



# Alderson Broaddus UNIVERSITY

2018-2019 GRADUATE CATALOG

MASTER OF  
SCIENCE  
ANATOMY PROGRAM



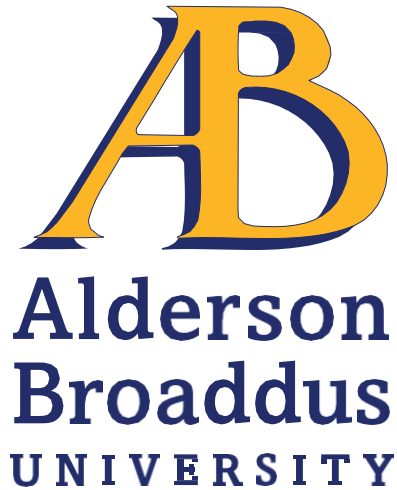
MASTER OF  
SCIENCE  
PHYSICIAN ASSISTANT STUDIES



MASTER OF  
EDUCATION  
TEACHER LEADER PROGRAM







### Notice of Non-Discrimination

Alderson Broaddus University is committed to providing and maintaining a learning and working environment that is free from any form of illegal discrimination or harassment in accordance with federal, state and local law, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Americans with Disabilities Amendments Act, the Age Discrimination in Employment Act, the West Virginia Human Rights Act, and their implementing regulations. Specifically, the University does not discriminate on the basis of sex, age, race, color, national origin, disability, religion, veteran status, or any other characteristic protected by federal, state and local law in recruitment, admission, educational programs, University activities or employment. There will be no retaliation against any individual who makes a good faith report of discrimination or harassment or participates in or cooperates with any investigation of alleged discrimination or harassment.

The following person has been designated to handle inquiries regarding the University's non-discrimination policies:

Matthew Sisk/Title IX Coordinator  
101 College Hill  
Philippi, WV 26416  
304-457-6356  
siskmr@ab.edu

Additionally, you may contact the United States Department of Education,  
Office for Civil Rights:

U.S. Department of Education, Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg  
400 Maryland Avenue, SW  
Washington, DC 20202-1100

Telephone: 800-421-3481  
FAX: 202-453-6012: TDD 877-521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

### **NOTICE OF DISCLAIMER**

Nothing in this publication or any of Alderson Broaddus University written policies, handbooks or other documents and nothing stated orally by a representative of the University should be construed to create any contractual obligations on the part of the University. Furthermore, no one at the University is authorized to contractually obligate the University to any student unless the obligation is in writing and is signed by the President of the University or designee. Recognizing that changes may be necessary, the University reserves the right to change at any time its policies, guidelines and procedures, including without limitation, the University's curricula, course offerings, fees, requirements for graduation and any other matters set forth in the various catalogs, manuals, written policies and other documents, at the sole discretion of the University.

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# 2018-2019 ACADEMIC CALENDAR

## Medical Science

Capstone 2018 Begins.....	July 31
4th Semester Student Final Exams.....	August 6-10
1st Semester Student Final Exams.....	August 13-17
Commencement: Class of 2018.....	August 17
Clerkship 1 Classes.....	August 20
Last Day to Add/Drop Clerkship Classes.....	August 24
1st Day of Didactic Classes.....	August 27
Last Day to Add/Drop Didactic Classes.....	August 31
Clerkship 2 Starts.....	September 17
Clerkship Call Back (1,2).....	October 11-12
Clerkship 3 Starts.....	October 15
Midterm.....	October 17
Fall Break.....	October 18-19
Last Day to Withdraw from Clerkship.....	November 9
Clerkship 4 Starts.....	November 12
Last Day to Withdraw from Didactic Classes.....	November 16
Thanksgiving Break.....	November 19-23
Final Examinations.....	December 10-14
Clerkship Call Back (3,4).....	December 13-14
Christmas Break.....	December 17-January 1
Clerkship 5 Starts.....	January 2
1st Day of Didactic Classes.....	January 7
Last Day to Add/Drop Clerkship.....	January 8
Last Day to Add/Drop Didactic Classes.....	January 11
Clerkship 6 Starts.....	January 28
Clerkship Call Back (5,6).....	February 21-22
Clerkship 7 Starts.....	February 25
Midterm.....	February 27
Spring Break (Didactic Students).....	March 4-8
Spring Break (Clerkship Students).....	March 25-29
Last Day to Withdraw from Didactic Classes.....	March 29
Clerkship 8 Starts.....	April 1
Last Day Withdraw from Clerkship.....	April 2
Good Friday (No Classes).....	April 19
Final Didactic Examinations.....	April 22-26
Clerkship Call Back (7,8).....	April 25-26
Clerkship 9 Starts.....	April 29
1st Day of Clerkship Summer Semester.....	April 29
1st Day of Didactic Summer Semester.....	May 13
Clerkship 10 Starts.....	May 27
Clerkship Call Back (9,10).....	June 20-21
Clerkship 11 Starts.....	June 24
Midterm.....	July 3
Clerkship Call Back (11).....	July 29
Capstone 2019 Starts.....	July 30

## Education: Teacher Leader

1st Day of 8-week Classes (Fall 1).....	August 22
Last Day to Add/Drop 8-week Classes (Fall 1).....	August 24
Last Day to Withdraw from 8-week Classes (Fall 1).....	October 3
Last Day of 8-week Classes (Fall 1).....	October 15
Final Exams for 8-week Classes (Fall 1).....	October 16
1st Day of 8-week Classes (Fall 2).....	October 17
Last Day to Add/Drop 8-week Classes (Fall 2).....	October 19
Last Day to Withdraw from 8-week Classes (Fall 2).....	November 28
Last Day of 8-week Classes (Fall 2).....	December 10
Final Exams for 8-week Classes (Fall 2).....	December 11
1st Day of 8-week Classes (Spring 1).....	January 9
Last Day to Add/Drop 8-week Classes (Spring 1).....	January 11
Last Day to Withdraw from 8-week Classes (Spring 1).....	February 20
Last Day of 8-week Classes (Spring 1).....	March 4
Final Exams for 8-week Classes (Spring 1) .....	March 5
1st Day of 8-week Classes (Spring 2).....	March 6
Last Day to Add/Drop 8-week Classes (Spring 2).....	March 8
Last Day to Withdraw from 8-week Classes (Spring 2).....	April 17
Last Day of 8-week Classes (Spring 2).....	April 29
Final Exams for 8-week Classes (Spring 2).....	April 30
1st Day of 8-week Classes (Summer 1).....	May 13
Last Day to Add/Drop 8-week Classes (Summer 1).....	May 15
Last Day to Withdraw from 8-week Classes (Summer 1).....	June 12
Last Day of 8-week Classes (Summer 1).....	June 20
Final Exams for 8-week Classes (Summer 1).....	June 21
1st Day of 8-week Classes (Summer 2).....	June 24
Last day to add/drop 8-week Classes (Summer 2).....	June 26
Last Day to Withdraw from 8-week Classes (Summer 2).....	July 24
Last Day of 8-week Classes (Summer 2).....	August 1
Final Exams for 8-week Classes (Summer 2).....	August 2

# GENERAL INFORMATION

## Alderson Broaddus University Mission

### Identity

Alderson Broaddus University is an independent institution of higher learning, committed to serving the region as an academic, cultural, and religious resource, with programs based on a strong liberal arts foundation. The University is rooted in historic and continuing relationships with the West Virginia Baptist Convention and the American Baptist Churches in the U.S.A.

### Mission

The mission of Alderson Broaddus University is to provide our students with the highest quality education, striving to prepare students to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens.

### Institutional Student Learning Outcomes

In accordance with the mission of the institution, Alderson Broaddus University has identified five institutional student learning outcomes: Civic Engagement; Communication; Critical Thinking; Diversity; Ethics. The University continually assesses student learning outcomes and achievement in these five areas through its academic majors, liberal studies and co-curricular activities.

#### **CIVIC ENGAGEMENT**

Graduates will have engaged in service with varied communities.

#### **COMMUNICATION**

Graduates will be able to express ideas through written, verbal, and visual forms appropriate to their intended audience.

#### **CRITICAL THINKING**

Graduates will be able to acquire, analyze, apply, and evaluate information in order to solve problems.

#### **DIVERSITY**

Graduates will be able to interact with ideas and people from different perspectives, backgrounds, and cultures.

#### **ETHICS**

Graduates will be able to make decisions that are reasoned, informed, and respectful of others' views.

### Church Relatedness Statement

Alderson Broaddus University affirms our commitment to our historical and continuing relationship with the American Baptist Churches USA and the West Virginia Baptist Convention. We fulfill our educational mission as a faith-based learning community through an ethically informed curriculum from a Christian perspective. Alderson Broaddus University seeks to provide a caring community, reflective of the diversity present in society and in the body of Christ, but united in mutual respect and understanding. We embrace Christian values, including moral

integrity, service, trust, justice, and compassion, among others. Within a nurturing environment, we seek to support and empower all members of our community to explore and carry out these values. As part of this commitment, we support religious freedom and respect diverse expressions of faith.

## Vision Statement

Alderson Broaddus University will:

- prepare graduates for success and service to humanity;
- embody its Christian heritage by caring for each student in a faith-based learner-centered environment;
- be renowned as a leader in health-related and professional higher education;
- educate students in the tenets of civic engagement, communication, critical thinking, diversity, and ethics to provide the foundation of a liberal arts education;
- enhance the quality of life and economic viability of the region.

## Accreditations and Memberships

Alderson Broaddus University is a private institution chartered under the laws of the State of West Virginia, affiliated with the West Virginia Baptist Convention and with the American Baptist Churches USA. While the University is Baptist in heritage and relationship, it is not sectarian in outlook. Students are admitted on the basis of academic ability and moral character.

The University is accredited by the Higher Learning Commission.

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
[www.hlcommission.org](http://www.hlcommission.org)  
800.621.7440

The Master of Science in Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Studies Program sponsored by Alderson Broaddus University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2023. The review date is contingent upon continued compliance with the Standards and ARC-PA policy.



*Accreditation Review Commission on Education  
for the Physician Assistant, Inc.*

Alderson Broaddus University is a member of the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Appalachian College Association, the International Council on Education, the West Virginia Association of



Colleges for Teacher Education, the American Association for Teacher Education, the Association of Christian Higher Education of the American Baptist Churches /USA, and the West Virginia Independent Colleges and Universities, Inc.

Alderson Broaddus University is recognized by the American Association of Women, the American Association of University Professors, and numerous other learned and professional societies. State departments of education have approved the institution for the training of teachers for elementary and secondary schools.

## ADMISSION TO THE UNIVERSITY

Information pertaining to admission to Alderson Broaddus University can be found on the Admissions' website: <http://admissions.ab.edu>

## FEES AND FINANCIAL AID

Alderson Broaddus University participates in the Department of Education's Direct Loan Program where graduate students can apply for the Stafford Loan and the Graduate PLUS Loan. Graduate students are also eligible for Federal Work-Study positions on campus. For more information students should go to [www.ab.edu](http://www.ab.edu) or contact the Financial Aid Office about financial aid for graduate studies.

### Refunds

#### Course Withdrawals

If a student drops a course up through the regular registration period, the student is not charged for that course. However, if a student withdraws from a course following the regular registration period, he or she will be charged for the tuition.

#### Withdrawal from the University

- A student withdrawing, either during an academic term or at the completion of an academic term, must complete a Withdrawal Form available in the Registrar's Office.
- Failure to comply with this procedure will result in course failure, and a final grade of "NF" will be recorded on the student's permanent record.
- Withdrawal means withdrawing from all registered courses. This is only permitted with a grade of "W" during the period prior to the last day to withdraw each semester. After the last day to withdraw, a grade in each course must be assigned.

#### Leave of Absence

- Under unavoidable situations and for justifiable reasons a student may be granted a Leave of Absence for one semester. A leave is granted only when the absence seems necessary and the student

definitely plans to return when the period of absence expires.

- A Leave of Absence form should be received from and returned to the Registrar by the applicant. The applicant must get the required signatures.
- The student is not eligible for financial aid from Alderson Broaddus University during this time, and the student will enter a grace period for student loan repayment.
- The university will notify the VA that a student receiving veteran benefits is not enrolled; the student must also send such notice to the VA. Any student aid or work assignment formerly held is relinquished.
- The university cannot make academic adjustments for courses missed.
- NOTE: A student in the Physician Assistant Studies Program may be permitted to decelerate by requesting a leave of absence from the Student Progress Committee providing the student has achieved a 3.0 GPA in all current courses. In general, deceleration will require the student to return with the next entering class.

## STUDENT LIFE AND STUDENT SERVICES

**Information pertaining to Student Life at Alderson Broaddus University can be found in the Student Handbook** at <http://ab.edu/> under the “Current Student” tab. This includes information pertaining to academics, facilities, health and wellness policies, student services as well as information about Student Affairs.

## ACADEMIC INFORMATION

The student is responsible for knowing Academic Policies and is responsible for satisfactorily meeting both general and special requirements for graduation.

### GENERAL ACADEMIC INFORMATION

#### Unit of Academic Credit

Credits are expressed in semester hours. Fifteen regular class sessions of one hour with two hours of preparation per class session or fifteen three or four-hour laboratory sessions will generally yield one semester hour of credit. Generally, a three-credit course will meet in three one-hour sessions per week, with an additional three-hour period for final examinations.

#### Degrees Offered

The University offers the Master of Science degree for Physician Assistant Studies; the Master of Education for the Teacher Leader program; and, the Master of Science for Anatomy.

## GENERAL ACADEMIC POLICIES

### **Course and Grades Information:**

#### **Class Attendance**

Alderson Broaddus University operates on the principle that attendance is essential for good academic performance. Students are therefore expected to be regular in attendance for all academic appointments. Additionally, students should understand their responsibility for the following:

1. Students are responsible for all work missed because of any absence, and they must take the initiative in working out satisfactory arrangements with instructors. Course syllabi should describe instructors' expectations for students regarding absences and make-up work. If advance notice is received and instructor expectations of students are met, instructors should, when possible, allow students with such absences to make up any in class work that they missed. Instructors may require that work be completed in advance of scheduled absences.
2. Students must be present for scheduled tests in all classes. Certain exceptions may be possible through paragraphs 3 and 4; however, it should be noted that an instructor is under no obligation to provide makeup examinations if reasons for absence are not judged valid by the instructor.
3. Explanations for absences related to university-sponsored activities should be channeled to instructors through the appropriate offices at least one week in advance. If an instructor's attendance policy includes penalties for excessive absences, the instructor should, if possible, either exempt absences for university-sponsored activities from such penalties, or give students the option of completing appropriate alternative assignments to avoid a penalty. Faculty/staff in charge of university-sponsored activities should keep to a minimum the number of classes participating students are required to miss.
4. In case of illness or emergency where a student may be absent from the University for an extended period, students must notify the Office of Student Affairs. The Office of Student Affairs will notify the Registrar's Office to make them aware of these reported absences. Such notification by the student serves to explain the absence of the student. However, excusing the absence remains the prerogative of the instructor.
5. Students are expected to adhere to the schedules for vacations and recesses as printed in the University calendar. It is the responsibility of individual faculty members to determine and announce at the beginning of each course the consequences of not adhering to official vacation schedules.
6. When an instructor feels that absence has become a problem for a student and that the instructor's absence policy (as stated in the course syllabus) has been violated, the following steps should be taken:
  - a. The instructor states, in writing, to the student what is expected in attendance for the remainder of the semester. A copy of this statement is sent to the Office of the Provost/Executive Vice President for Academic Affairs.
  - b. If the student, thus counseled, continues to be absent, the instructor contacts the Provost/Executive Vice President for Academic Affairs and the Dean of Student Affairs to determine whether extenuating circumstances exist. If no such circumstances exist, the instructor may

notify the student that he or she must withdraw from the course or earn a grade of “NF.” A copy of this notification should be sent to the Provost/Executive Vice President for Academic Affairs and Registrar.

- c. A student who has been removed from a course because of excessive absence may withdraw from the course with a grade of “W” up through the last day to withdraw as specified on the University calendar by processing the official withdrawal form. Students who have stopped attending class, but who do not officially withdraw by the last day to withdraw, will receive an “NF” in the course.

## Course Instruction and Evaluation Concerns

Students are encouraged to be concerned about the quality of instruction and the teaching models they see in the college classroom. Typically, at the end of each semester faculty members will ask students to complete a course and faculty evaluation form. The University uses the results of these evaluations to improve instruction. It is very important that a student give careful consideration when filling out these forms.

However, questions concerning instructional or evaluation practices may also arise during the course of the semester, and these may need more immediate attention. If so, the following steps should be taken during the course of the semester:

- The student should share the concerns with the faculty member involved.
- If the concern is of such a nature that the student does not feel comfortable sharing the information with the faculty member, or if the student feels that the concern has not been adequately dealt with, the student may contact the school chairperson.
- If there is no school chairperson, or if the student feels that the concern has not been adequately dealt with, he or she may address the concern to the college dean.
- If the student feels that the college dean has not adequately dealt with the concern, he or she may appeal to the Provost/Executive Vice President for Academic Affairs, who may require that the concerns be put in writing. The decision of the Provost/Executive Vice President for Academic Affairs will be final.

If the issue has to do with calculation of the final course grade, students should use the grade appeal process described below. Only the miscalculation of the final grade or failure by the instructor to credit work required for the final grade are bases for appealing a final course grade. Issues that arise during a course and that involve instructional and evaluation practices will be addressed only through the process described in this section, not through the grade appeal process described in the next section.

## Final Examinations

Final examinations for specific courses are to be administered according to a schedule prepared by the Graduate Program and published at the beginning of

the semester. All students are expected to make their plans accordingly and to adhere to the schedule.

### Final Grade Appeal

Only a final course grade may be appealed. Students have only two bases for appeal: miscalculation of the final grade by the instructor or failure by the instructor to credit work required for the final grade. This process will not address matters such as course content, interpretations of items on evaluative instruments, approaches to instruction, and grading standards.

The student must submit his or her written appeal to the appropriate party, as described below, within four days of the beginning of the next semester, including registration days. The written appeal must include all reasons in support of the appeal. The grade originally assigned will stand unless and until it is changed following appeal.

1. A student will first present the written appeal to the instructor. Within two days of receipt of the written appeal, the instructor will meet with the student and review the basis for the grade assigned. No other persons will be present and no recording devices will be allowed. Within two days of meeting with the student, the instructor will submit his or her decision and rationale in writing to the student and the school chairperson, if there is one, or the college dean.
2. If the student wishes to continue with his or her appeal, the written appeal must be submitted to the school chairperson, if there is one, within two days of the receipt of the written decision of the instructor. Within two days of receipt of the written appeal, a meeting will be held among the school chairperson, the instructor, and the student, to discuss the student's appeal. No other persons will be present and no recording devices will be allowed. The school chairperson will submit his or her written decision and rationale within four class days to the student and the instructor, with copies to the Provost/Executive Vice President for Academic Affairs and the college dean.
3. If the student wishes to continue with his or her appeal, the written appeal must be submitted to the college dean within two days of the receipt of the written decision of the school chairperson, if there is one, or the instructor. Within two days of receipt of the written appeal, a meeting will be held among the college dean, the school chairperson, if there is one, the instructor, and the student, to discuss the student's appeal. No other persons will be present and no recording devices will be allowed. The college dean will submit his or her written decision and rationale within four class days to the student, the instructor, and the school chairperson, if there is one, with a copy to the Provost/Executive Vice President for Academic Affairs.
4. If the student wishes to continue with his or her appeal, the student must submit the written appeal to the Provost/Executive Vice President for Academic Affairs within two days of receipt of the written decision of the college dean. Within two days of receipt of the student's written appeal, a meeting will be held among the Provost/Executive Vice President for Academic Affairs, the school chairperson and/or college dean, the instructor,

and the student. No other persons will be present and no recording devices will be allowed. The Provost/Executive Vice President for Academic Affairs will submit his or her written decision and rationale within five days to the student, the instructor, and the school chairperson and/or college dean. The decision of the Provost/Executive Vice President for Academic Affairs will be final.

5. If the school chairperson is also the instructor, the student will submit the written appeal to the college dean. If the college dean is the instructor, the student will submit the appeal directly to the Provost/Executive Vice President for Academic Affairs.
6. If the instructor has permanently left the institution, the written appeal will be submitted to the school chairperson, if there is one, or to the college dean if there is no school chairperson.

## **Final Grade Reports**

At the end of the semester students are able to access their course grades in WebAdvisor. Students who want a paper copy of the grade report must provide the Registrar's Office with a written request.

Equal Opportunity for Students With Disabilities Policy

See Student Handbook.

Family Education Rights and Privacy Act (FERPA)

See Student Handbook.

## **Leaving the University**

### **Withdrawal from University**

- A student withdrawing from the University, either during an academic term or at the completion of an academic term, must complete a withdrawal form available in the Registrar's Office.
- Failure to comply with this procedure will result in the recording of an "NF" on the student's permanent record.
- Withdrawing from the University means withdrawing from all registered courses. This is only permitted with a grade of "W" during the period prior to the last day to withdraw each semester. After the last day to withdraw, a grade in each course must be assigned.

### **Leave of Absence**

- Under unavoidable situations and for justifiable reasons a student may be granted a leave of absence for one or two semesters. A leave is granted only when the absence seems necessary and the student definitely plans to return when the period of absence expires.
- A leave of absence form should be received from and returned to the Registrar by the applicant. The applicant must get the required signatures.
- The student is not eligible for financial aid from Alderson

Broaddus University during this time. The student will enter his or her grace period for student loan repayment.

- The University will notify Veteran Affairs that a student receiving veteran benefits is not enrolled. The student must also send such notice to the VA. Any student aid or work assignment formerly held is relinquished.
- The University cannot make academic adjustments for courses missed.

### Transcript Requests

- Persons who desire an official copy of their University record must make a written request to the Registrar's Office.
- The University's transcript request form can be found at ab.edu under the Office of the Registrar.
- All financial obligations to the University must be satisfied before a transcript will be issued, therefore requests should be made at least two weeks before the transcript is needed. Once the repayment period has begun, delinquency related to an educational loan will be regarded to be reason for withholding transcripts.

All students enrolled in the Master of Education: Teacher Leader program should review all policies related to Online Education as stated in the Graduate Catalog concerning Online Education Guidelines.

All students enrolled in the College of Medical Science (Physician Assistant Studies Program or Anatomical Science) should review program specific policies found in the Graduate Manuals.

## ONLINE EDUCATION GUIDELINES

### **Academic Integrity**

See the Academic Integrity Policy at AB in the Student Handbook at <http://ab.edu/>. During the first week of each online course, the student is required to take an academic integrity quiz. By completing this quiz and answering all the questions, the student accepts the Alderson Broaddus academic integrity policies. Students must accept the academic integrity policies in order to receive credit for the work completed throughout each course.

The student is expected to commit to the highest level of academic integrity when involved in and fulfilling requirements for all online courses. Academic dishonesty on any level and in any form will not be tolerated. This applies not only to active involvement but also to passive knowledge. Any student involved in academic dishonesty may be assigned a grade of "F" for the course. Furthermore, academic dishonesty may result in the dismissal or expulsion of the student from the program and/or the university.

## **Assignments**

Assignments for online courses must be submitted through the course learning management system and according to policies detailed in the course syllabus. Late submissions will be accepted at the discretion of the faculty, and will be subject to the penalties outlined in the syllabus. Refer the course syllabus for the deadlines for each course.

## **Attendance Policy**

Students should refer the individual course syllabus for policies relating to class attendance and participation and any penalties invoked for failure to follow those policies. Attendance in online courses requires active participation in the course, not just logging into the learning management system. Attendance in online courses is determined by active participation of the student through the completion of class discussions, assignments, quizzes, exams and posts to discussion forums. Students at a minimum must log in at least once a week but multiple log-ins are highly recommended and may be necessary to successfully complete course requirements.

## **Authentication**

National attention has been focused on the identity of students who take online courses. The 2008 reauthorization of the Higher Education Opportunity Act requires that institutions ensure that students who receive credit in online courses are the same students who complete the work. One method that AB has introduced to ensure this is by requiring every student to login with a unique username and password assigned to them when they are enrolled in the University.

Students and administrators automatically receive email notifications any time their username or password is changed in the learning management system (LMS). This security measure helps to prevent unauthorized password changes, or to alert the student if their password changed without their permission. Online instructors are required to use Moodle as the entry point to their online courses so that this integrity is maintained. Furthermore, every click that a student makes in the LMS is logged with a timestamp and the student's IP address. This helps to ensure that the student is not logging in from multiple locations simultaneously.

## **Definitions and Policies**

For purposes of this document, online distance education is defined as instruction delivered via (1) the Internet on a Learning Management System (asynchronous and synchronous), (2) interactive teleconferencing, (3) audio/video media, and (4) other emerging technologies.

*Asynchronous* – Delivery methodology using online learning resources to facilitate information sharing outside the constraints of time and place. Asynchronous tools, such as e-mail and discussion boards, allow participants to communicate without having to be online at the same time.



*Delivery Mode* - The primary method or technology used to deliver instructional information to the student and used for communication between the instructor and the students. At AB University, courses are delivered in the following modes:

*Online courses* are defined as 100% of the course being taught online using a combination of asynchronous and synchronous activities. This provides a greater flexibility of participation and convenience of access to students, while meeting the same student learning outcomes and level of rigor achieved in the traditional classroom.

*Blended courses* are defined as a combination of face-to-face instruction and online learning opportunities. Students will meet in the classroom  $\leq 50\%$  of the class time with the remainder of course work conducted via online.

*Traditional courses* are taught in a face-to-face classroom setting. The syllabus and course materials can be posted on the LMS and assignments may be submitted electronically.

*Distance Learning/Online Distance Education* terms are used interchangeably. This includes fully online and blended courses and is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Interaction between the instructor and the student is regular and substantive, and can be initiated by the instructor or the student.

*Learning Management System (LMS)* – Learning Management System (LMS) is a web accessible software application that provides for the administration of course content, delivery of assessments and communication with students and instructors, and the ability to track grades and other relevant assessment data. AB is currently using Moodle 3.2.1 as the learning management system. Moodle can also be accessed as an app on mobile devices. However, students are strongly encouraged to complete all course work on a laptop.

*Synchronous* – is delivery methodology occurring at the same time. Synchronous tools at AB include live classroom, text chat, audio chat or video chat, which requires all participants to be online at the same time. All of these modes are performed in “live classroom” which can be archived and available only to class participants after link and password is sent from instructor to view at student’s convenience.

## **Email**

AB provides each student with an AB e-mail account. All course-related correspondence must be sent using the University-provided email account. Students are required to use their AB e-mail account. A personal e-mail account (i.e. not a student’s official account) should not be used when contacting University employees or for submitting assignments.

## **Holidays**

Online courses will follow the dates published on the official AB academic calendar. If the University is scheduled to be closed, online courses will continue to meet that day unless otherwise stated in the course syllabus.

## **Honor Code**

It is part of the mission of Alderson Broaddus University to prepare students to “fulfill their roles in a diverse society as well-rounded and responsible citizens.” Outstanding personal integrity must be the hallmark of a community which depends on mutual trust and respect for satisfactory relationships. In order to support its mission, the University has instituted the Academic Honor Code, Policy and Procedures.

The Honor Code applies to all students, staff and faculty, regardless of academic standing, from the moment they enter the campus environment, physically or online. It is the responsibility of every member of Alderson Broaddus University to understand the rights and expectations listed in the honor code. Every member of the Alderson Broaddus community is not only responsible for their own behavior, but also for reporting infractions of the Honor Code. Individual syllabi may impose stricter rules or regulations than the Honor Code and are the final authority in such cases of stricter rules or regulations. In all other cases, the Honor Code is the final authority.

For more information please refer to the Student Handbook, located at [www.ab.edu](http://www.ab.edu).

## **Make-Up and Retake Work**

Make up work will be accepted only at the discretion of the Faculty. Please refer to each course syllabus for more information. In the event of a technical issue, students must contact IT services to report the problem. They will record the date and time of the event and investigate the instance. Late/Make up work may be accepted due to a technical failure. These cases are determined on a case by case basis. Refer to the individual course syllabus for complete policies.

## **Online Student Orientation**

Alderson Broaddus University uses the latest version of the Open Source Moodle LMS. Access to this system can be found from the University Home page [www.ab.edu](http://www.ab.edu), or directly at [www.moodle.ab.edu](http://www.moodle.ab.edu).

For technical assistance using the LMS please contact Mr. Nathan Fortney, Instructional Designer [fortneynd@ab.edu](mailto:fortneynd@ab.edu). All efforts are made to address issues and respond within 24 hours. Question about course material or content should always be sent to your course instructor or professor.

Some courses may utilize third party publisher materials, in these instances please refer to your professor and the course for instructions, guides and assistance.

Several online training orientations are available to help you succeed as an online student. Each orientation is a short video tutorial designed to focus on a particular requirement of taking online courses. All students are strongly encouraged to watch the videos before beginning an online course. Any of the individual videos can also be reviewed at any time if a student finds they need a refresher. For guidance in common Moodle procedures, please refer to the following tutorial videos which can be found at <http://moodle.ab.edu/>

*What's my Login and Password, and how do I use them?*

*How Do I post in a discussion Forum?*

*How Do I complete Tests and Quizzes?*

*How to submit assignments and see my grades.*

### **Student Evaluation of Courses**

Student course evaluations are completed at the end of each course and have NO impact on grade(s)! Instructors do not receive results until after final grades are submitted. Additionally, all evaluations are completely anonymous. Completion of the evaluations by students provides an important opportunity to have a voice regarding the quality of teaching and learning at AB.

### **Weather**

When the AB Campus is closed due to inclement weather, online courses are generally not be cancelled unless otherwise notified. Faculty and students are expected to follow course assignments as scheduled.

Blended courses - the online component of a blended course is not affected when University campuses are closed for inclement weather. If a scheduled face-to-face class time is cancelled, faculty will notify students and reschedule accordingly.

## **REGISTRATION INFORMATION**

### **Faculty Advisors**

Each student is assigned a faculty advisor who assists in the selection of courses to meet requirements. This person, as well as the Registrar's Office, maintains a cumulative record of the courses taken and the grades received. The faculty advisor counsels on academic progress and helps the student with vocational plans and objectives. **The student, however, is responsible for knowing both general and special requirements, and for meeting them satisfactorily for graduation.**

### **Change of Registration**

1. Any change in registration must be processed through the Registrar's Office.
2. "Dropping" a course during the add/drop period will not be entered on the permanent record but must be properly processed.
3. If a student "withdraws" from a course following the Add/Drop period he or she receives a grade of W.
4. Leaving a course after the date specified on the academic calendar will

result in a grade of “NF” unless the Provost/Executive Vice President for Academic Affairs deems that a health or other emergency exists.

5. Students withdrawing from courses that take them to less than 6 credit hours must complete an exit interview with the Financial Aid Office.
6. A student who has registered for auditing cannot change the registration to credit after the end of the add/drop period.

## STUDENT ACADEMIC ACHIEVEMENT INFORMATION

### Grades, Quality Points and Cumulative Averages

<u>Grade</u>	<u>Quality Points</u>	<u>Grade Definitions</u>
A	4	Superior work in the achievement of course requirements.
B	3	Good work in the achievement of course requirements.
C	2	Average work in the achievement of course requirements.
D	1	Poor work in the achievement of course requirements.
F	0	Unacceptable level of work; failure to achieve course requirements.
NF	0	Failure to achieve course requirements by unofficial withdrawal
I	0	Incomplete
W	0	Withdrawn
H	0	Honor
S	0	Satisfactory
U	0	Unsatisfactory
AU	0	Audit, No credit earned

### Incomplete Grades

A mark of “I” (Incomplete) may be temporarily entered on a student’s record for two reasons:

1. The student is unable to complete specific course requirements due to illness, personal emergency, or other circumstances beyond his/her control.

The following conditions must prevail:

- The student has maintained a passing grade during his period of attendance, which will generally include at least twelve weeks of the semester.
- The appropriate instructor files with the Provost/Executive Vice President for Academic Affairs a Request for an Incomplete form, which includes justification for the granting of the incomplete.

(If approved, the request is attached to the grade sheet and delivered to the Registrar.)

- If the course work has not been completed and the final grade recorded by the end of the fourth week of the academic term immediately following, a grade of “F” will be entered on the official record unless an extension has been authorized by the Provost/Executive Vice President for Academic Affairs.
2. A specific course is designed so that the work is to be completed during the following semester or during the summer session. Examples of these courses include (but are not limited to) research courses, courses involving foreign travel, musical performances. The instructor will fill out and sign the final grade roster at the end of the semester indicating the grade of incomplete and will update the grade roster with the final grade as soon as the course is completed.

### Course Repetition with Cancellation of Original Grade

- A student may repeat any course in which credit has been earned.
- The course only earns cumulative credit once.
- The best attempt is used for the computation of the cumulative average.
- The repetition(s) must occur at Alderson Broaddus University.
- Program policy supersedes this course repetition policy.
- Course repetition with cancellation of the original grade is not permitted in the Physician Assistant Studies Program.

**Academic Probation, Suspension and Dismissal: Graduate Programs** All decisions concerning academic probation, suspension, and dismissal are made by the Deans' Council, chaired by the Provost/Executive Vice President for Academic Affairs. NOTE: Policies concerning Academic Probation, Suspension and Dismissal from programs in the College of Medical Science follow different academic standards for progression. Students must seek guidance from the Graduate Manuals related to those programs.

### Probation

1. A student who does not attain the required cumulative average in their program of study may be placed on academic probation for the following semester.
- A probationary semester provides a warning but also an opportunity to bring the cumulative average up to the required standard.
  - During the probationary period, the student's semester credit load may be limited.
  - Once placed on academic probation, the student continues in that category until the cumulative average is equal to or greater than that required for good standing in their program of study.
  - A student who is on probation is considered not to be in good standing. Students on probation are not eligible to be certified for

NCAA sports.

2. A transfer student whose admission to Alderson Broaddus University is on a probationary status (transfer GPA less than a 2.00) will be placed on academic suspension if he or she does not meet the conditions specified at the time of transcript evaluation. Usually the condition is that the student must have a 2.0 academic average at the conclusion of the first two full time semesters at Alderson Broaddus. During the probationary period, the student's semester credit load may be limited.

### **Suspension**

1. If following the probationary semester a student fails to achieve a semester average at least equal to that required for good standing, he or she will be placed on academic suspension for the following semester. Students who have been placed on academic suspension will be informed of the procedure for readmission following the suspension semester (readmission is not automatic).
2. Although the student may meet the minimum requirements of any of the foregoing, any student who, in the judgment of the Deans' Council, is still failing to make expected progress toward graduation may be subject to academic suspension.
3. In accordance with conditions stipulated in the official notice of suspension, a student suspended for academic reasons can make written application to the Provost / Executive Vice President for Academic Affairs for readmission. The student's application will be reviewed by a special committee and the student may be required to appear before the committee (consisting of the following three persons or an authorized representative if a member is unable to attend: Provost / Executive Vice President of Academic Affairs, Dean of Students, and academic advisor for the student who is being interviewed) to present evidence of motivation and determination to succeed. The committee will decide whether the student is to be readmitted and whether any conditions of readmission should be stated in addition to the following:
  - A student will have at least two semesters within which to attain good standing provided that within each post-suspension probationary semester the student demonstrates progress toward the cumulative average required for the number of credits attempted.
  - When a readmitted student's cumulative average reaches the required good standing level, he or she is removed from academic probation. If, at some later time, that student's cumulative average again falls below the good standing level required in that semester, he or she will begin a new probationary period. A student who reaches the suspension point a second time will be dismissed from the University.

### **Dismissal**

Dismissal from the University follows the failure of a student to meet readmission conditions. A student so dismissed may not reapply.

# GRADUATION INFORMATION

## Graduation Requirements

A student must file an Application for Degree with the Registrar's Office the semester before his or her last full semester.

- A degree will be conferred on a student only when all graduation requirements have been met and all financial obligations to the University have been met.
- In addition to the annual Commencement, degrees will be conferred at the end of the first semester and at the end of the summer term. The list of graduates prepared for the annual spring Commencement will include the names of those persons who graduated at the end of the first semester as well as those anticipating graduation the following August. Students whose graduation date is at the end of the first semester or at the end of the summer term that wish to participate in Commencement exercises must do so at the Commencement when their names are officially listed, as indicated above

## PROGRAMS OF STUDIES

### Anatomy

leading to a Master of Science Degree

#### 1. The Mission

The mission of the Alderson Broaddus University, College of Medical Science, School of Anatomical Science is to foster a continuing level of excellence in teaching anatomical disciplines to professional students in health-related and scientific fields while preparing them with the tools, and scientific knowledge needed to become future anatomical scientists and educators.

#### 2. Admissions Requirements

To be considered for admission in the Master of Science in anatomy program, you must have a B.A. or B.S. or complete the requirements for a degree before enrollment. The degree should be in the biological, chemical or physical sciences; however, applicants with non-science degrees will be considered if they have a strong science background. The bachelor's degree must be from a regionally accredited institution.

Students who are intellectually capable and possess investigative skills and inquisitive minds will find challenging, rewarding and fulfilling opportunities at Alderson Broaddus University.

#### 3. Academic Requirements

A prerequisite GPA and cumulative GPA of 2.5 or higher is required for admission. All prerequisite courses must be taken at regionally accredited institutions (or foreign equivalents). No grade lower than a C will be accepted for prerequisite coursework.

CLEP credits, AP credits and P/F credits will not be considered for prerequisites. AP courses will be considered on a case by case basis.

#### 4. **Entrance Exams**

Applicants must supply exam results from the Graduate Record Examination (GRE). Competitive scores are Qualitative 150, verbal 150 and Analytical writing 3.5. Test scores more than three years old are not accepted.

#### 5. **Prerequisites**

The College Level courses below are required for admission; you may apply while coursework is in progress.

- Anatomy & Physiology – 6-8 semester hours with laboratory
- General chemistry – 4 semester hours with lab
- Organic chemistry – 4 semester hours with lab
- Statistics or Calculus – 3 semester hours
- Other recommended courses include Comparative anatomy, biochemistry, molecular biology, genetics.

#### 6. **Comprehensive Approach**

The anatomy curriculum immerses students in the science's six major disciplines; biochemistry, genetics, gross human anatomy, pathophysiology, histology/ cell anatomy, and neuroanatomy. Students will conduct research and discuss topics in anatomy during the research seminar courses and be introduced to the traditional methods of classroom management, classroom instruction, educational theories, seminar presentation, and mentored practical instructional experience in the undergraduate educational setting. Students will also learn human cadaver dissection.

##### Anatomy Cadaver Lab

The gross anatomy cadaver lab at AB is state of art that includes 12 cadavers and flat screen monitors and computers at each dissection station.

##### Technology

Technology incorporated throughout the M.S. of Anatomy program. AB uses wireless technology for access to the network and the Internet. Mobile computing devices are recommended.

##### Comprehensive Anatomy (Capstone)

Students must pass the Capstone with an 80 % In order to graduate from the anatomy program.

#### **Courses Sequence**

##### **1st**

<b>Semester</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
(Summer)	ANAT – 700	Human Gross Anatomy ( Lecture and Lab)	5
	ANAT – 720	Pathophysiology (Lecture)	4
	ANAT – 500	Research Seminar (Seminar)	2
	ANAT – 600	Teaching Anatomy Education (Lecture)	1
<b>Semester Totals</b>			<b>12</b>



2nd Semester	Course #	Course Title	Credits
(Fall)	ANAT – 740	Histology and Cell Anatomy (Lecture and Lab)	4
	ANAT – 760	Biochemistry (Lecture)	3
	ANAT – 820	Integrated Systems (Lecture)	2
	ANAT – 620	Instructional Practicum (Graduate Assistant Experience)	2
	ANAT – 520	Research Seminar (Seminar)	1
		<b>Semester Totals</b>	<b>12</b>

3rd Semester	Course #	Course Title	Credits
(Spring)	ANAT – 800	Neuroanatomy (Lecture and Lab)	4
	ANAT – 780	Medical Genetics (Lecture)	2
	ANAT – 640	Instructional Practicum (Graduate Assistant Experience)	3
	ANAT – 540	Research Seminar (Seminar)	2
	ANAT – 860	Comprehensive Anatomy (Capstone)	1
		<b>Semester Totals</b>	<b>12</b>

**Program Total Credit hours 36**

### Course Descriptions

#### **ANAT- 500 Research Seminar in Anatomy**

The research seminar in anatomy is an introduction to the scientific research process to include the principles, maxims, procedures and general techniques found in the full range of scientific research.

**2 credits. No prerequisites.**

#### **ANAT- 520 Research Seminar in Anatomy**

During the course, students will select a research topic to be approved by their research advisor, conduct a topic search using the library database, and develop a Literature review.

**1 credit. Prerequisites: ANAT-500 Research Seminar**

#### **ANAT- 540 Research Seminar in Anatomy**

During the course, students will review, discuss, and present on a topic related to anatomical research and teaching. Before graduation, the student will produce a research product and present a 40-minute public seminar on the findings, followed by a 15 to 20-minute question and answer period.

**2 credits. Prerequisites: ANAT-520 Research Seminar**

#### **ANAT-600 Teaching Anatomy**

The Teaching Anatomy course will introduce students to classroom instruction and management strategies applicable to anatomy teaching. From teaching in large and small group settings to the anatomy laboratory, the course will examine effective teaching tools to enhance anatomy teaching.

**1 credit. No prerequisites.**

#### **ANAT-620 Instructional Practicum**

This course will allow students to participate in a supervised and mentored teaching experience in a lecture and laboratory instructional setting in one or more of the courses offered by the College of Science, Math, and Technology.

**2 credits. Prerequisites: ANAT-600 Teaching Anatomy**

**ANAT-640 Instructional Practicum**

This course will allow students to participate in a supervised and mentored teaching experience in a lecture and laboratory instructional setting in one or more of the courses offered by the College of Science, Math, and Technology; and includes instruction in the Gross Human Anatomy lab management, prosection, instruction, and assessment.

**3 credits. Prerequisites: ANAT – 700 Human Gross Anatomy**

**ANAT-700 Human Gross Anatomy**

The comprehensive Human Gross Anatomy course will encompass a total approach to the study of gross anatomy while incorporating appropriate clinical application to the basic organization, structure, sectional, and surface anatomy learned. Gross Human Anatomy Laboratory sessions will include cadaver prosections.

**5 credits. No prerequisites.**

**ANAT-720 Pathophysiology**

Pathophysiology is a comprehensive review of medically related human physiology. The course includes normal processes and functions of the following systems: cardiovascular, respiratory, hematological, integumentary, gastrointestinal, reproductive, genitourinary, musculoskeletal, endocrine, eye, ear, and nose, throat, neurological and immunological. The course also includes genetics and the molecular basis of health and disease.

**4 credits. No prerequisites.**

**ANAT-740 Histology / Cell Anatomy**

A comprehensive study of human cell biology, basic tissues and organ systems (e.g., cardiovascular, gastrointestinal, integumentary and lymphoid). Wherever possible, the study of histology is translated to clinical relevance. The course consists of regularly scheduled lectures and laboratory periods. In laboratories, students study the microscopic structure of cells, tissues, and organs through atlases, prepared slides, virtual microscope, and computer-assisted learning software, while familiarizing the students with modern concepts of histology and cell biology.

**4 credits. No prerequisites.**

**ANAT-760 Biochemistry**

The course will provide the student with a comprehensive introduction to medical biochemistry; the principles of molecular structure, genetic information, Cell and tissue structure, molecular physiology, and metabolism.

**3 credits. No prerequisites.**

**ANAT-780 Medical Genetics**

The Medical Genetics course will introduce the student to the mechanisms of inheritance and the concept of the gene. Both traditional Mendelian, as well as molecular concepts, included. Genome organization, packaging, regulation, and function are presented in depth. Topics include the principles of human genetics, genetics in medicine and clinical genetics. Discussions will emphasize both research applications and clinical problems.

**2 credits. No prerequisites.**

**ANAT-800 Neuroanatomy**

The structural and functional organization of the central nervous system is presented through lectures and laboratory/computer demonstrations on parts of the brain and spinal cord. The course covers the role of the brain and spinal cord in sensory

perception and movement of the human body, including organs and behavioral responses. Wherever possible, case studies and appropriate syndromes are also presented.

**4 credits. No prerequisites.**

### **ANAT-820 Integrated Systems**

An Integrative approach in the core basic sciences, anatomy, histology, cell anatomy, neuroanatomy, and pathophysiology, to promote understanding of human body systems. Cardiovascular, Pulmonary, Renal, Gastrointestinal, Hepatobiliary, Endocrine, Reproductive Musculoskeletal, and the Cellular and the Molecular basis for Human systems.

**2 Credits. Prerequisite: ANAT-700 Gross Human Anatomy & ANAT- 720 Pathophysiology**

### **ANAT-860 Comprehensive Anatomy**

Successful completion of the comprehensive examination in anatomy is required of Master of Science in anatomy students. The comprehensive examination consists of an oral, written, and a practical examination covering the five disciplines: anatomy, histology, cell anatomy, neuroanatomy, and pathophysiology. The anatomy department faculty prepares the comprehensive examination. The comprehensive examination will be scheduled by the program director near the end of the students third semester a ten-week period following the student's satisfactory completion of the required coursework. A passing score on the comprehensive examination required for graduation.

**1 Credit. Prerequisite: completion of All required coursework.**

## **Education: Teacher Leader**

**leading to a Master of Education Degree**

Alderson Broaddus University's College of Education is offering a Master of Education in Teacher Leadership. This 30-semester-hour program is designed to prepare professionals in the fields of leadership, educational assessment, evaluation, and action-based qualitative and quantitative research. Our Teacher Leader master program is designed to meet the needs of practicing teachers who want to stay in the classroom while rising to a leadership role among their colleagues as Master Teacher, Mentor Teacher, Curriculum Facilitator or Department Chair. The program is also for the graduate student who is aiming to pursue doctoral studies in education or leadership fields.

AB's online master degree offers a graduate level learning format that is flexible and convenient yet rigorous and relevant to practicing public school teachers. For the full-time student, the online program delivery offers flexibility in scheduling the larger course load, the research requirements, and supports the graduate learner through coursework and up to the internship. For part-time students, the online instruction enhances the graduate student's ability to balance work, family and academic studies. AB's Online Programming committee oversees and reviews all courses taught using an online delivery format using the Quality Matters® to assure students' that the courses themselves are designed to make full use of the available technology and maximize student learning.

All students enrolled in the Master of Education: Teacher Leader program should review all policies found in the University's Student Handbook at: <https://ab.edu/wp-content/uploads/2018/03/StudentHandbook-2018-2019-updated-9-11-18.pdf>

The Teacher Leader master program consists of three pillars of study: Curriculum & Instruction, Leadership, and Research. Courses are designed to provide the graduate student theoretical and practical knowledge, and skills to become a valuable assets in the school, district, and community.

<b>Curriculum &amp; Instruction Pillar</b>	<b>Leadership Pillar</b>	<b>Research Pillar</b>
EDUC 700: Technology for Teacher Leaders	EDUC 720: Educational Policy, Law, and Ethics	EDUC 730: Education Research I
EDUC 710: Societal Issues & Education	EDUC 750: Leadership Seminar	EDUC 800: Education Research II
EDUC 740: Instruction by Design	EDUC 840: Folio Presentation & Defense	
EDUC 760: Classroom Management Strategies	EDUC 850: Internship Capstone	

### **Program Outcomes:**

The Alderson Broaddus University Teacher Leader master program learner outcomes are centered upon the standards that support growth of teacher leaders. The six program outcomes are as follows:

1. The Alderson Broaddus University Teacher Leader master program learner outcomes are centered upon the standards that support growth of teacher leaders. The five program outcomes are as follows:
2. Teacher Leader is proficient with current technologies and exudes confidence in using the technologies to help the learning community approach achievement data in meaningful ways.
3. Teacher Leader demonstrates by example skills in problem solving, innovation, communication, and management within and among the educational, professional and business communities.
4. Teacher Leader is a proficient research of professional literature, and is able to analyze and evaluate research findings in relation to methodologies and interventions that increase student achievement and school effectiveness.
5. Teacher Leader facilitates knowledge of curriculum, instruction and effective learning culture to students and teachers in the classroom, the school, and the school system.
6. Teacher Leader is distinguished as one who is a leader and collaborator with all community stakeholders.

### **Admission Requirements:**

Admission requirements will be verified from a checklist and points awarded for each checklist item. A minimum number of points will be established to accept program entrants or establish a candidate selection preference.

Required elements for program entry:

1. A current valid teaching license in a current field of teaching (required)
2. Completed and signed application
3. Three letters of reference

**Rubric-Scaled Elements for Program Entry:**

1. Undergraduate transcript verifying overall GPA of 3.0
2. Pre-qualifying MAT score of 50
3. Reflective essays: Statement of Professional Intent and Goals for Becoming a Teacher Leader
4. Pre-qualifying entrance to program interview (skype or face-interview)

**IMPORTANT NOTE:** The rubric and checklist evaluation provides a framework for student selection and admission into the program. Faculty who teach in the master program will review application packets and determine candidate admission to program.

**Program Schedule and Credits:**

The Teacher Leader Master Program is a total of 30 semester hours of credit, consisting of ten 3-semester hour courses. Each course is presented in an 8-week module format so that 2 courses per 8-week module can be scheduled (for a total of 12 credits per semester). Summer schedule includes one 3-semester hour course during each of the two 6-week terms.

**Schedule for Full-Time and Part-Time Students in the Master of Education: Teacher Leader Program**

There are two program options for master students – full-time and part-time.

**Full-Time Students:** The projected program completion for teachers in a full time setting is one full academic year beginning with a fall semester of two 8-week modules, including a spring semester of two 8-week modules, and concluding with a full summer consisting of two 5-week modules.

<b>Full Time</b>	
<b>Term</b>	<b>Course/Semester Hours</b>
Fall 1	EDUC 740: Instruction by Design, 3 semester hours
	EDUC 720: Educational Policy, Law & Ethics, 3 semester hours
Fall 2	EDUC 700: Technology for Teacher Leaders, 3 semester hours
	EDUC 730: Education Research I, 3 semester hours
Spring 1	EDUC 760: Classroom Management Strategies, 3 semester hours
	EDUC 800: Education Research II, 3 semester hours
Spring 2	EDUC 710: Societal Issues and Education, 3 semester hours
	EDUC 750: Leadership Seminar, 3 semester hours
Summer 1	EDUC 850: Internship Capstone, 3 semester hours
Summer 2	EDUC 840: Folio Presentation and Defense, 3 semester hours

**Part-Time Students:** The projected program completion for teachers in a part-time setting is 2 years (4 semesters including one 5-week module each summer).

<b>Part-Time</b>	<b>Year 1</b>	<b>Year 2</b>
Fall 1	EDUC 740: Instruction by Design, 3 semester hours	
		EDUC 720: Educational Policy, Law & Ethics, 3 semester hours

Part-Time	Year 1	Year 2
Fall 2	EDUC700: Technology for Teacher Leaders, 3 semester hours	
		EDUC 730: Education Research I, 3 semester hours
Spring 1	EDUC 760: Classroom Management Strategies, 3 semester hours	
		EDUC 800: Education Research II, 3 semester hours
Spring 2	EDUC 710: Societal Issues & Education, 3 semester hours	
		EDUC-750: Leadership Seminar, 3 semester hours
Summer 1	EDUC 850: Internship Capstone, 3 semester hours	Off
Summer 2	Off	EDUC 840: Folio Presentation & Defense, 3 semester hours

## **MASTER OF EDUCATION: TEACHER LEADER COURSES OF INSTRUCTION**

### **EDUC 700: Technology for Teacher Leaders.**

TPACK is the intersection of Technology, Pedagogy and Content Knowledge. This course will examine theoretical and practical perspectives as they apply to effective teaching. Key Assessment: students will develop a TPACK within their area of content expertise.

### **EDUC 710: Societal Issues and Education.**

This course offers exploration and analysis of how societal issues impact cognitive and behavioral development in children and adolescents and the measures which are being taken to address these concerns. Topics will include issues of poverty, cultural diversity, gender identification, and changing social norms as they influence and impact the educational experience.

**3 semester hours**

### **EDUC 720: Educational Policy Law and Ethics.**

This course examines school policy, law and ethics from historical and contemporary perspectives. Students will investigate, analyze, and discuss the ways in which educational policy, law, and ethics impact curriculum.

**3 semester hours**

### **EDUC 730: Education Research I.**

Basic course in qualitative and quantitative research methods in education. Students will become familiar with planning and conducting a research study; developing skills in problem identification, data collection, analysis, interpretation, and preparation of research reports, and ethics. Students will identify and commit to a subject for research in EDUC 800, Education Research II.

**3 semester hours**

### **EDUC 740: Instruction by Design.**

Instructional design combines curriculum design and learning theory to maximize the effectiveness of education. This course explores instructional design from theoretical and practical perspectives, weaving hands-on practice while exploring instructional methods and principles of design. Key Assessment: Design of a curricular map.

**3 semester hours**

**EDUC 750: Leadership Seminar.**

Examination of the changing roles and expectations as one moves from classroom teacher to teacher leader. Students will explore and discuss the role of teacher-leader, as a professional who engages the school community in a dynamic way, and who actively participates in policy which bring about academic and social changes for students and stakeholders of school community. Key Assessment: Design a 1-day professional development workshop for colleagues.

**3 semester hours****EDUC 760: Classroom Management Strategies.**

This course will examine, analyze and evaluate best practices of classroom management. Students will investigate theories and practices aimed at establishing a more productive classroom climate, increasing student motivation, building positive student-teacher relationships, and developing effective partnerships between parents and school. Key Assessment: Design a comprehensive classroom or school-wide management plan.

**3 semester hours****EDUC 800: Educational Research II.**

Students will apply research theories and techniques in EDUC 730 in one of two research options: (1) action research or (2) development of dissertation prospectus. Action research is a form of self-reflective, systematic inquiry by teachers on teaching and learning with goals of improvement of practice, a better understanding of that practice, and an improvement in the learning environment. The option of developing a dissertation prospectus is available to the student interested in publishing research or pursuing a doctoral degree, and students will be guided through the process of developing a research focus question, conducting a literature review, and research methodology. Prerequisite: EDUC 730. Key Assessment: Action research report, or research prospectus.

**3 semester hours****EDUC 840: Folio Presentation and Defense.**

Development of electronic portfolio from all course work aligned to the National Board Standards, and Institutional Learning Outcomes. All relevant artifacts will be annotated, summarized and aligned to these standards with a rationale given how each artifact and the folio as a whole demonstrates mastery of the goals of the Teacher Leader Program. Folio must be presented in person or via live technology to graduate faculty. Key Assessment: Portfolio development and defense presentation.

**3 semester hours****EDUC 850: Internship Capstone.**

Student will intern within an instructional leadership setting of their educational community. Throughout the semester, the student will assist and collaborate in the actions and duties of their mentor.

**3 semester hours**

### **Acceptance of Transfer Work or Prior Learning Credit:**

Students who are admitted to the Teacher Leader program and have completed course work elsewhere may earn credit toward the Alderson Broaddus University's Master of Education degree under the following procedure:

- Provide an official transcript of all graduate level course work taken at a regionally accredited institution of higher learning that has at least one program which issues initial teacher licensure
  - A review of the syllabus and course description may also be requested to determine comparability with the transfer course
- Faculty will work in collaboration with the Office of the Registrar to conduct a review of prior learning credits
  - A grade of "B" or better must have been achieved in any course considered for transfer from prior learning toward degree requirements of the master program
  - Course work must have been completed within a 5-year window of time before being considered for transfer
- Previous course work must be from a program that the faculty review committee agrees can meet a similar rigor, goals, and outcomes of the comparable course in the AB program

### **Progression and Graduation Requirements:**

Matriculating through the course sequence is an expectation of all graduates in order to persist toward program completion and graduation, with a maximum of 8 consecutive semesters including summers to completion. In extenuating circumstances, a student may be granted a continuation of program beyond the 8 semester limit.

Students seeking to graduate from the program are required to have a 3.0 cumulative grade point average, and all courses must be completed with a grade of "C" or better. An application for graduation can be made in the semester preceding the final semester of enrollment and must be validated by the student's study advisor.

## **Physician Assistant Studies** **leading to a Master of Science Degree**

### **School of Physician Assistant Studies Mission**

The mission of the Alderson Broaddus University School of Physician Assistant Studies is to academically and clinically prepare physician assistants who deliver high-quality, patient-centered, primary and specialty care, with physician supervision, to diverse populations.

### **The School of Physician Assistant Studies strives to:**

1. select highly qualified applicants through a non-discriminatory admissions process.
2. provide an educational experience to produce competent physician assistants trained to provide quality healthcare to diverse populations in primary and specialty settings.
3. emphasize the importance of life-long learning skills and the need to adapt to an ever evolving healthcare environment.
4. continuously evaluate program effectiveness in an effort to increase student achievement and improve program quality.



## **Program Learning Objectives**

Graduates will achieve high-quality academic and clinical competence for professional practice as a physician assistant. The following six core competencies drives the curriculum and students will be continuously evaluated on each throughout their training.

In alignment with national Physician Assistant education standards, graduates from the School of Physician Assistant Studies will achieve high quality academic and clinical competence for professional practice. The following six core competencies drives the curriculum and students will be continuously evaluated on each throughout their training.

### **Medical Knowledge**

Medical Knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Graduates of the AB School of Physician Assistant Studies program will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Physician assistants are expected to:

MK1: Understand etiologies, risk factors, underlying pathologic processes, signs and symptoms, epidemiology and interventions for prevention for medical conditions

MK2: Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities

MK3: Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission, as well as providing appropriate care for chronic conditions

MK4: Differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data

MK5: Appropriately use history and physical findings and proper selection and interpretation of diagnostic studies to detect conditions and formulate a differential diagnosis

### **Interpersonal & Communications Skills**

Interpersonal & Communication Skills encompass verbal, nonverbal and written exchange of information. Graduates of the AB School of Physician Assistant Studies program will demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system. Physician assistants are expected to:

I&CS1: Create and sustain a therapeutic and ethically sound relationship with patients

I&CS2: Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information within the context of the individual patient interaction

I&CS3: Work effectively with physicians and other health care professionals as a member or leader of a health care team

I&CS4: Apply an understanding of human behavior

I&CS5: Accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

## **Patient Care**

Patient care includes age-appropriate assessment, evaluation and management.

Graduates of the AB School of Physician Assistant Studies program will demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness. Physician assistants are expected to:

PC1: Demonstrate caring and respectful behaviors when interacting with patients and their families, physicians and other health care professionals to provide patient-centered care.

PC2: Gather essential and accurate information about their patients and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment

PC3: Develop and carry out patient management plans

PC4: Counsel/educate patients and their families and provide services aimed at preventing health problems or maintaining health

PC5: Competently perform medical and surgical procedures considered essential in the area of practice

## **Professionalism**

Professionalism is the expression of positive values and ideals as care is delivered.

Foremost, it involves prioritizing the interests of those being served above one's own.

Graduates of the AB School of Physician Assistant Studies program will demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

PROF1: Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant

PROF2: Professional relationships with physician supervisors & other healthcare providers with respect, compassion, & integrity

PROF3: Responsiveness, accountability and sensitivity to the needs of patients, society and the profession, including patients' culture, age, gender and disabilities

PROF4: Commitment to excellence and on-going professional development, including continuous self-reflection, critical curiosity and initiative

PROF5: Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices

## **Practice-Based Learning and Improvement**

Practice-based Learning & Improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Graduates of the AB School of Physician Assistant Studies program will be able to assess, evaluate and improve their patient care practices. Physician assistants are expected to:

PBLI1: Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems

PBLI2: Apply knowledge of study designs and statistical methods to the appraisal of

clinical studies and other information on diagnostic and therapeutic effectiveness

PBLI3: Apply information technology to manage information, access on-line medical information, and support their own education

PBLI4: Facilitate the learning of students and/or other health care professionals

PBLI5: Recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

### **Systems-Based Practice**

Systems-based Practice encompasses the societal, organizational and economic environments in which health care is delivered. Graduates of the AB School of Physician Assistant Studies program will demonstrate awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part. Physician assistants are expected to:

SBP1: Use information technology and clinical data systems to support effective and efficient patient care decisions and patient education

SBP2: Effectively interact with different types of medical practice and delivery systems

SBP3: Understand the funding sources and payment systems that provide coverage for patient care

SBP4: Advocate for quality patient care and assist patients in dealing with system complexities

SBP5: Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact it

### **Application Process**

The Alderson Broaddus University College of Medical Science, School of Physician Assistant Studies participates in the Central Application Service for Physician Assistants (CASPA) for the receipt and processing of all applications on **a rolling admissions cycle**. This means that applications are processed and interviews are arranged as applications are received, NOT after the application deadline has passed.

**The deadline for the CASPA application for the Alderson Broaddus University School of Physician Assistant Studies is March 1 of each year.**

It is to the applicant's benefit to apply early and complete the application as soon as possible. With submission of an application later in the process (before the deadline) your application will still be considered, processed, and interviews arranged; however, after the class fills, applicants will be evaluated for a wait list.

The CASPA application can be accessed at <https://portal.caspaonline.org>. Questions concerning the CASPA application should be discussed directly with CASPA customer service by e-mailing [caspainfo@caspaonline.org](mailto:caspainfo@caspaonline.org) or by calling 617-612-2080.

All required materials must be received by CASPA before the application can be sent to Alderson Broaddus University. CASPA does not send original documents to Alderson Broaddus University. If an applicant is admitted into the Program, he/she must have all official University transcripts sent directly to Alderson Broaddus University. Applicants must submit three (3) recommendation forms/letters (CASPA Electronic Evaluations).

Supplemental Application - The supplemental application must also be received by the

CASPA application deadline of March 1st. There is no fee for the supplemental application.

## **Eligibility Requirements**

**Bachelor's Degree** - Prior to matriculation, applicants must have earned a bachelor's degree from a regionally accredited University / College, or a bachelor's degree certified through World Education Services.

**Undergraduate Grade Point Average** - The CASPA Total Cumulative Undergraduate GPA must be at least a 3.0; a minimum CASPA Total undergraduate Science GPA of 3.0; and Alderson Broaddus University Physician Assistant Studies Program

Prerequisite course GPA minimum of 3.0. Science courses must be science major level\*.

### **Prerequisite Course Requirements:**

<b>Courses</b>	<b>Semester Hours</b>
Human Anatomy and Physiology 1 and 2 with lab (or Human Anatomy with lab for 3-4 semester hours and Human Physiology with lab for 3-4 semester hours).....	6-8
*Microbiology with lab .....	4
*Chemistry with lab .....	4
Statistics .....	3
**Organic Chemistry with lab or Biochemistry with lab .....	4
**Upper level sciences.....	8
*Must be science major level. **Must be biology, chemistry or exercise science courses which would be majors level--typically taken in the junior or senior undergraduate year.	

All prerequisite coursework must be completed prior to matriculation. If a candidate is selected for admission into the Program with incomplete prerequisite courses it is a provisional acceptance and the student must provide proof of successful completion of the course prior to matriculation into the Program. Successful applicants must maintain minimal GPA requirements through matriculation.

Science prerequisite coursework older than seven years is typically not considered.

Prerequisite courses must have a letter grade. Pass/fail courses will not be accepted. Advanced Placement (AP) credits from high school and/or bypass credits do not typically fulfill any of the above prerequisite requirements.

**Standardized Testing** - The GRE is required for consideration, the University's code number is 5005.

**Shadowing Requirement** - A minimum of 40 hours of shadowing must be completed by matriculation. The applicant must shadow a Physician Assistant to meet the requirement.

**Computer Skills** - Applicants are expected to possess word processing and internet browsing skills upon entry to the Program.

**International Applicants** - For applicants who have earned degrees outside the United States, the following must be completed prior to applying:

1. Achievement of satisfactory scores (550 paper based, 173 computer based, or 61 internet based) on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English.

2. Completion of the prerequisite coursework required of all applicants at an accredited institution of higher education in the United States, even if these courses were previously taken in the applicant's native country.
3. Evaluation of foreign transcripts to ascertain equivalencies to United States educational standards: World Education Services, [www.wes.org](http://www.wes.org).

## Admissions Process

A maximum class of 36 students is admitted once each year. Classes begin in May.

### Interview Selection Factors:

1. CASPA cumulative undergraduate grade point average
2. CASPA cumulative undergraduate science grade point average
3. Prerequisite coursework grade point average
4. CASPA recommendation forms/letters (electronic evaluations) strength
5. CASPA personal statement
6. GRE Score
7. Healthcare experience (not required)
8. Alderson Broaddus University bachelor's degree (weighted, not required)
9. Graduate from a collaborating institution (e.g. Waynesburg University), (weighted, not required)

### Admission Selection Factors:

1. Interview selection score
2. Personal interview
3. Shadowing Physician Assistant for 40 hours

The School of Physician Assistant Studies at Alderson Broaddus University does allow applicants to apply, interview, and be considered for admission if some prerequisites or bachelor's degree requirements are pending. A plan for completion must be in place. All must be complete by matriculation. If offered admission into the School of Physician Assistant Studies, a \$500 non-refundable deposit is required. Once the applicant matriculates, the deposit will be credited to tuition.

Applicants accepted into the School of Physician Assistant Studies must complete all courses. No program requirements will be met by transfer credit, examination, advanced placement, or life experience. Any course work completed in the School of Anatomical Science will not transfer for credit into the School of Physician Assistant Studies.

## Background Checks and Drug Testing

Alderson Broaddus University School of Physician Assistant Studies obtains criminal background check information on applicants to the Program. Candidates who do not

provide accurate, truthful and complete information regarding their criminal history on the Program application may not be offered admission into the Program or may have their offers of admission withdrawn. If the University learns that a student failed to provide accurate, truthful and complete information about the student's criminal history after being admitted into the University, the University may suspend or expel the student from the Program and the University or take any other appropriate disciplinary action against the student in the discretion of the Student Progress Committee.

The Program also requires applicants to submit to a urine drug screen. Any applicant who has a positive test result will be referred to the Student Progress Committee for review. A positive drug test result may result in the applicant not being offered admission into the Program or having any offer for admission withdrawn.

Further, all students enrolled in the School of Physician Assistant Studies must complete required clinical clerkships in order to graduate from the Program. Many of the health care providers with whom the University affiliates to provide clerkship opportunities for students require that criminal background checks and drug tests be conducted for students. Information obtained from the criminal background checks and/or drug testing may result in health care providers refusing to accept students for clerkship opportunities.

The University has no control over the decisions made by health care providers regarding whether a student will be excluded from participating in a clerkship opportunity because of the student's criminal history or drug testing results.

All students who accept the offer for admission into the University's School of Physician Assistant Studies, by their enrollment in the Program, agree (1) that they have been advised herein that they may be excluded by health care providers from participation in certain clerkships, through no fault or control of the University, which may delay or prevent their completion of the School of Physician Assistant Studies; and (2) that they will hold the University harmless and not bring any type of legal action against the University for any damages of any nature whatsoever that they may sustain as a result of their inability to be placed in required clerkships due to the results of their criminal background checks or their drug tests.

Students enrolled in the Program with positive criminal background checks or drug test results will be referred to the Student Progress Committee for review. The Committee, where appropriate, will take disciplinary action in accordance with the University's applicable policies and procedures, including possible suspension or expulsion from the Program. The costs of all criminal background checks and drug testing required by the University and any clinical health care provider for a clerkship must be paid for by the student. Some clinical sites also require fingerprinting, the cost of which is also the responsibility of the student.

### **Program Expenses**

Program expenses are based on current tuition and fees for the 27-month Program. Yearly increases are typical and likely to occur. Clinical phase travel and housing expenses are based on estimated living expenses, mileage costs to and from clinical locations, and expenses related to local hotel housing during call back days.

All program expenses are updated annually and can be found at: <https://ab.edu/financial-aid/price-of-attendance/#ms-pa>

### **Refunds**

Program Withdrawals: If a student drops from the program up through the regular registration period, the student is not charged for that course. However, if a student

withdraws from the program following the regular registration period, he/she will be charged for the tuition.

Withdrawal from the University: For students who withdraw from the University during the fall, spring, or summer semester, pro rata refunds of tuition, room, and board will be given through the ninth week of the semester. All financial aid awarded for the semester will be pro-rated as well. No refunds will be given to students who withdraw after the ninth week, or to students who are dismissed or suspended from the University.

The pro-rating will be based on a 15 week semester rounding of the refund down to the nearest 10% of the time after; deducting any unpaid charges owed by the student, which the student has been charged; adding an administrative fee of 5% of the charges assessed or \$100, whichever is less.

### **Schedule for Physician Assistant Studies Program courses:**

<b>SEMESTER 1</b>		
Course No.	Course Title	Hours
PAP 500	Clinically-Oriented Human Gross Anatomy	5
PAP 505	Medical Pathophysiology	4
PAP 507	Introduction to Diagnostic Studies	2
PAP 510	Pharmacology	3
PAP 517	Physical Examination	2
PAP 525	History Taking	1
PAP 530	Introduction to Clinical Skills	1
	<b>TOTAL</b>	<b>18</b>

<b>SEMESTER 2</b>		
Course No.	Course Title	Hours
PAP 515	Biostatistics and Evidence-Based Medicine	2
PAP 535	Clinical Medicine – Cardiovascular Module	5
PAP 540	Clinical Medicine – Respiratory Module	3
PAP 565	Applied Therapeutics I	1
PAP 575	Clinical Problem Solving I	1
PAP 585	Health Policy and Professional Practice I	1
PAP 650	Clinical Medicine - Endocrine Module	2
PAP 660	Clinical Medicine - Neurology Module	2
PAP 695	Advanced Clinical Skills	1
	<b>TOTAL</b>	<b>18</b>

<b>SEMESTER 3</b>		
Course No.	Course Title	Hours
PAP 570	Behavioral Science	2
PAP 603	Clinical Medicine – Reproductive Module	3
PAP 605	Clinical Medicine – Genitourinary Module	3
PAP 610	Applied Therapeutics II	1
PAP 615	Clinical Problem Solving II	1
PAP 625	Health Policy and Professional Practice II	1
PAP 640	Surgery	3
PAP 645	Clinical Medicine - Musculoskeletal/Rheumatology Module	4
	<b>TOTAL</b>	<b>18</b>

**SEMESTER 4**

Course No.	Course Title	Hours
PAP 550	Clinical Medicine – Hematology/Oncology Module	2
PAP 555	Clinical Medicine – Infectious Disease Module	1
PAP 560	Clinical Medicine – Dermatology Module	2
PAP 600	Clinical Medicine – Gastrointestinal/Nutrition Module	3
PAP 635	Pediatrics	2
PAP 655	Clinical Medicine – EENT Module	2
PAP 665	Applied Therapeutics III	1
PAP 670	Clinical Problem Solving III	1
PAP 680	Emergency Medicine	3
PAP 685	Health Policy and Professional Practice	1

TOTAL		18
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**SEMESTER 5, 6 & 7**

Course No.	Course Title	Hours
PAP 700	Emergency Medicine	4
PAP 705	Surgery	4
PAP 710	Elective	4
PAP 715	Family Medicine	8
PAP 720	General Internal Medicine	8
PAP 725	General Pediatrics	4
PAP 730	Psychiatry	4
PAP 735	Women's Health	4
PAP 740	Orthopedics	4
PAP 800	Capstone Course	3

TOTAL		47
Program total credit hours		119

\*Evening classes and Saturday and Sunday's are utilized during the student's didactic clinical training on a rotating schedule. Additional weekend classroom or clinical training may be required due to faculty/instructor resource and availability.

**MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES****PAP 500 Clinically-Oriented Human Gross Anatomy**

This course is a comprehensive, Clinically-Oriented, Human Gross Anatomy course. The course encompasses a total approach to the study of gross anatomy while incorporating pertinent clinical application to the basic organization, structure, sectional, and surface anatomy learned. Lab sessions include cadaver prosections.

**5 semester hours****PAP 505 Medical Pathophysiology**

Medical Pathophysiology is a comprehensive review of medically related human physiology and pathology. The course includes normal and abnormal processes and functions of the following systems: cardiovascular, respiratory, hematological, integumentary, gastrointestinal, reproductive, genitourinary, musculoskeletal, endocrine, eye, ear, nose, throat, neurological and immunological. The course also includes genetics and the molecular basis of health and disease

**4 semester hours****PAP 507 Introduction to Diagnostic Studies**

Diagnostic Studies develops the student's skills in selection, interpretation and use of laboratory studies and imaging that are utilized in the diagnosis, treatment, monitoring and



ongoing care of patients. The course is coordinated with topics in the Clinical Medicine courses.

**2 semester hours**

### **PAP 510 Pharmacology**

This course is an introduction to the basic principles of pharmacodynamics of medication in the human body. It includes a comprehensive overview of medications classes, mechanisms of action, indications, contraindications, doses, adverse reactions and toxicities. The content is presented within a clinical context.

**3 semester hours**

### **PAP 515 Biostatistics and Evidence-Based Medicine**

Biostatistics and Evidence-Based Medicine focuses on functional medical information literacy. Students develop the knowledge and skills to identify, select, evaluate, interpret and apply medical literature to the practice of evidence-based medicine.

**2 semester hours**

### **PAP 517 Physical Examination**

Physical Examination provides lecture and laboratory instruction in the performance and documentation of the history and physical examination as related to the topic areas concurrently studied in Clinical Medicine.

**2 semester hours**

### **PAP 520 Health Policy and Professional Practice I**

Health Policy and Professional Practice I addresses the history of the Physician Assistant profession, its professional and educational organizations, and current trends.

**1 semester hour**

### **PAP 525 History Taking**

This course introduces students to the professional behaviors and skills to approach and interview patients, gather data, and document a comprehensive medical history and associated documents. The course addresses patients from diverse populations and across the lifespan.

**1 semester hour**

### **PAP 530 Introduction to Clinical Skills**

Introduction to Clinical Skills is a clinical laboratory course which teaches basic clinical and technical skills. Skills practice and performance is conducted with human subjects or training models.

**1 semester hour**

### **PAP 535 Clinical Medicine – Cardiovascular Module**

The Cardiovascular Module is a comprehensive introduction to diseases and conditions of the cardiovascular system. The course begins with a review of the pathophysiologic basis for cardiovascular conditions and progresses through their diagnosis, treatment, management and prevention. The course includes introductory instruction in reading and interpretation of the ECG (Electrocardiogram).

**5 semester hours**

### **PAP 540 Clinical Medicine – Respiratory Module**

The Respiratory Module is a comprehensive introduction to diseases and conditions of the respiratory system. The course begins with a review of the pathophysiologic basis for respiratory conditions and progresses through their diagnosis, treatment, management and prevention.

**3 semester hours**

**PAP 550 Clinical Medicine – Hematology/Oncology Module**

The Hematology Module is a comprehensive introduction to diseases and conditions of the hematologic system. The course begins with a review of the pathophysiologic basis for hematologic/oncologic conditions and progresses through their diagnosis, treatment, management and prevention.

**2 semester hours**

**PAP 555 Clinical Medicine – Infectious Disease Module**

The Infectious Disease Module is a comprehensive introduction to diseases and conditions of infectious origin. The course begins with a review of the pathophysiologic basis for infectious conditions and progresses through their diagnosis, treatment, management and prevention.

**1 semester hour**

**PAP 560 Clinical Medicine – Dermatology Module**

The Dermatology Module is a comprehensive introduction to diseases and conditions of the skin. The course begins with a review of the pathophysiologic basis for dermatologic conditions and progresses through their diagnosis, treatment, management and prevention.

**2 semester hours**

**PAP 565 Applied Therapeutics I**

Applied Therapeutics I develops the student's skills in the rational selection, application and management of pharmacologic and other therapies of conditions concurrently studied in Clinical Medicine.

**1 semester hour**

**PAP 570 Behavioral Science**

Behavioral Science is a comprehensive overview of behavioral health and mental health conditions. Students will learn the pathophysiology, evaluation, diagnosis, treatment and management of patients with common psychiatric illnesses.

**2 semester hours**

**PAP 575 Clinical Problem Solving I**

Clinical Problem Solving I develops the student's ability to apply clinical and laboratory data to the formulation of differential and definitive diagnosis, treatment selection and ongoing management. Clinical Medicine topic areas are emphasized using representative case studies.

**1 semester hour**

**PAP 585 Health Policy and Professional Practice II**

Health Policy and Professional Practice II provides the basis for ethical practice and relationships with patients and co-workers, legal aspects of medical practice and guidelines for effective and professional interaction with others.

**1 semester hour**

**PAP 600 Clinical Medicine – Gastrointestinal Disease and Nutrition Module**

The Gastrointestinal Disease and Nutrition Module is a comprehensive introduction to diseases and conditions of the gastrointestinal system and nutrition. The course begins with a review of the pathophysiologic basis for respective conditions and progresses through their diagnosis, treatment, management and prevention.

**3 semester hours**

**PAP 603 Clinical Medicine – Reproductive Module**

The Reproductive Module is a comprehensive introduction to the evaluation and care of the female patient throughout the lifespan, to include pregnancy and delivery. The course begins with a review of the pathophysiologic basis for the respective conditions and progresses through their diagnosis, treatment, management and prevention.

**3 semester hours****PAP 605 Clinical Medicine – Genitourinary Module**

The Genitourinary Module is a comprehensive introduction to diseases and conditions of the genitourinary system and male reproductive system. The course begins with a review of the pathophysiologic basis for genitourinary conditions and progresses through their diagnosis, treatment, management and prevention.

**3 semester hours****PAP 610 Applied Therapeutics II**

Applied Therapeutics II develops the student's skills in the rational selection, application and management of pharmacologic and other therapies of conditions concurrently studied in Clinical Medicine.

**1 semester hour****PAP 615 Clinical Problem Solving II**

Clinical Problem Solving II develops the student's ability to apply clinical and laboratory data to the formulation of differential and definitive diagnosis, treatment selection and ongoing management. Clinical Medicine topic areas are emphasized using representative case studies.

**1 semester hour****PAP 625 Health Policy and Professional Practice III**

Health Policy and Professional Practice III addresses social, behavioral, and environmental issues in public health. It also addresses health-care delivery systems electronic medical records, and inter-professional interactions.

**1 semester hour****PAP 635 Pediatrics**

Pediatrics is an introduction to the care of the pediatric patient, including assessment of normal and abnormal development. The pathophysiology, identification, treatment, management and prevention of common pediatric illness are included.

**2 semester hours****PAP 640 Surgery**

Surgery is an introduction to common surgical diseases/conditions, their diagnosis, treatment, care and prevention. The course will begin with a review of the pathologic basis of illness and conditions requiring surgical treatment. Pre-, intra- and post- operative care, and emergency surgical procedures will be covered.

**3 semester hours****PAP 645 Clinical Medicine – Musculoskeletal/Rheumatology Module**

The Musculoskeletal Module is a comprehensive introduction to diseases and conditions of the musculoskeletal system. The course begins with a review of the pathophysiologic basis for musculoskeletal conditions and progresses through their diagnosis, treatment, management and prevention.

**4 semester hours****PAP 650 Clinical Medicine – Endocrine Module**

The Endocrine Module is a comprehensive introduction to diseases and conditions of

the endocrine system. The course begins with a review of the pathophysiologic basis for endocrine conditions and progresses through their diagnosis, treatment, management and prevention.

**2 semester hours**

#### **PAP 655 Clinical Medicine – EENT Module**

The EENT Module is a comprehensive introduction to diseases and conditions of the eye, ear, nose and throat. The course begins with a review of the pathophysiologic basis for eye, ear, nose and throat conditions and progresses through their diagnosis, treatment, management and prevention.

**2 semester hours**

#### **PAP 660 Clinical Medicine – Neurology Module**

The Neurology Module is a comprehensive introduction to diseases and conditions of the neurological system. The course begins with a review of the pathophysiologic basis for neurological conditions and progresses through their diagnosis, treatment, management and prevention.

**2 semester hours**

#### **PAP 665 Applied Therapeutics III**

Applied Therapeutics III develops the student's skills in the rational selection, application and management of pharmacologic and other therapies of topic area conditions concurrently studied in Clinical Medicine.

**1 semester hour**

#### **PAP 670 Clinical Problem Solving III**

Clinical Problem Solving III develops the student's ability to select and apply clinical and laboratory data to the formulation of differential and definitive diagnosis, treatment selection and ongoing management. Clinical Medicine topic areas are emphasized using representative case studies.

**1 semester hour**

#### **PAP 680 Emergency Medicine**

Emergency Medicine is an introduction to the assessment and treatment of urgent and emergent patients in the emergency medical environment.

**3 semester hours**

#### **PAP 695 Advanced Clinical Skills**

Advanced Clinical Skills provides lecture and laboratory instruction in clinical and invasive procedures whose safe and effective performance requires an advanced level of medical knowledge.

**1 semester hour**

#### **PAP 700 Clerkship – Emergency Medicine**

Emergency Medicine Clerkship is a supervised clinical practice experience within a hospital Emergency Medicine Department. Students will develop skills of interpersonal communication, evaluation, diagnosis, treatment selection, common procedures and documentation performed in Emergency Medicine.

**4 semester hours**

#### **PAP 705 Clerkship – Surgery**

Surgery Clerkship is a supervised clinical practice experience in a general surgery setting. Students will develop skills of interpersonal communication, evaluation, diagnosis, treatment procedures and documentation employed in the care of pre-, intra- and post-operative patients.

**4 semester hours**

**PAP 710 Clerkship – Elective**

Elective Clerkship allows students a brief opportunity to experience additional clinical experience in a specialty or setting of their choosing. During this experience, students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and documentation of the respective specialty.

**4 credit hours****PAP 715 Clerkship – Family Medicine**

Family Medicine Clerkship is a supervised clinical practice experience during which students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and respective documentation in the family medicine setting.

**8 semester hours****PAP 720 Clerkship – General Internal Medicine**

General Internal Medicine Clerkship is a supervised clinical practice experience setting during which students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and respective documentation in a general internal medicine patient population. This clerkship includes a minimum of 4 weeks of inpatient internal medicine.

**8 semester hours****PAP 725 Clerkship – General Pediatrics**

General Pediatrics Clerkship is a supervised clinical practice experience during which students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and respective documentation in a general pediatrics population.

**4 semester hours****PAP 730 Clerkship – Psychiatry**

Psychiatry Clerkship is a supervised clinical practice experience during which students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and respective documentation in a behavioral health setting.

**4 semester hours****PAP 735 Clerkship – Women’s Health**

Women’s Health Clerkship is a supervised clinical practice experience during which students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and respective documentation in a women’s health setting, including gynecology and prenatal care.

**4 semester hours****PAP 740 Clerkship – Orthopedics**

Orthopedics Clerkship is a supervised clinical practice experience during which students will develop skills of interpersonal communication, evaluation, diagnosis, treatment, care and respective documentation in an orthopedic surgery practice setting.

**4 semester hours****PAP 800 Capstone**

The Capstone course includes the final summative evaluation of students at the Physician Assistant Program’s conclusion. Lecture, written and oral examination, skill performance and other evaluative modalities will be employed to determine mastery of the program’s learning objectives. The Capstone includes a board review and a recap of health policy and professional practice issues.

**3 semester hours****Progression Standards**

Progression at the Alderson Broaddus University School of Physician Assistant Studies is based on the Technical Standards, Academic Standards, and the Professional Conduct Standards.

## Technical Standards

Students of the School of Physician Assistant Studies must have and maintain abilities and skills as follows:

1. **OBSERVATION:** Students must have and maintain sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside. Sensory and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.
2. **COMMUNICATION:** Students must be able to communicate effectively in both academic and health care settings. Students must show evidence of effective writing and oral communication skills.
3. **MOTOR:** Students must be able to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g., palpation, auscultation). Students must have sufficient motor function to execute movements reasonably required to provide care to patients. Students must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital. The physical stamina sufficient to complete the rigorous course of didactic and clinical instruction is required in classroom, laboratory, and clinical experiences.
4. **INTELLECTUAL:** Students must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, one of the critical skills demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships of structures. Students must be able to read and understand medical literature. In order to complete the School of Physician Assistant Studies, students must be able to demonstrate the mastery of these skills and the ability to use them together in a timely fashion in problem solving and patient care.
5. **BEHAVIORAL AND SOCIAL ATTRIBUTES:** Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive, and effective relationships with patients and other members of the healthcare team is essential. Students must be able to function in the face of uncertainty in clinical practice. Flexibility, compassion, integrity, motivation and interpersonal skills, and concern for others are required.

## Academic Standards:

1. Students are required to maintain a cumulative GPA of 3.0 or higher in the program.
2. Students who fall below 3.0 cumulative GPA in the program will be placed on academic probation for one semester only while enrolled in the program.
3. Students who fail to bring their cumulative GPA to 3.0 at the end of their probationary semester will be academically dismissed.
4. A grade of "F" in any course will result in academic dismissal from the program. A grade of "D" in a single course may be remediated at the discretion of the Student Progress Committee. A Final grade of "D" in any one course will result in academic dismissal. Students are allowed to remediate only one course "D" while enrolled in the program.

5. Students who fail to complete their individualized remediation plan will fail to progress.

### **Professional Conduct Standards**

The student must consistently display honesty, integrity, respect for self and others, tolerance, caring, fairness and dedication to the peers, physician assistant faculty and staff, Alderson Broaddus University faculty and staff, the community and the physician assistant profession. Students must also attend all required courses, labs, clinical assignments, simulation exercises, and other activities as assigned.

### **Student Employment While Enrolled in the Program**

The Alderson Broaddus University School of Physician Assistant Studies is extremely intense and rigorous. The Program expects your position here to be your primary responsibility and any outside activity must not interfere with your ability to accomplish requirements as a PA student. The Alderson Broaddus University School of Physician Assistant Studies discourages any employment during your first 15 months of the Physician Assistant program and does not allow work during the clinical clerkship.

While there may be opportunities for work study at the University, students are NOT required to work for the program.

### **Graduation Requirements:**

1. Successful completion of each didactic course and clerkship (knowledge, clinical skills and professional behavior included in course/clerkship requirements).
2. Successful completion of Summative Evaluation and Capstone course.
3. Final minimum cumulative GPA of 3.0.
4. Satisfaction of accounts/debts to the University, including library.
5. Exit interview for Financial Aid.
6. The Student must be recommended by the Student Progress Committee for progression to Graduation status and approved by the Dean, College of Medical Science.

### **Basic Life Support for Healthcare Providers & Advanced Cardiac Life Support Instruction:**

This training may require an evening or weekend commitment on the part of the student due to faculty/instructor resources and availability.

Students will receive advanced notification as scheduled.

### **Evening and Weekend Academic/Clinical Schedule**

Evening classes are routine during the didactic phase of the program. Weekend classes may be required to make-up for classes missed due to weather, changes in instructor resources and availability, or other unforeseen reason. Saturdays and Sundays are utilized during the student's didactic clinical training on a rotating schedule.

Classroom Instruction Hours can be scheduled between the following hours:

8:00 A.M. - 9:00 P.M.

Didactic Clinical Hours (rotating basis):

Friday - 4:30 P.M. - 11:00 P.M.

Saturday and Sunday - 10:00 A.M. - 4:30 P.M.; 4:30 P.M. - 11:00 P.M.

## DIRECTORIES

### **Officers of the Board**

Rebecca A. Hooman, Chair  
 Ronald L. Burbick, Vice Chair  
 Harry G. "Chip" Shaffer III, Secretary  
 John W. Ebert, Treasurer

### **Board of Trustees**

Mr. Matthew G. Ballard '99	Elkview, WV
Dr. Ronald L. Burbick '67, '06 Honorary	Kent, OH
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Mrs. Jane E. Harkins, Esq. '88	Flat Top, WV
Mr. Thomas S. Heckman '70	Newtown Square, PA
Dr. Rebecca A. Hooman '81, '17 Honorary	Mars, PA
Mrs. Lisa Q. Lang	Bridgeport, WV
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Dr. Karen K. Rainey '89, '91, '07, '11 Honorary	Daniels, WV
Dr. Arnold D. Scott '64, '17 Honorary	Waltham, MA
Mr. Harry G. "Chip" Shaffer III, Esq.	Madison, WV
Rev. Dr. Marilyn P. Turner-Triplett	East Norriton, PA
Mrs. Valerie A. Woodruff '66	Bear, DE

### **Ex-Officio Member**

Dr. James "Tim" Barry, B.A., M.S., Ed.D.	Philippi, WV
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### **Board of Governors**

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Mr. Scott L. Northcott '67	Walpole, NH
Rev. Dr. Lawrence "Larry" O. Swain '03 Honorary	Newark, OH
The Honorable Dave C. Sypolt	Kingwood, WV
The Honorable Danny R. Wagner	Philippi, WV

## ADMINISTRATION

NOTE: Year in which current period of service began is shown in parenthesis following name. Where applicable, an earlier period of service is also indicated.

### **President's Cabinet**

James "Tim" Barry (2015), B.S., Ed.D.	President & Interim Vice President for Institutional Advancement
Joan L. Propst (1982) (1994), B.S., M.S.N., Ed.D.	Provost & Executive Vice President for Academic Affairs
Bruce A. Blankenship (1993) (2011), B.A., M.Div.	Vice President for Administration; Interim Dean of Student Affairs
Eric A. Shor (1999), B.S., M.S., Ed.D.	Vice President for Enrollment Management
Dennis E. Stark (2015), B.S., M.B.A.	Vice President for Finance & Chief Financial Officer
Andrea J. Bucklew (2012), B.S., J.D.	Associate Provost
Dennis W. Creehan (2011), B.S., M.S., M.Ed.	Athletic Director
Joshua D. Allen (2006), B.S., M.S.	Associate Vice President for



Jeffrey A. Rogers (2016), B.S.  
James M. Owston (2014), B.Th., B.A., B.S., M.A.,  
Ed.S., Ed.D.

Karla R. Hively (2014), A.S.

Jeremy Linaburg (2018-19)

Institutional Advancement &  
Director of Alumni Relations  
Controller  
Professor of Mass Communication;  
Dean, College of Humanities  
and Social Science; Assistant Provost  
for Extended Learning; Faculty  
Representative  
Executive Assistant to the President &  
Secretary to the Board of Trustees  
and Governors  
Student Government Association,  
President

### **Administrative Personnel**

Dionne T. Allen (2009), B.A., M.S.

Josh D. Allen (2006), B.S., M.S.

Carrie L. Bodkins (2005), B.A., M.A.

Edward P. Burda (1993), B.S., M.A.

Craig J. Butler (2014), B.S.

Molly L. Cummings (2015), B.A.

William B. Klaus (2000), B.A., M.A.

Stephen M. Dye (2018), B.S., M.S.

Victoria L. Glasow (2015), B.S.

Chad S. Hostetler (2010), B.A., M.A.

David E. Hoxie (1990), B.A., M.L.S.

Saundra E. Hoxie (1990), B.A., M.L.S., Hon.D.Ed.

Amy L. King (2012), B.A., M.A.

Amy R. Mason (2012), B.S., M.A., Ph.D.

Chad Mayle (2017), BS

Julia M. Morris (1998), B.S.

Jennifer R. Phillips (2015), B.A.

Jeffrey A. Rogers (2016), B.S.

Matthew R. Sisk (2013), B.A.

Lawrence J. Tallman (2013)

Teresa D. VanAlsburg (2011), B.A., M.Ed.

Koreen R. Villers (2010), B.A., M.Ed.

Carol Weaver (1991), B.S.

Director of Marketing & Communications  
Associate Vice President for  
Institutional Advancement;  
Director of Alumni Relations  
Associate Director of Athletics;  
Director of Campus Services  
Associate Athletic Director for  
Communications & Marketing  
Director of Admissions  
Director of International Education  
and Service  
Director of the Annual Fund  
Director of Development and  
Corporate Relations  
Director of Personal Counseling  
Services  
Director, Library Services  
Registrar/Assistant Librarian  
Director of Financial Aid  
Director of Academic Center for  
Educational Success  
Assistant Controller  
Director of Information and Research  
Director of Human Resources  
Controller  
Director of Campus Safety  
Director of Facilities  
Director of Career Services  
Director of First Year Experience  
and Orientation  
Director of Informational  
Technology Services

### **Administrative Staff**

Colter D. Baldwin (2018), M.Ed.

S. Kelly Bracey (1989), B.A.

Lora R. Bryant (2014), B.S.

Resident Director of Blue, Gold,  
and University  
Assistant to the Librarian  
Assistant Director of Financial Aid

Jeffrey J. Conley (2016), B.S.	Accounts Payable Manager
Carlee A. Dulaney (2016), B.S.	Technical Support Specialist
David A. Falletta (2013), B.S., M.A.	Dean of Students
Nathan D. Fortney (2014), B.S., M.S.	Instructional Designer
Joanne S. McConnell (2013), B.S.	Coordinator of Donor Relations
Roger L. McDonald (2013), B.A.	Sim Lab Specialist/Clinical Compliance Officer
Jeffrey D. Moyer (2010), A.S.	Systems Analyst, Administrator
Quentin J. Murphy (2016), B.A.	Assistant Marketing Director for Social & Digital Media
Ciera M. Nestor (2017), B.A.	Admissions Counselor
Jill M. Nussel (2015), Ph.D.	International Admissions Coordinator
Brittany N. Pace (2018), B.A.	Admissions Counselor
Holly L. Rockingham (2018), M.Ed.	Resident Director of Kincaid and Battler Hall
Brandon W. Rockwell (2018), B.A.	Admissions Counselor
Emily J. Rosier (2007), B.A.	Assistant Registrar
Danielle Vosburgh (2018), M.Ed.	Resident Director of Priestly and Benedum Hall

### **Athletic Staff**

Erik D. Bearer (2017)	Assistant Football Coach
Roy L. Boguess (2018)	Head Women's Basketball Coach
Christopher D. Chance (2017), B.S.	Head Swim Coach
Kristina B. Dewalt (2015)	Head Cheer and Dance Coach
Salvatore J. Dewalt (2014)	Head Football Coach
Oterrious S. Diggins (2016)	Assistant Women's Basketball Coach
Michael J. Fink (2015)	Head Men's Volleyball Coach
Samuel T. Gardner (2015)	Head Wrestling Coach
Brandi N. Hanford (2017), B.A., MSW	Head Acrobatics & Tumbling Coach
David J. Heckman (2018)	Assistant Athletic Trainer
Jaron D. Hulme (2016)	Head Women's Soccer Coach
Alexis N. Kincaid (2016)	Color Guards/Majorettes
David J. Kunyz (2018)	Athletic Trainer
Zachary M. Lewis (2017)	Assistant Football Coach
Cassandra L Linn (2016)	Assistant Athletic Trainer
Christopher M. Lukas (2011), B.A.	Head Men's Lacrosse Coach
Rachael L. Mack (2016)	Head Softball Coach
Robert C. Mallonee (2016)	Assistant Men's Lacrosse Coach
Martin D. Mathis (2017)	Assistant Football Coach
Laura C. Miller (2018), B.A., M.S.	Head Men/Women Rugby Coach
Zachary S. Mishler (2017)	Assistant Baseball Coach
Russell Scott Phipps (2014)	Head Men's Soccer Coach
Angelique K. Rudy (2015)	Head Women's Lacrosse Coach
Samuel R. Stark (2017)	Head Golf Coach (Men/Women)
Abby M. Stoner (2007), B.A.	Head Women's Volleyball Coach
Marcus Teamer (2017)	Assistant Football Coach
Adam M. Wattenbarger (2017)	Assistant Football Coach
Sarah L. Weaver (2005), B.S., M.S.	Athletic Trainer
Jesse D. Weiner (2011), B.S., M.S.	Head Men's/Women's Cross Country and Track Coach
Duncan C. Williams (2012), B.S.	Assistant Men's Basketball Coach

Matthew C. Yurish (2013), B.S., M.A.  
 Gregory Zimmerman (2002), B.S.

Head Baseball Coach  
 Head Men's Basketball Coach

### **Administrative Assistants**

Samantha D. Croston (2011)  
 Bonnie F. Currence, (2010), A.A., B.A.  
 Kelly L. Gassanola (2014)  
 Sondra L. Guire (2016)

Administrative Assistant, Athletics  
 Administrative Assistant, Facilities  
 Copy Center Technician  
 Administrative Assistant, Financial  
 Aid Office

Ashley N. Herrod (2016)  
 Karla R. Hively (2014), A.S.

Reconciliation Clerk  
 Executive Assistant to the President  
 & Secretary to the Board of  
 Trustees and Governors

Bobbi Jo Jacobs (1977)

Administrative Assistant, School of  
 Physician Assistant Studies  
 Work Program Coordinator

Krista N. Kittle-Tallman (2012)  
 Amy S. Lanham (2015), B.S.

Administrative Assistant, School of  
 Nursing

Anna R. Marsh (2017), A.A.S.

Administrative Assistant, Provost &  
 Executive Vice President for  
 Academic Affairs

Tammy J. Mayle (2016)

Administrative Assistant, Student  
 Affairs

Heather K. Mays (2011) (2016), B.A.

Assistant Clinical Coordinator,  
 School of Physician Assistant  
 Studies

Theresa D. McVicker (1999)  
 Traci N. Shaffer (2005)

Student Accounts Manager  
 Administrative Assistant, Colleges  
 of Humanities, Social Science  
 & Business and Management

Kimberly D. Seech (2014)

Administrative Assistant,  
 Admissions Office

Kelly L. Shiflett (2015)  
 Rana L. Smith (2010)

Financial Aid Counselor  
 Administrative Assistant, Vice  
 President for Enrollment

Connie D. Stewart (2010)

Administrative Assistant, College of  
 Health Science, Technology  
 and Math

Tammy J. Tallman (2013)

Administrative Assistant, V.P. for  
 Administration and Finance

Jessica Vida (2017)

Administrative Assistant, College of  
 Education and Music

Amber D. Welch (2018)

Administrative Assistant, Registrar's  
 Office

Lori L. Wetzel (2004)

Administrative Assistant, Bookstore;  
 Post Office

Mary Anne Woolfer (2016)

Advancement Associate

**Faculty Emeriti**

Alma J. Bennett (1981-2002)  
Professor Emerita of Theater  
B.S., M.A., West Virginia University  
Ph.D. Kent State University

Judson Bracey (1976-2016)  
Professor Emeritus of Music and Music  
Education  
B.A., Alderson-Broaddus College  
M.M., Ohio University  
D.M.A., West Virginia University

Jack A. Clinard (1964-1985)  
Professor Emeritus of Music  
B.A., University of North Carolina  
M.M., Ph.D., West Virginia University

James W. Daddysman (1969-2017)  
Professor Emeritus of History  
B.A., Columbia Union College  
M.A., Ph.D., West Virginia University

Carol Del Col (1981-2015)  
Associate Professor Emerita of Literature  
and Writing  
B.A., M.A., West Virginia University

Robert V. Digman (1954-1965) (1965-1996)  
Provost Emeritus, Professor Emeritus of  
Chemistry  
B.S., Alderson-Broaddus College  
M.S., University of Maine  
Ph.D., Pennsylvania State University  
Institute for Academic Management,  
Carnegie-Mellon University

Charles L. Ervin (1967-1997)  
Professor Emeritus of Music  
B.A., Mount Union College  
M.F.A., Ohio University  
D.Mus.Ed., West Virginia University

Donald W. Eyler, Jr. (1969-1994)  
Associate Professor Emeritus of Sociology  
B.A., Bridgewater College  
M.A., West Virginia University

Bill G. Fowler (1970-1996)  
Professor Emeritus of Religion and  
Philosophy  
B.A., University of Oklahoma  
B.D., Southwestern Baptist Theological

Seminary  
Th.D., Iliff School of Theology

Lillian Long (1986-2016)  
Associate Professor Emerita of Music  
B.S., Manchester College  
M.M., University of Akron  
M.M., University of Illinois at Urbana-  
Champaign

Nicholas G. Loudin (1964-2006)  
Professor Emeritus of Mathematics and  
Physics  
B.S., Davis & Elkins  
M.S., Ed. D. West Virginia University

Robert E. Maruca (1972-1997)  
Professor Emeritus of Chemistry  
B.S., West Virginia Wesleyan  
Ph.D. Cornell University

Martha Rose Roy (1974-1991)  
Registrar Emerita  
B.S., Alderson-Broaddus College  
M.A., West Virginia University

Barbara F. Sims (1959-2013)  
Professor Emerita of Communication  
B.A., Fairmont State College  
M.A., West Virginia University  
Hon.D.Hum., Alderson Broaddus University

Barbara A. Smith (1960-1996)  
Professor Emerita of Literature and Writing  
B.A., Carroll College  
M.A., University of Wisconsin  
Graduate Study, University of Minnesota,  
West Virginia University, and American  
University  
Hon.Litt.D., Alderson Broaddus University

Marija V. Sommer (1969-2004)  
Associate Professor Emerita of Music  
Certificate, Conservatory of Zagreb,  
Yugoslavia  
M.M., West Virginia University

Daniel R. Unger (1967-1997)  
Professor Emeritus of Religion and  
Philosophy  
B.A., Eastern Baptist College  
B.D., Eastern Baptist Theological Seminary  
M.Ed., Ph.D., University of Pittsburgh

Richard E. Wonkka (1956-1958) (1965-1996)

Professor Emeritus of Chemistry  
B.S., Alderson-Broaddus College  
M.A., Dartmouth College  
Ed.D., University of Virginia

Kenneth H. Yount (1974-2012)

Professor Emeritus of Political Science and  
History  
B.A., Alderson-Broaddus College  
M.R.E., Pittsburgh Theological Seminary  
Ph.D., West Virginia University  
Graduate Study, University of Pittsburgh  
M.M., West Virginia University

### **Faculty and Staff**

Related to Instructional Service:

NOTE: Year in which current period of service began is shown in parentheses following name. Where applicable, an earlier period of service is also indicated

**GRADUATE FACULTY:**

**Full-Time**

Cheryl A. Bowers (1990)

Assistant Professor of Physician Assistant Studies, Clinical Coordinator  
B.S., Alderson Broaddus University M.S., West Virginia University

Tyson E. Bubnar (2015)

Assistant Professor of Physician Assistant Studies; Simulation Coordinator  
B.S., University of Nebraska Medical Center  
M.P.A.S., University of Nebraska Medical Center

Jeffrey T. Bush (2013)

Assistant Professor of Education  
Dean, College of Education and Music  
B.S., State University of New York  
M.A., Ed.D., West Virginia University

Carrie A. Calloway (2015)

Director of Curriculum and Assessment  
Assistant Professor of Physician Assistant Studies  
B.S., M.A., Ed.D., West Virginia University

Mark A. Harris (2013)

Assistant Professor of Physician Assistant Studies  
B.S., Marshall University  
M.S., Alderson Broaddus University

Stephen L. Harris (2002)

Assistant Professor of Physician Assistant Studies  
B.S., B.S., M.S., M.S., Alderson Broaddus University

Deanna L. Leach (2014)

Assistant Professor of Physician Assistant Studies;  
A.A., B.S., M.S., Alderson Broaddus University

Thomas F. Moore (2012)

Assistant Professor of Physician Assistant Studies; Dean, College of Medical Science  
Director, School of Physician Assistant Studies  
B.A., Virginia Military Institute  
M.S., Alderson Broaddus University  
MMSc., Alderson Broaddus University  
EMCP- WVU School of Medicine

Kristen A. Winter (2011)

Associate Professor of Anatomy  
Chair, School of Anatomical Science  
B.A., B.S., High Point University  
Ph.D., University of Kentucky

### **Part-Time**

Alan W. Cashell (2012)

Clinical Professor of Physician Assistant Studies  
B.A., Dickinson College  
M.S., The George Washington University  
M.D., The George Washington University

Mary Kay Devono (2017)

Adjunct Lecturer in Education  
B.A., Fairmont State College  
M.Ed., M.F.A., Ed.D., West Virginia University

Prasoon Jain (2002)

Clinical Professor of Physician Assistant Studies  
M.D., Maulana Azad Medical School

F. Joseph Super (2014)

Adjunct Lecturer in Education  
B.A., M.A., State University of New York  
Ed.D., West Virginia University

Alicia Wilson (2013)

Clinical Lecturer of Physician Assistant Studies  
M.S., Alderson Broaddus University

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