Alderson Broaddus University

UNIVERSITY

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:

Amy Kittle
Title IX Coordinator
101 College Hill Drive
Philippi, WV 26416
(304) 621-1316
kittleal@ab.edu

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

US 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
Web: www2.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.

CONTENTS

2022-2023 ACADEMIC CALENDAR

Medical Science

4th Semester Final Exams	Aug 8-12
1st Semester Final Exams	Aug 15-19
Clerkship Call Back (7,8)	Aug 18-19
1st Day of Fall Clerkship Courses	Aug 22
Clerkship 1 Starts (2023)	Aug 22
Clerkship 9 Starts (2022)	Aug 22
Last Day to Add/Drop Fall Clerkship Courses	Aug 26
1st Day of Fall Didactic Courses (2024)	Aug 29
Last Day to Add/Drop Fall Didactic Courses	Sep 2
Labor Day Holiday (No On-Campus Classes)	Sep 5
Last Day to Clear Incompletes from Previous Semester	Sep 14
Clerkship Call Back (1)	Sep 16
Clerkship 2 Starts (2023)	Sep 19
Clerkship 10 Starts (2022)	Sep 26
Midterm	Oct 12
Clerkship 3 Starts (2023)	Oct 17
Clerkship Call Back (9,10)	Oct 20-21
Fall Break	Oct 20-21
Clerkship 11 Starts (2022)	Oct 24
Clerkship Call Back (2,3)	Nov 10-11
Clerkship 4 Starts (2023)	Nov 14
Last Day to Withdraw from Fall Didactic Courses	Nov 18
Thanksgiving Break	Nov 21-25
Thanksgiving Day	Nov 24
Clerkship Call Back (11)	Nov 28
Last Day to Withdraw from Fall Clerkship Courses	Nov 30
2nd Semester Final Exams	Dec 12-16
Commencement: Class of 2022	Dec 16
Christmas Day	Dec 25
New Year's Day	Jan 1
1st Day of Spring Clerkship Courses	Jan 2
Clerkship 5 Starts (2023)	Jan 2
Last Day to Add/Drop Spring Clerkship Courses	Jan 6
1st Day of Spring Didactic Courses	Jan 9
Last Day to Add/Drop Spring Didactic Courses	Jan 13
Martin Luther King, Jr. Holiday (No On-Campus Classes)	Jan 16
Last Day to Clear Incompletes from Previous Semester	Jan 25
Clerkship Call Back (4,5)	Jan 26-27
Clerkship 6 Starts (2023)	Jan 30
President's Day Holiday (No On-Campus Classes)	Feb 20
Clerkship 7 Starts (2023)	Feb 27
Midterm	Mar 1
Spring Break (Didactic Students)	Mar 6-10
Clerkship Call Back (6,7)	Mar 23-24
Spring Break (Clerkship Students)	Mar 27-Mar 31
Last Day to Withdraw from Spring Clerkship Courses	Mar 29
Clerkship 8 Starts (2023)	Apr 3
Last Day to Withdraw from Spring Didactic Courses	Apr 4
Good Friday (No On-Campus Classes)	Apr 7
Easter	Apr 9
Final Didactic Exams	Apr 24-Apr 28
Last Day of Clerkship	Apr 30
1st Day of Summer Clerkship Courses	May 1
Clerkship 9 Starts (2023)	May 1
Last Day to Add/Drop Summer Clerkship Courses	May 5
1st Day of Summer Didactic Courses	May 15
Last Day to Clear Incompletes from Previous Semester	May 17
Last Day to Add/Drop Summer Didactic Courses	May 19
Clerkship Call Back (8,9)	May 25-26
Clerkship 10 Starts (2023)	May 29
Memorial Day Holiday (No On-Campus Classes)	May 29
Juneteenth (No On-Campus Classes)	Jun 19
Clerkship 11 Starts (2023)	Jun 26
Midterm	Jun 28
Independence Day Holiday (No On-Campus Classes)	Jul 4
Last Day to Withdraw from Summer Didactic Courses	Jul 26
Clerkship Call Back (10,11)	Jul 31-Aug 1
Last Day to Withdraw from Summer Clerkship Courses	Aug 2
4th Semester Final Exams	Aug 7-11
1st Semester Final Exams	Aug 14-18
Clerkship 1 Starts (2024)	Aug 21

Education and
Information Technology Administration

1st Day of Full Semester Courses	Aug 22
1st Day of 8-week Courses (Fall 1)	Aug 22
1st Day of 16-week Courses (Fall)	Aug 22
Last Day to Add/Drop 8-week Courses (Fall 1)	Aug 24
Last Day to Add/Drop Full Semester Courses	Aug 26
Last Day to Add/Drop 16-week Courses (Fall)	Aug 26
Labor Day Holiday (No On-Campus Classes)	Sep 5
Last Day to Clear Incompletes from Previous Semester	Sep 14
Last Day to Withdraw from 8-week Courses (Fall 1)	Sep 28
Last Day of 8-week Courses (Fall 1)	Oct 12
Final Exams for 8-week Courses (Fall 1)	Oct 13
Midterm for 16-week Courses (Fall)	Oct 14
1st Day of 8-week Courses (Fall 2)	Oct 17
Last Day to Add/Drop 8-week Courses (Fall 2)	Oct 19
Thanksgiving Break	Nov 21-25
Last Day to Withdraw from Full Semester Courses	Nov 23
Last Day to Withdraw from 8-week Courses (Fall 2)	Nov 23
Last Day to Withdraw from 16-week Courses (Fall)	Nov 23
Thanksgiving Day	Nov 24
Last Day of 8-week Courses (Fall 2)	Dec 8
Last Day of 16-week Courses (Fall)	Dec 8
Final Exams for 8-week Courses (Fall 2)	Dec 9
Final Exams for 16-week Courses (Fall)	Dec 9
Christmas Day	Dec 25
New Year's Day	Jan 1
Last Day of Full Semester Courses	Jan 1
1st Day of Full Semester Courses	Jan 2
1st Day of 8-week Courses (Spring 1)	Jan 2
1st Day of 16-week Courses (Spring)	Jan 2
Last Day to Add/Drop 8-week Courses (Spring 1)	Jan 4
Last Day to Add/Drop Full Semester Courses	Jan 6
Last Day to Add/Drop 16-week Courses (Spring)	Jan 6
Martin Luther King, Jr. Holiday (No On-Campus Classes)	Jan 16
Last Day to Clear Incompletes from Previous Semester	Jan 25
Last Day to Withdraw from 8-week Courses (Spring 1)	Feb 8
President's Day Holiday (No On-Campus Classes)	Feb 20
Last Day of 8-week Courses (Spring 1)	Feb 22
Final Exams for 8-week Courses (Spring 1)	Feb 23
Midterm for 16-week Courses	Feb 24
1st Day of 8-week Courses (Spring 2)	Feb 27
Last Day to Add/Drop 8-week Courses (Spring 2)	Mar 1
Last Day to Withdraw from Full Semester Courses	Apr 5
Last Day to Withdraw from 8-week Courses (Spring 2)	Apr 5
Last Day to Withdraw from 16-week Courses (Spring)	Apr 5
Good Friday (No On-Campus Classes)	Apr 7
Easter	Apr 9

Education and
Information Technology Administration CONTINUED…

Last Day of 8-week Courses (Spring 2) ....Apr 19

Last Day of 16-week Courses (Spring) ....Apr 19

Final Exams for 8-week Courses (Spring 2)......................................Apr 20

Final Exams for 16-week Courses (Spring).......................................Apr 20

Last Day of Full Semester Courses ....Apr 30

1st Day of Full Semester Courses ....May 1

1st Day of 8-week Courses (Summer 1) ....May 1

1st Day of 16-week Courses (Summer) ....May 1

Last Day to Add/Drop 8-week Courses (Summer 1) ....May 3

Last Day to Add/Drop Full Semester Courses...................................May 5

Last Day to Add/Drop 16-week Courses (Summer) ....May 5

Last Day to Clear Incompletes from Previous Semester...................May 17

Memorial Day Holiday (No On-Campus Classes) ....May 29

Last Day to Withdraw from 8-week Courses (Summer 1) ....Jun 7

Juneteenth (No On-Campus Classes)...Jun 19

Last Day of 8-week Courses (Summer 1) ....Jun 21

Final Exams for 8-week Courses (Summer 1) ....Jun 22

Midterm for 16-week Courses..Jun 23

1st Day of 8-week Courses (Summer 2) ....Jun 26

Last day to Add/Drop 8-week Courses (Summer 2)...........................Jun 28

Independence Day Holiday (No On-Campus Classes) ....Jul 4

Last Day to Withdraw from Full Semester Courses ....Aug 2

Last Day to Withdraw from 8-week Courses (Summer 2) ....Aug 2

Last Day to Withdraw from 16-week Courses (Summer)....................Aug 2

Last Day of 8-week Courses (Summer 2) ....Aug 16

Last Day of 16-week Courses (Summer) ....Aug 16

Final Exams for 8-week Courses (Summer 2) ....Aug 17

Final Exams for 16-week Courses (Summer) ....Aug 17

Last Day of Full Semester Courses ....Aug 20

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 USA.

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

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

CIVIC ENGAGEMENT
Graduates will have engaged in service with varied communities.

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

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

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

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

Church Relatedness Statement
Alderson Broaddus University affirms our commitment to our historical and continuing relationship with the American Baptist Churches USA and the West Virginia Baptist Convention. We fulfill our educational mission as a faith-based learning community through an ethically informed curriculum from a Christian perspective. Alderson Broaddus University seeks to provide a caring community, reflective of the diversity present in society and in the body of Christ, but united in mutual respect and understanding. We embrace Christian values, including moral integrity, service, trust, justice, and compassion, among others. Within a nurturing environment, we seek to support and empower all members of our community to explore and carry out these values. As part of this commitment, we support religious freedom and respect diverse expressions of faith.

Vision Statement

Alderson Broaddus University will:

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

Accreditations and Memberships

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

The University is accredited by the Higher Learning Commission.

> Higher Learning Commission
> 230 South LaSalle Street, Suite 7-500
> Chicago, IL 60604
> 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 grated 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.

The program's accreditation history can be viewed on the ARC-PA website at: http://www.arc-pa.org/wp-content/uploads/2020/07/Accreditation-History-Alderson-Broaddus-29.pdf.

> ARC-PA, Inc.
> 3325 Paddocks Parkway, Suite 345
> Suwanee, GA 30024
> Telephone: (770) 476-1224
> Fax: (770) 476-1738
> www.arc-pa.org

ARC-PA
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 www.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 Anatomy; the Master of Science degree for Information Technology Administration; the Master of Science degree for Physician Assistant Studies; and, the Master of Education degree for the Teacher Leader program.

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 they missed. Instructors may require that work be completed in advance of scheduled absences.

2. Students must be present for scheduled tests in all classes. Certain exceptions may be possible through paragraphs 3 and 4; however, it should be noted that an instructor is under no obligation to provide makeup examinations if reasons for absence are not judged valid by the instructor.

3. Explanations for absences related to university-sponsored activities should be channeled to instructors through the appropriate offices at least one week in advance. If an instructor's attendance policy includes penalties for excessive absences, the instructor should, if possible, either exempt absences for university-sponsored activities from such penalties, or give students the option of completing appropriate alternative assignments to avoid a penalty. Faculty/staff in charge of university-sponsored activities should keep to a minimum the number of classes participating students are required to miss.

4. In case of illness or emergency where a student may be absent from the University for an extended period, students must notify the Office of Student Affairs. The Office of Student Affairs will notify the Registrar's Office to make them aware of these reported absences. Such notification by the student serves to explain the absence of the student. However, excusing the absence remains the prerogative of the instructor.

5. Students are expected to adhere to the schedules for vacations and recesses as printed in the University calendar. It is the responsibility of individual faculty members to determine and announce at the beginning of each course the consequences of not adhering to official vacation schedules.

6. When an instructor feels that absence has become a problem for a student and that the instructor's absence policy (as stated in the course syllabus) has been violated, the following steps should be taken:

   a) The instructor states, in writing, to the student what is expected in attendance for the remainder of the semester. A copy of this statement is sent to the Office of the Provost/Executive Vice President for Academic Affairs.

   b) If the student, thus counseled, continues to be absent, the instructor contacts the Provost/Executive Vice President for Academic Affairs and the Dean of Student Affairs to determine whether extenuating circumstances exist. If no such circumstances exist, the instructor may notify the student that he or she must withdraw from the course or earn a grade of "NF." A copy of this notification should be sent to the Provost/ Executive Vice President for Academic Affairs and Registrar.

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

Course Instruction and Evaluation Concerns

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

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

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

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

Final Examinations

Final examinations for specific courses are to be administered according to a schedule prepared by the Graduate Program and published at the beginning of the semester. All students are expected to make their plans accordingly and to adhere to the schedule.

Final Grade Appeal

Only a final course grade may be appealed. Students have only two bases for appeal: miscalculation of the final grade by the instructor or failure by the instructor to credit work required for the final grade. This process will not address matters such as course content, interpretations of items on evaluative instruments, approaches to instruction, and grading standards. The student must submit his or her written appeal to the appropriate party, as described below, within four days of the beginning of the next semester, including registration days. The written appeal must include all reasons in support of the appeal. The grade originally assigned will stand unless and until it is changed following appeal.

1. A student will first present the written appeal to the instructor. Within two days of receipt of the written appeal, the instructor will meet with the student and review the basis for the grade assigned. No other persons will be present and no recording devices will be allowed. Within two days of meeting with the student, the instructor will submit his or her decision and rationale in writing to the student and the school chairperson, if there is one, or the college dean.

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

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

4. If the student wishes to continue with his or her appeal, the student must submit the written appeal to the Provost/Executive Vice President for Academic Affairs within two days of receipt of the written decision of the college dean. Within two days of receipt of the student's written appeal, a meeting will be held among the Provost/Executive Vice President for Academic Affairs, the school chairperson and/or college dean, the instructor, and the student. No other persons will be present and no recording devices will be allowed. The Provost/Executive Vice President for Academic Affairs will submit his or her written decision and rationale within five days to the student, the instructor, and the school chairperson and/or college dean. The decision of the Provost/Executive Vice President for Academic Affairs will be final.

5. If the school chairperson is also the instructor, the student will submit the written appeal to the college dean. If the college dean is the instructor, the student will submit the appeal directly to the Provost/Executive Vice President for Academic Affairs.

6. If the instructor has permanently left the institution, the written appeal will be submitted to the school chairperson, if there is one, or to the college dean if there is no school chairperson.

Final Grade Reports

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

Equal Opportunity for Students With Disabilities Policy

See *Student Handbook.*

Family Education Rights and Privacy Act (FERPA)

See *Student Handbook.*

Leaving the University

Withdrawal from the University

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

Leave of Absence

- Under unavoidable situations and for justifiable reasons a student may be granted a leave of absence for one or two semesters. A leave is granted only when the absence seems necessary and the student definitely plans to return when the period of absence expires.
- A leave of absence form should be received from and returned to the Registrar by the applicant. The applicant must get the required signatures.
- The student is not eligible for financial aid from Alderson Broaddus University during this time. The student will enter his or her grace period for student loan repayment.
- The University will notify Veteran Affairs that a student receiving veteran benefits is not enrolled. The student must also send such notice to the VA. Any student aid or work assignment formerly held is relinquished.
- The University cannot make academic adjustments for courses missed.

Transcript Requests

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

Program Specific Information

All students enrolled in the Teacher Leader program should review all policies related to Online Education as stated in the Graduate Catalog concerning Online Education Guidelines. All students enrolled in the Information Technology Administration program should review all policies related to Executive Degree Programs. All students enrolled in the College of Medical Science (Physician Assistant Studies Program or Anatomical Science should review program specific policies found in the Graduate Manuals.

ONLINE EDUCATION GUIDELINES

Academic Integrity

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

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

Assignments

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

Attendance Policy

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

Authentication

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

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

Definitions and Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

For more information please refer to the Student Handbook, located at www.ab.edu.

Make-Up and Retake Work

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

Online Student Orientation

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

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

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

Several online training orientations are available to help you succeed as an online student. Each orientation is a short video tutorial designed to focus on a particular requirement of taking online courses. All students are strongly encouraged to watch the videos before beginning an online course. Any of the individual videos can also be reviewed at any time if a student finds they need a refresher. For guidance in common Moodle procedures, please refer to the following tutorial videos which can be found at http://moodle.ab.edu/mod/folder/view.php?id=91955.

> *Online Tips for Success*
> *Using Moodle*
> *Using Moodle Forums*
> *Using Moodle Assignments*
> *Using Moodle Quizzes and Tests*

Student Evaluation of Courses

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

Weather

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

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

REGISTRATION INFORMATION

Faculty Advisors

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

Change of Registration

1. Any change in registration must be processed through the Registrar's Office.
2. "Dropping" a course during the add/drop period will not be entered on the permanent record but must be properly processed.
3. If a student "withdraws" from a course following the Add/Drop period, he or she receives a grade of W.
4. Leaving a course after the date specified on the academic calendar will result in a grade of "NF" unless the Provost/Executive Vice President for Academic Affairs deems that a health or other emergency exists.
5. Students withdrawing from courses that take them to less than 6 credit hours must complete an exit interview with the Financial Aid Office.
6. A student who has registered for auditing cannot change the registration to credit after the end of the add/drop period.

STUDENT ACADEMIC ACHIEVEMENT INFORMATION
Grades, Quality Points and Cumulative Averages

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

Incomplete Grades

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

1. The student is unable to complete specific course requirements due to illness, personal emergency, or other circumstances beyond his/her control.
   The following conditions must prevail:
   - The student has maintained a passing grade during his period of attendance, which will generally include at least twelve weeks of the semester.
   - The appropriate instructor files with the Provost/Executive Vice President for Academic Affairs a Request for an Incomplete form, which includes justification for the granting of

the incomplete. (If approved, the request is attached to the grade sheet and delivered to the Registrar.)
- If the course work has not been completed and the final grade recorded by the end of the fourth week of the academic term immediately following, a grade of "F" will be entered on the official record unless an extension has been authorized by the Provost/Executive Vice President for Academic Affairs.

2. A specific course is designed so that the work is to be completed during the following semester or during the summer session. Examples of these courses include (but are not limited to) research courses, courses involving foreign travel, musical performances. The instructor will fill out and sign the final grade roster at the end of the semester indicating the grade of incomplete and will update the grade roster with the final grade as soon as the course is completed.

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

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

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

2. A transfer student whose admission to Alderson Broaddus University is on a probationary status (transfer GPA less than a 2.00) will be placed on academic suspension if he or she does not meet the conditions specified at the time of transcript evaluation. Usually the condition is that the student must have a 2.00 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

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.

Admissions Requirements
To be considered for admission in the Master of Science in anatomy program, students 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, exercise, or physical sciences; however, applicants with non-science degrees will be considered if they have a strong science background. The bachelor 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.

Academic Requirements
A prerequisite GPA and cumulative GPA of 2.50 or higher is required for admission. All prerequisite courses must be taken at regionally accredited institutions (or foreign equivalents). No grade lower than a C will be accepted for prerequisite coursework. CLEP credits and P/F credits will not be considered for prerequisites.

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

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

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

Anatomy Cadaver Lab
Students will be educated and train in the management and care of a gross anatomy cadaver lab. Students will be expected to assist with dissection/prosection under the direction of the Anatomical Science Faculty.

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

Comprehensive Anatomy (Capstone)
Students must pass the Comprehensive Anatomy Course (Capstone) with an 80 % (B) to graduate from the Anatomy program.

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.

3. A grade of "C", "D", or "F" in any course can be repeated with the approval of the Program Chair.

4. Students must be in good standing and meet program requirements to graduate from the Program.

Professional Conduct Standards

The student must consistently display honesty, integrity, respect for self and others, tolerance, caring, fairness and dedication to the students, peers, faculty and staff, and the community. Students must attend all required courses, labs, teaching assignments, exercises, and other activities as assigned.

Graduation Requirements

Completion of required courses (36 credit hours), no course grade less than a "C" in any course, a cumulative program GPA of 3.00, and a passing Grade of 80% (B) in ANAT-860 Comprehensive Anatomy is required for graduation. (A student has six years from date of enrollment to complete the program).

Courses Sequence (Beginning May 2022)

1st Semester (Summer)	Course #	Course Title	Credits
	ANAT-700	Human Gross Anatomy	5
	ANAT-720	Pathophysiology	4
	ANAT-500	Research Seminar	2
	ANAT-600	Teaching Anatomy Education	1
		Semester Totals	**12**

2nd Semester (Fall)	Course #	Course Title	Credits
	ANAT-740	Histology and Cell Anatomy	4
	ANAT-760	Biochemistry	3
	ANAT-820	Integrated Systems	2
	ANAT-620	Instructional Practicum (Graduate Assistant Experience)	2
	ANAT-520	Research Seminar	1
		Semester Totals	**12**

3rd Semester (Spring)	Course #	Course Title	Credits
	ANAT-805	Clinical Neuroanatomy and Neuroscience	3
	ANAT-810	Sectional Anatomy	1
	ANAT-780	Medical Genetics	2
	ANAT-640	Instructional Practicum (Graduate Assistant Experience)	3
	ANAT-540	Research Seminar	2
	ANAT-860	Comprehensive Anatomy (Capstone)	1
		Semester Totals	**12**

Program Total Credit hours 36

Course Descriptions

ANAT-500 Research Seminar in Anatomy

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

2 credits. No prerequisites.

ANAT-520 Research Seminar in Anatomy

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

1 credit. Prerequisites: ANAT-500 Research Seminar.

ANAT-540 Research Seminar in Anatomy

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

2 credits. Prerequisites: ANAT-520 Research Seminar.

ANAT-600 Teaching Anatomy

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

1 credit. No prerequisites.

ANAT-620 Instructional Practicum

This course will allow students to participate in a supervised and mentored teaching experience in a lecture and laboratory instructional setting in one or more of the courses offered by the College of Science, Math, and Technology, and an introduction to the use of educational platforms in anatomical instruction like the Anatomage Table and Complete Anatomy.

2 credits. Prerequisites: ANAT-600 Teaching Anatomy.

ANAT-640 Instructional Practicum

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

**3 credits. Prerequisites: ANAT-620 Instructional Practicum,
ANAT-700 Human Gross Anatomy, ANAT-720 Pathophysiology,
or Chair, Anatomical Science Approval.**

ANAT-660 Intensive Study

This course provides students the opportunity to increase their knowledge base in the areas of cadaver dissection, anatomical education, and research. This course may be taken with the approval of the Chair up to three times or 12 credit hours Maximum.

1-4 credits. Prerequisites: Approval of Program Chair.

ANAT-700 Human Gross Anatomy

The comprehensive Human Gross Anatomy course will encompass a total approach to the study of gross anatomy while incorporating appropriate clinical application to the basic organization, structure, sectional, and surface anatomy learned. Gross Human Anatomy Laboratory sessions will include cadaver prosections. ANAT-700 will not transfer to the PA program for credit.

5 credits. No prerequisites.

ANAT-720 Pathophysiology

Pathophysiology is a comprehensive review of medically related human physiology. The course includes normal processes and functions of the following systems: cardiovascular, respiratory, hematological, integumentary, gastrointestinal, reproductive, genitourinary, musculoskeletal, endocrine, eye, ear, and nose, throat, neurological and immunological. The course also includes genetics and the molecular basis of health and disease. ANAT-720 will not transfer to the PA program for credit.

4 credits. No prerequisites.

ANAT-740 Histology/Cell Anatomy

A comprehensive study of human cell biology, basic tissues and organ systems (e.g., cardiovascular, gastrointestinal, integumentary and lymphoid) with a brief overview of embryology. Wherever possible, the study of histology/cell anatomy is translated to clinical relevance. In laboratories, students study the microscopic structure of cells, tissues, and organs through atlases, prepared slides, virtual microscope, and computer-assisted learning software, while familiarizing the students with modern concepts of histology and cell biology.

4 credits. No prerequisites.

ANAT-760 Biochemistry

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

3 credits. No prerequisites.

ANAT-780 Medical Genetics

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

2 credits. No prerequisites.

ANAT-805 Clinical Neuroanatomy and Neuroscience

This course is a comprehensive study of the anatomy, physiology, and chemistry of the central and peripheral nervous systems. General neuroanatomy topics will include the gross and microscopic structure and neurophysiology of the brain, spinal cord, and nerves with descriptions of alterations in normal anatomy and physiology through disease and injury. General neurophysiology topics will include the cellular and molecular basis of signal transmission in the brain and neural development. The major sensory, motor and integrative neural systems of the human brain will be discussed.

3 credits. No prerequisites.

ANAT-810 Sectional Anatomy

The *Sectional Anatomy* course content is designed to introduce the student to sectional anatomy. The student will identify anatomical structures depicted on radiographs including film radiography and digital imaging. The student will be introduced to sectional anatomy as demonstrated with computed tomography, magnetic resonance imaging, and sonography. Emphasis is placed on identifying structures visible on correctly performed radiographic images.

1 credits. No prerequisites.

ANAT-820 Integrated Systems

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

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

ANAT-860 Comprehensive Anatomy

Successful completion of the comprehensive anatomy course is required. The course consists of an oral, written, and practical examination covering the disciplines: anatomy, embryology, histology, cell anatomy, neuroanatomy/neuroscience, and pathophysiology. The comprehensive anatomy will be scheduled by the program chair near the end of the student's third semester following the student's satisfactory completion of the required coursework. **A passing score of 80% in the comprehensive anatomy course is required for graduation.**

1 Credit. Prerequisite: completion of All required coursework
and recommendation from the Chair, Anatomical Science.

Education
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 master of education program is designed to meet the needs of practicing teachers who want to stay in the classroom while rising to a leadership role among their colleagues as Master Teacher, Mentor Teacher, Curriculum Facilitator or Department Chair. The program is also for the graduate student who is aiming to pursue doctoral studies in education or leadership fields.

AB's online master's 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 through the internship. For part-time students, the online instruction enhances the graduate student's ability to balance work, family and academic studies. AB's Online Programming committee oversees and reviews all courses taught using an online delivery format using 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 program should review all policies found in the University's Student Handbook at www.ab.edu under the Current Students tab.

The masters of education 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 asset in the school, district, and community.

Curriculum & Instruction Pillar	Leadership Pillar	Research Pillar
EDUC-600: Technology for Teacher Leaders	EDUC-570: Educational Policy, Law, and Ethics	EDUC-650: Education Research I
EDUC-780: Societal Issues & Education	EDUC-810: Leadership Seminar	EDUC-775: Education Research II
EDUC-550: Instruction by Design	EDUC-830: Folio Presentation & Defense	
EDUC-770: Classroom Management Strategies	EDUC-790: Internship	

Program Outcomes
The Alderson Broaddus University M.Ed. program learner outcomes are centered upon the standards that support growth of teacher. The five program outcomes are as follows:
1. The 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.
2. The Teacher Leader demonstrates by example skills in problem solving, innovation, communication, and management within and among the educational, professional and business communities.
3. The Teacher Leader is a proficient researcher 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.

4. The Teacher Leader facilitates knowledge of curriculum, instruction and effective learning culture to students and teachers in the classroom, the school, and the school system.
5. The 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 to establish a candidate selection preference.

Required elements for program entry:
1. Completed and signed application
2. $100 deposit paid upon acceptance into the program
3. A current valid teaching license in a current field of teaching (required)
4. Currently teaching in a public or private PK-12 school preferred, or substitute teaching
5. Approval from Board of Education to be a teacher in their county
6. Approved background check from the county of employment
7. One to three letters of recommendation
8. Undergraduate transcript verifying overall GPA of 3.00 or higher
9. One reflective essay stating the Goal(s) for Becoming a Teacher Leader

Program Schedule and Credits

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

Schedule for Full-Time and Part-Time Students in the Master of Education Program

There are two program options for master's 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 Schedule	
Term	**Course/Semester Hours**
Fall 1	EDUC-550: Instruction by Design, 3 semester hours
	EDUC-570: Educational Policy, Law & Ethics, 3 semester hours
Fall 2	EDUC-600: Technology for Teacher Leaders, 3 semester hours
	EDUC-650: Education Research I, 3 semester hours
Spring 1	EDUC-770: Classroom Management Strategies, 3 semester hours
	EDUC-775: Education Research II, 3 semester hours
Spring 2	EDUC-780: Societal Issues in Education, 3 semester hours
	EDUC-790: Internship, 3 semester hours
Summer 1	EDUC-810: Leadership Seminar, 3 semester hours
Summer 2	EDUC-830: Folio Defense, 3 semester hours

<u>Part-Time Students</u>: The projected program completion for teachers in a part-time setting is 2 years (4 semesters including two 5-week modules each summer).

Part-Time Schedule	Year 1		Year 2
Fall 1	EDUC-550: Instruction by Design, 3 semester hours		
			EDUC-570: Educational Policy, Law & Ethics, 3 semester hours

Part-Time Schedule	Year 1		Year 2
Fall 2	EDUC-600: Technology for Teacher Leaders, 3 semester hours		
			EDUC-650: Education Research I, 3 semester hours
Spring 1	EDUC-770: Classroom Management Strategies, 3 semester hours		
			EDUC-775: Education Research II, 3 semester hours
Spring 2	EDUC-780: Societal Issues in Education, 3 semester hours		
			EDUC-790: Internship, 3 semester hours
Summer 1	Off		EDUC-810: Leadership Seminar, 3 semester hours
Summer 2	Off		EDUC-830: Folio Defense, 3 semester hours

MASTER OF EDUCATION: COURSES OF INSTRUCTION

EDUC-550 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 an assessment of a curricular map.

3 semester hours

EDUC-570 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-600 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.

3 semester hours

EDUC-650 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-775, Education Research II.

3 semester hours

EDUC-770 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-775 Education Research II

Students will apply research theories and techniques from EDUC-650 in one of two research options: (1) action research or (2) development of dissertation prospectus. Action research is a form of self-reflective, systematic inquiry by teachers on teaching and learning with goals of improvement of practice, a better understanding of that practice, and an improvement in the learning environment. The option of developing a dissertation prospectus is available to the student interested in publishing research or pursuing a doctoral degree, and students will be guided through the process of developing a research focus question, conducting a literature review, and research methodology. Prerequisite: EDUC-650. Key Assessment: Action research report, or research prospectus.

3 semester hours

EDUC-780 Societal Issues in 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-790 Internship

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

EDUC-810 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 a school community. Key Assessment: Design and present a 1-day professional development workshop for colleagues.

3 semester hours

EDUC-830 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

Acceptance of Transfer Work or Prior Learning Credit

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

- The student will 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's program
    - Course work must have been completed within a 5-year window of time before being considered for transfer
- Previous course work must be from a program that the faculty review committee agrees can meet a similar rigor, goals, and outcomes of the comparable course in the AB program

Progression and Graduation Requirements

Matriculating through the course sequence is an expectation of all graduates in order to progress toward program completion and graduation, with a maximum of 8 consecutive semesters including summers. 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 3.00 cumulative grade point average or higher, 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.

Information Technology Administration
Leading to a Master of Science Degree

Alderson Broaddus University's Executive Degree Program in Information Technology Administration focuses on the advanced practice role of the use of predictive analytics to identify cyber threats, employ big data analytics to improving healthcare, and empower smart cities in making data-driven policy changes critical for societal well-being. This program is designed to meet the aggressive demand for qualified data scientists in virtually every sector of the economy, with classes in computer science, data intelligence, analytics, and security.

AB's master's degree offers a graduate level education that is flexible and convenient yet rigorous and relevant to practicing IT professionals. The executive format of the program is designed for working professionals in a convenient, flexible design that combines the work role as an integral part of the educational program. Students can earn the Master of Science in Information Technology Administration by combining online and low residency study. The curriculum includes courses in theories, strategies, and tactics of leadership, information security, data mining, business intelligence, and decision-making processes. The program is based on a semester schedule (with 3 semesters each calendar year – Fall, Spring, Summer). A full-time student, taking an average of 7 credit-hours per semester could complete the program in 5 semesters; a part-time student (taking less than 6 credit-hours per semester) could complete the program in under 3 years.

Program Mission:
The Information Technology Administration program will instruct students in the interpretation of critical data to help businesses make smart, informed decisions.

Program Student Learning Outcomes:
Upon completion of the Information Technology Administration program, the graduate will be ready to meet the demand for qualified data scientists in virtually every economic sector by achieving the following program learning outcomes:
1. Perform research identifying and analyzing technological changes.
2. Develop and apply solutions that achieve strategic and tactical IT-business alignment.
3. Analyze complete technical questions and challenge established knowledge and practices in the field.
4. Recommend IT strategies that support enterprise mission and objectives.
5. Demonstrate IT leadership skills at the team and enterprise levels following tenets of professional, social, and ethical responsibility.

Admission Requirements:
Alderson Broaddus University has established admission requirements for the students whose education preparation evidences the potential for successful performance at the graduate level. All admissions materials must be received in the Office of Executive Degree Programs prior to rendering an admission decision and enrollment in coursework.

Admission requirements are:
1. Completed Graduate Application with payment of required Application Fee.

2. Evidence of an earned bachelor's degree from an institution equivalent to a U.S. accredited school. This requirement is waived for students who have completed bachelor's or master's level coursework in the U.S. at regionally accredited institution. Evidence required:

    a. Official transcripts of all undergraduate and graduate work be sent directly from the respective institution(s) to:

> Alderson Broaddus University
> Office of Executive Degree Programs
> 101 College Hill Drive, Campus Box 2157
> Philippi WV 26416

    b. Transcript(s) must include the degree and date on which it was conferred. All graduate work as verified by official transcripts.

    c. Any international course work complete must have official transcript evaluations completed and submitted to the University by a member of the National Association of Credential Evaluation Services (naces.org); preferred evaluation services are as follows:
> World Education Services (WES)
> Educational Credential Evaluators (ECE)
> International Education Research Foundation (IERF)
> Educational Perspectives (EP)

3. Master's degree admission requires a grade point average of at least 2.5 on a 4.0 scale from a bachelors' degree or higher from a regionally or nationally accredited institution or an institution approved through the International Evaluation firms listed above. ****Conditional admission may be applicable.**

4. Students must be in good standing in order to be admitted.
    a. If a student has been on academic probation for more than one semester in an unfinished program at Alderson Broaddus University of or has been academically suspended from a program at Alderson Broaddus University or any other institution of higher education, the student is not eligible for admission into a new program at Alderson Broaddus University.
    b. Graduation from a program in which a student has been on academic probation causes those probation semesters to be forgiven in a newly admitted program.

5. Documentation of language fluency for non-native speakers of English, such as a score report from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is a requirement for admission. This requirement is waived for students who have completed bachelor's or master's level coursework in the U.S. at regionally accredited institution or are from countries exempted by SEVIS for tests of English as a second language (for more information, click https://ab.edu/wp-content/uploads/2020/12/SEVIS-List.pdf). The minimum acceptable TOEFL or IELTS scores for admission are:
> Internet-based TOEFL (IBT) – 79
> IELTS – 6

6. International students applying for the executive program and seeking F-1 VISA status must provide a copy of their current passport.

Program Schedule and Credits:

The Information Technology Administration program consists of ten 3 credit-hour courses and a 1-credit hour course (which is required every semester the student is enrolled and taking classes). Each course is offered in either an 8-week or 16-week modular format so that the student may enroll in a 3 credit-hour course per 8-week module (either the 1st or 2nd 8-weeks or both), a 3-credit-hour course and a 1 credit-hour course per 16-week module (full semester) can be scheduled (for a total of 7-10 credits per semester). The 3 credit-hour, 16-week module course consists of a low residency requirement, see the Residency Session Format description below for further information.

Verification of Enrollment:

A student must confirm enrollment at the beginning of each semester during the Registration Confirmation period established by the Office of the Registrar and published on the academic calendar. For in-seat courses, Registration Confirmation normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For on-line courses, Registration Confirmation normally occurs via active participation in a learning activity in all courses during the confirmation period and before the end of the add/drop period; the student is expected to log into the learning management system (LMS) and participate in the learning activities of the course. With the assistance of other offices and all faculty, the Registrar's Office administers the roster verification procedure by which enrollment is confirmed.

Add/Drop Process, Withdrawing from a Course and Administrative Withdrawal:

A student may add or drop a course until the last day to add/drop as listed on the academic calendar. It is recommended that the student consult with their advisor before adding or dropping courses in the Information Technology Administration program.

A student may withdraw from a course with a "W" up until the last day to withdraw listed on the academic calendar. A "W" has no impact upon a student's GPA. No student may withdraw after the deadline posted on the academic calendar for the appropriate semester or 8-week period. It is recommended that the student consult with their advisor before withdrawing from a course.

A student may be withdrawn from all classes by administrative action, based upon any of the following situations:
1. Disciplinary action against a student confirmed by the Provost/Executive Vice President for Academic Affairs or other university official.
2. Failure of the student to confirm enrollment during the Registration Confirmation period.
3. Non-participating in classes resulting in an active schedule of less than 1 credit-hour and the posting of an F, NF, or W in other classes.

Application of Learning: Information Technology Administration (ITAD) 699, Practicum Learning Experience (see the course description in the Courses of Instruction, below):

The Information Technology Administration program requires an applied learning component (internship/practicum) that is an integral (essential) part of the established curriculum. The program requires the student to take part in an internship that is offered by the sponsoring employer through a cooperative agreement with the University. Through this course, the University will have a Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Prior approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive programs, this course is required every semester in which a student is taking courses, requiring continuity of the experience or via employment throughout the period of enrollment. Additionally, due to the advanced nature of these programs, students are required to participate in an internship/practicum or project-based experience immediately upon enrollment in the Information Technology Administration program.

Regulations Related to International Students:

• Residency Sessions:

Residency Sessions are required each semester and are determined by the requirements of specific courses within the Information Technology Administration program. Residency sessions are mandatory for international students, and the student must attend all three-days of the residency session to receive credit and fulfill immigration in-seat class components to retain F-1 Status. As such, requests to arrive late or leave early will not be approved; no exceptions will be allowed. If a student cannot be in attendance for

all three days, they will be counted absent for the entire residency and will be required to attend the make-up residency and pay the make-up fee.

Students may make-up no more than one residency session throughout the duration of their academic program. Missing a second residency will result in the student being dismissed from the program and the University. A missed residency session will result in the student attending a make-up session and paying a $300 Residency Make-Up fee. In addition, the student may be asked for documentation from the program director providing an explanation as to why the scheduled residency session was missed. Only one make-up session will be held each semester and the make-up session must be completed prior to the end of the semester in which the absence occurs.

- ## Curricular Practical Training:

"An F-1 student may be authorized by the Designed School Official (DSO) to participate in a curricular practical training (CPT) program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school." Source: 2002 Final SEVIS Rule: 67 Fed. Reg. 76256 (December 11, 2002), amending 8 CFR 214.2(f) (10) (i)

Students who have received one year or more of full-time practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in practical training. A request for authorization for practical training must be made to the DSO. A student may begin practical training only after receiving his or her Form I–20 with the DSO endorsement authorizing CPT.

- ## Physical Attendance Records:

For international students gathering "Request for Evidence" (RFE) documentation regarding Physical Attendance Records, please use the policy statements above regarding verification of enrollment, attendance and residency session confirmation of attendance statements, university transcripts demonstrating successful course completion, course syllabi, and personal travel receipts to verify physical course attendance. The aforementioned university specific documentation represents what the university can provide related to physical attendance records.

Progression and Graduation Requirements:

Students seeking to graduate from the program are required to have a 3.00 cumulative grade point average or higher. Failure to achieve the program GPA standard will result in the student being placed on academic probation (see Academic Probation, Suspension and Dismissal: Graduate Programs in the *Graduate Catalog*).

An application for graduation should be made during the semester the student expects to complete all academic requirements. If, after the submission of the application, a student does not complete course work, he/she must reapply for graduation. Applications filed after the announced deadlines will automatically be placed with the next graduation list. Graduation requirements include:

1. Cumulative grade point average (GPA) of 3.0 on a 4.0 scale
2. Completion of all course and residency requirements

Information Technology Administration
leading to a Master of Science Degree

Required Courses:

Information Technology Administration	530	(3)	Data Management
Information Technology Administration	531	(3)	Business and Decision Making
Information Technology Administration	532	(3)	Cloud Computing
Information Technology Administration	533	(3)	Strategic Planning and Leadership
Information Technology Administration	534	(3)	Operations and Business Performance
Information Technology Administration	640	(3)	Network Security
Information Technology Administration	641	(3)	Application Development and Security
Information Technology Administration	642	(3)	Risk Management
Information Technology Administration	643	(3)	Legal Regulations, Compliance and Research
Information Technology Administration	644	(3)	Data Analysis
Information Technology Administration	699	(1)	Practicum Learning Experience*

*Required every semester student enrolled and taking classes

MASTER OF SCIENCE: INFORMATION TECHNOLOGY ADMINISTRATION COURSES OF INSTRUCTION

ITAD-530 Data Management

This course introduces students to current programs and technologies that help organize, alter, analyze, and visualize data. The course will start with an overview of the R language and move on to other important tools that will be complementary including working with regular expressions, basic UNIX tools, XML, and SQL.

3 semester hours

ITAD-531 Business and Decision Making

This course emphasizes the fundamentals and major components of business analytics. The focus is on obtaining business intelligence from firm data for a wide range of applications such as customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining, and product selection. Students will learn how to gather information and apply it to improve business performance.

3 semester hours

ITAD-532 Cloud Computing

This course introduces cloud computing, which many predict is the third big wave of computing, following mainframe and client-server computing. The course examines this technology from a corporate standpoint providing a comprehensive and integrated understanding of the cloud computing business model, technological infrastructure, and security issues that will help technology students grasp the business roadblocks and business students will understand the technology challenges.

3 semester hours

ITAD-533 Strategic Planning and Leadership

Effective decision-making and management are two of the most crucial skills a business leader must have when it comes to technology. In this course, a case study will be provided that depicts several scenarios that demand proper decision making on technology issues essential to today's business world. Students will learn how to understand the factors and elements of these technological decisions and how to assess the risks linked with them. Technology, finance, security, project management, leadership, and other aspects of effective decision-making will be covered in this course.

3 semester hours

ITAD-534 Operations and Business Performance

This course focuses on the knowledge and skills required to advise an organization in making the maximum use of techniques to achieve its corporate objectives. The course emphasizes the development of broader leadership skills critical to interacting with a diverse group of stakeholders. Through case studies, role-playing, and simulation, this course will provide negotiation, persuasion, agility, coaching, and facilitation activities. Being able to grasp the components of designing and implementing the organization's overall IT strategy is vital. This course will address the many levels of strategy as well as how students may put strategy into action through tactical and operational plans.

3 semester hours

ITAD-640 Network Security

This course introduces students to various network security-related issues and examines them. Different types of VPNs for securing data in an organizational setup are explored as well as the benefits and architecture of a VPN and how to implement a VPN. Other topics include the utility of firewalls in tackling security problems and the limitations of a firewall.

3 semester hours

ITAD-641 Application Development and Security

This course examines approaches for improving application development security and thwarting attacker efforts to modify code. It also investigates the software lifecycle and change control to lessen the likelihood of poorly developed apps that allow an attacker to exploit code mistakes. The course will introduce database development models, with an emphasis on selecting the right model to improve security. This course will also discuss tactics and strategies for safeguarding PCs running Microsoft Windows and related apps. The course explains the Windows operating system platforms and significant areas of security vulnerabilities, with a focus on Windows Server 2012 and newer editions, as well as Windows 10 for clients. Students will learn how to examine Windows systems for security flaws and how to safeguard them.

3 semester hours

ITAD-642 Risk Management

This course looks at incident response and catastrophe recovery principles. Furthermore, it will discuss ways for identifying vulnerabilities in computer networks as well as solutions for limiting risks and damage.

3 semester hours

ITAD-643 Legal Regulations, Compliance, and Research

This course focuses on cybercrime, as well as rules and regulations. It covers methods for investigating a crime, obtaining evidence, and communicating findings.

3 semester hours

ITAD-644 Data Analysis

The course introduces students to current data mining ideas, processes, tools, and approaches. Students will examine and mine data with software using hands-on applications. By the completion of this course, the student should have a better understanding of how data mining is used and what is involved in data mining projects.

3 semester hours

ITAD-699 Practicum Learning Experience

Students will apply what they are learning in the curriculum to the real world through work, internship experiences or project-based learning. The Practicum Learning Experience can be (1) an alternative work/study, internship, or cooperative education, (2) employment in an area directly related to the student's course of study, or (3) a project carried out in collaboration with program faculty that applies the academic work to a professional environment. Before the student can begin field placement work, the University will have a Cooperative Agreement with all practicum or internship locations through this course. Prior approval is required to evaluate whether the experience is compatible with the program of study and aligns to the program learning outcomes. The course is required each semester that a student is enrolled and is an essential component of the executive degree program.

1 semester hour

<u>Information Technology</u>
Doctor of Information Technology Degree

Alderson Broaddus University's Doctor of Information Technology (DIT) degree program is a terminal degree in the field of information technology that focuses on the advanced practice in planning, FinTech, data government, cybersecurity, risk management, computer forensics, and original research.

AB's DIT degree offers a doctoral level education that is flexible and convenient yet rigorous and relevant to practicing IT professionals. The format of the program is designed for working professionals in a convenient, flexible design that combines the work role as an integral part of the educational program. Students can earn the DIT by combining online and low residency study. See below for a list of courses and their descriptions.

The program is based on a semester schedule (with 3 semesters each calendar year – Fall, Spring, Summer). A full-time student earning 18 credits in an academic year could complete the program in 3.5 years; a part-time student (taking 9 credit-hours per academic year) could complete the program in five years.

<u>Program Mission:</u>
The mission of the Doctor of Information Technology degree program is to provide students with the skills and knowledge necessary to select, develop, apply, integrate, and administer secure computing technologies to enable users to accomplish their personal, organizational, and societal goals. Students will conduct primary research on contemporary information technology related subjects.

<u>Program Student Learning Outcomes:</u>
Upon completion of the Doctor of Information Technology program, the graduate will be ready to meet the demand for qualified data scientists in virtually every economic sector by achieving the following program learning outcomes:
1. Integrate knowledge acquired from information technology to make well-reasoned decisions in diverse situations.
2. Analyze the leadership theories, styles, and traits necessary to successfully realize information technology goals and maximize organizational performance.
3. Evaluate the ethical and societal implications of information technology decisions in a global context.
4. Create academic papers and presentations to communicate results of original research.
5. Design and conduct original research to assist in identifying and analyzing contemporary issues in information technology.

<u>Admission Requirements:</u>
Alderson Broaddus University has established admission requirements for the students whose education preparation evidences the potential for successful performance at the graduate level. All admissions materials must be received in the College of Adult and Distance Education prior to rendering an admission decision and enrollment in coursework.

Admission requirements are as follows:

1. Completed Graduate Application with payment of required Application Fee.

2. Evidence of an earned Master's degree from an institution equivalent to a U.S. accredited school. Evidence required is as follows:

    a.   Official transcripts of all undergraduate and graduate work be sent directly from the respective institution(s) to:

> Alderson Broaddus University
> College of Adult and Distance Education
> 101 College Hill Drive, Campus Box 2157
> Philippi WV 26416

    b.   Transcript(s) must include the degree and date on which it was conferred. All graduate work as verified by official transcripts.

    c.   Any international course work complete must have official transcript evaluations completed and submitted to the University by a member of the National Association of Credential Evaluation Services (naces.org); preferred evaluation services are as follows:
> World Education Services (WES)
> Educational Credential Evaluators (ECE)
> International Education Research Foundation (IERF)
> Educational Perspectives (EP)

3. Doctoral degree admission requires a grade point average of at least 3.0 on a 4.0 scale in all graduate work from an institutionally accredited institution or an institution approved through the International Evaluation firms listed above. ****Conditional admission may be applicable.**

4. Students must be in good standing in order to be admitted.
    a.   If a student has been on academic probation for more than one semester in an unfinished program at Alderson Broaddus University of or has been academically suspended from a program at Alderson Broaddus University or any other institution of higher education, the student is not eligible for admission into a new program at Alderson Broaddus University.
    b.   Graduation from a program in which a student has been on academic probation causes those probation semesters to be forgiven in a newly admitted program.

5. Documentation of language fluency for non-native speakers of English, such as a score report from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is a requirement for admission. This requirement is waived for students who have completed bachelor's or master's level coursework in the U.S. at regionally accredited institution or are from countries exempted by SEVIS for tests of English as a second language (for more information, click https://ab.edu/wp-content/uploads/2020/12/SEVIS-List.pdf). The minimum acceptable TOEFL or IELTS scores for admission are:
> Internet-based TOEFL (IBT) – 79
> IELTS – 6

6. International students applying for the executive program and seeking F-1 VISA status must provide a copy of their current passport.

Program Schedule and Credits:

The DIT program consists of twenty 3 credit-hour courses and a 1-credit hour course (which is required every semester the student is enrolled and taking classes). Each course is offered in either an 8-week or 16-week modular format so that the student may enroll in a 3 credit-hour course per 8-week module (either the 1st or 2nd 8-weeks or both), a 3-credit-hour course and a 1 credit-hour course per 16-week module (full semester) can be scheduled (for a total of 7-10 credits per semester). The 3 credit-hour, 16-week module course consists of a low residency requirement, see the Residency Session Format description below for further information.

Verification of Enrollment:

A student must confirm enrollment at the beginning of each semester during the Registration Confirmation period established by the Office of the Registrar and published on the academic calendar. For in-seat courses, Registration Confirmation normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For on-line courses, Registration Confirmation normally occurs via active participation in a learning activity in all courses during the confirmation period and before the end of the add/drop period; the student is expected to log into the learning management system (LMS) and participate in the learning activities of the course. With the assistance of other offices and all faculty, the Registrar's Office administers the roster verification procedure by which enrollment is confirmed.

Add/Drop Process, Withdrawing from a Course and Administrative Withdrawal:

A student may add or drop a course until the last day to add/drop as listed on the academic calendar. It is recommended that the student consult with their advisor before adding or dropping courses in the Doctor of Information Technology program.

A student may withdraw from a course with a "W" up until the last day to withdraw listed on the academic calendar. A "W" has no impact upon a student's GPA. No student may withdraw after the deadline posted on the academic calendar for the appropriate semester or 8-week period. It is recommended that the student consult with their advisor before withdrawing from a course.

A student may be withdrawn from all classes by administrative action, based upon any of the following situations:

1. Disciplinary action against a student confirmed by the Provost/Executive Vice President for Academic Affairs or other university official.
2. Failure of the student to confirm enrollment during the Registration Confirmation period.
3. Non-participating in classes resulting in an active schedule of less than 1 credit-hour and the posting of an F, NF, or W in other classes.

Application of Learning: Doctor of Information Technology INTC 799, Practicum Learning Experience (see the course description in the Courses of Instruction, below):

For students holding an F-1 visa, the DIT program requires an applied learning component (internship/practicum) that is an integral (essential) part of the established curriculum. The program requires the student to take part in an internship that is offered by the sponsoring employer through a cooperative agreement with the University. Through this course, the University will have a Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Prior approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive programs, this course is required every semester in which a student is taking courses, requiring continuity of the experience or via employment throughout the period of enrollment. Additionally, due to the advanced nature of these programs, students who are required to participate in an internship/practicum or project-based experience must provide the required documentation immediately upon enrollment in the DIT program.

Regulations Related to International Students:

- ### Residency Sessions:

Residency Sessions are required each semester and are determined by the requirements of specific courses within the DIT program. Residency sessions are mandatory for international students, and the student must attend all three-days of the residency session to receive credit and fulfill immigration in-seat class components to retain F-1 Status. As such, requests to arrive late or leave early will not be approved; no exceptions will be allowed. If a student cannot be in attendance for all three days, they will

be counted absent for the entire residency and will be required to attend the make-up residency and pay the make-up fee.

Students may make-up no more than one residency session throughout the duration of their academic program. Missing a second residency will result in the student being dismissed from the program and the University. A missed residency session will result in the student attending a make-up session and paying a $300 Residency Make-Up fee. In addition, the student may be asked for documentation from the program director providing an explanation as to why the scheduled residency session was missed. Only one make-up session will be held each semester and the make-up session must be completed prior to the end of the semester in which the absence occurs.

- ## Curricular Practical Training:
"An F-1 student may be authorized by the Designed School Official (DSO) to participate in a curricular practical training (CPT) program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school." Source: 2002 Final SEVIS Rule: 67 Fed. Reg. 76256 (December 11, 2002), amending 8 CFR 214.2(f) (10) (i)

Students who have received one year or more of full-time practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in practical training. A request for authorization for practical training must be made to the DSO. A student may begin practical training only after receiving his or her Form I–20 with the DSO endorsement authorizing CPT.

- ## Physical Attendance Records:
For international students gathering "Request for Evidence" (RFE) documentation regarding Physical Attendance Records, please use the policy statements above regarding verification of enrollment, attendance and residency session confirmation of attendance statements, university transcripts demonstrating successful course completion, course syllabi, and personal travel receipts to verify physical course attendance. The aforementioned university specific documentation represents what the university can provide related to physical attendance records.

Progression and Graduation Requirements:
Students seeking to graduate from the program are required to have a 3.00 cumulative grade point average or higher. Failure to achieve the program GPA standard will result in the student being placed on academic probation (see Academic Probation, Suspension and Dismissal: Graduate Programs in the *Graduate Catalog*).

An application for graduation should be made during the semester the student expects to complete all academic requirements. If, after the submission of the application, a student does not complete course work, he/she must reapply for graduation. Applications filed after the announced deadlines will automatically be placed with the next graduation list. Graduation requirements include:

1. Cumulative grade point average (GPA) of 3.0 on a 4.0 scale
2. Completion of all course and residency requirements

Doctor of Information Technology Program
Requirements

INTC 701 Strategic Planning in a Digital Environment	3
INTC 702 Digital Transformation	3
INTC 703 Information Technology Management	3
INTC 704 Digital & Mobile Forensics	3
INTC 705 Intro to Financial Technology	3
INTC 706 Data Privacy & Security	3
INTC 750 Advanced Cloud Computing	3
INTC 751 Cybersecurity & Information Assurance	3
INTC 752 Risk Management	3
INTC 753 Intro to Data Analysis	3
INTC 754 Information Security Policy & Ethics	3
LEAD 730 Leadership & Communication	3
RSCH 721 Research Methods and Design	3
RSCH 722 Inferential Statistics	3
RSCH 723 Prospectus Development	3
RSCH 724 Case Study Research Methods	3
RSCH 750 Dissertation Seminar	3
RSCH 755 Advanced Research Methods	3
RSCH 760 Dissertation I	3
RSCH 761 Dissertation II	3
INTC 799 Applied Learning Practicum	1

INTC 701 Strategic Planning in a Digital Environment - This course will provide students with the tools needed to be partners in organizational strategic planning. Topics covered will include designing and integrating Information Technology strategic plans within the overall organizational strategic goals. 3 hours.

INTC 702 Digital Transformation - This course analyzes how digital transformation integrates digital technology into all business areas to fundamentally change how users operate and deliver value to customers. Digital transformation is a cultural change that requires organizations to continually challenge the status quo, experiment, and become comfortable with failure. 3 hours.

INTC 703 Information Technology Management - This course will provide students with the knowledge and skills needed to help any organization optimize information value and limit risk. Students evaluate strategies for implementing different governance models, i.e., NIST and ISO, and assess the ways in which those models relate to change management processes and organization innovation. 3 hours.

INTC 704 Digital & Mobile Forensics - This course examines techniques used to conduct technological crime investigations including a thorough review of cybercrime laws. Students will learn how to develop an investigative plan, secure a technological crime scene, and analyze digital evidence on a variety of devices. 3 hours. – changed name

INTC 705 Intro to Financial Technology - This course serves as an introduces into the business models, skills, and future of FinTech in the financial services industry. Additionally, the course will provide an overview of the practical challenges, trends, and opportunities in a FinTech career and the advances in FinTech development and applications including, but not limited to, the following: blockchain, cryptocurrencies (e.g., Bitcoin and Ethereum), alternative loaning, machine learning, and robot advising. 3 hours. – changed name

INTC 706 Data Privacy & Security - This course focuses on the fundamental issues underlying privacy in computing today and considering the core issues surrounding privacy, security, data storage, and analysis and the technologies developed to address those issues. Look at the critical regulations in force today, including HIPAA, Sarbanes-Oxley, EU GDPR, etc. 3 hours.

INTC 750 Advanced Cloud Computing - This course focuses on the different methods of delivering computing services – including servers, storage, databases, networking, software, analytics, and intelligence – over the Internet ("the cloud") to offer faster innovation, flexible resources, and economies of scale. 3 hours.

INTC 751 Cybersecurity & Information Assurance - This course provides a focus on emerging security threats and available countermeasures. The course will discuss philosophies, tactics, and targets of cyber terrorist organizations and the roles of private and public sector responses to mitigate and prevent electronic criminal acts. 3 hours. – changed the number

INTC 752 Risk Management - This course addresses the critical and sensitive areas of information security. Specifically, the focus is on assessment techniques, planning and management of information security strategies, policies, and controls to reduce risks pertaining to unauthorized use, storage, communication, and dissemination of digital information. 3 hours.

INTC 753 Intro to Data Analysis - This course provides an overview of commonly used data analysis and management tools including spreadsheets, relational databases, statistics, and programming alternatives. Other topics include opportunities and challenges related to data science, strengths and weaknesses of various database technologies, and best practices to improve data analytics. 3 hours.   – changed name

INTC 754 Information Security Policy & Ethics - This course introduces the philosophical, conceptual, and practical fundamentals, foundations, and issues of information policy and ethics. Students will analyze information policies in both governmental and private sector organizations and their social responsibilities. 3 hours.

LEAD 730 Leadership & Communication - This course provides insight into the desired characteristics and communication abilities that are endemic to successful leaders. Topics include, but are not limited to, the following leadership topics: traits and styles, visioning, emotional intelligence, ethics, conflict resolution, communication climates, inclusion, and communication techniques. 3 hours.

Professional Research Component Course Descriptions:
RSCH 721 Research Methods and Design - This course will provide the foundation for conducting various types of research applications. Students will be introduced to the following: quantitative, qualitative, and mixed methods; experimental and quasi-experimental designs; action research; case study design; and longitudinal and cross-sectional analyses. 3 hours.

RSCH 722 Inferential Statistics - This course provides students with the principles needed to understand and decipher applications of data. An emphasis will be on developing hypotheses and the use of common statistical tests including t-tests, ANOVA, and regression. Statistical software applications will be utilized during this course. 3 hours.

RSCH 723 Prospectus Development - The purpose of this course is to provide the requisite knowledge needed to conduct research in preparation for a dissertation. Specifically, students will develop a research plan by selecting a topic and an appropriate research design. By the completion this course, students will have completed Chapter 1 of the dissertation proposal. 3 hours.

RSCH 724 Case Study Research Methods - This course examines case study research methods including design, data collection, and data-analysis. Students will explore, analyze, and critique discipline specific case studies; examine the benefits, misconceptions, and types of case study research; and create and present a discipline specific case study. Pre-requisite RSCH721. 3 Credit Hours.

RSCH 750 Dissertation Seminar - This course is designed to help students who are nearing the completion of their coursework prepares for the dissertation experience. Students will refine their research problem, questions, and hypotheses. Students will also develop dissertation project procedures for the protection of rights of human subjects. This course will also provide students with an opportunity to select the members of their dissertation committee. 3 hours.

RSCH 755 Advanced Research Methods - In this course, students develop critical competencies in quantitative, qualitative, and mixed-methods approaches used in research. Students will also apply their knowledge and skills by developing qualitative, quantitative, and mixed-methods research plans. 3 hours.

RSCH 760 Dissertation I - The focus of this course is to further develop the student's dissertation proposal of the first three chapters of the dissertation and completion of the IRB application. Students will complete the abstract, introduction, literature review, and methods of their dissertation. It is the goal of this course for students to receive full approval for the prospectus from their dissertation committee. 3 hours.

RSCH 761 Dissertation II - The focus of this course is continuation and completion of the dissertation. Students will complete dissertation chapters four and five by writing a complete and correct technical document. This course will emphasis the collection and analysis of research data and the interpretation and writing of findings. Lastly, student will defend their completed dissertation. If the dissertation is not completed at the end of the course, the student shall reenroll in RSCH 761 as needed, for 3 credit hours each term, until the dissertation is completed and defended. Prerequisite: Satisfactory completion of all program course work and the passage of the Comprehensive Examination. 3 hours.
Additional Requirements: Students will take three credit hours in DOIT 799 or RSCH 770.

INTC 799 Applied Learning Practicum - The Applied Learning Practicum can be either (1) an alternative work/study, internship, cooperative education, (2) employment in an area directly related to the student's course of study, or (3) a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. For students enrolled in the executive format, the course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses. 1 hour. May be repeated beyond the three required iterations.

Physician Assistant Studies
Leading to a Master of Science Degree

School of Physician Assistant Studies Mission
The mission of the Alderson Broaddus University College of Medical Science, 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 collaboration, to diverse populations.

The School of Physician Assistant Studies strives to:
1. Select highly qualified applicants through a non-discriminatory admissions process
2. Provide an educational experience to produce competent physician assistants trained to provide quality healthcare to diverse populations in primary and specialty settings
3. Emphasize the importance of life-long learning skills and the need to adapt to an ever evolving healthcare environment
4. Continuously evaluate program effectiveness in an effort to increase student achievement and improve program quality

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

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

- MK1: Understand etiologies, risk factors, underlying pathologic processes, signs and symptoms, epidemiology and interventions for prevention for medical conditions
- MK2: Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities
- MK3: Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission, as well as providing appropriate care for chronic conditions
- MK4: Differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data
- MK5: Appropriately use history and physical findings and proper selection and interpretation of diagnostic studies to detect conditions and formulate a differential diagnosis

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

- I&CS1: Create and sustain a therapeutic and ethically sound relationship with patients
- I&CS2: Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information within the context of the individual patient interaction

- I&CS3: Work effectively with physicians and other health care professionals as a member or leader of a health care team
- I&CS4: Apply an understanding of human behavior
- I&CS5: Accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

Patient Care (PC)

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

- PC1: Demonstrate caring and respectful behaviors when interacting with patients and their families, physicians, and other health care professionals to provide patient-centered care
- PC2: Gather essential and accurate information about their patients and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- PC3: Develop and carry out patient management plans
- PC4: Counsel/educate patients and their families and provide services aimed at preventing health problems or maintaining health
- PC5: Competently perform medical and surgical procedures considered essential in the area of practice

Professionalism (PROF)

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Graduates of the AB School of Physician Assistant Studies program will demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- PROF1: Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- PROF2: Professional relationships with physician supervisors and other healthcare providers with respect, compassion, and integrity
- PROF3: Responsiveness, accountability, and sensitivity to the needs of patients, society and the profession, including patients' culture, age, gender, and disabilities
- PROF4: Commitment to excellence and on-going professional development, including continuous self-reflection, critical curiosity, and initiative
- PROF5: Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices

Practice-Based Learning and Improvement (PBLI)

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

- PBLI1: Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- PBLI2: Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- PBLI3: Apply information technology to manage information, access on-line medical information, and support their own education

- PBLI4: Facilitate the learning of students and/or other health care professionals
- PBLI5: Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others

Systems-Based Practice (SBP)

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

- SBP1: Use information technology and clinical data systems to support effective and efficient patient care decisions and patient education
- SBP2: Effectively interact with different types of medical practice and delivery systems
- SBP3: Understand the funding sources and payment systems that provide coverage for patient care
- SBP4: Advocate for quality patient care and assist patients in dealing with system complexities
- SBP5: Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact it

Application Process

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

The deadline for the CASPA application verification for the Alderson Broaddus University School of Physician Assistant Studies is March 1 of each year. All applications must be CASPA verified by March 1st to be considered for admissions.

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://caspa.liaisoncas.com/applicant-ux/#/login. 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 recommendation forms/letters (CASPA Electronic Evaluations).

Supplemental Application - The supplemental application must also be received by the CASPA application deadline of March 1st. There is no fee for the supplemental application.

Eligibility Requirements

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

Undergraduate Grade Point Average - The minimum required GPA for admission to the PA program is 3.00. The Cumulative Undergraduate GPA and Undergraduate Science GPA are calculated by CASPA and must be at least a 3.00. The PA program Prerequisite course GPA is calculated by the Alderson Broaddus University and a minimum GPA of 3.00 is required for consideration.

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	3-4
*Chemistry with lab	4
Statistics	3
**Organic Chemistry with lab or Biochemistry with lab	4
**Upper level sciences	8

*Must be science major level.
**Must be biology, chemistry, exercise science, or nutrition courses which would be major level--typically taken in the junior or senior undergraduate year. The AB PA Program Admissions Committee reserves the right to determine which courses meet the program's prerequisite requirements.

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 courses prior to matriculation into the Program. Successful applicants must maintain minimal GPA requirements through matriculation.

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

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

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

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

Computer Skills - Applicants are expected to possess word processing and internet browsing skills upon entry into 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 (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)
10. Completion of a Graduate Degree will be considered during the interview selection process. (not weighted, not required)
11. A Current Graduate student or Graduate of the Alderson Broaddus University Master of Science in Anatomy Program (weighted, not required)

Admission Selection Factors:
1. Interview selection score
2. Personal interview score
3. Final Admissions Rubric score and admission committee decision.

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. Admission to the School of Physician Assistant Studies is determined under the discretion of the Admissions Committee.

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

Background Checks and Drug Testing

Alderson Broaddus University School of Physician Assistant Studies obtains criminal background check information on applicants to the Program. Candidates who do not provide accurate, truthful and complete information regarding their criminal history on the Program application may not be offered admission into the Program or may have their offers of admission withdrawn. If the University learns that a student failed to provide accurate, truthful and complete information about the student's criminal history after being admitted into the University, the University may suspend or expel the student from the Program and the University or take any other appropriate disciplinary action against the student as determined under 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, drug testing results, or other circumstances.

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

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

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

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

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

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

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

Schedule for Physician Assistant Studies Program Courses

				SEMESTER HOURS
[effective May 17, 2022]				
Foundation	**First Semester Summer I**	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
				18 Hours
Clinical Medicine 1	**Second Semester Fall I**	PAP 515	Biostatistics and Evidence-Based Medicine	2
		PAP 520	Health Policy and Professional Practice I	1
		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 635	Pediatrics	2
		PAP 650	Clinical Medicine – Endocrine Module	2
		PAP 695	Advanced Clinical Skills	1
				18 Hours
Clinical Medicine 2	**Third Semester Spring I**	PAP 555	Clinical Medicine – Infectious Diseases	1
		PAP 585	Health Policy and Professional Practice II	1
		PAP 600	Clinical Medicine – Gastrointestinal/ Nutrition Module	3
		PAP 603	Clinical Medicine – Women's Health Module	2
		PAP 605	Clinical Medicine – Genitourinary/Renal Module	3
		PAP 610	Applied Therapeutics II	1
		PAP 615	Clinical Problem Solving II	1
		PAP 645	Clinical Medicine – Musculoskeletal/Rheumatology Module	4
		PAP 660	Clinical Medicine – Neurology Module	2
				18 Hours
Clinical Medicine 3	**Fourth Semester Summer I**	PAP 550	Clinical Medicine – Hematology/Oncology Module	2
		PAP 655	Clinical Medicine – EENT Module	2
		PAP 560	Clinical Medicine – Dermatology Module	2
		PAP 570	Behavioral Science	2
		PAP 625	Health Policy and Professional Practice III	1
		PAP 633	Geriatrics	1
		PAP 640	Surgery	3
		PAP 665	Applied Therapeutics III	1
		PAP 670	Clinical Problem Solving III	1
		PAP 680	Emergency Medicine	3
				18 Hours

			SEMESTER HOURS
Clinical Phase Semesters 5-7 Fall II – Summer III	**PAP 700**	Clerkship - Emergency Medicine	4
	PAP 705	Clerkship - Surgery	4
	PAP 710	Clerkship - Elective	4
	PAP 716	Clerkship - Family Medicine I	4
	PAP 717	Clerkship - Family Medicine II	4
	PAP 721	Clerkship - General Internal Medicine I	4
	PAP 722	Clerkship – Specialty Internal Medicine**	4
	PAP 725	Clerkship - General Pediatrics	4
	PAP 730	Clerkship – Behavioral Health	4
	PAP 735	Clerkship - Women's Health	4
	PAP 740	Clerkship - Orthopedics	4
	PAP 800	Capstone Course	3
		TOTAL HOURS – CLINICAL CLERKSHIP	**47**
	TOTAL PROGRAM HOURS		**119**

*Evening classes and Saturdays and Sundays 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. ** Prior to the Class of 2023, PAP 722 was titled General Internal Medicine II

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

Introduction to Diagnostic Studies identifies and provides a working knowledge of laboratory tests and imaging studies commonly used in clinical medicine. the

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

The biostatistics and evidence-based medicine course emphasizes the use of current research evidence in healthcare decision-making, an activity known as evidence-based practice (EBP). Course topics center on the development of skills needed to effectively and efficiently search and evaluate the most recent and relevant medical literature in an effort to improve patient care. Attention will be directed to the critical analysis process of the health-related literature, which includes extensive coverage of epidemiological and statistical topics.

2 semester hours

PAP-517 Physical Examination

The Physical Examination course through lecture and laboratory instruction will prepare students in the performance and documentation of the regional and comprehensive physical examination. Lectures will describe physical examination techniques for each body region and discuss abnormal findings associated with common diseases and conditions. Where appropriate, lectures may also review regional anatomy and physiology, discuss pertinent aspects of the patient history, and discuss relevant issues related to health promotion and screening for disease.

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, current trends, accreditation, as well as topics related to ethics and professionalism.

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 includes interpretation of the complete blood count, benign and malignant disorders of the blood and bone marrow, an introduction to the lymphomas, disorders of hemostasis, transfusion medicine, and basic principles of immunology including the Covid-19 vaccines.

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 addresses social, behavioral, and environmental issues in public health.

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.

2 semester hours

PAP-603 Clinical Medicine – Women's Health Module

The Women's Health 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 / Renal Module

The Genitourinary/Renal 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 laws and regulations regarding professional practice, PA licensure and credentialing, health care delivery systems, documentation of care, coding, billing and reimbursement, as well as special topics focused on diverse patient populations, patient safety, quality improvement, prevention of medical errors and risk management.

1 semester hour

PAP-633 Geriatrics

The Geriatrics is a comprehensive introduction to the physiological changes, diseases and conditions of the Geriatric population. The course begins with a review of the pathophysiological changes of the body and progresses through diseases and their diagnosis, treatment, management, and prevention.

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's Emergency Medicine Department. Students will develop skills of interpersonal communication, evaluation, diagnosis, treatment selection, common procedures and documentation performed in Emergency Medicine.
4 semester hours

PAP-705 Clerkship – Surgery
Surgery Clerkship is a supervised clinical practice experience in a general surgery setting. Students will develop skills of interpersonal communication, evaluation, diagnosis, treatment procedures, and documentation employed in the care of pre-, intra-, and post-operative patients.
4 semester hours

PAP-710 Clerkship – Elective
Elective Clerkship allows students a brief opportunity for an experience and additional education in an area of academic, clinical or research medicine. A student may choose a specialty or setting in support of their future goals in the PA profession. During this experience, students will develop knowledge and skills of their designated areas of interest.
4 credit hours

PAP-716 I and PAP-717 II 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.
4/4 semester hours

PAP-721 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.
4 semester hours

PAP-722 Clerkship – Specialty Internal Medicine

Specialty 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 specialty internal medicine patient population.

4 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 – Behavioral Health

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, the Academic Standards, and the Professional Conduct Standards.

Technical Standards

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

1. OBSERVATION: Students must have and maintain sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside. Sensory and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.

2. COMMUNICATION: Students must be able to communicate effectively in both academic and health care settings. Students must show evidence of effective writing and oral communication skills.

3. MOTOR: Students must be able to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g., palpation, auscultation). Students must have sufficient motor function to execute movements reasonably required to provide care to patients. Students must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom

building, and hospital. The physical stamina sufficient to complete the rigorous course of didactic and clinical instruction is required in classroom, laboratory, and clinical experiences.

4. INTELLECTUAL: Students must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, one of the critical skills demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships of structures. Students must be able to read and understand medical literature. In order to complete the School of Physician Assistant Studies, students must be able to demonstrate the mastery of these skills and the ability to use them together in a timely fashion in problem solving and patient care.

5. BEHAVIORAL AND SOCIAL ATTRIBUTES: Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive, and effective relationships with patients and other members of the healthcare team is essential. Students must be able to function in the face of uncertainty in clinical practice. Flexibility, compassion, integrity, motivation and interpersonal skills, and concern for others are required.

Academic Standards

1. Students are required to maintain a cumulative GPA of 3.0 or higher in the program.

2. Students who fall below 3.0 cumulative GPA in the program will be placed on academic probation for one semester only while enrolled in the program. Students whose cumulative GPA falls below 3.0 for a second time will be academically dismissed from the PA program.

3. Students who fail to bring their cumulative GPA to 3.0 at the end of their probationary semester will be academically dismissed.

4. A grade of "F" in any course will result in academic dismissal from the program. A grade of "D" in a single course may be remediated at the discretion of the Student Progress Committee. A Final grade of "D" in any one course will result in academic dismissal. Students are allowed to remediate only one didactic course "D" and two clerkship courses while enrolled in the program.

5. Students who fail to complete their individualized remediation plan will fail to progress and be academically dismissed from the program.

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 3.00.

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.

7. A student has six years from the date of enrollment to complete the program. Students who have left the program in good standing and wish to return to the program must contact the Program Director by January 15th of the year wishing to return. A student returning to the program may be required to repeat program curriculum or other requirements as decided by the Student Progress Committee. The student is responsible for all costs associated with returning to the program and completing any requirements or curriculum as determined by the Student Progress Committee.

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 reasons. Saturdays and Sundays are utilized during the student's didactic clinical training on a rotating schedule.

Classroom Instruction Hours can be scheduled between the following hours:
8:00 a.m. - 9:00 p.m.

Didactic Clinical Hours (rotating basis):
Friday: 4:30 p.m. - 11:00 p.m.
Saturday and Sunday: 10:00 a.m. - 4:30 p.m.; 4:30 p.m. - 11:00 p.m.

DIRECTORIES

Officers of the Board
Rebecca A. Hooman, Chair
John W. Ebert, Vice Chair
Harry G. "Chip" Shaffer III, Secretary
Valerie A. Woodruff, Treasurer

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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
Eric A. Shor (1999), B.S., M.S., Ed.D.	Executive Vice President for Administration & Vice President for Enrollment Management
Andrea J. Bucklew (2012), B.S., J.D.	Provost & Executive Vice President for Academic Affairs
Carrie Bodkins (2005), B.S., M.S., M.Ed.	Director of Athletics
Joshua D. Allen (2006), B.S., M.S.	Associate Vice President for Institutional Advancement & Director of Alumni Relations
Jennifer C. Hawkinberry (2019), B.S., M.Ed., Ph.D.	Assistant Vice President of Enrollment Management
Michael J. Boehke (1999), B.S., M.S., Ed.D.	Dean, College of Health, Science, Technology and Mathematics & Faculty Representative
Karla R. Hively (2014), A.S.	Executive Assistant to the President & Secretary to the Board of Trustees and Governors
Kaylie M. Laskody	Student Government Association, President

Professional Staff

Lora R. Bryant (2014), B.S.	Director of Financial Aid
Robert S. Buckingham (2015), B.S., O.D., Ph.D.	Director of Institutional Research
Edward P. Burda (1993), B.S., M.A.	Director of Campus Services
Ta-Rel A. Franklin (2019), B.S., M.B.A.	Chief Diversity Officer
Sandra O. Frame (2019), B.A., M.A.	Director of the Annual Fund
Jennifer C. Hawkinberry (2019), B.S., M.Ed., Ph.D.	Assistant Vice President of Enrollment Management
Chad S. Hostetler (2010), B.A., M.A.	Director of Personal Counseling Services
David E. Hoxie (1990), B.A., M.L.S.	Director, Library Services
Saundra E. Hoxie (1990), B.A., M.L.S., Hon.D.Ed.	Assistant Librarian
William B. Klaus (2000), B.A., M.A.	Director of International Educational Services
Michael D. Kochka (2021), B.S.	Director of Campus Safety
Kevin M. Marshburn (2021), B.A., M.A.	Director of Housing & Residence Life
Chelsea B. Mayle (2021), B.S.	Assistant Director of Campus Safety
Kellie J. McMillen (2019), B.S., M.S.	Director of Academic Center for Educational Success & Director of Career Services
Joseph M. Mitchell (2021), B.S.	Graphic Designer/Multimedia Specialist
Jeffrey D. Moyer (2010), A.S.	Systems Analyst, Administrator
Christopher N. Randolph (2019), B.A., M.M.	Director of Development and Corporate Relations
Patricia D. Robinson (2018), B.S., M.B.A.	Assistant Director of Financial Aid
Emily J. Rosier (2007), B.A.	Registrar
Lynne C. Sourwine-Capece (2018), B.S.	Advancement Officer
Cary L. Sponaugle (2021), B.A., M.S.	Director of Marketing and Communications
Lawrence J. Tallman (2013)	Director of Facilities
Teresa D. VanAlsburg (2011), B.A., M.Ed.	Director of Clinical Education/Assistant Professor of Physician Assistant Studies
Brandon C. Weaver (2018), B.S.	Director of Fiscal Operations
Carol Weaver (1991), B.S.	Director of Informational Technology Services
Tyler J. Zero (2021), B.A., M.A.	Student Engagement Coordinator

Support Staff

Chandler Blount (2022), B.F.A.	Administrative Assistant in the Registrar's Office
Olivia E. Bolyard (2021), R.B.A.	Administrative Assistant, School of Physician Assistant Studies
Kelly Bracey (1989), B.A.	Assistant to the Librarian
Samantha D. Croston (2011)	Administrative Assistant, Athletics
Paula D. Daniels (2018), B.S., M.Ed.	Admissions Counselor
Christine S. Davies (2019), B.S.	Accounts Payable Coordinator
Bobbi N. Davis (2021)	Assistant Registrar
Hunter L. Davis (2021), B.S.	Resident Director
Janey L. Exline (2021)	Administrative Assistant, School of Nursing
Kristi J. Freeman (2019)	Copy Center Technician
Kelly L. Gassanola (2014)	Administrative Assistant, Admissions Office
Sondra L. Guire (2016)	Financial Aid Counselor
Ashley N. Herrod (2016)	Payroll Coordinator and Perkins Loan Officer
James R. Hoffman (2021), A.A.S.	Technical Support Specialist

Brittini M. Johnson (2020)	Clinical Coordination Administrative Assistant School of Physician Assistant Studies
Mikki S. Jones (2021)	Administrative Assistant, Business Office
Amy S. Lanham (2015), B.S.	Admission Counselor
Anna R. Marsh (2017), A.A.S.	Administrative Assistant, Provost & Executive Vice President for Academic Affairs
Tammy J. Mayle (2016)	Administrative Assistant, Student Affairs
Roger L. McDonald (2013), B.A.	Sim Lab Specialist/Clinical Compliance Officer
Theresa D. McVicker (1999)	Student Accounts Manager
Tina M. Owens (2022)	Administrative Assistant, Facilities
Jennifer L. Propst (2021), A.A.	Admissions Application Processor
Kelly L. Shiflett (2015)	Counselor, Financial Aid
Rana L. Smith (2010)	Administrative Assistant, Vice President for Enrollment
Ashleigh R. Stewart (2021), B.S.	Resident Director Blue, Gold, and University
Tammy J. Tallman (2012)	Administrative Assistant, Bookstore; Post Office
Amy B. Tenney (2019)	Accounts Receivable Coordinator
Jessica L. Vida (2017)	Field Experience Coordinator/Administrative Assistant, College of Education

Athletic Staff

Emily Alvut (2022), B.S., M.S.	Athletic Trainer
William M. Anglin (2022), B.S., M.S.	Assistant Football Coach
Quentin A. Archuleta (2020), B.S., A.T.C.	Athletic Trainer
Darik Artis (2022), B.A.	Assistant Men's Basketball
John E. Baker (2018), B.A.	Head Rugby Coach
Aron Bassoff (2022), B.A., M.S.	Head Men's Soccer Coach
Miles Caine (2022), B.A.	Assistant Men's/Women's Cross Country and Track Coach
Charles A. Cole (2022), B.A.	Assistant Football Coach
Tucker D. Devilbiss (2020), L.A.T., A.T.C., P.E.S., N.A.S.E.-C.S.S.	Athletic Trainer
Stephen M. Dye (2018), B.S., M.S.	Head Men's Basketball Coach
Julia A. Erickson (2022), B.A., M.A., M.S.	Women's Volleyball Coach
J. Travis Everhart (2020), B.A., M.A.	Head Football Coach
Ta-Rel A. Franklin (2019), B.S., M.B.A.	Head Women's Basketball Coach
Samuel T. Gardner (2015), B.A., M.A.	Head Wrestling Coach
Chad D. Haller (2020), B.S.	Head Cheer and Dance Coach
Heidi M. Hormell (2021), B.S., M.S.	Assistant Softball Coach
Jaron D. Hulme (2016), B.A., M.B.L.	Head Women's Soccer Coach
Tylyn S. James (2021), B.S.	Assistant Sprint Football Coach
Jalen C. Kindle (2022), B.S., M.B.A.	Assistant Football Coach
David L. Knock (2022), M.B.A.	Assistant Football Coach
Rachel H. Lamb (2020), M.Ed.,LAT,ATC	Head Athletic Trainer
Tate J. Leavitt (2021)	Assistant Football Coach
Alex Machin (2022), A.S., B.S.	Assistant Men's and Women's Soccer Coach
Robert C. Mallonee (2016), B.S.	Director of Lacrosse Coach
Will Marable (2022), B.S.	Assistant Sprint Football
Zachary S. Mishler (2017), B.A.	Head Baseball Coach

Nikki B. Nuzum (2021), B.S., M.Ed.	Head Softball Coach
David A. O'Leary (2021), B.A.	Assistant Sports Information Director
Matthew M. Perotti (2019), B.S.	Head Sprint Football Coach
Adam L. Rothstein (2019), B.A.	Assistant Sprint Football Coach
Daniel S. Rowe (2021), B.S.	Assistant Football Coach
Charles P. Shoemaker (2018), B.S., M.Ed.	Head Men's Volleyball Coach
Trey Short (2022), B.S, M.S.	Athletic Trainer
Trey M. Shuff (2022), B.S.	Assistant Football Coach
Drew V. Sitch (2020), B.S.	Assistant Sprint Football
Rebecca L. Smith (2021), B.S.	Head Acrobats &Tumbling Coach
Brock Stewart (2022), B.S.	Assistant Baseball Coach
Abby M. Stoner (2007), B.A.	Assistant Director of Sports Information
Lee Testor (2022)	Assistant Head Men's Lacrosse Coach
Paris A. Vaughn (2019), B.A.	Head Men's/Women's Cross Country and Track Coach
Zachary J. Williams-Cooper (2021), B.A., M.S.	Assistant Sprint Football Coach
Joshua R. Wolfe (2020), B.A.	Assistant Cheer and Dance Coach

Faculty Emeriti

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

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

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

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

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

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

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

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

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

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

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

Valerie P. Nussear (1984-2017)
Professor Emerita of Psychology
B.A., M.A., Ph.D., West Virginia University

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

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

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

James M. Stinespring (2002-2015)
Associate Professor Emeritus of Religion
B.A., Marshall University
M.Div., Ph.D., The Southern Baptist Theological Seminary

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

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 Faculty
Cheryl A. Bowers (1990)
Assistant Professor of Physician Assistant Studies
Clinical Coordinator
B.S., Alderson Broaddus University
M.S., West Virginia University

Alan W. Cashell (2012)
Medical Director
Clinical Professor of Physician Assistant Studies
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
M.S., Alderson Broaddus University

Stephen L. Harris (2002)
Assistant Professor of Physician Assistant Studies
B.S., B.S., M.S., M.S., Alderson Broaddus University

Derek A. Holbert (2020)
Associate Professor of Computer Science
B.A., Fairmont State University
M.P.A., West Virginia University
Ph.D., Capella University

Deanna L. Leach (2014)
Associate Professor of Physician Assistant Studies;
Associate Director, School of Physician Assistant Studies
A.A., B.S., M.S., Alderson Broaddus University
D.M.Sc., University of Lynchburg

Thomas F. Moore (2012)
Associate Professor of Physician Assistant Studies
Dean, College of Medical Science
Director, School of Physician Assistant Studies
B.A., Virginia Military Institute
M.S., Alderson Broaddus University
MMSc., Alderson Broaddus University
EMCP- WVU School of Medicine
Ed.D., Walden University
DMSc., University of Lynchburg

Amitabha Ray (2022)
Associate Professor of Anatomy
B.M.B.S., University of Calcutta
M.D., Banaras Hindu University
Ph.D., Jamia Millia University
MSMEd, Lake Erie College of Osteopathic Medicine

Phillip P. Northey (2022)
Assistant Professor of Physician Assistant Studies
B.S., Wheeling Jesuit University
B.S., M.S., Alderson-Broaddus College

Teresa VanAlsburg (2011)
Director of Clinical Education
Assistant Professor of Physician Assistant Studies
B.A., West Virginia Wesleyan College
M.Ed., Tiffin University

Kristen A. Winter (2011)
Associate Professor of Anatomical Science
Chair, School of Anatomical Science
B.A., B.S., High Point University
Ph.D., University of Kentucky

Part-Time Faculty
Joy Cowdery (2020)
Adjunct Lecturer in Teacher Leader
B.A., Marietta College
M.A., Ed.D., West Virginia University

Mary Kay Devono (2017)
Adjunct Lecturer in Education
B.A., Fairmont State College
M.Ed., M.F.A., Ed.D., West Virginia University

Hermano J. De Queiroz (2020)
Adjunct Lecturer in Information Technology Administration
B.A., Centro Universitario Ibero-Americano
M.B.A., Campbellsville University
M.S., The University of the Cumberlands
Ph.D., The University of the Cumberlands

Keith R. Eberly (2021)
Adjunct Lecturer in Education
B.A., Wabash College
M.A., Ph.D., Indiana University

Michalina Hendon (2021)
Adjunct Lecturer in Information Technology Administration
A.S.B., McCann School of Business and Technology
B.S., Alvernia University
M.B.A., American Military University
Ph.D., Capella University

Prasoon Jain (2002)
Clinical Professor of Physician Assistant Studies
M.D., Maulana Azad Medical School

Cynthia J. M. McMahon (2021)
Adjunct Lecturer in Information Technology Administration
B.B.A., M.S., Columbus State University
Ph.D., Capella University

Scott A. Nesland (2022)
Clinical Lecturer in Physician Assistant Studies
B.S., M.S., Alderson Broaddus University

James H. Noonan (2022)
Adjunct Lecturer in Information Technology Administration
B.A., M.A. West Virginia University
Ph.D., Capella University

Loreen M. Powell (2021)
Adjunct Lecturer in Information Technology Administration
B.S. East Stroudsburg University
M.B.A., Saint Joseph's University
M.S., Ph.D., Nova Southeastern University

Bradley F. Reed (2022)
Adjunct Lecturer in Cybersecurity
B.S., Missouri Valley College
M.I.S., University of Phoenix
Ph.D., Capella University

F. Joseph Super (2014)
Adjunct Lecturer in Education
B.A., M.A., State University of New York
Ed.D., West Virginia University

David L. Verret (2021)
Adjunct Lecturer in Information Technology Administration
A.A., University of Maryland Global Campus
B.S., Southern Illinois University
M.A., Webster University
D.Sc., Robert Morris University

INDEX