



ELON  
graduate catalog 2004-2005

MBA • M.Ed. • DPT

*Elon University offers exceptional graduate programs that are built upon the liberal arts and sciences and offer excellent professional preparation. The Martha and Spencer Love School of Business, which offers the MBA, is one of only three business schools at private institutions in North Carolina accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the highest standard of achievement for business schools worldwide. The M.Ed. is offered through Elon's School of Education, which is accredited by the National Council for Accreditation of Teacher Education (NCATE). The physical therapy department at Elon offers the DPT and has earned accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Each of the three graduate programs is stamped with Elon's distinctive academic approach, combining rigorous intellectual activity and practical experience. Small classes and creative, dedicated faculty make the Elon graduate experience personal, challenging and exciting. I welcome your interest in graduate education at Elon and encourage you to discover whether it is right for your future.*

Sincerely,

A handwritten signature in black ink that reads "Leo Lambert". The signature is written in a cursive style with a large, prominent "L" and "B".

Leo M. Lambert  
President, Elon University

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# GRADUATE EDUCATION AT ELON

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Located in the beautiful Piedmont section of North Carolina, Elon University has earned a regional and national reputation for excellence both in undergraduate and graduate programs. Academic innovation is the hallmark of an Elon education, and the Master of Business Administration (MBA), Master of Education (M.Ed.) and Doctor of Physical Therapy (DPT) programs exemplify Elon's commitment to combining a stimulating classroom environment with opportunities to apply knowledge in a practical setting.

## ***MBA***

In the Elon MBA program, graduate students develop leadership skills. They learn the theories and concepts inherent in the disciplines of accounting, business administration and economics, and they prepare for business careers involving global markets and sophisticated information technology. The distinctive program includes a regularly scheduled international trip exposing students to foreign markets and the global economy. A 21-month Fast Track or 33-month Career Track program is available for full-time working professionals.

## ***M.Ed.***

The M.Ed. program offers graduate licensure in elementary education (K-6) or special education (K-12). In the M.Ed. program, students hone skills for assessing and implementing appropriate curricula, remediating or adapting curricula for special needs students, and planning and conducting behavior management programs. While skill development is an important aspect of the program, empowering teachers to make professionally mature curricular decisions and developing leadership skills in communication, collaboration, team building and research are emphasized. The M.Ed. Summer Cohort program provides licensed teachers the opportunity to complete the degree in just three summers. The Advanced Track option allows students with degrees outside education to obtain initial and advanced licensure in elementary education.

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### ***DPT***

Graduate students enrolled in the Doctor of Physical Therapy program have unique opportunities to practice specific learning objectives in a variety of clinical settings. The partnership between Alamance Regional Medical Center and Elon's Department of Physical Therapy offers students a wealth of clinical and research opportunities. The philosophy of the DPT program emphasizes critical thinking, active learning, strong clinical experiences, and inquiry-based approaches to treatment and research. The program produces graduates who are highly skilled clinician generalists and compassionate individuals, well prepared for leadership as key members of a health care team.

### ***VISITING AND CONTACTING CAMPUS***

Visitors to the university are welcome at all times. Administrative offices are open Monday through Friday from 8 a.m. until 5 p.m. The Office of Graduate Admissions is located on the Elon campus in the Powell building, suite 101, and can be reached at 336-278-7600 or 800-334-8448, ext. 3 (Fax: 336-278-7699). You may also wish to contact us by e-mail at [gradadm@elon.edu](mailto:gradadm@elon.edu). If an application is not included with this catalog, please download one from Elon's Graduate Admissions Web site: [www.elon.edu/graduate](http://www.elon.edu/graduate).

# INTRODUCTION

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## ***THE MISSION OF ELON UNIVERSITY GRADUATE PROGRAMS***

Through its graduate programs, Elon University gives students the opportunity to acquire a high level of competence in their fields of interest and to gain significant experience in the application of advanced knowledge and skills. Graduate programs offered at Elon foster a stimulating intellectual community based upon close interaction with faculty, academic engagement with peers in and out of the classroom, and a university environment fully committed to supporting inquiry and research. Graduates from Elon's advanced degree programs are prepared to assume positions as active professionals committed to continued learning and to the advancement of their professions.

Elon University offers graduate programs that are:

- Connected to the university's undergraduate programs, building on existing strengths and contributing to the enhancement of the quality of the undergraduate experience
- Committed to the broad perspective of arts and sciences
- Distinctive, excellent in overall quality and responsive to the needs of society
- Committed to the intellectual growth and development of each student
- Supportive of both faculty and student scholarly activity and its dissemination to the appropriate community of scholars and practitioners.

## ***HISTORY***

Elon University is a private, co-educational, comprehensive university. Founded in 1889 by the Christian Church (now United Church of Christ), it is the third largest of North Carolina's 36 private colleges and universities.

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During the 1980s, Elon experienced a decade of unprecedented growth. During this time, applications doubled and enrollment increased 35 percent, making Elon one of the fastest-growing institutions in the region. Dozens of academic and student life programs were added to enrich the quality of an Elon education. Special classes and volunteer programs were developed to provide students with leadership and service opportunities. In fall 1984, the university began offering a Master of Business Administration degree through the Martha and Spencer Love School of Business. In fall 1986, a Master of Education degree was added, and in 1997, a Master of Physical Therapy degree program was established. In 2003, the Doctor of Physical Therapy replaced the MPT.

Also during the '80s and '90s, the university's physical plant grew. Total campus acreage doubled, square footage of buildings increased and significant new facilities were added, including **Carol Grotnes Belk Library**, featuring 75,000 square feet with 195 computers, networked study rooms and multimedia and audiovisual stations; **Dalton L. McMichael Sr. Science Center**, providing 81,000 square feet of research laboratories, high-tech instrumentation and computer technology; **Moseley Campus Center**, a 74,000-square-foot student center; and **Koury Center**, a physical education, athletics and recreation complex.

As a result of these accomplishments, the 2004 *U.S. News & World Report's America's Best Colleges* ranked Elon 9th among 131 Southern colleges and universities.

## **LOCATION**

Elon's historic campus is ideally situated on almost 580 acres in central North Carolina, adjacent to Burlington, a city of 50,000. Elon's brick sidewalks, arches and state-of-the-art facilities are surrounded by majestic oak trees all over campus. The university is a 40-minute drive from UNC-Chapel Hill and Duke University, and 30 minutes from Greensboro, a city that regularly offers major concerts and sporting events. A dozen other colleges and universities are less than an hour away.

Airline services are conveniently located at the Piedmont Triad International Airport in Greensboro and at the Raleigh-Durham International Airport. Amtrak serves Greensboro and Raleigh with daily connections to Burlington.

## **DEGREES AND MAJORS**

Elon University offers 50 major fields of study leading to the bachelor of arts, bachelor of fine arts or bachelor of science degree. The university also offers a dual-degree engineering program in cooperation with Columbia University, Georgia Tech, North Carolina A&T State University, North Carolina State University, Virginia Tech and Washington

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University (St. Louis).

Elon's graduate programs include a Master of Business Administration (MBA) at the Martha and Spencer Love School of Business, a Master of Education (M.Ed.) with specialty areas in elementary and special education, and a Doctor of Physical Therapy (DPT).

### **ENROLLMENT**

With approximately 225 graduate and 4,400 undergraduate students, Elon is smaller than most universities. Students come from 47 states and 36 countries, with 70 percent of enrollment coming from outside North Carolina. At Elon you won't be lost in a crowd, but you will meet and interact with many new people.

### **ACCREDITATION**

Elon University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; phone: 404-679-4501) to award bachelor's and master's degrees and the DPT.

The Master of Business Administration program is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

The Master of Education program is accredited by the National Council for Accreditation of Teacher Education and by the North Carolina State Department of Public Instruction.

The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

### **LIBRARY/TECHNOLOGY CENTER**

The state-of-the-art Belk Library features the latest in information technology and is located at the center of campus, convenient to all graduate classrooms. It is uniquely designed to integrate print, electronic and audiovisual resources, with an extensive program of research, tutoring and technical support available during all hours of operation to assist students and faculty. Nearly 200 Macintosh and Windows desktop computers and wireless laptop computers offer access to the online catalog and the Internet. Students can choose among a wide variety of individual and group study spaces while using the more than 240,000 volumes, government documents and media resources. More than 27,000 online journals are available, as well as an extensive video and audio collection.

Belk Library also houses the Tutoring and Writing Center and the Faculty Resource Center. Please visit [www.elon.edu/library](http://www.elon.edu/library) for more information.

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### **WRITING ASSISTANCE AND COMPUTER SERVICES**

Elon has a well-established writing center located in Belk Library. Graduate students seeking assistance with writing may utilize the services of the center, including one-on-one tutoring, without charge. Graduate students may use computer labs with Internet access, and they can set up free e-mail accounts. Staff members are available to provide assistance. There are more than 620 computer work stations on campus in 19 computer labs.

### **CAREER SERVICES AND PROFESSIONAL PLACEMENT ASSISTANCE**

The Career Center, located in Duke building, assists graduate students individually as they identify their career direction and finalize their career search. The Career Center has incorporated modern technology to provide effective student/employer matches and to assist students in accessing current employer literature. Programs for graduate students include resume referral to employers, individual job search assistance, job vacancy lists, and workshops on resume writing and job interviewing. For details, please visit [www.elon.edu/careers](http://www.elon.edu/careers).

### **PARKING**

Student parking at Elon is convenient and easily accessible. No parking fees apply for graduate students enrolled in the MBA or M.Ed. program. For full-time students enrolled in the DPT program, the annual fee is \$30.

### **THE GRADUATE ADMISSIONS PROCESS**

Elon's admissions policy encourages the selection of students who have demonstrated both academic ability and talent in their field. Each application is considered in light of all completed academic work, test scores, evidence of leadership and motivation, work history, credentials and letters of recommendation.

Applicants should consult the section in this catalog dealing with their desired degree for specific admissions requirements. This information, as well as an application, can also be obtained from the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244** or the **Elon Graduate Admissions Web site at [www.elon.edu/graduate](http://www.elon.edu/graduate)**. Please note that undergraduates are not permitted to register for graduate courses.

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## ***BASIC REQUIREMENTS***

- Evidence of an earned bachelor's degree from an accredited college or university
- Strong undergraduate record
- Official transcripts of all undergraduate and any graduate studies completed or taken
- Three letters of recommendation
- TOEFL scores for international students, unless English is the student's native language or the language of instruction

## ***APPLICATION PROCEDURES, TESTING, TRANSFER CREDITS AND GRADUATE PROGRAM COSTS***

Since all of Elon's graduate programs differ in application procedures, testing, transfer credits and program costs, graduate students should consult the section in this catalog dealing with their desired degree for program-specific information.

## ***FORMS OF FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS***

Elon is committed to assisting eligible students in securing the necessary funds for their graduate school program. To the extent possible, eligible students receive assistance through careful planning and through accessing various forms of financial assistance.

In order to receive any type of university, state or federal funding, students must demonstrate satisfactory academic progress toward the completion of graduate degree requirements. No financial assistance is offered until an applicant has been accepted for admission to a graduate program.

Financial assistance programs vary by source, eligibility criteria and application procedures. Financial aid packages may consist of all self-help or a combination of self-help and loan assistance. Applying early for financial aid improves your chances of getting the maximum assistance for which you are eligible.

### ***Elon University Payment Program***

Elon offers a payment plan to all graduate students for both the fall and spring semesters. The plan requires an initial payment of one-third of the total cost of the program with the remainder divided into two equal payments. For further information on this payment plan, contact the Office of Graduate Admissions at 800-334-8448, ext. 3. Students must submit a new application for each semester.

In addition, the university accepts VISA, MasterCard and Discover Card for payment of tuition and books.

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### ***Academic Management Services***

Academic Management Services offers a 10-month payment plan option for DPT students. For more information, call 866-884-8466.

### ***Federal Stafford Loan (Subsidized)***

Low-interest loans may be awarded to fully admitted students who register for at least six hours and who demonstrate financial need. These loans are federally guaranteed. With these loans, no interest accrues, nor is any payment due, until six months after the student graduates or ceases to be enrolled at least half-time. Students must file the Free Application for Federal Student Aid (FAFSA) and the Elon University Financial Aid Form to be considered for this program. These forms are available in the Financial Planning Office, 336-278-7640.

### ***Federal Stafford Loan (Unsubsidized)***

Low-interest loans may be awarded to fully admitted students who are enrolled at least half-time. Students do not need to demonstrate financial need to qualify for this program. These loans are federally insured, and no payment of principal is due until six months after the student ceases to be at least a half-time student or graduates. However, borrowers do not qualify for the federal interest subsidy, and interest accrues while the student is enrolled in school. Students must file the FAFSA and the Elon University Financial Aid form to be considered for this program. These forms are available in the Financial Planning Office, 336-278-7640.

### ***North Carolina Student Loan Program for Health, Science and Mathematics***

Need-based loans are available for residents of North Carolina who are unconditionally accepted into a graduate program in mathematics, health or science fields. These loans are administered by the North Carolina State Education Assistance Authority. For a brochure and application, call 800-600-3453, visit [www.CFNC.org](http://www.CFNC.org) or write N.C. Health, Science and Math Student Loan Program, P.O. Box 14223, Research Triangle Park, NC 27709-4223.

***Please note that federal and state loan programs are not available to international students.***

### ***American Physical Therapy Association***

Doctor of Physical Therapy students are encouraged to contact the American Physical Therapy Association at 800-999-2782 to obtain the Financial Assistance Resource Guide. This publication lists scholarships,

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awards, grants and fellowships available to students and physical therapists. Minority students are encouraged to request the Minority Scholarship Financial Aid Information Packet. Copies are available in the Financial Planning Office and the Department of Physical Therapy Education.

### ***Private Sources***

Many companies, corporations, foundations and school systems offer assistance to students based on a variety of qualifications. Students should investigate policies of their employers and check with the many local civic organizations to determine the availability of such funds and their application procedures.

## **ACADEMIC REGULATIONS**

### ***COURSE REGISTRATION***

Registration information is available to all students prior to registration. Students are expected to register themselves on the designated days in August, January, May/June and July. Registration includes academic advising, selection of courses and payment of fees. As part of the preregistration/registration process, graduate faculty are available to offer advice concerning scheduling of courses and assisting with registration.

Undergraduates are not permitted to register for graduate courses.

### ***CHANGES IN CLASS SCHEDULE***

The university reserves the right to cancel or discontinue any course because of small enrollment or for other reasons deemed necessary. In order to assure quality instruction, the university reserves the right to close registration when the maximum enrollment has been reached and to make changes in schedule and/or faculty when necessary.

### ***DROPPING COURSES***

A student may officially drop any class with a “W” (withdraw without penalty) halfway through the term, which includes the week of examinations. The withdrawal period applies to programs following the regular semesters and the summer sessions. After that date, no class may be dropped. Any exception to this policy is the responsibility of the appropriate academic dean’s office.

A course dropped without permission of the Registrar is automatically graded “F”

A student who withdraws from the university for any reason (except for a medical reason) receives grades of “W” if the withdrawal is before

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the designated half-term time period. After this time a student will receive a “W” or “F” depending on his/her grades at the time of withdrawal.

### **GRADUATE GRADING SYSTEM AND QUALITY POINTS**

Graduation is dependent upon the quality as well as the quantity of work completed.

Letter grades are used. They are interpreted in the following table, with the quality points for each hour of credit shown at right:

Grade		Quality Points
A	Distinguished	4.0
A-	Excellent	3.7
B+	Above average	3.3
B	Average	3.0
B-	Below average	2.7
C	Unsatisfactory	2.0
F	Failure	0
I	Incomplete	0
WD	Medical withdrawal	0
W	Withdrawal	0
NR	No report	0

*Pluses and minuses added to the letter grade pertain only to the MBA and DPT programs. Grades of “A” through “F” are permanent grades and may not be changed except in case of error. After a professor has certified a grade to the Registrar, he or she may change it before the end of the next regular grading period. The change must be made in writing and have the written approval of the program director/committee chairperson.*

An “I” grade signifies incomplete work because of illness, emergency, extreme hardship or self-paced courses. It is not given for a student missing the final examination unless excused by the Dean of Academic Affairs upon communication from the student. After the date designated on the appropriate academic calendar, “I” grades automatically change to “F” unless an extension is granted by the Dean of Academic Affairs.

### **GRADE POINT AVERAGE (GPA)**

The grade point average is computed by dividing the total quality points on work attempted at Elon University by the number of hours attempted, except for courses with grades of “WD,” “W” or “S.”

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## **CONTINUATION STANDARDS AND GRADUATION REQUIREMENTS**

Since all of Elon's graduate programs differ in continuation standards and graduation requirements, graduate students should consult the section in this catalog dealing with their desired degree for program-specific information.

## **ACCESS TO STUDENT EDUCATIONAL RECORDS**

Elon University complies with the Family Educational Rights and Privacy Act of 1974. This act protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the act.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

## **TRANSCRIPTS OF STUDENT RECORDS**

Requests for copies of a student's record should be made to the **Office of the Registrar, 100 Campus Drive, 2106 Campus Box, Elon, NC 27244**. All graduate transcripts reflect the student's complete graduate academic record. No transcripts will be issued without the written authorization of the student. No transcript is issued for a student who has a financial obligation to the university.

## **CHANGES**

Adequate notice will be given to enrolled students as changes are made in the graduate programs.

## **POLICIES**

Instructional and financial policies not covered in this document will follow those printed in the official Elon University Academic Catalog. Students may obtain a copy of this catalog from the **Office of Admissions, 100 Campus Drive, 2700 Campus Box, Elon, NC 27244**. The catalog is also available online at [www.elon.edu/catalog](http://www.elon.edu/catalog).

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# THE M B A

*master of*  
*business administration*

# P R O G R A M



The mission of Elon University's Martha and Spencer Love School of Business is "to provide instruction and experiences for our students so they graduate with the knowledge, skills and character essential for responsible business leadership in the 21st century."



***AN OUTSTANDING EDUCATIONAL OPPORTUNITY***

To succeed and to progress in their careers, modern managers need to be strong leaders, effective communicators and marketing experts. They must also be well versed in mathematics, accounting, economic theories, financial issues, legal perceptions and organizational structures. These managers must recognize ethical issues and social changes which impact both their organizations and the business community. They must have a sophisticated appreciation of the private enterprise market system as well as an understanding of the global market economy.

The Martha and Spencer Love School of Business MBA program is designed to help today's managers meet the challenges of a progressively dynamic, less predictable, more closely-knit business world. The program prepares individuals to make the next step in career development, personal growth and career advancement.

***A PROGRAM OF STUDY BASED ON LEADERSHIP DEVELOPMENT***

The Elon MBA program is designed to develop students' leadership capabilities. Students begin their leadership development by completing and receiving feedback on a unique assessment instrument, which they then apply in the writing of their Personal Development Plan. The PDP is revisited throughout the program as a checkpoint for measuring progress in their leadership development.

The integrated nature of the program also enhances leadership development. The first course includes a two-day simulation, which requires students to think, act and solve programs like business owners. Toward the middle of the program, students are involved in a complex computer-based simulation game where student teams compete to manufacture, distribute and market a product globally. All MBA students complete their program with the ultimate integrated experience, the "Live Case," where students consult with regional companies.

A final opportunity for leadership development is the international travel option in the International Business course.

***THE CURRICULUM***

The MBA program allows students the opportunity to complete the program at their own pace for up to six years. Take one course at a time and finish your degree in 33 months, or take two classes at a time and finish in 21 months. And the curriculum even allows for a semester off. You decide your timetable.

## **FOUNDATION COURSES**

The following foundational undergraduate courses, completed with a grade of “C” or better, are required in the Elon MBA program:

- Financial Accounting
- Management
- Microeconomics
- Statistics

Applicants who have completed all other requirements for admission but have not completed the above courses as part of their undergraduate studies may take these courses concurrently at Elon or elsewhere.

## **GRADUATE COURSES**

The following graduate courses are required in the Elon MBA program:

- Environmental Change and Organizational Adaptation
- Enhancing Leadership Effectiveness
- Managerial Economics
- Marketing Management
- Managerial Accounting
- Process Management and Information Technology
- Financial Management
- Strategic Market Positioning
- Advanced Financial Strategies
- Strategy Implementation: Leading the Change Process
- Leading Organizations in the 21st Century
- International Business
- Advanced Analytical Applications

## **MBA CURRICULUM**

### ***Undergraduate Courses***

	<b><i>Credit Hours</i></b>
Financial Accounting	3
Management	3
Microeconomics	3
Statistics	3
<b>Total (Undergraduate)</b>	<b>12</b>

### ***Graduate Courses***

	<b><i>Credit Hours</i></b>
MBA 500: Environmental Change and Organizational Adaptation	3
MBA 510: Enhancing Leadership Effectiveness	3
MBA 515: Managerial Economics	3
MBA 525: Marketing Management	3
MBA 530: Managerial Accounting	3
MBA 535: Process Management and Information Technology	3
MBA 540: Financial Management	3
MBA 545: Strategic Market Positioning	3
MBA 550: Advanced Financial Strategies	3
MBA 555: Strategy Implementation: Leading the Change Process	3

<i>Graduate Courses</i>	<i>Credit Hours</i>
MBA 560: Leading Organizations in the 21st Century	3
MBA 565: International Business	3
MBA 570: Advanced Analytical Applications	3
<b>Total (Graduate)</b>	<b>39</b>
<b>Total MBA Credit Hours</b>	<b>51</b>

### **CLASS SCHEDULE AND COURSE LOAD**

The Martha and Spencer Love School of Business schedules classes to allow MBA students who are working full time to attend graduate school part time. All courses are taught year-round in the evenings; most students enroll in two courses each semester and attend classes two nights a week. Winter and summer schedules may vary.

During the fall and spring semesters, classes are scheduled Monday - Thursday from 6 - 8:50 p.m. Each class meets one evening per week.

### **ACCREDITATION**

Elon University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; phone: 404-679-4501) to award bachelor's and master's degrees and the DPT. The MBA Program is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

### **PROGRAM LEARNING OBJECTIVES**

The principal objective of the Martha and Spencer Love School of Business MBA program is to produce excellent business and organizational leaders. Theory and practice in decision-making are stressed throughout the program, with particular emphasis on problem-solving. Computer applications are frequent as are assignments which involve communication skills.

Upon completion of the MBA program, students will:

- Take a leadership role within organizations and the community
- Effectively analyze the financial implications of business decisions
- Have a strategic perspective with respect to organizational decision making
- Understand markets from a strategic and global perspective
- Develop well-orchestrated marketing plans
- Motivate associates in the management of business processes
- Understand the ethical and societal implications of organizational decision-making.

### **THE FACULTY**

The faculty of the Martha and Spencer Love School of Business have a well-earned reputation for their enthusiasm in bringing their knowledge

and experience to the classroom. They have earned postgraduate degrees from some of the finest business schools in the country. They have varied executive experience with large and small, well-established and entrepreneurial firms, and manufacturing, service, scientific and financial organizations. Therefore, they bring to the classroom a mixture of practical and theoretical experience and training, assuring their students an exposure to many viewpoints and many methods of approaching business problems.

The School of Business faculty are theorists, practitioners and teachers. They are engaged in research and actively consult with business and industrial firms. All, however, put teaching and serving the students first. Research and consulting are pursued to improve effectiveness in the classroom, not as ends in themselves.

Elon's classes are small, and faculty members are accessible. This atmosphere of personal attention, combined with dedication to teaching and reasonable cost, sets the Martha and Spencer Love School of Business MBA program apart from others.

## ***COSTS***

Reasonable cost is one of the major benefits of the Martha and Spencer Love School of Business MBA. Tuition is priced well within the reach of today's professionals. Many companies, recognizing advanced education as an investment, will pay all or part of an employee's expense.

In addition, Elon offers a deferred payment plan, and some loans are available. (Please see Forms of Financial Assistance for Graduate Students in the front section of this catalog.)

Graduate tuition (per course) .....	\$1,113
Graduation fee: master's degree .....	\$50
Miscellaneous:	
Late payment .....	\$30
Late registration/re-enrollment during term .....	\$25
Payment plan fee .....	\$10
Returned check fine .....	\$20
Transcripts .....	\$5

Grades, diplomas and transcripts will be withheld until a student's financial obligations to the university are settled.

A student cannot register for further course work until financial obligations to the university are paid.

## ***REFUNDS***

### ***Fall and Spring Semesters***

Tuition and fees are refunded on a pro rata basis during the first eight weeks of the semester. Any part of a week will be considered as a full week for all pro rata charges.

1st week pro rata charge .....	5%
2nd week pro rata charge .....	10%
3rd week pro rata charge .....	40%
4th week pro rata charge .....	60%
5th-8th week pro rata charge .....	75%
9th week .....	no refund

### ***Summer Sessions***

In the summer sessions, enrollment dropped by 4 p.m. on the days listed below will warrant the corresponding refund:

1st day of class.....	100%
2nd day of class.....	90%
3rd day of class .....	50%
4th, 5th, 6th day of class .....	25%
7th day of class.....	no refund

## ***MBA ADMISSIONS REQUIREMENTS AND PROCEDURES***

The MBA admissions policy is designed to select outstanding students who have demonstrated academic ability, professional leadership and managerial promise. Each applicant is considered in light of all completed academic work, test scores, evidence of leadership and motivation, professional experience and credentials, and letters of recommendation.

Application materials are available from the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244**, or are available on the **Elon Graduate Admissions Web site at [www.elon.edu/graduate](http://www.elon.edu/graduate)**.

Completed applications should be sent directly to the Office of Graduate Admissions and must include:

- Evidence of an earned bachelor's degree from an accredited college or university
- Official transcripts of all undergraduate and any graduate studies completed or taken
- Graduate Management Admission Test (GMAT) examination taken within the last five years (This requirement may be waived if an applicant possesses a master's degree in another discipline.)
- Two years of professional work experience
- Three letters of recommendation; two from supervisors and one other
- Interview with the MBA Admissions Committee (not required, but recommended)

- A completed application form with a \$35 nonrefundable fee (check or money order made payable to Elon University)
- The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based tests) or 213 (computer-based examinations) is required. English translations of transcripts and explanations of grading systems are required.

### ***MBA Admissions Standards***

Elon employs the following admissions-based formula as the key instrument in its evaluation of applicants: Cumulative GPA of candidate multiplied by 200 + GMAT score. A minimum acceptable score of 1000 is required. A minimum GPA of 2.5 for undergraduate work and a GMAT score of 470 is required. Application review also strongly considers a student's professional experience and letters of recommendation.

Exceptions to these requirements may be considered under special circumstances.

### ***Transcript Requests***

Contact the registrar of each college or university attended to have an official copy of transcript mailed to Elon University. Transcripts should be mailed directly to the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244**. Applicants currently enrolled should request a transcript showing completed academic work through the most recent semester of enrollment; a final transcript will also be required.

### ***Recommendations***

Applicants should send recommendation forms to each designated individual. Those requested to provide recommendations should be aware of the applicant's academic abilities and professional potential; supervisors are preferred, not family and friends. Recommendations are confidential.

Each recommender should complete the form and return it directly to the Office of Graduate Admissions.

### ***TESTING FOR MBA STUDENTS: GMAT***

Applicants to the MBA program are required to take the Graduate Management Admission Test (GMAT) prior to admission to the program. The GMAT is a computer-based test and is available year round at Prometric Candidate Centers throughout North Carolina. Call 800-GMAT-NOW for a directory of testing centers nearest you. Students must request the Educational Testing Service (ETS) to send GMAT scores directly to Elon University. Elon's ETS Code is 5183.

GMAT registration bulletins may be obtained from the Office of Graduate Admissions at Elon University or via the Internet at [www.mba.com](http://www.mba.com).

### **TRANSFER CREDITS**

A student enrolled in the MBA program may be permitted to transfer up to 9 semester hours of appropriate graduate credit from another accredited graduate school, either upon entering the program or due to relocation at the end of the program. Students are not allowed to transfer credits while enrolled except under special circumstances and with the approval of the MBA director. Students applying for transfer admission must complete the regular MBA application and submit all credentials including an official copy of graduate work to date. Depending on the courses being considered for transfer and the candidate's success in them, the Graduate Management Admission Test may be used in the admissions process.

For transfer credits, grades earned at another graduate school must be at least a "B," and the credit must not be more than six calendar years old at the time of degree completion at Elon. No graduate credit will be allowed for excess credits completed in an undergraduate classification in any institution. No graduate credit will be allowed for correspondence courses.

### **ENROLLMENT STATUS**

After formal application to the MBA program, students may be allowed to enroll in one of the following categories:

- Regular admission to Elon's MBA program is granted to students who meet all the established requirements for entrance. The Application for Graduate Admission form is required for all degree-seeking students.
- Special admission is for the nondegree-seeking student who has completed a baccalaureate degree program and is interested in taking courses for special job-related purposes, transfer credit or enrichment. An MBA Special Student Application form is required for admission. Students enrolled in the special admission category who want to pursue the graduate degree must complete the application process for regular admission.

### **INTERNATIONAL STUDENTS**

Because several months may be required to receive and process forms from international applicants, applications and complete documentation should be submitted as early as possible. The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550

(paper-based tests) or 213 (computer-based examinations) is required for admission to any graduate program at Elon. Exceptions to this requirement may be considered under special circumstances. In addition, a completed Certificate of Financial Responsibility (CFR) is necessary prior to approval of application for admission.

### ***Requirements for International Students on F-1 Visas***

In addition to MBA Admissions Requirements, F-1 student applications must include:

- The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based tests) or 213 (computer-based examinations) is required.
- English translations of transcripts and explanations of grading systems are required if the transcripts are from institution(s) outside the United States.
- A completed Certificate of Financial Responsibility (CFR) is necessary prior to approval of application for admission.
- Medical and immunization records.

To maintain F-1 status, students must:

- Enroll in the program on a full-time basis. F-1 students are required to complete the program in 21 months.
- Maintain continuous enrollment with a minimum of 6 credit hours per semester (fall and spring), 3 credit hours in Winter Term and 3 credit hours in each summer session (I and II).
- Have medical insurance during the period of enrollment as F-1 students.
- Report to the Isabella Cannon Centre for International Studies (Carlton 113) at the beginning of each academic term and at any time that changes in academic or financial status occur.

### ***CONTINUATION STANDARDS***

Graduate students who fail to maintain a cumulative grade point average of at least 3.0 will be placed on academic probation and subject to dismissal from the program. Any student who receives an "F" grade or two "C" grades is dismissed from the program. A student may request re-admission to the program by writing a letter to the Dean indicating why re-admission should be granted. The Dean, advised by the MBA Director and faculty committee, will determine whether to grant the request. If the request is approved, a student can only retake a particular course once and the course being repeated cannot be taken in combination with any other

courses. The grade in the course that is retaken must be “B” or better, or the student will not be allowed to continue in the program.

### **GRADUATION AND DEGREE REQUIREMENTS:**

To earn an MBA degree, the graduate student must:

- Have an overall minimum grade point average of 3.0 in all graduate courses.
- Submit an application for graduation to the Registrar by Oct. 15 preceding graduation date. Students completing course work during summer must apply to the Registrar by June 15.
- Satisfactorily complete 51 hours (13 graduate courses and credit for 4 foundational undergraduate courses) within six calendar years.
- Successfully complete the Capstone Experience, which demonstrates the student’s ability to think critically, communicate clearly to management and integrate all business functions appropriately.

*It is the student’s responsibility to be familiar with the preceding requirements for graduation.*

## **MBA COURSES**

### **MBA 500** 3 sh **Environmental Change and Organizational Adaptation**

The initial course is an introduction to business and management in the 21st century. An experiential exercise introduces the student to the role of business in society and the basics of business success. Global issues, the virtual organization, diversity in the work place, new trends in finance, operations and marketing, and the enabling role of information technology are introduced. The importance of leadership in this environment is stressed.

### **MBA 510** 3 sh **Enhancing Leadership Effectiveness**

The development of skills and behaviors required for successful leadership is addressed. Particular attention is placed on enhancing the student’s communica-

tion skills, both written and oral. Extensive coverage of the techniques of report preparation and presentation, negotiations and public speaking are included.

### **MBA 515** 3 sh **Managerial Economics**

An application of microeconomic theory to management decisions and the effects of macroeconomic policies on these decisions are investigated. A review of traditional neoclassical production and cost theory is used as a platform to delve into modern business economics. The main focus is on how firms fit in the analysis of market activity, on how economists see the problem of organizing economic activity, on understanding when markets solve that problem and why sometimes they do not, and on how businesses have emerged as a response to the organization problem. The course finishes with an examination of the impact of macroeconomic policies (fiscal and others) on business decisions, and the

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importance and impact of these decisions on businesses when viewed from a global economic perspective.

**MBA 525** *3 sh*  
**Marketing Management**

Concepts and techniques of planning, implementing and controlling the marketing function are the focus of this in-depth study. Monitoring conditions and assessing opportunities, delineating target markets, consumer/buyer research and planning, and strategy procedures are given considerable attention.

**MBA 530** *3 sh*  
**Managerial Accounting**

The use of accounting information in management decision making is examined. Specific topics include cost/volume/profit analysis; product costing systems; use of accounting data in pricing, capital expenditures and product decisions; and planning and control systems, including budgeting and measures of divisional performance.

**MBA 535** *3 sh*  
**Process Management and Information Technology**

Core business processes have become central to both manufacturing and service organizations. This course focuses on the design of effective and efficient business processes using information technology as the key enabler. Students will define organizational processes, diagram such processes and engage in a redesign project that will employ information technology. The impact of information technology subjects such as telecommunications, electronic commerce, the Internet, object-oriented technologies and wireless devices will be explored.

**MBA 540** *3 sh*  
**Financial Management**

A study of the management of the firm from the financial perspective is investigated. The principal concern of the course is the acquisition of funds under condi-

tions as favorable as possible and the efficient allocation of these funds among the various types of assets. Topics include valuation theory, capital budgeting, working capital management, capital structure analysis, dividend policy, and a survey of sources of short-term and long-term funds.

**MBA 545** *3 sh*  
**Strategic Market Positioning**

Focusing on the competitive issues confronting an organization and discussing how firms identify, seize and defend market opportunities dominate the course. Borrowing heavily from the marketing and strategic management literature, related concepts such as competitor analysis, target marketing, strategy formulation, environmental analysis, market research and critical success factors are integrated.

**MBA 550** *3 sh*  
**Advanced Financial Strategies**

Selected topics in corporate finance are examined through case and seminar approach. Major topics include capital budgeting under uncertainty, risk management strategies using financial derivatives such as options and futures, and international financial management.

**MBA 555** *3 sh*  
**Strategy Implementation: Leading the Change Process**

Focusing on the implementation of organizational strategies used to position products or services in the competitive marketplace, the role of leading change in implementing strategy is emphasized. Case studies, speakers and real-world applications are used to acquaint the student with the complexities of the implementation and change processes.

**MBA 560** *3 sh*  
**Leading Organizations in the 21st Century**

The course addresses the characteristics, behaviors and responsibilities required of contemporary leaders. While focusing on the traditional leadership topics —

individual differences and traits of leaders, behaviors of leaders, role of power, types and styles of leadership, theories of motivation and team building — the student will also be introduced to nontraditional approaches, from nontraditional metaphors, leadership as an art, individual differences of followers and followership, to understanding leaders and leadership.

**MBA 565**

3 sh

**International Business**

International trade mechanisms and operations of facilities abroad are analyzed. A major thrust of the course is the study of foreign exchange and international money markets, balance of payments adjustments, the legal environment of international trade, and the assessment of socioeconomic and political conditions in trading-partner and/or host countries. A second major thrust is the examination and comparison of management styles and practices cross-culturally, and the discussion of strategic postures necessary for American firms and managers to compete successfully in the global market.

**MBA 570**

3 sh

**Advanced Analytical Applications**

This course focuses on developing an in-depth understanding of an important analytical topic being applied in business today. Rotating topics for this course will include financial analysis, macro-economic issues and applied business research. The course is designed to foster a thorough understanding of the topic through advanced readings, class discussion and practical applications.

**ADMINISTRATION****Leo M. Lambert, B.S., M.Ed., Ph.D.**

President

**Gerald L. Francis, B.S., M.A., Ph.D.**

Provost and Vice President for Academic Affairs

**John J. Burbidge Jr., B.S.I.E., M.S.I.E., Ph.D.**

Dean of the Martha and Spencer Love School of Business

**Scott Buechler, B.A., M.A., Ph.D., MBA**

Associate Dean of the Martha and Spencer Love School of Business

**Kevin J. O'Mara, B.A., MBA, Ph.D.**

Director, MBA Program

**Arthur W. Fadde, B.S., M.Ed.**

Assistant Dean of Admissions and Director of Graduate Admissions

**FACULTY****James L. Barbour, Associate Professor of Economics**

B.B.A., M.A., Ph.D., University of Kentucky

**JoAnn M. Buck, Adjunct Assistant Professor of Business Administration**

B.A., M.A., University of New York at Fredonia; Ph.D., University of North Carolina at Greensboro

**John J. Burbidge, Professor of Business Administration**

B.S.I.E., M.S.I.E., Ph.D., Lehigh University

**William J. Burpitt, Associate Professor of Business Administration**

B.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

**Arthur D. Cassill, Professor of Accounting; Chair, Department of Accounting and Finance**

B.S., MBA, Eastern Kentucky University; M.S., Ph.D., University of Tennessee

**Kathryn T. Cort, Assistant Professor of Business Administration**

B.S., M.A., Ohio State University; MBA, Ph.D., Kent State University

**Jayoti Das, Associate Professor of Economics**

B.S., Presidency College; M.A., University of Calcutta; M.A., Ph.D., University of Cincinnati

**Stephen B. DeLoach, Associate Professor of Economics**

B.S., University of Nebraska; M.A., Ph.D., Michigan State University

**Cassandra DiRienzo, Assistant Professor of Economics**

B.A., Ohio State University; M.E., Ph.D., North Carolina State University

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**Sharon K. Hodge**, *Assistant Professor of Business Administration*  
B.A., MBA, Old Dominion University;  
Ph.D., University of North Carolina at Chapel Hill

**Earl D. Honeycutt Jr.**, *Professor of Business Administration*  
B.S., MBA, Appalachian State University; M.A., Chapman College; Ph.D., University of Georgia

**Gregory A. Lilly**, *Associate Professor of Economics; Chair, Department of Economics*  
B.A., Washington and Lee University; Ph.D., Duke University

**Susan L. Manning**, *Associate Professor of Business Administration*  
B.S., Ohio State University; M.S., Kent State University; Ph.D., Case Western Reserve University

**Calvert C. McGregor**, *Associate Professor of Accounting*  
B.S., M.A., University of South Carolina; Ph.D., Virginia Polytechnic Institute and State University

**Joseph H. Meredith**, *Assistant Professor of Finance*  
B.A., Harvard University; MBA, Millsaps College – Else School of Management; Ph.D., University of Mississippi

**Brian J. Nienhaus**, *Associate Professor of Business Administration*  
B.A., Eastern Michigan University; Ph.D., University of Michigan

**David M. Noer**, *Frank S. Holt Jr. Professor of Business Administration*  
B.A., Gustavus Adolphus College; M.S., Pepperdine University; DBA, George Washington University

**Kevin J. O'Mara**, *Associate Professor of Business Administration*  
B.A., University of Texas at Austin; MBA, University of Houston; Ph.D., North Carolina State University

**Kenneth E. Paul**, *Associate Professor of Business Administration*  
B.S., University of Alabama; Ph.D., University of Memphis

**Robert M. Pavlik**, *Associate Professor of Finance*  
B.A., University of Illinois; MBA, Ph.D., University of Houston

**Jennifer M. Platania**, *Assistant Professor of Economics*  
B.A., West Virginia University; M.S., Ph.D., Florida State University

**Linda L. Poulson**, *Associate Professor of Accounting*  
B.S., M.T., University of Denver; Ph.D., Saint Louis University

**Douglas B. Redington**, *Associate Professor of Economics*  
B.A., M.A., Indiana University-Bloomington; Ph.D., University of Wyoming

**Herbert L. Schuette**, *Associate Professor of Business Administration*  
B.B.A., MBA, Ph.D., University of Michigan

**Elizabeth M. Stevens**, *Associate Professor of Business Administration*  
B.A., M.A., University of Cincinnati; Ph.D., Wayne State University

**R. Barth Strempek**, *Associate Professor of Business Administration*  
B.S., Massachusetts Institute of Technology; MBA, Harvard Graduate School of Business Administration; Ph.D., Virginia Polytechnic Institute and State University

**Wonhi J. Synn**, *Professor of Business Administration*  
B.A., Seoul National University; MBA, University of New Orleans; Ph.D., State University of New York at Buffalo

**Thomas K. Tiemann**, *Jefferson Pilot Professor of Economics*  
A.B., Dartmouth College; M.A., Ph.D., Vanderbilt University; Postdoctoral Study, University of Kansas at Lawrence

**Matthew Valle**, *Associate Professor of Business Administration; Chair, Department of Business Administration*  
B.S., The United States Air Force Academy; M.S., University of Arkansas; Ph.D., Florida State University

**Alexander Y. Yap**, *Assistant Professor of Business Administration*  
B.A., University of the Philippines; M.A., Williams College; MBA, University of Exeter; Ph.D., Copenhagen Business School

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# THE M.Ed.

*master of*  
PROGRAM  
*education*



## ***ENHANCING PROFESSIONAL COMPETENCE***

The Master of Education program at Elon University is designed to enhance the professional competence of experienced classroom teachers. Candidates may select a program of study in Elementary Education or Special Education. The M.Ed. program is structured to achieve a two-fold purpose: to increase the student's knowledge of educational theory underlying current educational philosophies and practices, and to assist the student in applying this information to the world of work. Courses are designed to enable teachers to make immediate use of course concepts in their individual classrooms and in leadership roles in the larger profession.

## ***ADVANCED UNDERSTANDING OF EDUCATION***

The educational philosophy of the Master of Education program is to assist graduates in developing an advanced understanding of educational theory, educational research, and educational measurement and evaluation. Graduate students also gain a deeper understanding of the developmental nature of children and youth. Through course work, students will refine their ability to collaborate, reflect and inquire in order to create a learning environment that challenges all learners.

Through this program, students will develop appreciation for an educational environment that fosters reflection, critical thinking and active learning. In this environment, they will strengthen their commitment to lifelong learning, leadership and professional contribution.

## ***PROGRAM OF STUDY***

### ***THE CURRICULUM***

The M.Ed. program is designed to permit students to earn a graduate degree and advanced licensure in the areas of Elementary Education (K-6) or Special Education (K-12). The Elementary Education program requires a total of 33 semester hours; the Special Education program requires a total of 39 semester hours.

The M.Ed. program is designed for experienced teachers who are graduates of accredited institutions and initially licensed to teach. Students not already possessing a teaching license may earn the graduate degree and licensure through Elon's Advanced Track option.

**SUMMER COHORT PROGRAM**

Beginning each summer, students have the opportunity to enroll in an intensive and concentrated three-year summer program leading to the Master of Education degree. The program involves two sessions each summer for three years and one or two online courses during the two intervening academic years. Students not enrolled in the summer cohort program may take courses online and during summer school but may complete the program at their own pace.

**ADVANCED TRACK**

The Advanced Track option is designed to accommodate professionals with undergraduate degrees in fields other than education who desire initial and advanced licensure in Elementary or Special Education. Students must complete specific prerequisites and a full semester of student teaching before being initially licensed. After two years of teaching experience, students may return to complete their M.Ed. degree and requirements for graduate licensure.

**ELEMENTARY EDUCATION (K-6)**

All students seeking graduate licensure in Elementary Education are required to complete the graduate core curriculum of EDU 515, 516, 561 and PSY 515; the Elementary Education core of EDU 511, 521, 530, 532, 550; and two courses from: EDU 522, 523, 540, 591; MTH 521; SCI 565.

**Graduate Core Curriculum:**

- EDU 515 Education Testing and Measurement
- EDU 516 Educational Research
- EDU 561 Advanced Master's Seminar
- PSY 515 Advanced Psychological Theory in the Classroom

**Elementary Education Core:**

- EDU 511 Advanced Foundational Studies
- EDU 521 Survey of Elementary Curriculum: Development and Content
- EDU 530 Principles of Diagnostic Instruction
- EDU 532 Collaboration and Consultation Skills
- EDU 550 Meeting Special Learning Needs of Students

**Electives: Select two courses**

- EDU 522 Communication Skills in the Elementary School
- EDU 523 Instructional Technology for the Classroom
- EDU 540 Literature for Children and Youth: Analysis and Application
- EDU 591 Independent Study
- MTH 521 Math Concepts for the Elementary School Teacher
- SCI 565 Integrated Science for Elementary and Middle Grades Teachers

## ***SPECIAL EDUCATION (K-12)***

All students seeking graduate licensure in Special Education are required to complete the graduate core curriculum of EDU 516, 561 and PSY 515; and the Special Education core of EDU 535, 542, 544, 545, 555 and 580.

### ***Graduate Core:***

EDU 516	Educational Research
EDU 561	Advanced Master's Seminar
PSY 515	Advanced Psychological Theory

### ***Special Education: General Curriculum***

EDU 535	Assessment Methods, Use and Interpretation
EDU 542	Foundations of Special Education
EDU 544	Language, Literacy and Math Methods in Special Education
EDU 545	Planning and Managing the Learning Environment
EDU 555	Teaching/Learning Strategies for Students with Exceptional Learning Needs
EDU 580	Internship in Learning Disabilities (6.0 hrs.)

### ***Advanced Categorical Coursework: Specific Learning Disabilities***

EDU 534	Curriculum Development and Design in Learning Disabilities
EDU 547	Nature and Needs of Students with Learning Disabilities

## ***ACCREDITATION***

Elon University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; phone: 404-679-4501) to award bachelor's and master's degrees and the DPT. The M.Ed. program is accredited by the North Carolina State Department of Public Instruction and the National Council for Accreditation of Teacher Education.

## ***PROGRAM OBJECTIVES***

The primary objective of the graduate program in teacher education is to provide quality professional education that develops and refines teacher competencies. Emphasis is placed on empowering teachers with the knowledge and the resources necessary to become leaders in their profession.

***Elementary Education***

Graduate students in Elementary Education will:

- Demonstrate the ability to communicate effectively and collaboratively with other professionals within the school community
- Demonstrate the ability to reflect, plan and conduct research projects with application for the educational setting
- Demonstrate the ability to plan, implement and assess curriculum responsive to the developmental and learning needs of students
- Demonstrate the ability to identify, assess and remediate for specific learning needs among students
- Demonstrate an ability to recognize the school as an institution shaped by a variety of interacting social and philosophical forces.

***Special Education***

Graduate students in Special Education will:

- Demonstrate the ability to plan, direct and conduct student assessments, classroom environment assessments and program evaluations to provide information and data to make continuing programmatic decisions
- Demonstrate the ability to plan, direct and conduct curriculum adaptation based on an understanding of theoretical constructs of learning and development, and on models of instruction and flexible instructional environments that research has shown to be effective
- Demonstrate the ability to plan, direct and conduct behavior management programs based on an understanding of behavioral principles and knowledge of specialized procedures
- Demonstrate the ability to plan, direct and conduct research projects and to apply findings to the educational setting
- Demonstrate the ability to function as a site leader in team decision-making and as a collaborator with parents, teachers and other professional personnel in the decision-making process.

***THE FACULTY***

Graduate faculty members have a well-earned reputation for being active in their respective professional organizations and in the educational community at large. Faculty members make presentations and deliver papers at professional meetings, write and publish, act as consultants and serve on local, state and national advisory committees. Additionally, graduate faculty in the Department of Education maintain a realistic

picture of the changing classroom environment through teaching in the public schools. This meshing of professional development with active teaching enables faculty to provide graduate students with the optimum blend of theory and practice.

Elon's classes are small, and faculty members are accessible. This atmosphere of personal attention combined with dedication to teaching sets the Elon M.Ed. program apart from others.

## ***COSTS***

Reasonable cost is one of the major appeals of the M.Ed. program.

Tuition is priced well within the reach of today's professionals.

In addition, Elon offers a deferred payment plan, and some loans are available. Please see Forms of Financial Assistance for Graduate Students in the front section of this catalog.

Graduate tuition (per semester hour) .....	\$305
Graduation fee: master's degree .....	\$50
Miscellaneous:	
Late payment .....	\$30
Late registration/re-enrollment during term ...	\$25
Payment plan fee .....	\$10
Returned check fine .....	\$20
Transcripts .....	\$5

An attractive feature of Elon's summer cohort program is its reduced cost. Enrollment for the three-year program is fixed and represents a substantial savings compared with payment by individual course. Costs for the Summer Cohort program are available from the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244**, or are available on the **Elon Graduate Admissions Web site at [www.elon.edu/graduate](http://www.elon.edu/graduate)**.

Grades, diplomas and transcripts will be withheld until financial obligations to the university are settled.

A student cannot register for course work until financial obligations to the university are paid.

## ***REFUNDS***

### ***Fall and Spring Semesters***

Tuition and fees are refunded on a pro rata basis during the first eight weeks of the semester. Any part of a week will be considered as a full week for all pro rata charges.

1st week pro rata charge .....	5%
2nd week pro rata charge .....	10%

3rd week pro rata charge .....	40%
4th week pro rata charge .....	60%
5th–8th week pro rata charge .....	75%
9th week .....	no refund

### **Summer Cohort Refund Policy**

The refund policy for cohort students reflects the policy stated below for summer sessions; however, there will be no refunds after the second summer session of each year.

### **Summer Sessions**

In the summer sessions, enrollment dropped by 4 p.m. on the days listed below will warrant the corresponding refund.

1st day of class.....	100%
2nd day of class.....	90%
3rd, 4th, 5th day of class .....	50%
6th, 7th, 8th, 9th day of class .....	25%
10th day of class.....	no refund

## **M.ED. ADMISSIONS REQUIREMENTS AND PROCEDURES**

The M.Ed. admissions policy is designed to select outstanding students who have demonstrated both academic competence and teaching ability. Each application is considered in light of all completed academic work, undergraduate grade point average, appropriate test scores from either the Graduate Record Examinations or the Miller Analogies Test, letters of recommendation, and a statement of educational and professional goals.

Application materials are available from the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244**, or are available on the **Elon Graduate Admissions Web site at [www.elon.edu/graduate](http://www.elon.edu/graduate)**.

Completed applications should be sent directly to the Office of Graduate Admissions and must include:

- Evidence of an earned bachelor's degree from an accredited college or university
- Minimum GPA of 2.5 for undergraduate work or GPA of 3.0 for the last 60 hours or for all the major courses
- Official transcripts of all undergraduate and any graduate studies completed or taken
- Minimum Miller Analogies Test (MAT) score of 30 or combined verbal and quantitative score of 800 on the Graduate Record Examinations (GRE) taken within the last five years

- A minimum one year of teaching experience (two years preferred)
- Recognized teaching license or commitment to achieving licensure (Candidates must have met requirements for a North Carolina initial or higher license before being recommended for graduate licensure.)
- Three letters of recommendation
- Interview with the director of the M.Ed. program (not required, but recommended)
- A completed application form with a \$35 nonrefundable fee (check or money order made payable to Elon University)
- The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based tests) or 213 (computer-based examinations) is required. English translations of transcripts and explanations of grading systems are required.

Exceptions to these requirements may be considered under special circumstances.

### ***Transcript Requests***

Contact the registrar of each college or university attended to have an official copy of your transcript mailed to Elon. Transcripts should be mailed directly to the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244**. Applicants currently enrolled should request a transcript showing completed academic work through the most recent semester of enrollment. A final transcript will also be required.

### ***Recommendations***

Applicants should send recommendation forms to each designated individual. Those requested to provide recommendations should be aware of the applicant's academic abilities and professional potential. Supervisors are preferred, not family and friends. Recommendations are confidential.

Each individual should complete the form and return it directly to the Office of Graduate Admissions.

### ***TESTING FOR M.ED. STUDENTS: GRE/MAT***

Applicants to the M.Ed. program are required to take the Graduate Record Examinations or the Miller Analogies Test prior to admission to the program.

**GRE**

The GRE is a computer-based test and is available year-round at Prometric Candidate Centers throughout North Carolina. Students must request the Educational Testing Service (ETS) to send GRE scores directly to Elon University. Elon's ETS Code is 5183. GRE registration bulletins may be obtained from the Office of Graduate Admissions at Elon, via the Internet at [www.gre.org](http://www.gre.org) or by calling 1-800-GRE-CALL.

**MAT**

The MAT is available year-round at selected colleges and universities throughout North Carolina. MAT information booklets are available from the Office of Graduate Admissions at Elon or via the Internet at [www.tpcweb.com](http://www.tpcweb.com). Students must request the testing center to send MAT scores directly to Elon.

**TRANSFER CREDITS**

A student enrolled in the M.Ed. program may be permitted to transfer up to six semester hours of appropriate graduate credit from another graduate school.

For transfer credits, grades earned at another graduate school must be at least a "B," and the credit must not be more than six calendar years old at the time of degree completion at Elon. No graduate credit will be allowed for excess credits completed in an undergraduate classification at any institution. No graduate credit will be allowed for correspondence courses. The last six hours of graduate credit in the program must be taken at Elon.

**ENROLLMENT STATUS**

After formal application to the M.Ed. program, students may be allowed to enroll in one of the following categories:

- Regular admission to the Elon University M.Ed. program is granted to students who meet all the established requirements for entrance. The Application for Graduate Admission form is required for all degree-seeking students including M.Ed. Advanced Track.
- Special admission is for the nondegree-seeking student who has completed a baccalaureate degree program and is interested in taking courses for special job-related purposes (including renewal credit for teachers with existing licensure), add-on licensure, transfer credit or enrichment. A Special Student Application form is required for admission. Students enrolled in the special admission category who want to pursue the graduate degree must apply and

be admitted as a degree-seeking M.Ed. student after no more than six hours have been completed.

## ***INTERNATIONAL STUDENTS***

Because several months may be required to receive and process forms from international applicants, applications and complete documentation should be submitted as early as possible. The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based tests) or 213 (computer-based examinations) is required for admission to any graduate program at Elon. Exceptions to this requirement may be considered under special circumstances. In addition, a completed Certificate of Financial Responsibility (CFR) is necessary prior to approval of application for admission.

## ***CONTINUATION STANDARDS***

Graduate students who fail to maintain a cumulative grade point average of at least 3.0 will be placed on academic probation. Any student who receives an "F" grade or two "C" grades is subject to dismissal from the program. A student may request re-admission to the program by writing a letter to the Dean indicating why re-admission should be granted. The Dean, advised by the M.Ed. Director and faculty committee, will determine whether to grant the request. If the request is approved, a student can only retake a particular course once. The grade in the course that is retaken must be "B" or better, or the student will not be allowed to continue in the program.

## ***GRADUATION AND DEGREE REQUIREMENTS***

To earn an M.Ed. degree, the graduate student must:

- Have an overall minimum grade point average of 3.0 in graduate course work.
- Submit an application for graduation to the Registrar by June 15.
- Complete the courses specified under the graduate core curriculum and major area, Elementary or Special Education.
- Complete 33 graduate hours (11 courses) within six calendar years for Elementary Education.
- Complete 39 graduate hours (13 courses) within six calendar years for Special Education.
- Complete in a satisfactory manner the Advanced Master's Portfolio providing evidence of expertise in the five core competency areas required for advanced licensure.

- Take the Praxis II specialty area examination required for licensure.
- Complete the last six semester hours at Elon.

*It is the student's responsibility to be familiar with the preceding requirements for graduation.*

## **GRADUATE-LEVEL LICENSURE**

Recommendation for graduate licensure will be given after completion of M.Ed. requirements. This recommendation will be given in one licensure area only: Elementary (K-6) or Special Education (K-12). Prior to receiving graduate licensure, a student must possess an initial North Carolina teaching license.

## **M.ED. COURSES**

### **EDU 511**

3 sh

#### **Advanced Foundational Studies**

This course examines both the theoretical and philosophical basis for important historical practices in education. The main focus of study is the philosophical foundations of education, but the historical and sociological foundations are also treated. Major curriculum movements, trends and controversial issues are addressed. The class deals with different kinds of cases of interpersonal conflict, which require teachers to acknowledge their own personal orientation toward teaching. (Summer)

### **EDU 515**

3 sh

#### **Educational Testing and Measurement**

Principles governing the development and use of tests are addressed. Topics include: (1) basic concepts in test construction — reliability, validity and utility; (2) issues in teacher-created tests — instructional goals and measuring learning outcomes, writing objective and essay items and grading systems; (3) understanding standardized tests — norms and norm-referenced testing, interpreting and applying standardized test data and group versus individual testing; and (4) testing and individual differences — testing domains (cognitive aptitude and achievement, social and affective), student populations

(traditional, handicapped and culturally different) and educational planning. (Summer)

### **EDU 516**

3 sh

#### **Educational Research**

This is an online course designed to enable educators to become discriminating consumers and practical producers of action-based educational research. The course helps teachers develop the professional knowledge, skills and disposition for critical inquiry and research development, preparation, analysis, interpretation and evaluation. (Spring online)

### **EDU 521**

3 sh

#### **Survey of Elementary Curriculum: Development and Content**

This course covers an introduction to curriculum — study of organizational patterns, curriculum goals and objectives; update on content in each curricular area; study of sexism in curriculum; presentation of methods for evaluating, planning and/or revising elementary school curriculum. (Summer)

### **EDU 522**

3 sh

#### **Communication Skills in the Elementary Schools**

This course offers a study of the objectives, issues, trends, research and methods,

and materials for instruction related to the communication skills curriculum. Study consists of the following areas: oral language, written composition, grammar, handwriting, spelling, listening skills and reading. (Alternate summers)

**EDU 523** *3 sh*  
**Instructional Technologies in the Classroom**

This course examines the role of technology in teaching and learning in K-12 schools. Students will develop skills in using technology and in selecting and applying technology appropriately to enhance both teacher productivity and student learning. Current issues related to educational technology will be explored through written and oral reflection based on selected readings. (Alternate summers)

**EDU 530** *3 sh*  
**Principles of Diagnostic Instruction**

This course focuses on student development and subject matter, as well as pedagogy and emphasizes keeping these three components in balance. (Summer)

**EDU 532** *3 sh*  
**Collaboration and Consultation Skills**

In this course, special emphasis is given to the multidisciplinary nature of regular and special education and to planning for cooperative instructional adaptation. Skill development encompasses communication, observation, data collection and conferencing with families, teachers, administrators, paraprofessionals, student teachers and members of other supporting professional groups. These skills enhance service as a member of a multidisciplinary team or special education consultant. (Summer)

**EDU 534** *3 sh*  
**Curriculum Development and Design in Learning Disabilities**

The focus of this course is on planning

curriculum and designing instruction for students with learning disabilities so that they can participate fully in core curricular activities. An analysis of the basic principles and concepts underlying major disciplines will provide a means for organizing content to promote retention, generalization, and transfer. Additional emphasis will be given to problem-solving strategies and critical thinking within different content areas. (Summer)

**EDU 535** *3 sh*  
**Assessment Methods and Interpretation in Special Education**

In this course, students explore a variety of authentic and informal assessment procedures, as well as standardized or norm-referenced measures used to evaluate the learning of exceptional students and adolescents in classroom settings. The critical relationship between instructional planning and assessment of learning outcomes will be explored, as will the relationship between the teacher's choice of an assessment procedure and the purpose to be served by the assessment. The course is designed to provide students with the knowledge to devise assessment plans for eligibility determination (for special education services), instructional planning, and monitoring of teaching effectiveness and student achievement. (Summer)

**EDU 540** *3 sh*  
**Literature for Children and Youth: Analysis and Application**

This course covers the presentation and analysis of contemporary books for children and youth, development of a variety of print and nonprint methods of sharing books with students, assessing and using student interests to motivate reading, and incorporating literature into the elementary curriculum. (Alternate summers)

**EDU 542** *3 sh*  
**Foundations of Special Education**

This course addresses the evolution of the field of special education, its philosophical

and theoretical foundations, legal underpinnings, and current trends and controversies. Emphasis is on acquiring a broad knowledge base regarding the characteristics of exceptional learners and the skills of individualized programming. Family involvement is highlighted, and special consideration is given to issues of cultural diversity in terms of special education placement and services. (Fall online)

**EDU 544** *3 sh*  
**Language, Literacy, and Mathematics  
 Methods in Special Education**

This course is designed to develop the knowledge base necessary for making instructional decisions for exceptional students in the elementary grades. Students will become familiar with the research base on effective instructional techniques for children with high incidence disabilities and the theoretical paradigms underlying research-supported techniques. They will learn how to apply specific methods that involve explicit, systematic and intensive instruction and that are designed to help children with learning difficulties acquire foundational skills in language arts and mathematics. Students will learn to use curriculum-based assessment as a basis for planning, monitoring and modifying instruction. (Summer)

**EDU 545** *3 sh*  
**Planning and Managing the Learning  
 Environment for Students with  
 Exceptional Learning Needs**

In this course, graduate students are taught to analyze the disturbing behaviors of school-age children and adolescents in classroom environments and to design effective behavior management interventions relevant to the specific nature of the problematic behavior, the student's academic and social profile, and the classroom context. Strategies for enlisting the support of classmates, as well as other teachers and educational professionals, are discussed. In addition, the importance of family involvement in the treatment of students with behavior problems is

stressed, and methods for gaining family support are addressed. The role of master teachers in providing leadership in developing positive behavioral support is discussed. (Summer)

**EDU 547** *3 sh*  
**Nature and Needs of Students with  
 Learning Disabilities**

This course is designed as an exploration of the assessment and instruction of children with learning disabilities. It provides a comprehensive overview of the field of learning disabilities, including an examination of historical perspectives and current trends in the field, theoretical orientations related to learning disabilities, assessment and its role in the clinical teaching process, and general principles of instruction for children and adolescents with learning disabilities. (Fall online)

**EDU 550** *3 sh*  
**Meeting Special Learning Needs of  
 Students**

This course is designed to prepare classroom teachers to employ individualized programs when working with students who have special learning needs. A survey of literature related to the instruction of these students, including assessment of individual needs and modes of learning, is covered, and its implications for mainstreamed classroom teaching are discussed. (Spring online)

**EDU 555** *3 sh*  
**Teaching and Learning Strategies for  
 Students with Exceptional Learning  
 Needs**

This course focuses on research-validated teaching and learning strategies for adolescents with mild to moderate learning needs. The course emphasizes strategies that reflect a cognitive/metacognitive instructional approach and prepares M.Ed. students to use and to explicitly teach strategies that facilitate learning across the curriculum. (Summer)

**EDU 561** *3 sh*  
**The Advanced Masters Seminar**

The Advanced Masters Seminar, a capstone course, provides students with the opportunity to synthesize the content and skills acquired during their graduate studies. Through focused inquiry, students gain in-depth knowledge of current issues in elementary and special education. An emphasis is placed on the important role that Master Teachers have in making professional contributions to the field of teaching. The Advanced Masters Seminar serves as a forum for graduate students to explore possible leadership roles, presentation and publication opportunities, and to present the culminating product of their graduate studies, their professional portfolio, to peers and faculty. (Summer)



to use the skills and competencies developed in other aspects of the graduate program, as well as in their professional careers. (Summer)

**EDU 570** *3 sh*  
**Special Topics**

This course deals with topics of special interest, which may vary each time the course is offered and are outlined in the current class schedule handbook.

**EDU 591** *3 sh*  
**Independent Study**

The Independent Study allows students to plan an independent course of study in consultation with a faculty advisor. Permission of M.Ed. director/education department chairperson is required. No more than three hours of independent study may be applied toward M.Ed. degree.

**EDU 580** *6 sh*  
**Graduate Internship in Learning Disabilities**

The special education internship is designed to provide graduate students with experiences that augment both their work experience with Exceptional Children (EC) and other components of their graduate program. A variety of internship experiences are provided for graduate students, including internships in specialized schools for EC with learning disabilities and a diagnostic referral center housed within a university medical school. Graduate students also may intern in an on-campus summer school for children with disabilities from the local school system. During this experience, graduate students review Individualized Education Plans (IEPs) for children enrolled in the summer school, conduct their own assessments, plan the curriculum and instruction, and assess student progress. Though a variety of internships are offered, all placements offer students an opportunity

**MTH 521** *3 sh*  
**Mathematical Concepts for the Elementary School Teacher**

Through the integration of problem solving and reasoning skills, this course focuses on conceptual understanding in four strands of mathematics: (1) number sense, numeration and numerical operations; (2) spatial sense, measurement and geometry; (3) patterns, relationships and functions; and (4) data, probability and statistics. (Alternate summers)

**PSY 515** *3 sh*  
**Advanced Psychological Theory in the Classroom**

This course is designed to provide a background in the application of psychology to education, with a focus on cognitive approaches to learning, development and motivation. Students will learn to apply current theory and recent research findings to practical problems of education. (Summer)

**SCI 565** 3 sh  
**Integrated Science for Elementary and Middle Grade Teachers**

This course takes an active approach that will expand the knowledge base of teachers by providing an in-depth examination of selected topics in earth, life and the physical sciences. The course focuses on processes and laboratory approaches in line with the most recent state and national standards. Special attention is given to the integration of the sciences and the study of topics that reflect recent developments in science. (Alternate summers)

**ADMINISTRATION**

**Leo M. Lambert**, *B.A., M.Ed., Ph.D.*  
 President

**Gerald L. Francis**, *B.S., M.A., Ph.D.*  
 Provost and Vice President for Academic Affairs

**F. Gerald Dillashaw**, *B.S., M.A.T., Ed.D.*  
 Dean of School of Education

**Judith B. Howard**, *B.A., M.Ed., Ph.D.*  
 Director of M.Ed. Program

**Arthur W. Fadde**, *B.S., M.Ed.*  
 Assistant Dean of Admissions and Director of Graduate Admissions

**FACULTY**

**Jimmie D. Agnew**, *Associate Professor of Science Education*  
 B.A., George Washington University;  
 M.S.S.T., Ph.D., The American University

**Grace S. Bass**, *Associate Professor of Education*  
 B.A., Salem College; M.Ed., Memphis State University; Ed.D., Arizona State University

**Glenda W. Crawford**, *Professor of Education*  
 B.A., M.Ed., Ed.D., University of North Carolina at Greensboro

**F. Gerald Dillashaw**, *Professor of Education; Dean, School of Education*  
 B.S., Furman University; M.A.T., Converse College; Ed.D., University of Georgia

**Judith B. Howard**, *Associate Professor of Education*  
 B.A., University of North Carolina at Chapel Hill; M.Ed., Tulane University; Ph.D., University of North Carolina at Chapel Hill

**Catherine A. King**, *Associate Professor of Psychology*  
 B.A., University of California at San Diego; M.A., Northwestern University; Ph.D., University of California at San Diego

**Deborah T. Long**, *Associate Professor of Education; Chair, Department of Education*  
 B.A., Colby College; M.Ed., Virginia State College; Ed.D., University of Memphis

**Melinda S. Rice**, *Assistant Professor of Education*  
 A.B., Warren Wilson College; Ph.D., Northwestern University

**Janice L. Richardson**, *Associate Professor of Mathematics*  
 B.A., University of North Carolina at Chapel Hill; M.A., Wake Forest University

**Lawrence H. Simon**, *Professor of Education*  
 A.B., M.A.T., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro

**Carolyn B. Stuart**, *Associate Professor of Education*  
 B.S., M.Ed., Ph.D., University of North Carolina at Chapel Hill

**Barbara Taylor**, *Associate Professor of Computing Sciences*  
 A.B., Elon College; M.S., University of North Carolina at Chapel Hill; M.S., University of Evansville

**Ann M. Wooten**, *Associate Professor of Education*  
 B.S., M.A., East Carolina University; Ed.D., University of North Carolina at Greensboro

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# THE DPT

*doctor of*  
**PROGRAM**  
*physical therapy*



### ***A STRONG PROGRAM***

In partnership with Alamance Regional Medical Center, Elon's Department of Physical Therapy Education enrolled its charter class for the Master of Physical Therapy program in January 1998.

In January 2003, the MPT was replaced by a Doctor of Physical Therapy program. Elon's DPT program seeks to produce graduates who will be highly skilled clinician generalists. Graduates will exemplify compassion for individuals of every age, means and ethnicity, and they will be well prepared for leadership, possessing professional integrity as they become part of the health-care team.

ARMC's values mirror those of Elon University: excellence, compassion, efficiency, creativity and leadership. The partnership with ARMC provides continuing professional growth for the physical therapy faculty and offers clinical and research opportunities for students.

The Department of Physical Therapy Education was created to extend Elon's mission of excellence to a new arena of professional education. It offers students an opportunity to prepare for multifaceted roles in the physical therapy profession.

### ***A PROGRAM BASED ON A PHILOSOPHY OF EXCELLENCE***

The educational philosophy of the DPT program emphasizes preparation for the continuum of care essential to the well-being of the individual client. The faculty incorporates teaching/learning strategies appropriate for the more mature learner, utilizing current communication and computer technology. The program encourages critical thinking, active learning, strong clinical experiences and an evidence-based approach to treatment interventions.

Graduates will be prepared as clinician generalists to provide services throughout the broad spectrum of care, including intensive care, acute care, rehabilitation, outpatient care, home care and skilled nursing. Physical therapists work as members of the health-care team, and they function as the point of entry into the health-care system.

### ***A UNIQUE MODULAR CURRICULUM***

The DPT program's unique modular curriculum is designed to integrate and coordinate courses and modules in a sequence that enhances learning. Students in the program have the opportunity to practice specific learning objectives in a variety of clinical practice settings. The program emphasizes the importance of self-awareness and self-evaluation on the part of the graduate and stresses excellence in clinical skills, compassionate care and leadership in the profession.

The Elon DPT program entails 36 months of full-time study. Didactic education, which includes classroom and laboratories to practice procedures on classmates and clients, with integrated clinical education assignments in a variety of clinical settings occur throughout the three years.

### ***Year I (beginning January)***

Year I consists of a four-week module followed by two 12-week didactic education periods. After a four-week summer break, DPT students return for a 16-week module focused on clients with muscular-skeletal problems.

### ***Year II***

In Year II, a 12-week clinical education phase is followed by a 16-week module focused on neurosciences and clients with neuromuscular problems. Clinical Practicum II (12 weeks) follows. Students return to campus to begin Module VIII.

### ***Year III***

In Year III, students complete the 12-week Module VIII. During Modules IX and X, students focus on patients with complex problems, as well as the pediatric and geriatric client. Students will learn principles of administration and supervision. During Module XI (6 weeks), students participate in clinical practice, selective courses preparing them for the 24-week internship.

DPT students return to campus for one week of electives and the graduation ceremony in December of each year.

## **ACCREDITATION**

Elon University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; phone: 404-679-4501) to award bachelor's and master's degrees and the DPT. The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

## **PROGRAM MISSION**

Elon University's Doctor of Physical Therapy curriculum, in partnership with Alamance Regional Medical Center, provides graduate professional physical therapy education. Solid principles of science and research are incorporated using the highest ethical standards, while looking toward the future of the profession and its role in all health-care delivery systems along the continuum of care.

## **PROGRAM GOALS**

By pursuing this educational mission with integrity and the desire for excellence, the DPT Program will prepare physical therapists who reflect this vision of the profession:

- Graduates are Doctors of Physical Therapy with enhanced professional identity who are prepared for autonomous practice and direct access to consumers of health care, prevention and wellness services.
- Graduates are recognized by consumers as health-care professionals for the diagnosis, management and prevention of movement-related impairments, functional limitations and disabilities.
- Graduates have a commitment to provide comprehensive and accessible health programs for all people with dignity, respect and sensitivity to and appreciation of individual differences.
- Graduates are motivated and guided by the desire for excellence and the highest possible professional, scientific, ethical, legal and moral standards.
- Graduates render evidence-based physical therapy services to consumers and are committed to lifelong learning through continuing professional education and by pursuing professional growth, development and advancement.
- Graduates are leaders and mentors in the physical therapy profession and promote the profession through their support and involvement in professional organizations, including the American Physical Therapy Association and community groups.

## **THE FACULTY**

The DPT faculty are academically skilled and bring a balance of clinical expertise and research experience to both the classroom and the clinical skills courses. There are 12 full-time physical therapists with advanced degrees, five of whom hold American Board of Physical Therapy Specialties (ABPTS), including geriatrics, orthopedics (2) and neurology (2). In addition, there are nine highly qualified part-time faculty who complement the expertise of the full-time faculty. Two part-time faculty members are ABPTS certified in orthopedics and pediatrics.

The faculty work cooperatively to prepare Elon graduates to be clinical generalists. The curriculum includes many unique active-learning opportunities for the student. Classes and laboratories are small, so the student-faculty ratio creates an environment where faculty are accessible to students. Faculty serve as role models for students through their participation in teaching, research, clinical practice and community service on campus as well as in the greater Elon University community. Faculty are also active in leadership positions with the American Physical Therapy Association.

***COSTS***

Tuition for the academic year beginning in January 2005 is \$21,412. Books and living expenses are separate. While campus housing is not available for DPT students, the university provides local housing information to admitted students. A \$50 graduation fee applies to all students. A nonrefundable enrollment fee of \$1,000 is required within two weeks of acceptance to reserve space in the class.

***REFUNDS***

Tuition and fees are refunded on a pro rata basis during the first 13 weeks of each half of the academic year. The first half begins on the first day of classes in January. The second half begins on the first day of July. Following is a table of pro rata charges:

Start of the period through the end of 3rd week .....	10% charge
4th week through the end of the 7th week .....	50% charge
8th week through the end of the 13th week .....	75% charge
14th week .....	No refund

The effective date of withdrawal is determined by the Dean of Student Life. Students who believe circumstances warrant an exception from the published policy must appeal to Gerald Whittington, Vice President of Business, Finance and Technology, 113 Alamance Building.

Unpaid charges owed by the student will be deducted from the calculated refund.

The \$1,000 acceptance deposit is nonrefundable.

***EXCEPTIONS TO THE INSTITUTIONAL POLICY***

Students receiving Title IV financial aid and attending Elon for the first time will receive refunds as follows:

Refunds will be made to students who (a) do not register for the semester for which Title IV financial aid was intended, or (b) withdraw and do not complete the period of enrollment for which the Title IV assistance was intended. The portion of the period for which a student can receive a refund is computed by dividing the time (in weeks) remaining in the period by the total time (in weeks) of the period and rounding downward to the nearest 10 percent, less any unpaid amount owed to the university. Refunds will not be made after 60 percent of the period has been completed. Each enrollment period is considered to be 25 weeks.

Medical withdrawals will be handled on a case-by-case basis.

## **DPT ADMISSIONS REQUIREMENTS AND PROCEDURES**

The DPT admissions policy at Elon is designed to select outstanding students who have demonstrated both academic ability and talent in their field. Each application is considered in light of all completed academic work, test scores, evidence of leadership and motivation, work history and credentials, letters of recommendation and a required interview.

Application materials are available from the **Office of Graduate Admissions, 100 Campus Drive, 2750 Campus Box, Elon, NC 27244**, or on the **Elon Graduate Admissions Web site at [www.elon.edu/graduate](http://www.elon.edu/graduate)**.

The Elon DPT program is designed for the person with an undergraduate degree in a field other than physical therapy.

Applications are evaluated on a rolling basis throughout the year prior to January enrollment.

Completed applications should be sent directly to the Office of Graduate Admissions and must include:

- Evidence of an earned bachelor's degree from an accredited college or university
- Minimum GPA of 2.8 for undergraduate work
- Official transcripts of all undergraduate and any graduate studies completed or taken
- Recommended combined verbal and quantitative score of 1000 (minimum score of 900 required) along with an analytical writing score of 2.5 or higher (new format as of October 1, 2002) or combined verbal, quantitative and analytical score of 1500 (old format: minimum score of 1400 required) on the Graduate Record Examinations (GRE) taken within the last five years
- Completion of prerequisite courses
  - Minimum of six science courses selected from the following:
    - biology, chemistry, human anatomy/physiology, life sciences and/or physics (3-credit hour course or higher with lab)
  - Minimum of one psychology course (3-credit hour course or higher)

*Grades of "C" or better are required in each prerequisite course. However, a minimum overall science GPA of 2.8 is required. No prerequisite course may be taken on a "pass/no pass" or "credit/no credit" basis; all must be transferable to Elon University.*
- Three letters of recommendation
  - One letter should be written by a practicing physical therapist, and one should be from a science instructor qualified to evaluate the applicant's academic achievement and potential for success as a graduate student.*

- Personal statement (instructions are enclosed with application)
- Completion of Work Experience Sheet recording applicant's knowledge of the physical therapy profession
  - Minimum of 100 hours volunteer or work experience in a general health-care setting with at least 20 of these hours in a physical therapy acute inpatient care or hospital setting
- A completed application form with a \$50 nonrefundable fee (check or money order made payable to Elon University)
- The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based tests) or 213 (computer-based examinations) is required. English translations of transcripts and explanations of grading systems are required.

Exceptions to these requirements may be considered under special circumstances.

### ***Transcript Requests***

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### ***Recommendations***

Applicants should send recommendation forms to each designated individual. Those requested to provide recommendations should be aware of the applicant's academic abilities and professional potential; supervisors are preferred, not family and friends. Recommendations are confidential.

### ***TESTING FOR DPT STUDENTS: GRE***

Applicants to the DPT program are required to take the Graduate Record Exam. The GRE is a computer-based test and is available year-round at Prometric Candidate Centers throughout the United States. Students must request the Educational Testing Service (ETS) to send GRE scores directly to Elon. Elon's ETS code is 5183. GRE registration bulletins may be obtained from the Office of Graduate Admissions at Elon, via the Internet at [www.gre.org](http://www.gre.org) or by calling 1-800-GRE-CALL.

**INTERNATIONAL STUDENTS**

Because several months may be required to receive and process forms from international applicants, applications and complete documentation should be submitted as early as possible. The Test of English as a Foreign Language (TOEFL) is required unless English is the student's native language or the language of instruction. A minimum TOEFL score of 550 (paper-based tests) or 213 (computer-based examinations) is required for admission to any graduate program at Elon. Exceptions to this requirement may be considered under special circumstances. In addition, a completed Certificate of Financial Responsibility (CFR) is necessary prior to approval of application for admission.

**PREREQUISITE COURSES**

An application will be considered if the prospective student has no more than two courses – one natural science and one other prerequisite course – remaining to be completed during the summer or fall before enrollment. Applicants must complete all of the following courses prior to enrollment in the program. All natural science courses must include labs.

***Science Courses (6 courses)***

The applicant must have 6 natural and/or life science courses selected from the following: biology, chemistry, human anatomy/physiology, biomechanics, exercise physiology, kinesiology, pathology and/or physics.

***Psychology Course (1 course)***

It is preferred that this course is from the Psychology Department, but an upper level course from another department may be acceptable.

Each natural and/or life science prerequisite course must have been successfully completed within 10 years prior to the registration date in January. If the 10-year limit has been exceeded, the prerequisite courses must be repeated and completed by the application deadline. However, as stated above, an applicant may have up to one natural science course and one other course to be taken at the time of application to the program.

Applicants are expected to demonstrate computer skills through college course work and/or life experiences.

## **TRANSFER CREDITS**

Students enrolled in the DPT are not permitted to transfer credits from another graduate program.

## **GRADUATION AND DEGREE REQUIREMENTS**

To earn the DPT degree, the graduate student must:

- Have an overall minimum grade point average of 3.0 in all required DPT courses.
- Submit an application for graduation to the Registrar by Oct. 15 preceding graduation date.
- Complete all required DPT degree courses and requirements in a satisfactory manner within five calendar years.
- Demonstrate professional entry-level competency as determined through the use of the Clinical Performance Instrument (CPI), an evaluation tool developed by the American Physical Therapy Association. The CPI serves as the exit examination for the DPT program.

*It is the student's responsibility to be familiar with the preceding requirements for graduation.*

## **GRADUATE-LEVEL LICENSURE**

The DPT graduate is eligible to sit for the licensure examination upon satisfactory completion of all requirements for the DPT degree.

## **COURSES AND CONTINUATION STANDARDS**

### **YEAR I**

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#### **MODULE I (4 WEEKS)**

##### **DPT 600**

##### **Psychosocial Aspects of Health Care(4)**

Psychological and sociological effects of acute, chronic, progressive, psychiatric, terminal, traumatic and congenital medical problems on the client, family and therapist; the relationship of race, religion, ethnic background, medical beliefs and language to client (patient)-therapist interactions and to

the well-being of the client; communication skills used with clients, families and colleagues; and use of self-awareness to enhance the therapist's therapeutic presence. Emphasis is on clinical application with active student involvement.

*Unsatisfactory course grade - Remediation during Spring Break.*

##### **DPT 601**

##### **Today's Health Care Systems (2)**

World and national factors that affect today's systems: who gets care and how it is paid for; legal and ethical responsibilities; where does physical therapy fit; team approach.

*Unsatisfactory course grade - Remediation during Spring Break.*

**DPT 602****Principles of Teaching and Learning(1)**

Teaching-learning theories applied to clinical practice with clients and their families. Teaching techniques for giving presentations and demonstrations to various audiences. Methods of self-assessment and learning assessment taught. Course "in progress" during Year I of curriculum to provide the student with opportunity to apply knowledge base while giving educational presentations in other courses and/or with clients in clinical laboratories. *Unsatisfactory course grade - Remediation at end of Year I of curriculum.*

**DPT 603 (604)****Human Anatomy I (II) (5)**

*In Progress*

Two-course sequence of normal human anatomy with emphasis on upper and lower extremities: cadaver dissection using a regional approach. During Module I there will be 12 hours of instruction in human histology.

*Unsatisfactory course grade - Re-enroll and retake course next year. WILL NOT CONTINUE IN THE CURRICULUM.*

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**Total Module I Credits 7**

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**MODULE II (12 WEEKS)****DPT 603 (604)****Human Anatomy I (II) (5) (5)**

Continued from Module I. DPT 603 and 604 will be coordinated with DPT 605 and 606, Human Physiology and Pathophysiology.

*Unsatisfactory course grade - Re-enroll and retake course next year. WILL NOT CONTINUE IN THE CURRICULUM.*

**DPT 605 (606)****Human Physiology and Pathophysiology I (II) (5) (5)**

Module II will focus upon normal human physiology. The normal function of major

subsystems to include: nervous, muscular, cardiovascular, respiratory, renal and endocrine systems as a basis for human movement and function.

Module III will focus upon how the normal human physiology is altered when pathologic conditions occur. Students will integrate information of the pathophysiology of major subsystems discussed in Module II.

DPT 605 and 606 will be coordinated with DPT 603 and 604, Human Anatomy.

*Unsatisfactory course grade - Re-enroll and retake course next year. WILL NOT CONTINUE IN THE CURRICULUM.*

**DPT 607****Physical Therapy Science I (3)**

Introduction to physical therapy skills of assessment and intervention for patient mobility including: bed mobility, gait training, ambulation aids, transfers, wheelchair mobility, wheelchair and cushion selection, passive range of motion therapeutic exercises, draping, mobility management of patient with lines, leads, and tubes, and monitoring of patient's physiologic responses to mobility activities.

*Unsatisfactory course grade - Remediation during Year I summer break.*

**DPT 608****Physical Therapy Science II (2)**

Application of physiologic principles used with application of hydrotherapy, superficial heat and cold, thermal and non-thermal ultrasound in management of patient's injuries. Emphasis on problem-solving and clinical reasoning to determine most appropriate interventions based upon stage of injury and patient's clinical signs and symptoms. Enhance skills in history taking and commonly utilized documentation methods. Practice skills required to maintain a sterile environment or universal precautions.

*Unsatisfactory course grade - Remediation during Year I summer break.*

## DPT 611 (621)

### Research Design I (II) (3) (2)

Review statistical and experimental procedures used in biomedical research. Develop skills to critically evaluate and discuss scientific literature. Participate in a group project to identify a research topic, write an institutional/review board application, collect and analyze data, and make a poster presentation to the Elon community. *Unsatisfactory course grade - Remediation during summer break in Year I of curriculum.*

*(DPT 619) Remediation during Module V for DPT 619. WILL DELAY DPT 700 Clinical Practicum I. WILL DELAY GRADUATION from the program. (DPT 703) Remediation during Module VII for DPT 703. WILL DELAY GRADUATION from the program.*

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**Total Module II Credits 19**

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## DPT 612 (613) (619) (703)

### Clinical Seminar I (II) (III) (IV) (1) (1) (1) (1)

Series of four clinical skills laboratory courses throughout the DPT curriculum. Emphasis on enhancement of student's generic abilities, interview skills, documentation, examination skills, intervention strategies, utilization of evidence-based decision-making model with justification for examination and intervention strategies, prioritize patient problems and identify step-wise progression of patient with appropriate use of therapeutic exercises. Conduct laboratory sessions in mock clinical setting (to include broad spectrum of the continuum of care settings) where student must balance ethical dilemmas with payment limitations created by today's health-care systems. Provide opportunity for student to practice clinical problem solving in a supportive environment. Each course will build upon the skills from previous modules. Early seminar courses will present simple patient (client) cases; later courses will emphasize the complex patient. Student expected to justify choices and decisions about patient care in "grand rounds" style. By the end of Seminar IV, student will demonstrate self-confidence in clinical skills and decision-making abilities. Goal is to prepare the student for the contemporary world of physical therapy. Student use of evidence-based decision making to permeate the entire 36-month curriculum. *Unsatisfactory course grade - Remediation during summer break in Year I of curriculum for DPT 612 and DPT 613.*

## MODULE III (12 WEEKS)

### DPT 604

#### Human Anatomy II (5) (Continued from Modules I and II)

*Unsatisfactory course grade - Re-enroll and retake course next year. WILL NOT CONTINUE IN THE CURRICULUM.*

### DPT 606

#### Physiology and Pathophysiology II(5) (Continued from Module II)

*Unsatisfactory course grade - Re-enroll and retake course next year. WILL NOT CONTINUE IN THE CURRICULUM.*

### DPT 609

#### Physical Therapy Science III (3)

Basic skills of goniometry, manual muscle testing and postural evaluation to measure impairment. *Unsatisfactory course grade - Remediation during summer break of Year I of curriculum.*

### DPT 610

#### Human Life Sequences (2)

The developmental process from conception to death with the emphasis on human motor performance. Sequence of study includes fetal life, infancy, early and middle childhood, late childhood adolescence, early and middle adulthood, and the aging adult including: neuroanatomical and neurophysiological mechanisms in relationship to developmental changes in performance,

and musculoskeletal development in relationship to the human life span.

*Unsatisfactory course grade - Remediation during summer break of Year 1 of curriculum.*

### DPT 613

#### Clinical Seminar II (III) (IV) (1)(1)(1)

Second seminar in series of four. See course description in Module II.

*Unsatisfactory course grade - Remediation during summer break of Year I of curriculum.*

### DPT 614

#### Foundations of Biomechanics and Musculoskeletal Management (4)

Functional characteristics of bone, connective tissue and skeletal muscle presented. Principles of biomechanics (kinematics and kinetics) to develop conceptual framework for human motion discussed. Biomechanics of posture and gait addressed.

Basic concepts of musculoskeletal management are presented to prepare the student for application to specific regional problems in Module IV, three courses: DPT 616, 617, 618: Biomechanics and Management of Musculoskeletal Dysfunction I, II and III. Content includes an introduction to orthopedic physical therapy, the five steps of patient/client management outlined in The Guide to Physical Therapist Practice, modes of diagnostic imaging, upper and lower half screens, clinical applications of tissue mechanics, joint mobilization, muscle length testing, strengthening, stretching, ergonomics and body mechanics, and issues regarding referral and patient/client adherence.

*Unsatisfactory course grade – Remediation during summer break.*

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#### **Total Module III Credits 20**

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## MODULE IV (16 WEEKS)

### DPT 616, 617, 618

#### Biomechanics and Management of Musculoskeletal Dysfunction I-III

(6) (6) (7)

Biomechanics and patient/client management of musculoskeletal dysfunction will be approached regionally and sequenced proximal to distal during the progression of three courses. Content includes joint mechanics and functional anatomy (arthrokinematic and osteokinematic motion), common pathologies/dysfunctions and management of those problems to include patient/client history, documentation, systems review, tests and measures, diagnosis, prognosis and intervention. Diagnostic imaging and pharmacology integrated into three courses. An analysis of total body movement as well as individual joints is utilized to assist understanding of biomechanics and orthopedic management. *Unsatisfactory course grade – Remediation during Module V, will delay DPT 700 Clinical Practicum I. WILL DELAY GRADUATION from the program.*

### DPT 619

#### Clinical Seminar III (IV) (1) (1)

Third seminar in series of four. See course description in Module II.

*Unsatisfactory course grade – Remediation during Module V. Will delay DPT 700*

*Clinical Practicum I. WILL DELAY GRADUATION from the program.*

### DPT 620

#### Clinical Imaging (1)

Elements of reading roentgenographs, CAT and MRI scans for the physical therapist to enhance patient interventions.

*Unsatisfactory course grade - Remediation during Module V. WILL DELAY DPT 700 Clinical Practicum I. WILL DELAY graduation from the program.*

## DPT 622

### Therapeutic Pharmacokinetics (1)

Effects of commonly used drugs in patients with physical disability; side effects that alter physical performance or responses to exercise.

*Unsatisfactory course grade - Remediation during Module V. WILL DELAY DPT 700 Clinical Practicum I. WILL DELAY graduation from the program.*

## DPT 621

### Research Design II (2) (Continued from Module III, Research Design I)

*Unsatisfactory course grade - Remediation during Module V. WILL DELAY DPT 700 Clinical Practicum I. WILL DELAY graduation from the program.*

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**Total Module IV Credits 24**

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## YEAR II

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### MODULE V (12 WEEKS)

## DPT 700

### Clinical Practicum I (6)

Forty (40) hours per week under the direct supervision of a physical therapist serving as the clinical instructor. Application of didactic learning will be emphasized in this clinical experience. Primary type of patients (clients) to be seen by student are persons with musculoskeletal problems. This course will be graded as Satisfactory (S) or Unsatisfactory (U).

*Unsatisfactory course grade - Remediation during Module VII. WILL DELAY GRADUATION from the program.*

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**Total Module V Credits 6**

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### MODULE VI (16 WEEKS)

## DPT 701

### Neuroscience (10)

Anatomy and physiology of the human nervous system; development, cellular, chemical and structural basis for normal and abnormal sensorimotor and higher cognitive function. Discusses the clinically relevant pathological sequelae and the neurobiological basis for clinical intervention. Emphasizes a highly organized and interconnected nervous system with multiple mechanisms of neuroplasticity. Neuroimaging and pharmacokinetics integrated into the course.

*Unsatisfactory course grade - Remediation during Module VII. WILL DELAY DPT 704 Clinical Practicum II. WILL DELAY GRADUATION from the program.*

## DPT 702

### Management of Neuromuscular Disorders (12)

Systematic, problem-solving approach to neurologic problems of the central and peripheral nervous systems with emphasis on epidemiology, clinical signs and symptoms, medical/surgical interventions, P.T. examination and interventions, and outcomes: laboratory included.

*Unsatisfactory course grade - Remediation during Module VII. WILL DELAY DPT 704 Clinical Practicum II. WILL DELAY GRADUATION from the program.*

### DPT 703 Clinical Seminar IV (1)

Fourth seminar in series of four. See course description in Module II.

*Unsatisfactory course grade - Remediation during Module VII. WILL DELAY DPT 704 Clinical Practicum II. WILL DELAY GRADUATION from the program.*

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**Total Module VI Credits 23**

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**MODULE VII (12 WEEKS)****DPT 704 Clinical Practicum II (6)**

Forty (40) hours per week under the direct supervision of a physical therapist serving as the clinical instructor. Application of didactic learning will be emphasized in this clinical experience. Primary type of patients (clients) to be seen by the student are persons with neurologic disorders.  
*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY  
 DPT 805 Internship. WILL DELAY  
 GRADUATION from the program.*

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**Total Module VII Credits 6**

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**YEAR III**

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**MODULE VIII (12 WEEKS)****DPT 705 Principles of Electrotherapeutic Examination and Intervention (4)**

Basic concepts in electrical safety and instrumentation, detailed concepts and applications of electrotherapy introducing principles of electrophysiologic testing and therapeutic application of electrical stimulation (ES), including strengthening (NMES), re-education, pain reduction (TENS), tissue repair (ESTR) and iontophoresis. Electrophysiologic testing to include an introduction to electromyography (EMG), nerve conduction velocity (NCV) and other electrophysiological tests.  
*Unsatisfactory course grade – Remediation during Module XII. WILL DELAY  
 DPT 805 Internship. WILL DELAY  
 GRADUATION from the program.*

**DPT 706 Physiology of Exercise (5)**

Human physiologic responses to exercise including changes and adaptations in cardiopulmonary, musculoskeletal and neuro-

muscular systems across the life span, including normal response and response of those with special needs. Exercise training principles explored through case presentations laboratory experiences, class discussion and lecture. Basic nutrition principles taught in relationship to exercise.

*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY  
 DPT 805 Internship. WILL DELAY  
 GRADUATION from the program.*

**DPT 707 Management of Cardiopulmonary Dysfunction (4)**

Cardiac and pulmonary pathophysiology of patients to include physical therapy management of clients, laboratory and lecture.  
*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY  
 DPT 805 Internship. WILL DELAY  
 GRADUATION from the program.*

**DPT 708 Prosthetics and Orthotics (3)**

Examination and intervention through application of prosthetic and orthotic devices for patients (clients). Analysis of gait patterns created through use of prosthetic and orthotic devices; includes laboratory.  
*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY  
 DPT 805 Internship. WILL DELAY  
 GRADUATION from the program.*

**DPT 709 (809) Directed Research I (II) (1) (1)**

Guided instruction in the development, planning and writing of a case study. Final submission of case study to be publication ready.  
*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY  
 DPT 805 Internship. WILL DELAY  
 GRADUATION from the program.*

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**Total Module VIII Credits 17**

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**MODULE IX (4 WEEKS)****DPT 800****Clinical Decision-Making with Complex Patient (Client) (4)**

Role of physical therapy in rehabilitation of client with complex and/or multiple problems of the neurologic, musculoskeletal and/or cardiopulmonary systems. Emphasis on clinical problem solving to obtain the desired functional outcome for the client. Guided instruction to assist the student to make appropriate clinical decisions regarding examination, intervention(s) with emphasis on functional outcomes, clinical decisions to progress the patient with relevant therapeutic exercise programs. Emphasis on use of evidence-based research to determine intervention(s). Videotaped client case presentations will follow patient through the numerous levels of care including intensive care to home care, laboratory and lecture.

*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY DPT 800 Internship. WILL DELAY GRADUATION from the program.*

**DPT 801****Management of the Pediatric Client (4)**

Systematic, problem-solving approach to the pediatric client with emphasis on prevention, etiology, clinical manifestations, examination and interventions. Identify central issues related to therapeutic intervention for children and their families; includes laboratory.

*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY DPT 805 Internship. WILL DELAY GRADUATION from the program.*

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**Total Module IX Credits 8**

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**MODULE X (4 WEEKS)****DPT 802****Principles of Administration and Management (4)**

Organization and administration of a physical therapy department including budget considerations, reimbursement methods, hiring-interviewing techniques, medical-legal-ethical issues and roles of team members including PTA.

*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY DPT 805 Internship. WILL DELAY GRADUATION from the program.*

**DPT 803****Geriatric Health and Wellness (4)**

Holistic approach to geriatric client as an active participant in health-care process. Focus on normal developmental process of aging, preventive care and management of pathological aging.

*Unsatisfactory course grade - Remediation during Module XII. WILL DELAY DPT 805 Internship. WILL DELAY GRADUATION from the program.*

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**Total Module X Credits 8**

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**MODULE XI (6 WEEKS)****DPT 804****Advanced Clinical Practice Selective Tracks (12)**

Advanced study in selected topic areas including the broad spectrum of primary clinical practice settings. Generally, students focus on one of two areas: musculoskeletal or neuromuscular rehabilitation. Topics included may vary from year to year. Emphasis will be on advanced clinical skills to prepare students for today's demanding health-care environment. Goal is to prepare students for six-month internship.

In lieu of advanced study in one of two areas, selected student(s) may request an independent study in physical therapy. Request to be generated by student through a faculty sponsor. Requires advanced approval (by end of Year II of the DPT curriculum) of the Department of Physical Therapy Education faculty.

Student contact time per selective will be 144 hours (six weeks x 24 hours per week with much of the course taught in a mock clinical setting with patients/clients present). *Unsatisfactory course grade - Remediation during Module XII. WILL DELAY DPT 805 Internship. WILL DELAY GRADUATION from the program.*

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### **Total Module XI Credits 12**

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## **MODULE XII (24 WEEKS)**

### **DPT 805**

#### **Internship**

(12)

Six-month (24 weeks) clinical internship to provide opportunity for integration of didactic knowledge and advanced clinical competency development. Clinical education model of two DPT students to one clinical preceptor. Daily use of computer to acquire research evidence to support clinical decision making for each client. Internet connections among students, preceptor and DPTE faculty. Synchronous and non-synchronous chat rooms. *Unsatisfactory course grade for this course will require remediation in another clinical setting. The number of weeks required (up to 24 weeks) will be determined by the course instructor in cooperation with the clinical preceptor. A second Unsatisfactory course grade will result in dismissal from the program.*

### **DPT 809**

#### **Directed Research II**

(1)

Completion of case study to include submission in publication ready format. *Unsatisfactory course grade - Remediation*

*following Module XII. WILL DELAY GRADUATION from the program.*

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### **Total Module XII Credits 13**

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## **ADMINISTRATION**

**Leo M. Lambert, B.S., M.Ed., Ph.D.**  
President

**Gerald L. Francis, B.S., M.S., Ph.D.**  
Provost and Vice President for Academic Affairs

**F. Gerald Dillashaw, B.S., M.A.T., Ed.D.**  
Dean of School of Education

**Elizabeth A. Rogers, B.S., M.Ed., Ed.D.**  
Associate Dean of the Department of Physical Therapy Education

**Arthur W. Fadde, B.S., M.Ed.**  
Assistant Dean of Admissions and Director of Graduate Admissions

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