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BRIEF MEDICAL AND HEALTH PROFESSIONS EDUCATION PROGRAM HISTORY

The Master of Medical and Health Professions Education (MMHPE) program began August 2015. The MMHPE program is designed to prepare educational leaders in various medical and health professions organizational settings. 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. Graduates of the program may use the initials MMHPE after their name.

The MMHPE program is administered from within the School of Health Professions. The Program Director is Cynthia P. Cadieux, PhD, RDN, FAND. The Program Associate Director is Peggy Gesing, PhD.

PURPOSE

MISSION STATEMENT

The mission of the EVMS Master of Medical and Health Professions Education program (MMHPE) is to prepare educational leaders in various medical and health professions organizational settings by providing advanced education in the areas of learning, assessment, curriculum, instruction (including simulation), research, evaluation, leadership, and professionalism with an emphasis on real-world, practical applications.

PROGRAM GOALS and STUDENT LEARNING OUTCOMES

Graduates of the Master of Medical and Health Professions Education Program (MMHPE) are prepared to be educational leaders who are:

Goal 1: skilled educators as evidenced by
- SLO 1.1 applying adult learning theories to create effective learning experiences.
- SLO 1.2 designing evidence-based MHPE instruction appropriate to audience and context.
- SLO 1.3 constructing a unit of instruction integrated within a larger curriculum.
- SLO 1.4 developing evidence-based assessment tools.

Goal 2: reflective leaders as evidenced by
- SLO 2.1 constructing a professional leadership development plan.

Goal 3: discriminating scholars as evidenced by
- SLO 3.1 demonstrated ability to differentiate Boyer’s four models of scholarship.
- SLO 3.2 connecting scholarship to the educational design process.
- SLO 3.3 critiquing contemporary MHPE-related published works.
- SLO 3.4 presenting collaborative research project findings.

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.
KEY PROGRAM CONTACT INFORMATION

Administration of the Medical and Health Professions Education master’s 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.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
<th>E-MAIL</th>
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</thead>
<tbody>
<tr>
<td>Cynthia Cadieux, PhD, RDN, FAND Program Director Associate Professor</td>
<td>Eastern Virginia Medical School Lester Hall, Room 317 651 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>MMHPE Faculty and Advisors</th>
<th>Position and Department</th>
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<tbody>
<tr>
<td>Cynthia P. Cadieux, PhD, RDN, FAND</td>
<td>Associate Dean for Educational Assessment and Evaluation Director, Medical and Health Professions Education Programs Director, Distance Education</td>
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<td>Heather Newton, EdD</td>
<td>Assistant Professor, Department of Pediatrics Director, GME Educational Programs</td>
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<td>Brielle Ashley, MEd&amp;HD</td>
<td>Educator, EVMS Associate Director, Distance Education</td>
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<td>David Bilberry, MEd</td>
<td>Educator, EVMS Instructional Designer, Distance Education</td>
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<tr>
<td>Mekbib Gemeda</td>
<td>VP, Diversity and Inclusion</td>
</tr>
<tr>
<td>Amanda Burbage, PhD</td>
<td>Educator, EVMS Instructional Designer, Distance Education</td>
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TECHNICAL STANDARDS

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

1.0 Observation Skills Technical Standard

1.1 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

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

2.2 Indicators include, but are not limited to, these examples:
   - 2.2.1 Clear, efficient, and intelligible articulation of spoken English language. Legible, efficient, and intelligible written English language.
   - 2.2.2 Accurate and efficient English language reading skills.
   - 2.2.3 Accurate and efficient, expressive and receptive communication skills. Ability to accurately follow directions (oral and written).

3.0 Critical Reasoning Skills Technical Standard

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

3.2 Indicators include, but are not limited to, these examples:
   - 3.2.1 Demonstrate ability to measure, calculate, reason, analyze, integrate, and synthesize information.
   - 3.2.2 Demonstrate ability to acquire, retain, and apply new and learned information.

4.0 Motor and Sensory Function Technical Standard

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

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

5.0 Behavioral and Social Attributes Technical Standard

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

5.2 Indicators include, but are not limited to, these examples:
   - 5.2.1 Possess the emotional health required for full utilization of mental faculties (judgment, orientation, affect, and cognition).
   - 5.2.2 Ability to develop mature and effective professional relationships with faculty and other members of the educational and healthcare team.
   - 5.2.3 Possess personal qualities that facilitate effective therapeutic interactions (compassion, empathy, integrity, honesty, benevolence, confidentiality).
   - 5.2.4 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.
   - 5.2.5 Display appropriate flexibility and adaptability in the face of stress or uncertainty in teaching and learning environments.
   - 5.2.6 Compliance with standards, policies, and practices set forth in the Program Handbook.
STUDENT PHOTO IDENTIFICATION POLICY

Because the MMHPE program is offered entirely online through Internet access, there is no need for distance learners to obtain a photo identification badge. However, 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 term. 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 my EVMS 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 term 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 term. Your first invoice will include tuition and student fees less your acceptance deposit.

PAYMENTS

Tuition payments for the Medical and Health Professions Education Master’s Program must be paid by the first day of each term, 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 term. 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 http://www.evms.edu/financial-aid/office-of-financial-aid-html. 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 term begins, the students are notified of new course openings. It is a requirement for all MMHPE 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 this handbook (Program Schedule), the DE Orientation Course program specific folder, and the
MMHPE Class Calendar. Failure to log in to a course and miss important deadlines may lead to withdrawal from a course. Student should expect to commit 8-10 hours per week to each 3-credit 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.

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. 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 VoiceThreads, 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. In an accelerated eight-week course, make-up work is generally not allowed. 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 MMHPE program is monitored at the individual course and term 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 term with individual course directors as needed to evaluate student progress at the course level. At the end of the term, the student GPA is evaluated by the Program Director. Since the students in the MMHPE 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 term.

**MMHPE 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 term 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 term 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 term.
4. No student may remain on probation for more than two consecutive terms. Any student who fails to attain a cumulative GPA of 3.00 or higher after two terms 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- 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.

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

STUDENT DISABILITY SERVICE STATEMENT

EVMS is dedicated to providing reasonable accommodations to qualified students with a documented disability. The student must self-identify with the Office of Student Disability Services as having a disability to begin the accommodation process. It is in the best interest of the student to begin the accommodation process as soon as you are aware that you may need them, as accommodations are not retroactive. All students must be able to fulfill the academic and technical standards of their academic program with or without reasonable accommodations; however accommodations are made available to aid in fulfilling those standards, not to waive them. If you have, or believe you have, a disability for which you wish to request accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, you must contact the EVMS Disability Officer StudentDisability@EVMS.EDU. For more information about the disability accommodations process, please visit: http://www.evms.edu/education/additional_resources/disability_guide_for_students/

PROFESSIONALISM AND SCHOLARLY REQUIREMENTS

MMHPE WRITING STYLE

The MMHPE program uses the 6th 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, 6th Edition. (http://www.apastyle.org/).

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 MMHPE 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.

GRADUATION REQUIREMENTS

LENGTH OF TIME TO COMPLETE THE MASTER’S DEGREE

It is expected that students in the MMHPE program will complete their requirements in two (2) calendar years. If the student has not completed the degree requirements at the end of the two 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. The student’s advisor and the program director must approve this petition. 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. 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 commencements 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, practicum advisor, and/or Student Progress Committee must see that all requirements have been met before progressing to graduation. The program director, practicum advisor, and/or Student Progress Committee must see that all requirements have been completed or that adequate progress has been made (including the Practicum project) one month prior to graduation or the student will not be approved to attend commencement (form Certification for Graduation in Appendices). 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 (Appendices).

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.

STUDENT PUBLISHING POLICY

Authorization for publishing any or all of your practicum project as a meeting abstract, meeting poster, book chapter, or article in a scientific journal must be sought from your practicum advisor(s) and the program director. All scholarly work done as part of the requirements of completing the Master’s 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.

CURRICULUM
A summary table of the Curriculum is included in the Appendices.

The curriculum for the MMHPE 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 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 31-credit hour distance learning program is designed to be completed in five (5) 16-week terms. Students will take two courses at a time over the 16-week term with the exception of the final spring term when the 1-credit Capstone is also taken.

- MHPE 608 Sociocultural Contexts of Teaching and Learning
- MHPE 615 Current Issues in Higher Education
- MHPE 609 Designing Educational Experiences
- MHPE 720 Diversity in Higher Education
- MHPE 700 Leadership and Professionalism
- MHPE 610 Practicum
- MHPE 715 Educational Scholarship Methods
- MHPE 702 Program Evaluation
- MHPE 704 Simulation in Healthcare
- MHPE 614 Organization and Management in Higher Education
- MHPE 708 Capstone

Students complete coursework and interact with instructors and classmates through a distance education format utilizing the Blackboard (Bb) Learning Management System. Upon successful completion of the program, students are awarded the Master of Medical and Health Professions Education (MMHPE) degree and may use the initials MMHPE after their name.

**COURSE DESCRIPTIONS**

Sociocultural Contexts of Teaching and Learning
The goals of this course are to provide learners with a strong background for designing educational experiences, planning educational programs, and conducting research on a variety of teaching and learning-related questions. Application of principles to medical and health professions education is expected. The course is designed to help participants consider the meaning of learning and the various contextual factors that influence the learning process in higher education. This course explores the application of learning science in the design of learning environments. Learners evaluate inclusive, diverse, and equitable educational environments and use insights to improve practices, as well as the technologies higher education institutions use to document and assess learning.

Current Issues in Higher Education
Learners identify and reflect on core issues in higher education and investigate competencies necessary for educational leaders to demonstrate effectiveness in leadership around these issues. Application of principles to medical and health professions education is expected. Topics related to academic and student affairs will be identified and examined. Learners are expected to develop a professional development plan for addressing gaps in knowledge, skills, and abilities around identified issues.

Designing Educational Experiences
This course prepares learners 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 will analyze a wide range of instructional methods and then design an array of formative and summative assessments utilizing evidence-based assessment instruments and techniques.

Diversity in Higher Education
Learners will reflect upon and articulate an understanding of ethnic and cultural diversity in higher education. Application of principles to medical and health professions education is expected. Learners will research and determine ways to address issues such as equity, unconscious bias, and access to high-quality education and develop effective teaching strategies illustrating best practices in establishing ideal learning environments.

Leadership & Professionalism
This course will expose learners to effective leadership approaches and skill sets. Topics will include fundamentals of leadership, leadership and professionalism self-assessment, leadership philosophy, professionalism, essential leadership and professionalism skills, modeling best leadership practices and behaviors, ethics in leadership, institutional and program accreditation, handling conflict, and emerging issues. Learners will apply this learning to their professional life through a series
of practical exercises.

Practicum
The practicum provides students with an in-depth supervised opportunity to apply knowledge 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.

Educational Scholarship Methods
Within the context of Boyer's four models of scholarship, this course provides the knowledge necessary to understand the purposes and processes of research using an expanded definition of scholarship that goes beyond the scholarship of discovery (research) to include the scholarship of integration, the scholarship of application, and the scholarship of teaching. The course will also introduce students to quantitative and qualitative design approaches, examine foundational issues of research from both quantitative and qualitative perspectives, and build skills for interpreting and evaluating research including criteria for evaluating empirical studies, particularly in the social sciences and in education.

Program Evaluation
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.

Simulation in Healthcare
This course will examine the use of medical modeling and simulation as instructional and assessment tools of the modern health professions educator. Participants will explore the key features of simulation-based healthcare education that lead to effective learning, evaluate the range of simulation methodologies, and critically review current research and trends in simulation-based education and assessment. Participants will apply learning with a systematic instructional design process to develop a practical simulation-based teaching and/or assessment project by the end of the course.

Organization and Management in Higher Education
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.

Capstone
The capstone experience provides the learner the opportunity to present a program portfolio demonstrating achievement of all program goals and student learning outcomes.
APPENDICES
CERTIFICATION FOR GRADUATION
Master of Medical and Health Professions Education Program

This form will be completed and submitted by the Program Administrator. After Program Director signature is obtained, the student will be allowed to graduate. To be completed by MHPE Office.

Name: _________________________________________________________________________________
Last Name    First Name    Middle Initial
Student ID#: ____________  Entry Year:  ____________ Concentration: ______________________

Indicate the status of the following:

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Please check all of the required courses that must be completed prior to graduation:

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TOTAL CREDIT HOURS 31

Upon completion of the above, this student will have completed all requirements for the Master’s degree.

______________________________________________________  _____________________________
Program Director        Date
REQUIREMENTS HAVE NOT BEEN MET
Petition to Attend Graduation or Graduate with Your Cohort
Master of Medical and Health Professions Education Program

This form must be completed and returned one month prior to graduation (the third week in April). This form is required by all graduates who have not completed all degree requirements but would like to attend graduation or would like to officially graduate in the academic year under which you entered the program, (i.e. Class of 2022). Not only must the form be filled out and signed by you, you must email and obtain the appropriate signatures for approval to attend graduation as indicated below.

By completing this form and signing it, you are indicating that your portfolio will be completed, as well as any outstanding requirements, by the end of the third week of August of your graduation year. Any others signing this form must agree that you will likely finish within the 90-day post-graduation cutoff.

If you will not be able to complete the requirements within the 90-day cutoff, you will receive further instructions from the program director.

<table>
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List of Requirements Not Met

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## CURRICULUM
Master of Medical and Health Professions Education Program Class of 2022

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