



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

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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2017-2018 ACADEMIC CALENDAR

Physician Assistant Studies

Capstone 2017 Begins	August 1
4th Semester student final exams	August 7-11
1st Semester student final exams	August 14-18
Commencement: Class of 2017	August 18
1st Day of Clerkship (Class of 2018)	August 21
1st Day of Classes (Class of 2019)	August 28
Last Day to add/drop a class (Class 2019)	August 31
Clerkship 2 starts	September 18
Clerkship 3 starts	October 16
Fall Break	October 19-20
Clerkship Call Back (1,2)	October 27-28
Clerkship 4 starts	November 13
Thanksgiving Break	November 20-24
Final Examinations	December 11-15
Clerkship Call Back (3,4)	December 14-15
Christmas Break	December 18-January 1
1st day of Classes (Class of 2019)	January 2
Clerkship 5 starts	January 2
Last day to add/drop a class (Class of 2019)	January 5
Clerkship 6 starts	January 29
Clerkship Call Back (5,6)	February 22-23
Clerkship 7 starts	February 26
Spring Break (Didactic Students)	March 5-9
Spring Break (Clerkship Students)	March 26-30
Good Friday (No Classes)	March 30
Clerkship 8 starts	April 2
Final Examinations (Class of 2019)	April 16-20
Clerkship Call Back (7,8)	April 26-27
Clerkship 9 starts	April 30
1st Day of summer semester	April 30
1st class day (Class of 2020 & Class of 2018)	May 14
Clerkship 10 starts	May 28
Clerkship Call Back (9,10)	June 21-22
Clerkship 11 starts	June 25
Clerkship Call Back (11)	July 30
Capstone starts	July 31

Education: Teacher Leader

1st day of 8-week classes (Fall 1)	September 4
Last day to add/drop 8-week classes (Fall 1)	September 6
Last day to withdraw from 8-week classes (Fall 1)	October 18
1st day of 8-week classes (Fall 2)	October 30
Last day to add/drop 8-week classes (Fall 2)	November 1
Last day to withdraw from 8-week classes (Fall 2)	December 13
1st day of 8-week classes (Spring 1)	January 8
Last day to add/drop 8-week classes (Spring 1)	January 10
Last day to withdraw from 8-week classes (Spring 1)	February 21
1st day of 8-week classes (Spring 2)	March 5
Last day to add/drop 8-week classes (Spring 2)	March 7
Last day to withdraw from 8-week classes (Spring 2)	April 18
1st day of 8-week classes (Summer 1)	May 7
Last day to add/drop 8-week classes (Summer 1)	May 9
Last day to withdraw from 8-week classes (Summer 1)	June 20
1st day of 8-week classes (Summer 2)	July 2
Last day to add/drop 8-week classes (Summer 2)	July 4
Last day to withdraw from 8-week classes (Summer 2)	August 15

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: Critical Thinking; Communication; Ethics; Diversity; and Civic Engagement. The university continually assesses student learning outcomes and achievement in these five areas through its academic majors, liberal studies and co-curricular activities.

CRITICAL THINKING

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

COMMUNICATION

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

ETHICS

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

DIVERSITY

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

CIVIC ENGAGEMENT

Graduates will have engaged in service with varied communities.

Core Values

High Academic Quality

The University values learning founded on high academic standards demonstrated by the open exchange of ideas, freedom and diversity of thought, and intellectual challenge and rigor. The University sustains such high expectations of the members of its community through the continuous improvement of learning and teaching.

Service

The University values service as a lifelong commitment. It seeks to foster the development of such a commitment among its students, faculty, and staff by

providing opportunities for them to engage in meaningful service to others.

Personal Growth and Development

The University aims to advance the personal growth and development of all students by providing a caring environment that embraces the Christian values of moral integrity, service, trust, justice and compassion characterized by individualized attention to their academic, physical, spiritual, social, psychological, and aesthetic needs.

Life of Learning

The University promotes a life of learning by encouraging and supporting inquiry, creativity, and application of learning in socially responsible ways.

Diversity

The University deeply values its Appalachian heritage and promotes respect and appreciation for every person and for the richness of a diverse, multi-cultural, and global society.

Church Relatedness Statement

As a faith-based learning community, Alderson Broaddus University affirms and proclaims that the source, reality, meaning, and purpose of human existence are shaped by the goodness, power, oneness, and faithfulness of the Sovereign God, disclosed and incarnate in the life, ministry, death, and resurrection of Jesus Christ and attested to by the biblical revelation given by the Holy Spirit through human witness. As a church-related institution of higher education, we fulfill our educational mission through dependence on, trust in, and responsive commitment to that Sovereign God.

We believe in the unity of God's ultimate truth, and we value the integration of faith and reason in the pursuit of knowledge and understanding in all areas of life. We believe that every human being is created in the image of God and possesses the ability to learn and grow both spiritually and intellectually. Our goal, therefore, is to cultivate sound reasoning and critical thinking through a curriculum grounded in the liberal arts, including biblical studies, and to empower persons with the skills to better serve God and humanity.

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.

Alderson Broaddus University affirms our commitment to our historical and continuing place within the Church of Jesus Christ, as it is embodied in the West Virginia Baptist Convention and American Baptist Churches/USA. Within this commitment, we support religious freedom and respect for various expressions of faith and celebrate the Church's racial, cultural, and theological diversity. We value the interdependence and mutual accountability between churches and the University. We affirm our openness to being educated by the Church as well as our responsibility to educate and equip the Church to join us in responding to the biblical call to renewal and to the need for a vital witness in society. Through such a relationship, we are able to cooperatively fulfill our shared responsibilities for ministry and mission.

Vision Statement

Alderson Broaddus University will:

- prepare graduates for success and service to humanity;
- embody its Christian commitment by caring for each student in a learner centered environment;
- be renowned as a leader in health-related and professional higher education firmly rooted in the liberal arts; and
- serve the people of Appalachia to 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
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 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 "F." 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 dropped 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 "F" 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 class 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 class 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 class days of the receipt of the written decision of the instructor. Within two class 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 class days of the receipt of the written decision of the school chairperson, if there is one, or the instructor. Within two class 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 class days of receipt of the written decision of the college dean. Within two class 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 class 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.

<http://ab.edu/wp-content/uploads/2017/10/StudentHandbook-2017-2018-1.pdf>

Family Education Rights and Privacy Act (FERPA)

See Student Handbook.

<http://ab.edu/wp-content/uploads/2017/10/StudentHandbook-2017-2018-1.pdf>

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: <http://ab.edu/wp-content/uploads/2017/08/Transcript-Request-2017.pdf>
- 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 found in the Online Student Handbook at: moodle.abu.edu/mod/folder/view.php?id=85432

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 she receives a grade of W.
4. Withdrawal after the deadline noted on the academic calendar will result in a grade of "F" 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.

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.

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

Enrollment Pending

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 3.0 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 accepted for prerequisite coursework. CLEP credits, AP credits and P/F credits will not be considered for prerequisites.

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 – 8 semester hours with laboratory
- General chemistry – 8 semester hours with lab
- Organic chemistry – 8 semester hours with lab
- Physics I or II – 4 semester hours with lab
- Statistics – 3 semester hours
- Other recommended courses include Comparative anatomy, biochemistry, molecular biology, genetics, calculus.

6. Comprehensive Approach

The anatomy curriculum immerses students in the science's six major disciplines,

gross anatomy, cell anatomy, embryology, histology, neuroanatomy, and radiology anatomy. Students will conduct research and discuss topics in anatomy during the research seminar courses, while also introducing the student to the traditional methods of classroom management, classroom instruction, educational theories, seminar presentation, and mentored practical instructional experience with undergraduate and graduate students. The graduate student in this anatomy program will go through hands on training for anatomy dissection on human cadavers.

Anatomy Cadaver Lab

The gross anatomy cadaver lab at ABU 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. ABU uses wireless technology for access to the network and the Internet. Mobile computing devices are recommended.

Capstone

In order to complete capstone, It should be made clear that student will need to pass comprehensive exam in anatomy

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.

ABU'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. ABU'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 Online Student Handbook at: moodle.abu.edu/mod/folder/view.php?id=85432

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.

Curriculum & Instruction Pillar	Leadership Pillar	Research Pillar
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:

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 two 5-week terms (for a total of 6-credits per summer).

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.

Full Time	
Term	Course/Semester Hours
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).

Part-Time	Year 1		Year 2
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 & 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.**

Aimed at the student interested in publishing research or pursuing a doctoral degree, this course guides the student in developing a research prospectus. Students will apply research theories and techniques gained in EDUC 730 Education Research I, as well as critique of existing literature, as they develop a prospectus aimed at answering research

questions. Prerequisite: EDUC 730, Education Research I. Key Assessment: Action Research or Development of 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 ABU 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 Educational 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.

1. Medical Knowledge - Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care using an investigatory and analytic thinking approach to clinical situations.
2. Interpersonal and Communication Skills - Graduates will demonstrate interpersonal and communication skills that result in effective information exchange with patients, the patient's families, physicians, professional associates and the health care system.
3. Patient Care - Graduates will demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness.
4. Professionalism - Graduates will demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.
5. Practice-Based Learning and Improvement - Graduates will be able to assess, evaluate and improve their patient care practices.
6. Systems-Based Practice - Graduates will demonstrate awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value.

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 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 or 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: Courses

Semester Hours

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 or chemistry 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.

*Required for final selection.

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.

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 (weighted, 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. Alderson Broaddus University or collaborating institution bachelor's degree (weighted, not required)
4. 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.

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: <http://ab.edu/financial-aid/price-of-attendance/>

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:**SEMESTER 1**

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
TOTAL		18

SEMESTER 2

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
TOTAL		18

SEMESTER 3

Course No.	Course Title	Hours
PAP 570	Behavioral Science	2
PAP 603	Clinical Medicine – Reproductive	3
PAP 605	Clinical Medicine – Genitourinary	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	4
TOTAL		18

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

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

*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 Diagnosis I 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 interprofessional 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.

3 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.

3 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 semester 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.
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. More than one "D" will result in academic dismissal.
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.

Academic Facilities

Burbick Hall, in addition to administrative offices, houses the Academic Center for Educational Success, Instructional Design support services, and Career Services.

The **Campus Center** includes many study areas throughout the building. On the first floor, there is a large lounge and three small study rooms. On the ground floor, there is an area in front of Jazzman's as well as a large multi-purpose room that many students utilize for study sessions. The spaces can accommodate both small groups and individuals as well as larger meetings.

Funkhouser Auditorium, with a seating capacity of 723, the auditorium accommodates special programs, drama and choral productions, arts series presentations, and other activities.

Kemper-Redd Science Center contains chemistry, biology, computer science, environmental science, mathematics classrooms and laboratories. A general lecture hall is located on the ground floor. During the summer of 2011, a four-story, 3,000 square foot mural was completed in the south stairwell of the building by Ashley Teets '12. The mural is entitled "Life" and depicts scenes throughout evolution.

Memorial Coliseum, with the main facility named the **Rex E. Pyles Arena**, this building provides space to support physical education activity courses, clinical courses in the athletic training, and the athletic programs.

Myers Hall of Health Sciences provides facilities for nursing and physician assistant studies. The three-story structure contains a lecture hall with complete audiovisual capabilities, specialized classrooms, conference rooms, offices, and skill laboratories.

Paul Jones Hall, Paul Jones Hall, built in 1961 originally housed 130 students on four floors. In the lobby are portraits of the late Paul W. and Merla Jones of Welch, West Virginia, outstanding Baptists and leading supporters of the University. This facility houses the College of Education and Music, including the School of Teacher Education and the School of Music, complete with offices, classrooms, and practice rooms.

Pickett Library provides internet access to 150,000 electronic books, 11,000 electronic journals, magazines and newspapers, and the music content of 70,000 CDs. The library also houses 40,000 books and 1,500 audio-visual items. There is seating for 200 students and there are additional group study areas within the library. The library has wireless Internet access and 32 Internet connected computers in the library.

Whitescarver Hall, contains the state-of-the-art simulation Lab which provides students in the health science majors the opportunity to work on iStan simulators, which are

mannequins that move, breathe, live and die. The School of Athletic Training offices and classrooms are located in this facility.

Wilcox Chapel, seats 450 persons and is used for worship, music, religious drama, and audio-visual presentations. The Chapel building also contains a meditation chapel, a bandroom, and some classroom space.

Withers-Brandon Hall houses the College of Humanities and Social Sciences, as well as the College of Business and Management. In addition to general and seminar classrooms, the building houses faculty offices, art studios, radio studio, a lecture hall, and facilities for psychological research.

See the Student Handbook for a complete list of all facilities on campus.

DIRECTORIES

Officers of the Board

Ronald L. Burbick, Chair
Rebecca A. Hooman, Vice Chair
Harry G. "Chip" Shaffer III, Secretary
Worth M. Helms, Treasurer

Board of Trustees

Mr. Matthew G. Ballard '99	Elkview, WV
Dr. Ronald L. Burbick '67, '06 Honorary	Kent, OH
Dr. Jean A. Cunningham '53, '08 Honorary	Charleston, WV
Mr. John W. Ebert	Bridgeport, WV
Mrs. Jane E. Harkins, Esq. '88	Ghent, WV
Mr. Thomas S. Heckman '70	Newtown Square, PA
Mr. Worth M. Helms	Wexford, PA
Mrs. Rebecca A. Hooman '81	Wexford, PA
Mr. Edward J. "Ted" Kinghorn, Jr. '78	Isle of Palms, SC
Mrs. Lisa Q. Lang	Bridgeport, WV
Mr. James J. Morris	Grantsville, WV
Dr. Karen K. Rainey '89, '91, '07, '11 Honorary	Daniels, WV
Mr. Arnold D. Scott '64	Westport, MA
Mr. Harry G. "Chip" Shaffer III, Esq.	Madison, WV
Rev. Dr. Marilyn P. Turner-Triplett	Valley Forge, 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 (Advisory)

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
Robert S. Buckingham (2015), B.S., O.D., Ph.D.	Dean, College of Optometry; Faculty
Joshua D. Allen (2006), B.S., M.S.	Associate Vice President for Institutional Advancement; Director of Alumni Relations
Jeffrey A. Rogers (2016), B.S.	Controller

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

Executive Assistant to the President
& Secretary to the Board of
Trustees and Governors
Student Government Association,
President

McKenna Price (2017-18)

Administrative Personnel

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

Associate Vice President for
Institutional Advancement;
Director of Alumni Relations
Associate Director of Athletics;
Director of Campus Services
Director of Marketing & Communications
Director of International Education
and Service
Director of Development and
Corporate Relations

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

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

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

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

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

Director of Personal Counseling
Services

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.

Christy A. Mullens-Shaw (2015), B.A., M.A., M.A.

Director, Library Services
Registrar/Assistant Librarian
Director of Annual Fund and
Government Relations
Director of Facilities
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 Admissions
Director of Career Services
Director of First Year Experience
and Orientation; Associate
Dean of Student Affairs
Director of Informational
Technology Services

Lawrence J. Tallman (2013)

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.

Erika L. Thon (2012), B.S.

Teresa D. VanAlsbury (2011), B.A.

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

Carol Weaver (1991), B.S.

Administrative Staff

Dakota L. Bocan (2017), B.A., M.A.

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

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

Jeffrey J. Conley (2016), B.S.

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

Carlee A. Dulaney (2016), B.S.

Daniel M. Duzy (2017), MS, MS

Blue, Gold, and University
Resident Director
Assistant to the Librarian
Assistant Director of Financial Aid
Accounts Payable Manager
Admissions Counselor
Payroll Clerk
Coordinator of Student Activities,
Orientation, Parent Programs,
and Marketing
Greek Life and Diversity

Alexandra B. Elliott (2016), B.A., M.A.

David A. Falletta (2013), B.S., M.A.
Nathan D. Fortney (2014), B.S., M.S.
Jonathan W. Hooke (2016), B.S.
Joanne S. McConnell (2013), B.S.
Roger L. McDonald (2013), B.A.

Jeffrey D. Moyer (2010), A.S.
Quentin J. Murphy (2016), B.A.
Ciera M. Nestor (2017), B.A.
Jill M. Nussel (2015), Ph.D.
Brandon J. Quay (2017), BA
Emily J. Rosier (2007), B.A.

Athletic Staff

Angela R. Brolin (2012), B.S.
Kristi A. Benvenuto (2017)

Christopher D. Chance (2017)
Erik D. Bearer (2017)
Kristina B. Dewalt (2015)
Salvatore J. Dewalt (2014)
Oterrious S. Diggins (2016)
Heath M. Duncan (2014)
Michael J. Fink (2015)
Samuel T. Gardner (2015)
Brandi N. Hanford (2017)
Emily A. Hosler (2017)
Valerie A. Huffman (2015)
Jaron D. Hulme (2016)
Daniel P. Kelly (2017)
Alexis N. Kincaid (2016)
Cassandra L Linn (2016)
Christopher M. Lukas (2011), B.A.
Rachael L. Mack (2016)
Robert C. Mallonee (2016)
Christian D. Materazzi (2010) (2012)
Martin D. Mathis (2017)
John J. Mayer (2012)
Tanner W. McCormick (2015)
Zachary S. Mishler (2017)
Steven D. Morgan (2017), B.S.

Russell Scott Phipps (2014)
Matthew S. Reeb (2017)
Angelique K. Rudy (2015)
Adam A. Schmidt (2016)
Samuel R. Stark (2017)
Abby M. Stoner (2007), B.A.
Bridgette K. Street (2017)
Marcus Teamer (2017)
Steven J. Tierney (2014)
Sarah L. Weaver (2005), B.S., M.S.

Engagement Coordinator
Assistant Dean of Students
Instructional Designer
Sports Information Director
Coordinator of Donor Relations
Sim Lab Specialist/Clinical
Compliance Officer
Systems Analyst, Administrator
Admissions Counselor
Admissions Counselor
International Admissions Coordinator
Admissions Counselor
Assistant Registrar

Athletic Trainer
Assistant Softball Coach

Head Swim Coach
Assistant Football Coach
Head Cheer and Dance Coach
Head Football Coach
Assistant Women's Basketball Coach
Head Athletic Trainer
Head Men's Volleyball Coach
Head Wrestling Coach
Head Acrobatics & Tumbling Coach
Assistant Acrobatics & Tumbling Coach
Director of Bands
Assistant Women's Soccer Coach
Head Women's Tennis Coach
Color Guards/Majorettes
Assistant Athletic Trainer
Head Men's Lacrosse Coach
Head Softball Coach
Assistant Men's Lacrosse Coach
Head Women's Soccer Coach
Assistant Football Coach
Assistant Football Coach
Assistant Football Coach
Assistant Baseball Coach
Assistant Men's/Women's Cross
Country and Track Coach
Head Men's Soccer Coach
Assistant Men's Soccer Coach
Head Women's Lacrosse Coach
Assistant Football Coach
Head Golf Coach (Men/Women)
Head Women's Volleyball Coach
Head Women's Field Hockey Coach
Assistant Football Coach
Head Women's Basketball Coach
Athletic Trainer

Jesse D. Weiner (2011), B.S., M.S.

Adam M. Wattenbarger (2017)

Duncan C. Williams (2012), B.S.

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

Gregory Zimmerman (2002), B.S.

Head Men's/Women's Cross

Country and Track Coach

Assistant Football Coach

Assistant Men's Basketball Coach

Head Baseball Coach

Head Coach, Men's Basketball
Coach

Administrative Assistants

Kimberly D. Buckingham (2016)

Samantha D. Croston (2011)

Bonnie F. Currence, (2010), A.A., B.A.

Kelly L. Gassanola (2014)

Sondra L. Guire (2016)

Ashley N. Herrod (2016)

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

Bobbi Jo Jacobs (1977)

Krista N. Kittle-Tallman (2012)

Amy S. Lanham (2015), B.S.

Anna Marsh (2017)

Tammy J. Mayle (2016)

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

Theresa D. McVicker (1999)

Jennifer L. Propst (2013)

Traci N. Shaffer (2005)

Kimberly D. Seech (2014)

Kelly L. Shiflett (2015)

Rana L. Smith (2010)

Connie D. Stewart (2010)

Tammy J. Tallman (2013)

Jessica Vida (2017)

Lori L. Wetzel (2004)

Mary Anne Woofter (2016)

Connie D. Stewart (2010)

Administrative Assistant,
Admissions Office

Administrative Assistant, Athletics

Administrative Assistant, Facilities

Copy Center Technician

Administrative Assistant, Financial
Aid Office

Reconciliation Clerk

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

Administrative Assistant, School of
Physician Assistant Studies

Work Program Coordinator

Administrative Assistant, School of
Nursing

Administrative Assistant, Provost &
Executive Vice President for
Academic Affairs

Administrative Assistant, Student
Affairs

Assistant Clinical Coordinator,
School of Physician Assistant
Studies

Student Accounts Manager

Administrative Assistant,
Registrar's Office

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

Administrative Assistant,
Admissions Office

Financial Aid Counselor

Administrative Assistant, Vice
President for Enrollment

Administrative Assistant, College of
Science, Technology and Math

Administrative Assistant, V.P. for
Administration and Finance

Administrative Assistant, College of
Education and Music

Administrative Assistant, Bookstore;
Post Office

Advancement Associate

Administrative Assistant, College of
Science, Technology and Math

Faculty Emeriti

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

Roland V. Blojso (1965-1978)
Associate Professor Emeritus of Modern Languages
B.S., University of Minnesota
M.A., University of California, Berkeley

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)
Professor Emeritus of History
B.A., Columbia Union College
M.A., Ph.D., West Virginia University

Robert V. Digman (1954-1965) (1965-1996)
Provost Emeritus, Professor Emeritus of Chemistry
B.S., Alderson-Broadus 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

Ione Dunn (1955-1983)
Administrative Assoc.
Assistant Professor Emerita of Business Admin.
B.A., West Virginia University
M.ED., University of Pittsburgh Graduate Study, University of Minnesota and University of Virginia

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

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

Betty Jo Marteney (1966-1988)
Associate Professor Emerita of Education
B.A., Alderson-Broaddus College
M.A., and Graduate Study, West Virginia University

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

Leah A. Richards (1966-1990)
Associate Professor Emerita of Literature and Writing
B.A., Davis & Elkins College
M.A., West Virginia University
Graduate Study, University of Chicago and University of Denver

Martha Rose Roy (1974-1991)
Registrar Emerita
B.S., Alderson-Broaddus College
M.A., West Virginia University
N. Jean Roy (1957-79) (1987-1993)
Professor Emerita of Nursing
B.S., Alderson-Broaddus College
M.A., Ed.D., West Virginia University
Hon.D.Nurs., Alderson Broaddus 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
C. Everett Sperry (1948-50) (1955-87)
Associate Professor Emeritus of Mathematics
B.S., Salem College
M.S., West Virginia University
Graduate Study, University of Pittsburgh; Rutgers University; and
Universities of Wyoming, Missouri and Oklahoma

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

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
B.S., M.A., Ed.D., West Virginia University

Alan W. Cashell (2012)
Clinical Professor of Physician Assistant
Studies
Chair, School of Anatomical Science
B.A., Dickinson College
M.S., The George Washington University
M.D., The George Washington University

Mark A. Harris (2013)
Assistant Professor of Physician Assistant
Studies
B.S., Marshall University
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