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DISSERTATION CREDIT

HIGHER EDUCATION CONCENTRATION COURSES

CONTEMPORARY HUMAN ANATOMY EDUCATION CONCENTRATION COURSES

ULTRASOUND/IMAGING EDUCATION CONCENTRATION COURSES

USIE 709 Residential Practicum (1.5) (Cross-listed with CHAE 709)
BRIEF MEDICAL AND HEALTH PROFESSIONS EDUCATION PROGRAM HISTORY

The Doctoral Program in Medical and Health Professions Education (PhD or EdD) began in 2019. The doctoral program strives to contribute to the EVMS mission of achieving excellence in medical and health professions education by developing in our graduates the skills necessary to be successful medical and health professions educator scholars in the 21st century. The program provides advanced education in the areas of learning, assessment, curriculum, instruction, research, evaluation, with an emphasis on real-world, practical applications. Concentrations are available in higher education, contemporary human anatomy education, and ultrasound and imaging education. Graduates of the program may use the initials PhD or EdD after their name depending on the degree track selected.

The Doctoral Program in Medical and Health Professions Education (DMHPE) is administered within the School of Health Professions. (Note: DMHPE is used as a program abbreviation. It is not the degree awarded.)

Program Director: Cynthia P. Cadieux, PhD, RDN, FAND
Associate Program Director and Higher Education Concentration Director: Peggy Gesing, PhD
Contemporary Human Anatomy Education Concentration Director: György Lonart
Ultrasound and Imaging Concentration Director: Craig Goodmurphy

PURPOSE

MISSION STATEMENT

The doctoral program in medical and health professions education (PhD or EdD) strives to contribute to the EVMS mission of achieving excellence in medical and health professions education by developing in our graduates the skills necessary to be successful medical and health professions educator scholars in the 21st century.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Graduates of the doctoral program in medical and health professions education (MHPE) are prepared to be contemporary scholars who are:

SLO 1: Knowledgeable educators as evidenced by
- successfully passing the candidacy seminar upon completion of all core and concentration coursework.

SLO 2: Effective scholarly collaborators as evidenced by
- being one of multiple principle investigators on a grant proposal prepared for submission in year 2.
- co-authoring a publication while enrolled.
- co-developing a curriculum component (e.g., needs analysis, assessment of evidence-based instructional methods, development of assessment tool) in year 1.
- co-teaching in an MHPE environment in year 1.
- being a contributing member of an EVMS group (e.g., Educational Scholarship Day planning committee, Academy of Educators, Community of Practice for Educational Scholarship) while enrolled.

SLO 3: Skilled communicators as evidenced by
- producing a coherent and convincing written research proposal at the end of the second summer semester.
- disseminating work in a scholarly forum outside of EVMS within 12 months of completion of work.
- communicating to the lay public by preparing a project outcomes report summary of work for publication on EVMS-affiliated media in year 3.
- presenting oral summation of work at EVMS Educational Scholarship Day in year 3.

SLO 4: Leading contributors to MHPE as evidenced by
- adherence to legal and ethical practices at all times.
- leading MHPE journal club sessions in year 1.
- student membership in one or more MHPE-related professional organizations.
- a record of voluntary service to an MHPE-related professional organization in years 2 and 3.
- service on an EVMS committee while enrolled.

SLO 5: Reflective life-long learners as evidenced by
KEY PROGRAM CONTACT INFORMATION

Administration of the Medical and Health Professions Education doctoral programs is according to the policies established in the program handbook. Administrative oversight is provided by the Program Director, the Chairs of the Curriculum and Admissions Committee, the Dean for the School of Health Professions, and the program’s Administrative Support Coordinator.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Cadieux, PhD, RDN, FAND</td>
<td>Eastern Virginia Medical School</td>
<td>757-446-0524</td>
<td><a href="mailto:cadieucp@evms.edu">cadieucp@evms.edu</a></td>
</tr>
<tr>
<td>Program Director</td>
<td>Lester Hall, Room 317</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>651 Colley Avenue, Norfolk, VA 23507</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peggie Gesing, PhD</td>
<td>Eastern Virginia Medical School</td>
<td>757-446-0524</td>
<td><a href="mailto:gesingme@evms.edu">gesingme@evms.edu</a></td>
</tr>
<tr>
<td>Associate Program Director</td>
<td>Lester Hall, Room 320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education Concentration Director</td>
<td>651 Colley Avenue, Norfolk, VA 23507</td>
<td></td>
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</tr>
<tr>
<td>Kathleen Gabana, MEd</td>
<td>Eastern Virginia Medical School</td>
<td>757-446-7063</td>
<td><a href="mailto:gabanakm@evms.edu">gabanakm@evms.edu</a></td>
</tr>
<tr>
<td>Distance Education Program Administrator</td>
<td>Lester Hall, Room 317</td>
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<td>651 Colley Avenue, Norfolk, VA 23507</td>
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<tr>
<td>Karen King</td>
<td>Eastern Virginia Medical School</td>
<td>757-446-7935</td>
<td><a href="mailto:kingkm@evms.edu">kingkm@evms.edu</a></td>
</tr>
<tr>
<td>Distance Education Office Coordinator</td>
<td>Lester Hall, Room 315</td>
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<td>651 Colley Avenue, Norfolk, VA 23507</td>
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<tr>
<td>Colean Smith</td>
<td>Eastern Virginia Medical School</td>
<td>757-446-0365</td>
<td><a href="mailto:smithcn@evms.edu">smithcn@evms.edu</a></td>
</tr>
<tr>
<td>Distance Education Distance Learning Specialist</td>
<td>Lester Hall, Room 317</td>
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<td>651 Colley Avenue, Norfolk, VA 23507</td>
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PROGRAM FACULTY

Program faculty are certified in accordance with institutional policies and procedures.

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<thead>
<tr>
<th>MHPE Full-time Faculty and Advisors</th>
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<tr>
<td>Cynthia P. Cadieux, PhD, RDN, FAND</td>
<td>Associate Dean for Educational Assessment and Evaluation</td>
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<td>Director, Medical and Health Professions Education Programs</td>
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<td>Director, Distance Education</td>
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<tr>
<td>Peggie Gesing, PhD</td>
<td>Assistant Professor and Associate Director Medical and Health Professions Education Programs</td>
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<tr>
<td></td>
<td>Director, Higher Education Concentration</td>
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<tr>
<td>Craig W. Goodmurphy, PhD</td>
<td>Professor, Pathology &amp; Anatomy</td>
</tr>
<tr>
<td></td>
<td>Director Ultrasound and Imaging Education Concentration</td>
</tr>
<tr>
<td>Gyorgy Lonart, PhD</td>
<td>Professor, Pathology &amp; Anatomy</td>
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<td>Director Contemporary Human Anatomy Education Concentration</td>
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ACCREDITATION

Eastern Virginia Medical School is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Doctor of Medicine degree, Masters' degrees, Doctoral degrees, and Certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Eastern Virginia Medical School.
TECHNICAL STANDARDS

The essential abilities and skills that candidates and students must possess in order to complete the education and training associated with the Doctoral Program in Medical and Health Professions Education are referred to as Technical Standards.

1.0 Observation Skills Technical Standard

1.01 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.

2.0 Communication Skills Technical Standard

2.01 Demonstrate effective communication skills with health care professionals, and with people of varying cultures, ethnicities and personalities.

2.02 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).

3.0 Critical Reasoning Skills Technical Standard

3.01 Demonstrate critical reasoning skills, including, but not limited to, intellectual, conceptual, integrative, and quantitative abilities.

3.02 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.

4.0 Motor and Sensory Function Technical Standard

4.01 Demonstrate sufficient motor and sensory function to perform typical clinical laboratory duties.

4.02 Indicators include, but are not limited to, these examples:
- Execute motor movements that demonstrate safety and efficiency in the various learning settings (i.e., classroom, labs, and online).
- Physical stamina sufficient to complete the online didactic study, which will include prolonged periods of sitting.

5.0 Behavioral and Social Attributes Technical Standard

5.01 Demonstrate the behavioral and social attributes vital to participation in a graduate-level academic program.

5.02 Indicators include, but are not limited to, these examples:
- Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect, and cognition).
- Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
- Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
- Demonstrate impartial motives, attitudes, and values in roles, functions, and relationships.
- Ability to monitor and react appropriately to one’s own emotional needs and responses.
- Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
- Compliance with standards, policies, and practices set forth in the Program Handbook.
STUDENT PHOTO IDENTIFICATION POLICY

Because the MHPE program is offered primarily online through Internet access, there is no need for distance learners to obtain a photo identification badge. Students in the CHAE and USIE concentration will have to attend required residential summer events and will be required to obtain an EVMS photo ID (arranged at the time of the residential event). Students enrolled in the program who live near the EVMS campus have the option to obtain a photo identification badge in case they wish to visit the program office, library, etc. If students living in the Norfolk area wish to obtain a student ID badge, they must visit the Human Resources Department, located in Smith Rogers Hall between the hours of 8AM – 4PM Monday through Friday. While on campus, this badge must be worn prominently at all times for access to EVMS facilities. There is a Student Identity Verification Policy in the School of Health Professions Policies and Procedures link to review as well.

REGISTRATION

COURSE REGISTRATION

Students will register for courses six weeks prior to the start of a new semester. This registration process will take place in the myEVMS portal by clicking on the VZ Registration link. Once the student has logged into the portal and clicks on the link, a registration page will display. Click all of the applicable course boxes listed for the semester to which you are enrolling and press submit. A confirmation email will be sent to the student’s EVMS email account. The registration will follow with an invoice that will be sent by mail to the student.

STUDENT FINANCES

The EVMS Financial Services office will mail an invoice one month prior to the start of each semester. Your first invoice will include tuition and student fees less your acceptance deposit.

PAYMENTS

Tuition payments for the Doctoral Program in Medical and Health Professions Education must be paid by the first day of each semester, based on the total number of credit hours for which a student has enrolled and is subject to change at any time. Please contact the Financial Office at 757-446-6063 or by email AR@EVMS.EDU if you do not receive a tuition invoice.

TUITION STATEMENTS

You can access your financial statements at any time online using the myEVMS portal: https://myportal.evms.edu. If you have any questions or do not receive an invoice, please contact the Finance Office at 757-446-6063 or by email AR@EVMS.EDU.

FINANCIAL AID

To qualify and maintain eligibility for Federal Student Aid programs, an applicant must be accepted for admission to Eastern Virginia Medical School, be enrolled in good standing at least half time, be a U.S. citizen or permanent resident, be registered with the Selective Service if male, at least 18 years old, under 26 years old, and not currently a member of the Armed Forces, not be in default on a previous student loan or owe a refund on any Title IV funds received at another educational institution, maintain satisfactory academic progress and be creditworthy (for credit based loans). To be considered enrolled at least half time, students must be registered and attending at least (6) credit hours per semester. Failure to maintain enrollment in (6) credits per term could result in loan funds being returned to the Title IV granting agency and could result in a balance due to EVMS. Sources of financial aid can be confirmed by the EVMS Office of Financial Aid at 757-446-5804 or email at finaid@evms.edu or online at https://www.evms.edu/education/financial_aid/. Financial aid staff can provide detailed information and counseling.

FINANCIAL AID AND ACADEMIC PROBATION

In order to continue to receive federal, state and institutional financial aid, you must maintain satisfactory academic progress according to your program’s guidelines, but you must also meet the pace and completion requirements of the federal regulations. More information on the Satisfactory Academic Progress requirements are located online at http://www.evms.edu/education/financial_aid/satisfactory_academic_progress/.
ATTENDANCE

Once the semester begins, the students are notified of new course openings. It is a requirement for all MHPE students to log into their new course/s the first day of the course and complete the Day One Certification Activity found in the Start Here area of each course. Information about the course schedule, such as start and stop dates, is available in this handbook (Program Schedule), the MHPE Orientation Course and the MHPE Class Calendar. Failure to log into a course and miss important deadlines may lead to withdrawal from a course. Students should expect to commit 15-20 hours per week to each course. Attendance is evaluated by student participation in online discussions, required interaction with the faculty as well as other classmates, and the timely submission of class assignments. Completion of Day One activities is the means by which the Program verifies your presence and participation in each course. This information is reported to Financial Services to initiate Financial Aid disbursements.

COURSE WITHDRAWAL POLICY

A student can withdraw from a course up until the mid-point of the grading period/semester 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.

ACADEMIC INTEGRITY

All students in this program are required to read and sign the EVMS Honor Code and are expected to abide by this code. For further information about the EVMS Honor Code please refer to your program and EVMS general student handbook.

ONLINE COURSE PROCEDURES

This section includes the Course Policies and Procedures that explain how different aspects of online courses are handled.

EXAMINATION PROCEDURES

If required as part of a course, examinations and quizzes are taken within the Blackboard environment. Take-home exams may be given occasionally. You will be given detailed instructions at the time an exam is released about resources you may use during an exam. Written work will be checked for plagiarism electronically through the Blackboard environment using the Safe Assign feature.

ASSIGNMENT PROCEDURE

The deadlines for submitting assignments are posted on Blackboard for each course. All assignments are checked for plagiarism using the SafeAssign Blackboard tool. Unless directed differently by the faculty, the assignments folder must be used for submission of all projects, reports, and papers—never email your assignments unless directed to do so. Always submit your assignments in the format requested by the instructor, most typically MS Word; other formats will be specified. Also, always include your last name in the file name and put your name on each and every page.

GRADES

Grades for assignments and exams are posted in the Blackboard course site within one week after the assessment or deadline. Also, within a one-week period after the end of a course and after the course survey or evaluation has been completed by all students, the course grades will be posted. If you have not received a grade for an assignment, exam, or course within a one week period, please contact the course director to report the problem. If you do not get a response contact the Director of the program, Dr. Cynthia Cadieux, at cadieucp@evms.edu.

COURSE SURVEYS AND EVALUATIONS

Feedback from students is very important to the faculty and program director as a means of receiving practical suggestions for course and program improvement. Please take the time to share your feedback with us. Students will receive a link to the course survey during the last two weeks of the course. Students should complete the survey
within seven days of receiving the link. Students will receive a reminder email about the survey weekly until we receive the survey. Responses to questions related to the course and faculty are anonymous and not shared with faculty until after final grades are submitted.

INSTRUCTOR RESPONSE TIME

Instructors normally check messages daily and respond within 48 hours. Feedback on assignments is usually provided within one week of receipt. If there are any concerns about missed emails or no response, please contact the appropriate course director/faculty. For any further concern, please contact the director of the program, Dr. Cynthia Cadieux, cadieucp@evms.edu.

CLASS DEMEANOR

Students are expected to interact in a professional manner with classmates, faculty, and staff, be prompt in attending Internet meetings, be patient in online interactions, and follow through on their individual contributions to group assignments. Inappropriate language, dissension, or disruption will be removed from any web posting and disciplinary action may be taken.

EMAIL

Only your EVMS email will be used for the duration of the program. Email may be sent from within Blackboard, but Blackboard will use your EVMS email account as the sending account. Information that you need to convey to the instructor or requests for an appointment are best sent via EVMS email.

DISCUSSION BOARD AND OTHER COURSE ENGAGEMENT TOOLS

The Discussion Board, Voice Thread, FlipGrid, Wikis, Blogs, and Journal postings in Blackboard are types of interactions where students and faculty who have access to the class may communicate with one another. Everyone in the class reads discussion board forums, listens to VoiceThread, and views FlipGrid videos. Wiki assignments are typically group projects to which all members of the class have access. Blogs are similar to discussion board forums where all class members will have access. Journal postings are only available to you and your instructor. You are responding to questions posted by the instructor, members of your group, or each member of the class. All of these types of assignments will typically have a grade associated with them. Please check to make sure you understand the timing of posts, how many posts, and the type and depth of the post requested so that you may get full credit for the assignment.

Typically, each course has a general ungraded discussion board forum where you may ask for clarification of the course requirements. If you have a question related to something you read, chances are someone else in the class does also. If you post something and are not getting a reply, most likely no one is aware that you have posted a question. Please report this to the course director who will take appropriate action to notify others.

Please be aware of netiquette when making a post. Be respectful of each other and your faculty, avoid texting short hand or in all caps, and please behave in a professional manner.

TROUBLESHOOTING

If you cannot log into Blackboard (Bb) or access your email, contact the Academic Computer Center (ACC), 757-446-5871, or by clicking on this link, Computer Help Desk.

GRADING POLICIES

MAKE-UP POLICY

If you are unable to meet the deadline for submission of assignments, you must communicate with the course instructor or course director. Failure to do this will result in a zero grade for the assignment. It is important to post discussion board assignments in a timely manner (by Wednesday each week) because your classmates need your information and feedback to complete their assignments. You must discuss prioritization of submissions with individual instructors.

LATE ASSIGNMENTS

Assignments must be submitted on or before their due date. Technology failures, such as an EVMS/Blackboard server problem, are not excuses for late submission of work. If you are unable to connect to the server, please contact the Academic Computing Center immediately to troubleshoot the issue. E-mail the faculty to determine where to send a copy of the assignment.
STUDENT PROGRESS

Student progress in the MHPE program is monitored at the individual course and semester levels. The course director evaluates progress at the course level during and at the end of a course. If student performance falls below a level that is acceptable, the course director will issue a written warning, which is sent to the program director as well as the student. This warning should alert the student to problems to remedy immediately. Once a student is issued a warning, they must contact the Program Director to discuss ways to remedy the situation. Communication between the course director, program director, and the student is established to discuss options. The program director will meet in the middle and at the end of each semester with individual course directors as needed to evaluate student progress at the course level. At the end of the semester, the student GPA is evaluated by the Program Director. Since the students in the MHPE program will be required to achieve a cumulative GPA of 3.00 or better to obtain a graduate degree, this standard must be met each semester.

MHPE ACADEMIC STANDING, WARNING, AND PROBATION

1. Students are considered to be in good academic standing if their term and cumulative GPA is 3.00 or greater.
2. If a student’s term or cumulative GPA falls below 3.00, a written warning is issued. Students who receive a warning must increase their cumulative GPA to 3.00 or higher by completion of the following semester or they will be placed on academic probation.
3. Students placed on academic probation must achieve a term GPA of 3.00 or higher by the completion of the following semester or they will be subject to dismissal. Students on probation who achieve a term GPA of 3.00 or higher, but whose cumulative GPA is below 3.00, may remain on probation for one additional semester.
4. No student may remain on probation for more than two consecutive semesters. Any student who fails to attain a cumulative GPA of 3.00 or higher after two semesters of probation will be subject to dismissal from the program.
5. Students receiving a grade of C- or below in any course may be asked to retake the course or part of the course based on a decision by the course and program directors. Most courses are taught only once a year, which may mean taking the course or a part of the course with the following cohort of students.
6. Any student receiving the grade of a C- or below in two courses is subject to dismissal from the program.
7. The Program will make every reasonable effort to notify students of their academic status. A letter is mailed to each student placed on academic warning, probation, or dismissal. However, it is the responsibility of every student to monitor their academic progress and to check with the Program Director if there are any questions about his or her academic status.

When a student is placed on academic probation their eligibility to receive financial aid may be affected.

PROFESSIONALISM AND SCHOLARLY REQUIREMENTS

MHPE WRITING STYLE


THE EVMS HONOR SYSTEM

The students, faculty, and administration of EVMS join in support of the EVMS Honor Code for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and (c) cultivating lifelong professional conduct.

Any action indicating lack of integrity or dishonesty in academic matters is considered a violation of academic ethics and the Honor Code. Such offenses include, but are not limited to, lying, stealing, engaging in or attempting to engage in cheating, plagiarism, sabotage, falsifying or manipulating data, or knowingly passing off work of another as one’s own. Any student who fails to abide by the Honor Code or live up to its principles is subject to disciplinary action by the Honor Court. All students are obligated to support the Honor Code and report any violation thereof to the Honor Council. Each student subscribes to the Honor Code by signing in writing his/her support at the time of matriculation.

As a student in the MHPE program, you are required to sign the EVMS honor code document and to abide by the EVMS honor code outlined in the EVMS student handbook. If you are ever in doubt about what is permitted or not permitted
in the online program during testing, assignments, writing or take home exams, please read carefully the instructions for the particular assessment or assignment. If you are still in doubt, email or call your professor for clarification.

To understand completely what we consider plagiarism, the following is our definition: (1) submitting work (or a part thereof) that belongs to another person or that has been written by someone other than you; (2) copying from a source without proper acknowledgment, quotation marks, or both; and (3) paraphrasing from a source without proper acknowledgment.

The simplest way to prevent plagiarism is to maintain proper attribution and citation techniques. As you write academic papers, you must conscientiously remember to attribute ideas and quotes when referring to the writings of others. The format in which you refer to another’s work will depend on the style guide preferred by the department offering your course. Your instructor will verify the style guide you should be using.

In view of the fact that each student has signed an honor pledge, it follows that each piece of work submitted by a student during the program is to be his or her own work unless prepared under alternate conditions specified by the faculty member in charge of the course. Enforcement of the Honor Code in the classroom and online is a responsibility which is shared by faculty and students. Instructors may, at their discretion and with the help of the student, exercise the option of identifying proctors for examinations.

PLAGIARISM POLICY

Plagiarism is defined best as stealing and passing off the ideas and/or exact words of another as your own. Unintentional plagiarism, where the plagiarism is the result of ignorance, poor writing skills, or mistakes in writing up citations in early drafts, is forgivable.

If you submit a final draft to an instructor or to a journal for publication with the words or ideas of another person consciously copied with or without citation, then you are guilty of plagiarism.

Thus, students in this program are trained to:

- Understand proper ways to cite and use material from others’ work
- Know the differences between citation, quotation, and plagiarism

Written work will be reviewed to detect plagiarism using the Safe Assign feature in Blackboard and other methods as necessary.

FACULTY ADVISOR

Upon acceptance into the PhD/EdD program, doctoral students will be assigned a faculty advisor for the purpose of assisting the students in development of a plan of study. Concentration Directors will act as advisors for students in each of the three concentrations. It is expected that the academic advisor will meet with the student on a regular basis to discuss academic progress, and to identify opportunities for collaborative research or teaching with faculty, and to suggest opportunities for scholarly activities such as presentations at national and international conferences. The advisor will also assist the student in selecting mentors for projects and experiences.

CURRICULUM AND PLAN OF STUDY

The 48-credit hour distance learning program is designed to be completed in 3 years: Two years of coursework with five (5) sixteen-week sessions with two-three courses per session, and one year for research and dissertation completion. The Contemporary Human Anatomy Education and the Ultrasound and Imaging Education concentrations include one-week residential practicums in the summer of year one and year two. The Program Schedule is included in the appendices. Important dates are indicated, such as graduation dates. Holiday breaks are indicated in red. A summary table of the Curriculum is also included.

The curriculum for the MHPE Doctoral Program has been constructed with the input from the course and program directors. The curriculum is designed to prepare educational leaders in various medical and health professions organizational settings. The PhD is a research-based terminal degree that allows individuals to work in academia or research at the university level. The EdD is a practice-based professional degree designed for educators looking to create change at an administrative level. The program provides advanced education in the areas of learning, assessment, curriculum, instruction, research, evaluation, leadership and professionalism with an emphasis on real-world, practical applications. The concentrations provide advanced education in Higher Education, Contemporary Human Anatomy Education, or Ultrasound and Imaging Education.
The plan of study will include coursework in the following areas*:*:

1. **Research Core: 9 hours**
   - MHPE 805 Applied Statistics
   - MHPE 806 Mixed Methods Research Designs
   - MHPE 807 or MHPE 702 Emergent Research Methods (PhD) or Program Evaluation (EdD)

2. **Content Core: 12 hours**
   - MHPE 800 Applied Learning Theories
   - MHPE 801 Instructional Methods
   - MHPE 802 Curriculum Development
   - MHPE 803 Assessment of Learning

3. **Practicum Credit: 3**
   - MHPE 707 Practicum
   - CHAE/USIE 708 Residential Practicum
   - CHAE/USIE 709 Residential Practicum

4. **Dissertation Credit: 12 hours**
   - MHPE 830 Candidacy Seminar
   - MHPE 804 Educational Scholarship Seminar
   - MHPE/CHAE/USIE 900, 901, 902 Research I, II, and III

5. **Concentration Courses: 12 hours**

<table>
<thead>
<tr>
<th>Higher Education (PhD or EdD)</th>
<th>Contemporary Human Anatomy Education (PhD)</th>
<th>Ultrasound and Imaging Education (PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHPE 710 Organization and Management in Higher Education</td>
<td>CHAE 800 Advanced Anatomical Sciences</td>
<td>USIE 800 Advanced Imaging, Physics &amp; Instrumentation</td>
</tr>
<tr>
<td>MHPE 815 Current Issues in Higher Education</td>
<td>CHAE 801 Advanced Medical Imaging in the Digital Environment</td>
<td>USIE 801 Advanced Clinical Ultrasound Scanning I</td>
</tr>
<tr>
<td>MHPE 820 Diversity in Higher Education</td>
<td>CHAE 802 Course Directing &amp; Program Management</td>
<td>USIE 802 Course Directing &amp; Program Management</td>
</tr>
<tr>
<td>MHPE 825 Data Science in Higher Education</td>
<td>CHAE 803 Advanced Dissection &amp; Preservation Methods or CHAE 804 Advanced Neuroscience</td>
<td>USIE 803 Advanced Clinical Ultrasound Scanning II</td>
</tr>
</tbody>
</table>

*Course descriptions can be found in Appendix A.
**Detailed course schedules for each concentration can be found in the Blackboard Resource Center.

Students complete coursework and interact with instructors and classmates through a distance education format utilizing the Blackboard (Bb) Learning Management System. The Contemporary Human Anatomy Education and Ultrasound Imaging Education concentrations include annual, one-week residential practicums held on-site at EVMS in Norfolk, VA. Upon successful completion of the program, students are awarded the Doctor of Philosophy or Doctor of Education degree and may use the initials PhD or EdD after their name.

**CURRICULUM TRANSITION POINTS**

1. Completion of required coursework
2. Candidacy exam (written and oral)
3. Oral defense of written dissertation prospectus
4. Oral defense of written dissertation
TIMELINE
The PhD/EdD Program Timeline table lays out a typical progression through the Curriculum and Instruction program for a full-time student.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Higher Education</th>
<th>Contemporary Human Anatomy Education</th>
<th>Ultrasound and Imaging Education</th>
</tr>
</thead>
</table>
| Fall   | Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
  Attend seminars.  
  Identify research project topic and begin review of literature. | Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
  Attend seminars.  
  Identify research project topic and begin review of literature. | Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
  Attend seminars.  
  Identify research project topic and begin review of literature. |

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Higher Education</th>
<th>Contemporary Human Anatomy Education</th>
<th>Ultrasound and Imaging Education</th>
</tr>
</thead>
</table>
| Spring | Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
  Attend seminars.  
  Continue literature review for research project.  
  Identify possible data sources for research project.  
  Attend/participate in EVMS Educational Scholarship Day. | Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
  Attend seminars.  
  Continue literature review for research project.  
  Identify possible data sources for research project.  
  Attend/participate in EVMS Educational Scholarship Day. | Take 2 graduate courses plus one credit hour Educational Scholarship Seminar.  
  Begin USIE 801-one credit hour scanning.  
  Attend seminars.  
  Continue literature review for research project.  
  Identify possible data sources for research project.  
  Attend/participate in EVMS Educational Scholarship Day. |

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Higher Education</th>
<th>Contemporary Human Anatomy Education</th>
<th>Ultrasound and Imaging Education</th>
</tr>
</thead>
</table>
| Summer | Take 1 graduate course, and one credit hour Educational Scholarship Seminar.  
  Complete 3-credit hour virtual practicum.  
  Begin to identify research methods for research project. | Take 1 graduate course, and one credit hour Educational Scholarship Seminar.  
  Complete 1.5-credit hour residential practicum.  
  Begin to identify research methods for research project. | Take 1 graduate course, and one credit hour Educational Scholarship Seminar.  
  Complete 1.5-credit hour residential practicum.  
  Continue USIE 801 and begin USIE 803-one credit hour scanning.  
  Begin to identify research methods for research project. |

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Higher Education</th>
<th>Contemporary Human Anatomy Education</th>
<th>Ultrasound and Imaging Education</th>
</tr>
</thead>
</table>
| Fall   | Take 3 (EdD) or 2 (PhD) graduate courses.  
  Write conference research proposal.  
  Confirm research method for research project.  
  Prepare for candidacy exam. | Take 2 graduate courses.  
  Write conference research proposal.  
  Confirm research method for research project.  
  Prepare for candidacy exam. | Take 2 graduate courses.  
  Complete USIE 801 and continue USIE 803-one credit hour scanning.  
  Write conference research proposal.  
  Confirm research method for research project.  
  Prepare for candidacy exam. |
### Term 5
**Spring**  
**Year Two**
- Take 2 (EdD) or 3 (PhD) graduate courses, along with Candidacy Seminar.
- Attend seminars and EVMS Educational Scholarship Day.
- Begin to develop Dissertation proposal.
- Submit research proposal for Academic/Professional conferences (depending on submission deadline).

### Term 6
**Summer**  
**Year Two**
- Take 2 graduate courses, along with Candidacy Seminar.
- Attend seminars and EVMS Educational Scholarship Day.
- Begin to develop Dissertation proposal.
- Submit research proposal for Academic/Professional conferences (depending on submission deadline).

### Term 7
**Fall**  
**Year Three**
- MHPE 901-Research II: Continue work on publishable research paper, and begin work on grant proposal.
- CHAE 901-Research II: Continue work on publishable research paper, and begin work on grant proposal.
- USIE 901-Research II: Complete publishable research paper, and grant proposal.
- Present and defend Dissertation.
- Participate in EVMS Scholarship Day.
- Graduation rehearsal.
- Graduation.

### Term 8
**Spring**  
**Year Three**
- MHPE 902-Research III: Complete publishable research paper, and grant proposal.
- CHAE 902-Research III: Complete publishable research paper, and grant proposal.
- USIE 902-Research III: Complete publishable research paper, and grant proposal.
- Present and defend Dissertation.
- Participate in EVMS Scholarship Day.
- Graduation rehearsal.
- Graduation.

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**PhD/EdD PROGRAM TIMELINE**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Higher Education</th>
<th>Contemporary Human Anatomy Education</th>
<th>Ultrasound and Imaging Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.</td>
<td>Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.</td>
<td>Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.</td>
</tr>
<tr>
<td></td>
<td>Attend seminars.</td>
<td>Attend seminars.</td>
<td>Attend seminars.</td>
</tr>
<tr>
<td></td>
<td>Identify research project topic and begin review of literature.</td>
<td>Identify research project topic and begin review of literature.</td>
<td>Identify research project topic and begin review of literature.</td>
</tr>
<tr>
<td>Term 2</td>
<td>Spring</td>
<td>Year One</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
Attend seminars.  
Continue literature review for research project.  
Identify possible data sources for research project.  
Attend/participate in EVMS Educational Scholarship Day. |

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Summer</th>
<th>Year One</th>
</tr>
</thead>
</table>
| Take 1 graduate course, and one credit hour Educational Scholarship Seminar.  
Complete 3-credit hour virtual practicum.  
Begin to identify research methods for research project. |

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Fall</th>
<th>Year Two</th>
</tr>
</thead>
</table>
| Take 3 (EdD) or 2 (PhD) graduate courses.  
Write conference research proposal.  
Confirm research method for research project.  
Prepare for candidacy exam. |

<table>
<thead>
<tr>
<th>Term 5</th>
<th>Spring</th>
<th>Year Two</th>
</tr>
</thead>
</table>
| Take 2 (EdD) or 3 (PhD) graduate courses, along with Candidacy Seminar.  
Attend seminars and EVMS Educational Scholarship Day.  
Begin to develop Dissertation proposal.  
Submit research proposal for Academic/Professional conferences (depending on submission deadline). |

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Spring</th>
<th>Year One</th>
</tr>
</thead>
</table>
| Take 3 graduate courses plus one credit hour Educational Scholarship Seminar.  
Attend seminars.  
Continue literature review for research project.  
Identify possible data sources for research project.  
Attend/participate in EVMS Educational Scholarship Day. |

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Summer</th>
<th>Year One</th>
</tr>
</thead>
</table>
| Take 1 graduate course, and one credit hour Educational Scholarship Seminar.  
Complete 1.5-credit hour residential practicum.  
Begin to identify research methods for research project. |

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Fall</th>
<th>Year Two</th>
</tr>
</thead>
</table>
| Take 2 graduate courses.  
Write conference research proposal.  
Confirm research method for research project.  
Prepare for candidacy exam. |

<table>
<thead>
<tr>
<th>Term 5</th>
<th>Spring</th>
<th>Year Two</th>
</tr>
</thead>
</table>
| Take 2 graduate courses, along with Candidacy Seminar.  
Attend seminars and EVMS Educational Scholarship Day.  
Begin to develop Dissertation proposal.  
Submit research proposal for Academic/Professional conferences (depending on submission deadline). |

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Spring</th>
<th>Year One</th>
</tr>
</thead>
</table>
| Take 2 graduate courses plus one credit hour Educational Scholarship Seminar.  
Begin USIE 801-one credit hour scanning.  
Attend seminars.  
Continue literature review for research project.  
Identify possible data sources for research project.  
Attend/participate in EVMS Educational Scholarship Day. |

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Summer</th>
<th>Year One</th>
</tr>
</thead>
</table>
| Take 1 graduate course, and one credit hour Educational Scholarship Seminar.  
Complete 1.5-credit hour residential practicum.  
Continue USIE 801 and begin USIE 803-one credit hour scanning.  
Begin to identify research methods for research project. |

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Fall</th>
<th>Year Two</th>
</tr>
</thead>
</table>
| Take 2 graduate courses.  
Complete USIE 801 and continue USIE 803-one credit hour scanning.  
Write conference research proposal.  
Confirm research method for research project.  
Prepare for candidacy exam. |

<table>
<thead>
<tr>
<th>Term 5</th>
<th>Spring</th>
<th>Year Two</th>
</tr>
</thead>
</table>
| Take 1 graduate course, along with Candidacy Seminar.  
Complete USIE 803-one credit hour scanning.  
Attend seminars and EVMS Educational Scholarship Day.  
Begin to develop Dissertation proposal.  
Submit research proposal for Academic/Professional conferences (depending on submission deadline). |
<table>
<thead>
<tr>
<th>Term 6 Summer Year Two</th>
<th>Term 7 Fall Year Three</th>
<th>Term 8 Spring Year Three</th>
</tr>
</thead>
</table>
| • MHPE 900-Research I: Present dissertation proposal, obtain IRB approval, and begin collection and analysis of data.  
• Submit proposal for Academic/Professional conferences (depending on submission deadline). | • CHAE 901-Research II: Continue collection and analysis of data, and draft dissertation components. | • USIE 901-Research II: Finalize and present research.  
• Participate in EVMS Scholarship Day.  
• Graduation rehearsal.  
• Graduation. |
| • Complete a 1.5 credit hour residential practicum.  
• CHAE 900-Research I: Present dissertation proposal, obtain IRB approval, and begin collection and analysis of data.  
• Submit proposal for Academic/Professional conferences (depending on submission deadline). | • Complete a 1.5 credit hour residential practicum.  
• USIE 900-Research I: Present dissertation proposal, obtain IRB approval, and begin collection and analysis of data.  
• Submit proposal for Academic/Professional conferences (depending on submission deadline). | • Complete a 1.5 credit hour residential practicum.  
• CHAE 902-Research III: Finalize and present research.  
• Participate in EVMS Scholarship Day.  
• Graduation rehearsal.  
• Graduation. |

Graduate students enrolled in the program are required to maintain continuous enrollment after initial matriculation. If a leave of absence from your program is needed, please follow the Graduate School’s leave of absence policy.

**TRANSFER POLICY**

Admitted students wishing to transfer in credits from other institutions should meet with their academic advisor and provide course syllabi and a copy of the academic transcript. Faculty will confer with the Program Directors to determine course transfer eligibility.

**PRACTICUM (HIGHER EDUCATION CONCENTRATION)**

The practicum is designed to demonstrate the student’s accumulated learning experience through an approved course design project. The goal of the practicum is to provide students with an in-depth supervised opportunity to apply academic theory and acquired skills gained in the four MHPE core teaching courses to design and develop a course in an online setting. Working as part of a simulated faculty team, students will completely develop all components of an online course learning environment. As part of the practicum, students are required to complete the Certificate in Online Quality Teaching, and work with the Distance Learning team to learn and apply the principles of online course design. Students will work closely with the program directors to identify a course topic. This is a virtual practicum that will be guided by faculty. This is a distance learning practicum. Travel to EVMS is not required.

**SUMMER RESIDENCY PRACTICUM (CONTEMPORARY HUMAN ANATOMY EDUCATION AND ULTRASOUND & IMAGING EDUCATION CONCENTRATIONS)**

Each summer, Contemporary Human Anatomy Education and Ultrasound & Imaging Education program participants will travel to EVMS, located in Norfolk VA for a one week, in-depth supervised opportunity to apply teaching knowledge and skills gained throughout the program. In addition, students will undergo technical skills proficiency assessment. Each summer residency will include a 1.5 credit hour course CHAE/USIE 708 and CHAE/USIE 709. See appendix A for detailed course descriptions. Students will be charged a $500 lab fee which covers lab specimens, consumables, and machine use access. Students will be responsible for housing and food expenses during both summer residencies.
ULTRASOUND CERTIFICATIONS

Students in the Ultrasound & Imaging Education concentration of the Medical and Health Professions Education Program can petition to receive up to 3 credits for RDMS ultrasound certifications received prior to matriculation into the program. Students must provide their certification number, and certifications will be evaluated based on time commitments required, and maintenance of active certification. Students receiving credit for prior certifications will be encouraged to complete an additional certificate as part of the program requirement.

STUDENT PUBLISHING POLICY

All scholarly work done as part of the requirements of completing the PhD/EdD in Medical and Health Professions Education must be attributed to EVMS, your advisor, the program director, and your local institution. The program director serves as a de facto member of each project and should be given attribution in the presentation or publication. All research involving human subjects, must go through the EVMS IRB process.

ANNUAL REVIEW

An annual review of the doctoral student’s progress in the program will be completed by the faculty advisor, and is required to be on file for each doctoral student by May 30. The purpose of this review is to evaluate the student’s progress and provide feedback. Your advisor will contact you each spring semester to schedule your review. Students will be evaluated based on progress and completion of activities in the PhD/EdD Program Timeline. A sample of the Annual Review form can be found in the DMPHE Resource Center on Blackboard.

PORTFOLIO

A portfolio is an organized collection of samples of your work that demonstrates skill or achievement. You will create an electronic MHPE Program Portfolio as part of the doctoral degree program. Your portfolio is a tool you can use to promote your knowledge, skills, and abilities related to medical and health professions education to future employers. Portfolio elements are also useful as references, reminding you of how a process could be completed. Details about portfolio elements can be found in the Blackboard DMHPE Resource Center.

CANDIDACY SEMINAR

Students will complete the Candidacy Seminar (MHPE 830) in the fifth term (spring, year 2). This is a pass/fail course designed to thoroughly evaluate the learner’s knowledge of medical and health professions education and their concentration using combined written and oral evaluation strategies and an evaluation of the learner’s educator portfolio. A preliminary research proposal must be presented and approved and dissemination outlet identified. Learners must successfully complete this course before moving on to complete their research.

Students will complete four components within the 16-week term:
1. Written review and oral presentation of literature related to medical and health professions education
2. Written review and oral presentation of the literature related to their concentration
3. Design and present a written research proposal
4. Submit all components of the educator’s portfolio

Each component will be reviewed and graded pass/fail by DMHPE directors.

Additional details about the Candidacy Seminar can be found in the Blackboard DMHPE Resource Center.

ADVANCEMENT TO CANDIDACY

MHPE doctoral students advance to candidacy upon successful completion of the Candidacy Seminar. At this point, students are considered Doctoral Candidates.

DISSERTATION

A dissertation is required for completion of the PhD/EdD degree. Students working on their dissertation register for MHPE/CHAE/USIE 900, 901, 902 Research I, II, and III. These credits allow the student to be enrolled at the institution, to work with their dissertation committee, and to receive the benefits of all university services.
PhD - Contemporary Scholarship Dissertation (CSD)

PhD students will complete a Contemporary Scholarship Dissertation (CSD). The CSD is an alternative dissertation format that meets the needs of students’ varying career goals, e.g. scholarship, teaching, or practice. The CSD follows Boyers’ Model of Scholarship Reconsidered (1990), where scholarship is conceptualized as: Scholarship of discovery, scholarship of integration, scholarship of application, or scholarship of teaching.

The Contemporary Scholarship Dissertation utilizes a five-part format that includes:

1. Introduction (10 pages)*
2. Conference research proposal (5-8 pages)
3. Publishable research paper (20-30 pages)
4. Grant proposal (10-20 pages)
5. Conclusion (5 pages)

Content must be related to medical and health professions education and the student’s concentration, and be presentable and publishable at education scholarship conferences and in education scholarship journals.

*Page numbers are estimations and are dependent on specific conference, publication, and grant requirements. Students will work with their dissertation chair to identify appropriate conferences, publication, and grant awarding institutions for their work.

EdD - Program Evaluation

EdD students will complete a Program Evaluation of a program within their own institution or career field. The goal of program evaluation is to collect, analyze, interpret, and communicate information about the workings and effectiveness of education programs. Program evaluation can aid in assessing the effectiveness of programs to inform decision making and provide accountability measures.

The EdD Program Evaluation Dissertation utilizes a four-part format that includes:

1. Introduction and literature review
2. Evaluation plan
3. Data analysis and interpretation
4. Conclusion and recommendations

Content must be related to medical and health professions education and the student’s concentration.

DISSERTATION COMMITTEE

The dissertation committee is made up of a Dissertation Chair, and two – three committee members. Concentration Directors will act as chairs for students in each of the three concentrations. The dissertation committee will be the examining body to determine if the student passes the written and oral presentation of the final dissertation. Committee members should be chosen carefully, and in consultation with the faculty advisor. Students can include up to one committee member who is external to EVMS.

DISSERTATION PROPOSAL

The dissertation process begins with development of a written research proposal developed in MHPE 830, Candidacy Seminar. Upon completion of the Candidacy seminar, the written proposal is submitted to the full committee for final approval. Once the committee approves the proposal, and pending Institutional Review Board approval of any proposed human subjects research, the research itself begins.

DISSERTATION WRITING STYLE GUIDELINES

DMHPE style and format guidelines should be followed to construct your dissertation in order to meet professional standards. A dissertation guide can be found in the DMHPE Resource Center on Blackboard. The Dissertation Guide will aid in formatting the final dissertation project. You should begin using the template as soon as your advisor recommends. Consult the APA Style Guide, 6th Editions for any additional questions about formatting.

DISSERTATION ORAL FINAL PRESENTATION
An oral defense of the dissertation is required. The format of the oral defense is determined by the dissertation committee with the approval of the program director. The defense is moderated by the dissertation committee chair. Although a successful oral defense of the dissertation could be considered the last hurdle for the PhD/EdD degree, there are usually edits, minor changes, and formatting to be accomplished before the student records are submitted for graduation.

**GRADUATION REQUIREMENTS**

**LENGTH OF TIME TO COMPLETE THE DOCTORAL DEGREE**

It is expected that students in the MHPE program will complete their requirements in three (3) calendar years. If the student has not completed the degree requirements at the end of the three year 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. This process is started by registering for an additional course by the third (3rd) week in May of their original graduation year. All requirements for the Medical and Health Professions Education PhD/EdD Program must be completed within five (5) calendar years from the time the student is matriculated into the program. The additional two years should only be permitted in unusual circumstances beyond the control of the student, such as prolonged illness of the student or dissertation advisor or interruptions caused by military duty obligations. Any proposed extension will be reviewed by the Director and Associate Director of the MHPE Doctoral Program.

**GRADUATION**

EVMS confers formal academic degrees at an annual graduation ceremony to students in degree granting programs. All candidates for academic degrees, who qualify during a given academic year, will be graduated at this ceremony regardless of the actual completion date of the degree requirements. Students may participate in commencement while still completing requirements; however, they will be presented with an empty diploma folder during the ceremony. The diploma will be sent after all degree requirements are completed. In order to participate in graduation, all degree requirements must be completed within 90 days after the date of graduation. The program director must see that all requirements have been completed or that adequate progress has been made one month prior to graduation or the student will not be approved to attend commencement (see Certification for Graduation form in Appendix B). The student must petition for approval to attend graduation one month prior if all requirements have not been met by completing the Requirements Have Not Been Met form (Appendix B).

The ceremony is conducted on the third Saturday in May. Caps and gowns for distance learning students are distributed on the day of graduation at Scope Auditorium in Norfolk, Virginia. A line-up sheet will also be given to inform graduates of the order of procession. Assistance will be provided for any questions or concerns.

Commencement exercises are part of a larger academic tradition. Commercial activity is incompatible with these exercises. Such activities are appropriately conducted during the rehearsal or at class banquets. Any public displays of graduation information and events must be approved by both the Chief Marshal and the Office of Institutional Advancement.

**ALUMNI**

As a PhD/EdD student your relationship with Eastern Virginia Medical School is lifelong. Your mentors will continue to follow your professional progress with pride and interest. When you complete your dissertation, your committee will welcome you to the community of scholars. At EVMS that community will be yours as you move into new roles and new organizations and mentor future emerging scholars. To get the most of your time here, we encourage engagement in academic and social activities across the institution. From the first day of orientation, you will be invited to share your research with on-campus symposia, to participate in lecture series, and to engage in professional development. You will be given advice, encouragement, and mentoring from a variety of people. As you become advanced scholars and doctoral candidates, you will deepen your collaborative relationship with faculty. Always remember that there will always be people here to help you overcome barriers and to celebrate your successes.

Welcome to the doctoral program at Eastern Virginia Medical School. We are excited to have your join our learning community.
APPENDICES

APPENDIX A: COURSE DESCRIPTIONS

MHPE RESEARCH CORE (ALL CONCENTRATIONS)

MHPE 805 Applied Statistics (3)

Learners will gain an understanding of the statistical tests used in medical and health professions education research. The focus is on understanding why a particular test is used and how to interpret and apply results obtained from each test. Utilizing SPSS statistical analysis software, learners will perform all statistical procedures related to descriptive statistics and inferential statistics such as t-tests, analysis of variance, correlation, regression, and chi-square. Visual representation of data will also be covered.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Develop proficiency in using SPSS software (CO1)
- Represent all types of data visually (CO2)
- Describe data (CO3)
- Conduct inferential statistics (CO4)
- Interpret inferential statistics (CO5)
- Write results in APA format (CO6)

MHPE 806 Mixed Methods Research Designs (3)

Learners will explore general qualitative/quantitative research methods used in medical and health professions education research. The course will include investigation of quantitative and qualitative research approaches, sampling techniques, validity, and ethical considerations. The goal of the course is acquisition of skills needed to understand, plan, manage, analyze and interpret studies where data is mixed (qualitative and quantitative).

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Recognize and be able to distinguish mixed methods research approaches and designs (CO1)
- Review and critique published research studies using mixed methods designs (CO2)
- Develop research questions and problem statements aligned with various research methodologies (CO3)
- Recognize the IRB process and develop an IRB application (CO4)
- Recognize ethical and political issues associated with research (CO5)
- Identify the structure and contents of a research proposal (CO6)

MHPE 807 Emergent Research Methods (PhD) (3)

Learners will explore emerging research methods in an effort to answer new research questions brought on by the increasingly globalized world and rapidly changing health care industry. Learners will identify emergent qualitative and quantitative research designs used in medical and health professions education research e.g. document research, ethnography, arts based research, structural equation modeling, and internet research. Learners will gain the skills and knowledge needed to design and conduct research studies that examine complex issues in a rapidly changing world.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Develop special knowledge of at least one emerging research method (CO1)
- Develop a research proposal based on an emerging research method for an academic conference (CO2)
- Develop an instrument to be utilized in a research study using an emerging method (CO3)
- Present a research proposal in an academic conference format including literature review, theoretical framework, problem statement, research question(s), and research methodology (CO4)

MHPE 702 Program Evaluation (EdD) (3)
This introductory course in program evaluation takes the learner from the beginnings of program evaluation as an academic discipline through current Logic Model-based evaluation that encompasses the ethical, political, and social landscapes within which an evaluation resides. Students will have an opportunity to design each step of an educational program evaluation beginning with an evaluability assessment. Diverse models focused on different stakeholder audiences and program goals will be implemented to evaluate real-life, ongoing educational programs selected by each student. Students will develop Logic Models to guide evaluation planning and implementation. Data collection and analysis plans will include quantitative, qualitative and mixed methods approaches. The course will culminate in presentation of an evaluation report based on data from actual educational programs.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:

- Describe the historical development of evaluation and understand key concepts and terminology used by evaluators (CO1)
- Identify the evaluation approach used for a community-based or medical education program described in the literature (CO2)
- Describe the steps in preparing the evaluation plan, including developing an evaluability Assessment (CO3)
- Develop an educational program-specific logic model (CO4)
- Identify appropriate designs for evaluation data collection, analysis, and reporting (CO5)
- Develop both written and oral evaluation reports (CO6)

MHPE CONTENT CORE (ALL CONCENTRATIONS)

MHPE 800 Applied Learning Theories (3) [Cross-listed with MHPE 600]

This course is an exploration of adult learning theory. Application of principles to medical and health professions education is expected. Learners successfully completing this course will explore major theorists in the field of adult learning and create an educational philosophy. Learners will create artifacts in an electronic portfolio to exemplify the application of seven areas of learning theory: assessment of prior knowledge, encoding and retrieval and knowledge, motivation for learning, mastery of learning, feedback and practice, course climate, and self-directed learning.

Course Objectives/Learning Outcomes: Upon completion of this course, students will apply the science of learning to education by:

- Assessing different adult learning theories (CO1)
- Applying adult learning theories to knowledge evaluation and construction (CO2)
- Evaluating knowledge assessment strategies (CO3)
- Illustrating how knowledge assessment strategies relate to curriculum and instruction design (CO4)
- Doctoral students only will:
  - Evaluate literature for application to medical and health professions education (CO5)
  - Create an argument for using educational strategies and support the argument with medical and health professions citations in APA format (CO6)

MHPE 801 Instructional Methods (3) [Cross-listed with MHPE 601]

This course prepares students with theoretic foundations and best practices to plan, apply, design, and evaluate appropriate instructional methods to enhance learner achievement. Application of principles to medical and health professions education is expected. Learners analyze a wide range of instructional methods including team-based, problem-based, inter-professional, outcome-based, experiential, indirect, and interactive in a variety of educational settings including small- and large-groups, clinical, bedside, ambulatory, community, rural, and distance.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:
Define the terms related to instructional methods, instructional decision-making, and instructional planning and evaluation (CO1)

Analyze learning situations in medical and health professions education settings (CO2)

Apply the instructional decision-making process including instructional intervention analysis, learner analysis, and learning environment analysis (CO3)

Plan instruction for an ethical and inclusive classroom based on Gagne’s Nine Events of Instruction (CO4)

Apply appropriate instructional methods for various types of instruction to meet the needs of diverse learner groups (CO5)

Create learning activities with chosen instructional methods for different learning outcomes (CO6)

Consider major variables critically when selecting, developing, and evaluating instructional materials including educational technology (CO7)

Additionally, doctoral students will be able to:

- Evaluate internal and external factors that can impact educational decisions within a learning situation (CO8)
- Make appropriate instructional decisions according to applied learning theories (CO9)
- Assess how external factors, such as funding and regulations, could impact their project and solutions that address those factors (CO10)
- Conduct a comprehensive evaluation of a variety of instructional methods with detailed analysis of strengths and limitations of each method (CO11)

MHPE 802 Curriculum Development (3) [Cross-listed with MHPE 602]

This course teaches a systematic curriculum development approach. Application of principles to medical and health professions education is expected. Educators and curriculum leaders will gain knowledge, skills, and experiences in multiple facets of curriculum development including curricula planning, design, development, implementation, evaluation, and improvement/revision. Learners will also explore the benefits and challenges related to the collaborative nature of curriculum development through practical examples and application of curricular planning models.

Course Objectives/Learning Outcomes: Upon completion of this course, students will apply the science of curriculum development to education by:

- Analyzing the required student performance and defining it in a task analysis (CO1)
- Describing the learners' characteristics and the learning context (CO2)
- Articulating curriculum goals and objectives (CO3)
- Conducting an ARCS learner motivation analysis of the target learner group (doctoral students only) (CO4)
- Designing targeted assessments (CO5)
- Designing and developing an instructional module that incorporates strategies appropriate to type of performance, learners and context (CO6)
- Defending the planned instructional strategies by identifying the research supporting the strategies in the given context (doctoral students only) (CO7)
- Developing an evaluation and revision schedule for the module (CO8)

MHPE 803 Assessment of Learning (3) [Cross-listed with MHPE 603]

This course prepares learners to design evidence-based assessment strategies to improve instructional effectiveness for faculty and learning outcomes for students. Application of principles to medical and health professions education is expected. A wide array of formative and summative assessment instruments and techniques will be explored and applied through practical application.

Course Objectives/Learning Outcomes: Upon completion of this course, students will apply the science of assessment of learning to education by:
• Articulating the key elements of assessment at different levels, as well as the difference between assessment with other similar education terms (CO1).
• Defining different types of assessments (CO2).
• Analyzing the components contributing to the assessment environment in a given learning environment (CO3).
• Constructing an effective assignment together with appropriate grading rubric (CO4).
• Describing different assessment tools and strategies and their application in healthcare settings (CO5).
• Constructing a comprehensive assessment plan following assessment organizing process (CO6).

Doctoral Students only:
• Analyzing the components contributing to the assessment environment in a complex clinical learning environment (CO7).
• Interpreting assessment results to inform current educational practice and plan for future improvement (CO8).

DISSERTATION CREDIT

MHPE 830 Candidacy Seminar (3)

This course is designed to thoroughly evaluate the learner’s knowledge of medical and health professions education and their concentration using combined written and oral evaluation strategies and an evaluation of the learner’s educator portfolio. A preliminary research proposal must be presented and approved and dissemination outlet identified. Learners must successfully complete this course before moving on to complete their research.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
• Communicate in writing a thorough understanding of the literature related to medical and health professions education (CO1)
• Deliver a 5 minute presentation of the literature related to medical and health professions education (CO2)
• Communicate in writing a thorough understanding of the literature related to their concentration (CO3)
• Deliver a 5 minute presentation of the literature related to their concentration (CO4)
• Design a written research proposal (CO5)
• Deliver a 5 minute presentation of the research proposal (CO6)
• Submit all components of the educator's portfolio (CO7)

MHPE 804 Educational Scholarship Seminar (1; repeated for a total of 3 credits)

The goals of the educational scholarship seminar are to explore opportunities for educational scholarship within medical and health professions education and to provide the student the opportunity to strengthen foundational skills necessary to achieve candidacy and subsequent successful completion of a contemporary scholarly project. Proposal writing, Institutional Review Board (IRB), manuscript preparation and options, publication in scholarly journals, educator portfolios, and grant preparation are core topics. The course will be repeated for a total of three credits.

Course Objectives/Learning Outcomes: Upon completion of the educational scholarship seminar course, students will:
• Analyze Boyer’s Model of Scholarship to determine how the categories relate to one another and to an overall structure or purpose within MHPE (CO1)
• Design an efficient literature review strategy (CO2)
• Present a critical analysis of scholarly ideas in a concise manner utilizing a variety of formats (CO3)
• Demonstrate the ability to work in teams to accomplish a common purpose (CO4)
• Lead a journal club discussion as a model of a community of practice for the purpose of disseminating the latest medical and health professions education literature and translating it into practice (CO5)
• Deliver thoughtful peer-critiques (CO6)
• Become comfortable utilizing educational technology to create a sense of community (CO7)
• Demonstrate the ability to follow the APA 6th edition style and format manual (CO8)

MHPE/CHAE/USIE 900 Research I (2)
Advisor approval required. The goal of this course is submission of the doctoral candidate’s research proposal to IRB and receiving approval to collect data.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Receive IRB approval for research (CO1)
- Collect data (CO2)
- Analyze data (CO3)

MHPE/CHAE/USIE 901 Research II (2)

Advisor approval required. Doctoral candidates will continue to collect and analyze their data and draft their final product.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Collect research data (CO1)
- Analyze research data (CO2)
- Draft final dissertation components (CO3)

MHPE/CHAE/USIE 902 Research III (2)

Advisor approval required. Doctoral candidates will successfully finalize and present their work.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Successfully present research (CO1)

MHPE/CHAE/USIE 905 Research Continuance (2)

Advisor approval required. Research Continuance allows doctoral candidates additional time, if needed to complete the dissertation.

HIGHER EDUCATION CONCENTRATION COURSES

MHPE 707 Practicum (3)

The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in the four MHPE core teaching courses – Applied Learning Theories, Instructional Methods, Curriculum Development, and Assessment of Learning. Working as part of a simulated faculty team, students will completely develop all components of an online course. This is a virtual practicum.

Course Objectives/Learning Outcomes: Upon completion of the educational scholarship seminar course, students will:
- Develop a course syllabus that provides the necessary information a student is required to have to be successful. (CO1)
- Create a course overview and introduction that uses best practices to prepare students for learning and engagement. (CO2)
- Compose learning objectives (Competencies) that are appropriate for the learner’s academic level that align to program or departmental goals. (CO3)
- Devise methods to adequately assess and measure student competence and performance while maintaining alignment with learning objectives. (CO4)
- Choose instructional materials that support student learning. (CO5)
- Formulate learning activities that take advantage of various learner interactions in order to maximize knowledge, understanding, and skills. (CO6)
- Adopt course technology that supports the course objectives and desired student outcomes for real world application. (CO7)
- Understand the institutional, program, and 3rd party resources that help in providing learner support. (CO8)
• Integrate accessibility and usability into the creation of all aspects of the course design and delivery process. (C09)

MHPE 710 Organization and Management in Higher Education (3)

Learners will research and understand higher education organizational structures and issues of oversight and will develop an understanding of how colleges and universities are governed. Who are the key decision makers at these institutions? What roles do various constituents such as board members, presidents, deans, faculty, staff, and students play? Learners will explore how organizational structures, culture, context, and characteristics influence institutional governance and decision making. Learners will become knowledgeable about the history of and current trends in the management and operations of higher education institutions with a focus on academic health centers. This course will make use of case studies, debates, and discussion of current events as a means to better understand higher education organization and management.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:

• Debate at least one current issue affecting higher education structure and governance e.g. diversity, law, policy, finance, accreditation, professional ethics & leadership, faculty governance, copyright and outside funding (CO1)
• Develop special knowledge of higher education structure and operations at one type of institution e.g. medical school, research university, community college, liberal arts college (CO2)
• Explore a topic of professional interest through the lens of a college or university (CO3)
• Design a mini-lecture and facilitate discussion of a chosen lecture topic (CO4)
• Question personal assumptions and consider multiple points of view when examining issues affecting higher education operations and management (CO5)
• Evaluate research articles, policy and legal briefs related to higher education management and oversight (CO5)

MHPE 815 Current Issues in Higher Education (3)

Learners will explore issues of contemporary concern among higher education practitioners, faculty, and administrators. The course utilizes a historical perspective to establish the background for the discussion of the issues influencing higher education today. Topics related to academic and student affairs in academic health centers will be identified and examined. Coursework and readings provide a nuanced understanding of differing perspectives on complex issues. Learners will utilize higher education research to examine issues, identify pros and cons, and challenge assumptions. Doctoral-level writing is emphasized.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:

• Develop special knowledge of at least one current issue affecting higher education professionals e.g. equity & access, free speech, diversity & inclusion, campus internationalization, and sexual assault (CO1)
• Connect historical developments in higher education with current issues (CO2)
• Debate at least one current issue in higher education, and identify how the issue impacts medical and health education students (CO3)
• Question personal assumptions and consider multiple points of view when examining issues affecting higher education professionals (CO4)
• Analyze empirical research articles and develop annotated bibliographies (CO5)

MHPE 820 Diversity in Higher Education (3)

Learners will reflect upon and articulate an understanding of representation of individuals (primarily students and faculty) from diverse backgrounds in institutions of higher education. The social, legal, and political discourse that has shaped education (knowledge making) in the United States and its impact on diversity in higher education will be explored. Learners will research and determine ways to address issues such as equity, bias, and access to high quality education and develop effective teaching strategies illustrating best practices in establishing ideal learning environments. Historical (semitexts dating back early as 1900) and dynamic, "real-time" literature and media will
be explored and further enriched through our active participation. Therefore, you are advised to follow the course through Blackboard (particularly Course Materials and Discussion Board) as assignments, requirements, and information may be updated.

Course Objectives/ Learning Outcomes: Upon completion of this course, students will:
- Analyze the history of knowledge production in the United States in the context of diversity and inclusion (CO1)
- Examine current state of access and inclusion in American higher education (CO2)
- Critically explore the experiences of students in dominant and non-dominant groups and the effect of diverse learning environments on the student outcomes (CO3)
- Articulate how one’s own identity formation shapes education experiences and continues to influence professional practice (CO4)
- Debate implications of diversity and inclusion for higher education (CO5)
- Formulate solutions, strategies, and practices for addressing those implications (CO6)

**MHPE 825 Data Science in Higher Education (3)**

Learners will gain a perspective on institutional research and data-driven decision making by exploring real-world institutional problems. The goal of the course is to help the learner acquire skills in asking data-driven questions, collecting and preparing data, mining data for patterns, developing institutional knowledge, and creating real predictive models.

Course Objectives/Learning Outcomes: Upon successful completion of this course students will:
- Analyze the current state of predictive analytics in higher education (CO1)
- Critically explore the misuse of data (CO2)
- Interpret regulations requiring the use of data (CO3)
- Articulate data-driven questions (CO4)
- Work with data sets to mine for patterns and develop knowledge (CO5)
- Conduct linear, multiple and logistic regression analysis (CO6)
- Explore the use of Naive Bayes Classification in higher education (CO7)
- Debate data-driven decision making (CO8)

**CONTEMPORARY HUMAN ANATOMY EDUCATION CONCENTRATION COURSES**

**CHAE 708 Residential Practicum (1.5) (Cross-listed with USIE 708)**

The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in Term 1 and Term 2 courses. This is a residential practicum where students will travel to Norfolk, VA to EVMS to participate in an intensive one-week residency training program.

Course Objectives/Learning Outcomes: Upon completion of the residential practicum, students will:
- Demonstrate advanced anatomical skills through dedicated dissection of the whole body (CO1)
- Demonstrate anatomy teaching and evaluation skills through peer review (CO2)
- Identify anatomy instruction best practices through instructor shadowing experience (CO3)

**CHAE 709 Residential Practicum (1.5) (Cross-listed with USIE 709)**

The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in Term 4 and Term 5 courses. This is a residential practicum where students will travel to Norfolk, VA to EVMS to participate in an intensive one-week residency training program.

Course Objectives/Learning Outcomes: Upon completion of the educational scholarship seminar course, students will:
- Demonstrate skills associated with various forms of preservation and advanced dissection techniques (CO1)
- Demonstrate preservation and advanced dissection teaching and evaluation skills through peer review (CO2)
- Create and set up dissection labs for CHAE 802 (CO3)

**CHAE 800 Advanced Anatomical Sciences (3)**
This course will provide exposure to the four cardinal anatomical sciences. Gross Anatomy, Micro Anatomy, Embryology & Neuroanatomy. The course will include anatomy, histology and embryology, and multiple neuroanatomy online lectures and labs to ensure students are well versed in each of the specialties.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:

- Infer function of anatomical and micro-anatomical structures (CO1)
- Apply principles of anatomic and micro-anatomical structure and function to clinical problems (CO2)
- Interpret medical and histological images (CO3)
- Relate human embryology to postnatal anatomical structure and clinical pathology (CO4)
- Effectively communicate knowledge and skills in the anatomical sciences (CO5)
- Summarize basic organization of the neurological exam (CO6)

CHAE 801 Advanced Medical Imaging in the Digital Environment (3)

The Advanced Medical Imaging course is a high level imaging course in which the students will have online components, live presentations in the radiology residency program and some shadowing experience in the clinical environment. Students will be expected to reflect on these experiences in a journal on how they would be employed in a teaching environment. Each will be required to produce an imaging teaching module and assessments around an area of imaging interest or assignment.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:

- Develop a deep understanding of how the digital practice of medical imaging and the technological aspects of imaging affect medical education and health care (CO1)
- Describe each imaging modality (CO2)
- Compare and contrast the benefits of each imaging modality and apply them to clinical scenarios and interpretation of images as related to medical education for undergraduate medicine or health professions (CO3)

CHAE 802 Course Directing and Management (3) (Cross-listed with USIE 802)

This course is designed to provide students a purposeful and mentored experience as a junior course director. Each student is assigned a mentor and a course so they can assist, shadow, and learn from an experienced course director. This is especially valuable in the management and logistics of courses that involve laboratories, donor materials/Standardized patients and the governing rules and regulations that are associated.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:

- Communicate course goals to students, faculty, and administration (CO1)
- Align course outcomes with institutional and professional society goals (CO2)
- Determine the most efficient content delivery and learning outcome methods (CO3)

CHAE 803 Advanced Dissection and Preservation Methods (3)

This course is designed to provide students exploration into the world of anatomical preservation and preparation. Students will be introduced to polyester slices, cold and room temperature plastination including the phases of dissection, dehydration, impregnation and polymerization. Students will have projects to design, develop and dissect a teaching tool using these techniques.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:

- Demonstrate knowledge associated with various forms of preservation and advanced dissection techniques (CO1)
- Perform plastination preparation in various forms (CO2)

CHAE 804 Advanced Neuroscience (3)

This is an integrated neuroscience course that includes molecular, cellular, developmental, anatomical, metabolic, physiologic, pathologic, immunologic, neurologic and psychiatric concepts. An underlying theme is the localization of
neural function and pathology in a clinically relevant manner that emphasizes networks rather than centers. Sequential building blocks are used to divide the nervous system into manageable parts, with each part being considered at several levels of clinical complexity. Course availability varies.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:
- Explain features of the nervous system from molecular to system levels that leads to the emergence of information processing and normal behavior (CO1)
- Evaluate neuronal substrates for control of internal milieu, sleep and arousal, mood and emotion, and higher cognitive functions (CO2)
- Demonstrate the ability to localize molecular/cellular and anatomical lesions in neurological and psychiatric diseases, including addiction, schizophrenia and other psychoses, neurodegeneration, seizure, stroke and migraine (CO3)

ULTRASOUND/IMAGING EDUCATION CONCENTRATION COURSES

USIE 708 Residential Practicum (1.5) (Cross-listed with CHAE 708)

The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in Term 1 and Term 2 courses. This is a residential practicum where students will travel to Norfolk, VA to EVMS to participate in an intensive one-week residency training program.

Course Objectives/Learning Outcomes: Upon completion of the educational scholarship seminar course, students will:
- Practice skills needed to set up and run a scan lab (CO1)
- Create white paper proposal for developing a scan lab (CO2)
- Demonstrate advanced clinical scanning and teaching technique (CO3)
- Facilitate educational lab (CO4)

USIE 709 Residential Practicum (1.5) (Cross-listed with CHAE 709)

The practicum provides students with an in-depth supervised opportunity to apply knowledge and skills gained in Term 4 and Term 5 courses. This is a residential practicum where students will travel to Norfolk, VA to EVMS to participate in an intensive one-week residency training program.

Course Objectives/Learning Outcomes: Upon completion of the educational scholarship seminar course, students will:
- Build educational components and manage logistics of a scan lab (CO1)
- Run and lead a scan lab (CO2)
- Demonstrate advanced clinical scanning and teaching technique (CO3)
- Manage and organize SPs and other facilitators in a train-the-trainer event (CO4)
- Grade and assess the event and participants (CO5)

USIE 800 Advanced Imaging, Physics and Instrumentation (3)

This course is designed as an online (synchronous) offering for students to improve their understanding of imaging mechanics, physics and instrumentation. Each student must successfully pass a practice SPI examination to complete the course successfully. For those that have not achieved a passing grade in the national SPI (Sonographic Physics and Instrumentation) examination they will attain eligibility status to sit the SPI exam. In addition to preparing students for the SPI examination students will develop an online module and prepare a series of relevant assessments for the module. This will also involve taking part in imaging modalities lectures through the radiology residency program and shadowing at the hospital with other imaging modalities. Each student will prepare and deliver a live lecture for faculty focused on an area imaging demonstrating their understanding of imaging physics and instrumentation and its application to ultrasound and imaging education.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:
- Demonstrate knowledge associated with describing the physics properties associated with US images and artifacts (CO1)
- Demonstrate skill associated with describing the physics properties associated with US images and artifacts (CO2)
• Demonstrate the ability to develop and deliver an US physics lecture at the undergraduate medical and health professions level relevant to bedside US (CO3)
• Demonstrate an ability to pass a practice SPI (Sonographic Physics and Instrumentation) exam (CO4)

**USIE 801/803 a,b,c Advanced Clinical Ultrasound Scanning (3)**

This course is divided into three one term sessions, one credit courses (a,b,c) that allow students to build their scan portfolio to meet the requirements of the chosen RDMS standard. In each term it is anticipated that the candidate would accomplish up to one third of the requirements for their chosen RDMS standard. Images and a journal record of scanning sessions is to be kept by each candidate in compliance with all HIPAA laws and regulations and turned in to the program for quality assessment and feedback on the progress.

**USIE 802 Course Directing and Management (3) (Cross-listed with CHAE 802)**

This course is designed to provide students a purposeful and mentored experience as a junior course director. Each student is assigned a mentor and a course so they can assist, shadow, and learn from an experienced course director. This is especially valuable in the management and logistics of courses that involve laboratories, donor materials/Standardized patients and the governing rules and regulations that are associated.

Course Objectives/Learning Outcomes: Upon completion of this course, students will be able to:
- Communicate course goals to students, faculty, and administration (CO1)
- Align course outcomes with institutional and professional society goals (CO2)
- Determine the most efficient content delivery and learning outcome methods (CO3)