discretion of the individual graduate programs at Methodist University. The MU OTD Program allows only 6 credit hours of equitable graduate level work to be transferred as credit towards the post-baccalaureate degree in occupational therapy. Graduate transfer credit is at the discretion of the program director after consultation with the faculty responsible for the curricular content area, Dean of College of Health Sciences and Human Services, and the Registrar.

The MU OTD Program grants transfer credit based on the content of the courses taken, the rigor and equity of the courses as compared to the course in the MU OTD curriculum, and the quality of performance in the courses. Transfer credit will be considered for courses applicable to the MU OTD Program and in which a grade of “B” or better has been earned. Transfer credit is marked as such on a student transcript, along with the name(s) of the institution(s) where the credit was earned. Students who successfully petition for transfer credit will have to complete the remaining 109 credits in sequential order to receive the OTD degree from Methodist University.

Credit will only be considered if it is being transferred from an institution of higher education that has been accredited by one of the six regional accrediting agencies (Middle States Commission on Higher Education; New England Association of Schools and Colleges – Commission on Institutes of Higher Education; North Central Association of Colleges and Schools – The Higher Learning Commission; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; and Western Association of Colleges and Schools – Senior Colleges and University Commission).

Courses taken in an occupational therapy program will only be accepted if the program is fully accredited by ACOTE.

## Academic Degree Requirements

The MU OTD curriculum contains components of didactic and Fieldwork that lead the student to a mastery of the skills, knowledge, and behaviors needed to become a competent and ethical entry-level occupational therapist who provides evidence-based care to patients/clients across the continuum of care. The MU OTD curriculum is a rigorous, progressive course of study that strikes a balance between foundational, applied, clinical, and behavioral sciences.

Each annual class will enter and proceed through the curriculum as a cohort.

Students must successfully complete the following **115 credit hours** of didactic and clinical coursework:

FALL - Year 1, Term 1		
Course #	Course Title	Credit Hours
OTD 5000	Occupational Therapy Practice Foundations	3.00
OTD 5020	Professional Writing Seminar	1.00
OTD 5050	Health Conditions that Impact Occupational Performance	3.00
OTD 5250	Anatomical Structure and Function Human Performance	5.00
OTD 5280	Therapeutic Communication & Collaborative Care	3.00
OTD 5400	Professional OT Skills & Techniques I	3.00

	<b>Total Semester Hours</b>	<b>18.00</b>
--	-----------------------------	--------------

<b>SPRING - Year 1, Term 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 5110	Emerging Trends in OT Practice I	1.00
OTD 5300	Essential Skills for Evidence-Based Practice	3.00
OTD 5420	Professional OT Skills & Techniques II	3.00
OTD 5450	Environmental Factors Impacting Occupational Performance	2.00
OTD 5500	Functional Neuroscience	3.00
OTD 5600	Evaluation of Occupational Performance I	3.00
OTD 6500	Fieldwork and Professional Practice I	2.00
	<b>Total Semester Hours</b>	<b>17.00</b>

<b>SUMMER - Year 1, Term 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 5310	Clinical & Community Research Workshop I	3.00
OTD 5620	Evaluation of Occupational Performance II	3.00
OTD 5750	Human Movement to Support Occupational Performance	2.00
	<b>Total Semester Hours</b>	<b>8.00</b>

<b>FALL - Year 2, Term 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 5120	Emerging Trends in OT Practice II	1.00
OTD 5320	Clinical & Community Research Workshop II	3.00
OTD 5800	Health Promotion and Self-Management	3.00
OTD 6000	Interventions to Support Occupational Performance of Adults in Rehab Settings	4.00
OTD 6020	Interventions to Support Occupational Performance for Children, Youth, and Families	4.00
OTD 6240	Clinical Case-Based Learning I	2.00
OTD 6510	Fieldwork and Professional Practice II	2.00
OTD 6700	Introduction to Doctoral Capstone Experience and Project	1.00
	<b>Total Semester Hours</b>	<b>20.00</b>

<b>SPRING - Year 2, Term 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 5330	Clinical & Community Research Workshop III	2.00
OTD 6100	Psychosocial and Mental Health Interventions to Support Occupational Performance	4.00
OTD 6120	Interventions to Support Occupational Performance of Older Adults	4.00
OTD 6150	Supporting Occupational Performance with Technology and Environments	3.00

OTD 6180	Management and Policy for a Dynamic Practice Environment	3.00
OTD 6260	Clinical Case-Based Learning II	2.00
<b>Total Semester Hours</b>		<b>18.00</b>

<b>SUMMER - Year 2, Term 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 6600	Clinical Fieldwork IIA	6.00

<b>FALL - Year 3, Term 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 6620	Clinical Fieldwork IIB	6.00

<b>SPRING – Year 3, Term 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 5350	Dissemination of Clinical & Community Research	2.00
OTD 6800	Leadership Seminar for Healthcare Professionals	2.00
OTD 6810	Contemporary Practice Model Development	4.00
OTD 6850	Teaching & Education Strategies	3.00
OTD 6920	Program Development for Community & Population Health	3.00
OTD 6990	Professional Competency Seminar	2.00
<b>Total Semester Hours</b>		<b>16.00</b>

<b>SUMMER - Year 3, Term 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
OTD 7000	Doctoral Experiential Component	6.00

Occupational therapy is an intellectually, physically, and psychologically demanding profession. It is during the rigorous three-year curriculum that the student develops the qualities needed to practice occupational therapy. These qualities include the foundation of knowledge, attitudes, skills, and behaviors needed throughout the occupational therapist's professional career. These abilities are described in the MU OTD Program's policy on Ethical Conduct and Essential Functions (Refer to MU OTD Student Handbook). The ability to perform these skills and utilize these abilities provides the framework for the safe practice of occupational therapy. Therefore, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum, including the Professional Behavior and Essential Functions.

#### Course Descriptions – OTD

##### **OTD 5000 OCCUPATIONAL THERAPY PRACTICE FOUNDATIONS (3)**

This course explores occupation and the evolving theories and models that enable occupational therapists to engage in authentic, theoretically-sound practices. Students will explore the meaning and complexity of occupation and engage in learning opportunities to gain an understanding of themselves and others as occupational beings. They will be exposed to key literature and engage in discussion and experiences around core principles of client-centered care and the person, environment, and occupation

terminology as it is used in the practice of occupational therapy. Students will be introduced to disability issues, health ethics, and society's occupational performance issues and needs.

#### **OTD 5020 PROFESSIONAL WRITING SEMINAR (1)**

This course exposes students to professional writing and helps them transition to graduate-level writing skills necessary to ensure their success in the Methodist University Occupational Therapy Doctoral Program. This course will provide the foundation required to effectively write at the graduate level when pursuing research, formatting academic papers, professional communication techniques, peer review/editing, and other forms of professional writing. Upon completion of this course, students will enhance and implement the skills necessary to write and communicate at a professional graduate level. Assignments/learning activities will include effective use of APA format, completion of peer reviews, professional communication, and consistent utilization of the Methodist University Writing Center for additional support.

#### **OTD 5050 HEALTH CONDITIONS THAT IMPACT OCCUPATIONAL PERFORMANCE (3)**

This course provides an overview of selected diseases and conditions across the life span affecting daily life. Etiology, pathology, clinical course, prognosis, and medical management, as well as the "lived experience" of these conditions will be presented in order to promote health. Treatment settings from acute hospital care to community programs are explored with the effect of these conditions on participation emphasized.

#### **OTD 5110 EMERGING TRENDS IN OCCUPATIONAL THERAPY PRACTICE I (1)**

This first of a two –part series of seminar courses provides students with the opportunity to explore current, emerging, and future trends in OT practice. Students will utilize the most recent research and policy information to critically examine and discuss potential developments in OT practice, including new areas of practice and a focus on community and population health, participation, and well-being. This course presents a broad array of topics that affect occupational therapy practice. Students become familiar with policies, settings, interventions, and resources that support practice.

#### **OTD 5120 EMERGING TRENDS IN OCCUPATIONAL THERAPY PRACTICE II (1)**

This course is the second of a series of two seminar courses provides students with the opportunity to explore and discuss current issues that are shaping the world as it becomes more 'global.' Students will utilize the most recent research, knowledge, and policy information to critically examine and discuss current issues in global developments and reflect on how these can influence OT practice. Using examples from low- and middle-income countries, this course will shed a different light on questions pertaining to human development and disability. Students will be encouraged to look beyond the headlines and find the tools to gain a comprehensive analysis of the social, political, and economic issues that not only influence their practice as OTs but also impact them as citizens.

#### **OTD 5250 ANATOMICAL STRUCTURE AND FUNCTION FOR HUMAN PERFORMANCE (5)**

This course is designed to provide an in-depth study of human anatomy, using a regional approach. It will introduce anatomical and medical terminology; provide a foundation on human development and structure fundamental to clinical considerations of function, diagnosis, trauma, and disease. Teaching/learning methodologies and experiences will reflect a multi-modal approach, combining lecture, lab, 3-D computer application and cadaver dissection and pro- section. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including transfers, documentation, goal-writing, common precautions, monitoring of vital signs, chart reading, orientation to acute care environments, activity analysis, basic splinting, and medical terminology.

**OTD 5280 THERAPEUTIC COMMUNICATION AND COLLABORATIVE CARE (3)**

The ability to communicate and work with individuals and groups are essential skills for an occupational therapist. Effective practitioners employ therapeutic use of self, activity grading, behavioral management, and group leadership skills to effect change in those served. Concepts of self-management and basic tenets of learning theories will be introduced and applied to various populations served. Students will begin to consider the psychosocial needs of all clients across the continuum of care. Professional capacities of understanding the current continuum of care settings, professional team roles, and early leadership paradigms will be explored.

**OTD 5300 ESSENTIAL SKILLS FOR EVIDENCE BASED PRACTICE (3)**

Through critical analysis and interpretation of professional scientific literature, students build a foundation for life-long learning and evidence-based clinical practice. Evaluation of both qualitative, quantitative, and case report studies is covered. Students learn elements of study design, statistical analysis, and strategies for clinically relevant interpretation of results. Students develop proficiency in locating and critically appraising evidence-based research and integrating evidence into clinical decision making.

**OTD 5310 CLINICAL AND COMMUNITY RESEARCH WORKSHOP I (3)**

This course is the first of a three-course sequence for the culminating scholarly inquiry experience in the OTD program. In this course, students will develop a proposal for a clinical research or community program evaluation project. This endeavor is the first component of the process that will be continued in Year 2 of the curriculum in which the project is formally executed and finally, presented in Year 3. This project proposal phase will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5320 CLINICAL AND COMMUNITY RESEARCH WORKSHOP II (3)**

This course is the second of a three-course sequence for the culminating scholarly inquiry experience in the OTD program. In this course, students will collect data for proposed research projects and begin initial data analysis and begin to develop the initial portions of a written manuscript through an iterative process with peers, the instructor and any clinical or faculty advisors involved in the project. Specifically, students will formalize the methodology, perform piloting, recruit subjects, and perform data collection. The project is formally executed through the Fall and Spring of Year 2 and finally, presented in Year 3. This course will prepare students for the remainder of the scholarly inquiry course sequence, which culminates in the dissemination of their scholarly product. This project will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5330 CLINICAL AND COMMUNITY RESEARCH WORKSHOP III (2)**

This course is the third of a three-course sequence for the culminating scholarly inquiry experience in the OTD program. In this course, students will develop a proposal for a clinical research or community program evaluation project. This endeavor is the first component of the process that will be continued in Year 2 of the curriculum in which the project is formally executed and finally, presented in Year 3. This project proposal phase will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5350 DISSEMINATION OF CLINICAL AND COMMUNITY RESEARCH (3)**

This course revisits the Clinical and Community Research sequence for the culminating research experience in the OTD program. In this course, students will prepare manuscripts and presentations (podium and/or poster) to disseminate their culminating research project results. During this course

students will submit a product to either a peer-reviewed journal and/or a national conference. This project will be done under the advisement of faculty with expertise in the research and content areas.

**OTD 5400 PROFESSIONAL OT SKILLS & TECHNIQUES I (3)**

This course serves as an introduction to the essential skills required of therapists in contemporary clinical practice. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including transfers, documentation, goal-writing, common precautions, monitoring of vital signs, chart reading, orientation to acute care environments, activity analysis, basic splinting, and medical terminology.

**OTD 5420 PROFESSIONAL OT SKILLS & TECHNIQUES II (3)**

This course is the second of a two-course series that serves as an introduction to the essential skills required of therapists in contemporary clinical practice. Students will be introduced to resources supporting professional practice and will learn and apply a variety of skills including advanced documentation, physical agents and modalities, basic ADL and IADL training concepts, orthotic fabrication, and basic feeding & eating concepts.

**OTD 5450 ENVIRONMENTAL FACTORS IMPACTING OCCUPATIONAL PERFORMANCE (2)**

This course provides an in-depth understanding of the psychological, social, political, physical, and cultural elements of the environment that influence public health, participation, well-being, and quality of life. Disability, as the consequence of environmental barriers and the relationship between the person and environments across the life span, will be discussed. Disability prevention will be addressed. Assessment and intervention strategies that maximize participation in daily activities and prevent disabilities will be examined in home, school, workplace, and other community settings.

**OTD 5500 FUNCTIONAL NEUROSCIENCE (3)**

Students learn how the brain and nervous system support the sensory, perceptual, cognitive, emotional, and physiological capacity of individuals as they engage in the activities of daily life. Emphasis is placed on sensory processing, motor processing, cognitive performance, learning and memory, and communication. This course is designed to provide students with an integrated understanding of how occupational performance may be altered by individual variations in structure and function of person's neurobiological systems across the life span; thus, laying the groundwork for the occupational therapy evaluation and intervention.

**OTD 5600 EVALUATION OF OCCUPATIONAL PERFORMANCE I (3)**

Students apply foundational theory and principles to occupational performance through assessment of anatomical structures and physiological health. Students learn how to identify sensory, cognitive, perceptual, and emotional performance capacities of individuals by focusing on neuroanatomical and neuro-physiological substrates of sensory, motor, arousal, cognitive, motivational, and emotional systems. The students connect the neuroscience of the physiological, neurobehavioral, cognitive, and psychological systems to the motor, process and communication performance skills and performance patterns that support occupational performance. Students will build clinical reasoning for core OT practice skills including assessment of person, occupation and environment factors, activity analysis and activity gradation, observation, administering and interpreting assessments, building measurement models, and documenting the evaluation process. Students will apply measurement principles and skills in selection, administration, and interpretation of assessments through case studies, laboratory and/or in-context experiences.

**OTD 5620 EVALUATION OF OCCUPATIONAL PERFORMANCE II (3)**



Students apply foundational theory and principles to occupational performance. Standardized assessments of participation, activities of daily living, occupational performance, and pediatrics will be emphasized. Using activity analysis, the students connect the neuroscience of the physiological, neurobehavioral, cognitive, and psychological systems to the motor, process and communication performance skills and performance patterns that support occupational performance. Students will build clinical reasoning for core OT practice skills including assessment of person, occupation and environment factors, activity analysis and activity gradation, observation, administering and interpreting assessments, building measurement models, and documenting the evaluation process. Students will apply measurement principles and skills in selection, administration, and interpretation of assessments through case studies, laboratory and/or in-context experiences.

#### **OTD 5750 HUMAN MOVEMENT TO SUPPORT OCCUPATIONAL PERFORMANCE (2)**

In this course, students apply biomechanical principles to occupational performance. Biomechanics is concerned with the mechanical/anatomical bases of human movement. An interdisciplinary approach is used in which concepts from anatomy, physiology, and physics (mechanics) are integrated. This course also investigates tissue biomechanical properties required during the production of movements.

OTD 5800: HEALTH PROMOTION AND SELF-MANAGEMENT 3 credits

This course will address ways to meet the needs of clients with chronic diseases and conditions through community resources and self-management strategy training that extend beyond hospital delivered systems of insured care. Students will learn to develop partnerships with community agencies to reach populations affected by chronic disease. Students will study health promotion and preventive individual and group models of service delivery for community-dwelling people. Students will explore theory-driven, evidence-based health education solutions for consumers with chronic conditions to strengthen their community participation. Students will engage in therapeutic education, empowering people to manage their conditions and connect with community resources for health promotion, prevention, and wellness.

#### **OTD 6000 INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE OF ADULTS IN REHAB SETTINGS (4)**

This course is designed to provide the foundation skills for evidence-based intervention for adults with neurologic or orthopedic conditions. Students will learn OT intervention approaches and clinical reasoning for individuals with a variety of conditions and barriers to participation. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based interventions to address sensory, motor, and cognitive impairments associated with these conditions. Students will explore policies, theories, and targeted outcome measurement. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

#### **OTD 6020 INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE OF CHILDREN, YOUTH AND FAMILIES (4)**

This course is designed to provide the foundation skills for evidence-based intervention for young children, adolescents, and families. Students will learn OT intervention approaches and clinical reasoning for individuals and families with a variety of conditions and barriers to participation. Learning activities will explore policies, theories, and targeted outcome measurement. Building from what the students have learned about theory, evaluation and assessment, this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based pediatric interventions. Related skills in

documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

**OTD 6100 PSYCHOSOCIAL AND MENTAL HEALTH INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE (4)**

This course is designed to provide the foundation skills for evidence-based intervention for individuals with mental health and psychosocial challenges across the lifespan. Students will learn OT intervention approaches and therapeutic techniques for individuals with mental illness and other psychosocial diagnoses. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based psychosocial interventions. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments. A 40-hour extended in-context fieldwork experience in a mental health setting will be incorporated as an integrated learning activity.

**OTD 6120 INTERVENTIONS TO SUPPORT OCCUPATIONAL PERFORMANCE OF OLDER ADULTS (4)**

This course is designed to provide the foundation skills for evidence-based intervention for older adults with a variety of acquired and chronic conditions as well as limitations related to the healthy aging process. Students will explore policies, theories, targeted outcome measurement and OT intervention approaches and clinical reasoning for individuals with a variety of conditions and barriers to participation. Building from what the students have learned about theory, evaluation and assessment, the learning experiences in this course will provide opportunities for students to develop and demonstrate professional competencies and behaviors necessary to develop and implement theoretically-sound and evidence-based interventions to address sensory, motor, and cognitive impairments associated with these conditions. Related skills in documentation, goal setting, reimbursement and ethical issues which may arise will be incorporated into classroom discussions and assignments.

**OTD 6150 SUPPORTING OCCUPATIONAL PERFORMANCE WITH TECHNOLOGY AND ENVIRONMENTS (3)**

This course introduces assistive technology (AT) and adaptive equipment as an environmental intervention to preserve, augment or improve social, emotional, physical, and academic well-being. Equipment, mobility devices, physical environment and home modifications and computer technology will be explored. Intervention strategies that maximize participation in daily activities for people with varying limitations and disabilities will be examined in home, school, workplace, and community settings.

**OTD 6180 MANAGEMENT AND POLICY FOR A DYNAMIC OT PRACTICE ENVIRONMENT (3)**

This course applies healthcare policy, management, and organizational principles to occupational therapy services in current and evolving practice environments. Through discussions with business professionals and case studies, this course highlights organizational, managerial, marketing, financial, regulatory, and funding influences on the development, delivery, and evaluation of OT practice. This course is designed to encourage students to integrate knowledge gained from studies in policy, advocacy, and community practice.

**OTD 6240 CLINICAL CASE-BASED LEARNING I (2)**

In this first course of a two-semester sequence, students are engaged in learning experiences that includes divergent case method, inquiry learning, and problem-based learning. Using a self-directed learning process, clinical reasoning and group process skills, students apply the OT process and explore

practice problems. They learn to apply specific occupational therapy evaluations and intervention techniques for persons of all ages and disability categories. The cases are integrated with material covered concurrently in the Interventions courses and focus on direct clinical treatment interventions.

**OTD 6260 CLINICAL CASE-BASED LEARNING II (2)**

In this second course of a two-semester sequence, students are engaged in learning experiences that includes divergent case method, inquiry learning, and problem-based learning. Using a self-directed learning process, clinical reasoning and group process skills, students apply the OT process and explore practice problems. They learn to apply specific occupational therapy evaluations and intervention techniques for persons of all ages and disability categories. The cases are integrated with material covered concurrently in the Interventions courses and focus on direct clinical treatment interventions.

**OTD 6500 FIELDWORK AND PROFESSIONAL PRACTICE I (2)**

This is the first course in a series that emphasizes the growth of the student as a professional. This course is the first fieldwork class that prepares students for their fieldwork experiences and sets the stage for the Preparation for Professional Practice course. This course will focus on the value of fieldwork in developing entry-level skills. Students will participate in self-directed learning experiences to enhance personal growth and professional competence. An intensive one week, 40-hour, supervised fieldwork experience in a clinical or community setting allows the student to practice the skills learned in the classroom.

**OTD 6510 FIELDWORK AND PROFESSIONAL PRACTICE II (2)**

This is the second course in a series that emphasizes the growth of the student as a professional. Students will develop an electronic professional portfolio and participate in self-directed learning experiences to enhance personal growth and professional competence. An intensive one week, 40 hour supervised fieldwork experience in a clinical or community setting allows the student to practice the skills learned in the classroom. Students will be introduced to various OT practice areas and given the opportunity to observe OT in various practice settings.

**OTD 6600 CLINICAL FIELDWORK IIA (6)**

Provides full-time clinical fieldwork experience under the supervision of an occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation, treatment, and intervention. Students have the opportunity to practice in a variety of clinical or community-based settings with populations ranging across the lifespan between the two placements. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. The fieldwork experience is designed to promote clinical reasoning, professionalism, and competency. Duration is 12 weeks.

**OTD 6620 CLINICAL FIELDWORK IIB (6)**

Provides full-time clinical fieldwork experience under the supervision of an occupational therapist. Students' participation includes in-depth experience in delivering occupational therapy services to clients including evaluation, treatment, and intervention. Students have the opportunity to practice in a variety of clinical or community-based settings with populations ranging across the lifespan between the two placements. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. The fieldwork experience is designed to promote clinical reasoning, professionalism, and competency. Duration is 12 weeks.

**OTD 6700 INTRODUCTION TO DOCTORAL CAPSTONE EXPERIENCE & PROJECT (1)**

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

#### **OTD 6800 LEADERSHIP SEMINAR FOR HEALTHCARE PROFESSIONALS (2)**

This course is designed to provide an exploration of leadership practice and theory to foster leadership in health organizations and across interconnected disciplines. This course will address leadership through a study of the individual and the values that create the basis for all decisions made by leaders. Topics will include the values, conditions, and organizational factors that an autonomous healthcare professional needs to have and to understand in order to lead effectively as well as leadership theories and styles. Special emphasis will be placed on integrating knowledge and concepts related to management, professional advocacy, and organizational change.

#### **OTD 6810 CONTEMPORARY PRACTICE MODEL DEVELOPMENT (4)**

This course forms the capstone of the OTD program. Students are engaged in a seminar focusing on both intrinsic and extrinsic factors that influence occupational performance. The work will form an occupation-based model for either an established or an emerging area of practice. The student will develop a model that is evidence-based, client-centered, is based on theory and fosters participation. The course itself has a life span focus as students work plan models for infants through to aging and the students learn from each other through critical analysis and presentation of readings relevant to their own population.

#### **OTD 6850 TEACHING AND EDUCATION STRATEGIES (3)**

This course offers an opportunity for students to explore innovative teaching methods and learning theories underlying practice, teaching tools, resources, and strategies. The knowledge in this course will provide the foundation required to create and prepare numerous presentations for classroom instruction, clinical & community-based in-services and professional presentations. Skills gained through this course will allow our graduates to be recognized as engaged, contemporary professionals. Activities will include designing and implementing teaching session(s), shared reflection on developing teaching skills in self and peers, critical reading, writing, and peer support.

#### **OTD 6920 PROGRAM DEVELOPMENT FOR COMMUNITY AND POPULATION HEALTH (3)**

This course examines community health and education practices for groups, communities, and populations and bridges the biomedical and sociocultural aspects of health through program development. Practice models are explored for health promotion, facilitating occupational performance and wellness, and population health across the lifespan and in different community-based settings. Students will learn community practice skills, including needs assessment, negotiating community partnerships, program planning and program evaluation. Students will develop an evidence driven, theory-based program that is capacity building for a community group or agency.

#### **OTD 6990 PROFESSIONAL COMPETENCY SEMINAR (2)**

This course is designed for the review and integration of occupational therapy knowledge, concepts, and skills in preparation for participation in the Doctoral Experiential Component, completion of the NBCOT licensure exam, and autonomous clinical practice. Students will be presented with comprehensive case scenarios that will serve as the foundation for review of content areas and focused discussions. This course concludes with comprehensive examinations that will capture the student's competency in all content areas and safe clinical decision-making skills to identify student's readiness to proceed as an

independent practitioner. The comprehensive examination must be passed to proceed with the final Doctoral Experiential Component.

### **OTD 7000 DOCTORAL EXPERIENTIAL COMPONENT (6)**

This course provides a customized experience specific to the doctoral pursuits of the student. Students may participate in research, policy, clinical practice, advocacy, teaching, or leadership endeavors. Students are expected to achieve site specific goals established by the student, their doctoral mentor, and the DEC site supervisor. Duration is 16 weeks. The DEC is the capstone experience for students pursuing their clinical doctorate in occupational therapy which complements and extends their doctoral training.

Prerequisites: OTD 6990, OTD 6700

### Graduation Requirements

The following requirements must be met prior to degree conferral:

1. Completion of all didactic courses with a cumulative GPA of a 2.75 and no course grades below C (70.00-74.99%).
2. Successful completion of all Fieldwork courses with a grade of C or higher.
3. Complete all courses within the maximum timeframe of 150% of the length of the program in years (i.e., 4.5 years).
4. Good standing in character, conduct, and ability as described in the Ethical Conduct and Essential Functions Policy.
5. Meeting all financial obligations to the University.
6. Recommended by the faculty for graduation.

Recommendation for the Doctor of Occupational Therapy Degree is a discretionary right residing with the faculty and administration of Methodist University, Department of Occupational Therapy, and College of Health Sciences and Human Services, but shall not be withheld arbitrarily. There is no contract, stated or implied, between Methodist University, Department of Occupational Therapy, and/or College of Health Sciences and Human Services, and the student guaranteeing that a degree or certificate will be conferred at any stated time, if at all.

### Honor Societies and Student Organizations

Students within the OTD Program are eligible for student membership in the American Occupational Therapy Association (AOTA) and the North Carolina Occupational Therapy Association (NCOTA) as well as Pi Theta Epsilon (National Occupational Therapy Honor Society) - Beta Nu Chapter.

### Academic Promotion and Retention

#### **Principles**

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

## Evaluation and Program Progression

The faculty of the Methodist University Occupational Therapy program is charged with the responsibility for educating students as well as determining the capacity of every student for competency and responsibility in the knowledge, behavior, and skills of an occupational therapist. At the end of each semester, the Student Affairs Committee will evaluate each student's academic standing in the program. Information will be collected from all sources relevant to the academic and ethical conduct of the student and will include input from course instructors, fieldwork supervisors, student services officers, and academic advisor reports. At risk students will be notified by the Student Affairs Committee of their current standing.

The academic standards of progress measure a student's performance in these areas:

1. Minimum grade requirements:
  - a. Cumulative grade point average: Students must achieve a cumulative GPA of 2.75 (no rounding) by the end of each semester.
  - b. Individual course grades: Students must achieve a grade of C (70.00) or above in all didactic courses and Fieldwork courses.
  - c. Maximum timeframe for program completion: the maximum timeframe is defined as the maximum number of credit hours a student may attempt in pursuit of a degree. The maximum timeframe for completion of the MU OTD Program is 150% of the length of the program in years (i.e., 4.5 years)
2. Academic integrity: Students must abide by the Methodist University Honor Code as described in the Graduate Academic Catalog.
3. Completion of capstone project: Students must fully complete and disseminate/present their culminating final capstone project that was developed during the Clinical and Community Research Workshop series and during the Doctoral Capstone Experiential Component (DEC).
4. Exhibiting appropriate professional conduct: Students must demonstrate appropriate ethical conduct as described in the OTD program's Ethical Conduct and Essential Function Policy and the most current revision of the AOTA Code of Ethics.

Adhering to safety standards: Students must demonstrate the safe practice of occupational therapy and learning activities in all educational and professional settings. Safe practice entails minimizing risk to patients, self, and others.

## Departmental Academic Warning

The student will receive a letter of departmental academic warning should any of the following occur:

- The student receives 2 or more course grade(s) of less than 75.00 (C grade) throughout the curriculum, or
- The student receives a course grade of less than 75.00 (C grade) and 1 or more course grade(s) of 75.00 - 79.99 (C+ grade) in a single semester.
- The student has a cumulative GPA between 2.75 and 2.99.
- A student fails (and successfully retakes) 2 practical examinations.
- A student fails a practical examination (and successfully retakes) any time after a period of Academic Probation
- A student exhibits a pattern of behavior related to ethical conduct or safety standards as described in the ethical conduct and essentials functions policy.

If a letter of departmental academic warning is issued, the student should:

- communicate with relevant course instructor(s) to identify ways to improve their academic performance, and
- create a Supportive Learning Plan with input and review by their academic advisor.

Academic warning is not reflected on the student's official academic transcript; however, it is reflective of academic performance history and will be maintained within the student's academic file contained within OTD departmental records (Student Affairs Committee) and advising files within the myMU Portal. Academic warning status will be evaluated at the end of each semester. A student who receives a letter of Academic Warning who fails to meet academic progress expectations in the subsequent semester will be referred for Academic Probation.

### Academic Probation, Suspension, and Dismissal

Failure to meet minimum grade requirements, demonstrate academic integrity, complete the final scholarly project, exhibit appropriate ethical conduct, or adhere to safety standards will result in action by the Dean of the College of Health Sciences and Human Services based on recommendation by the OTD Program Director and Student Affairs Committee. The student may be placed on academic probation, suspended, or the student may be dismissed.

### Academic Probation

Academic probation is imposed for failure to meet minimum grade requirements, breach of academic integrity, inappropriate ethical conduct, or non-adherence to safety standards. While on academic probation, the student is prohibited from holding university-related elected offices or appointed positions (SOTA, COTAD, Ambassador, Advisory Board, SGA, BSU, etc). A student on academic probation is required to develop and implement a Supportive Action Plan guided and approved by the advisor and relevant course instructor(s). The Supportive Action Plan must be reported to the Student Affairs Committee. Academic probation will be allowed for only one semester during a student's course of study and is documented on the student's academic record and transcript.

A probation standing will be recommended under any of the following:

1. A student falls below the required cumulative GPA of 2.75
2. A student exhibits a significant breach in ethical conduct standards as described in the ethical conduct and essentials functions policy or fails to adhere to safety standards.
3. A student fails (and successfully retakes) 3 practical examinations.
4. A student returns to the program after a period of Academic Suspension.

The student will be required to complete the following:

- The student will communicate with relevant course instructor(s) to identify ways to improve their academic performance (e.g., face-to-face, electronic, etc.), and
- The student will complete a comprehensive Supportive Action Plan with input and review by their academic advisor.

### Academic Suspension

An academic suspension is imposed for failure to meet minimum grade requirements, breach of academic integrity, inappropriate ethical conduct, or non-adherence to safety standards. A required academic suspension halts progression within the curriculum and does not excuse the student from any course requirements. The student must resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student. Academic suspension must not extend a student's course of study beyond a total of 4.5

years and is documented on the student's academic record and transcript.

A suspension will be recommended under any of the following:

1. A student fails a course by receiving a grade below a C (69.99 or less) in didactic courses or a Fieldwork course.
2. A student requires more than two cumulative course reexaminations.
3. A student exhibits a significant breach in professional conduct standards as described in the essentials functions, policy, professional behaviors policy, ethical standards, or fails to adhere to safety standards.
4. A student falls below the required GPA for a second consecutive semester.

The student is responsible for initiating determination of the financial consequences of a leave of absence. Students should review financial arrangements with the Business Office and the Office of Financial Aid.

Students who are placed on a required leave of absence (suspension) are responsible for notifying, in writing, the Program Director, of their intention to return to classes no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the class.

At the time a required leave of absence (suspension) is imposed, the Director and program faculty may recommend or require that the student meet additional conditions (e.g., documentation of remedial academic work) prior to resuming enrollment in the program. Upon re-enrollment following a leave of absence, the student will be:

1. Subject to all rules and regulations which pertain to the class the student is joining,
2. Required to retake all courses in which the student received below a C (70.00),
3. Placed on academic probation during the semester of return.

### Academic Dismissal and Termination of Enrollment

Academic Dismissal constitutes formal action initiated by the Dean of College of Health Sciences and Human Services to terminate the academic standing of a student within the MU OTD Program.

Reasons for dismissal include, but are not limited to:

1. A student's failure to satisfactorily complete any remediation requirements during a probationary period.
2. A student's failure to raise the cumulative grade point average to the required 2.75 during a probationary period and maintain a 2.75 GPA thereafter.
3. A student's failure in one course anytime subsequent to a period of academic probation and/or academic suspension.
4. A student exceeds a maximum of two course remediations while enrolled in the MU OTD Program.
5. A student exceeds a maximum of three practical reexaminations while enrolled in the MU OTD Program.
6. A student's failure to adhere to the ethical conduct standards as described in the essentials functions policy, ethical standards, or fails to adhere to safety standards following a period of academic probation and/or academic suspension.
7. Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned or controlled property:
  - a. Commission of an offense classified as a felony by Federal criminal statutes.
  - b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.



- c. Falsification of records, or other acts which impugns the integrity of the student.
- d. Repeated or egregious discriminatory, biased, or harassment behavior towards classmates, faculty, staff, clients, or other university community members; to include, but not limited to threats, retaliation, and/or hatecrimes.
- e. Actions which would substantially reduce or eliminate the student's ability to effectively pursue a Doctor of Occupational Therapy degree at Methodist University due to alcoholism, drug addiction, mental illness, or other physically or psychologically incapacitating condition.

Dismissals are final and cannot be appealed. A student that has been terminated from enrollment and dismissed from the MU OTD Program may re-apply to the MU OTD Program through the typical admissions process. If re-admitted to the program, the student must retake all courses in the MU OTD Program.

### Student Remediation Policies

The goal of remediation is to identify and assess the deficits in the student's learning process and/or information base and develop a program to resolve that deficit. The student will be expected to take an active role in the development and execution of the remediation plan.

To be eligible for remediation of didactic courses, students must have a documented record of seeking academic support through the course instructor and advisor (Academic Advising/Meeting Form). Therefore, students are encouraged to meet with course instructors when they earn a grade of less than a C (70.00) on any assignment, quiz, or examination to identify ways to improve their academic performance and achieve competence in the course content. In addition to meeting with course instructors, students are encouraged to meet with their advisors immediately following poor academic performances to develop an action plan. Suggested activities include, but are not limited to:

1. Active participation in individualized tutoring.
2. Counseling concerning appropriate study habits and learning resources.

### Remediation of Didactic Courses

If a student fails to achieve a passing course grade of a C (70.00), they will be required to meet with the course instructor(s) and their faculty advisor to determine a course remediation plan. The remediation plan is intended to assist the student in competency of the course material. The remediation plan must include the following components:

1. A description of the remediation activities.
2. A firm timeline to complete the remediation.
3. A description of the consequences should the student not meet the obligation(s) set forth in the plan.

After completing the remediation plan, the student will be given a course reexamination. A course reexamination is defined as a cumulative course examination that is reflective of all the course content. Each student is allowed a total of two course reexaminations throughout the nine-semester curriculum. If a student does not achieve a C (70.00) or higher on a course reexamination, they will be assigned a failing course grade. If the remediation plan is successfully executed:

1. The reassessment, if successfully completed, will allow students to improve their course grade to no higher than a C (70.00).

2. Course coordinators will report the student's name and course number to the Student Affairs Committee indicating that the student required a course reexamination.

### Remediation of Fieldwork Courses

1. Students must receive 70.000% or higher in all fieldwork education courses.
2. Students may only receive an incomplete or "I" for a fieldwork education course if they meet the following criteria:
  - a. They are passing the FW placement as determined by the FWE (and CCCE) in consultation with the Academic Fieldwork Coordinator (AFWC), and;
  - b. There are extenuating circumstances that may prevent the student from the successful completion of the FW affiliation. Any extenuating circumstances must:
    - i. Be approved by the AFWC and OT Program Director
    - ii. Be communicated to the FWE within 24 hours
    - iii. Require the student's performance to be in good standing and
    - iv. Require no more than 3 days of make-up clinic time.
3. Students who receive a grade of "I" will seek academic advisement from the AFWC. The AFWC may modify the student's program of study with the approval of the OT Program Director (and student Advisor as appropriate):
  - a. If an incomplete grade is assigned during either of the Level II 12-week fieldwork placements and the extenuating circumstances are resolved, the AFWC may:
    - i. Delay the student's graduation, and;
  - ii. Restart the full-time fieldwork by placing the student in another but similar FW affiliation site, or;
  - iii. In consultation with the CCCE, restart the full-time fieldwork, but assign them to a new FWE within the same FW site
4. Prior to assigning a grade of "Fail" by the AFWC, the student may be offered an extension if:
  - a. The student has difficulty grasping one specific part of the FW course work and;
  - b. The student has demonstrated sufficient knowledge and skills in other areas of the FW course and;
  - c. The FWE faculty and the AFWC agree that the deficiency can be remediated within an extended time frame of no more than two weeks and;
  - d. The clinic is willing and able to extend the FW experience.
5. A student will automatically receive a grade of "Fail" in a FW education course if the following circumstances occur and if supported by the appropriate documentation:
  - a. The FWE requests the students be removed from the FW affiliation site.
  - b. Student is deemed unsafe by the FWE (and/or CCCE/FW Coordinator).

Once notified of Level II Fieldwork failure, the student is required to meet with AFWC and academic advisor to review FWPE scores and performance areas that contributed to the failing grade. The student is advised to develop a written learning plan prior to retaking the failed Level II Fieldwork course. The learning plan is the responsibility of the student and should include a description of the learning activities, a timeline to complete the plan, identified resources needed. Suggested activities and strategies to be used for learning plans during the academic suspension include, but are not limited to:

- Reflective review of performance improvement needs based on FWPE
- Identification of needed resources
- Identification of a clinician/instructor to practice skills

- Seek out resources for individualized tutoring
- Development of learning activities to enrich the content
- Counseling to support improved study habits and learning strategies
- Meetings with academic advisor or AFWC
- Consideration of approved academic accommodations

Students who receive a “Fail” in the Level II Fieldwork A or B (12-week full-time FW placement) will be required to take a leave of absence (see Academic Promotion and Retention Policy). Following a leave of absence:

- Depending on FW site availability, upon a student’s return from their leave of absence they will be required to repeat the failed Level II Fieldwork (12-week full-time FW placement) in similar clinical FW environment.
- Failure on a second attempt of the Level II Fieldwork A or B will be considered as a second failure and in accordance with the Academic Promotion and Retention Policy, the student will be dismissed from the program.
- If the student passes the 2<sup>nd</sup> attempt of Level II Fieldwork A or B they will be allowed to move forward in the program and/or graduate.

## PHYSICAL THERAPY (DPT)

### Doctor of Physical Therapy

#### Accreditation

The Methodist University Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100 Alexandria Virginia 22305-3086; telephone: (703) 706-3245; email: <mailto:accreditation@apta.org>; website: [capteonline.org](http://capteonline.org). If needing to contact the program/institution directly, please call (910) 630-7004 or email [shall@methodist.edu](mailto:shall@methodist.edu).

#### Program Description

The Doctor of Physical Therapy (DPT) program exists to support the mission of Methodist University by providing “graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.” The Department mission and vision is consistent with the University’s affirmation of the importance of intellectual values and ethical principles such as truth, virtue, justice, and love and the desire to develop whole persons of who will contribute substantially and creatively to the professions and to civic life. In addition, the mission of the DPT program supports and augments the missions of the College of Health Sciences and Human Services.

#### Mission

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

#### Vision

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

## **Program Goals**

### **Students and Graduates will:**

1. Demonstrate the knowledge and skills necessary for entry-level physical therapy practice across a variety of clinical practice areas.
2. Demonstrate the Christian tenets of compassion and universal dignity in the practice of physical therapy.
3. Engage in critical thinking for patient-centered care that incorporates evidence-based decision-making in the practice of Physical Therapy.
4. Practice as autonomous primary care clinicians who practice in the spirit of collaboration as an integral member of an inter-professional health care team.
5. Demonstrate a commitment to life-long learning through active participation in professional development activities including continuing education, post-graduate education, clinical specialty, advanced certification, and research.
6. Adopt a servant-leadership attitude to promote health, wellness, disease prevention, and access to care in the communities they serve.

### **Faculty will:**

7. Demonstrate a commitment to Christian tenants, intellectual values, and ethical principles in the implementation of physical therapy education and clinical practice.
8. Demonstrate a commitment to societal service through active participation in activities that positively contribute to the health and well-being of our local and global communities.
9. Adopt a servant-leadership attitude to promote the profession of Physical Therapy.
10. Demonstrate a commitment to Life-long learning by engaging in scholarly activities for the promotion of evidence-based practice, evidence-based teaching, and the pursuit of professional advancement.

### **The Program will:**

11. Demonstrate a commitment to the cultivation of competent, ethical, compassionate, and mindful servant-leader physical therapy practitioners.
12. Demonstrate a commitment to societal and professional communities by supporting professional and community based educational programming, inter-professional education opportunities, and scholarship activities.

## **Admissions**

Consistent with the University admission policy, admission to the Methodist University DPT Program is without regard or discrimination on the basis of race, religion, national origin, sex, age, marital status, or status with regard to public assistance or disability. Students are informed that becoming a physical therapist requires the completion of an education program which is intellectually as well as physically challenging, that the candidate should be able to perform in a reasonably independent manner, and that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks inherent to the profession of physical therapist.

### **Admission Requirements**

1. A minimum overall grade point average (for both undergraduate and, if applicable, graduate study) of 3.00 on a 4.00 scale will be required.
2. A minimum prerequisite course grade point average of 3.20 on a 4.00 scale and have no prerequisite courses with a grade less than a "C."
3. At the time of application, candidates are expected to have no more than two prerequisite courses remaining to be taken during the spring semester of the application closing date.

Exceptions may be considered at the discretion of the Admissions Committee. All prerequisite courses must be completed prior to starting the DPT Program.

**Prerequisite courses** are as follows:

<b>Course Requirement</b>	<b>Courses to Fulfill Requirements</b>	<b>Credit Hours</b>
General Biology I and II with labs	Botany, Zoology, and Ecology courses are <b>not</b> acceptable or General Biology I and upper-level Biology courses with labs to include Microbiology, Embryology, and Cellular Physiology. Exercise Physiology may be accepted at the discretion of the admissions committee, in lieu of the upper-level Biology course.	8.00
General College Chemistry I and II with labs	General College Chemistry I and II with labs	8.00
Human Anatomy and Physiology I and II	Human Anatomy and Physiology I and II <b>OR</b> individual Human Anatomy and Human Physiology courses both with an accompanying lab	8.00
General College Physics I and II with labs	General College Physics I and II with labs	8.00
Psychology	Two semesters of Psychology including General Psychology and one additional Psychology course. Suggested courses include Developmental Psychology, Child Psychology, Abnormal Psychology, or Psychology of Disability.	6.00

4. Biology, Anatomy, Physiology, and Chemistry prerequisite courses must have been completed within ten years prior to application. Work experience or graduate level education in a related field (e.g., athletic training, exercise physiology, etc.) may be accepted at the discretion of the Admissions Committee, in lieu of the ten-year prerequisite course time limitation. Course content will be reviewed by program content experts to determine if courses are acceptable as prerequisites.
5. Advanced Placement credits are not accepted for prerequisite courses.
6. Other Testing
  - a. For non-native speakers of English, a Test of English as a Foreign Language (TOEFL) will also be required.
    - i. TOEFL-IBT minimum composite score of 89 with minimum subsets; 24 Writing, 26 Speaking, 21 Reading and Comprehension, and 18 listening
    - ii. Comparable Scores would be 220 on the computer-based exam, 560 on the paper-based exam, a TSE of 50 and/or a TWE of 4.5.
7. Foreign Graduates: Completion of degree outside of the United States.
  - a. Applicants must have their transcripts evaluated by the World Education Services (WES) to determine if the degree is equivalent to a bachelor's degree in the United States. If the evaluation determines work done outside the US is equivalent to a bachelor's degree, the applicant has met the degree requirement. If the evaluation does not determine equivalency to a bachelor's degree, the applicant does not meet the requirements for entry into the program. Degree equivalency is the only item of importance the program will consider on the WES evaluation.

- b. If the applicant has degree equivalency on the WES but lacks specific pre-requisite courses, any prerequisites that are lacking must be taken in the United States in order to be considered for admission.
- c. Non-native speakers of English foreign graduates must complete the Test of English as a Foreign Language (TOEFL). The program will not allow substitution of an English course or certificate in place of TOEFL scores. Minimum scores are noted in item 6.b.i. and ii. above.
- d. Foreign graduates must follow the same application process through PTCAS.

### **General Admissions Process**

All Candidates for admission must submit the following:

1. Methodist University will utilize PTCAS for submission of the application to the DPT Program. The application will include demographic information (personal data, addresses etc.), colleges/universities attended, degree(s) awarded, academic coursework (all courses taken), TOEFL score, professional experience, community service, awards and honors, and a personal statement.
2. Three references with the intent of gaining information about the applicant's academic ability, clinical skills, communication skills, and interpersonal skills. Each applicant must submit references from the following:
  - a. One from a faculty member in the applicant's major
  - b. One from a licensed physical therapist (not related to the applicant),
  - c. A third reference from either another faculty member or licensed physical therapist (not related to the applicant).
3. Official copies of all transcripts from institutions of higher education attended, even if the applicant did not receive a degree will be submitted via PTCAS.
4. Electronic copies of the application materials (application, references, and transcripts) will be forwarded to the Director of Admissions for the DPT Program.

### **Applicant Review (Phase I)**

The initial phase of the admissions process is designed to ensure that students enrolled in the DPT Program possess the academic credentials to successfully complete the program of study. A number of criteria are used during this phase of the admissions process to score the applicants. The Admissions Committee will use the following criteria:

- Undergraduate cumulative Grade Point Average (GPA)
- GPA of prerequisite course work
- Personal essay

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

- Assessment of the volunteer experience, clinical employment or other clinical activities attained by the applicant prior to submitting the application. While clinical experience is not required, it is a desired qualification for admission into the DPT Program.
- Graduate-level GPA. Students with graduate-level experience earn additional points based on their cumulative GPA of all graduate-level courses.

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

### **Applicant Review (Phase II)**

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

### Provisional Acceptance

The MU DPT Program operates a rolling admissions process with a priority deadline in March and applications closing in May. Therefore, at the time of application, students may have prerequisites outstanding. As mentioned under the Admission Requirements, applicants are expected to have no more than two prerequisite courses remaining to be taken during the spring semester of the application closing date. If a student has outstanding prerequisites at the time of applying, and they are offered a seat in the program, they will receive a provisional acceptance to the program. Before being enrolled in the DPT program, students must submit their final transcripts to the Director of Admissions to demonstrate completion of the outstanding courses and to ensure that they have satisfactorily met all admissions requirements. The information is forwarded to the Admissions Committee Chair, who in consultation with the Program Director, provides the student permission to enroll in the DPT program.

### Admissions Pathways and Affiliated Articulation Agreements

The admission criteria are based on appropriate and equitable criteria and applicable law to ensure nondiscrimination and equal opportunity for all candidates to the Methodist University Doctoral Program in Physical Therapy. The admission criteria and proposed policies for recruitment and admission of qualified candidates are consistent with other accredited doctoral level physical therapy programs.

The Department of Physical Therapy offers three avenues for admission into the DPT Program: the Traditional Pathway, the Health Sciences Pathway, and Affiliated Articulation Agreements.

#### **Traditional Pathway**

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

#### **Health Sciences Pathway**

The Methodist University Health Sciences Pathway will provide academically qualified MU undergraduate students with the opportunity for mentorship, access to the Pre-PT Club and assistance with the DPT admissions process. The Health Sciences Pathway will challenge the MU candidate academically in preparation for admission into the DPT Program upon successful completion of a MU bachelor's degree. This pathway is open to all Methodist University students who pursue a Bachelor of Science degree in [Biology](#), [Chemistry](#), and [Kinesiology](#).

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

Participation in the Health Sciences Pathway does not guarantee admission to the DPT program.

#### **Affiliated Articulation Agreements**

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

- Baptist Health Sciences University
- Saint Elizabeth University
- Northern Vermont University
- Waynesburg University

Students applying for admission through this pathway are required to meet the same admissions requirements and complete the same prerequisite courses as candidates applying through the Traditional Pathway. Applicants are also scored on the same admission criteria as described in the admissions process.

A student or graduate of an affiliated school is not guaranteed admission to the DPT program.

### Transfer Credit

The DPT Program allows only 9 credit hours of equitable graduate level work to be transferred as credit towards the post-baccalaureate degree in physical therapy. Graduate transfer credit is at the discretion of the Program Director after consultation with the faculty responsible for the curricular content area and the Registrar. The DPT Program grants transfer credit based on the content of the courses taken, the rigor and equity of the courses as compared to the course in the DPT curriculum, and the quality of performance in the courses. Transfer credit will be considered for courses applicable to the DPT Program and in which a grade of “B” or better has been earned. Transfer credit is marked as such on a student transcript, along with the name(s) of the institution(s) where the credit was earned.

Credit will only be considered if it is being transferred from an institution of higher education that has been accredited by one of the six regional accrediting agencies (Middle States Commission on Higher Education; New England Association of Schools and Colleges – Commission on Institutes of Higher Education; North Central Association of Colleges and Schools – The Higher Learning Commission; Northwest Commission on Colleges and Universities; Southern Association of Colleges and Schools, Commission on Colleges; and Western Association of Colleges and Schools – Senior Colleges and University Commission).

### Academic Degree Requirements

The DPT curriculum contains components of didactic and clinical education that lead students to a mastery of the skills, knowledge, and behaviors needed to become a competent and ethical entry-level physical therapist who provides evidence-based care to patients/clients across the continuum of care. The DPT curriculum is a rigorous, progressive course of study that strikes a balance between foundational, applied, clinical, and behavioral sciences. Each annual class will enter and proceed through the curriculum as a cohort.

Students must successfully complete the following **111 credit hours** of didactic and clinical coursework:

FALL - Year 1, Term 1		
Course #	Course Title	Credit Hours
DPT 5010	Medical Physiology and Diseases for PT	4.00
DPT 5100	Foundations for PT Practice	1.00
DPT 5120	Psychosocial Aspects of Physical Therapy	3.00
DPT 5140	Teaching and Learning	2.00



DPT 5200	Human Anatomy I	4.00
DPT 5300	Introduction to Research	2.00
DPT 5500	Physical Therapy Tests and Measures	3.00
<b>Total Semester Hours</b>		<b>19.00</b>

<b>SPRING - Year 1, Term 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 5180	Documentation for Physical Therapists	1.00
DPT 5220	Human Anatomy II	4.00
DPT 5400	Biomechanics	3.00
DPT 5520	Foundations of Acute Care and Patient Care Skills	3.00
DPT 5540	Biophysical Agents	3.00
DPT 5600	Functional Neuroanatomy	3.00
DPT 5900	Musculoskeletal Physical Therapy I	2.00
<b>Total Semester Hours</b>		<b>19.00</b>

<b>SUMMER - Year 1, Term 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 5560	Exercise Principles and Prescription	3.00
DPT 5710	Exercise Physiology and Wellness	4.00
DPT 5850	Pharmacology for Physical Therapy	2.00
DPT 6500	Gait and Movement Analysis	2.00
<b>Total Semester Hours</b>		<b>11.00</b>

<b>FALL - Year 2, Term 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 5800	Geriatrics and Aging	2.00
DPT 6010	Musculoskeletal Physical Therapy II	4.00
DPT 6110	Adult Neurological Physical Therapy I	3.00
DPT 6300	Research Design I	1.00
DPT 6410	Diagnostic Imaging and Medical Screening for the Upper Extremity	2.00
DPT 6600	Wound Care	2.00
DPT 6900	Clinical Education Experience I	1.00
<b>Total Semester Hours</b>		<b>15.00</b>

<b>SPRING - Year 2, Term 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 6030	Musculoskeletal Physical Therapy III	4.00
DPT 6120	Pediatric Physical Therapy	4.00
DPT 6130	Adult Neurological Physical Therapy II	3.00
DPT 6320	Research Design II	1.00
DPT 6420	Diagnostic Imaging and Medical Screening for the Lower Extremity	2.00
DPT 6700	Cardiopulmonary Physical Therapy	3.00

DPT 6920	Clinical Education Experience II	1.00
<b>Total Semester Hours</b>		<b>18.00</b>

<b>SUMMER - Year 2, Term 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 6840	Nutrition for Physical Therapy	2.00
DPT 6940	Clinical Education Practicum I	5.00
<b>Total Semester Hours</b>		<b>7.00</b>

<b>FALL – Year 3, Term 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 7100	Leadership for Health Professionals	1.00
DPT 7130	Business Management for Physical Therapy	2.00
DPT 7200	Prosthetics and Orthotics	3.00
DPT 7240	Physical Therapy for Select Populations	2.00
DPT 7300	Research Design III	1.00
DPT 7600	Comprehensive Examination	1.00
DPT 7700	Clinical Practicum II	6.00
<b>Total Semester Hours</b>		<b>16.00</b>

<b>SPRING - Year 3, Term 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credit Hours</b>
DPT 7720	Clinical Practicum III	6.00
<b>Total Semester Hours</b>		<b>6.00</b>

**Elective courses** (not required for completion): DPT 6950 and DPT 7950

Physical therapy is an intellectually, physically, and psychologically demanding profession. It is during the rigorous three-year curriculum that the student develops the qualities needed to practice physical therapy. The qualities include the foundation of knowledge, attitudes, skills, and behaviors needed throughout the physical therapist's professional career. These abilities are described in the DPT Program's policy on Professional Behavior and Essential Functions (Refer to DPT Student Handbook). The ability to perform these skills and utilize these abilities provides the framework for the safe practice of physical therapy. Therefore, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum, including professional behavior and essential functions.

#### Course Descriptions – DPT

##### **DPT 5010 MEDICAL PHYSIOLOGY AND DISEASES FOR PT ( 4 )**

This course is designed to provide an introduction to Human Physiology and the basic principles in the study of disease. The course is concerned with the basic underpinnings of structure, function, and pathological processes. Emphasis will be placed on general cellular physiology with an overview of pathological processes at the cellular and molecular level; neurophysiology; muscle physiology; epithelium; and connective tissue. In addition, there will be an introduction to general organ system human physiology and organ system and multisystem pathologies; emphasis will be placed on cardiovascular, pulmonary, renal, endocrine, and gastrointestinal systems and on diseases that occur in patients that are often treated by the physical therapist. Physiology and Pathology serve as an

underpinning of mechanisms that lead to impairments, functional limitations, and disabilities that are treated in the hospital and clinic.

#### **DPT 5100 FOUNDATION FOR PT PRACTICE (1)**

This course is designed to introduce the student to the foundational language and precepts for professional practice. As the foundation for intra- and inter-professional communication, part of this course will be devoted to introducing the student to commonly used medical terminology. Another portion of this course will introduce the student to the foundational concepts required for appropriate professional behaviors and interactions. This part of the course will emphasize the documents that frame and guide the profession, professional association, and the basic regulations of the physical therapy profession. Ethical issues and the moral reasoning process in health care will be examined, including the philosophical, sociocultural, and professional influences. Students will analyze ethical dilemmas and evaluate ethical theory.

#### **DPT 5120 PSYCHOSOCIAL ASPECTS OF PHYSICAL THERAPY (3)**

This course is designed to introduce students to the multiple roles of the physical therapist and the responsibilities inherent in the relationships with clients, colleagues, families, and the profession. Learning experiences will be focused on psychological and social factors relevant to physical therapy practice, and the dynamics associated with effective patient/client-practitioner interactions. Emphasis will be placed on self-awareness as well as awareness of others with respect to illness, pain, addictions, cultural differences, spirituality, and coping strategies. Essential to effective patient/client-practitioner interactions is effectual communication. Therefore, this course also addresses communication strategies, from theoretical principles to application, which are necessary for students to become engaged professionals.

#### **DPT 5140 TEACHING AND LEARNING (2)**

This course is designed to introduce students to their role as teachers to professional colleagues, patients, health care stakeholders, and future students. Emphasis is on integrating and applying teaching and learning theories as they relate to the planning, implementation, and evaluation of instructional units in didactic settings, clinical settings, and the community.

#### **DPT 5180 DOCUMENTATION FOR PHYSICAL THERAPISTS (1)**

This course emphasizes the development of effective documentation skills, including exposure to a variety of documentation formats and implications for proper reimbursement. Disablement classification models, behavioral objectives, and functional outcome concepts are applied to organize patient data and identify treatment goals. This course will emphasize both traditional hand-written documentation and the use of electronic medical record (EMR) systems.

#### **DPT 5200 HUMAN ANATOMY I (4)**

This is the first course in a two-course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology, and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma, and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the neck, back, thoracic cage/cavity, and upper extremities as a basis for solving clinical problems related to these body regions.

**DPT 5220 HUMAN ANATOMY II (4)**

This is the second course of the two-course series which provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma, and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy. This course will focus on the anatomy and anatomical relationships of the head, abdomen, pelvis, perineum, and lower extremities as a basis for solving clinical problems related to these body regions.

**DPT 5300 INTRODUCTION TO RESEARCH (2)**

This course is designed to provide a thorough analysis of selected research that allows students to develop an understanding of adequate clinical research design, appropriate analytical procedures, and the nature of research criticism. Research designs across the spectrum of research will be explored in relation to clinical research for physical therapists. Students will analyze data using computer software, participate in discussions regarding selected research designs, and critically review selected professional literature.

**DPT 5400 BIOMECHANICS (3)**

Biomechanics is concerned with the mechanical/anatomical bases of human movement. An interdisciplinary approach is used in which concepts from anatomy, physiology, and physics (mechanics) are integrated. Quantitative and qualitative biomechanical analyses of human movement are studied from the perspective of kinematic and kinetic descriptions of single and multi-segment motion. This course also investigates tissue biomechanical properties required during the production of movement.

**DPT 5500 PHYSICAL THERAPY TESTS AND MEASURES (3)**

This course is designed to introduce students to some of the tests and measures that physical therapists use in the clinical examination as a means to gather information about the patient/client. The tests and measures covered include vital signs, anthropometric measures, musculoskeletal screening tests, postural assessment, goniometry, manual muscle testing, sensory testing, reflex testing, palpation of surface anatomy, and an introduction to joint mobility. This course includes laboratory time in order to facilitate psychomotor learning that is essential to the development of sound clinical decision-making skills.

**DPT 5520 FOUNDATIONS OF ACUTE CARE AND PATIENT CARE SKILLS (3)**

This course is designed to introduce students to the skills required by the physical therapist in the generalist acute care/in-patient environment. This course will emphasize proper body mechanics, infection control, standard precautions and sterile technique, basic assessment, transfers, bed mobility and positioning, safe use and handling of tubes, clinic safety procedures, prescribing the proper WC and instruction on wheelchair mobility, applying proper therapeutic ROM exercises, and using appropriate assistive devices for gait and transfers.

**DPT 5540 BIOPHYSICAL AGENTS (3)**

This course covers the physical modalities, hydrotherapy, massage, myofascial release, trigger point therapy, dry needling, and acupuncture/ acustimulation. The modalities include thermal modalities, traction, continuous passive ROM, electrical stimulation, and biofeedback techniques. The indications, contraindications, physiologic basis for therapeutic effect, and known efficacy are discussed in the lecture/discussion component. Students will experience the effect of each modality and develop psychomotor skills in the application of each modality during the laboratory portion of the course.

**DPT 5560 EXERCISE PRINCIPLES AND PRESCRIPTION (3)**

This course provides the scientific basis and principles of therapeutic exercise prescription, as well as practical application and hands-on experience in performing various therapeutic exercise techniques correctly. Aquatic physical therapy techniques, training, and performance enhancement approaches to exercise will also be addressed.

**DPT 5600 FUNCTIONAL NEUROANATOMY (3)**

This course introduces students to neuroscience principles necessary for clinical practice. Throughout the course, information builds from the structure and function of the individual cell, to how cells connect and communicate, to how cells coalesce into functional systems responsible for the control of particular aspects of behavior. The primary focus of the course is functional systems (e.g., motor, sensory, visual, and vestibular systems). Within each functional system, we will examine the adequate stimulus, sensory receptors, afferent pathways, control center, efferent pathways, effectors, and functional deficits if the system is damaged.

**DPT 5710 EXERCISE PHYSIOLOGY AND WELLNESS (4)**

This course provides the foundational basis for understanding the body's physiological responses to physical activity and exercise, focusing on both acute responses and chronic physiologic adaptations to physical activity and exercise, as well as methods for testing fitness and exercise readiness. The course also provides an overarching view of health and wellness, the inter-relationship of human physiology, exercise, health and wellness, and the growing dynamic of these factors in physical therapy practice. Wellness topics will include multiple dimensions of physical wellness, mental, and social wellness. Areas covered include Bioenergetics (energy substrate and energy transfer at rest and with activity); Cardiopulmonary adaptations to activity; Neuromuscular and Endocrine adaptations to activity; Training for physiologic and performance adaptations; Exercise Testing/Fitness Assessment; Physical, Mental, and Social Wellness and their impact on Community and Societal Health.

**DPT 5800 GERIATRICS AND AGING (2)**

This course is an overview of adult development, including physical and psychological issues related to the geriatric population. This course will focus on theories of aging, attitudes toward aging, older adult health care needs, long term care, and family/caregiver issues. Cognitive impairments, biological alterations, and common pathologies related to the aging process will also be discussed. Community-based activities will enhance the integration of this material.

**DPT 5850 PHARMACOLOGY FOR PHYSICAL THERAPY (2)**

To present the primary drug classes and the physiologic basis of their action. Drugs will be grouped according to their general effects and the type of disorders they are routinely used to treat. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will likewise address how drug therapy interacts with physical therapy, and how drugs can exert beneficial effects as well as adverse side effects that impact on rehabilitation.

**DPT 5900 MUSCULOSKELETAL PHYSICAL THERAPY I (2)**

This course is the first of three courses which introduce and emphasize management of patients with musculoskeletal dysfunction. Additionally, this course incorporates the study of physical therapy, musculoskeletal examination, and evaluation within orthopedic manual physical therapy. Students will learn to integrate concepts of various approaches to physical therapy management, along with an overview of the evaluation, diagnosis, and physical management of musculoskeletal dysfunction. Clinical applications and case-based learning is used to emphasize the process of patient management across the biopsychosocial spectrum. Students will learn an integrated clinical reasoning model by which to

develop reflection on, reflection in, and reflection for action within the clinic and their interactions in musculoskeletal physical therapy. Upon completion of this course students will be prepared to utilize the World Health Organization International Classification of Function model to identify, assess, and apply appropriate concepts of musculoskeletal physical therapy within clinical scenarios and case-based learning.

#### **DPT 6010 MUSCULOSKELETAL PHYSICAL THERAPY II (4)**

This course provides an in-depth study of the evaluation, diagnosis, and physical management of musculoskeletal dysfunction of the cervical spine, temporomandibular joint, and upper extremities of the human body. Students will learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of these regions. Various orthopedic manual physical therapy approaches including special tests, thrust and non-thrust joint mobilization techniques, will be introduced. The student will also learn to incorporate appropriate therapeutic exercise regimens for various musculoskeletal conditions of these upper quadrant regions.

#### **DPT 6030 MUSCULOSKELETAL PHYSICAL THERAPY III (4)**

This course provides an in-depth study of the evaluation, diagnosis, and physical management of musculoskeletal dysfunction of the lumbar spine, pelvis, and lower extremities of the human body. Students will learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of these regions. Various orthopedic manual physical therapy approaches including thrust and non-thrust techniques, are introduced. The student will also learn to design appropriate therapeutic exercises for various musculoskeletal conditions of these lower quarter regions.

#### **DPT 6110 ADULT NEUROLOGICAL PHYSICAL THERAPY I (3)**

This is the first of two courses exploring the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasis is placed on three content areas: 1) theoretical models of how human movement is controlled under normal and pathological conditions, 2) knowledge of the etiology, clinical presentation, and natural history of recovery, and 3) techniques to examine and intervene in the most common movement impairments and functional limitations due to neurologic damage.

#### **DPT 6120 PEDIATRIC PHYSICAL THERAPY (4)**

This course is designed to provide learning opportunities in the area of early growth and development and pediatric physical therapy. An emphasis on clinical decision-making from a biopsychosocial and evidence-based perspective underlies the course. It covers primarily development and neurologic problems of childhood that are addressed by physical therapy. Students develop a working knowledge of diagnostic categories, PT problems, evaluation tools, and intervention strategies and techniques that are common to pediatric practice.

#### **DPT 6130 ADULT NEUROLOGICAL PHYSICAL THERAPY II (3)**

This is the second course of adult neurological rehabilitation that continues to explore the intervention for individuals with neurological dysfunction based upon neurophysiological and pathokinesiological mechanisms resulting in pathology, impairments, functional limitations, and disabilities. Emphasis is placed on three content areas: 1) theoretical models of how human movement is controlled under normal and pathological conditions, 2) knowledge of the etiology, clinical presentation, and natural

history of recovery, and 3) techniques to examine and intervene in the most common movement impairments and functional limitations due to neurologic damage.

#### **DPT 6300 RESEARCH DESIGN I (1)**

This course is the first of a three-course sequence for the culminating research experience in the DPT Program. In this course, students will develop a research proposal and successfully complete all appropriate applications for the Institutional Review Board (IRB). This endeavor is the first component of the process that will be continued in DPT 6420 and DPT 7400 in which the project is formally completed and presented. This proposal will be done under the advisement of faculty with expertise in the research and content areas.

#### **DPT 6320 RESEARCH DESIGN II (1)**

This course is the second of a three-course sequence for the culminating research experience in the DPT Program. In this course, students will collect data for proposed research projects, perform appropriate literature search for primary and secondary analyses, obtain relevant literature, and complete the initial portions of a written manuscript through an iterative process with peers, the instructor, and any clinical or faculty advisors involved in the project. This endeavor is the continuation of the process begun in DPT 6300 in which the project was formally developed, and the IRB process successfully completed.

#### **DPT 6410 DIAGNOSTIC IMAGING AND MEDICAL SCREENING FOR THE UPPER EXTREMITY (2)**

This course is designed to introduce students to the foundations and principles of diagnostic imaging and medical screening procedures for the cervical spine, thoracic spine, and the upper extremity as used in clinical management. This course will emphasize plain film radiography, computed tomography, magnetic resonance imaging, ultrasound, nuclear medicine, and electrophysiological studies. Rationales and guidelines for examination selection of each modality are discussed. Basic interpretation of diagnostic imaging and interpretation of EMG and nerve conduction studies is included. Medical Screening is addressed through comparison of systematic signs and symptomatic presentation of pathology. Appropriate screening tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Emphasis will be placed on the clinical decision-making role of a primary care practitioner by performing a thorough patient interview and systems review to differentiate dysfunction within the scope of PT practice from those that indicate referral to other practitioners.

#### **DPT 6420 DIAGNOSTIC IMAGING AND MEDICAL SCREENING FOR THE LOWER EXTREMITY (2)**

This course is designed to introduce students to the foundations and principles of diagnostic imaging and medical screening procedures for the lumbar spine, pelvis, and the lower extremity as used in clinical management. This course will emphasize plain film radiography, computed tomography, magnetic resonance imaging, ultrasound, nuclear medicine, and electrophysiological studies. Rationales and guidelines for examination selection of each modality are discussed. Basic interpretation of diagnostic imaging and interpretation of EMG and nerve conduction studies is included. Medical Screening is addressed through comparison of systematic signs and symptomatic presentation of pathology. Appropriate screening tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Emphasis will be placed on the clinical decision-making role of a primary care practitioner by performing a thorough patient interview and systems review to differentiate dysfunction within the scope of PT practice from those that indicate referral to other practitioners.

#### **DPT 6500 GAIT AND MOVEMENT ANALYSIS (2)**

This course will provide an overview of observational and motion capture techniques for the analysis of human motion. This course is intended to advance student analysis of the kinematics and kinetics of human movement in two and three dimensions with an emphasis on methods used in motion capture,

including joint and segment position, acceleration, velocity, force, torque, work, and power. Major topics will include measurement and analysis of kinematic and kinetic biomechanical signals during gait, running, and other sport-related activities. Basic biomechanical modeling and introduction to data analysis techniques for biomechanical data will be discussed. Gait analysis applications covered in the course include the description of able-bodied gait, an examination of gait abnormalities, and pathologies.

#### **DPT 6600 WOUND CARE (2)**

This course is designed to introduce students to the clinical practice of wound care. Emphasis will be placed on examination, evaluation, diagnosis, prognosis, interventions, and outcomes for persons with integumentary disorders most frequently encountered in physical therapy practice. Wound risk factors, wound healing, reliability, and validity of wound assessment tools, and the efficacy of dressings and treatment approaches, will also be addressed.

#### **DPT 6700 CARDIOPULMONARY PHYSICAL THERAPY (3)**

This course is designed to provide the student with a general foundation in examination, evaluation, diagnosis, prognosis, interventions, and outcomes for persons with cardiovascular and pulmonary disorders. Using an evidence-based approach, application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions will be covered.

#### **DPT 6840 NUTRITION FOR PHYSICAL THERAPY (2)**

This course is an introduction to the principles of nutrition and their influence on health. Also discussed are the principles of nutrition and exercise, with emphasis on counseling, patients, energy, fluid balance, and evaluating nutrition in literature.

#### **DPT 6900 CLINICAL EDUCATION EXPERIENCE I (1)**

This is the first of two part-time clinical education experiences. The focus of this course is to facilitate the application and integration of didactic information from the classroom into clinical practice through clinical problem solving and psychomotor skills application and developing appropriate affective behaviors. This course consists of one day per week clinical experience for 10 weeks.

#### **DPT 6920 CLINICAL EDUCATION EXPERIENCE II (1)**

This is the second part-time clinical education experience. The focus of this course is to continue to facilitate the application and integration of didactic information from the classroom work to date into clinical practice by progressing further clinical problem solving and psychomotor skills and solidifying appropriate affective behaviors. This course consists of one day per week clinical experience for 10 weeks.

#### **DPT 6940 CLINICAL EDUCATION PRACTICUM I (5)**

Clinical Education Practicum I is the first of three full-time clinical education experiences. The focus of Clinical Education Practicum I is to foster the application and integration of didactic information from the classroom into clinical practice by expanding clinical reasoning, refining psychomotor skills, and integrating appropriate affective behaviors. With the direct supervision of licensed Clinical Instructors, students incorporate new concepts and skills specific to the clinical education practicum into their knowledge and clinical performance. This course is a 10-week full-time clinical experience.

#### **DPT 7100 LEADERSHIP FOR HEALTH PROFESSIONALS (1)**

This course is designed to provide a foundation in leadership practice and theory to foster leadership in health organizations and across interconnected disciplines. This course will address leadership through a study of the individual and the values that create the basis for all decisions made by leaders. Emphasis



will be placed on the study and exploration of the values, conditions, and organizational factors that a healthcare manager needs to have and to understand in order to lead effectively.

**DPT 7130 BUSINESS MANAGEMENT FOR PHYSICAL THERAPY (2)**

This course is designed to introduce students to the business principles necessary for organizing, planning, directing, and managing a physical therapy practice or specialty service. This course provides an overview of a health care business management model from a fiscal, personnel, and administrative perspective. The impact of a changing healthcare system on reimbursement, program cost effectiveness, outcome management, cultural diversity, and ethical decision making is also addressed.

**DPT 7200 PROSTHETICS AND ORTHOTICS (3)**

This course includes a review of the prescription, fabrication, and training of various types of adaptive equipment used in the physical therapy management of patients with neurological, musculoskeletal, and cardiovascular dysfunction. Topics will include spinal, hip, knee, ankle, and foot orthoses and braces, lower extremity prosthetics, wheelchair design, custom seating, mobility devices, recreational devices, and home modifications.

**DPT 7240 PHYSICAL THERAPY FOR SELECT POPULATIONS (2)**

This course provides a study of specialty topics within the profession of physical therapy, such as Women's Health and Pelvic Health, Industrial Rehabilitation, and Oncology. Students will learn evaluation, diagnosis, and physical therapy interventions related to noted select populations. Students will also be introduced to the study of ergonomics and performance of job analysis.

**DPT 7300 RESEARCH DESIGN III (1)**

This course is the third of a three-course sequence and is the culminating research experience in the DPT program. In this course, students will complete a written manuscript through an iterative process with peers, the instructor and any clinical or faculty advisors involved in the project. This endeavor is the continuation of the endeavor begun in DPT6300 and DPT 6320 in which the project, either a primary analysis or a secondary analysis (Systematic review) was formally developed, initiated and the initial portions of the manuscript were completed.

**DPT 7600 COMPREHENSIVE EXAMINATION (1)**

This is a preparatory course designed to encourage student review and integration of curricular content areas in preparation for clinical practice. The students will be provided with clinical cases that incorporate neurological, cardiopulmonary, and musculoskeletal dysfunctions across the life span and in a variety of clinical settings. These cases serve as the foundation for review of content areas and focused discussions. This course concludes with comprehensive oral and written examinations. These examinations are intended to demonstrate competency in all content areas and safe clinical decision-making skills to identify students' readiness to enter the final two full-time clinical Practicums. Both portions of the comprehensive examination must be passed to proceed with the final two full-time clinical Practicums.

**DPT 7700 CLINICAL EDUCATION PRACTICUM II (6)**

Clinical Education Practicum II is the second of three full-time clinical education experiences. The focus of Clinical Education Practicum II is to continue to foster the application and integration of cognitive, psychomotor, and affective domain skills learned in the classroom into clinical practice. With the direct supervision of licensed Clinical Instructors, DPT students incorporate new concepts and skills specific to the clinical experience into their knowledge and clinical performance. This course is a 12-week full-time clinical experience.

### **DPT 7720 CLINICAL EDUCATION PRACTICUM III (6)**

Clinical Education Practicum III is the third and final of three full-time clinical education experiences. The focus of Clinical Education Practicum III is the culmination of a student's application and integration of all didactic information into clinical practice in affective, cognitive, and psychomotor domains. With the direct supervision of licensed Clinical Instructors, DPT Students continue to integrate concepts and skills specific to the clinical experience into their knowledge and clinical performance. This course is a 12-week full-time clinical experience.

### **DPT 6950/7950 CLINICAL SCIENCES REVIEW COURSE (1-6) Elective**

This course is designed to provide DPT program students the opportunity to continue to progress within the DPT curriculum. The DPT student completes planned learning opportunities to continue to advance in the DPT Program. The course provides the progressing DPT student an individual and customized plan to maximize available learning opportunities within the DPT curriculum. Through the individual learning plan students maintain contemporary knowledge, apply more in-depth learning in identified key areas of concentration, and enhance professional formation. In consultation and collaboration with DPT Program faculty and the academic advisor, students gain further professional and practice abilities in individual clinical skills and abilities as a developing DPT professional.

### **Graduation Requirements**

The following requirements must be met prior to degree conferral:

1. Completion of all coursework with a minimum cumulative GPA of 2.800.
2. Successful completion of all clinical education coursework.
3. Complete all courses within the maximum timeframe of 150% of the length of the program in years (i.e., 4.5 years).
4. Good standing in character, conduct, and ability as described in the Professional Behavior and Essential Functions Policy.
5. Meet all financial obligations to the University.
6. Completion of all program requirements (example: professional meeting attendance, etc.).
7. Recommended by the faculty for graduation.

Recommendation for the DPT Degree is a discretionary right residing with the faculty and administration of Methodist University, Department of Physical Therapy, and College of Health Sciences and Human Services, but shall not be withheld arbitrarily. There is no contract, stated or implied, between Methodist University, Department of Physical Therapy, College of Health Sciences and Human Services, and the student guaranteeing that a degree or certificate will be conferred at any stated time, if at all.

### **Honor Societies and Student Organizations**

Students within the DPT Program are eligible for student membership in the American Physical Therapy Association (APTA) and the State Chapters of the APTA. Students are also eligible to become a member of the American Council of Academic Physical Therapy's Delta Phi Tau National Student Honor Society.

### **Academic Promotion and Retention**

#### **Principles**

1. Each individual student enrolled in the DPT program at Methodist University should be provided with every reasonable opportunity to succeed in their academic endeavors while in pursuit of the education necessary to become a practicing physical therapist.
2. The faculty of Methodist University's DPT program has the obligation to provide the most appropriate education in terms of both rigor and content to assure that individuals

graduating from the DPT program are prepared to meet the demands of the profession of Physical Therapy with the highest degree of competence, ethics, morality, and social obligation.

3. All students enrolled in the DPT program at Methodist University must assume responsibility for their personal learning success.

### **Evaluation and Retention in the Program**

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

### **Academic Monitoring and Corrective Action Plans**

Should a student earn a grade of less than 75.00 (C grade) on any assignment, quiz, or examination they are strongly encouraged to meet with their course instructor or instructor of record to identify ways to improve their academic performance by identifying circumstances which may have contributed to poor academic performance and strategies that will facilitate success as they move forward. In addition to meeting with course instructors, students are encouraged to meet with their advisors immediately following a poor academic performance(s) to develop a voluntary corrective action plan. Suggested activities include but are not limited to active participation in tutoring and academic support, counseling concerning appropriate study habits, and identification of learning resources.

A corrective action plan becomes mandatory when entering academic warning or academic probation. The corrective action plan will be renewed each semester if the student still meets the warning or probation academic standing. The student should meet with their advisor to develop the mandatory corrective action plan.

Faculty will monitor student academic performance throughout each semester. If students fall at or below 74.99 on any exam, quiz, or assignment, the course instructor will notify the academic advisor. Further meetings will occur at the discretion of the course instructor and academic advisor depending on academic performance.

### **Departmental Academic Warning**

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

1. The student receives 2 or more course grade(s) of less than 75.00 (C grade) throughout the curriculum, or
2. The student receives a course grade of less than 75.00 (C grade) and 1 or more course grade(s) of 75.00- 79.99 (C+ grade) in a single semester.
3. The student has a cumulative GPA between 2.80 and 2.99

The student will be required to complete the following:

1. The student will communicate with their course instructor or instructor of record to identify ways to improve their academic performance (e.g., face-to-face, electronic, etc.), and

2. The student will complete a comprehensive Corrective Action Plan.

Academic warning will not be reflected on the student's official academic transcript; however, it is reflective of academic performance history and will be maintained within the student's academic file (contained within DPT departmental files and advising files within the myMU Portal). Academic Warning status will be evaluated at the end of each semester.

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

### Academic Probation

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

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

1. The student receives 2 or more grades between 70.00-74.99 (C grade) in a single semester throughout the curriculum.
2. The student receives 1 grade between 65.00-69.99 (D grade) through the didactic and non-clinical courses (*exception: clinical education and practicum courses*) throughout the curriculum.
3. The student achieves a cumulative GPA less than 2.80.
4. The student on Academic Warning fails to complete a Corrective Action Plan.

Academic probation is executed by the Dean of the College and is a permanent part of the student's academic record and noted on their official transcript. Students must maintain and/or exceed a cumulative GPA of 2.80 level of academic performance to be removed from academic probation and/or be eligible for graduation from the Methodist University Doctor of Physical Therapy Program. Academic Probation status will be evaluated at the end of each semester.

### Academic Suspension with Customized Plan for Remediation

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

1. A student fails a clinical education course by receiving a grade of F,
2. A student requires 2 or more practical re-examinations in a single course,
3. A student exhibits a significant breach in professional conduct standards as described in the essentials functions policy, professional behaviors policy, ethical standards or fails to adhere to safety standards,
4. Demonstrates behaviors, mental impairments, or physical impairments that the faculty have determined could limit the student's ability to provide adequate and safe care in the clinic and or participation in the classroom.

The student is responsible for initiating determination of the financial consequences of the remediation plan. Students should review financial arrangements with the Business Office and the Office of Financial Aid.

Students who are placed on a customized plan for remediation are responsible for notifying, in writing, the Program Director of their intent to return to classes no later than the date specified by the Director. Failure to do so will result in forfeiture of the student's place in the class.

At the time a customized plan for remediation is imposed, the Program Director with consultation of

Program faculty may recommend or require that the student meet additional conditions (e.g., documentation of remedial academic work) prior to resuming progression in the program. The student will be:

1. Subject to all rules and regulations which pertain to the class, they are joining.
2. Required to retake all courses in which they received a C or below.

Academic Suspension with customized plan for remediation cannot exceed 1.5 years.

### Program Dismissal

Dismissal constitutes formal action initiated by the Department of Physical Therapy to terminate the academic standing of a student within the DPT program. Reasons for dismissal include, but are not limited to:

1. A student receiving a grade below 65.00 (F grade) in one didactic course throughout the curriculum.
2. A student receiving 2 or more grades of F in clinical education courses.
3. A student receiving 2 or more grades between 65.00-69.99 (D grade) throughout the curriculum.
4. A student receives 5 or more grades below 75.00 (C grade or below) throughout the curriculum.
5. A student on Academic Probation who declines to complete the student Corrective Action Plan.
6. A student exceeds a maximum of four practical re-examinations across the clinical courses while enrolled in the DPT program.
7. A student's failure to adhere to the professional conduct standards as described in the essentials functions policy, professional behaviors policy, ethical standards or fails to adhere to safety standards following a period of academic probation and/or a customized remediation plan.
8. Engaging in the following acts of misconduct, regardless of whether such misconduct is engaged in, on or off, University-owned, or controlled property:
  - a. Commission of an offense classified as a felony by Federal criminal statutes.
  - b. Unlawful use, possession, or sale of drugs or narcotics, whether or not felonious.
  - c. Falsification of records, or other acts, which substantially impugns the integrity of the student.
  - d. Actions which would substantially reduce or eliminate the student's ability to effectively pursue physical therapy at Methodist University due to alcoholism, drug addiction, mental instability or other physically or psychologically incapacitating illness or defect.
9. Failure to notify the Program Director of intent to return to classes following a leave of absence or customized remediation plan.

A student that has been dismissed from the DPT program may be dismissed from the University. Dismissal decisions are final and cannot be appealed.

The student may re-apply to the DPT program through the typical admissions process. If re-admitted to the program, the student must retake all courses in the DPT program.

### Remediation of Practical Examinations

In all clinical skills courses (Physical Therapy Tests and Measures, Foundations of Acute Care and Patient Care Skills, Biophysical Agents, Exercise Prescription, Musculoskeletal PT II and III, Adult Neurological

Physical Therapy I and II, Pediatric Physical Therapy, etc.), students will take practical examinations in the lab portions of those courses to demonstrate competence of the specific clinical skills learned. The DPT Program is obligated to ensure each student is well prepared and safe to administer evaluative tests and treatment interventions prior to clinical experiences. Therefore, every student is expected to earn a minimum score of C (70.00) on every practical examination in order to "pass" the course and be eligible to proceed in the curriculum and/or begin a clinical education experience.

Students who do not earn a score of C (70.00) on a practical examination, even though having strong performance in all other components of the course (e.g., written exams, assignments, projects, papers etc.), will be offered a practical re-examination. The following describes the process for remediation of a practical examination:

1. Immediately following a deficient performance on an initial attempt of a practical examination, the course coordinator will provide a copy of the grading rubric and a written summary to the student indicating areas of deficiency.
2. Once notified, the student must schedule a meeting with the course coordinator, examiner (if available), and advisor to develop a remediation plan.
3. Suggested activities and strategies to be used for remediation include, but are not limited to:
  - a. Information sessions and individualized tutoring.
  - b. Identification of a clinician/instructor to practice skills.
  - c. Appropriate activities to enrich the content such as clinic time with an instructor.
  - d. Counseling concerning appropriate study habits and learning resources.
4. The remediation plan must include the following components:
  - a. A description of the remediation activities,
  - b. A firm timeline to complete the remediation,
  - c. A description of the consequences should the student not meet the obligation(s) set forth in the plan.
5. After completing the remediation plan, the student will be given a practical re-examination, which must be videotaped.
6. Students who are unsuccessful in ultimately achieving a minimum score of C (70.00) through the practical re-examination process will receive a course grade of F and will be placed on academic suspension/customized remediation plan and required to take leave from the program (see below).
7. If successfully completed, the student will receive a grade of a C (70.00).
8. Course coordinators will report the student's name and course number to the Student Affairs Committee indicating that the student required a course re-examination.

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

#### Remediation of Clinical Courses

1. Students must receive an "A," "B," or "C" in all Clinical Education courses.
2. Students may only receive an incomplete or "I" for a CE course if they meet the following criteria:

- a. They are passing the course, with continuous progression, as defined by the CI in consultation with the DCE, and
  - b. There are extenuating circumstances that may prevent the student from completing the clinical affiliation. Any extenuating circumstances must:
    - i. Approved by the DCE and faculty,
    - ii. Be communicated to the CI within 24 hours,
    - iii. Student performance, as determined by the Part-Time Clinical Experience Evaluation Tool and CPI, is in good standing; and
3. Students who receive a grade of "I" must seek academic advisement from the DCE. The DCE may modify the student's program of study with the approval of the entire faculty:
- a. If an incomplete grade is assigned during CE Experience I, the first part-time clinical experience, the DCE may:
    - i. Ask the SCCE in consultation with the CI, if they are willing to extend the affiliation time for 2<sup>nd</sup> part-time clinical affiliation (CE Experience II). In accordance with the University Incomplete grade policy, if the student completes CE Experience II, they will also receive an "A" for CE Experience I.
    - ii. Ensure that the time required to extend the clinic must allow sufficient time to complete the equivalent clinical hours during and not extend into the summer semester (year 2, term 3).
    - iii. If neither of the 1<sup>st</sup> two options is viable, the student must take a voluntary leave of absence and join the next DPT class and retake the CE course. Depending on the availability of clinical sites, a similar clinical experience is assigned.
  - b. If an incomplete grade is assigned during CE Experience II, the second part-time clinical experience, and the student is not able to resolve the incomplete grade by the start of Clinical Practicum I; the student is required to take a voluntary leave of absence and join the next DPT class and retake the CE Course. Depending on the availability of clinical sites, a similar clinical experience is assigned.
  - c. If an incomplete grade is assigned during the 1<sup>st</sup> 10-week full-time clinical affiliation, Clinical Practicum I, and the student is not able to resolve the incomplete grade by the start of the Year 3 Fall semester; the student is required to take a voluntary leave of absence and join the next DPT class and retake the Clinical Practicum. Depending on the availability of clinical sites, a similar clinical experience is assigned.
  - d. If an incomplete grade is assigned during either of the final two 12-week full-time clinical practicums and the extenuating circumstances are resolved, the DCE may:
    - i. Extend the time necessary to resolve the incomplete grade,
    - ii. Delay the student's graduation, and,
    - iii. Restart the full-time clinical practicum by placing the student in another but similar clinical affiliation site, or,
    - iv. In consultation with the SCCE, restart the full-time clinical practicum but assign them to a new CI within the same clinical site.
4. Before assigning a grade of "F" by the DCE, the student may be offered an extension if:
- a. The student has difficulty grasping one specific part of the clinical course work and
  - b. The student has demonstrated appropriate knowledge and skills in other areas of the clinical course
  - c. The clinical faculty and the DCE agree that the deficiency can be remediated within



- an extended timeframe determined by the DCE and CI/SCCE and,
- d. The clinic is willing and able to extend the clinical experience.
5. A student will automatically receive a grade of “F” in a CE course if the following circumstances occur if supported by the appropriate documentation:
    - a. The CI requests the students be removed from the clinical affiliation site.
    - b. The student is deemed unsafe by the CI.
  6. Students who receive an “F” in the CE Experience I and II courses are placed on academic suspension/customized remediation plan and required to take leave from the program (see Academic Promotion and Retention Policy).
    - a. Depending on clinical site availability, upon a student’s return from their leave, they are required to repeat the failed CE Experience in a similar clinical environment.
    - b. Failure on a second attempt of the CE Experience is considered a second failure, and in accordance with the Academic Promotion and Retention Policy, the Student is dismissed from the program
  7. Students who receive an “F” in the Clinical Practicum I (10-week full-time clinical rotation) are placed on academic suspension/customized remediation plan and required to take leave from the program (see Academic Promotion and Retention Policy).
    - a. Depending on clinical site availability, upon a student’s return from their leave, they are required to repeat the failed Clinical Practicum (10-week full-time clinical rotation) in a similar clinical environment.
    - b. Failure on a second attempt of the Clinical Practicum is considered a second failure, and in accordance with the Academic Promotion and Retention Policy, the student is dismissed from the program.
    - c. If the student passes the 2<sup>nd</sup> attempt of Clinical Practicum I, they are allowed to move forward in the program with their new cohort. However, if the student fails to pass any subsequent clinical or academic course, it is considered a second failure. Therefore, in accordance with the Academic Promotion and Retention Policy, the student is dismissed from the program.
  8. Students who receive an “F” in the Clinical Practicum II or III (12-week full-time clinical rotations) are required to remediate the Practicum in a timeframe established by the DCE and clinical facility.
    - a. Depending on clinical site availability, the student is required to repeat the failed Clinical Practicum (12- week full-time clinical rotation) in a similar clinical environment.
    - b. Failure on a second attempt of Clinical Practicum II or III is considered a second failure, and in accordance with the Academic Promotion and Retention Policy, the student is dismissed from the program.
    - c. If the student passes the 2<sup>nd</sup> attempt of Clinical Practicum II and III, they are allowed to move forward in the program and/or graduate, depending on the practicum.
    - d. This process may delay the start of Clinical Practicum III, and
    - e. This process may delay the student’s graduation.

### Consequences of Substandard Performance

Failure to meet minimum grade requirements, demonstrate academic integrity, exhibit appropriate professional conduct, or adhere to safety standards will result in action by the Program Director under



the consultation of the Faculty and Student Affairs Committee. The student may be placed on academic probation with or without a customized remediation plan or the student may be dismissed.

### Voluntary Leave of Absence

A leave of absence may be requested by a student (voluntary) or may be required by the Dean of Students. A leave of absence halts progression within the curriculum while maintaining a class position but does not excuse the student from any course requirements. The student may resume enrollment in the curriculum the following academic year at the start of the semester following the last semester successfully completed by the student.

A leave of absence may be requested by a student who is in good academic standing under the following circumstances:

1. Has a documented health issue that requires immediate medical treatment,
2. Demonstrates behaviors, mental impairments, or physical impairments that the faculty have determined could limit the student's ability to provide adequate and safe care in the clinic and or participation in the classroom,
3. Has a family emergency and is approved by the faculty,
4. Is a reservist or National Guard member who is called to active duty and provides appropriate documentation.

A voluntary leave of absence cannot exceed 1.5 years.

### **Requirements to Return following a Voluntary Leave of Absence or Customized Remediation Plan**

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

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

## FINANCIAL AID

The Office of Financial Services is located in the Horner Administration Building and is open for operation Monday through Friday from 8:00am- 5:00pm. All students are responsible for checking their Methodist e-mail daily for messages from the university. The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's educational record that is not considered 'directory' information. Therefore, students wanting to release any financial information to a third party, including parents and/or spouse, MUST complete a FERPA form, which is located on the student's myMUPortal by logging on to [www.methodist.edu](http://www.methodist.edu) and selecting myMUPortal Registration tab, parental or third-party access to student records OR from the financial aid tab, Under FERPA.

Financial assistance is provided through any combination of the Federal Direct Unsubsidized Loan, Federal Graduate PLUS Loan, Private Alternative Loan, and Outside Scholarships. Graduate students interested in applying for federal loans must first complete the FAFSA. The FAFSA is completed online at <https://studentaid.gov>. Methodist University's school code is 002946. The borrower must be a U.S. citizen or eligible non-citizen as defined by the FAFSA, the student borrower must be enrolled or

accepted for enrollment in a master's degree program on at least a half-time basis (3 credits 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.

The results of a student's processed FAFSA will be emailed to the student and Methodist University electronically. A financial aid offer will be completed. An email will be sent informing the student of the financial aid offer and information for attaining loans. The Department of Education has set forth borrowing limits for a graduate student per academic year, which is \$20,500.00 unsubsidized. The Graduate Aggregate Limit (maximum a graduate student can borrow in their graduate career) is \$138,500.00 with a maximum of \$65,000.00 in Subsidized (borrowed prior to July 1, 2012). Students may borrow up to the budget (budget is created based on tuition, books and supplies, and miscellaneous expenses) for the Federal Graduate PLUS (PA, DPT, and OT students only).

The student borrower applying for the Unsubsidized loan must complete the Entrance Counseling and Master Promissory Note (MPN), on the Department of Education's website <https://studentaid.gov>. The graduate borrower applying for the Graduate PLUS loan (PA, DPT, and OT students only) must complete the Entrance Counseling, MPN, and Graduate PLUS application on the Department of Education's website <https://studentaid.gov>. Students must also sign the financial aid offer; this can be done online via myMUPortal. Students can access myMUPortal at; [methodist.edu](http://methodist.edu), under the menu, myMUPortal.

- **PLEASE NOTE:** Before a federal student loan can be originated/processed a student must sign for the loan and complete all required documentation prior to the end of the student's current academic year enrollment, (per federal guideline 34 CFR 668.164(g)(2)(ii)). Check your myMUPortal for a list of missing documents. Note: Students are encouraged to check with their employers or agency to see if there are continuing education incentives offered.

### Federal Direct Student Loan Program

Methodist University participates in the William D. Ford Federal Direct Student Loan Program (Federal Direct Loans) for the processing of all Federal Direct Loans (Unsubsidized and Graduate PLUS) in which loan proceeds are provided directly from the U.S. Department of Education.

According to Federal Guidelines, students who have borrowed federal student loans while in attendance at Methodist University and are leaving Methodist University due to either graduating, not returning, or falling below half-time status (3 credits) are required to complete a Loan Exit Counseling. The Exit Counseling may be completed by accessing it online through <https://studentaid.gov>. Students may view a listing of their student loan history online at [studentaid.gov](https://studentaid.gov). A borrower may cancel or reduce a loan any time before a loan has been 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 within 30 days from the date it disbursed and credited to the student's account. A student may reinstate a Federal Direct unsubsidized (unsub) loan at any time prior to the last day of the academic semester. The Graduate PLUS and Alternative Loans MAY NOT be reinstated once cancelled or reduced. Instead, the borrower must reapply for the requested amount. For revisions to loans processed, that meet the criteria stated above, the borrower must complete a loan revision form located on the Office of Financial Aid's website, [methodist.edu](http://methodist.edu), admissions and aid, financial aid and scholarships, forms. The borrower can repay the loan disbursement directly by contacting the loan servicer. Borrowers with Federal Direct Loans from the Department of Education, payments may be made at the Department of Education's website at <https://studentaid.gov>. The borrower will be responsible for any interest that may have accrued and/or any loan fees. Should a student borrower wish to cancel, a written request

must be submitted to the Office Financial Aid within 30 days of the funds crediting to the student's business office account. The written request to cancel a loan may be submitted by a handwritten, typed, or printed statement, by submitting the loan revision form found on MU website, methodist.edu, admissions and aid, financial aid and scholarships, forms, loans, loan revision form OR by email (which must come from the students MU email). Please note: Canceling any loan disbursement could cause a balance to be due on the university account in the Office of Student Accounts which the student will be responsible for paying. This is more likely to be true if excess funds (credit balance) have already been distributed via a check or direct deposit. If this is the case the funds will need to be returned to the Office of Student Accounts BEFORE the funds are returned to the Dept of Ed. For timely disbursement of funds, students must submit any outstanding information to the Office of Financial Aid as soon as possible.

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

### Satisfactory Academic Progress for Graduate Students

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

### General Satisfactory Academic Progress Principles

1. Federal Regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA, (2) Minimum credits earned/completion Rate, and (3) Maximum timeframe. In addition, a school's SAP policy must include the student's total academic history.
2. These general principles apply to all 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 catalog.
3. SAP will be determined once per academic year, specifically, at the end of the summer payment period. SAP will be evaluated before the following Fall semester, regardless of when the student's enrollment began at Methodist University.
4. A student who fails SAP, MUST successfully appeal to continue to receive financial aid and be placed on financial aid probation (PROB). PROB cannot be given automatically. More details are provided under Financial Aid Probation (PROB).
5. A student who fails to make SAP at the end of the probation payment period, is placed on Financial Aid Suspension (FAS).
6. To earn hours at Methodist University, a student must receive a grade of A, B, or C. Any other grade does not earn hours.

7. Classes, from which a student has withdrawn will be counted as hours attempted but not hours earned, therefore, will negatively impact a student's ability to satisfy SAP.
8. Classes in which a student receives a grade of Incomplete (I) count as hours attempted but not as hours earned; therefore, will negatively impact a student's ability to satisfy SAP.
9. When a student repeats a course, the total attempted hours will increase with each repeat, but the student will only earn hours for a completed course once. Therefore, repeating classes will negatively impact a student's ability to satisfy the 67% passage rate but may significantly increase a student's cumulative GPA.
10. Included in attempted hours are all coursework attempted, including transfer credits, passed, repeated, incomplete, failed, and withdrawn courses. Attempted hours do not include credits earned through Advanced Placement (AP), College Level Examination Program (CLEP), or other similar testing programs.
11. Cumulative GPA: The cumulative number of credits attempted in the undergraduate schools of the university includes those credits attempted at the end of the schedule adjustment (drop/add). Multiple attempts of the same course will be counted for each attempt for financial aid purposes.

#### Program Specific SAP Standards for Financial Aid Eligibility

##### **Master of Medical Science in Physician Assistant Studies (MPAS), Doctor of Occupational Therapy (OTD) & Doctor of Physical Therapy (DPT)**

1. A student must achieve and maintain a Cumulative Grade Point Average of 2.5.
2. Cumulative Hours Earned: A student must pass (earn) at least 67% of their credits attempted (excluding noncredit courses and pass/fail courses).
3. Maximum Timeframe: PA, OTD, and DPT students will be allowed a maximum of 196 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of their enrollment.

##### **All other Master's Programs**

1. Maintain a Cumulative Grade Point Average of 2.5
2. A student must achieve and maintain a Cumulative Grade Point Average of 2.5.
3. Cumulative Hours Earned: A student must pass (earn) at least 67% of their credits attempted (excluding noncredit courses and pass/fail courses).
4. Maximum Timeframe: Students will be allowed a maximum of 56 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of their enrollment.

#### Failure to Meet Satisfactory Academic Progress

##### **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 meets the Methodist's SAP standards by a specific point in time. The plan could specify that the review takes place at the next point when the rest of Methodist University's population is reviewed, which could mean every payment period or annually. The plan could also specify that the student is reviewed more frequently than the rest of the institution's able to population; however, a student on an academic plan would not be reviewed less frequently than the rest of the institution's population. An academic plan could take the student to program completion, rather than meeting the institution's SAP standards at a specific point in time.
- If the academic plan shows that the student can make SAP, the student will be placed on PROB and Methodist University MUST review the student's progress at the end of one payment period as is required of a student on PROB status, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive financial aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.
- If the academic plan does NOT show that the student can make SAP, then the student will NOT be eligible for financial aid and will be immediately placed on Financial Aid Suspension (FAS). Students who are placed on FAS will be ineligible for all federal, state, and institutional financial aid. This includes any alternative loans that require certification by Methodist University.

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

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

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

#### Appeals (PROB, FAS, 150% Timeframe)

- 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% Timeframe must include a written letter of appeal from the student and appropriate documentation as to why the student has exceeded the 150% Timeframe and the timeframe 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:

- 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.
- Serious illness or injury of immediate family member-notarized statement from a physician along with written letter of appeal from student.
- 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.
- 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.

### State Authorization of Distance Education

Students residing outside of North Carolina who take Distance Education courses through Methodist University are eligible for Federal financial aid programs if:

- Methodist University is authorized to operate within the state in which the student physically resides,
- 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:

- They do not require some or all post-secondary institutions to be authorized, or
- Methodist University does not meet the standards of operating a "physical presence" within states that require authorization only for institutions that have a "physical presence" in that state.

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



State authorization to operate is required in the following state: **California**. Until such time as it is published in a subsequent Academic Catalog or on the Methodist University Web site, students residing in this state are not eligible for Federal financial aid for Distance Education courses.

**Please note:** This Federal requirement does not pertain to any North Carolina resident, including out-of-state students who reside in North Carolina and take an online class while they are enrolled in traditional, in-person classes, 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.

## STUDENT FINANCIAL SERVICES

Tuition and fees are established annually by the Methodist University Board of Trustees. Consult your department's webpage for current charges.

Students must receive financial clearance from the Office of Student Financial Services before attending class. Each semester, students are required to complete the Bill Clearance Form, located on the Student Accounts tab of the myMU Portal. This informs the Office of Student Financial Services how a student is planning to pay for their tuition and fees for the upcoming semester. One or more of the following conditions must be met for the student to have financially settled their account with the Office of Student Financial Services each semester:

- Have sufficient Financial Aid to cover tuition and fees.
- Paid their account in full.
- Established a payment arrangement online through Nelnet.
- Provided documentation of a 3<sup>rd</sup> party responsible for payment (e.g. VA Benefits)
- Submitted the signed Methodist University Personnel (MUP) form.

### Payment Plans

The University offers several payment options and convenient payment plans to assist with financial needs. For additional information regarding payment plans, the student can log into the student accounts tab in their myMU Portal.

### Past Due Balances

Diplomas and other university work will not be released if money is owed to the 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 are as published by the University.

### Student Billing

Methodist University uses e-mail as an official method of communication with students and they are responsible for reading their emails on a timely basis.

### Processing of Charges

Tuition – Charges for classes are assessed after all drop/adds are processed. This occurs approximately one week after the drop/add period is over.

Books and Supplies Charged on a Book slip – Actual book charges are assessed against the student accounts weekly. Students have approximately nine (9) weeks to purchase all books and supplies. Book slips cannot exceed the authorized amount set by the Office of Student Financial Services, and any

amount over the allotted book slip amount is the responsibility of the student to pay at time of purchase. Students using Federal Title IV funds must complete the Title IV Authorization Form to obtain an electronic book slip.

Other Charges – Charges for other fees are charged within one week of the start of classes.

#### Deduction of Financial Assistance

Students applying for financial aid are encouraged to apply early to maximize their opportunities for receiving financial assistance and to ensure their financial aid file is processed in a timely manner and approved prior to the established deadlines for bill clearance.

Loan disbursements (to include Federal and Alternative loans) are posted to student's accounts after receipt from the Department of Education and/or from the Lending Institutions and after the Office of Financial Aid has received the signed Financial Aid Confirmation Notice. Third party payments, such as Veterans' Benefits and Military Tuition Assistance (MTA) are not credited to the student's account until the funds are received by the Office of Student Financial Services.

Students who add or drop credit hours must inform the Office of Student Financial Services. The students' charges and financial aid can be affected by a change of status. Students will be charged for all classes not dropped by the end of the drop/add period.

#### Refund Processing

The Office of Student Financial Services processes refunds on a first-come, first-serve basis. No refunds can be issued until all charges are considered final by the University.

Refunds – Refunds are processed no earlier than two weeks after the start of classes and continue throughout the semester. Students who are receiving only Title IV funding will not have to submit a refund request as their refunds will be automatically processed within 14 business days from disbursement if all aid has been received and processed by the Office of Financial Aid.

Direct Deposit – Methodist University encourages students with a credit balance to enroll in the Student Refund program. Students can enroll in the program through Nelnet via their myMU Portal. Any student who does not elect to enroll in the program (or there is a problem with the information provided) will have their refund mailed to the address on record. Enrolling in the Student Refund program does not automatically process a refund.

Refunds will be disbursed for scheduled students on Thursdays.

#### Return of Federal Title IV Funds

The Higher Education Amendments of 1998 established a formula for calculating the return of unearned Title IV funds. If a student withdraws from the University and is receiving federal Title IV funds. Methodist University administers this process in calculating refunds when students withdraw from the University. Title IV funds include Federal Direct Loans, Federal Supplemental Educational Opportunity Grants, Federal Pell Grants, and other federal programs. If no Title IV funds are involved, then only an Institutional calculation is performed. The date of withdrawal is considered as the formal date on the Withdrawal Form. Students may obtain the official form through the student's portal via the Registration tab. If the student fails to withdraw formally from the University, then the date of withdrawal is the last documented date of attendance. Worksheets are used to calculate each student's refund.



**Federal Refund Calculation**

If a recipient of Title IV aid withdraws before completing 60 percent of the period of enrollment, the institution must calculate the amount of Title IV aid the student did not earn and return these funds to the appropriate sources. The amount of unearned aid equals the difference between Title IV aid that was dispersed or could have been dispersed and the amount of Title IV aid that was earned. This earned aid calculation is based on a percentage of the calendar days completed divided by the total calendar days in the enrollment period. Students withdrawing after 60 percent of the semester is completed are not eligible for a refund.

**Institutional Calculation Unearned Tuition Assistance**

If an active-duty service member using Military Tuition Assistance (MTA) withdraws from a course before completing 60 percent of the period of enrollment (8- or 16-week course), Methodist University will calculate the amount of MTA the service member did not earn and return unearned funds to the Military Service Branch.

The amount of earned MTA equals the difference between MTA dispersed and the amount of MTA that was unearned. This earned TA calculation is based on a percentage of the calendar days completed divided by the total calendar days in the enrollment period. Unearned TA will not be returned when a student withdraws from a class after 60 percent of the course is completed.

**Official University Withdrawal/Refund Policy**

Students withdrawing from the University during the first week of classes (during the drop/add period) will receive a refund of the refundable amount paid. Students withdrawing from the University will be refunded the following percentages of tuition and room expenses:

Week 1	100%
Week 2	80%
Week 3	60%
Week 4	40%
Week 5	20%
After Week 6	No Refund

Any student failing to officially withdraw from a course will be charged for the course regardless of attendance.

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 moneys to the following sources, in order of priority: Unsubsidized Federal Stafford, Subsidized Federal Stafford, Perkins Loan, Federal Plus Loan, Pell Grant, FSEOG, Other Title IV Aid Programs. Students will be mailed communication once all calculations are complete.

**Graduation**

The graduation fee must be paid no later than one month before the graduation date. All financial obligations must be paid in full before a student can receive any official documents from the University, inclusive of their diploma.

**Moving Off-Campus during a Semester**

Students who have earned fewer than 93 credit hours, and whose permanent address is further than 60 miles away from campus, must reside in Methodist University Housing. If a student elects to move off

campus during the first week of classes, the student will not be assessed any charges for room. After this period, the student will be assessed 25% of the total room charges during the second week of classes, 50% during the third week, and 75% during the fourth week of classes. No reduction in cost is available after the fourth week of classes. Residence hall dues and Monarch Dollars will not be prorated.

### **Moving On-Campus during a Semester**

Students who elect to move on-campus after the first two weeks of classes of the fall and spring semesters will be charged room on a prorated weekly basis as listed above. Residential hall dues and Monarch Dollars are not prorated.

Summer terms are not prorated.

## **MILITARY TUITION ASSISTANCE (Active-Duty Service Members)**

Methodist University is a signatory of the Department of Defense (DOD) Voluntary Education Partnership Memorandum of Understanding (MOU) and participant in the DoD Tuition Assistance (TA) program.

### **Tuition Assistance**

Eligible Active-Duty Army, Reserve, and National Guard using military TA must register for classes through both the MyMU Portal and ArmyIgnitED or appropriate Service platforms. All military TA must be requested and approved not later than seven (7) days prior to the start date of the course(s). Contact the Military and Veterans Center for assistance regarding TA.

### **How to Request Tuition Assistance**

All active-duty service members (including Guard and Reserve) must contact their Education Service Officer (ESO) or Education Counselor within their branch of service prior to enrolling in any courses at Methodist University.

The general process for requesting Tuition Assistance is the same for all branches of the military.

1. Speak with your local Education Office to ensure your eligibility for Tuition Assistance.
2. Follow their instructions for how to request Tuition Assistance for your course(s).
3. The military approves your Tuition Assistance Request (TAR).
4. The Office of Student Financial Services will review approved TARs in the Academic Institution Portal daily. In instances of technology failure, you must submit the approved TAR (pdf) to the Office of Student Financial Services for manual processing.
5. The Office of Student Financial Services posts the TAR credit to your account within 3-5 business days of receiving your Bill Clearance Form through the MU Portal. You must complete a Bill Clearance Form each semester after registration. The Bill Clearance Form is in the MU Portal under the Student Accounts Tab.

Each branch of the military handles Tuition Assistance a little differently:

- If you are in the Army, you will use ArmyIgnitED to request Tuition Assistance.
- If you are in the Air Force or Space Force, you will apply for Tuition Assistance through the Air Force Virtual Education Center.
- If you are in the Coast Guard, Navy, or Marine Corps, you must contact your Education Center to request a Tuition Assistance form; once you have the tuition assistance form signed by your education coordinator, submit it at the time of registration to the Office of Student Financial Services.

- Tuition Assistance forms not received within the allotted semester (fall, spring, or summer) will not be posted to student accounts.
- If you are using Tuition Assistance and withdraw from a course prior to completing 60 percent of the course, you must pay a portion of the tuition, in accordance with Department of Defense regulations.

Eligible Active-Duty Air Force, Navy, and Marine Corps service members should follow their respective Service-specific Tuition Assistance program regulations and instructions.

Military Tuition Assistance must be requested and approved through ArmyIgnitED, Academic Institution Portal, or Navy College Management Information System before the student can enter class.

The institutional policy and calculation for returning unearned Military Tuition Assistance can be found in the Student Financial Services section of the catalog.

### **Registration for Active-Duty Service Member Students**

Active-Duty service member students can register for and/or add or drop classes once approved by their advisor. However, if dropping a class, students should notify the Military and Veteran Center office or Office of Student Financial Services to ensure appropriate Tuition Assistance procedures are completed correctly and in a timely manner.

### **Financial Aid**

Active-Duty service members are entitled to consideration for all forms of financial aid that Methodist University makes available to students.

“Top Up” eligible Active-Duty DoD personnel may use the Montgomery or Post-9/11 G.I. Bill benefit in conjunction with TA funds from their Service to cover those course costs to the service member that exceed the amount of TA paid by his or her service.

### **Readmission**

Methodist University has a policy of promptly readmitting service members who must withdraw from classes or are unable to attend school due to military service. These students will be readmitted with the same academic status they had when last attending the university.

To initiate the readmission process, the service member must contact the Office of Admissions and provide oral or written notice of their service. The notice does not have to indicate whether the student intends to return to the university and may not be subject to any rule of timeliness.

Once the student completes their period of service, they must provide oral or written notice of their intent to return to the university within three years. Upon receiving this notice, the Office of Admissions will promptly readmit the student into the next class or classes in the program beginning after they provide notice of intent to reenroll. It is the student's responsibility to work with the Military and Veteran Center and Student Financial Services for processing of Tuition Assistance.

The student will be readmitted with the same academic status to the same program, at the same enrollment status, with the same number of credit hours previously completed, and with the same academic standing. It is important to note that the cumulative length of absence, including all previous absences from the university for military service members, may not exceed five years.

## VETERAN EDUCATION BENEFITS

Methodist University is proud to assist our veteran students in achieving their academic and career goals. 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, active-duty military, drilling National Guard, drilling Reservists, and eligible family members; who have applied, met all admissions criteria, been fully accepted, and actively matriculated; may be certified to the DVA Regional Office as enrolled and in pursuit of an approved program of Education.

Methodist University complies with all Federal, State and DVA requirements in the administration and execution of the Service-members' Readjustment Act. Students utilizing DVA education benefits must have their course schedules approved for certification by the Director of Veteran Services housed in the Military and Veterans Center located on the lower level of the Berns Student Center.

Courses cannot be certified unless they are a part of the student's declared major. Courses cannot be certified that are taken on a pass-fail basis or for audit. Students who fail to maintain the Standards of Academic Progress as listed in the financial aid section of this catalog or who's cumulative GPA is below 2.00 for two consecutive terms will not be able to receive VA Education Benefits through MU unless a one-time probationary term has been applied for and approved.

### **Yellow Ribbon Program**

The Yellow Ribbon G.I. Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post9/11 G.I. Bill<sup>®</sup>. Eligibility for the Yellow Ribbon Program must be determined by the Department of Veteran Affairs, Education Division. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. Under this agreement MU will provide tuition assistance to veterans beyond what they are provided from their base GI Bill<sup>®</sup> rate of compensation. The Department of Veterans Affairs (VA) will match MU's contribution dollar-for-dollar up to MU's annual Yellow Ribbon cap or 50 percent of the difference between VA's annual tuition cap for chapter 33 and the net cost of tuition and fees after the application of all scholarships, aid and assistance (other than that provided under section 401(b) of the Higher Education Act of 1965).

For information concerning monetary benefits, contact the U.S. Department of Veterans Affairs Regional Processing Office in Muskogee, Okla., (888)442-4551 or their website [www.va.gov](http://www.va.gov). For information about the available programs at Methodist University contact the Director of Veteran Services at 910.630.7174.

## STUDENT RIGHTS

### [Family Educational Rights and Privacy Act](#)

Access to student records is regulated by the Family Educational Rights and Privacy Act (20 U. S. C. 1233), FERPA, designed to protect the privacy of the student's records. Methodist University complies fully with this act and categorizes the following as directory information to be released in the best interests of the student as determined by the University: name, address, telephone number, date and place of birth, parents' names, major field of study, participation in officially recognized activities and sports, most recent previous educational institution attended, weight and height of members of athletic teams, dates of attendance at Methodist, and degrees and awards received. Under the terms of FERPA, students have the right to withhold disclosure of any or all directory information by filing, annually, non-

disclosure requests with the Office of the Registrar. Methodist University assumes that the absence of such a request indicates student approval of disclosure.

Any student who is currently enrolled at Methodist University or who has been previously enrolled has the right to review and request the amendment and/or correction of all records pertaining to themselves maintained by the University. Students retain the right to file a complaint with the United States Department of Education alleging a failure of Methodist University to abide by the provisions of FERPA and the enabling regulations.

The University catalog constitutes annual notification to students currently in attendance, as well as to the parents of those students, of their rights under FERPA.

Students desiring to make changes to official records regarding name, social security number, and date of birth, must do so by completing the Methodist University data correction form that can be obtained in the Office of the Registrar. Address changes can be submitted through the myMU portal.

### Student Right to Know Act

The Student Right-to-Know Act was enacted in 1990 by federal law and amended with the Higher Education Technical Amendments of 1991. The law requires institutions that receive Title IV HEA student financial aid to collect, report and/or disclose graduation rates for full-time, first-time, degree-seeking undergraduate students and students receiving athletically related student aid. The Student Right to Know information can be found at: [College Navigator - Methodist University \(ed.gov\)](#)

### Crime Awareness and Campus Security Act (Clery Act)

In 1990, Congress passed the Crime Awareness and Campus Security Act (CACSA) amendments to the Higher Education Act of 1965 (HEA). Amendments to CACSA in 1998 renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Clery Act) in memory of a student who was murdered in her dorm room. In 2013, Congress passed the Violence Against Women Reauthorization Act (VAWA), which included additional amendments to the Clery Act.

The Clery Act requires that all postsecondary institutions participating in Title IV student financial assistance programs disclose campus crime statistics and other security information to students and the public. Methodist University is committed to providing a safe and secure environment for its students and employees. The annual report can be found at: [Clery Act | Public Safety & Security | Methodist University](#)

## STUDENT COMPLAINTS

Methodist University takes student complaints seriously and endeavors to resolve concerns in a timely and effective manner. Any student who feels that he/she/they have been unduly wronged or unfairly treated by a member of the University faculty, administration, or staff may file a formal grievance through the following processes and work with university faculty and staff to find a successful resolution. This procedure does not apply in situations involving grade appeals or [student code of conduct](#) issues.

Students should report concerns promptly. Timely reporting helps ensure a well-informed resolution and is the best opportunity to improve the student's experience at MU.

### Harassment and Discrimination Complaints

Methodist University is committed to maintaining an environment that respects the dignity of all individuals. Accordingly, Methodist University does not tolerate harassment or discrimination by its

faculty, staff, or students based on age, gender, race, color, ethnicity, religion, national origin, disability, sexual orientation, or gender identity or expression. Students with complaints of harassment or discrimination should follow the procedures detailed in the [MU Title IX and Non-discrimination policy](#).

The Department of Education's Office of Civil Rights (OCR) ensures institutions receiving federal funding comply with Title IX regulations. Additional inquiries regarding Methodist University's application of Title IX may be referred to:

The Office of Civil Rights  
District of Columbia Office  
U.S. Department of Education  
400 Maryland Ave SW  
Washington, DC 20202-1475  
Telephone: [202.453.6020](tel:202.453.6020)  
Fax: 202.453.6021  
[OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

### Bias Incident Reporting

Students can also bring concerns to the Office of Diversity, Equity, and Inclusion by contacting Dr. Quincy Malloy, Chief Diversity Officer, at [qmalloy@methodist.edu](mailto:qmalloy@methodist.edu) or by using the [Anonymous Bias-Incident Report](#) system.

### Course and Academic Department Complaints

Students should first direct complaints about an academic department or division, including instruction and classroom and department/division services, to the attention of the head of the division, department, or program with which they have a concern. If a student believes that he/she/they are not able to resolve a complaint within the department/division or program, the student should take the complaint to the college dean. Complaints should be submitted via email to the appropriate chair, program director, or dean with a copy to [complaints@methodist.edu](mailto:complaints@methodist.edu). Concerns and complaints can also be submitted on the [Academic Grievance form](#). The form will be routed to the appropriate department chair or program director and to the [complaints@methodist.edu](mailto:complaints@methodist.edu) email account.

Listings of divisions and departments in each college are on the [University web site](#) (scroll down to colleges section).

### Non-Academic and Student Experience Complaints

Students should first direct complaints about all other offices and aspects of the student experience outside of the classroom to the head of the office associated with the complaint. If a student believes that he/she/they are not able to resolve a complaint within office, the student should take the complaint to the head of the unit.

Complaints should be submitted via email to the appropriate office. Concerns and complaints can also be submitted on [Non-Academic Student Grievance Form](#). The form will be routed to the appropriate office.

### Access and Reasonable Accommodation Grievances

Students with disabilities are responsible for contacting Student Access & Accommodation Services if reasonable accommodations are not implemented in an effective or timely manner. Student Access & Accommodation Services works with faculty, staff, and students with disabilities to resolve disagreements regarding recommended accommodations.

This grievance process will facilitate an internal, informal basis for filing a complaint or appealing a denial of accommodations and for instances of inappropriate discrimination in violation of the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 (Section 504).

Any student with a disability, who believes he or she has been discriminated against on the basis of that disability, may use this [process](#) to file a grievance with the Coordinator of Student Access & Accommodation Services located in Davis Memorial Library Room 203 or with the Office for Civil Rights.

### Student Grievance and Complaint Resolution Process

A student must begin the department/division/unit-based resolution process during the term in which the concern arises.

Complaints should not be directed to multiple offices as that will delay the University response. If a student is unsure of the office or unit for complaint submission, they should use either the [Academic Grievance form](#) or the [Non-Academic Student Grievance Form](#).

Students must submit complaints themselves as indicated above and include accurate contact information. The University will not respond to anonymous complaints.

The appropriate department/division/unit head will notify the student when they receive the complaint and will provide a written response to the student after they have investigated the complaint. Responses will be provided in a timely manner.

### Unresolved Complaints

Students should make full use of Methodist University's established processes to resolve complaints. On occasion, a student may believe that he/she/they cannot resolve their concern through these processes. If the complaint alleges violations of applicable state laws, including laws and regulations related to state authorization of higher education (postsecondary institutions), the student has the option to submit complaints to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University's regional accrediting body.

In most cases, SACSCOC complaint procedures require that the complainant exhaust all other avenues to address the complaint. Prior to filing a complaint, please carefully review the SACSCOC Complaint Procedures Policy Statement. The links below provide information on the SACSCOC complaint policy and process.

Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097  
Phone: 404.679.4500

[sacscoc.org](http://sacscoc.org)

[SACSCOC Complaint Procedures](#)

[SACSCOC Complaint Form](#)

Additionally, if you are not satisfied with the outcome of the complaint, you may choose to file a complaint by filling out the North Carolina Post-secondary Education Student Complaint document. Please review the [Student Complaint Policy](#) and access the [Student Complaint Form](#).

North Carolina Post-Secondary Education Complaints

c/o Student Complaints

University of North Carolina System Office  
223 S. West Street, Suite 1800; Raleigh, NC 27603  
Phone: 919.962.4550

Website: [State of North Carolina Post-Secondary Education Complaints](#)

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at [ncdoj.gov/complaint](http://ncdoj.gov/complaint). and/or access the online consumer complaint form. North Carolina residents may call 877.566.7226. Outside of North Carolina, please call 919.716.6000. En Español 919.716.0058.

If you choose to mail a complaint, please use the following address:

Consumer Protection Division  
Attorney General's Office  
Mail Service Center 9001  
Raleigh, NC 27699-9001

### Out-of-State Online Students

Methodist University participates in the State Authorization Reciprocity Agreements.

If you are an out-of-state student taking online courses and you are unable to resolve a complaint with Methodist or feel that not all issues were resolved with the final disposition, you may appeal to the portal agency for SARA in North Carolina ([saranc.org](http://saranc.org)):

North Carolina State Education Assistance Authority (NCSEEA)  
ATTN: SARA North Carolina  
P.O. Box 41349  
Raleigh, NC 27629  
Phone: 919.248.4667  
Email: [terrence@saranc.org](mailto:terrence@saranc.org)

Links to access the complaint process and form are listed below:

[SARA North Carolina Student Complaint Process](#)

[SARA North Carolina Student Complaint Form](#)

To find out whether the state you reside in is a SARA state, please visit the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#).

Most states require that you begin the complaint process at your university before taking further action.

If a student wishes to contact the state portal agency for his or her home state, contact information for the liaison personnel in each SARA state can be found on the NC-SARA website. State-by-state contact information for agencies responsible for receiving student consumer complaints is available online.

### Institutional Effectiveness

Methodist University strives to maintain excellence in its academic programs and services. As part of the University's Institutional Effectiveness program, students may be asked to respond to various surveys such as the Entering Student Survey, Thriving Quotient, Advising Surveys, Campus Climate Surveys, Graduating Student Surveys, and Alumni Surveys. 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.

This catalog is supplemented by other official documents and publications, such as the Computer Use Policy, [Student Handbook](#), the Faculty Manual, and the official minutes of academic committees.