

**School of Health Professions Policies and
Procedures**

**Contemporary Human Anatomy
Master's Program Student
Handbook**

2022 – 2023

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WELCOME FROM THE DEAN



Welcome to the EVMS School of Health Professions! The health professions programs offered by EVMS provide training at a progressive, nationally recognized graduate institution and in clinical and community facilities throughout the Hampton Roads area. We are proud to offer a diverse mix of programs that use state-of-the-art classrooms and laboratories essential to the educational process. All programs in the School of Health Professions that are eligible have been individually accredited, and all adhere to the highest professional and ethical standards. EVMS has affiliations with many community partners, including rural and urban clinics, modern hospitals, and other health-care settings. Our faculty have advanced degrees in their area of expertise, supplemented by many years of professional experience in their respective disciplines. Our students are of the highest caliber, and consistently achieve highly competitive scores on licensing and related examinations.

I wish you the best of luck in achieving your professional and educational goals.

Sincerely,

C. Donald Combs, PhD

Vice President and Dean of the School of Health Professions
Professor of Health Professions

MISSION

Eastern Virginia Medical School is an academic health center dedicated to achieving excellence in medical and health professions education, research and patient care. We value creating and fostering a diverse and cohesive faculty, professional staff and student body as the surest way to achieve our mission. Adhering to the highest ethical standards, we will strive to improve the health of our community and to be recognized as a national center of intellectual and clinical strength in medicine and Health Professions. Our commitment to ensuring institutional effectiveness is demonstrated by the continuous assessment processes we use to improve program performance and student learning outcomes.

VISION

Eastern Virginia Medical School will be recognized as the most community-oriented school of medicine and health professions in the United States.

VALUES

Three core values drive our daily efforts:

- **Excellence:** We determine with our stakeholders what is valuable and hold ourselves to high performance standards that fulfill our promises.
- **Collegiality:** We serve our community and one another, building strong and mutually supportive relationships. We work as a cooperative, united team to further our purposes of education, research and patient care.
- **Integrity:** We strive to maintain the highest ethical standards and accept accountability for all we do and say.

BACKGROUND

The EVMS School of Health Professions (SHP) provides an administrative structure for the following academic programs:

- Art Therapy and Counseling, MS
- Biomedical Sciences, MS
- Biomedical Sciences, PhD
- Clinical Psychology, PhD
- Contemporary Human Anatomy, MS
- Doctor of Medical Science, DMSc
- Health Sciences, DHSc
- Healthcare Analytics, MHCA
- Histotechnology, MS
- Laboratory Animal Science, MS
- Master of Healthcare Administration
- Master of Public Health
- Master of Surgical Assisting
- Medical Master's, MS, 1-year and 2-year
- Medical and Health Professions Education, MHPE
- Medical and Health Professions Education, PhD or EdD
- Pathologists' Assistant, MHS
- Physician Assistant, MPA
- Emergency Medicine Physician Assistant Postgraduate Practicum
- Physician Assistant Fellowship in Pediatric Urgent Care
- Reproductive Clinical Science, MS
- Reproductive Clinical Science, PhD

EVMS serves as the school of record for all programs shown above except Clinical Psychology; other policies and procedures may be applicable for that program based on school of record responsibilities. In addition to the policies and procedures depicted below, each program may have additional grading or other essential requirements that are communicated to students in writing at the initiation of their first semester or at other times as deemed necessary.

GRADING POLICY

This section specifies the general grading policies and procedures used by all of the health professions programs. In addition to the policies listed here, each program may have additional requirements and communicated to students in writing at the initiation of their first semester. Grades at the end of each term are assigned according to the EVMS School of Health Professions grading scale.

GRADE POINT AVERAGE SCALE

All SHP programs for which EVMS serves as the school of record will use the following grading scale for those courses in which grades affect the Grade Point Average (GPA).

Grade	Grade Points	Grades not affecting GPA:
A	= 4.00	I = Incomplete
A-	= 3.67	P = Pass
B+	= 3.33	W = Official Withdrawal
B	= 3.00	WF = Unofficial Withdrawal
B-	= 2.67	
C+	= 2.33	
C	= 2.00	
C-	= 1.67	
D+	= 1.33	
D	= 1.00	
D-	= 0.67	
F	= 0.00	

A grading structure that is consistent with program or departmental guidelines will be established for each class by the instructor. These requirements, along with the goals and requirements for each course, the nature of the course content, and the methods of evaluation, are communicated to students at the initiation of each course. Programs are responsible for notifying students of final grades at the end of each term.

Grade Point Calculation

The grade point average (GPA) is calculated by dividing the accumulated number of grade points earned by the accumulated number of credit hours attempted. Grades of "F" and repeats are included, but official withdrawals, audits, and grades on non-credit courses, non-degree credit courses, and pass/fail courses are not. If a student is required to repeat a course or receives permission from a Program Director to repeat a course, the grade point average will be calculated using only the repeated course grade and the corresponding point value. However, the original grade assigned for that course will remain on the transcript. Grades in courses accepted for transfer credit are not counted in the computation of grade point average.

Students must have a cumulative grade point average of 3.00 or higher for graduation. Students falling below the minimum GPA requirement may be placed on probation or suspended in accordance with procedures established below and by each program. Mathematical rules for rounding to the nearest whole number based on two decimal places apply.

Grading Scale

Unless an exception is approved by the Dean, courses offered in the School of Health Professions will use the following grading scale.

Percentile	Grade
100 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 67	D+
66 - 64	D
63 - 60	D-
59 or less	F

Incomplete Grades

The grade "I" indicates assigned work yet to be completed in a given course or an approved absence from the final examination. When an instructor assigns a grade of "I," a written agreement is prepared and signed by the instructor and student that specifies the work remaining to be completed and the time frame for doing so. The work should be completed as soon as possible, but no later than the mid-point of the following grading period/term unless special written approval is granted by the Course Director and Program Director due to extraordinary circumstances. The student must petition the Course Director and the Program Director for such an extension at least two weeks before the end of the agreed upon deadline. Unless an extension has been approved by the Course Director and the Program Director, the "I" will convert to either an "F" or to the grade as specified in the written agreement after the mid-point of the semester. An "I" grade may not be changed to a "W" under any circumstances.

Withdrawals

A student can withdraw from a course up until the mid-point of the grading period/term and receive a "W" grade. Withdrawal after the midterm is not permitted without special approval by the Program Director. However, in the event of an illness or severe hardship beyond the student's control, the student should submit a written petition for permission to withdraw from the course to the Instructor and Program Director no later than the last day of classes. If permission is granted by the Program Director, a grade of "W" is recorded. If permission is not granted, then the student cannot withdraw from the class. A student who stops attending classes without withdrawing is assigned a "WF" grade unless the student's performance was failing, in which case a grade of "F" will be assigned.

Progress Review

Regular assessment of students and feedback to them is essential to effective teaching and learning. All possible effort should be extended to identify students whose performance is unsatisfactory to establish remedial intervention. Course Instructors and Program Directors will regularly review the academic progress of their designated students and evaluate the overall progress of each student at the conclusion of each grading term and academic year. Each program will establish policies and procedures for completing assessments, communicating results to students, and documenting outcomes. Procedures for addressing performance deficiencies or circumstances that may prohibit students from successfully completing a program are outlined in subsequent pages in the *Academic and Non-Academic Deficiencies* section. Programs may have additional remediation policies and procedures, and students should contact the appropriate program office or Program Director for this information. Program Directors shall provide periodic reports to the Dean of the School of Health Professions that summarize student progress issues for their respective programs.

Additional information regarding policies and procedures not listed in this Handbook, including elective, pass/fail, and audit course options and procedures for evaluating, dropping a course, and reporting of grades vary for each program and will be communicated to students at the initiation of their first semester and other times as deemed necessary.

Grade Appeals

Students may appeal a final course grade by submitting a written request to the Course Instructor within seven days of the grade being issued. The appeal must state in detail the reasons for the appeal and the action the student requests. The Course Instructor must respond to the student in writing within seven days with a decision. If the issue is not satisfactorily resolved, the student may appeal the decision in writing to the Program Director within seven days. The appeal must state in detail the reasons for the appeal and the action the student requests. If no appeal is lodged within seven days, the student's grievance will be considered resolved. The Program Director must respond to the student in writing within seven days with a decision. If the issue is still not resolved, the student may appeal the decision in writing to the Dean of the School of Health Professions within seven days. The appeal must state in detail the reasons for the appeal and the action the student requests. If no appeal is lodged within seven days, the student's grievance will be considered resolved. The Dean will review all pertinent material and may meet with the student, the Program Director, faculty member, and/or other persons as necessary. The Dean may constitute an advisory group to assist in this review. The Dean will render a written decision within ten days to the Program Director, the Course Director, and the student. The decision of the Dean is final.

Satisfactory Academic Progress

All students in the EVMS School of Health Professions are expected to attain a term GPA of at least 3.0 to be considered in good academic standing, and maintain a cumulative GPA of at least 3.00 to graduate. Students who do not meet these criteria are subject to formal warnings, probation, and/or dismissal. Students who receive a warning or are placed on probation must demonstrate sufficient academic progress in the following term, as determined by the Program Director, to remain in the program. Students on probation who fail to demonstrate academic progress in the following term may be subject to dismissal. The Program Director should consider the extent to which a student is performing at a level necessary to attain the knowledge, skills, and competencies required to succeed in the program, including ability to meet the cumulative GPA and other graduation requirements. All programs must review the academic progress of their students on a regular basis and at such intervals deemed appropriate, but not less than once at the end of each grading term.

TRANSFER CREDITS

Transfer of credit may be allowed for course work taken at a regionally accredited institution of higher learning, such as the Southern Association of Colleges and Schools, for courses in which a grade of B (3.00) or higher was received or a passing grade was achieved in a pass/fail course. Doctoral programs may accept a maximum of 12 transfer credits, and master's programs may accept a maximum of 9 transfer credits. Course grades obtained from another institution will not be included in the GPA calculation. All applicants seeking to transfer credit(s) should contact the program for special application or credential requirements. Decisions regarding applicability of transfer courses/credits will be made by the Program Director in consultation with the faculty as deemed appropriate. EVMS assumes responsibility for the academic quality of all course work or credit recorded on the institution's transcript. It is the responsibility of each program to determine a student's comprehension of the requisite material and to ensure that the transferred course work and/or learning outcomes are comparable to the courses offered by the applicable EVMS program.

ASSIGNING CREDIT HOURS

SHP programs use the calculus in the table below to assign course credit hours for all courses, on-site or asynchronous.

Type of Course	Credit/Contact Hours
Lecture, Seminar, Independent Study	1 credit = 15 contact hours
Laboratory	1 credit = 30 contact hours
Clinical Rotations, Internship	1 credit = 80 contact hours

Student contact hour workload equivalency for asynchronous courses shall be determined using the following calculus, with hours adjusted proportionately up or down based on the credits awarded and course length:

Semester Format	Credit Hours	Total Hour Commitment	Weekly Course Time Commitment
16-week	3	135	8.4 hours
15-week	3	135	9 hours
13-week	3	135	10.4 hours
12-week	3	135	11.3 hours
10-week	3	135	13.5 hours
9-week	3	135	15 hours
8-week	3	135	16.9 hours
6-week	3	135	22.5 hours

ACADEMIC AND NON-ACADEMIC DEFICIENCIES

Procedures for addressing academic and non-academic deficiencies that may impede student progress or prohibit students from successfully completing a program are defined below, including

student appeals to ensure appropriate due process. These procedures apply to programs in which EVMS is the school of record.

Deficiencies

Deficiencies, which may result in probation or dismissal/termination of a student, include both academic and non-academic areas. The Dean of the School of Health Professions or designee may intervene to address academic and non-academic deficiencies and may impose such remedies as are determined to be in the best interests of EVMS.

- a) Academic Deficiencies include but are not limited to an inadequate knowledge base; a lack of information gathering ability, problem solving difficulties, poor clinical and technical skills; or errors in judgment.
- b) Non-Academic Deficiencies include but are not limited to any action or behavior that is considered unacceptable to the training program faculty; poor professional relationships; moral and ethical values unacceptable to the profession; failure to comply with the standards of student behavior including the Code of Student Conduct, the rules, regulations and bylaws of EVMS and/or affiliated practicum sites or the laws which govern the healing arts in the Commonwealth of Virginia; and/or a lack of abilities and talents that are necessary for the performance of expected duties for that health profession.

Each academic program has its own criteria for determining when and how to intervene on matters of academic and non-academic deficiencies. Some may require a written or verbal notification and/or warning from an Instructor, Advisor, or Program Director to convey concern about student performance and/or to inform the student of the risk of probation unless performance improves. In all programs, a student placed on probation will be informed in writing and his/her performance will be monitored. The written notification must specify if termination in the educational program is a potential outcome of the probationary status. Interventions typically follow the progressive hierarchy of warning, probation, and dismissal.

Probationary status will be defined by the program's faculty, and the terms of probation must be signed by the Program Director and the student. While on probation, the student will be provided close faculty supervision and may or may not be given credit for the time period during which the probationary status is in effect. If the probationary period is not creditable toward the required time for the educational program, an extension of training time (within timeliness for the degree) may be considered at the discretion of the Program Director.

If a student's conduct compromises acceptable standards of patient care or jeopardizes the welfare of patients under his/her care, the Program Director has the option of immediately suspending the student from clinical duties until such time as an appropriate investigation of the allegations can occur. The Dean of the School of Health Professions, the Associate Dean for Student Affairs, the Director of Financial Aid, and the Registrar must all be notified when a student is placed on probation.

Identification and Remediation of Deficiencies

Faculty and other professional staff will promptly notify the Program Director of areas of concern regarding a student's academic progress, professional behavior and development. Upon notification of a potential problem, the Program Director or designee will investigate the report and develop a remediation plan, if warranted. The Program Director or designee will meet with the student to discuss areas of concern, including development of a remediation plan with clear goals and

objectives, a specific time frame for completing the plan, and potential outcomes. The plan will be signed by the Program Director or designee and the student. Follow up meetings will occur with the student, key program faculty, and the Program Director. Program faculty and Program Directors should use reasonable judgment in documenting academic and non-academic student issues, including remediation plans, progress reports, and supervision meetings. Written documentation is required if a student receives a warning, is placed on probation, or is dismissed from the program.

ACADEMIC AND NON-ACADEMIC GRIEVANCE AND APPEAL PROCEDURES

Students in the School of Health Professions have the right to due process involving grievances and appeals:

The student should discuss the grievance with his or her Program Director. If the grievance is not resolved, a student may file a written appeal to the Dean of the School of Health Professions within seven days of the student's notification of the Program Director's decision. Upon receipt of the appeal, the Dean will notify the Registrar accordingly. The Dean or a designee will review all pertinent material and meet with the student. The Dean may convene a Grievance/Appeals Committee composed of Program Directors, faculty, students, and/or chairs of departments not directly involved in the grievance. All testimony, evidence, and witnesses relevant to the appeal shall be made available to this committee. The student has the right to appear before the committee, present testimony and such witnesses or evidence as is deemed relevant by the committee. The student shall not have the right to be represented by counsel at these committee meetings. The Committee will submit its recommendations to the Dean after the review is completed.

The Dean will notify the student within ten days of his/her decision. The decision may include reinstatement, retention, probation, termination, suspension, special academic assignments, or other interventions deemed appropriate to the situation. The judgment of the Dean concerning the grievance shall be final and binding on all parties, with the exception of recommending the termination of a student's participation in an academic program.

In the case of termination from an academic program, the student may file a written appeal to the EVMS President/Provost within five days of the student's notification from the Dean of the School of Health Professions. The President/Provost will review all pertinent material and notify the student within ten days of receipt of the appeal of his/her decision. The decision of the President/Provost is final.

STUDENT COMPLAINTS PROCESS

The student complaints process may be found on the EVMS website [here](#).

1. Academic or Non-Academic Grievances

Students who desire to file academic or non-academic grievances related to their program must follow the grievance procedures outlined in the applicable Doctor of Medicine or Health Professions Student Handbooks.

2. Compliance Complaints

EVMS has a Compliance Program whereby all members of the EVMS community (students, faculty, staff, visitors, Board members, etc.) may report ethics and compliance concerns such as violation of laws, regulations, EVMS policies, discrimination or harassment, and student or employee mistreatment. The Compliance Program is administered by the EVMS Office of Institutional

Compliance. Complaints may be made to the EVMS Office of Institutional Compliance by phone at 757.446.6008, or by written or verbal report through the [EVMS Ethics and Compliance Hotline](#): 1.800.461.9330 (anonymous reporting available). If the issue is related to patient services, complaints may be made to the EVMS Privacy Line, 757.451.6298. For more information about EVMS and EVMS Medical Group Compliance Programs, please see the [EVMS Compliance Programs/Reporting web page](#).

3. *State Council of Higher Education for Virginia (SCHEV)*

SCHEV is the regulating body for all Virginia institutions of higher education. Once a student has exhausted all available grievance options for a complaint, a complaint can be filed with SCHEV, who will investigate all matters that fall within SCHEV's authority. For more information, please see the [SCHEV student complaints web page](#).

SCHEV also oversees the participation of eligible Virginia institutions in the State Authorization for Reciprocity Agreement (SARA), which establishes national standards for postsecondary distance education courses and programs. Student complaints related to distance education first go through the EVMS procedures outlined above. If a student is not satisfied with the institutional process, the complaint may be appealed:

- *For students from SARA states*. EVMS is a participant in SARA and accepts the authority of SCHEV in resolving complaints made by distance education students from SARA states. Students may, within two years of the incident about which the complaint is made, appeal to SCHEV. Note, however, that complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the Commonwealth of Virginia. The resolution of the complaint by SCHEV will be final. For more information about filing a complaint with SCHEV, please see the [SCHEV student complaints web page](#).
- *For students from non-SARA member states*. Students residing in California, a non- SARA member state, may file a formal complaint with their home state by using [this form](#).

TUITION CHARGES IF GRADUATION REQUIREMENTS ARE NOT COMPLETED ON TIME

Students who do not complete graduation requirements on time may be charged prevailing tuition rates if they retake a course or if a new course is necessary to finish their program of study. In general, students will not incur additional tuition charges if they complete courses or clinical rotations within approximately 90 days of the original anticipated graduation date.

**CONTEMPORARY HUMAN ANATOMY
MASTER'S PROGRAM**

WELCOME

Welcome to the Contemporary Human Anatomy Program (CHAP) at Eastern Virginia Medical School (EVMS). You are about to begin a graduate curriculum that is both rigorous and demanding but will prepare you exceedingly well for your future career. You will learn and grow in a supportive but challenging environment. The faculty and staff will help you take full advantage of the wonderful resources and rich experiences available here at EVMS.

The CHAP Faculty is committed to providing you with an excellent education in an atmosphere of mutual respect and support. Experienced and motivated faculty and staff will guide your educational experiences and assist you as you progress through the Program.

This Student Handbook has been developed to provide students with information about institutional and Program policies. Please read this handbook carefully and thoroughly.

On behalf of the CHA Program faculty and staff, I extend our best wishes for a successful and rewarding educational experience.

Sincerely,

Marta A. Ambrozewicz

Marta A. Ambrozewicz, MD, PhD
Assistant Professor and Contemporary Human Anatomy Program Director
Eastern Virginia Medical School
ambrozma@evms.edu
(757) 446-5659

PROGRAM INFORMATION

This Student Handbook is designed to provide the matriculated student with information about the educational program culminating in the Master of Science (MS) degree offered at EVMS. It also specifies the standards and expectations of a student to remain in good standing and be successful in the Program. This handbook should be seen as an adjunct to [the EVMS Student Affairs Student Handbook](#) located on the [MyEVMS portal](#), which contains specific information regarding the school and related policies.

The information herein is subject to periodic review and revision. Any substantive changes will be communicated to students in a timely manner. Likewise, students feedback is welcome to ensure openness and an overall positive experience in the program. Ultimately it is the student's responsibility to be aware of all requirements and work closely with their advisor and the Program Director to ensure these requirements are fulfilled. This current handbook will apply to all students matriculated in the Contemporary Human Anatomy Program until an updated version is announced and posted.

Key Program Contacts

NAME	ADDRESS	PHONE	E-MAIL
Marta Ambrozewicz, MD, PhD. Program Director Associate Professor	Eastern Virginia Medical School Lewis Hall, Room 3150 700 W. Olney Road, Norfolk, VA 23507	757-446- 5659	ambrozma@evms.edu
Kiera Dorsey Program Coordinator	Eastern Virginia Medical School Lester Hall, Room 300	757-446-5895	dorseyks@evms.edu

Program Description

The master's program in Contemporary Human Anatomy consists of 32 credit hours delivered over three semesters and culminates with a capstone research project. The program trains students in gross clinical anatomy, embryology, histology, neuroanatomy, medical imaging, ultrasound, research methodologies, and teaching modalities. Additionally, courses such as physiology and general mechanisms of diseases serve as a bridge between basic and clinical sciences as in traditional medical education.

Program Mission and Goals

Mission: Our mission is to engage students in innovative ways of learning anatomical sciences by mixing classical dissection with modern techniques such as 2D/3D medical imaging techniques of ultrasound, CT, and MRI scans, and plastination in the environment that fosters problem-solving and critical thinking skills as well as clinical applications. Our graduates gain expertise in basic medical sciences and teaching and research experience so they are well prepare to a career of educators in postsecondary education, researchers in the human anatomical sciences, or to further their training to advanced degrees.

Goals: Goals of Contemporary Human Anatomy program are to develop in graduates:

1. Mastery of the anatomical sciences including imaging
2. Effective communication and teaching in the field of anatomy and related sciences
3. Professional attitudes
4. Critical thinking skills

Curriculum

Students are expected to complete the designated curriculum in the sequence specified. Each semester's course work is to be considered prerequisite to the next semester. Students may not enter the program with advanced standing, regardless of education or work experience, and no accelerated curriculum or course waivers are offered.

Summer Semester - 2021	Credit Hours
MCHA 500: Clinical Gross Anatomy	5
MCHA 501: Instructional Methods	2
MCHA 502: Medical Imaging	2
Total	9
Fall Semester - 2021	Credit Hours
MCHA 504: Teaching Assistant	2
MCHA 510: Histology	2
MCHA 518: Essential Physiology	4
MCHA 520: Introduction to Research	3
Total	11
Spring Semester -2022	Credit Hours

MCHA 503: Embryology	2
MCHA 507: Capstone Project	3
MCHA 516: Functional Neuroanatomy	2
MCHA 513: Teaching Assistant II	3
MCHA 530: General Mechanisms of Diseases (Elective)	2
MCHA 509: Plastination in Germany (Elective)	2
Total	12

Course Descriptions

Clinical Gross Anatomy - MCHA500 (5)

The study of anatomy (from the Greek word anatomē, ana = apart, tomē = cutting) is concerned with describing the form, structures, and functions of an organism. In learning anatomy, we approach the study of the human body by integrating anatomical knowledge into a case-based approach. Students will use this knowledge to recognize variation and anatomical mechanisms to describe and explain clinically relevant abnormalities. This course provides a comprehensive overview of human anatomy while also allowing students to engage in interactive lectures, participate in case-based group activities, collaborate in dissection-based laboratories, and interact with practicing clinicians to gain clinical anatomical competence.

Instructional Methods - MCHA501 (2)

The course prepares students with theoretical foundations and practical techniques to plan, apply, and design appropriate instructional methods while serving as a teaching assistant. It introduces a wide range of instructional methods and discusses techniques of writing good examination questions.

Medical Imaging - MCHA502 (2)

This course applies basic foundational anatomy principles to medical imaging including radiographs, MRI, CT, and ultrasound. Students are expected to apply their cross-sectional anatomy knowledge to the interpretation and acquisition of medical images.

Embryology - MCHA503 (2)

This course consists of lectures devoted to the student's understanding of how the human body develops. Topics covered will include early embryogenesis, organogenesis, and clinical embryology.

Teaching Assistant - MCHA504 (2)

This course allows students to serve as teaching assistants for medical, physician assistant, or graduate courses in gross anatomy or histology. Responsibilities would include prosection of specimens, laboratory instruction, small group facilitation, course reviews, and design of innovative study materials.

Capstone Project - MCHA507 (3)

All students participate in a capstone experience through a synthesis and integration of knowledge gained through their coursework and other learning experiences with the application of anatomical specimen preparation, medical education, clinical trainers/phantoms, service learning, or simulation. The project must be an original work of scholarship or research.

Histology - MCHA510 (2)

The overall goal of this course is to provide students with an understanding of how cells become specialized to form tissues and how those tissues form organs. The course provides an essential foundation for understanding structure-function relationships in normal organs and how those relationships are affected by pathogenic mechanisms.

Teaching Assistant II –MCHA513 (3)

This course provides an advanced exploration of human anatomy designed to prepare students for professional school or specialized graduate study. Students will hone their dissection skills and application of anatomical knowledge to plan and perform specialized dissections. Students will develop correlating content including lecture material and higher-order questions centered on the region or system of focus with correlation across the anatomical sciences. Students will build a professional portfolio to demonstrate synthesis and integration of the knowledge acquired from the entire master's program. Students will participate in presenting their specialized dissections and discussing the progression of planning, performing, developing content, and clinical significance to an interprofessional audience.

Functional Neuroanatomy - MCHA516 (2)

This course presents an overview of the human nervous system so that a student can understand the function of its complex parts as they relate to each other, to normal brain function, and to major neurologic and psychiatric problems. This is an integrated neuroscience course that includes molecular, developmental, anatomical, metabolic, physiologic, and pathologic concepts. Learning methodologies include lectures, wet labs, special dissections, small group problem-based learning, and peer-to-peer teaching.

Essential Physiology - MCHA518 (4)

This is a comprehensive introductory course to integrative organ system physiology and homeostatic regulatory mechanisms where interrelationships of structure and function are reinforced. The flow of the course is intended to interphase closely with the topic material being taught concurrently in Histology (MCHA510). Together with anatomy, embryology, and histology courses, this course gives an impeccable and solid understanding of the basis of any medical education.

General Mechanisms of Disease – MCHA530 (2)

The General Mechanisms of Disease module serves as a transition from the foundational modules to the organ systems modules. It focuses on the general mechanisms of disease, introducing students to microbiology and infectious disease, principles for discriminating healthy from unhealthy conditions, and predicting clinical manifestations. The course consists of face-to-face lectures by basic science faculty focusing on major principles and their biomedical applications. Exams are used to assess foundational knowledge and facilitate knowledge integration and are designed to facilitate student review and self-assessment. The course will have three major non-comprehensive multiple-choice exams each covering approximately 6 to 8 hours of lecture content. The course will assess topic-specific foundational knowledge and facilitate disease knowledge integration.

Plastination in Germany- MCHA509 (2)

Students will travel abroad to learn plastination techniques from world experts at the Plastinarium in Guben, Germany. In conjunction with the above activity, students will prepare dissections for plastination. This course requires an additional fee. Travel restrictions may alter availability of this course.

Admissions

Students are admitted to the program after completing the admissions process. Students are matriculated as a cohort each June.

Registration

All courses in the course sequence are required, except elective courses. Registration is completed through the Student Portal.

STEP 1: Navigating to MySIS

Go to MyPortal.evms.edu to log in using your EVMS credentials, then click on the MySIS link. Once at the

MySIS login page, you will need to enter your EVMS credentials to access the system.

*Helpful hint: You just need to use the part of your username that comes before the @evms.edu. For example, Jordan Foley's credentials are FoleyJ@evms.edu, so he would enter FoleyJ for his username and then the password for this account

STEP 2: Completing Required Documents

Once you are logged in, you will notice that your account has a HOLD in place. This HOLD prevents you from registering for courses until you review and acknowledge the items listed in the My Documents tab.

Go to My Documents and open the Document Center. There, you will find:

- a. AM – Honor Code
- b. AM – Technical Standards for your program
- c. SA – Financial Acknowledgement
- d. AD – Bio Sig

Select the document you want to review and the Click Here link. A new window will open with the Honor Code, Technical Standards and Financial Acknowledgement. These documents are linked so that the system can move you from one to the next.

A new window will open to display the document. Once you have read it, close the window and you will be returned to the acknowledgment screen.

To acknowledge the document, check the box indicating you are digitally signing, then click NEXT and you will move to the next document on the list. Please note that each of the forms works in the same way.

Once you have completed the Honor Code, Technical Standards and Financial Acknowledgement, you will receive a confirmation message. You may then close the confirmation window and return to My Documents/Document Center. Refresh your screen and note that you will have another document to review and acknowledge. Select the Bio Sig document to review and acknowledge. You will get another page to confirm your submission.

Close this page and you will be returned to your Document Center. Refresh your screen again and you should see that all four (4) of the required documents have dropped off the list and your hold has been released.

STEP 3: Registering for Courses

Navigate to Academics, Registration where you will see the program(s) in which you are currently enrolled. You will need to select the term your courses are in.

Once the term is selected, click REGISTER to see the appropriate courses. You can either search for a course in the top box of the screen OR move down to the middle of the screen and select from the courses available for you.

To select a course, click ADD on the left-hand side, and the course will move under the Selected Courses area. Once you have all the courses you want in the Selected Courses area, click Register/Drop in the upper right-hand corner. The screen will refresh with all your selected courses.

To complete your registration, you must click Register/Drop in the lower right-hand corner of the screen. Your screen will refresh with your course schedule displayed at the top. The attendance and withdrawal policy will be visible in the middle of the screen.

Required Courses

All courses are required in sequence and are consider prerequisites and co-requisites for each semester.

Electives

In spring semester students must choose between two electives: General Mechanisms of Disease (a residential elective course) and Germany externship which takes place at a plastinarium in Guben, Germany. There is an additional cost associated with the latter for travel. The Program Director in coordination with the Germany externship elective director and Program Coordinator distributes memorandum to students announcing this elective and deadline(s) for registration and special requirements (e.g., possession of passport). Students interested in taking this elective course must request permission from the Program Director, who is authorized to approve the request and notify the Elective Director and Program Coordinator. A limited number of students can participate each spring. Students with the top grades in Clinical Gross Anatomy will be given first priority. Only students in good academic standing are permitted to take the latter.

Students must meet all deadlines with the program regarding designated elective.

Course Withdrawal Procedures

By midpoint of the course, the student must notify the Course Director and Program Director in writing, from which of the course(s) the student intends to withdraw. The Program Director in consultation with the Course Director(s) will indicate approval or disapproval, notifying the student of the decision in writing and informing the Associate Dean for Student Affairs and the Registrar's Office if the withdrawal is approved. Withdrawing past the midpoint of the semester will result in a Withdraw Fail on the transcript (W-F). Students withdrawing from a course will be required to retake the course to meet degree requirements. Students who withdraw from a course will be responsible for tuition and fees for repeating the course.

Program Orientation

The School of Health Professions and the Contemporary Human Anatomy program sponsor a two-day mandatory professional orientation for matriculating students before the first day of class in June prior to commencement of the summer semester. Orientation activities will include, but not be limited to:

- Introduction to school officials and policies
- Introduction to the use of technology at EVMS
- Officially meeting some of the faculty, staff, and fellow student
- Reviewing the requirements and expectations for summer semester

Student Email Accounts

All students will be assigned an EVMS e-mail account prior to matriculation in the Contemporary Human Anatomy Program. These e-mail accounts are used by all school departments (not just the program) for timely communication with students. These accounts are essential to facilitate this communication.

Length of Time to Graduate

Full-time students will complete their requirements in 3 semesters. If the student has not completed the degree requirements at the end of this period and they anticipate non-completion by the 90-day post-graduation cutoff, the student must submit a written plan for completion of the outstanding requirements which is due by the third week in May of their graduation year. While completing their requirements, students must maintain continuous enrollment in the program.

Graduation Requirements

Awarding of the Master's Degree in Contemporary Human Anatomy is contingent upon:

- Successfully passing all of the courses in the curriculum
- Attaining an overall GPA equal to or greater than 3.0
- Paying all tuition and fees
- As some of the courses may end within days of graduation, the Course Director(s), program director and Office of Academic Affairs will try to ensure timely reporting of grades and averages. However, if tests (following corrections and re-runs) and final calculated grades cannot be turned around in time to determine graduation status then all students will be allowed to “walk” at graduation.

ACADEMIC STANDARDS

Academic Progress

Grades, professionalism, and ability to meet technical standards are factors that determine satisfactory progress. Standards of acceptable performance for courses are communicated to students in writing via the syllabus and orally reviewed at the introduction of the course. Performance in didactic courses is commonly assessed by written exams, quizzes, assignments, small group assignments, and oral presentations.

During the didactic coursework of the program, grades for cognitive performances will be recorded as a raw score and a percentage. At the end of each course, the percentage scores will be converted to a grade, A through F, for each of the courses. GPAs will be rounded to 2 decimal places (round up begins at .55). Mathematical rules for rounding to the nearest whole number based on two decimal places apply. For example, a final grade of 93.45 would round to a 94 (A). A final grade of 93.44 would round to a 93 (A-).

A student must achieve and maintain the required 3.00 semester Grade Point Average (GPA) and receive a “C-“ or higher in all letter-graded courses or a “P” (Pass) in all performance-graded courses to remain in good academic standing and graduate from the Program.

The Program Director and Course Directors will regularly review the academic achievement of each student. The purpose of this review is to identify any student whose academic progress is marginal or unsatisfactory, so that the faculty and student together can develop an appropriate plan to address academic difficulties.

Challenging a Grade

Erroneous Grade Recorded: If a student receives an incorrect final course grade, the student should immediately contact the Program Director to verify the error. Errors will be changed by a “Change of Grade” form completed by the course instructor and the Program Director. A “Change of Grade” form will be submitted to the Registrar for proper notification and correction of the grade on the student's record.

Inappropriate Grade Reported: If a student feels that they have been unfairly graded in any course in the program, they must initially report their concerns to the Course Director(s) in writing. If this does not resolve the issue for the student, the grade result may be appealed to the Program Director in writing within 7 days of receiving the initial grade report. The Program Director will investigate the grade report and any concerns expressed by the student and make a decision about whether the grade should be changed. If desired, the student may appeal the Program Director's decision about a grade to the Dean of the School of Health Professions, also in writing and within 7 days of the report of a decision by the Program Director. The Dean's decision will be final.

Learning Improvement Process (LIP)

When a student earns a score of less than 70% on an exam or assignment, the student will be required to complete the LIP. The purpose of the LIP is to attempt to ensure that students do not have a persistent deficit prior to the next examination. It is not a process that changes a score. The LIP will encompass specific concepts related to course content, skills, lecture materials, and objectives in which the student's knowledge was deficient. The method or procedure for mastering the material will be left to the discretion of the Course Director/Instructor.

In the didactic phase, once the student receives their exam grade, it is the student's responsibility to seek out the Course Director to initiate the LIP. If the student does not engage in the LIP, this is considered a professionalism infraction and will be written up in the student's file.

The method(s) employed in the LIP will be selected based on the needs of the student and are at the discretion of the Course Director(s). This process may take one of several forms:

- Instructor and student may review exam questions to determine areas of misunderstanding and/or how to approach test questions,
- A group or individual oral presentation that demonstrates competence in the areas tested, OR
- Some combination of the above

Timing

Except in unusual circumstances, this process must be started within five (5) school days after the grades have been posted.

Compliance

Failure to comply with the LIP requirement will be documented and included in the student's academic record.

Final Exams

Exams scheduled during finals week are not subject to this policy as the material would have been covered in individual modules during the semester. However, a student who performs poorly on a cumulative final exam may request a meeting with the Course Director to review content, but not the exam itself.

Appeals

Any student who does not agree with the assessment of the Course Director during the LIP process may appeal directly to the Program Director.

Academic Probation

At the end of each semester, the Program Director and Course Directors will convene to certify satisfactory progress through the curriculum.

If a student's GPA falls below a 3.0 average during any semester, they will immediately be placed on probation and notified that continued performance at this level will result in non-conferral of the degree. The Program Director or designee will meet with the student to discuss areas of concern, including development of a remediation plan with clear goals and objectives, a specific time frame for completing the plan, and potential outcomes. The plan will be signed by the Program Director and the student. Follow up meetings will occur with the student, key program faculty, and the Program Director.

- Once a student is placed on academic probation, they must achieve a 3.00 or higher GPA in the following didactic semester or they will be at risk of academic dismissal from the program.

- Two consecutive semesters with a semester GPA of less than 3.00 (without measurable improvement) may result in academic dismissal from the program.

Remediation

Remediation is a process to help identify a student's deficiencies in knowledge, skills, and behavior. The process involves strategies to assist the student in achieving academic competence and professional development. Remediation may be provided in the form of a Learning Improvement Process, guided assignments, or use of other resources to help the student succeed.

Remediation of courses will be at the discretion of a Student Progress Committee comprising of the Program Director and two CHAP faculty. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in the following academic year, at the discretion of the Student Progress Committee.

The Student Progress Committee can review and recommend one of the following options to the Program Director:

- Dismissal from the program
- If there are extenuating circumstances, the committee can recommend a remediation plan tailored to the student's individual weaknesses and, if successful in remediation, will be allowed to continue in a probationary status.
- If remediation is allowed, the student will register for a separate course and both grades will be recorded on their transcript.

± If a student fails a course or their GPA falls below a 2.9 average in any semester, they will be subject to dismissal at the discretion of the program director.

Repeating a Course

Because the courses of the program are provided in sequence and each course is only taught once per year; it is possible that the required course will have to be remediated simultaneously with other ongoing courses at the discretion of the Course Director and Program Director. Not all courses lend themselves to be readily or instantly remediated. Therefore:

- If a student is granted the opportunity to repeat a course, it might have to be with the next class of students. This would require the student to become a member of the class following their original graduating class.

Academic Dismissal

Academic Dismissal will be considered by the CHAP Student Progress Committee in the following circumstances:

- D, F, or non-Pass grade in any course in the didactic year of the program.
- Two consecutive semesters with a GPA less than 3.00
- An Honor Council conviction resulting in a penalty of failure of a course or dismissal from the school.

Student Responsibilities

Each student is responsible for:

- Maintaining professionalism at all times.
- Attending mandatory program meetings as announced by the program.

- Attending all scheduled class meetings as noted on course syllabi.
- Complying with the requirements of each course.
- Seeking faculty assistance in correcting unsatisfactory or marginal performance.
- Completing an evaluation of each course and Course Director(s) (each faculty in team taught courses).
- Ascertaining student's own evaluation results.
- Initiating the program appeals process if the student objects to the program's response to the student's failure to meet the program's academic and professional standards.

Course Director Responsibilities

In the CHAP, the Course Director is the primary Instructor. The Course Director is responsible for developing and overseeing the curriculum and evaluation process of students for that course. Course Director's responsibilities include:

- Develop and revise the Course Syllabus using the EVMS SHP template annually or each semester the course is taught.
- Submit and/or post any and all revisions to course syllabi to the Program Director, to the Program Coordinator, and on Blackboard. When major changes occur, the course syllabus may be submitted to the EVMS SHP Curriculum Committee for approval.
- Developing written objectives and methods of grading which are communicated in writing to students in the course syllabus and upon which all evaluation is based.
- Predetermining and communicating in writing the relative weight of each method of grading (e.g., examination, quiz, paper, presentation, special project) used to determine the final grade for the course and documented on course syllabus.
- Create rubrics for some course assignments
- Inform any student in writing when marginal performance is recognized, giving the student an opportunity to respond to identified deficiencies, and developing with the student a plan for improving performance.
- Documenting student attendance and notifying the Program Director if/when a student misses 2 or more classes within 24 hours of the missed class.
- Documenting student progress, which is reported to the Program Director at the mid-term and at the end of the course.
- Providing course faculty in team-taught courses with rubrics and the results of the course evaluation.
- Consulting with the Program Director in developing, administering, and interpreting evaluation procedures and results.
- Post all course syllabi, course rubrics, required materials, assignments, feedback to students, and grades for assignments and course in Blackboard.

Preparation of Evaluation Methods

- Course format, objectives, and method of grading are communicated to students at the beginning of each course and posted on Blackboard.
- Examinations, papers, presentations, and projects address achievement of stated course objectives and:

- are constructed according to recognized principles of evaluation design.
 - are consistent with program standards for length and difficulty.
 - meet reasonable criteria for reliability and validity.
 - are reviewed by Course Director and Program Director (if requested) prior to and immediately following administration.
- Examinations may cover any material included in the course and may be derived from lectures, discussion, experiential exercises, and required readings. The number of questions will be based roughly on the Course Director's assessment of the relative importance of the material covered.
 - Examination questions and directives for papers, presentations, and projects are composed by the Course Director and reviewed by the Program Director for appropriateness of content and types and levels of skills tested (e.g., problem solving, synthesis, analysis, critical thinking, attitudes, and growth throughout the course).
 - Methods of evaluation and due dates are identified on course syllabi, reviewed the first day of each course, and posted on Blackboard.

Administration of Examinations

The Course Director is responsible for the administration and scoring of the examinations.

Review of Evaluation Results

- Students will be notified of scores by the Course Director within one week after the examination or due date.
- Each Course Director will make opportunity for students to review examinations.
- Graded projects and presentation feedback will be available one week after the due date.
- Graded papers will be returned within two weeks after the due date.
- The Program Director reviews the overall evaluation results.

Program Director Responsibilities

- The Program Director coordinates, reviews, and administers evaluation policies and practices and recommends or makes changes as necessary.
- Provides assistance to the faculty in developing, administering, and interpreting evaluation procedures and results.
- Provides a program to orient the faculty to evaluation policy and procedures.
- Disseminates the results of course evaluations to the Course Directors.

Grading Policy and Procedures

- Course education format, method of grading, and objectives are communicated in writing on the course syllabus to students at the initiation of each course.
- The requirements for grades are based on course policy and institutional guidelines. These requirements are communicated to students at the initiation of each course as documented on the course syllabus.

Reporting of Grades

The Course Director(s) document grades and provides constructive feedback in Blackboard. The Course

Director reviews and approves final grades in Blackboard and securely transfer these to the Registrar Office using Grades Journey. An Incomplete may be recorded for any graded or pass/fail course following the policies and procedures for incompletes with an included Action Plan. The standard for successful completion of this graduate program is a GPA of 3.00 or better. Students who desire an appeal or seek remediation of a grade should first address the issue directly with the appropriate Course Director and follow all program specific policies and procedures. If the issue is not satisfactorily resolved with the Course Director, the student may appeal the decision to the Program Director based on program procedures. If the issue is still not resolved, the student may appeal to the Dean of the School of Health Professions.

PROFESSIONAL STANDARDS

One of our goals while you are in the program is to assist you in learning how to function in a professional manner. The Contemporary Human Anatomy program has established the following criteria as expectations of professional behavior:

- Students will be required to demonstrate full compliance with the technical standards to the degree students attested to on their admission statements and as re-attested during registration each semester.
- Students will engage in their didactic training in a professional manner.
- Students are required to treat their classmates and all EVMS faculty, students, and staff with respect.
- Students with concerns regarding classroom activities should first endeavor to resolve the issue with the Course Director or instructor and if the circumstance cannot be resolved at that level the student should approach the Program Director.

TECHNICAL STANDARDS

The abilities and skills students must possess in order to complete the education and training of the program are referred to as “Technical Standards.” These abilities and skills are essential for entry into most professional practice settings.

Observation Skills

Demonstrate sufficient attention and accuracy in observation skills (visual, auditory, and tactile) in the lecture hall, laboratory, and/or online settings. Indicators include but are not limited to accurate visualization and discrimination of text, numbers, patterns, graphic illustrations, and other imaging texts.

Communication Skills

Demonstrate effective communication skills with other students, faculty, health care professionals, and with people of varying cultures, ethnicities, and personalities. Indicators include but are not limited to these examples:

- Clear, efficient, and intelligible articulation of spoken English language.
- Legible, efficient, and intelligible written English language.
- Accurate and efficient English language reading skills.
- Accurate and efficient expressive and receptive communication skills.
- Ability to accurately follow directions (oral and written).

Critical Reasoning Skills

Demonstrate critical reasoning skills including but not limited to intellectual, conceptual, integrative, and quantitative abilities. Indicators include but are not limited to these examples:

- Demonstrate ability to measure, calculate, reason, analyze, integrate, and synthesize information.
- Demonstrate ability to acquire, retain, and apply new and learned information.

Motor and Sensory Function

Demonstrate sufficient motor and sensory function to perform typical functions of a graduate student.

Indicators include but are not limited to the following examples:

- Perform demonstrations and experiments in the basic sciences.
- Execute fine and gross motor movements with sufficient coordination, postural control, equilibrium, and hand-eye coordination to safely participate in laboratory sessions, use standard medical/surgical instruments, assess cadavers, and give an appropriate summary and findings.
- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, laboratories).
- Physical stamina sufficient to complete the rigorous course of didactic and clinical study, which may include prolonged periods of sitting, and/or standing.

Behavioral and Social Attributes

Demonstrate the behavioral and social attributes vital to participation in a professional program. Indicators include but are not limited to the following examples:

- Possess personal qualities that facilitate effective peer interactions (e.g., compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Possess the emotional health required for full utilization of mental faculties (including judgment, orientation, affect, and cognition).
- Ability to establish rapport and develop mature and effective professional relationships with faculty, professional peers, staff, and the public.
- Demonstrate impartial motives, attitudes, and values in roles, functions, and relationships. Communicate and interact in a non-judgmental way with, persons who differ from oneself and one's beliefs in a variety of ways including but not limited to gender, age, race, ethnicity, socio-economic status, culture, creed, military status, sexual orientation and identity, and religious or spiritual beliefs.
- Ability to monitor and react appropriately to one's own emotional needs and responses.
- Display appropriate flexibility, adaptability, composure, and emotional stability during periods of high stress or uncertainty associated with didactic encounters and environments.
- Ability to accurately follow oral and written directions with prompt completion of all responsibilities in the classroom and laboratory setting.
- Compliance with standards, policies, and practices set forth in the program Handbook.

These standards will serve as pre-requisites for entrance, continuation, promotion, and graduation from the Contemporary Human Anatomy program and students must be prepared to indicate their ability to meet these standards as a condition of acceptance and during registration for each semester.

Inquiry by the program faculty and staff regarding disability is strictly prohibited. The Contemporary Human Anatomy program, in accordance with EVMS policy and as delineated by federal and Virginia law, does not discriminate in admissions, educational programs or employment against any individual on the basis of that individual's disability, and will make good faith efforts at providing reasonable accommodation as required. However, the program reserves the right not to admit or register students who cannot meet the technical standards or who would constitute a direct threat to the health and safety of others.

The Contemporary Human Anatomy program applicants or students who may have questions regarding these technical standards or who believe they may need to request reasonable accommodation in order to meet the standards are encouraged to contact the EVMS Disability Officer (Emily Magee, MS, Cell Phone: 720-464-7283 (Google Voice) MageeEF@EVMS.EDU).

DISABILITY AND ACCOMMODATION

If you have or believe you have a disability for which you wish to request accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, you must contact the EVMS Student Disability Officer (Emily Magee, MS, MageeEF@EVMS.EDU). For more information about

students and disability accommodations, please see the Student Disability Guide at https://myportal.evms.edu/education/student_affairs/disability_services/

Revealing a disability is voluntary; however, such disclosure is necessary before any accommodations may be made in the learning environment or in the program's procedures. Information regarding disabilities is handled in a confidential manner.

The disability officer will not reveal a specific disability to the program. They merely identify the needed accommodation(s).

Accommodations for Testing

Students who need a reasonable accommodation for testing must consult with the EVMS Student Disability Officer. Currently this is: Emily Magee, MS, Cell Phone: 720-464-7283 (Google Voice) MageeEF@EVMS.EDU

The Student Disability Officer will review any documents supporting your request for accommodation and issue a letter outlining the approved accommodations to the Program Director.

- Please note that the Student Disability Officer does not reveal the reason for the accommodation to program personnel.
- The Program Director and/or designee will ensure that conditions of each student's accommodation are met.
- Students with an approved request for Accommodation:
 - The program will ensure that students with an accommodation will have a quiet and secure space for testing and that the conditions of the approved accommodation are met.
 - Students with accommodations will be instructed when and where they are to go at their designated testing time. The time of testing may be different than the scheduled testing time depending on the nature of the accommodation.
 - Accommodated testing may be monitored or proctored at the discretion of the Course Director.
 - If a student chooses not to take advantage of the approved accommodations for a specific examination, the student MUST inform the Course Director prior to the test.

ACADEMIC INTEGRITY

Copyright, Fair Use, & Educational Materials

Printed matter, videos, and other electronic materials to include all PowerPoint presentations viewed on Blackboard or in the classroom can be deemed to be copyrighted materials owned by the original author(s) and/or Eastern Virginia Medical School. These materials are never to be copied or transferred electronically outside of the program or the school for any reason without the written permission of the author(s) of the presentation(s). Videos are used with "creative commons" understanding of fair use and purposed for teaching. This material is intended for the exclusive use of educational purposes and is not intended to be used for commercial or for direct compensation or profit generating activity. Doing so, risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the program or school.

Plagiarism

Students are expected to do their own work. Turning in a written assignment that is believed to be another person's work will be considered cheating or plagiarism. The student will be referred to the EVMS Honor Council. Faculty members may utilize online resources, like Turnitin to evaluate writing assignments for evidence of improper use of another's words or ideas.

Honor Code Violations

The Honor Council process for reporting shall be followed. If a student is aware of an Honor Code violation, it is their professional and ethical duty to report it directly to the class Honor Council Representative (if elected) or to the Honor Council Chair for EVMS. It is not necessary to involve faculty in the reporting process. Direct reporting by students is preferred. A conviction by the Honor Council will be handled in accordance with existing rules for any academic or non-academic result of the conviction. In the case of a course failure related to an Honor Council conviction, the student may receive a suspension or be dismissed from the Program, depending on the nature of the Honor Council findings and penalties.

STANDARDS OF CONDUCT

Communication with Program

Students are required to check their EVMS e-mail accounts at least twice a week, with daily review recommended, and are responsible for knowledge of all school or program information contained in the e-mails. Students will provide Program Director with a phone number or other contact number by the end of the second semester. This must be updated within three days of any change. Students may contact the Program Director (Dr. Ambrozewicz 757-446-5659 ambrozma@evms.edu) at any time, with messages returned within 48 hours when reasonable.

Attendance Policy

Due to the sequential format and fast pace of each course, students are expected to attend all classes. Unanticipated absences should be discussed with either the Program Director, Course Director, or contact administrative staff as soon as possible to inform Program authorities of the circumstances, and to ensure that any missed class materials can be made up and/or obtained from classmates. Anticipated absences should be discussed with the Program Director or Course Director as early as possible.

Absences will be characterized as either excused or unexcused. Generally, absences for illness, accidents, or un-anticipatable personal emergencies, will be considered excused. Proof of illness may be requested. Course Directors reserve the right to deduct points for unexcused absences. See each course's syllabus. The student who misses class due to unavoidable circumstances is responsible for making up classwork in order to be eligible for the full range of grades. Students may work with the Course Director to fulfill course objectives.

Leave of Absence

Prolonged or repeated absences may make it difficult to satisfactorily continue in the Program. A student with prolonged absences may be asked to request a formal leave of absence from the Program. A student may also initiate a request for leave of absence by consulting with the Program Director. Any leave of absence from EVMS requires a documented Leave of Absence form with approval from the Program Director and Office of Academic Affairs.

Inclement Weather

Refer to the EVMS Institutional Handbook for specifics. In general, EVMS will alert students to the impact of weather on the academic schedule through local television and radio stations, the RAVE alert system, and postings on the EVMS web site. However, students who feel unsafe traveling to a site that is open should consider safety first. The Program will support any decision to not attend because of safety and traveling concerns. No student should endanger themselves trying to get to class if the conditions in their area prove unsafe. In this case, notify the Course Director and the Program Director as soon as possible.

CLASSROOM BEHAVIOR

Cell Phones

Cell phone use should conform to courteous and professional conduct in a classroom setting. Cell phones must be off or on vibrate mode in class. If a cell-phone rings during class, the student should quietly gather their belongings if necessary and leave the classroom. If the nature of the call is such that the student cannot return to the classroom, the student must inform the Course Director or instructor of the reason for their departure and inability to return to the classroom.

Recording Devices

Recorders and recording capable devices (cell-phones, etc.) may only be used in a very transparent manner, i.e., visible to those being recorded. Students may not record meetings with faculty, staff, or other students without their consent or expressed permission. Any recording of conversations without the permission of all parties will be considered a breach of professionalism and may be a breach of the EVMS Code of Conduct. Lectures may be recorded for the students' personal use, EXCEPT, when a lecturer asks that you not record.

Food in the Classroom

The only times that food is allowed in the classroom is when the program provides food for some function or celebration. Otherwise, you may not eat in the classroom during class sessions. You may bring small snacks and liquids (coffee, tea, soda, or water) to the classroom. Eating a meal in the context of a class is strongly discouraged. When the classroom is available before or after scheduled classes, you may utilize the classroom to eat. Please be courteous and clean up after yourself.

Examination Policies

In the case of any assessment situation, homework assignments, oral presentations, or write-ups that will be graded, the following constitutes an Honor Code violation:

- A student obtaining unauthorized information about scenarios or assessment content in advance of their own test.
- Any student sharing information about scenarios or assessment content prior to another student's examination or turning in their assignments.
- Work that students turn in is meant to be their own. Collaboration, without the expressed direction to do so by the Course Director, is prohibited.

Remote Examination Procedures- Online Learning

All computer-based examinations will be conducted using web-based testing software (e.g. ExamSoft/Blackboard for didactic phase and on the students' own laptops if administer remotely. As a reminder, the EVMS Student Code of Conduct and Honor Code is in full effect and can be reviewed on the EVMS website.

Accommodations –Online Learning

Students with approved accommodations will also take their exams from their own laptops if exams are administered remotely. Students with approved accommodations for exam time will automatically receive those. Students with approved accommodations for environmental conditions are responsible for fulfilling these requirements independently.

Professionalism in Completing Evaluations

Students are expected to complete all evaluations assigned throughout the Program. Evaluations must be completed in order to progress through the Program. Failure to complete required evaluations may result in a meeting with the advisor or Program Director. Required evaluations include:

- Evaluation of all courses
- Evaluation of all faculty

Comments provided in evaluations should be constructive and respectful. Evaluations are made anonymous to faculty.

Nonacademic Issues

Students are expected to comply with all EVMS policies at all times, including but not limited to the EVMS Code of Conduct, Code of Student Conduct, Standards of Conduct for the Teacher-Learner Relationship, Honor Code, and program technical standards. Disciplinary action related to nonacademic matters may include warning, counseling, corrective action plan, probation, or dismissal based on the circumstances and judgment of the Program Director. Nonacademic deficiencies may be documented in the Professional Performance Review or via emails from the Faculty Advisor and/or Program Director. Academic and non-academic grievances are handled following the policies and procedures stated in the School of Health Professions Policies and Procedures section of this handbook.