

Master of Health Professions Education

Graduate Certificate in Health Professions Education

Student Handbook



2014-2015

TABLE OF CONTENTS

Introduction	2
Health Professions Education Program Information	3
Master's Program Description	3
Program Objectives	3
Course Sequencing	4
Courses and Descriptions	5
Course Project Guidelines	6
Master's Program	
Progression Policy	7
Criteria for Probation, Separation, and Graduation	7
Criteria for Withdrawal	8
Certificate Program	9
Progression Policy	10
Criteria for Probation, Separation, and Graduation	10
Criteria for Withdrawal	11
Academic and Professional Regulations	12
Master's Portfolio	16

INTRODUCTION

This handbook contains helpful information about the Master of Health Professions Education program and Graduate Certificate in Health Professions Education. It includes a description of program requirements, policies on progression, and academic and professional guidelines. More information is available from the Graduate School catalog, which is available on the UMKC webpage (<http://sgs.umkc.edu/>), and in the UMKC General catalog, available from the University Information Center by presenting your student identification card or at <http://www.umkc.edu/catalog/>.

Students are responsible for knowing and complying with the program and University policies, procedures, and deadlines. From time to time, the program and University policies may change, so the information in this edition of the handbook may become outdated. The updated version is maintained by the Department of Counseling and Educational Psychology (CEP). As some aspects may undergo further revision, you are encouraged to obtain updated versions by visiting <http://med.umkc.edu/gchpe/>. Note that new regulations will not apply retroactively to the disadvantage of students already in the program.

The contributions of students, faculty and staff to make this handbook more useful are greatly appreciated. When questions arise, please contact the department directly by phone (816) 235-2465 or email: lavelleel@umkc.edu.

Ellen Lavelle, Ph.D.

Health Professions Education
School of Medicine and School of Education
lavelleel@umkc.edu

Helpful Contacts at the School of Medicine

Annie Lewis-Jones

Coordinator, Admissions & Recruitment

UMKC School of Medicine
2411 Holmes Street
Kansas City, Missouri 64108
p: 816.235.1870
f: 816.235.6579
www.med.umkc.edu

MASTER OF HEALTH PROFESSIONS EDUCATION PROGRAM INFORMATION

Description

The School of Education Department of Counseling and Educational Psychology (CEP), in collaboration with the School of Medicine (SOM), offers the Master of Health Professions Education (MHPE).

The program is designed to provide a rigorous educational research foundation for addressing instructional problems and issues in health professions education. The MHPE focuses on the development of expertise in teaching, instructional design, program evaluation, assessment, leadership and educational research. The program, which is 36 credit hours, is interprofessional, designed for practicing educators across the health science fields. The MHPE is advanced by both the School of Education (SOE) and the School of Medicine (SOM), a collaboration that facilitates the development of strong instructional and assessment skills. This type of partnering, along with the interprofessional emphasis, advances excellence in health professions education.

Graduates are expected to be effective team members who can contribute to teaching, educational research, and to the developing field of health professions education. The MHPE offers an in-depth and theory-based program of study designed to address instructional and assessment issues that health educators face. Based on a foundation in educational research, students focus on educational problem-solving in their respective health disciplines to include focus on areas such as teaching, assessment, program evaluation, and leadership. The applied, project-based emphasis is articulated in all courses and documented in the portfolio. For example, a physician educator might want to help pediatric residents develop skill in airway management but have only a vague idea of how to design or test the effects of a related instructional module. Well-honed skills in educational research, instructional design, and assessment of student learning are critical to the successful design, delivery and evaluation of the health education training. Course projects, along with reflection and related artifacts, are included in the portfolio to support both learning and application.

Program Objectives

- a. Understand educational research and be able to interpret and use it in educational problem-solving.
- b. Design evidence-based educational programs and materials with appropriate scope, sequence, and focus for learners.
- c. Evaluate the effectiveness of programs, curricula and instructional events, using both formative and summative methods.
- d. Understand basic principles of assessment and be able to apply these to health professions education to reflect student progress and to promote student learning.
- e. Identify current issues in medical education and resources available for monitoring developments in the field.
- f. Deliver effective, theory-based instruction in large group, small group or clinical settings.

- g. Provide reflective and evidence-based leadership.
- h. Cultural understanding and appreciation across health professions practice.
- i. Join and contribute to the community of health professions educators.
- j. Contribute to the research literature.
- k. Reflect on learning as linked to practice in the health professions education and document this in a rigorous and systematic manner.

Course Sequence

A minimum of 36 credit hours are required to earn the Master of Health Professions Education degree including:

- Core credit courses
- Elective
- Portfolio

The suggested course sequencing is as follows:

MHPE and GCHPE Course Sequencing and Objectives				
	Fall	Spring	Summer	Program
Year 1	Current Issues in Health Professions Education (HPRE 5530) <i>e, h, I, k, l</i>	Principles and Methods of Research (EDRP 5508) <i>a, j, k, l</i>	Curriculum Design in Health Professions Educations (HPRE 5522) <i>b, k</i>	GCHPE
	Assessment in Health Professions Education (HPRE 5550) <i>d, k</i>	Teaching in Health Professions Education (HPRE 5560) <i>f, k</i>	Program Evaluation in Health Professions Education (HPRE 5580) <i>c, j, k</i>	GCHPE
Year 2	Biostatistics (MEDB 5501) <i>a, k</i>	Leadership and Administration in Health Professions Education (HPRE 5500) <i>g, I, k, l</i>	Portfolio (HPRE 5588) <i>b, c, e, f, h, I, k, l</i>	MHPE
	Teaching about Culture and Health (HPRE 5566) <i>f, h, k</i>	Advanced Research in Health Professions Education (HPRE 5590) <i>a, i, j, k, l</i>	Summer Conference in Health Professions Education (HPRE 5599) <i>a, i, j, l</i>	MHPE

Courses and Descriptions

Current Issues in Health Professions Education (HPRE 5530) – Consideration of the major social, historical, educational, professional and cultural issues that affect health professions education as linked to learning and teaching across the health sciences. *Blended.*

Principles and Methods of Research (EDRP 5508) – Introduction to the analysis of research literature including types of research, methodology, design and data analysis. Focus on contributing to the research body through publication and presentation. (This section focuses on research in health professions education.) *Blended.*

Program Evaluation in Health Professions Education (HPRE 5580) – Applied research as linked to program development and evaluation in health professions education. Topics include needs assessment, summative and formative evaluations, methodologies, data collection, data analysis, and reporting findings. Project-based: Students will develop full program evaluation as a requirement for this course. Prerequisite: EDRP 5508 or consent of instructor. *Online.*

Biostatistics (MEDB 5501) -- Introduction to statistical concepts and analytic methods as applied to health science. Course includes lectures and hands on computer laboratory. *Prerequisite is course work in basic statistics. Students may substitute a similar basic statistics course with the approval of the director. Online or classroom-based.*

Leadership and Administration in Health Professions Education (HPRE 5500)* – Current approaches to academic leadership within the context of health professions education: strategic planning, communication, group dynamics, teamwork, interpersonal skills, and legal and budgeting issues. Focus on individual, group, and organizational performance. *Blended.*

Teaching in Health Professions Education (HPRE 5560) – Emphasis on learning and teaching theories and current research in health professions education as applied to instructional methods, delivery, learning contexts. Focus on individual differences, mentoring and tutoring, and on teaching in clinical, small group and large group situations. *Blended.*

Curriculum Design in Health Professions Education (HPRE 5522) – Examination of the theory and strategies for the development, implementation, and evaluation of curricula in health professions education. Focus on contextual factors, learner needs, current models, outcome-based approaches, leadership, and faculty development for design and delivery. *Online.*

Teaching about Culture and Health (HPRE 5566) – Emphasis on curriculum development and teaching about social determinants of health, culturally appropriate care, and health disparities. Focus on skills in active learning, facilitation, and debriefing specifically tailored for course content. Prerequisites: Teaching in Health Professions Education (HPRE 5560)), Curriculum Design in Health Professions Education (HPRE 5522), Assessment in Health Professions Education (HPRE 5550), or permission of the instructor. *Online.*

Advanced Research in Health Professions Education (HPRE 5590) – Examination of current research trends across the health professions with focus on advanced qualitative, quantitative and

mixed methods. Attention to the writing research, publication process, and presentation of research results. Students will be expected to submit a research article or poster for publication or presentation at a national conference. *Blended. Prerequisite: Principles and Methods of Research (EDRP 5508) or related course as approved by the instructor.*

Assessment in Health Professions Education (HPRE 5550) – Focus on the design, implementation and evaluation of tools for assessing student learning and performance in health professions education and on the development of assessment systems. Consideration of validity, reliability, writing test items, survey design, checklists, observational assessment, simulations and rubrics. Emphasis on best practices, assessment challenges, and on the effective implementation of comprehensive assessment programs in health professions education. *Blended.*

Portfolio in Health Professions Education (HPRE 5588) – The portfolio serves to provide integration and reflection on educational experiences throughout the program. Portfolios provide a bridge between learning and application of new knowledge to practice. Components include philosophy of teaching and educational research, self-evaluation and reflection pieces, planning tools, accomplishments, teaching and advising documents, assessment strategies, and the personal journal. *Blended. Prerequisite: Enrollment in the Masters of Health Professions Education.*

Summer Conference in Health Professions Education (HPRE 5599) – Students will work under the direction of faculty to prepare and deliver the “Summer Health Professions Education Mini-conference.” The conference will include presentations, posters and workshops on key topics of interest to health educators, and serve as a culminating experience that showcases student skills and accomplishments. Students will be responsible for the design, coordination and evaluation of the conference. Prerequisite: Teaching in Health Professions Education (HPRE 5560), Curriculum Design in Health Professions Education (HPRE 5522), Assessment in Health Professions Education (HPRE 5550), Program Evaluation in Health Professions Education (HPRE 5580) or consent of the instructor. *Blended.*

Course Project Guidelines

- Relevant/applied, is practical and linked to the students professional interests
- Theory-based, draws on theory covered in class or beyond
- Rigorous, demands learned skills, complexity and integration
- Results in tangible outcome/artifact, poster, paper, presentation
- Is based on carefully assessed need
- Is planned and includes objectives and timeline
- Approved by course instructor
- Demonstrates competence in the course objectives
- Demonstrates competence in one or more of program objectives
- May be collaborative or independent at the instructor’s discretion
- Is focused/limited not too broad
- Contributes to the HPE community practice

POLICY ON PROGRESSION FOR THE MHPE DEGREE PROGRAM

Preface

The Master of Health Professions Education faculty, comprised of all non-adjunct faculty currently teaching courses in the MHPE, will develop and apply policies and procedures that govern student progression. They will make recommendations regarding student progress to the Chair of the Department of Counseling and Educational Psychology, who will in turn make recommendations to the dean of the SOE and Registrar. Recommendations made by the MHPE faculty are designed to ensure the positive progression of students who clearly demonstrate knowledge, skills, and abilities resulting in evidence-based competencies consistent with the student's level of training and professional scope of practice expectations. The MHPE faculty also has the responsibility of recommending academic probation when a student fails to meet MHPE Program Requirements.

Statement of Human Rights

The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability and status as a Vietnam era veteran. The Equal Opportunity and Affirmative Action Office, 223 Administrative Center, 5115 Oak St., is responsible for all relevant programs.

Criteria for Probation, Separation and Graduation

Probation

Graduate students, regardless of classification, must maintain a 3.0 (B) grade-point average in all coursework taken for graduate credit at UMKC. Students are responsible for keeping apprised of their academic status by referring to term grades and their permanent academic record on file in the UMKC Registration and Records Office.

Whenever the cumulative GPA for UMKC courses taken for graduate credit by a graduate student of any classification falls below 3.0, the student's status for the next term becomes: "On Probation - See Graduate Adviser." The Graduate Adviser will review the student's progress and provide counsel, and the following conditions apply:

- A graduate student on probation who is not restored to good academic standing by the end of two successive regular semesters following the term in which the cumulative GPA fell below 3.0 will be declared ineligible to re-enroll.
- While on probation, a graduate student must achieve a 3.0 term GPA in order to enroll for the following term.
- A graduate student on probation will not be restored to good standing until a cumulative graduate-credit GPA of at least 3.0 is achieved.

Separation

When MHPE faculty considers a graduate student's performance to be unsatisfactory, the department, school or committee may recommend to the Chair of Counseling and Educational Psychology that the student be reclassified or declared ineligible for further study. The Chair of Counseling and Educational Psychology will make recommendations to the dean of the SOE

who will convey a decision to the MHPE faculty and the Department of Counseling and Educational Psychology.

Students who have been declared ineligible due to unsatisfactory progress or performance may appeal such decisions to the dean of the School of Graduate Studies, as designee of the chancellor. Such appeals must be made in writing within 14 consecutive days after the student receives notice of the decision.

The decision of the graduate dean, as the chancellor's designated representative in such cases, is final and will be communicated in writing to the following:

- The Student
- The Chair of Counseling and Educational Psychology
- The Dean of the SOM
- The Registrar

Graduation Requirements for the Master's Degree

Complete a minimum of 36 hours of approved coursework for graduate credit with a cumulative GPA of at least 3.0.

Transfer Credit

No more than six hours of graduate credit may be transferred from another recognized graduate school or from another academic unit within UMKC. Transfer credit may be applied toward the master's degree requirements on the approval of the student's Graduate Adviser. Students who have completed noncredit academic programs such as Teaching Scholars or Medical Education and Research Consortium (MERC), may petition the Faculty Committee to waive no more than two courses (i.e., six credit hours).

Procedure for Review of Progress

- Students should initiate meetings once a semester to review progress with their Graduate Adviser.
- One week after final grades are submitted for the semester, a representative from the department will update official copies of the Program of Study form.
- Students who have not met progression standards will be notified in writing of academic probation, and will have the opportunity to meet with the Faculty Committee to present information on their status in the program as needed.

Withdrawal from the MHPE Program

A student withdrawing from the MHPE Program must submit a letter of withdrawal (with rationale influencing the decision) to the MHPE Faculty Committee. Verbal notification of intent to withdraw is not considered official notification.

GRADUATE CERTIFICATE IN HEALTH PROFESSIONS EDUCATION

The Graduate Certificate in Health Professions Education (GCHPE) is a valuable credential for health care professionals (e.g., junior faculty, clinical fellows, physicians, nurses, pharmacists, dentists, clinical research coordinators, and other allied health professionals) who want to develop skills in teaching, research, program evaluation, assessment, and instructional design.

Specific Requirements for the Graduate Certificate Health Professions Education

Complete the six courses (a minimum of 18 hours) of approved coursework for graduate credit with a cumulative GPA of at least 3.0. These courses are:

- Current Issues in Health Professions Education (HPRE 5530)
- Principles and Methods of Research (EDRP 5508)
- Assessment in Health Professions Education (HPRE 5550)
- Teaching in Health Professions Education (HPRE 5560)
- Curriculum Design in Health Professions Education (HPRE 5522)
- Program Evaluation in Health Professions Education (HPRE 5580)

Because the graduate certificate program includes the core courses required to complete the full MHPE degree, certificate program graduates will be offered the option of continuing their coursework in order to obtain the full master's degree.

Transfer Credit

No more than six hours of graduate credit may be transferred from another recognized graduate school or from another academic unit within UMKC. Transfer credit may be applied toward the Graduate Certificate requirements on the approval of the adviser. Students who have completed non-credit courses such as Teaching Scholars or Medical Education and Research Consortium (MERC) may petition the MHPE/GCHPE Faculty Committee to waive no more than two courses.

POLICY ON PROGRESSION FOR THE GRADUATE CERTIFICATE IN HEALTH PROFESSIONS EDUCATION

Preface

The GCHPE Faculty Committee, comprised of all non-adjunct faculty currently teaching course in either the MHPE or GCHPE, is responsible for developing and applying policies and procedures in order to make recommendations regarding GCHPE student progress to the Chair of Counseling and Educational Psychology who will make recommendations to the Dean of the SOE. Recommendations made by the GCHPE Faculty Committee are designed to ensure the positive progression of students who clearly demonstrate knowledge, skills, and abilities resulting in evidence-based competencies consistent with the student's level of training and professional scope of practice expectations. The GCHPE Faculty Committee also has the responsibility of recommending non-promotion and academic probation when a student fails to meet GCHPE Program Requirements.

Statement of Human Rights

The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability and status as a Vietnam era veteran. The Equal Opportunity and Affirmative Action Office, 223 Administrative Center, 5115 Oak St., is responsible for all relevant programs.

Faculty Committee Structure and Membership

The members of this committee include all faculty currently teaching courses in the Graduate Certificate in Health Professions Education. The role of the GCHPE Faculty Committee is to develop and monitor new and existing courses, and to formulate and administer procedures regarding student admissions, assessment, graduation, probation and dismissal.

Policy

Policies and procedures are drafted and adopted by the GCHPE Faculty Committee that explicitly define criteria for maintaining a student in good standing while enrolled in the Graduate Certificate program.

Criteria for Probation, Separation and Graduation

Probation

Graduate students, regardless of classification, must maintain a 3.0 (B) grade-point average in all coursework taken for graduate credit at UMKC. Students are responsible for keeping apprised of their academic status by referring to term grades and their permanent academic record on file in the UMKC Registration and Records Office.

Whenever the cumulative GPA for UMKC courses taken for graduate credit by a graduate student of any classification falls below 3.0, the student's status for the next term becomes: "On Probation - See Graduate Adviser." The graduate adviser will review the student's progress and provide counsel, and the following conditions apply:

- A graduate student on probation who is not restored to good academic standing by the end of two successive regular semesters following the term in which the cumulative GPA fell below 3.0 will be declared ineligible to re-enroll.
- While on probation, a graduate student must achieve a 3.0 term GPA in order to enroll for the following term.
- A graduate student on probation will not be restored to good standing until a cumulative graduate-credit GPA of at least 3.0 is achieved.

Separation

If the GCHPE Faculty Committee considers a graduate student's performance to be unsatisfactory, they may recommend to the Chair of Counseling and Educational Psychology that the student be reclassified or declared ineligible for further study. The Chair of Counseling and Educational Psychology will make recommendations to the Dean of the SOE who will convey a decision to the Chair of Counseling and Educational Psychology and the GCHPE Faculty Committee.

Students who have been declared ineligible due to unsatisfactory progress or performance may appeal such decisions to the dean of the School of Graduate Studies, as designee of the chancellor. Such appeals must be made in writing within 14 consecutive days after the student receives notice of the decision.

The decision of the graduate dean, as the chancellor's designated representative in such cases, is final and will be communicated in writing to the following:

- The student
- The SOM Graduate Council
- The Dean of the SOM
- The registrar

Procedure for Review of Progress

- Students should initiate meetings once a semester to review progress with their Graduate Adviser.
- One week after final grades are submitted for the semester, a representative from the department will update official copies of the Program of Study form.
- Students who have not met progression standards will be notified in writing of academic probation, and will have the opportunity to meet with the GCHPE Faculty Committee to present information on their status in the program as needed.

Withdrawal from the Graduate Certificate Program

A student withdrawing from the GCHPE Program must submit a letter of withdrawal (with rationale influencing the decision) to the GCHPE Faculty Committee and Health Professions Education Director. Verbal notification of intent to withdraw is not considered official notification.

ACADEMIC AND PROFESSIONAL REGULATIONS FOR MHPE AND GCHPE

Program Philosophy

The philosophy of both programs is to train graduates who will be exemplary teachers, researchers, curriculum designers, and assessment specialists in health professions education. Both the MHPE and GCHPE are interprofessional programs that support a project-based approach. All courses include application of theory to the professional educational situation. These experiences are designed to foster the development of knowledge and skills as well as the application to real world situations that students encounter in the professional work place. Additionally, the curricula of both programs support the development of a well-trained cadre of professional educators for the health professions.

Admissions Requirements

Applicants must meet the following minimum requirements in order to be considered for admission:

- A professional degree in health professions (e.g., MD, DDS, DO, RN, BSN, Pharm.D, MS, MPA, MA) or a Baccalaureate degree (e.g., BA, BS) and at least two years of experience in health professions education.
- International applicants whose native language is not English must submit scores from the TOEFL.
- A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the IBT TOEFL is required.

Student Responsibility

Completion of the program requires rigorous work done outside of the class meetings. Students are required to attend all in-class sessions as well as to participate in all online assignments, discussions and activities. Students are expected to complete all assignments in a professional and timely fashion. The average time for preparation and study is approximately 2-3 hours per week in addition to regularly scheduled meetings. This is an estimate, and classes may vary somewhat in terms of requirements.

Starting the Program

When accepted into the program, the student's first contact is with an assigned graduate adviser. At the initial meeting, students will discuss plans for enrollment that first semester and create a tentative program of study based on the degree requirements.

Good practices in Graduate Education for students are outlined by the School of Graduate Studies and available at: <http://sgs.umkc.edu/practice/index.asp>. Students are encouraged to review these guidelines.

Conditional Enrollment

The MHPE Faculty Admissions Committee and the GCHPE Faculty Admissions committee review and evaluate all applications for admissions to the HPE degree programs. Frequently, they review applications from students whose past academic record showed strong positive indications for success as a graduate student, but not all admissions requirements have been met. The Faculty Admissions Committee may offer these students admission to the program on a conditional basis. Full admission will then be granted on the completion of two courses with at least a 3.0 GPA.

Program of Study

A graduate degree indicates mastery of a coherent program in a chosen field and the ability to engage in creative projects in that specialty. The program of study is vital in assuring the completion of a formal program of study designed to ensure the mastery of specified knowledge and skills. Forms for the program of study are available on the MHPE website. The program of study form should be filed with the graduate adviser.

Academic Loads

A graduate student enrolled in two or more courses (i.e., six or more credit hours) is considered full time. Any student enrolled in less than the above number of hours is considered part time. While the Certificate may be completed in one calendar year, it is suggested that students who are working full time in the health professions consider taking one class per semester.

Enrollment Policies

To remain in good standing, the student must enroll for at least two courses per year during each calendar year until all the courses in the program of study are completed. The student must be enrolled in the semester in which the degree will be received. Failure to follow the above policies will result in a need to apply for new admission to the program under the degree requirements in effect at the time of re-admission. Exceptions may be made upon review of appeal to the Faculty Committee.

Academic Standing

The student must maintain at least a 3.0 GPA every semester. No more than one grade below B (3.0) in a course taken for graduate credit can be applied toward the degree. If a student receives three grades below B (3.0) in courses taken for graduate credit, then the student will be ineligible to enroll.

Appeal Process

Student Appeals regarding assessment, graduation, dismissal, and discipline or petitions for exception to academic regulations, are first handled at the program level as outlined in the program specific policies and procedures.

- Students may appeal program decisions to the SOE Graduate Council. The appeal and recommended decision will be forwarded to the dean of the SOE. Decisions of dismissal will be final with the dean of the SOE.
- If the appeal is denied, students may appeal such decisions to the dean of the School of Graduate Studies, as designee of the chancellor.

- Such appeals must be made in writing within 14 consecutive days after the student has been notified of the decision.
- The decision of the graduate dean, as the chancellor's designated representative in such cases, is final and will be communicated in writing to the following:
 - The student
 - The graduate faculty review group(s)
 - The academic dean or director
 - The registrar

Auditing a Course

A graduate student should not take a course for audit if that student plans to take the course for credit. Once a course has been audited by a student, the student cannot take the course for credit later in the program. A graduate student cannot change a course to audit after the eighth week of the fall and spring semesters or after the fourth week of the summer semester. Changes to audit status must have the permission of the course instructor, as well as be within the allowable period. Students will be charged the standard tuition and fees for courses taken for audit. Current tuition and fee rates are available by visiting the UMKC Cashier's and Collections website: <http://www.umkc.edu/adminfinance/finance/cashiers/graduate-tuition-fee-rates.asp>.

Community and Visiting Students

Visiting and Community students are eligible to enroll in any courses in the GCHPE or the MCHPE with the exception of those courses that bear prerequisites.

Attendance

Students are required to attend all regularly scheduled course meetings unless other arrangements are made in advance with the consent of the instructor. Students who experience unforeseen situations that require absence may be asked to provide appropriate documentation.

Cheating includes but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.

Plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

Sabotage includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.

The Six-Year Rule

If a student has been in the Master's program for **six** years or Certificate program for **three** years and has not fulfilled all degree requirements, the faculty may elect to put the student on **inactive status** at the yearly evaluation meeting. Inactive status can only be maintained for **two semesters before being discontinued from the program**. Unless the faculty votes to make an exception, no student will be permitted to remain in the program for more than eight years without completing his or her degree requirements. In case of rare circumstances, a student may be permitted to continue beyond seven years. By University policy, only six credits for courses completed seven years ago or longer can be counted towards the degree requirements.

Leave of Absence

UMKC's Leave of Absence Policy provides a means for students to take an approved leave of absence from a degree program without being required to go through the re-admission process upon return to the University. Students who are approved for a leave of absence will be allowed to register for classes during the "priority registration time period" for the next semester they return from their approved leave of absence period.

Students who want to take an approved leave of absence are required to fill out the "Request for Leave of Absence Form" and are required to fill out a "Return from Leave of Absence Form" in order to be allowed to enroll and return to their previous academic program.

The deadline to apply for a leave of absence if the student has not been attending classes and is enrolled is no later than the fourth week of the semester. Students who need to apply for a leave of absence during a semester for which they have been attending will have until the last week of classes for the current term in accordance with the academic calendar.

The deadline for applying for a return from a leave of absence is 30 days prior to the first class date of the semester in which the student plans to enroll. Students who request a leave of absence that is not planned in advance due to a medical emergency or other extenuating circumstance beyond the control of the student will be reviewed on a case-by-case basis. More information is available at: <http://www.umkc.edu/catalog/pg2451.html>

Graduation

Students should file for graduation in the semester that completion of all coursework is anticipated. Filing should be done early in the semester, well before the deadline, which is normally the end of the 4th week of the fall and spring semesters, and the end of the 2nd week of the summer semester. The signed Application for Graduation document must be submitted to the Graduate Programs Officer by this deadline. After verifying that the student is eligible to graduate, the Graduate Programs Officer will send the application to the Registrar.

Enrollment is mandatory for the semester of graduation.

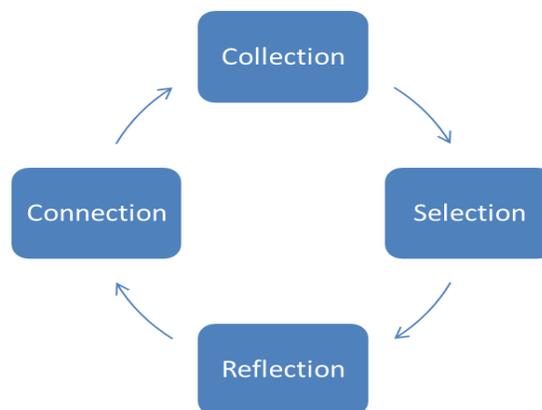
MASTER'S PORTFOLIO

The portfolio serves to provide integration and reflection on educational experiences throughout the MHPE program. Portfolios provide a bridge between learning and application of new knowledge to practice. Components include philosophy of teaching and educational research, self-evaluation and reflection pieces, planning tools, accomplishments, teaching and advising documents, assessment strategies, and the personal journal. The portfolio will be used in conjunction with a number of other assessments to evaluate student learning and program efficacy. Students are encouraged to enroll in EDRP 5590, early in their program and to work with the Portfolio Adviser on the regular basis to fully develop the portfolio.

Goals of the MHPE Portfolio

- Demonstrate the breadth and quality of learning
- Highlight specific skills, showcases accomplishments
- Evaluate the achievement of intended outcomes
- Reflect program and personal goals
- Reflect one's own educational experience
- Connect where you are now and where you want to be
- Illustrate the learning process
- Document developing expertise

The portfolio evolves over time with multiple revisions, and its final version is shared with MHPE Faculty and others in the Health Professions Community.



Portfolio Components

- Personal theory of learning and teaching
- Curriculum development and instructional design
- Direct teaching
- Assessment of student learning
- Program evaluation activities
- Advising and mentoring
- Educational leadership and administration
- Educational research
- Self-reflection

Portfolio Evaluation Rubric

	Developing	Proficient	Expert
Breadth and quality of learning and application			
Quality of artifacts			
Quality of reflection			
Level of integration			
Achievement of intended outcomes			
Focus			
Organization			
Creativity			
Flow			

Levels of Performance:

- Developing: Portfolio is organized, most components are included, quality of work and reflection is adequate
- Proficient: Portfolio is well-organized, all components are included, work and reflection is high quality. Portfolio is integrated, all parts fit together
- Excellent: Artifacts and reflections are of very high quality. Portfolio is highly integrated, highly reflective and creative. Portfolio represents a personal perspective throughout.