



School of Health Professions

**Doctoral Program in Medical and Health Professions Education (PhD/EdD)
2021-2024**

**Master of Medical and Health Professions Education Program (MMHPE)
2021-2023**

**Certificate Programs
2021-2022**

Student Handbook

NOTE: This handbook reflects current institutional and program information, including admissions criteria and curricula. Information is subject to change.

TABLE OF CONTENTS

BRIEF MEDICAL AND HEALTH PROFESSIONS EDUCATION PROGRAM HISTORY	4
PURPOSE	4
MISSION STATEMENT	4
PROGRAM GOALS AND STUDENT LEARNING OUTCOMES	4
KEY PROGRAM CONTACT INFORMATION	5
PROGRAM FACULTY	5
STUDENT PHOTO IDENTIFICATION POLICY	5
REGISTRATION	5
COURSE REGISTRATION	5
STUDENT FINANCES	6
PAYMENTS	6
ATTENDANCE	6
<i>Course Withdrawal</i>	6
ACADEMIC INTEGRITY	6
GRADING POLICIES	7
GRADING SYSTEM	7
REPORTING OF GRADES	7
INCOMPLETES	7
FAILING GRADES	7
ACADEMIC PROBATION	8
STUDENT RESPONSIBILITIES	9
MAKE-UP POLICY	9
LATE ASSIGNMENTS	9
ONLINE COURSE PROCEDURES	9

EXAMINATION PROCEDURES _____	9
ASSIGNMENT PROCEDURE _____	9
GRADES _____	9
COURSE SURVEYS AND EVALUATIONS _____	9
INSTRUCTOR RESPONSE TIME _____	9
CLASS DEMEANOR _____	10
EMAIL _____	10
DISCUSSION BOARD AND OTHER COURSE ENGAGEMENT TOOLS _____	10
TROUBLESHOOTING _____	10
PROFESSIONALISM AND SCHOLARLY REQUIREMENTS _____	10
MHPE WRITING STYLE _____	10
STUDENT PUBLISHING POLICY _____	10
COPIED WORK _____	10
THE EVMS HONOR SYSTEM _____	11
FACULTY ADVISOR _____	11
ANNUAL REVIEW _____	11
PRACTICUM _____	11
TRANSFER POLICY _____	12
MHPE Certificate PLANs OF STUDY _____	12
MMHPE CURRICULUM AND PLAN OF STUDY _____	12
DMHPE CURRICULUM AND PLAN OF STUDY _____	13
DMHPE CURRICULUM TRANSITION POINTS _____	14
DMHPE TIMELINE _____	14
CANDIDACY SEMINAR _____	15
ADVANCEMENT TO CANDIDACY _____	15
DISSERTATION _____	15
PhD - Contemporary Scholarship Dissertation (CSD) _____	15
EdD - Program Evaluation _____	15
GRADUATION REQUIREMENTS _____	16
LENGTH OF TIME TO COMPLETE THE DEGREE _____	16
GRADUATION _____	16
ALUMNI _____	16

BRIEF MEDICAL AND HEALTH PROFESSIONS EDUCATION PROGRAM HISTORY

The Master of Medical and Health Professions Education (MMHPE) program began August 2015 and the Doctoral Program in Medical and Health Professions Education (DMHPE) (PhD or EdD) began in 2018. The MMHPE program is designed to prepare educational leaders in various medical and health professions organizational settings. The DMHPE 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 teaching and learning, and scholarship with an emphasis on real-world, practical applications. Doctoral concentrations are available in higher education (HE), contemporary human anatomy education (CHAE), and ultrasound and imaging education (USIE). Graduates of the MMHPE program may use the initials MMHPE after their name, and graduates of the DMHPE program may use the initials PhD or EdD after their name depending on the degree track selected.

The Master's and Doctoral Programs in Medical and Health Professions Education is administered within the School of Health Professions.

Program Director: Peggy Gesing, PhD (she/her)

Higher Education Concentration Director: Amanda Burbage, PhD (she/her)

Liaison to CHAE and USIE Concentrations: György Lonart, PhD (he/him)

Contemporary Human Anatomy Education Concentration Director: Richard Gonzalez, PhD (he/him)

Ultrasound and Imaging Education Concentration Director: Felicia Toreno, PhD (she/her)

PURPOSE

MISSION STATEMENT

EVMS's Medical and Health Professions Education (MHPE) Programs are dedicated to building a diverse, interprofessional learning community of scholars committed to advancing diversity, inclusion, equity and socially responsible education, research, and service in the health professions.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Students who enroll in the MHPE programs will engage in transformational learning that connects their experiences, coursework, and knowledge to develop a more sophisticated understanding of the world that informs their teaching, research, and professional practice.

MMHPE & DMHPE Program Goals & Student Learning Outcomes

PG 1: Health professions educators who exhibit cultural humility and sensitivity who are able to:

- SLO 1.1 Consider the diverse backgrounds of learners
- SLO 1.2 Design accessible learning environments
- SLO 1.3 Communicate educational content effectively to diverse student populations
- SLO 1.4 Assess educational outcomes
- SLO 1.5 Evaluate program effectiveness

PG 2: Contemporary health professions scholars who are able to:

- SLO 2.1 Consider the diverse backgrounds and perceptions of human subjects research populations
- SLO 2.2 Assess research quality for rigor and bias
- SLO 2.3 Adhere to legal and ethical research practices
- SLO 2.4 Communicate results effectively using bias-free language (*DMHPE Only*)
- SLO 2.5 Successfully defend a culminating research study (PhD)/program evaluation (EdD) (*DMHPE Only*)

PG 3: Community engaged health professions practitioners who are able to:

- SLO 3.1 Connect local, national, and global events with their teaching and leadership
- SLO 3.2 Apply principles of leadership in health professions education
- SLO 3.3 Participate in voluntary professional service at the institutional, regional, and/or national level (*DMHPE Only*)

KEY PROGRAM CONTACT INFORMATION

Administration of the Medical and Health Professions Education program 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. The Doctoral Program in Medical and Health Professions Education Program Handbook is a supplement to the EVMS Academic Catalog and School of Health Professions Policies and Procedures. Please refer to [these documents](#) for any institutional content not found in this handbook.

NAME	ADDRESS	PHONE	E-MAIL
Peggy Gesing, PhD (she/her) Program Director Higher Education Concentration Director Assistant Professor	Eastern Virginia Medical School Lester Hall, Room 316 651 Colley Avenue, Norfolk, VA 23507	757-446-7142	gesingme@evms.edu
Kathleen Gabana, Med (she/her) Distance Education Program Administrator	Eastern Virginia Medical School Waitzer Hall 735 Fairfax Ave., Norfolk, VA 23407	757-446-7063	gabanakm@evms.edu
Angel Baker (she/her) Distance Education Office Coordinator II	Eastern Virginia Medical School Waitzer Hall 735 Fairfax Ave., Norfolk, VA 23407	757-446-7935	bakerac@evms.edu
Tyrah Vann (she/her) Distance Education Distance Learning Specialist	Eastern Virginia Medical School Waitzer Hall 735 Fairfax Ave., Norfolk, VA 23407	757-446-0365	vannt@evms.edu

PROGRAM FACULTY

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

MHPE Full-time Faculty and Advisors	
Amanda Burbage, PhD (she/her)	Assistant Professor Director Higher Education Concentration
Peggy Gesing, PhD (she/her)	Assistant Professor Director Medical and Health Professions Education Programs
Richard A. Gonzalez, PhD (he/him)	Professor, Pathology & Anatomy Director Contemporary Human Anatomy Education Concentration
Felecia Toreno, PhD (she/her)	Professor, Pathology & Anatomy Director Ultrasound and Imaging Education Concentration
Gyorgy Lonart, PhD (he/him)	Professor, Pathology & Anatomy Associate Director and Liaison to CHAE and USIE Concentrations

STUDENT PHOTO IDENTIFICATION POLICY

Because the MMHPE & DMHPE programs are offered primarily online through Internet access, there is no need for distance learners to obtain a photo identification badge. 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. EVMS is transitioning to a new registration system so the remaining information may change during AY2020-21. This registration process will take place in the [myEVMS portal](#) and instructions are provided by the School of Health Professions Administrative Support team.

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 all MHPE programs 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.

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 certify attendance. Information about the course schedule, such as start and stop dates, is available in MHPE Resource Center (accessible to matriculating students via Blackboard Organizations). Failure to log into a course and miss important deadlines may lead to withdrawal from a course. Students should expect to commit 8-10 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.

COURSE WITHDRAWAL

All students in this program may withdraw from courses. Withdrawal will have financial and academic outcomes. Consult with an advisor or Program Director and review the policy in the [School of Health Professions Policies & Procedures](#).

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. More information may be found in the [EVMS Institutional Student Handbook](#).

GRADING POLICIES

GRADING SYSTEM

1. Course education format, method of grading, and objectives are communicated in writing on the course syllabus to students at the initiation of each course.
2. The requirements for grades are based on course policy and institutional guidelines. These requirements are communicated to students at the initiation of each course as documented on the course syllabus.
3. Grades affecting Grade Point Average (GPA)

<u>Grade/Percentile Points</u>	<u>Grade</u>	<u>Grades not affecting GPA:</u>
A (100-94)	= 4.00	AU = Audit
A- (93-90)	= 3.67	I = Incomplete
B+ (89-87)	= 3.33	P = Pass
B (86-84)	= 3.00	W = Official Withdrawal
B- (83-80)	= 2.67	WF = Unofficial Withdrawal
C+ (79-77)	= 2.33	
C (76-74)	= 2.00	
C- (73-70)	= 1.67	
D+ (69-67)	= 1.33	
D (66-64)	= 1.00	
D- (63-60)	= 0.67	
F (59 or less)	= 0.00	

REPORTING OF GRADES

1. The course instructor documents grades and provides constructive feedback in Blackboard.
2. The grades are entered into the grade data base and transferred onto student transcripts.

INCOMPLETES

The grade "I" indicates assigned work yet to be completed in each course or an approved absence from the final examination. In the MHPE program, 80% of a course must be completed before an Incomplete grade will be considered, and only in the case of documented extenuating circumstances. When an instructor assigns a grade of "I," a written agreement is prepared and signed by the instructor and student that specifies the work remaining to be completed and the time frame for doing so. The work should be completed as soon as possible, but not later than the mid-point of the following grading period/semester unless special written approval is granted by the Program Director for extraordinary circumstances. The student must petition the Program Director for such an extension at least two weeks before the end of the agreed upon deadline. Unless an extension has been approved by the Program Director, the "I" will convert to either an "F" or the grade as specified in the written agreement after the midpoint of the semester. An "I" grade may not be changed to a "W" under any circumstances.

FAILING GRADES

1. Students must complete all coursework with a "B-" or better and an overall GPA 3.0 or above.
2. Students who fail a course by earning a C+ or below will be placed on academic probation (see below), and may be required to re-enroll in that same course at the discretion of the Program Director. If allowed to retake a course, due to the course sequence, students who failed a course must wait to retake it until the next time the course is offered.
 - a. Students may repeat a course only once.
 - b. Students are responsible for all tuition and fees for a course that is repeated. The tuition and fees will be based on the current per credit hour rate.
3. The grade earned for the repeated course will appear on the transcript with the previously failed course grade.

4. Students unable to improve a failing grade after re-taking a course may be dismissed from the Medical and Health Professions Education program.
5. Students who fail (earn a C+ or below) more than one course per semester may be dismissed from the program.
6. Students who fail (earn a C+ or below) more than one course during the Medical and Health Professions Education may be dismissed from the program.

ACADEMIC PROBATION

1. Students may be placed on academic probation if their term or cumulative grade point average drops below 3.0.
2. Students who earn a C+ or below for a course will be placed on academic probation (refer to items 5 & 6 in the prior section regarding failing grades in more than one course).
3. Students may be placed on academic probation for non-academic concerns for student conduct, professional performance, or not meeting technical standards for the profession.
4. Students may be placed on academic probation for failure to comply with the attendance policy for required orientation, program events/meetings, and or class attendance.
5. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in its next offering, at the discretion of the faculty and Program Director.
6. The student progress committee can review and recommend one of the following options to the Program Director:
 - a. Dismissal from the program
 - b. Opportunity to return to restart the program or repeat coursework
7. Students on probation or at risk for probation must meet frequently with their faculty advisor to discuss academic progress, study habits, test-taking skills, and professional progress.
8. Students who have been found to be in violation of the Academic Integrity Standards or Honor Code may be subject to processes and consequences as outlined in the [EVMS Institutional Student Handbook](#).
9. Students on academic warning or probation will meet with the Program Director to develop a written action plan.
10. Students who do not complete academic action plans (warning, or probation) may be dismissed from the program.
11. Students are responsible for all tuition and fees to retake courses and to fulfill requirements of academic action plans to satisfy degree requirements.
12. The student may be notified by the Program Director in writing at the end of the academic semester that they have one semester to increase the grade point average to 3.0 or above.
13. Students unable to increase their grade point average to 3.0 or above during the semester of academic probation may be dismissed from the Medical and Health Professions Education Program.
14. Students on Academic Probation for non-academic concerns may be dismissed from the program if they do not fulfill the requirements of the academic action plan.

STUDENT RESPONSIBILITIES

Each student is responsible for:

1. Complying with evaluation requirements of each course.
2. Ascertaining their own evaluation results.
3. Seeking faculty assistance in correcting unsatisfactory or marginal performance.
4. Completing an evaluation of each course and course instructor.
5. Attending all scheduled synchronous class sessions as noted on the course syllabus.
6. Actively engaging in course discussions via discussion boards, VoiceThread etc. Active engagement includes contributing to the discussion, responding to prompts, and returning to discussions throughout the discussion period.
7. Attending mandatory program meetings as announced by the program.

MAKE-UP POLICY

Students who are unable to meet the deadline for submission of assignments, must communicate with the course instructor or course director. Failure to do this will result in a zero grade for the assignment. 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.

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. 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 electronically for plagiarism 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. All parts of an assignment must be completed in order to receive credit for the assignment.

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 faculty to report the problem. If you do not receive a response from the course faculty within one week, contact the Program Director.

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 Program Director.

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. Students may view faculty calendars through the Outlook Web Application by adding the calendar through the directory.

DISCUSSION BOARD AND OTHER COURSE ENGAGEMENT TOOLS

The Discussion Board, VoiceThread, Panopto, 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 engages in discussion board forums and/or VoiceThread presentations, and Panopto 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 typically 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. Forums like discussion boards and VoiceThread may require multiple inputs and responses throughout the module. 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](#).

PROFESSIONALISM AND SCHOLARLY REQUIREMENTS

MHPE WRITING STYLE

The MHPE program uses the 7th edition of the American Psychological Association (APA) Manual of style formatting and citation for all assignments. If you have a question about formatting that you need help with that is not covered elsewhere, please consult the [APA Style Guide, 7th Edition](#). We strongly recommend purchase of the: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC. Work that is not submitted in APA 7th format will not be accepted.

STUDENT PUBLISHING POLICY

All scholarly work done as part of the requirements of completing the MHPE program must be attributed to EVMS, your advisor, the program director, and your local institution. Consult authorship guidelines posted in the MHPE Resource Center (accessible to matriculating students via Blackboard Organizations). All research involving human subjects, must go through the [EVMS IRB process](#).

COPIED WORK

Students are expected to do their own work. Turning in a written assignment that is believed to be another person's work, collaboration, or self-copied will be considered cheating. Students who turn in copied work, work that is not

original, and in compliance with APA 7th guidelines for original work will receive a zero (0) for the assignment and will be issued a written warning. Upon receipt of the written warning, students must initiate a meeting with the Program Director. Students found to have cheated on/copied a second assignment may be dismissed from the program.

PowerPoint Presentations, other electronic or printed materials in the classroom and on Blackboard Printed matter, videos, and other electronic materials to include all PowerPoint presentations viewed on Blackboard or in the classroom are copyrighted materials owned by the author(s) and/or Eastern Virginia Medical School. These materials are never to be copied or transferred electronically outside of the program or the school for any reason without the written permission of the author of the presentation(s). Doing so risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the program or school.

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 professional or 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 falsified work or work of another as one's own. Any student who fails to abide by the Honor Code is subject to processes and outcomes as described in the [EVMS Institutional Student Handbook](#) which range from advisement meetings to dismissal from the program.

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 an assessment or in professional contexts, review instructions or seek clarification.

To understand completely what we consider copying, 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; and (4) self-copying or reusing your own work (e.g., previous assignments, publications) without substantial modification for the purposes of the assessment. The simplest way to prevent copying is to maintain proper attribution and citation techniques in compliance with APA 7 guidelines.

In view of the fact that each student has signed an honor pledge, it follows that all student work product, professional, publication, and academic submitted by a student while matriculating is to be their own, fully complying with the spirit of honorable and professional conduct. Enforcement of the Honor Code in the classroom and online is a responsibility which is shared by students, faculty, proctors, and administrators.

FACULTY ADVISOR

Upon acceptance into the MHPE program, students will be assigned a faculty advisor. 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 at least once per semester 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. Students are encouraged to utilize the MHPE Resource Center (accessible to matriculating students via Blackboard Organizations) to answer questions about the program and prepare for meetings with their academic advisor.

ANNUAL REVIEW

An annual review of the MHPE student's progress in the program will be initiated by the student by submitting the electronic Annual Review form found in the MHPE Resource Center (accessible to matriculating students via Blackboard Organizations). Completion of this form and consultation with the faculty advisor must be documented in the students advising file by August 15 and continued until MMHPE graduation or DMHPE advancement to candidate status.

PRACTICUM

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 MHPE core teaching courses to design and develop a course in an online setting. This is a virtual/distance learning practicum that will be guided by faculty. Travel to EVMS is not required.

TRANSFER POLICY

Requests to transfer graduate credits from another accredited U.S. or Canadian institution are considered on an individual basis after students are admitted to the MHPE program. International credits are reviewed case-by-case. Students may transfer up to 9 (MMHPE) or 12 (DMHPE) graduate credit hours, if the following conditions hold:

- Graduate course credits were completed at an accredited U.S. or Canadian institution and are reflected on an official transcript
- Transfers can feasibly occur within the five-year matriculation limit of this MHPE program
- Grade earned is a B or better

All requests must be made by the end of the student's first term in the program. Students who wish to request that graduate credits be transferred into the MHPE program must submit a copy of the syllabus for the course to the program director who will consult with teaching faculty as appropriate and render a decision. Approved transfer grades are included on student's transcript; however, transfer grades are not included in semester or cumulative GPA calculations.

MHPE CERTIFICATE PLANS OF STUDY

MHPE certificates are 9-credit hour distance learning certificates designed to be completed in 1 year: one course per three (12 – 16 week) consecutive terms. Certificates are offered in Scholarship, Simulation Program Management and Teaching. Students may transfer certificate credit into the MMHPE or DMHPE program per the transfer policy. The Program Schedule is included in the Blackboard MHPE Resource Center (accessible to matriculating students via Blackboard Organizations). Important dates, such as graduation dates and holidays are found on the [EVMS Academic Calendar](#).

MMHPE CURRICULUM AND PLAN OF STUDY

MMHPE is a 31-credit hour distance learning program designed to be completed in 2 years: two courses per five (12 – 16 week) consecutive terms plus the 1-credit Capstone. The Program Schedule is included in the Blackboard MHPE Resource Center (accessible to matriculating students via Blackboard Organizations). Important dates, such as graduation dates and holidays are found on the [EVMS Academic Calendar](#).

The MMHPE program is designed to prepare educational leaders in various medical and health professions organizational settings.

The plan of study will include coursework in the following areas:

1. Teaching and Learning Core: 9 hours
 - MHPE 608 Sociocultural Contexts of Teaching and Learning
 - MHPE 609 Designing Educational Experiences
 - MHPE 610 Practicum
2. Context & Leadership Core: 18 hours
 - MHPE 615 Current Issues in Higher Education
 - MHPE 704 Simulation in Healthcare
 - MHPE 614 Organization & Management in Higher Education
 - MHPE 625 Data-based Decision Making
 - MHPE 702 Program Evaluation
 - MHPE 720 Diversity in Higher Education
3. Research Core: 4 hours
 - MHPE 708 Capstone
 - MHPE 715 Educational Scholarship Methods

DMHPE CURRICULUM AND PLAN OF STUDY

DMHPE is a 48-credit hour distance learning program designed to be completed in 3.5 - 4 years: Seven (12 – 16 week) terms of coursework over 2 academic years with 6 – 7 credit hours per term and one year for research and dissertation completion. The Program Schedule is included in the Blackboard MHPE Resource Center (accessible to matriculating students via Blackboard Organizations). Important dates, such as graduation dates and holidays are found on the [EVMS Academic Calendar](#).

The curriculum for the DMHPE 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 teaching and learning, and scholarship 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: 18 hours
 - MHPE 702 Program Evaluation
 - MHPE 705 Applied Statistics
 - MHPE 715 Educational Scholarship Methods
 - MHPE 806 Mixed Methods Research Design
 - MHPE 807 Advanced Research Methods
2. Teaching and Learning Core: 9 hours
 - MHPE 720 Diversity in Higher Education
 - MHPE 808 Sociocultural Contexts of Teaching and Learning
 - MHPE 809 Designing Educational Experiences
 - MHPE 810 Practicum
3. Dissertation Credit: 12 hours
 - MHPE 804 Educational Scholarship Seminar
 - MHPE 830 Candidacy Seminar
 - MHPE/CHAE/USIE 900 Research
4. Concentration Courses: 9 hours

Higher Education (PhD or EdD)	Contemporary Human Anatomy Education (PhD)	Ultrasound and Imaging Education (PhD)
MHPE 814 Organization and Management in Higher Education	CHAE 800 Advanced Anatomical Sciences	USIE 800 Advanced Imaging, Physics & Instrumentation
MHPE 815 Current Issues in Higher Education	CHAE 801 Advanced Medical Imaging in the Digital Environment	USIE 801 Ultrasound Competency and Assessment
MHPE 825 Data-based Decision Making	CHAE 803 Contemporary Approaches to Teaching Anatomy	USIE 802 POCUS Scanning & Educational Approaches: Limbs and H&N
		USIE 803 POCUS Scanning & Educational Approaches: Cavities and Program Management

Students complete coursework and interact with instructors and classmates through a distance education format

utilizing the Blackboard Learning Management System.

DMHPE CURRICULUM TRANSITION POINTS

1. Completion of required coursework
2. Candidacy seminar and candidacy exam
3. Oral defense of written dissertation prospectus
4. Oral presentation of written dissertation

DMHPE TIMELINE

The PhD/EdD Program Timeline table lays out a typical progression through the Curriculum and Instruction program for a full-time student.

PhD/EdD PROGRAM TIMELINE	
Term 1 Fall Year One	<ul style="list-style-type: none"> • Take 2 graduate courses plus one credit hour Educational Scholarship Seminar. • Attend seminars. • Identify areas of research interest and begin review of literature. • Add Term 1 elements to portfolio.
Term 2 Spring Year One	<ul style="list-style-type: none"> • Take 2 graduate courses plus one credit hour Educational Scholarship Seminar. • Attend seminars. • Continue literature review for dissertation. • Identify possible data sources for dissertation. • Attend/participate in EVMS Educational Scholarship Day. • Add Term 2 elements to portfolio.
Term 3 Summer Year One	<ul style="list-style-type: none"> • Take 2 graduate courses. • USIE Concentration take an additional one credit ultrasound competency assessment. • Complete virtual practicum. • Begin to identify research methods for dissertation. • Conduct annual review with faculty advisor. • Add Term 3 elements to portfolio.
Term 4 Fall Year Two	<ul style="list-style-type: none"> • Take 2 graduate courses plus one credit hour Educational Scholarship Seminar. • Narrow dissertation question, methods and datasets. • Add Term 4 elements to portfolio.
Term 5 Spring Year Two	<ul style="list-style-type: none"> • Take 2 graduate courses. • Decide firm direction for dissertation. • Attend seminars and EVMS Educational Scholarship Day. • Add Term 5 elements to portfolio.
Term 6 Summer Year Two	<ul style="list-style-type: none"> • Take 2 graduate courses. • Conduct annual review with faculty advisor. • Prepare for candidacy seminar by organizing course notes and drafting a dissertation proposal. • Submit proposal for Academic/Professional conferences (depending on submission deadline). • Add Term 6 elements to portfolio.
Term 7 Fall Year Three	<ul style="list-style-type: none"> • Complete Candidacy Seminar: exam, portfolio submission, dissertation proposal. • Secure dissertation committee • Advance to Doctoral Candidacy. • Meet with advisor to plan dissertation credits.
Term 8 Spring Year Three	<ul style="list-style-type: none"> • MHPE 900-Research. • Present and defend dissertation proposal to dissertation committee. • Obtain IRB Approval • Participate in EVMS Scholarship Day.
Term 9 Summer Year Three	<ul style="list-style-type: none"> • MHPE 900-Research: Work with Dissertation Committee to conduct research and write dissertation.
Term 10	<ul style="list-style-type: none"> • MHPE 900-Research: Defend dissertation

PhD/EdD PROGRAM TIMELINE	
Fall Year Four	<ul style="list-style-type: none"> Participate in commencement hosted annually in May

Students are admitted into one of three concentrations: Higher Education PhD or EdD, Contemporary Human Anatomy Education PhD, or Ultrasound and Imaging Education PhD. Students must remain in their admitted concentration throughout the duration of the program. Students wishing to take courses in a second concentration may do so only after completing all coursework in their admitted concentration. 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 institution's leave of absence policy. More information may be found in the [EVMS Institutional Student Handbook](#).

CANDIDACY SEMINAR

Students will complete the Candidacy Seminar (MHPE 830) in their final term prior to enrolling in MHPE/CHAE/USIE 900 Research. This is a pass/fail course designed to thoroughly evaluate the student's knowledge of medical and health professions education and their concentration using combined written and oral evaluation strategies including a candidacy exam and evaluation of the student's educator portfolio. A preliminary research proposal must be presented and approved, and dissemination outlet identified. Students must successfully complete this course before moving on to complete their dissertation research.

ADVANCEMENT TO CANDIDACY

MHPE doctoral students advance to candidacy upon successfully passing the candidacy exam during MHPE 830 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 Research. 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. Students may not begin data collection until successfully defending their dissertation proposal to their dissertation committee and obtaining IRB approval.

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' scholarship of discovery model.

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

1. Introduction
2. Conference research proposal
3. Publishable research paper
4. Grant proposal
5. Conclusion

The dissertation must include a section relating content 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.

EdD - Program Evaluation

EdD students will complete a Program Evaluation of a program within their own institution or career field. The Program Evaluation follow Boyers' scholarship of application. 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 five-part format that includes:

1. Introduction
2. Literature review

3. Methodology/Evaluation Plan
4. Data analysis and interpretation
5. Conclusion and recommendations

The dissertation must include a section relating content to medical and health professions education and the student's concentration.

**Additional details about the dissertation process can be found in the DMHPE Dissertation Guide in the MHPE Resource Center on Blackboard.*

GRADUATION REQUIREMENTS

LENGTH OF TIME TO COMPLETE THE DEGREE

It is expected that students in the MMHPE program will complete their requirements in 2 calendar years and that DMHPE students will complete their requirements in 3.5 - 4 calendar years. If the student has not completed the degree requirements at the end of the four-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 Master's Program must be completed within three (3) calendar years from the time the student is matriculated into the program. All requirements for the Medical and Health Professions Education PhD/EdD Program must be completed within six (6) calendar years from the time the student is matriculated into the program.

Years beyond the projected time to completion 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. In unusual circumstances, extensions may be granted by the program director.

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 ceremony is conducted on the third Saturday in May. Caps and gowns for distance learning students are distributed on the day of graduation, typically 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. More information may be found in the [EVMS Institutional Student Handbook](#).

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 MHPE 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 be people here to help you overcome barriers and to celebrate your successes.

Welcome to the certificate, Master's and Doctoral Medical & Health Professions Education program at Eastern Virginia Medical School. We are excited to have you join our learning community.