

GRADUATE CATALOG 2012-13



SHENANDOAH™
UNIVERSITY

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Mission

Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.

Core Values

Development of an enduring passion for learning

Commitment to self-reflection and personal development

Respect for diverse cultures, experiences and perspectives

Celebration of creative performance, expression, teaching and discovery

Cultivation of leadership to advance positive change and growth

Dedication to citizenship, professional service and global outreach

Foundation

Shenandoah University distinguishes itself by providing opportunities to gain knowledge and develop skills in a collaborative, personalized environment that intertwines professional and liberal learning. A Shenandoah education incorporates scholarship, experiential learning and sophisticated technologies, as well as practical wisdom.

As an institution affiliated with the United Methodist Church, Shenandoah University practices the highest ethical standards in its interactions with the community and with students of all faiths. Within a community of scholars, Shenandoah promotes the welfare of the whole person by fostering a nurturing environment in which students learn, grow and flourish.

This catalog is a source of general information and does not constitute an irrevocable contract between Shenandoah University and any person. Every effort has been made to ensure the accuracy and completeness of this catalog; however, Shenandoah University reserves the right to make necessary changes to the provisions and policies of this catalog at any time. All such changes are effective at such time as determined by Shenandoah University and may apply to all prospective and matriculated students. Every effort will be made to minimize the inconvenience such changes might create for students.

Shenandoah University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, age, physical or mental disability, veteran status or sexual orientation.

Shenandoah University Identity

Shenandoah University is the private, nationally recognized applied liberal arts university that invites students to join a close-knit community rich in creative energy. We attract independent, curious and academically prepared students who seek a rigorous education and exceptional professional training. In our dynamic academic community, students:

- Connect with accomplished professors
- Engage in small, highly interactive classes
- Apply what they learn in a variety of experiences outside the classroom, and
- Expand their understanding and perspectives by being involved in global initiatives.

As a result, our graduates are empowered to help improve the human condition and are prepared to be principled professionals and leaders wherever they go.

Our Personality

Creative – Shenandoah University is a creatively charged environment where ideas, connections and inspiration are born from the university's rich mix of programs, personalities, cultures and perspectives and a solution-oriented approach to problem solving is embraced.

High Energy – Shenandoah University's faculty, staff and students are actively involved in the intellectual, creative and social life of the university. Our high energy approach to learning, activities and exploration infuse the campus with enthusiasm and a spirit of possibility.

Inviting – Faculty, staff and students at Shenandoah University cultivate collaboration and teamwork and create an inviting community where individuals with varying perspectives are welcome and respected.

Principled – Faculty, staff and students at Shenandoah University have a strong sense of personal responsibility. They believe in doing what's right and in living meaningful lives.

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GENERAL INFORMATION

Shenandoah University (SU) is a private, coeducational school offering both a broad liberal arts program and an emphasis on career preparation. Six schools — The Bernard J. Dunn School of Pharmacy, College of Arts & Sciences, Harry F. Byrd, Jr. School of Business, School of Education & Human Development, School of Health Professions (Divisions of Athletic Training, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies and Respiratory Care) and Shenandoah Conservatory — to award baccalaureate, master and doctoral degrees.

Main Campus

1460 University Drive, Winchester, VA 22601
(540) 665-4500
www.su.edu

For two decades, Shenandoah University has operated a campus in Northern Virginia. The current site specializes in graduate study in teacher and school administration education and nursing.

Northern Virginia Campus

44160 Scholar Plaza, Leesburg, VA 20176
(571) 223-0238
www.su.edu/nvcampus

Accreditation

Shenandoah University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Shenandoah University.

Accreditation Council for Occupational Therapy Education (ACOTE)

Accreditation Council for Pharmacy Education (ACPE)

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

American College of Nurse-Midwives Accreditation Commission for Midwifery Education (ACNM)*

American Music Therapy Association, Inc. (AMTA)

Association to Advance Collegiate Schools of Business International (AACSB)

Commission on Accreditation in Physical Therapy Education (CAPTE)

Commission on Accreditation of Athletic Training Education (CAATE)

Commission on Collegiate Nursing Education (CCNE)

Committee on Accreditation for Respiratory Care (CoARC)

National Association of Independent Colleges and Universities (NAICU)

National Association of Schools of Music (NASM)

State Council of Higher Education for Virginia (SCHEV)

Teacher Education Accreditation Council (TEAC)

University Senate of the United Methodist Church

Virginia Board of Nursing

Virginia Department of Education

and other appropriate associations and agencies

*ACNM – 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; (240) 485-1800; www.midwife.org

Federal Law Compliance Annual Disclosure

In compliance with federal law, Shenandoah University makes annual disclosure of the following:

1. Campus Security Report. This report is available on the Shenandoah University website and the Department of Public Safety website, in the annual *Student Handbook*, and in the Human Resources and Admissions offices.
2. Financial Assistance. This information includes, but is not limited to, a description of all federal, state, local, private and institutional student financial assistance programs. The information is available in both of the university's catalogs and in the Financial Aid Office.
3. Institutional Information. The reports and information include, but are not limited to, cost of attendance (tuition and fees, estimates of costs for books and supplies, estimates of charges for room and board, estimates of transportation costs and any additional program costs); refund policy; requirements or procedures for officially withdrawing from the university; summary of regulations for the return of Title IV grant or loan assistance; the institution's academic programs, names of associations, agencies, or governmental bodies that accredit, approve, or license the institution and its programs; description of any special facilities and services available to disabled students, names, titles and contact information for designated persons; a statement regarding student enrollment in study abroad programs; and location of documents describing the institutions accreditation, approval or licensing. Reports and information are available in the Business Office, Financial Aid Office, Human Resources Office, Academic Affairs Office, Registrar's Office and the Academic Enrichment Center.
4. Completion and Graduation Rates. This information is available in the Office of Enrollment Management and Student Success.
5. Athletic Program Participation and Financial Support Data. This report/information is available in the Office of Athletics and the Office of Enrollment Management and Student Success.

ADMISSIONS

All students wishing to undertake graduate study at Shenandoah University must make formal application for admission.

The Graduate Application for Admission is for degree-seeking students and requires a \$30 application fee for most programs. Applicants to the Occupational Therapy, Traditional Physical Therapy, Physician's Assistant Studies, or Traditional Pharmacy programs must complete their application through the program's Centralized Application System (CAS). The \$30 Shenandoah application fee is waived for students applying through the centralized system in lieu of the CAS fee. The application fees are not credited to tuition and fees and are non-refundable.

Applicants are required to provide an official transcript from the institution of higher learning that awarded the undergraduate degree and official transcripts from any institution of higher learning where 21 credits or more were earned. See the program descriptions in this catalog for individual program requirements. Transcripts must be sent by the college(s) directly to the Office of Admissions. Credentials submitted by the applicant are not considered official.

Applicants must have a bachelor's degree from a regionally accredited college and/or university. Exceptions to the bachelor's degree requirement are for the following programs:

1. Occupational Therapy
2. Pharmacy
3. RN-MSN
4. Athletic Training

For these programs, all required prerequisite coursework must be completed at a regionally accredited college and/or university. For programs requiring a master's degree for entry, that degree, plus the bachelor's degree, must be from a regionally accredited institution.

Each graduate degree program may have additional application requirements. See specific program descriptions in this catalog.

All application processing for the Physician Assistant Studies program is through the Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org.

All application processing for the Pharmacy program is through the Pharmacy College Application Service (PharmCAS) at www.pharmacas.org.

All application processing for the Physical Therapy program is through Physical Therapy Centralized Application Service at www.ptcas.org.

All application processing for the Occupational Therapy program is through Occupational Therapy Centralized Application Service at www.otcas.org.

All application materials submitted become property of the university and cannot be released back to the student.

Program Application Deadline

Each graduate degree program has its own application deadline. For programs without a specific deadline, applications are considered on a first-come, first-served basis. It is advisable to apply well before the beginning of each semester.

Applications to Programs without Deadlines

An application file is not considered complete until the application, official transcripts, and any supporting documentation are received. No action will be taken on an incomplete file. The letter of acceptance to graduate study will be considered valid for the term of acceptance. An accepted student may defer enrollment for up to one year by written request to the Office of Admissions, requesting a new entry date. Deferred enrollment is subject to the admission requirements in force at the time the initial decision was made and is predicated upon the fact that the student will not enroll at another institution before enrolling at Shenandoah University. Following a deferment request, a new decision letter will be issued. A student who enrolls at another institution before enrolling at Shenandoah University must submit new application materials. All deferral requests are considered by the appropriate faculty advisor and while re-acceptance is likely; it is not guaranteed.

Applications to Programs with Deadlines

Applications are not considered for admission until the application fee and all required documentation have been received. See specific program descriptions in this catalog for a list of the required documentation. No action will be taken on an incomplete file. Applicants will be notified of the admission decision immediately after the Admissions Committee has reviewed all applications and final class selections have been made. Please note that some programs may fill their available seats prior to the admissions deadline. It is advisable to complete the application process well before the deadline.

Admission of Graduate Transfer Students

Applicants who have attended other accredited institutions of post-secondary education may be admitted as graduate transfer students upon presentation, to the Office of Admissions, of the listed items below. An applicant who intends to enter as a graduate transfer student must request the necessary forms from the Office of Admissions.

1. All graduate transfer applicants must submit a Graduate Application for Admission and a \$30 application fee, in addition to completing all the additional program requirements. For all requirements, please refer to the individual academic departments in this catalog. The application fee is not credited to tuition and fees.
2. Graduate transfer applicants must submit evidence of good social and academic standing at the college last attended. It is the responsibility of the transfer applicant to have official transcripts of all academic work and evidence of honorable dismissal forwarded directly to the Office of Admissions. Credentials submitted by the applicant are not considered official. For admission as a graduate transfer student without qualification, the applicant must be in good standing and eligible to return to his/her former institution. Any other special admissions shall be considered probationary and shall be governed by all restrictions associated with that classification.

3. Course work completed at another institution will be evaluated by the appropriate academic department to determine transfer credit. For more detailed information see Transfer Credit under the Academic Policies section of this catalog.

Candidates for admission as transfer students who have been suspended from other institutions shall not be considered for admission until they have been out of college for a period of one regular academic semester.

Shenandoah University grants transfer credit based on the policy headed Transfer Credit in the Academic Policies section of this catalog. Not all graduate programs accept transfer credit.

Readmission of Former Students

Former students seeking readmission must submit the Graduate Application for Admission to the Office of Admissions. A non-refundable application fee of \$30 must be submitted and is not credited to tuition and fees. Additionally, students may be required to submit new supplemental application materials. Please consult the Office of Admissions for specific requirements.

Former students who were in good academic and good social standing may be readmitted upon completion of the appropriate forms. Former students, however, may be denied readmission on the basis of an outstanding and/or unresolved debt to Shenandoah University.

Former students who were not in good academic or good social standing may be readmitted only upon completion of the appropriate forms in the Office of Admissions, and approval by the appropriate academic office, the Student Programs Office and the Admissions Evaluation Committee.

Admission of International Students

International student applicants must meet the following requirements:

1. Send completed Graduate Application for Admission and Supplemental Application for International Students forms and a \$30 non-refundable application fee to the Shenandoah University Office of Admissions. The application form must be signed by the applicant (and a parent or guardian if the applicant is under 18 years of age). The application fee must be paid in U.S. currency by credit card, money order, or wire transfer made payable to Shenandoah University.
2. Applicants must ask their former post-secondary institution(s) to send an official transcript directly to Shenandoah University's Office of Admissions. If an institution is unable to send original documents, the applicant must have an appropriate school official certify that the copy is an official copy with a stamp and signature. All transcripts must be received in unopened envelopes that have been stamped or signed by an authority at the sending institution across the envelope seal. If records are not in English, the applicant must include a certified translation. Shenandoah University will also accept verified transcripts from WES ICAP in lieu of official transcripts sent from the applicant's previous institution(s) of higher learning.

3. All transcripts from countries outside the United States must also be evaluated by an academic credential evaluation company to obtain equivalency information on courses, grades and degrees earned. An English translation will not be accepted in place of an academic credential evaluation. Applicants may make arrangements to have an evaluation completed with any of the providers listed at www.naces.org. In addition to NACES certified evaluations, Shenandoah University will recognize the Foreign Pharmacy Graduate Evaluation Examination and the Foreign Credentialing Committee on Physical Therapy as acceptable credential evaluations for international graduate students applying to the pharmacy and physical therapy programs. All associated fees are the responsibility of the applicant.
4. Conservatory applicants in selected programs of study may complete specific audition or portfolio requirements by submitting a recorded audition, if travel to the Winchester campus or a regional audition site is not feasible. Recorded audition rules and guidelines are available at www.su.edu/auditions.
5. Non-Native English Speaking (NNES) graduate students are admitted in three different ways: 1) full admission, 2) provisional admission, depending on requirements for each program, or 3) admission into the English as a Second Language (ESL) Certificate program.

Full/Regular Admission of NNES Graduate Students

Entering graduate students who meet Shenandoah University's ESL requirement through one of the four ways outlined below are not required to enroll in ESL courses. However, such students may elect ESL study to improve their English language skills. All transcripts and/or test scores must be received by the Admissions office no later than 14 business days before the start date of each term. No test score will be considered that is over 12 months old. The Shenandoah University TOEFL code is 5613.

1. A bachelors degree or its equivalent from an institution in which English is the language of instruction.
2. Test of English as a Foreign Language (TOEFL) internet-based score of 79 or higher; paper-based score of 550 or higher; computer-based score of 213 or higher.
3. Sakae Institute of Study Abroad (SISA) test score of 15 or higher.
4. International English Language Testing System (IELTS) minimum overall band score of 6.5 with no subset score below 5.5.

Provisional Admission of NNES Graduate Students

Graduate students with scores in the following ranges may be granted provisional admission and begin their graduate programs. They must enroll in at least 3 credit hours of ESL at the Advanced Level until they achieve the TOEFL/IELTS score required or until they have obtained a grade of "B" or higher in ESL 121 and 122.

1. Test of English as a Foreign Language (TOEFL) internet-based score of 70 to 78; paper-based scores of 525-547; computer-based score of 195-210.
2. Sakae Institute of Study Abroad (SISA) test score of levels 13 to 14.
3. International English Language Testing System (IELTS) overall band score of 6.0 to 6.5 with no subset score below 5.0.

Graduate students must meet all ESL requirements within one calendar year of initial enrollment at Shenandoah University, or prior to graduation, whichever comes first. Failure to meet this requirement may result in suspension from the university.

ESL Certificate Admission of NNES Graduate Students

Depending on program requirements, some students may gain provisional admission with the test scores listed below, but most will be admitted into the ESL Certificate program only and will be required to successfully complete the two Intermediate Level ESL courses offered in the summer term or the three intermediate ESL courses offered in the fall term with a grade of “B” or higher before they are able to apply for provisional admission to other programs.

1. Test of English as a Foreign Language (TOEFL) internet-based score of 55 to 69.
2. Sakae Institute of Study Abroad (SISA) test score of levels 7 to 12.
3. International English Language Testing System (IELTS) overall band scores of 5.0 to 5.5 with no subset score below 4.0.

Students who successfully complete the Intermediate ESL courses and gain provisional admission must fulfill the ESL guidelines for provisionally admitted graduate students below.

The following ranges indicate how many ESL credits, along with graduate credits within their program, admitted students may expect to take:

TOEFL Paper/TOEFL IBT/IELTS	ESL Credits	Course Work Credits
397 to 499/30 to 60/3 to 5	12	none
500 to 525/61 to 70/5.5 to 6	6	3
526 to 549/71 to 78/6	6	3 to 6

6. Applicants must submit all other supporting documentation specified for admission to the particular program of study.
7. To be eligible to receive a SEVIS I-20 form from Shenandoah, applicants must send financial documentation explaining how they plan to cover their educational and living expenses while a student at Shenandoah. To document financial resources, applicants must complete the Supplemental Application for International Students and include support materials as indicated. Once an application is accepted and finances documented, applicants will be issued a SEVIS I-20 form which is needed to apply for an F-1 student visa.

It is extremely important that international students receive their F-1 visa from the U.S. Consulate Office in their native country prior to their arrival in the United States. Inquiries regarding financial aid should be directed to the Shenandoah University Office of Financial Aid. Financial aid for international students is extremely limited since federal and state sources are unavailable. International students should seek to obtain educational funds from their native country and should not rely on aid being available from Shenandoah University.

Admission of Certificate Students

Applicants for admission as a certificate student are those interested in obtaining training in a specific area that is recognized by the awarding of a certificate rather than a degree. Certificate programs are academic programs. Generally, a certificate student is enrolled on a part-time basis.

Certificate applicants must complete and submit the Graduate Application for Admission directly to the Office of Admissions. A non-refundable application fee of \$30 must be submitted and is not credited to tuition and fees.

Applicants are required to provide an official transcript from the institution of higher learning that awarded the undergraduate degree and official transcripts from any institution of higher learning where 21 credits or more were earned. See the program descriptions in this catalog for individual program requirements. Certificate students are held to the same academic standards and viewed in the same way as students enrolled in degree programs.

Certificate students are eligible for limited types of financial aid.

Visiting Students

Visiting students are most often individuals who are interested not in a degree but in a specific course, or students at other institutions who will earn credits to transfer back to their own institutions. Generally, a visiting student is enrolled on a part-time basis.

Visiting students, though not enrolled in a certificate or degree program at Shenandoah University, are held to the same academic standards and viewed in the same way as students who are enrolled in a certificate or degree program.

Occasionally, a visiting student will later apply for admission as a degree-seeking student. In that case, the regular admission procedure is followed. Once enrolled as a visiting student, a student cannot change their status in that semester. Not more than 15 graduate credit hours earned as a visiting student may be applied toward a graduate certificate or graduate degree program. (Nursing applicants should follow Division of Nursing guidelines.)

Visiting students are not eligible for financial aid and must complete the Visiting Student Application. The application must be submitted directly to the Office of the Registrar with a non-refundable application fee of \$20. The application fee is not credited to tuition and fees.

Admission of Undergraduate Students

Students within 15 hours of completing their baccalaureate degree and with at least a 3.0 grade point average, with the consent of the school dean and instructor(s) involved, may register for up to six graduate credits. These credits are acceptable to fulfill the requirements of the undergraduate or graduate degree, but may not be counted for both graduate and undergraduate degrees.

Summer Session Admission

Application to a summer session is the same as that required for regular admission. Individual programs may have additional application requirements.

Types of Acceptance Decisions

At the discretion of the dean of admissions, applicants who meet all admissions criteria may receive a standard acceptance or a provisional acceptance to Shenandoah, and will be classified as 1) degree or non-degree seeking students, and 2) as full-time or part-time students.

Standard Acceptance

A standard acceptance is issued to an acceptable applicant who has submitted all required documentation for admission.

Provisional Acceptance

At the discretion of the dean of admissions, an acceptable applicant who has submitted a majority of the required documentation may be provisionally accepted. An applicant who has been provisionally accepted may have up to one regular semester to submit the documentation or to complete the provisions as stipulated in the applicant's acceptance letter. Specific deadline dates are stipulated in the letter of acceptance. Any provisionally accepted student who fails to submit the documentation or to complete the stipulated provisions will not be permitted to register for the next semester.

Accepted and provisionally accepted students are admitted in one of the following categories:

1. Admission in good standing
2. Admission in conditional standing

Admission in Good Standing

An applicant who presents an acceptable academic record, acceptable test scores and a satisfactory audition or interview (when applicable) is admitted in good standing. Such students may enroll in a full program of study as outlined in the catalog.

Admission in Conditional Standing

If the previous collegiate record of an applicant is slightly below the standards for regular admission, but personal recommendations, test scores, audition or interview (when applicable) seem to indicate a probability of success at the graduate level, a student may be admitted in conditional standing. Students admitted conditionally have specific conditions, identified by the Graduate Admissions Committee, which must be satisfied prior to enrolling for subsequent semesters. Students admitted conditionally may take longer to complete their academic program because of this restriction. The student's academic achievement will be governed by the university's policy on academic standing. See Academic Standing in the Academic Policies section of this catalog.

Admission Requirements for All Candidates for Teacher Licensure

State Requirements for Teacher Licensure

Students preparing to be teachers are expected to meet the requirements for teacher licensure currently in effect in the Commonwealth of Virginia. Most states grant teaching licensure on a reciprocal basis when the educating institution is approved by its own state department of education or when graduates of an institution are eligible for teaching licensure in the state in which they were educated. Teacher education programs at Shenandoah University are approved programs of the Virginia State Board of Education, and graduates will have met all educational requirements for Virginia licensure.

Admissions Decisions

All graduate applications for admission are reviewed by the appropriate faculty committee. Once a decision is reached, the Office of Admissions will communicate it via postal mail. Decisions will not be conveyed through any other method, including telephone or e-mail.

Tuition Deposit

Dates by which applicants must submit a tuition deposit, if required, will be stipulated in the letter of acceptance and vary depending on the time of year the offer of acceptance is granted. The amount of the advance tuition deposit will vary by program and will also be stipulated in the letter of acceptance. For those students who wish to reside in university-provided housing, an additional \$100 housing deposit is required. Upon receipt of the advance tuition deposit by the Accounts Receivable Office, signifying acceptance of Shenandoah's offer of admission, the appropriate office will send orientation and registration information. Residential students will be confirmed for university-provided housing on a space-available basis in order of receipt of the tuition deposit. Cancellation and refund requests must be made in writing to the Office of Admissions. For programs that do not require an advance tuition deposit, accepted applicants must submit written verification of their intent to enroll. The verification form must be sent to the Office of Admissions.

ACADEMIC POLICIES

Matriculation

The Office of the Registrar directs and coordinates matriculation of all students, but the courses selected by the student are conditioned by academic programs and regulations.

Criminal Background Check Policy

Students who will have an experiential learning component required as part of their degree programs must authorize, submit to and pay for a criminal background check prior to entering the program, and in some circumstances, on an annual schedule after admission. Some programs also require a urine drug screen in order to participate in field work, clinical experiences or internships. Details are available from each school/ division and dean/director.

E-mail Policy

E-mail is considered an official method of communication at Shenandoah University. Students are issued an SU e-mail account upon admission to the university. Students are responsible to read and respond to their e-mail on a frequent and consistent basis to stay current with university-related communications. Student communications via e-mail may include, but are not limited, to the following: registration/course changes, student account information, appeal results, university emergencies, university deadlines, etc. All communications from students to SU staff and faculty should be through the student's issued SU e-mail account.

Academic Advising

Academic advising is required for all degree-seeking students before registration each term. Academic advisors are provided to assist students in planning their academic programs. Academic advisors are not authorized to change established policy for the university. The student is solely responsible for assuring that his/her academic program complies with the policies and requirements of Shenandoah University. Any advice that is at variance with established policy must be confirmed in writing by the dean/director of the school/division and the senior vice president & vice president for academic affairs.

Registration

General dates and times for registration are published online in advance by the registrar. Shenandoah University reserves the right to void the registration of any student who fails to comply with registration instructions or fails to pay the prescribed tuition and fees.

Inaccurate Registration

Shenandoah University reserves the right to make void the registration of any student who fails to comply with registration instructions or fails to pay the prescribed tuition and fees.

Course Prerequisites

Before beginning a course, a student is expected to have fulfilled the appropriate prerequisites. A student who has not met the prerequisites may be denied registration or be un-enrolled.

Change in Registration

Students wishing to drop or add a course may do so either online or by completing a Course Schedule Adjustment Form available from the Office of the Registrar. The effective date for any change in registration is the date completed on-line or noted on the Course Schedule Adjustment Form received in the Office of the Registrar.

Adding a Course

For courses scheduled for an entire term of 14 or more weeks: Students may add individual courses for the first six calendar days after the beginning of the term.

For courses scheduled for less than 14 weeks: Students may add individual courses up to the point at which 10 percent of the total class meeting time has occurred.

Dropping a Course

For courses scheduled for an entire term of 14 or more weeks: Students may drop individual courses without record for the first six calendar days after the beginning of the term.

For courses scheduled for less than 14 weeks: Students may drop individual courses without record up to the point at which 10 percent of the total class meeting time has occurred.

Continuous Enrollment in Graduate Curricula

Culminating Project Phase

1. Once the student reaches the final project phase of the curriculum, identified as the first registration in dissertation, thesis or other culminating project (referenced hereafter as thesis), the student is subject to continuous registration with credit.
2. After the initial registration for dissertation or thesis, the student must register and pay for at least one semester credit of dissertation, or thesis every fall and spring semester until the thesis is completed.
3. The student normally does this registration under the guidance of the advisor. If the student does not register him/herself, the registration is automatically entered in the Office of the Registrar by the dean/director (or designee) of each school/division. The student is billed.
4. The student receives a grade of "IR" indicating "incomplete research" or "research in progress." When the thesis is completed, grades of "IR" are replaced with the final grade up to the number of credits for thesis required in the curriculum.
5. Grades for credits in addition to the curriculum maximum will be replaced with an "S" and not computed in the grade point average.
6. The student who does not plan to finish the project must officially withdraw from Shenandoah University to avoid future registrations (and subsequent billing).

Withdrawal from a Course

A student may drop a course during the drop/add period without any reference on the transcript.

Students may withdraw from individual classes with the permission of the advisor and receive a grade of "W" that will appear on the student's transcript but will not be computed in the quality point average. The withdrawal period will end 14 calendar days prior the beginning of the final examination period.

After the withdrawal period, the student may not withdraw from a course for any reason related to academic performance. This Withdrawal from a Course policy appears in the university's catalogs and the *Faculty Handbook* and *Student Handbook*.

Dates of the withdrawal period will appear in the university's Academic Calendar and Registration Schedule.

This policy should be implemented in conjunction with the progression policies of individual schools and divisions within the university.

Drop and Withdrawal Policy for Summer Terms

Due to the varying length of summer term courses, the following Drop and Withdrawal policies shall apply to summer terms.

Dropping a Summer Term Course

- *Courses meeting less than one and up to two weeks:* Any drop must be prior to the first day of class.
- *Courses meeting three to four weeks:* First day of class and the following business day.
- *Courses meeting five to six weeks:* First day of class and the following two business days.
- *Courses meeting seven to eight weeks:* First day of class and the following three business days.
- *Courses meeting nine or more weeks:* First day of class and the following four business days.

Withdrawal from a Summer Term Course

A summer course withdrawal is based on the length of the course. For courses running less than two weeks, the withdrawal period is the first day of class and the following business day.

For courses running longer than two weeks, a student is able to withdraw from a summer course prior to 60 percent of course completion. A student is entitled to a full refund on a course when it is dropped prior to the published drop date for the specific course.

After the drop date, a student is entitled to a prorated refund based on the course dates only if he/she withdraws from all of his/her courses for the same summer term and it is within the first 60 percent of the term. However, if a student is registered for two or more courses and withdraws from only one course, no proration of tuition occurs.

Repeating Courses

A student may repeat a course a maximum of two times. A student who does not satisfactorily complete a required course after three attempts may be subject to academic dismissal. Students are advised to check the policies applicable to each specific program. Individual programs can further limit the number of attempts a student may make. Students receiving financial aid may also be subject to limitations on financial aid coverage of repeated courses and should consult the Financial Aid office for further information. Not all courses may be repeated.

All course grades will be recorded on the student's permanent record. The credits and quality points resulting from the student's most recent attempt will be used to compute the student's cumulative grade point average.

Students may not repeat a course after the applicable degree has been awarded.

Auditing a Course

Students may enroll in courses as auditors on a space available basis during the time period between close of registration and the beginning of the class. Students may not enroll in classes at audit fee levels when the class is offered on a special fee basis.

Permission to audit a class is granted by the school/division dean/director.

The audited course will not be used in determining the student's full-time or part-time enrollment status for the semester.

A change in status from audit to credit cannot be made after the sixth calendar day of a semester.

Auditing students may attend class; engage in discussion at a reasonable level; participate in field trips, concerts, etc.; submit work for evaluation and take examinations. Auditing students must meet course prerequisites. Auditing students do not receive background instruction in prerequisite areas, outside coaching or project advising.

Students may not enroll as auditors in applied music or any other form of independent or individual instruction.

Independent Study

Independent study involves student pursuit of a specialized topic under the guidance of a faculty member. The content of the study is determined by the student and approved by the faculty member. Registration for independent study occurs on a special form available at the Registrar's Office, and credits are included in the normal student load.

Independent study may be used as elective credit, but does not substitute for specific course requirements. Independent study is variously titled as individual directed research, seminar, workshop, research, directed study, special topics, topics, comprehensive seminar and/or independent readings.

Withdrawal from the University

Students who withdraw from Shenandoah University must complete a Withdrawal/Leave of Absence Form in the Office of Enrollment Management and Student Success. Students must settle unpaid accounts in the Business Office, return materials and pay fines to the library, and, if a residential student, leave the residence hall room in acceptable condition and return the residence hall room key to the Student Life Office.

Students in good social and academic standing who withdraw from the university for no more than one calendar year (a calendar year starts on the day after the student's last term of registration) are not required to reapply, but may register for courses following normal procedures after first contacting the Registrar's Office to have their program reactivated.

Students who withdraw from the university for more one calendar year (a calendar year starts on the day after the student's last term of registration) and wish to return must apply for readmission.

Semester Credit Hours

A credit hour is the credit earned by work for the equivalent of one hour in a lecture class per week for a semester. A class for a three-hour lecture course at Shenandoah typically meets for three clock hours per week.

Students who transfer from an institution that is on the quarter system should note that one quarter hour is equal to two-thirds of a semester hour. For example, a student transferring 36 quarter hours of work to Shenandoah would receive $\frac{2}{3} \times 36$ or 24 semester hours of credit.

Academic Student Load

A full-time student is one who carries a minimum of nine credit hours per semester. A part-time student is one who carries less than nine hours per semester. The maximum load is 12 hours per semester except for students in the Doctor of Physical Therapy, Master of Science in Physician Assistant Studies, Master of Science in Occupational Therapy and Doctor of Pharmacy programs, whose maximum load is 18 credit hours per semester. Approval to carry a course load beyond the maximum will be granted by the dean/director of the student's school/division only for compelling reasons.

Transfer Credit

Shenandoah University grants transfer credit based on the content of the courses taken, the applicability of the courses to the student's intended degree and major program, and the quality of performance in the courses.

Only credit granted at an institution of higher education that has been fully accredited by one of the six regional accrediting agencies, such as Southern Association of Colleges and Schools, or at an institution that is a recognized candidate for accreditation will be considered for transfer credit.

Courses will be considered for transfer only if they are applicable to a student's degree program as a requirement or an elective.

Transfer credit will be considered for courses applicable to Shenandoah University programs and in which a grade of "B-" or better has been earned.

A maximum of six semester hours may be accepted in transfer to most master level programs. Exceptions include: 15 semester hour transfer maximum for the Master of Fine Arts program which is a 60 semester credit degree; and 12 hours of transfer credit into the MSN program. All master's degree programs in the School of Education and Human Development accept nine hours of transfer credit.

A maximum of 15 may be transferred into most doctoral programs (12 hours for Conservatory doctoral programs and 12 hours of transfer credit into the DNP program). These semester hours are beyond the master's degree program upon which the doctorate is based.

A student who enrolls for the first time at Shenandoah receives credit for courses transferred, but grades do not transfer nor have any effect on the student's cumulative grade point average at this institution.

Credits for courses taken at other accredited institutions while a student is matriculated at Shenandoah University will transfer so long as they meet the normal criteria for transfer work ("B-" grade or better).

Credits from institutions on the quarter-hour system will be converted to semester hours using the formula of one quarter hour equals two-thirds of a semester hour. Shenandoah University grants credits for courses taken at recognized foreign tertiary-level institutions. Foreign institutions that are chartered and authorized by their respective national governments and that are recognized by the American Association of Collegiate Registrars and Admissions Officers are recognized. Credit will be awarded for courses judged to be at the "B-" grade level or above. The amount of credit granted will correspond to that given for the comparable Shenandoah University course.

Advanced Standing

Non-Collegiate-Sponsored Instruction

Students may be awarded credit for satisfactory completion of coursework in the armed services, business and industry, or government agencies as recognized by the American Council on Education or the National Program on Non-collegiate Sponsored Instruction. Such credit will be regarded as transfer work and will count toward the nine-hour maximum for transfer credit at the master's degree level, 15-hour maximum at the doctoral level, except in the Conservatory where the maximum is 12 hours.

Challenge Examinations and Credit by Examination

Challenge examinations and credit by examination are not offered for graduate level courses.

Catalog of Record

Students are subject to the curricular and graduation requirements contained in the academic catalog in effect upon their enrollment at Shenandoah University. If a student chooses to add a specialization or certificate after they are enrolled, the student's original academic catalog year will remain unchanged, but the specialization or certificate requirements will be those specified in the academic catalog in effect at the time of the change.

If a Conservatory student chooses to change a specialization (applied instrument) after they are enrolled, the student will be placed on the next available academic catalog. For any

Conservatory student choosing to complete a change of curriculum or add a certificate or second degree, the approved changes will become effective at the beginning of the first academic term after the form is received by the Office of the Registrar. The student will be placed under the next available academic catalog.

Degree candidates who have been continuously enrolled (allowing absences no longer than 12 consecutive months) may choose to graduate under the terms of any catalog in effect at or after their admission. Any change in a student's catalog of record requires approval of the student's academic dean or director. Students who leave and re-enter the university after an absence of more than 12 consecutive months will be subject to the catalog in effect at the time of their re-admission. Students may not elect to graduate under a catalog in effect prior to their entrance or readmission.

Requirements for Degrees

In addition to completing all the courses required for a certificate or degree program, all students must fulfill the following requirements:

1. Candidates for graduate degrees must fulfill the specific requirements of their curricula with a cumulative grade point average of 3.0 or higher. Professional programs vary; see specific program requirements.
2. The minimum number of semester credit hours required for a master degree is 30. Some programs, however, require more. Students must complete all required courses in addition to this minimum credit hour requirement. The minimum number of credit hours for a doctoral degree is 90 semester hours, including an approved master's degree.
3. Candidates for most master's degrees must earn a minimum of 21 semester hours at Shenandoah University. Most doctoral programs require a minimum of 45 semester hours earned at SU. The certificate residency minimum requirement is one half of the credits of the certificate program or 30 credit hours, whichever is less. Schools may raise these requirements. Students should refer to the individual school or division sections of the academic catalog for additional information. See program requirements for specifics.
4. A graduate student who fails two required courses may be academically dismissed from Shenandoah University.
5. No more than six credits of "C+," "C" or "C-" grades may be applied to curricular requirements at the master's level. This rule does not apply to the School of Health Professions programs.
6. To be eligible for graduation, students must submit an application to graduate by the publicized deadline.

Consult degree requirements in each school for further restrictions.

Dual Enrollment

Students who have not completed a baccalaureate degree but who are within 15 credits of completion, and who have earned a cumulative grade point average of at least 3.0, may enroll in graduate classes for which all prerequisites have been met.

Approval may be granted by the dean/director of the program school/division in which the instruction is offered when the student files a written plan that projects completion of the baccalaureate degree within 12 months and has applied for admission to a specific graduate program at Shenandoah University. All graduate credits undertaken must apply to the anticipated curriculum. Credits may be applied to either the undergraduate or graduate curriculum, but not to both.

The above policy does not apply to Shenandoah University-approved articulated seamless undergraduate-to-graduate degree programs.

Program Time Limit

Students should complete the master's degree requirements within six years and the doctoral degree within eight years of initial registration at Shenandoah. Stand alone graduate certificate requirements (not taken with a graduate program) should be completed within four years of initial registration at Shenandoah. Some programs may require degrees to be completed in shorter amounts of time. Consult degree requirements in each school for further restrictions. Time extensions may be granted when approved by the dean/director of the student's school/division.

Program Continuity

Shenandoah University is committed to continuity and stability in its degree and program offerings. However, it may be necessary, from time to time, to modify or terminate program requirements, content or sequence of course offerings for various reasons. These include, but are not limited to, educational (including accreditation and certification) or financial reasons that the institution deems necessary or other reasons or circumstances beyond the control of Shenandoah University.

Change in Curriculum

Students may change curriculum with the approval of the former and present academic advisors and school/division dean/directors. Students must complete a Curriculum Change Form, which is available from the Office of the Registrar.

Approved curriculum changes will become effective at the beginning of the first academic term after the form is received by the Office of the Registrar.

Students who change curriculum will have all previously-earned graduate-level credit re-evaluated for applicability to the new curriculum.

Not more than 15 graduate semester hours earned as a visiting student may be applied toward a graduate certificate or graduate degree program. A different standard with a maximum of six semester hours earned as a visiting student applies to students in the Division of Nursing.

Grading Scale and Quality Point System

The chart below shows the standard SU grading system. Individual schools, divisions or professors may elect not to give "+" or "-" grades, but must clearly state their policy in their student materials including course syllabus. Students should refer to the individual school or division sections of the academic catalog for additional information.

<u>Grade</u>	<u>Percent/ Description</u>	<u>Grade Value</u>	<u>Credits Included in GPA (Hours Graded)</u>	<u>Credits Earned</u>
A	93-100%	4.0	Yes	Yes
A-	90-92%	3.7	Yes	Yes
B+	87-89%	3.3	Yes	Yes
B	83-86%	3.0	Yes	Yes
B-	80-82%	2.7	Yes	Yes
C+	77-79%	2.3	Yes	Yes
C	73-76%	2.0	Yes	Yes
C-	70-72%	1.7	Yes	Yes
D+	67-69%	1.3	Yes	Yes
D	60-66%	1.0	Yes	Yes
F	<60%	0.0	Yes	No
W	Withdrew	0.0	No	No
S	Satisfactory Work	0.0	No	No
U	Unsatisfactory Work	0.0	No	No
I	Incomplete	0.0	No	No
IR	Incomplete Research	0.0	No	No
AU	Audit	0.0	No	No
NC	No Credit Course	0.0	No	No
P	Passed	0.0	No	Yes
PH	Passed with Honors	0.0	No	Yes
TR	Transferred	0.0	No	Yes

Students must officially withdraw from a class or from school to receive a grade of "W."

The grade of "P" or "PH" is available only in approved internship, dissertation and practicum classes.

Incomplete: If, because of illness, emergency or reasonable cause, a student cannot complete the required work for a course, he/she may request the assignment of an "I" (incomplete) for the course. If the instructor in the course and the student's school dean approve the request, then the student and the instructor shall enter into a written contract for the completion of the coursework. This contract is available in the Registrar's Office. The contract shall stipulate what work is required for completion of the course, the date that the work must be completed (in no case later than the drop/add period of the next academic semester after the incomplete is assigned), and the grade to be given if the coursework is not completed. If no grade has been submitted by the drop/add date of the next academic semester, the registrar will change the grade from "I" to "F".

The incomplete notation "IR" is only allowed for graduate student dissertations, thesis, research projects, or clinicals. An IR notation does not require the contractual arrangement necessary for students receiving an incomplete "I".

Grade Changes

The instructor of a course and/or the Vice President of Academic Affairs (VPAA) are the only persons authorized to change a grade and may do so only with approval of the school dean/director. Grade change forms are available from the school dean's/director's office or the Registrar's Office. Requests for recalculation of grades must be submitted to the school dean no later than the last day of classes in the semester following completion of the course. In no case may a grade be changed after one calendar year without the permission of the VPAA.

Calculation of Grade Point Average

Each grade is assigned a numerical grade value (see previous page). This numerical equivalent is used to determine how many “quality points” a student receives for each course. To calculate quality points earned for each course, multiply the number of credit hours for the course times the grade value of the letter grade received. The grade point average (GPA) is then determined by dividing the total number of quality points earned by the total number of attempted credits graded. GPAs are reported to the third decimal point and are not rounded up or down.

Posting of Grades and Distribution of Grades

Final course grades will be posted within three business days after the final exam or final class meeting.

Final semester grades and grade point averages are provided to students, faculty advisors and school deans/directors via the online portal. Hard copies of grade reports can be made available in certain circumstances by special request to the Registrar's Office.

Final Examinations

Final examinations shall be scheduled by the registrar and may not be altered in time or place without permission of the senior vice president and vice president for academic affairs (SVP/VPAA). Any requests for exceptions must go first to the dean or director who will make a recommendation to the SVP/VPAA. The final examination period is part of the instructional time of the semester. If no final examination is administered, the time will be used for other educational activities for the members of the class.

The nature of the examination is determined by the faculty member.

Examinations in private music lessons are commonly termed “achievements” or “juries” and are conducted before juries of faculty members. All music students enrolled in curriculum-required applied study for graded credit must complete the jury examination. By prior arrangement in some departments, a student may be evaluated on a non-credit solo recital in lieu of an achievement examination.

Recitals for credit are evaluated by a committee which gives a composite grade.

Rescheduling Coursework in the Event of a Campus Closure

In the event of a campus closure, causing faculty to miss contact hours, faculty have several options:

1. Faculty may hold class during the scheduled time for make-up that appears with the closure notice or within another mutually defined time through consultation with the deans/directors. Faculty should follow their standard attendance policy.
2. Faculty may reorganize their syllabus to absorb content and classroom work through regularly scheduled classes.
3. Faculty may use digital means to hold class, either synchronously through teleconferencing, chatting or discussion boards; or asynchronously through Blackboard course management system, web pages or some other means. Faculty should follow their standard attendance policy and make allowances to complete work at a later date if students do not have access to the Internet.

4. Faculty may offer an assignment in replacement of the contact hours. These assignments could include quizzes, papers, podcasts, research assignments, etc.

Rescheduling Exams in the Event of a Campus Closure During Final's Week

In the event of a campus closure during the week of finals, faculty have several options:

1. Faculty may offer the students the option to take the final either on the date for make-up that appears in the closure notice or within another mutually defined time through consultation with the deans/director to be no later than the add/drop period of the following semester. The university will follow the schedule as outlined for the day it closed. Faculty will have to coordinate with their department to find exam locations for returning students who wish to take the exam at the beginning of term.
2. Faculty may offer the exam as a take-home exam or use distance-learning means to have the students submit their final work (i.e. online exams through Blackboard, podcasts of performance or presentations, web page creations, power point presentations, etc.).
3. Faculty may change the final exam assignment to something that can be done through digital means, such as a paper or a podcast.
4. Faculty may offer their classes the option of reassigning different weights to already completed coursework (e.g. quizzes, exams, papers, portfolios, projects, presentations, etc.), thereby forgoing the final. However, if a student wants to take a final exam, faculty must grant that request and offer the student the option to do so within the time specified in #1.

Academic Standing

Graduate programs at Shenandoah have varying minimum requirements for maintaining good academic standing. Students should work closely with their advisors and programs to ensure they are making satisfactory academic progress and to address any academic areas of concern.

The chart below provides minimum requirements under which a student may continue their education, by program.

Program	Credit Hours Graded*	Minimum Cumulative GPA	Hours for Completion
Most Degree Programs	All	3.0	30 and above
Occupational Therapy	All	3.0	75
Pharmacy	All	2.0**	141
Physical Therapy	All	2.8	99
Physician Assistant	All	3.0	83

*Credit hours graded includes transfer credit hours transferred in to a student's program of study.

**The Pharmacy School has an Academic Committee that works with students who earn less than a 2.0 cumulative GPA but who are deemed eligible to continue with help.

***Conservatory students should review the Graduate Policies and Procedures Manual for details regarding academic standing and academic probation policy.

Students should review each program's *Student Handbook* for details regarding academic standing, progression and retention policies.

Academic Probation

Students are placed on academic probation when their GPA does not meet the minimum standards. Students on academic probation meet with the Academic Review Board and are placed into the Turning Point Program. The program is offered through the Academic Enrichment Center and has mandatory meetings with tutors and advisors and may require the student to carry a reduced course load.

Students remaining on probation for two consecutive terms may be subject to academic suspension.

Academic Suspension and Dismissal from the University

1. After two semesters on probation, students may be academically suspended from the university.
2. Students suspended from the university shall remain out of school for a period of at least one academic semester and no longer than one year. Students not attending for a period of more than one calendar year will need to apply for readmission (a calendar year starts on the day after the student's last term registration).
3. After that semester, a student can petition for reinstatement through the dean or director of the school or division and the senior vice president & vice president for academic affairs.
4. If reinstated, the student must achieve at least a 3.0 GPA in the returning semester and must be a full-time student. Failure to meet this condition shall result in academic dismissal.

Students should refer to the individual school or division sections of the academic catalog for additional information.

Condition of Dismissal

Only under justifiable conditions shall a petition for reinstatement be considered, and then only after a period of one calendar year from the date of dismissal.

Social Suspension or Dismissal

Students suspended or dismissed for social reasons will receive a grade of "W."

Student Participation in Commencement Ceremony

Recognizing that there are times when certain students are unable to complete all degree requirements in time for commencement, students may participate in the commencement ceremony at any time after their degree requirements have been met or as specified below. In fulfillment of this policy, the following guidelines apply:

1. Shenandoah University's commencement ceremony is scheduled in May.
2. A student may "walk" in the May ceremony, if he/she has attempted enough credits required for completion of his/her degree program minus six in the semester of commencement. If applicable, doctoral and masters students must have completed their dissertation, thesis or other culminating event to be eligible to participate in commencement ceremonies. A student may also participate in commencement ceremonies upon the recommendation of his/her academic dean or director and the approval of the senior vice president & vice president for academic affairs.

3. For each degree earned, students may participate in one commencement ceremony. Accordingly, their name may be printed one time, for each degree earned, in the commencement program.

Degree Conferrals and Diplomas

The degree conferral date is the last day of each term. However, verification of conferral eligibility may be completed within four weeks after the last day of the term. A student's transcript will not show the degree conferral until this verification has been completed. If a student's eligibility for conferral cannot be determined within that four week period, the student will be required to re-apply for graduation in the subsequent term.

Diplomas will be mailed to the address provided by the student on his/her graduation application within six to eight weeks after graduation, as long as all academic requirements have been verified and the student has met all necessary obligations and requirements to the university.

Transcripts and Student Records

Shenandoah University accords all the rights under the law to students. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students, except to personnel within the institution, to persons or organizations providing student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order; and to persons in an emergency in order to protect the health or safety of other persons. All these exceptions are permitted under the Family Educational Rights and Privacy Act of 1974. School policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar and in the *Student Handbook*.

Official transcripts of a student's record may be released to a third party only upon receipt of written authorization from the student. Requests for transcripts, certifications, and other similar information will not be honored unless all financial obligations due the university are satisfied. Financial obligations include, but are not limited to, items of tuition and fees, overdue library materials and unpaid library fines, checks returned to the bookstore, and musical instruments that have been loaned and not properly returned to Shenandoah Conservatory.

Non-Discrimination Policy

Shenandoah University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, age, physical or mental disability, veteran status or sexual orientation.

Student Rights

Shenandoah affirms the right of academic freedom for the university community. Freedom of assembly, freedom of the press and freedom of speech are constitutional rights. Shenandoah reserves the right to specify the time, place and manner of the exercise of these rights on university facilities. Shenandoah insists that every member of the university community abide by the laws of the United States, the Commonwealth of Virginia and established institutional rules and regulations.

Members of the university community should be aware of the inherent responsibility of free speech and the possible consequences when free speech is used as a license to disrupt the normal academic activities of the institution. Demonstrations that disrupt normal activities of the institution will not be tolerated at Shenandoah. Any student who participates in any form of disruptive action is subject to immediate interim suspension and lawful prosecution in the courts. Shenandoah does not at any time tolerate and will not permit uninvited persons to remain on campus for the purpose of inciting students to disruptive activity. Any such person on campus will be prosecuted to the fullest extent of the law.

Students must make themselves aware of the philosophy, standards and rules of Shenandoah as contained in both the academic catalog and *Student Handbook*. Criticism and suggestions are always welcomed; however, threats, disturbances, force of any kind by a single student, a minority or majority will not be tolerated. The trustees, administration, faculty and student body all have the obligation to protect the rights of students to the peaceful and orderly use of its resources, personnel and facilities.

Shenandoah affirms the basic constitutional rights for all students and faculty. No student will be summarily dismissed without proof and a hearing. Each person subject to a hearing must be informed of the charges prior to that hearing. Witnesses may be called in the student's defense. Witnesses should be identified and reference should be made to the university's rule violated and the possible severity of such charges. The final authority in all hearings rests with the president as delegated to him/her by the board of trustees.

Shenandoah affirms the right of every person to privacy in his/her room. A student's room will only be entered for inspections or if there is reason to believe a school regulation has been violated. Emergency inspections may be made anytime by the vice president for student life, the associate vice president/director of residence life and/or the director of residence life, director of public safety or the president.

Shenandoah affirms the right of each student to study or practice without undue restriction or disruption. It is the responsibility of Shenandoah to provide an atmosphere within its residence halls, library and practice areas that is conducive to study.

Shenandoah believes all disruptive action should be controlled from within the Shenandoah community without involvement from outside authorities; however, if such instances should occur where outside enforcement of basic laws is necessary, local law enforcement agencies will be contacted.

Protecting Student's Privacy Rights

Annual FERPA Disclosure

Annually, Shenandoah University provides information to students concerning their rights under the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). This act was designed to protect the privacy of education records and afford students certain rights with respect to their education records.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades or other

private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities (“federal and state authorities”) may allow access to your records and PII without your consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

Definitions

For the purpose of this policy, Shenandoah University has used the following definitions of terms:

Student – any person who attends or has attended Shenandoah University

Education records – any record (in handwriting, print, tapes, film or other medium) maintained by Shenandoah University, or an agent of the university, which is directly related to the student.

Education records, as defined by FERPA, include, but are not limited to:

- GPAs, transcripts, and final course grades
- Admissions materials
- Financial aid records
- Disciplinary records
- Attendance records
- Academic counseling records

Exceptions to the definition of education record include:

- I. A personal record kept by a staff member if it is kept in the sole possession of the maker of record and is not accessible or revealed to any other person except a temporary substitute for the maker of record.
- II. An employment record of an individual, whose employment is not contingent on the fact that he/she is a student, provided the record is used only in relation to the individual's employment.

- III. Records maintained by Shenandoah University if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction, and the Unit does not have access to education records maintained by the university.
- IV. Records maintained by the Wellness Center if the records are used only for treatment of a student and made available only to those persons providing the treatment.
- V. Alumni records which contain information about a student after he/she is no longer in attendance at the university and which do not relate to the person as a student.

Under FERPA, students have the following rights:

- I. The right to inspect and review their education records within 45 days of the day the university receives a request for access.

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate custodian. Students should submit to the record custodian, or an appropriate university staff person, a written request which identifies as precisely as possible the record (s) he/she wishes to inspect. The record custodian, or an appropriate university staff person, will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given within 45 days or less from receipt of the request. When a record contains information about more than one student, the student may inspect only the records which relate to him/her.

Right of the University to Refuse Access

Shenandoah University reserves the right to refuse to permit a student to inspect the following records:

- The financial statement of the student's parents;
- Letters and statements of recommendation for which the student has waived his/her right of access, or which were placed in the file before January 1, 1975;
- Records connected with an application to attend Shenandoah University, or a component unit of Shenandoah University, if that application was denied;
- Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Shenandoah University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations: 1) the student has an unpaid financial obligation to Shenandoah University; or 2) there is an unresolved disciplinary action against the student.

- 2 The right to request an amendment to any education records the student believes are inaccurate or misleading, and the right to request a hearing if the request to correct an alleged inaccuracy is denied. (This is different from disputing a grade received in a class. Please refer to "Academic Appeals Policy: Grievance of a Grade" further in this section.)

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- I. A student must ask Shenandoah University to amend a record. In so doing, the student should identify the part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of his/her privacy or other rights.
 - II. Shenandoah University may comply with the request, or it may decide not to comply. If it decides not to comply, the university will notify the student of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
 - III. Upon request, Shenandoah University will arrange for a hearing and notify the student, reasonably in advance, of the date, place and time of the hearing.
 - IV. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals.
 - V. Shenandoah University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
 - VI. If the university decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he/she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
 - VII. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the university discloses the contested portion of the record, it must also disclose the statement.
 - VIII. If the university decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.
3. The right to provide written consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose records, without written consent, to the following parties or under the following conditions:
- SU school officials who have a legitimate educational interest in the records. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position; or a person employed by or under contract to the university to perform a special task, such as an attorney or auditor. A school official has a legitimate educational interest if the official is: 1) performing a task that is specified in his/her position description or by a contract agreement; 2) performing a task related to the student's education; and/or 3) performing a task related to the discipline of a student.

- Officials of another school, upon request, in which a student seeks or intends to enroll;
 - To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
 - Organizations conducting certain studies for or on behalf of the university;
 - Accrediting organizations to carry out their functions;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate parties in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific state law, or if required by a state law requiring disclosure that was adopted before November 19, 1974;
 - To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by SU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5920
 Phone: 1-800-USA-LEARN (1-800-872-5327)

Types, Locations and Custodians of Education Records

The following is a list of the types of records that the university maintains, their locations, and their custodians (Type/Location/Custodian):

- Admission Records/Admissions Office/Director of Admissions
- Cumulative Academic Records/Registrar's Office/Registrar
- Health Records/Wellness Center/Wellness Center Director
- Financial Records/Business Office/Vice President for Administration and Finance
- Placement Records/Career Activities Center/Director of Student Activities
- Progress Records/Office of the Dean/Director of each School/Division/Dean or Director
- Disciplinary Records/Student Programs Office/Vice President for Student Life
- Occasional Records/The appropriate official will collect such records, direct the student to their location, or otherwise make them available for inspection and review./The

university staff person who maintains such occasional systems records. (Student education records not included in the types above such as minutes of faculty committee meetings, copies of correspondence in offices not listed, etc.)

Shenandoah University is fully committed to protecting the privacy of student's education records.

Parental Rights Under FERPA

Parental access rights under FERPA can be summarized as follows: At the postsecondary level, parents have no inherent rights to inspect their student's educational records; the right to inspect is limited solely to the student. When a student reaches the age of 18 or begins attending a school beyond the high-school level, regardless of age, FERPA rights transfer from the parent to student. SU may release student information to parents only if:

- The student provides written consent by completing the Consent to Release Education Records form and submitting it to the Registrar's Office. This form will be kept as part of their permanent record.
- The student is claimed as a dependent for federal income tax purposes. The parent would need to provide the registrar with a certified copy of their most recent Federal Income Tax Form verifying the student's dependency status.
- There is a health or safety emergency.
- The student is under 21 and has violated an SU rule related to alcohol or controlled substances.

If parents have their student's written consent for access, or if the student can be claimed as a dependent (as outlined above), questions about registration, final grades received, GPAs, graduation, and similar issues should be directed to the Office of the Registrar. For security purposes, grades cannot be provided over the telephone, by fax, or sent by email, as these processes cannot guarantee a completely secure transmission of the student's grades to the intended third parties. Also note that requests to discuss information in the student's educational record will require certain information to be provided for cross-check verification.

Restrictions or permissions related to the sharing of educational records extend to Shenandoah alumni, as well, so any requests a student makes will remain in effect indefinitely, unless the student submits a change, in writing, to the Registrar's Office.

The information above is only a brief summary of the detailed federal law. For more information, please visit <http://www2.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf>.

Directory Information

Under FERPA, Shenandoah may release "directory information" about students without first obtaining student's consent. Directory information is defined as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At Shenandoah, directory information includes the following:

- Student name, address, telephone number and e-mail address
- Date and place of birth

- Participation in officially recognized activities and sports; weight and height of members of athletic teams
- Major field of study, dates of attendance, degrees and awards received
- Most recent previous school attended
- Photograph or video clip

The university may disclose any of those items listed above without prior written consent, unless notified in writing to the contrary. Students may opt out of sharing directory information by completing the Request to Withhold Directory Information form in the Registrar's Office. However, students are urged to think carefully about such a request. If a request to withhold directory information is made, school officials will not be able to publish news releases about student achievements, include student information in articles about sports achievements, print student's information in the commencement program, or verify student's degree or status to potential employers, insurers or lenders, for example. The university's withholding of directory information may have unexpected or undesirable ramifications. Please contact the Registrar's Office for more information.

Please understand that restrictions on directory information also extend to Shenandoah alumni, so any requests a student makes will remain in effect until he/she submits a change, in writing, to the Registrar's Office. SU assumes no liability for honoring student requests to withhold directory information.

Accommodations of Persons with Disabilities Policy

As part of Shenandoah University's commitment to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities, the university recognizes and adheres to the mandates of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It is the policy of Shenandoah University that no otherwise qualified individual is denied reasonable and appropriate access to or participation in any program or activity of the university because of a disability. Pursuant to this policy, the university's Disabilities Services office is a resource for students, faculty and staff. Any individual who believes he/she has a disability covered under disability laws can provide the requisite documentation and request accommodations and resources from Disability Services.

Disability Grievance Procedure

Any university student who believes that he/she has been subjected to discrimination on the basis of disability by being denied academic access or accommodations required by law shall have the right to invoke the Grievance Procedure. This Grievance Procedure is designed to address disagreements or denials regarding requested services, accommodations, or modifications to university academic practices or requirements.

Step One

In the event that specific complaints arise regarding the university's compliance with the Americans with Disabilities Act of 1990, the director of disability services will, at the request of students, faculty or staff, review the procedures implemented and seek to resolve the matter informally. To the extent that the complaint(s) cannot be resolved informally, the following procedures shall be employed in order to address the grievance formally.

Step Two

1. A student wishing to file a complaint shall submit a written grievance to the director of disabilities services within 30 calendar days of the event(s) triggering the grievance. The written grievance must include:
 - a. a clear statement of the university rule, regulation, policy and/or action of which the student complains;
 - b. the date of any action which the student is appealing;
 - c. a summary of the action(s) which the student has taken to resolve the matter informally;
 - d. documentation which supports the grievance.

The director will forward this to the appropriate administrator as designated by the president.

2. The appropriate administrator shall meet with the student within five class days of the receipt of the grievance to gather data and attempt resolution.
3. If this meeting does not resolve the grievance, the appropriate administrator shall conduct an informal investigation of the grievance. In cases where the grievance is about the conduct or requirements of a course or an academic program, the appropriate administrator shall consult with the faculty member responsible for the affected course or academic program, and meet with and seek advice from the Advisory Committee on Disability Issues, consisting of at least one faculty representative from each school and one student. One of the faculty participants must be from the school responsible for the course or academic program from which the grievance originated.
4. The appropriate administrator shall furnish a written response to the grievance no later than 15 class days after the meeting with the student. The written response shall be mailed to the student by certified mail, return receipt requested.

Step Three

1. If the student is not satisfied with the written response from the appropriate administrator, he/she may present the grievance in written form to the senior vice president & vice president for academic affairs within 10 class days after the receipt of the response from the appropriate administrator.
2. The senior vice president & vice president for academic affairs or designate shall, within 15 class days after the receipt of the grievance, schedule and conduct a meeting with the student and other persons involved in the grievance.
3. After the investigation is complete, the senior vice president & vice president for academic affairs or designate shall issue a written answer to the complainant within 15 class days from completion of the meeting(s) with the student and other persons.
4. If the grievance involved conduct or requirements of a course or academic program, a copy of the written decision of the senior vice president & vice president for academic affairs or designate shall be provided to the Advisory Committee on Disability Issues, the dean and the department head in the school involved and to the professor of the course.

5. The director of disabilities services shall maintain the files and records relating to the complaints filed.
6. The right of a person to prompt and equitable resolution of a grievance shall not be impaired by the person's pursuit of other remedies such as filing a complaint with a responsible federal department or agency. Although individuals have the right to pursue appeals through external channels, they are encouraged to use internal mechanisms to resolve disagreements.

Step Four

If the senior vice president & vice president for academic affairs or designate is unable to offer a satisfactory resolution, the student may appeal to the president of the university, whose decision is final.

Class Attendance

Instructors will provide students with a written statement of the class attendance requirements governing that course and the consequences for violating these requirements. After the written statement has been made available, consequences of class absences may include, but are not limited to, a reduced or failing grade. Students who are absent from classes are held responsible for all materials covered and assignments regardless of the reason for absences. If a school, college or division has its own attendance policy, instructors must follow that policy. When the student is not in compliance with the course attendance policy, it is the instructor's responsibility to notify the registrar:

Upon recommendation of the instructor to the dean or director of an academic program, a student with excessive absences (defined as five 50-minute, three 75-minute, or two 150-minute classes in succession or 30 percent of all class meetings by mid-term or after) may be administratively withdrawn from a class.

Instructors are encouraged to excuse students officially representing Shenandoah University for events including, but not limited to, participation in a sporting event, concerts and performances. However, it is the student's responsibility to inform the instructor of the absence in a timely manner and to make arrangements for the information missed in the course. The coach or instructor of the event should also notify the course instructor of the absence, but the responsibility lies with the student to inform the instructor. Every effort should be made by the student to avoid excessive absences that may compromise mastery of the course material and successful completion of the course. The instructor retains the right to deny an absence if it is felt the absence would be counterproductive to mastery of the material and successful completion of the course.

Student Conduct in Class

Classes are conducted in a manner which provides academic freedom of expression for the student. However, instructors need not tolerate physical or other disturbances that disrupt teaching sessions. For justifiable cause, the instructor may dismiss a student from class for a definite or indefinite period of time. Such action is reported to the senior vice president & vice president for academic affairs. The student dismissed from class on disciplinary grounds may appeal to the senior vice president & vice president for academic affairs for review of the incident for the purpose of possible readmission to class.

Academic Review Board

The Academic Review Board hears course grade grievances and dismissal appeals. It also monitors academic probation and assigns students to the Turning Point program. The Academic Review Board will be made up of no fewer than five members and may include the senior vice president & vice president for Academic Affairs (Chair), vice president for student life, the dean of the College of Arts & Sciences, the dean of the Harry F. Byrd, Jr. School of Business, the dean of the School of Pharmacy, the dean of the Conservatory, the director of the Division of Nursing, the chair of Health Professions Council, the director of the Academic Enrichment Center, the registrar, and two faculty members appointed by Faculty Senate.

Academic Honor Code

Background

Shenandoah University's mission statement is to educate and inspire individuals to be thinkers, lifelong learners and ethical, compassionate citizens. To fulfill the university's mission, it is important to uphold the principles of academic integrity on campus. All students enrolled in courses at Shenandoah University must be held to the rigorous standards of academic honesty to ensure the attainment of knowledge necessary to become ethical and compassionate citizens who can make responsible contributions to their community and career. The guidelines for academic integrity are outlined in the following Honor Code. The goal of the Honor Code is to promote individual and community responsibility, trust, academic integrity and honorable conduct.

Article I. Honor Code

The Honor Code is the system of conduct of the university which reflects the core principles and values the university has established regarding individual responsibility and matters involving honorable conduct and academic integrity. The concept of honor may be defined in a variety of ways; however, at this university, the code prohibits lying, stealing and cheating.

Article II. Responsibilities of Individuals

Undergraduate and graduate students, faculty and staff are responsible for upholding the Honor Code, being aware of the university's Honor Code procedures, and reporting any violations of the Honor Code, in accordance with Article VIII, within five business days of discovery of an alleged offense. Ignorance is not an acceptable defense for failing to follow the Honor Code.

Article III. Responsibilities of the University

Section I. Education

It is the responsibility of the Office of Student Affairs, Office of Academic Affairs and faculty to educate undergraduate and graduate students about the Honor Code and its position in the academic environment at the university; it is the responsibility of the dean or director, or their designee, to educate their respective faculty and staff of the Honor Code, its position in the academic environment, and the procedures in handling an Honor Code violation. To help accomplish this, the Honor Code is printed in the *Student*

Handbook, undergraduate and graduate catalogues, and the *Faculty Handbook*. Within two weeks of the beginning of the semester, new students to the university will sign the Shenandoah University Honor Pledge (Form 5 and Appendix A) verifying they have read and agree to abide by the Honor Pledge and Code. Their signature will allow for their attendance within Shenandoah University.

Section 2. Ongoing Education

- A. During official orientation periods, the Office of Student Affairs, Office of Academic Affairs and faculty will meet with new students to explain the principles and procedures of the Honor Code. The Student Government Association, the administration, faculty and staff of the university are also jointly responsible for further education.
- B. The Executive Board of the Student Government Association is responsible for having two copies of the Honor Code on reserve in the library and copies available upon request for students and other members of the university community, including parents.
- C. All faculty members or instructors should have a statement regarding academic integrity and the Honor Code on their course syllabi.
- D. A statement attesting to completing an assessment in full observance of the Honor Code may be placed on assessments at Shenandoah University at the discretion of the instructor or course coordinator.

Section 3. Revisions

All non-editorial revisions to this Honor Code shall be approved by a majority of a joint meeting of the SGA Executive Board, the Honor Court and the Faculty Senate Executive Committee, whereupon the President's Executive Council will decide whether such changes will be accepted and recommended to the Board of Trustees for their final action. All procedural issues shall be approved by the president except that any such issue contested by students or faculty shall be voted upon by the President's Executive Council.

Article IV. Violations

Section 1. Cheating

Cheating is the selling, giving, receiving or attempted submission of unauthorized assistance or advantage in academic work, or any attempt thereof. Examples of cheating include, but are not limited to: unauthorized talking, signs, text messages, gestures from another student during assessments, quizzes or examinations; the unauthorized use of past quizzes, examinations, papers, study aids, notes, books, data or other information; looking at another student's assignment, quiz or examination. An assignment is any academic work, required or voluntary, submitted to an instructor for review or academic credit or any work, required or voluntary, submitted for use in a university-sponsored or other publication or in conjunction with a university-sponsored event or activity.

Section 2. Plagiarism

Plagiarism is the presentation, oral or written, or copying of the language, structure, ideas, facts, data or thoughts of another person without proper acknowledgment, or submitting purchased work, or misrepresenting another's work as one's own. Examples of plagiarism include, but are not limited to: copying a passage straight from an article, website or book

into a paper without quoting or explicitly citing the source, rewording someone else's work and using it as one's own work, or submitting an assignment that has previously been submitted at this university or at another institution for academic credit in a current course.

Section 3. Falsification

Falsification is the willful and knowing representation of an untruth, uttered or presented verbally, electronically or in writing, as well as any form of deceit or fraud in an oral or written statement relating to academic or clinical work. Examples of falsification include, but are not limited to: lying to administration or faculty members regarding academic work; falsification of patient record, physician order or patient billing; misrepresenting a reference; falsifying of data or a citation; tampering with any university paper or electronic record by mutilation, addition, deletion or forgery; registration irregularity including violation of registration procedure designed to gain an advantage over other students; falsification of attendance records; false reason for being absent or late for quizzes, examinations or written or clinical assignment; taking a quiz or examination or completing an assignment in the place of another student; obstructing an investigation or hearing due to falsification; or lying to the Honor Court during investigations and hearings.

Section 4. Tampering with Records

Tampering with records is the alteration or unauthorized possession of university records or any attempt thereof. University records include, but are not limited to: grade reports, transcripts, computerized records, examinations, papers, registration or attendance reports.

Section 5. Forgery

Forgery is the imitating or counterfeiting of any academic or clinical document, signature or authorization.

Section 6. Withholding Information

Withholding information is the failure to inform Academic Integrity Representatives, the Honor Court or faculty members of any and all information concerning Honor Code violations.

Section 7. Breach of Confidence

As all proceedings investigating a violation of the Honor Code are confidential, any inappropriate disclosure of information pertaining to a potential Honor Code violation, including information discussed within the Academic Integrity Meeting and Honor Court proceeding, is considered to be a breach of confidence.

Section 8. Academic Theft

Academic theft is the unauthorized removal or mutilation of academic material, which may deprive or prevent others from having equal learning opportunities. Such materials include, but are not limited to: print, film, tape, scores, recordings, classroom or lab supplies and electronic databases.

Article V. Honor Code Sanctions

Section I. Sanctions

If the accused is found guilty of an Honor Code violation, the Academic Integrity Representatives, in consultation with the faculty accuser, or the Honor Court may assign any of the following sanctions or a combination thereof:

- A. Loss of Academic Credit – recommendation of any grade including, but not limited to, no academic credit on the assignment, quiz, examination or other type of assessment, in the course in which the violation relates, or in the course, or all courses in which the student is enrolled at the time of the violation.
- B. Suspension from the Course or Shenandoah University – suspension from the course and/or university may take effect either during the semester in which the offense occurred or the following semester, excluding summer terms, as determined by the Academic Integrity Representatives or Honor Court. It may also be recommended the student receive failing grades in any or all of the courses in which the student was enrolled at the time of violation. The Academic Integrity Representatives or Honor Court will specify the time period for which the suspension will be in effect.
- C. Dismissal from Shenandoah University – permanent dismissal of a student from the university.
- D. The Academic Integrity Representatives or Honor Court may elect to choose a part of a sanction, to substitute another sanction, or to assign multiple parts of the sanctions they feel are more appropriate to the offense.
- E. In addition to the primary sanctions, any of the following sanctions may be imposed:
 - 1. Temporary or permanent loss of facility or campus privileges, visitation, housing or parking
 - 2. Restitution and fines, as applicable
 - 3. Revocation of awarded certificate or degree
- F. All students convicted of an Honor Code violation will be subject to the following:
 - 1. A written letter of reprimand will be sent to the student's current address with a copy sent to the student's program of study, in addition a letter will be placed in his/her permanent record that censures the Honor Code violation.
 - 2. The student will be placed on honor probation for the remainder of their education at the university. The Office of Academic Affairs will keep a list of students on honor probation. An additional Honor Code violation while on honor probation will result in suspension or dismissal from the university.
 - a. Honor probation will be noted on the student's transcript for the following violations of the Honor Code: cheating, falsification, tampering with records, forgery and theft.
 - b. Honor probation may be noted on the student's transcript for the following violations of the Honor Code: plagiarism, withholding information, and breach of confidence. Academic Integrity Representatives or the Honor Court will determine if there is a notation on the transcript based on the student's intent when the violation was committed and the nature of the violation.
 - c. The honor probation will remain on the student's transcript until his/her departure from the university, at which time the student may petition the Registrar's Office, in writing, to request removal of this notation.

d. At the discretion of the Academic Integrity Representatives or Honor Court, a student found guilty of violating the Honor Code who was not directly involved in committing the violation may be exempt from having honor probation noted on the student's transcript.

- G. Previous Honor Code violations shall not be considered during an Honor Code investigation, but will be considered for determination of sanctions for another Honor Code violation.

Section 2. Criteria for Sanction Determination

The Academic Integrity Representatives or Honor Court will consider the following criteria in determining if and how the sanctions are to be applied:

- A. Whether a violation of the Honor Code has occurred.
- B. Whether the violation was committed purposely, willingly and with the knowledge of the accused.
- C. Whether the student is on honor probation, or has a prior Honor Code violation.

Article VI. Rights of the Accused

Section 1. Rights

An undergraduate or graduate student accused of an Honor Code violation has the following rights:

- A. To be considered innocent until proven guilty.
- B. To be represented by an advocate from the university, an employee or student, who is not a lawyer or a relative.
- C. To seek guidance from his/her advocate and expect all such conversations to be kept in confidence.
- D. To speak on his/her own behalf or to refuse to do so.
- E. To receive written notification of all Honor Code violations alleged against him or her, and receive a copy of all evidence pertaining to the alleged Honor Code violation, at least one business day before the Academic Integrity meeting and two business days before the Honor Court proceedings.
- F. Not to be convicted for one offense while being tried for another: A second charge requires a new and separate hearing.
- G. To request that the Academic Integrity Representatives or Honor Court call forward any persons with information pertinent to the case.
- H. To call into question the impartiality of any of the Academic Integrity Representatives or Honor Court officials no later than one business day before the Academic Integrity meeting or Honor Court proceedings. Failure to do so waives that right, except if proven that the information was found afterwards.
- I. To be present and receive written notification of the Academic Integrity meeting or Honor Court's decision.

- J. To decide who is present when a decision of the Academic Integrity meeting or Honor Court is handed down.
- K. To face his/her faculty accuser and witnesses when the case is brought before the Academic Integrity Representatives or Honor Court.
- L. To appeal decisions of the Honor Court, if criteria for appeal are met, within two business days after a decision is rendered.

Section 2. End of Semester and Graduation Policy

End of Semester: if a student is accused of an Honor Code violation for which a decision has not yet been rendered, the faculty or course coordinator will assign the grade of Incomplete ('I') for the course. The grade will be reassigned once a decision is rendered on the Honor Code violation.

Graduation: if a student has met all other graduation requirements, but has been accused of an Honor Code violation for which a decision has not yet been rendered, he/she has the right to participate in the graduation ceremony. The student will not be granted a degree or receive a diploma until such time as he/she is exonerated by the Academic Integrity Representatives or Honor Court.

Section 3. Violation of the Rights of the Accused

If the accused student feels that his/her rights, as described in Article VI, Section I, have been violated, he/she should file a written appeal to the Vice President for Academic Affairs within 48 hours of the Academic Integrity meeting or Honor Court proceedings, respectively. Any violation will be reviewed; any violation of the accused student's rights that may have influenced the findings of the Academic Integrity Representatives or Honor Court will result in a mistrial.

Section 4. Presence at Any Hearings Involving Alleged Violation

A student accused of an Honor Code violation has the responsibility to be present at the Academic Integrity meeting and Honor Court proceedings investigating the violation of the Honor Code. If a student fails to accept notification of the Honor Code charge(s) or fails to be present at the Academic Integrity meeting or Honor Court session, the alleged violation will move forward with a verdict and sanctions, if applicable, being rendered based on existing evidence.

Section 5. Summer Sessions

Students whose alleged offense occurs during the period between spring commencement and the first day of the fall semester classes and the violation cannot be resolved with their program's Academic Integrity Representatives, will be required to have their case heard by the Honor Court as soon as the Honor Court convenes for the fall semester.

Article VII. Rights and Obligations of the Accuser

Section I. Rights and Responsibilities of the Student Accuser

A student bringing charges of an Honor Code violation shall have the following rights:

- A. To have any report of a violation confirmed by the instructor/coordinator of the course, if applicable, and the Academic Integrity Representatives.
- B. To have his/her name kept confidential from any persons not involved in the Honor Code process.

- C. To be represented by an advocate from the university, an employee or student, who is not a lawyer or a relative.

A student bringing charges of an Honor Code violation shall have the following responsibilities:

- A. To follow and obey all policies and procedures of the Honor Code.
- B. To cooperate with all investigations and proceedings related to the Honor Code violation.
- C. To give honest and accurate testimony to Academic Integrity Representatives and Honor Court investigators, if needed.
- D. To report any threats, harassment, retaliation or intimidation to the Academic Integrity Representatives or Convening Officer of the Honor Court.
- E. To keep confidential all matters pertaining to the case.

Section 2. Rights and Responsibilities of the Faculty Accuser

A faculty member bringing charges of an Honor Code violation, either as the accuser or the instructor/coordinator of the course in which the violation occurred, shall have the following rights:

- A. To have any report of a violation confirmed by the Academic Integrity Representatives.
- B. To be represented by an advocate from the university, who is not a lawyer.
- C. To receive a copy of all evidence pertaining to the alleged Honor Code violation one business day prior to the Academic Integrity meeting and two business days before the Honor Court proceedings.
- D. To be present at the Academic Integrity meeting and Honor Court proceedings as a silent observer; except during deliberations of the charge(s).
- E. To be present or receive notification of the outcome of the proceedings, including sanctions if applicable, of an alleged Honor Code violation within two business days after a verdict is rendered.
- F. To assign a grade of Incomplete ('I'), if applicable, to an accused student until a decision is rendered on the Honor Code violation.

A faculty member bringing charges of an Honor Code violation, either as the accuser or the instructor/coordinator of the course in which the violation occurred, shall have the following responsibilities:

- A. To follow and obey all policies and procedures of the Honor Code.
- B. To cooperate with all investigations and proceedings related to the Honor Code violation.
- C. To appear and testify at the Academic Integrity meeting and Honor Court proceedings, if needed, when summoned.
- D. To report any threats, harassment, retaliation or intimidation to the Academic Integrity Representatives or Convening Officer of the Honor Court.
- E. To keep confidential all matters pertaining to the case.

Article VIII. Honor Code Violation Notification Procedures

Section 1. Student accuser

A student suspecting another student of an Honor Code violation should voice their suspicions to the instructor/coordinator of the course, if the concern is related to a specific course, or to one of the Academic Integrity Representatives, if the concern applies to more than one course or to the program of study. A student has five business days to notify the instructor/coordinator of the course or an Academic Integrity Representative of the violation.

Section 2. Faculty accuser

The faculty accuser is either a faculty member or Academic Integrity Representative who has knowledge of an alleged violation of the Honor Code or is making an accusation on behalf of a student accuser. An Academic Integrity Representative who is serving as the faculty accuser will not participate in the Academic Integrity Meeting as an officer to determination of the merit of violation and sanctions, if applicable; the alternate Academic Integrity Representative will take part.

The faculty accuser will discuss the violation and evidence with an Academic Integrity Representative prior to a meeting with the accused student. The faculty accuser and Academic Integrity Representative will decide upon a date and time of the Academic Integrity Meeting that should not interfere with the accused student's course meetings.

Following the meeting between the faculty accuser and Academic Integrity Representative, the faculty accuser will conduct a private meeting with the accused student and present full evidence of the alleged violation. A faculty who suspects a violation of the Honor Code has five business days to notify the student after the meeting with the Academic Integrity Representative, unless there are extenuating circumstances. The accused student will be given adequate opportunity to respond to the accusation and evidence. The student will be informed of their rights and process of the Honor Code, will be asked to affix their signature to the Notice of Honor Code Violation form (form #1) acknowledging the facts pertaining to the alleged violation and meeting, and will be provided with the date, time and place of the Academic Integrity Meeting (form #2). The Notice of Honor Code Violation form (form #1) and evidence will be forwarded to the Academic Integrity Representatives following the meeting.

Article IX. Academic Integrity Meeting

A. At the private meeting between the faculty accuser and the accused student, the student will be given written notification of the date, time and place of the Academic Integrity Meeting and told that ignorance of the Honor Code is not a legitimate defense (form #2). The written notification will explain that failure to be present at the Academic Integrity Meeting will result in the alleged violation moving forward with a verdict and sanctions, if applicable, being rendered based on existing evidence. The Academic Integrity Meeting should take place within 10 business days of the student's notification of the Honor Code violation, unless there are extenuating circumstances. The faculty accuser will complete the Honor Code Violation form (form #1) and give a signed copy of the form with all available evidence to the accused student. The accused student will be given the names of the Academic Integrity Representatives and told to contact those individuals with any questions or information pertaining to the meeting.

- B. The faculty accuser will forward the Honor Code Violation Form (form #1) and evidence to the Academic Integrity Representatives within one business day. If the student accuser presented their concerns to an Academic Integrity Representative, that representative will recuse themselves from directly determining guilt and sanctions, and the alternate Academic Integrity Representative will be utilized. The recused Academic Integrity Representative will participate in the Academic Integrity Meeting in the role of the faculty accuser.
- C. Prior to the meeting, the Academic Integrity Representatives will investigate the merit of the violation, gather any pertinent information, obtain testimony from the student accuser, if applicable, and consider possible sanctions in consultation with the faculty accuser. Academic Integrity Representatives will consider any requests by the accused student for individuals to testify on their behalf if notified no later than two business days prior to the scheduled meeting. At least one business day prior to the meeting, a written copy of the alleged Honor Code violation and all evidence pertaining to the alleged Honor Code violation will be available to the student, in the manner outlined by the Academic Integrity Representatives.
- D. Within 10 business days of the student receiving notice of the Honor Code violation, a meeting with the Academic Integrity Representatives, faculty accuser and the accused student will be conducted. The meeting will consist of the school, program or division's two Academic Integrity Representatives, the accused student and their advocate and the faculty accuser. Persons with information pertinent to the violation may be asked to testify as determined by the Academic Integrity Representatives; testimony from the student accuser will be taken prior to the meeting to maintain his or her anonymity to the accused. If the accused student fails to be present at the meeting, a verdict and sanctions, if applicable, will be rendered based on available evidence. One of the Academic Integrity Representatives will take minutes of the Academic Integrity Meeting.
- E. At the meeting, the Academic Integrity Representatives will review the student's rights and present the alleged violation(s) and evidence, as well as the possible sanctions. The accused student will be asked to submit a plea, guilty or not guilty, and have the opportunity to respond to the alleged charge(s) and evidence. The Academic Integrity Representatives will hear all of the evidence and will determine if a violation of the Honor Code occurred in private deliberations. The student will be recalled to hear the decision in person in a time frame as determined by the Academic Integrity Representatives and within one business day.
- F. If the Academic Integrity Representatives feel that an Honor Code violation did not occur or the evidence is not sufficient to support the alleged violation of the Honor Code, the allegations against the student will be dismissed regardless of the submitted plea.
- G. If the Academic Integrity Representatives find evidence supporting a violation of the Honor Code occurred, the student will be notified of the decision and the sanctions, as determined and described in Article V., Sections 1 and 2. An Academic Integrity Representative will determine if the student is on honor probation prior to determining sanctions by contacting the Office of Academic Affairs. Students will have an opportunity to respond to the sanctions. The accused student will need to inform the Academic Integrity Representatives within two business days of their acceptance or non-acceptance of the decision and sanctions.

If the student pled:

1. Guilty and accepts the prescribed sanctions: the appropriate individuals will be notified of the sanctions and any stipulations as to how they are to be implemented, and a letter will be placed in the student's record and the student will be placed on honor probation, if a first violation of the Honor Code, as described in Article V, Section I, part F.
2. Not Guilty, but accepts the Academic Integrity Representatives' decision and sanctions: the appropriate individuals will be notified of the sanctions and any stipulations as to how they are to be implemented, and a letter will be placed in the student's record and the student will be placed on honor probation, if a first violation of the Honor Code, as described in Article V, Section I, part F.
3. Not Guilty and does not accept the prescribed sanctions: the student will be informed that the Honor Code violation will be reviewed by the Shenandoah University Honor Court. The rights of the accused student will be reviewed, as well as the process of the Honor Court proceedings.
4. Guilty, but does not accept the prescribed sanctions: the student will be informed that the Honor Code violation will be reviewed by the Shenandoah University Honor Court. The rights of the accused student will be reviewed, as well as the process of the Honor Court proceedings.

H. The Academic Integrity Representatives will submit the Meeting Outcome form (form #3) to the Office of Academic Affairs within two business days of notification of the student's acceptance or non-acceptance of the decision and sanctions of the Academic Integrity Representatives. Included with this form should be: who attended the meeting, a summation of the charges, evidence, events of the meeting (including a timeline) and minutes, as well as the accused student's plea and sanctions, if applicable.

1. If the alleged violation is resolved and the student accepted the sanctions, the Academic Integrity Representatives should notify the appropriate individuals of how to implement the sanctions and inform them of any stipulations. The Office of Academic Affairs will notify the Registrar's Office if the student is to have honor probation placed on his/her transcript, if his/her first offense.
2. If the alleged violation is to be considered by the Honor Court, the vice president for academic affairs will determine the Convening Officer and the composition of the Honor Court within one business day of receiving notification from the Academic Integrity Representatives.

If the Honor Code violation has been resolved, the Academic Integrity Representatives will complete the Outcome of Honor Code Violation Proceedings form (form #4) and submit to the Office of Academic Affairs within two business days after the Academic Integrity Meeting have concluded (after the student's acceptance or non-acceptance of the decision and sanctions, if applicable). This form should not be submitted if the alleged violation has been forwarded to the Honor Court. Information to be included on the form includes the type of violation, outcome and sanctions, if applicable; as well as the school, program or division of the student and the status of the student (undergraduate or graduate level, and year at Shenandoah University). No other student information or other identifiable information should be forwarded.

Article X. Honor Court Procedures

Section I. Preliminary Phase

A. Initiation of the Honor Court Process

When the Office of Academic Affairs receives the Academic Integrity Meeting Outcome and an Honor Court needs to be assembled, a Convening Officer and the student and faculty members of the Honor Court (including student investigators) will be chosen randomly from pre-selected undergraduate or graduate faculty and students by the vice president for academic affairs within one business day. The Convening Officer will be chosen randomly from three undergraduate or three graduate faculty depending on the course of study of the accused student. All information on the alleged violation of the Honor Code and the chosen faculty and students for the Honor Court will be forwarded to the Convening Officer within one business day of being chosen. The Convening Officer will notify selected individuals of the need for convening the Honor Court.

B. Composition of the Honor Court

The Honor Court will be composed of the vice president for academic affairs, the Convening Officer, two undergraduate or graduate faculty, and three undergraduate or graduate students. In addition, two undergraduate or graduate student investigators will be randomly selected to review the existing evidence and investigate the alleged violation(s) from the pre-selected students, in consultation with the Convening Officer. Undergraduate accused students will have violations evaluated by Honor Court members from the undergraduate community; graduate accused students will have violations evaluated by Honor Court members from the graduate community. Individuals chosen for the Honor Court must excuse themselves from hearing a particular case if they feel that they cannot in good conscience act impartially.

C. Confirmation and Notification

The vice president for academic affairs will contact the accused student for notification of receipt of the information on the allegation(s) within one business day of its receipt. In addition, the student accused of violating the Honor Code will be notified by first class, registered mail with return receipt, postmarked within one business day. The notification letter is to include:

1. The date the alleged violation occurred, possible sanctions, an explanation of the accused student's rights, and the right to have an advocate from within the university.
2. The date, time and place of the Honor Code proceedings (at least 16 business days from day letter sent).
3. Information as to when the accused student can receive a copy of the alleged violation and evidence pertaining to the allegation.
4. A statement that ignorance of the Honor Code is not a legitimate defense.
5. An explanation that the Honor Court will begin an inquiry phase consisting of an investigation and a contesting of the facts.

If the accused refuses the notification letter, the case will move forward and a verdict and sanctions will be determined based on the available evidence at the Honor Court proceedings.

Section 2. Inquiry Phase

A. Investigation

1. The Convening Officer will meet with the student investigators regarding the charges and existing evidence within two business days of receipt of the Honor Code violation. The Convening Officer will advise the student investigators in their responsibility and review the appropriate procedures for investigating the alleged violation. The student investigators will review existing evidence and gather any additional evidence from the accused student, the faculty accuser, the student accuser (if applicable), and any other pertinent individuals within 10 business days. If possible, interviews and evidence should be obtained in the presence of both investigators; if circumstances prohibit both investigators from being present, the interview or discussion should be audio-recorded.
2. The Convening Officer will insure that all information is obtained by the investigators within ethical bounds. In consultation with the Convening Officer, the student investigators will compile a summation of the evidence and determine the individuals who may be called for testimony during Honor Court proceedings based on their findings. This information will be available to the Convening Officer by the end of the 10 business day inquiry period. The Convening Officer will assure the accused student and faculty accuser receive a copy of the evidence and individuals who may be called for testimony within two business days of the Honor Court proceedings. The accused student and faculty accuser will be reminded of the confidentiality of the Honor Court process.
3. When the inquiry phase is concluded, no new evidence may be considered without the unanimous approval of the Honor Court. The student investigators will present the information to the Honor Court in closed proceedings and may call forward any person with pertinent testimony.

B. Honor Court

1. The Honor Court is composed of seven individuals: the vice president for academic affairs, the Convening Officer, two undergraduate or graduate faculty and three undergraduate or graduate students. Investigators will be present during the Honor Court proceedings, but will not be part of deliberations. Witnesses will be called for testimony only and will not remain present for all of the proceedings. The faculty accuser may be a silent observer during the Honor Court proceedings; the faculty accuser may not be present during Honor Court deliberations. The accused student may have an advocate from the university present that is not a lawyer or relative.
2. In closed proceedings, the Honor Court will hear all relevant testimony and evidence pertaining to the case, and will consider all of the available evidence in determining the facts, and outcome of the case. Each Honor Court member will be given a copy of the evidence at the onset of the proceedings. The vice president for academic affairs will first call the proceedings to order. At this time, an audio tape record of the Honor Court session will begin. The vice president for academic affairs will officiate over the court, and will explain the rights of the

accused student, the possible sanctions if found in violation of the Honor Code, and then reconfirm the plea that has been entered by the accused.

3. If the plea has not changed, the faculty accuser will first present his/her charge(s) against the accused student. Next, the accused student will have the opportunity to respond to the charge(s) and evidence. The investigators will present all evidence and testimony before the court. No new evidence may be introduced during the proceedings by the investigators or the accused student, without the unanimous approval of the Honor Court.
4. The Honor Court members may ask questions of each witness. In addition, the accused or advocate will have the right to cross examine all witnesses as they are called by the investigators, and will retain the right to recall any witnesses.
5. The accused or advocate will then present his/her defense. The accused or advocate may call witness(es), as identified by the investigators during the inquiry phase, that he/she feels will support his/her defense. The accused or advocate may also call into question any evidence introduced in the case. After the accused or advocate has presented his/her side, the accused or advocate will rest his/her case.
6. The Honor Court members may ask questions of each witness, and the investigators will have the right to cross examine any witness(es) introduced by the accused or his/her advocate and will be allowed a rebuttal. No new evidence may be introduced during the rebuttal phase, although responses to arguments put forth in the case by the accused or advocate are allowed.
7. The vice president for academic affairs will ask for summation, which will be offered by the investigators and followed by the accused or advocate.
8. After all statements are made, the audio tape record will be stopped and the Honor Court will dismiss the investigators, the faculty accuser and the accused student and their advocate/counsel and will retire to deliberate and render a decision. The deliberation is to be held in secret with only members of that Honor Court present.
9. The Honor Court will consider all the facts before it and will render a decision as to whether or not an Honor Code violation has occurred based on a preponderance of the evidence. A majority of the Honor Court must agree for a decision to be reached.
10. If the Honor Court finds the accused Not Guilty, the Honor Court will recall the accused to appear before the Honor Court to hear the decision. The accused may waive the right to hear the decision in person, and may elect to be notified by registered US mail with signature confirmation. If the accused does not have any objections, the faculty accuser may be present for the decision; if they are not present, the Convening Officer will inform the faculty accuser of the outcome of the case within two business days. In situations when the accused is exonerated, a written record of the Honor Court process pertaining to that case will be kept in the Office of Academic Affairs. No record of the alleged violation will be placed in the student's permanent record. The accused student will be asked to sign the Meeting Outcome form (form #3) at the conclusion of the proceedings.

11. If the Honor Court reaches a verdict of Guilty, the Honor Court will recall the accused to hear the decision. The accused will be informed of the Honor Court decision and will be asked to present any information to the Court which may be considered when determining sanction(s). If the accused does not have any objections, the faculty accuser may be present for the decision; if they are not present, the Convening Officer will inform the faculty accuser of the outcome of the case within two business days. The Honor Court will then briefly retire to determine the sanction appropriate to the Honor Code violation(s); sanctions should be determined as described in Article V., Sections 1 and 2.
12. The Honor Court will then reconvene and announce the sanctions against the accused. In addition to the sanctions, a letter will be sent to the student's current address, a copy will be sent to the program of study, and a copy will be placed in the student's record, as well as the student will be placed on honor probation, if a first Honor Code violation, as described in Article V., Section 1, part F. The accused student will be asked to sign the Meeting Outcome form (form #3) at the conclusion of the proceedings.
 - a. The Convening Officer should notify the appropriate individuals in how to implement the sanctions and inform them of any stipulations. The Office of Academic Affairs will notify the Registrar's Office if the student is to have honor probation placed on his/her transcript, if his/her first offense.
13. The findings of the Honor Court are final and the case will be considered closed. All records pertaining to the case will be sealed for a period of two years after departure from the university.
14. The Convening Officer will place the audio-taped recording in an envelope with his/her signature and date over the closure. A record will be kept of any individual who accesses the audio recordings. Audio-taped recordings will be kept in the Office of Academic Affairs until the student's departure from the university, if the student is found guilty of the violation(s).
15. The Convening Officer will complete the Outcome of Honor Code Violation Proceedings form (form #4) and submit to the Office of Academic Affairs within two business days after the Honor Court proceedings have concluded (after the decision and sanctions, if applicable). Information to be included on the form includes the type of violation, outcome and sanctions, if applicable; as well as the school, program or division of the student and the status of the student (undergraduate or graduate level, and year at Shenandoah University). No other student information or other identifiable information should be forwarded.

Article XI. Selection of Academic Integrity and Honor Court Officials

All faculty and students selected by peers to serve on the Honor Court will be confirmed by the President, who may remove persons for cause. Before committing to a potential role in the Honor Code proceedings, each faculty and student should understand the commitment and importance of their role in the process. If there is any hesitation or concern that the faculty or student cannot perform the potential duties for the designated time period, he or she should decline serving as a potential Honor Court member.

Section 1. Academic Integrity Representatives

- A. The Academic Integrity Representatives for each school, program or division will be appointed by the dean or director each year. Each school, program or division will have two Academic Integrity Representatives and one alternate; if the college/school or program has multiple fields of study, more than one set of Academic Integrity Representatives may be appointed at the discretion of the dean or director.
- B. One of the Academic Integrity Representatives will be the dean or director or their designee. A designee should be a faculty member within the school, program, or division who has attained career contract status.
- C. The other Academic Integrity Representative and alternate will be a faculty member within the school, program or division.
- D. All individuals serving as Academic Integrity Representatives will undergo training on the Honor Code process and their roles within the Code.

Section 2. Convening Officer

- A. The potential Convening Officers over the Honor Court will be faculty appointed by the Faculty Senate. Three undergraduate and three graduate faculty will be appointed for three-year staggered terms.
- B. The Convening Officer will be chosen randomly by the Office of Academic Affairs when there is a need to convene the Honor Court. An undergraduate-level faculty will be chosen to preside over cases involving an undergraduate student and a graduate-level faculty will be selected to officiate over cases involving a graduate student. The Convening Officer will assemble the Honor Court and assure all procedures are followed as described in Article X. The Convening Officer is a voting member of the Honor Court. The Convening Officer will be a member of the Academic Oversight Committee.
- C. All faculty appointed to this role will undergo training on the Honor Code process and their roles within the Code.

Section 3. Academic Integrity Oversight Committee

- A. The Academic Integrity Oversight Committee, consisting of the Convening Officers and the vice president for academic affairs, will be responsible for training Honor Code individuals; monitoring Honor Code allegations, violations and sanctions; promoting academic integrity on the Shenandoah University campuses; reviewing and monitoring the Honor Code, including compliance with the Code; and any other activities involving academic integrity.
- B. The Vice President for Academic Affairs will supervise the Committee. Meetings of the committee should occur at least twice annually and additional meetings may be called by any member of the committee as situations arise.

Section 4. Faculty Members of the Honor Court

- A. Two faculty from each school, program or division will be chosen by the Faculty Senate in consultation with the school, program or division each year to serve as potential members of an Honor Court session. Undergraduate schools, programs or divisions will choose undergraduate faculty and graduate schools, programs or divisions will choose graduate faculty to serve on the respective Honor Courts.

- B. Faculty will be appointed to the Honor Court prior to the conclusion of the Spring Semester to serve for the following academic year. By September 30th of the Fall Semester; chosen faculty will participate in training on the Honor Code policies and procedures by the Academic Integrity Oversight Committee.
- C. Two faculty will be chosen randomly by the vice president for academic affairs when there is a need to convene the Honor Court. Undergraduate-level faculty will be chosen to participate in cases involving an undergraduate student and a graduate-level faculty will be selected to participate in cases involving a graduate student. Faculty will be expected to participate in the Honor Court proceedings unless he/she feels he/she cannot be impartial in a particular case; at which point, they will be replaced by another faculty to serve for that particular case. Faculty members of the Honor Court are voting members.

Section 5. Student Members of the Honor Court

- A. Four students from each school, program or division will be chosen by the Student Government Association in consultation with the school, program or division each year to serve as potential members of an Honor Court session. Undergraduate schools, programs or divisions will choose undergraduate students and graduate schools, programs or divisions will choose graduate students to serve on the respective Honor Courts. Prospective students must have a G.P.A. of 3.0 or greater; be in good academic standing and have completed at least two semesters at Shenandoah University.
- B. Students will be appointed to the Honor Court prior to the conclusion of the Spring Semester to serve for the following academic year. By September 30th of the Fall Semester; chosen students will participate in training on the Honor Code policies and procedures by the Academic Integrity Oversight Committee.
- C. Three students will be chosen randomly by the vice president for academic affairs when there is a need to convene the Honor Court. Undergraduate-level students will be chosen to participate in cases involving an undergraduate student and graduate-level students will be selected to participate in cases involving a graduate student. Students will be expected to participate in the Honor Court proceedings unless he/she feels he/she cannot be impartial in a particular case; at which point, they will be replaced by another student to serve for that particular case. Student members of the Honor Court are voting members.

Section 6. Investigators

Two students to serve as investigators will be randomly chosen from the pool of students eligible to serve on the Honor Court by the vice president for academic affairs when there is a need to convene the Honor Court. Undergraduate-level students will be chosen in cases involving an undergraduate student and graduate-level students will be selected in cases involving a graduate student. Students will be expected to participate in the Honor Court proceedings unless he/she feels he/she cannot be impartial in a particular case; at which point, they will be replaced by another student to serve for that particular case. Students serving as investigators will not vote. Students will undergo training on the Honor Code policies and procedures by the Academic Integrity Oversight Committee and will be advised by the Convening Officer during an investigation.

SU Policy for Revocation of Admission, Degree or Credit

There may be situations in which a student obtains entry to the university through misrepresentation, or is awarded academic credentials even though he/she failed to complete the requirements for those credentials, or obtain his/her academic credentials by deceit, fraud, or other academic misconduct. Such situations may not be discovered until the student has left the university or received a degree or credit. Whether or not the student remains enrolled, the university reserves the right to revoke admission or degrees, decertify credit, and seek return of any Shenandoah University certification that suggests the student successfully completed course work or requirements for a degree.

Sexual Harassment and Sexual Misconduct

Shenandoah University is committed to sustaining an environment in which students, faculty and staff members may pursue their academic careers and assignments without being subject to verbal or physical harassment of any kind. Individuals who are in positions of authority with respect to students or other employees may not use their status to exploit others.

Recognizing that sexual harassment and sexual assault impede the educational process, SU is committed to investigating reports of sexual misconduct, to adjudicate them according to the policies of the university and to provide support to those who are the survivors.

Sexual Misconduct Policy

Shenandoah University will not tolerate sexual misconduct when there is probable cause to believe the campus regulations prohibiting sexual misconduct have been violated. All members of the Shenandoah University community have a right to be free from sexual discrimination in the form of sexual harassment by any other member of the university community.

This policy applies to all Shenandoah University administration, faculty, staff, students, contractors and visitors. This policy is gender-neutral and applies equally to men and women.

Adjudication and Sanction

A student or employee charged with sexual misconduct can be disciplined under the university's conduct code and may be prosecuted under Virginia criminal statutes. Even if the criminal justice authorities choose not to prosecute, university officials can pursue disciplinary action, which may result in dismissal from the university.

Please refer to the *Student Handbook* for comprehensive policy and procedures including definitions, the complaint policy and the appeals process.

Academic Appeals Policy

Purpose

The purpose of this process is to provide a means to resolve conflicts when students believe they have been treated improperly in a matter related to instruction, evaluation or other academic policy or practice. Misunderstandings or disagreements can often be settled informally. To this end, students are encouraged to attempt to resolve the issue directly with the member of the faculty, staff or administration involved as soon as possible. The appeals process described below is available in the event an information approach is unsuccessful.

Exclusions

This policy does not cover claims of ADA or Honor Code violations, charges of sexual harassment or an allegation that a student's record is inaccurate or otherwise violates privacy rights. Any matters concerning ADA must be filed through the ADA officer. Shenandoah University's Honor Code Policy, Guidelines and Procedures are presented previously in this section. The *Student Handbook* and the *Faculty Handbook* contain detailed information about SU's sexual harassment policy. Information concerning correction of academic records believed to be inaccurate, misleading or in violation of privacy rights are also covered earlier in this section under "Protecting Student's Privacy Rights."

Guidelines

Charges of procedural violations or claims of illegal, unethical or discriminatory practice must be supported by verifiable evidence. An appeal must state the incident alleged to be improper and what remedial action is requested.

Appeals of Academic Evaluation

Changing grades or otherwise modifying or reversing evaluative decision of the faculty will be done at the level of the vice president for academic affairs or Academic Review Board only in unusual circumstances. Evaluation of academic progress is rightly a matter of primary responsibility of the faculty member(s) involved and, at times and in certain programs, their colleagues. Any request to change a grade or other evaluation academic process must be supported by evidence the decision failed to follow proper procedure or was illegal, unethical or discriminatory.

Timely Response

It is in the interest of all concerned that conflicts involving academic issues be resolved quickly and as close to the source of conflict as possible. It is expected that each person involved in the process will expedite the process, normally within 10 class days. This is intended to provide sufficient time for thoughtful consideration of all pertinent information. However, this timeframe can be extended by mutual agreement between the student and the member of the faculty, staff or administration involved. (At each step cited below, if the person to whom the complaint is made is not available, he/she may designate another appropriate person to act in his/her stead.) If the matter comes up at the end of the semester, and it is not reasonable to contact the party(ies) involved at that time, the appeal must be presented no later than the end of the Drop/Add period of the following semester.

Grievance of a Grade

Students may grieve the misapplication of an instructor's grading policy for a course. Students cannot grieve the evaluation of student work by the instructor.

Formal Academic Appeals Procedure

At each step in this process, the student may request to meet directly with the person hearing the appeal. The person hearing the appeal may meet with the student or seek the counsel of faculty members or others who may have pertinent information.

Step One

The student should make an appointment with the faculty of record to discuss the grievance and to seek resolution.

Step Two

If dissatisfied, the student should schedule an appointment with the appropriate department or division chair to seek a resolution.

Step Three

If dissatisfied, the student should schedule an appointment with the appropriate dean or director of the school to seek a resolution.

Step Four

If dissatisfied, the student should make a written grievance to the vice president for academic affairs. The written grievance must state the reason for the request and any other supporting documentation. If the vice president for academic affairs sees merit in the grievance, he will assemble the Academic Review Board for a hearing. If there is no merit, the student will be notified that this ruling is final.

Step Five

The Academic Review Board is a judicial hearing and has the ability to summon faculty, students, and staff for its hearing. The Academic Review Board's decision is final.

Step Six

An appeal to the president can be made on procedural violations only.

Student Complaint Policy

Shenandoah University affirms the right of students to bring forth complaints and is committed to resolving these matters in a fair, equitable and timely manner; so as to protect the rights of both the individual and the community.

This Complaint Policy applies to student complaints that are not addressed by the Academic Appeals Procedure, Americans with Disabilities Act, Honor Code, Student Conduct Code, Sexual Harassment Policy, student records policies, or any other existing formal procedure under which a complaint may fall.

Students are encouraged to attempt to resolve the issue directly with the member of the faculty, staff or administration involved in an informal manner.

If a satisfactory resolution cannot be reached informally, a student complaint will be heard and resolved by, to all extent possible, the senior faculty or staff member responsible for the area under which the complaint falls.

If satisfactory resolution is not reached at that level, a student may submit his/her complaint in writing to the vice president responsible for the area under which the complaint falls.

If satisfactory resolution is still not reached, a student may submit his/her complaint in writing to the president of the university, whose decision will be final.

Similarly, those outside of the university wishing to make a complaint against one of Shenandoah's students should attempt to resolve the issue directly with the student before moving to bring the issue to the attention of the appropriate dean/director or vice president.

STUDENT EXPENSES

Students who register at Shenandoah University obligate themselves to the terms and conditions, financial and otherwise, stated in this publication. In the event an account becomes delinquent, the student is responsible for all collection costs associated with collection including attorney fees.

Fall term charges are due in full on or before August 15, 2012, and spring term charges are due in full on or before December 15, 2012, unless the student chooses to apply for the Shenandoah University Payment Plan. Students and/or parents must complete a Payment Plan application by July 1 to be eligible to participate. In addition, parents/students must meet acceptable credit standards. Summer term tuition charges are due at the time of registration.

Tuition and housing charges for the 2013-14 academic year will be announced when approved by the board of trustees. The board of trustees reserves the right to alter the charge structure at any time.

Graduate Tuition and Fees 2012-13

Tuition

Master of Science	
Athletic Training	\$774/credit
Dual Degree: Physical Therapy/Athletic Training	\$774/credit
Occupational Therapy	\$774/credit
Physician Assistant Studies	\$774/credit
Doctor of Pharmacy	
Non-Traditional	\$620/credit
Traditional	
Full-time (9-18 credit hours)	\$15,181/term
Part-time (1-8 credit hours)	\$844/credit
Doctor of Physical Therapy	
Traditional	\$774/credit
Non-Traditional	\$620/credit
All Other Graduate Programs	\$774/credit
Audited Courses	\$265/credit

Curriculum Fees

Athletic Training Lab Fee	\$100/lab
Technology Fee	\$475/term
Applied Music Lessons	
Major (one hour) Lesson	\$400/course
Minor (one half-hour) Lesson	\$275/course
Elective Major (one hour) Lesson	\$550/course
Elective Minor (one half-hour) Lesson	\$300/course

Conservatory Fee	
Full-time student	\$150/term
Part-time student	\$100/term
Clinical Fee	\$175/course
Pharmacy Clinical Fee	\$250/term
Private Instruction in Classes (Other than Applied Music)	\$825/credit

Please refer to the Academic Student Load policy for a definition of full-time and part-time tuition found in the Academic Policies section.

Residence Halls

Room and Board/19-Meal Plan	\$4,620/term
Room and Board/15-Meal Plan	\$4,465/term
Room and Board/10-Meal Plan	\$4,210/term
Private Room Surcharge	\$550/term

The residence hall rates include housing and meals. Meals are served in the campus dining hall seven days a week except during published vacation periods. Students are responsible for their own linens. Please refer to Shenandoah University's website (www.su.edu) or the Student Handbook for more detailed information.

Shenandoah University Payment Plan

Students/parents must complete an application and be approved to participate in the SU Payment Plan. Applications must be completed annually and returned to the Office of Student Accounts by July 1. Applications are available online at www.su.edu/admission/admissions-and-financial-aid.asp then select Student Accounts and then Payment Information. The SU Payment Plan, offered per term, consists of four equal payments due the 15 of each month. Fall term payments are due August 15 through November 15 and spring term payments are due December 15 through March 15. A two percent set up fee is assessed per term payment plan. All payments received five days after the payment due date or later will be assessed a \$10 late payment fee. The SU Payment Plan covers tuition, applicable curriculum/mandatory fees and room and board only. Shenandoah University reserves the right to refuse any application. Participants whose accounts become delinquent will forfeit their eligibility to participate in the SU Payment Plan. In addition students/parents are responsible for all collection costs associated with collection of delinquent accounts including attorney fees.

Deposits

Advance Tuition Deposits:	
Pharmacy	\$1,000
Health Professions (except Pharmacy)	\$500
Nursing	\$300

The School of Business, the Conservatory and the School of Education and Human Development do not require an advanced tuition deposit.

New students are required to remit an Advance Tuition Deposit by the date stipulated in the letter of acceptance from the Office of Admissions. This deposit is then credited to the student's account. Advance Tuition Deposits are not refundable; however, requests will be considered for refunds due to extenuating circumstances. Refund requests must be made in writing to the Dean of Admissions.

Room Lottery Deposit (Returning students only) \$100

Returning residential students are required to remit a Room Lottery Deposit by April 1. Upon receipt of the Room Lottery Deposit, a room reservation will be made on a space-available basis in order of receipt of deposit. Room Lottery Deposits are non-refundable.

Residence Hall Damage Deposit \$100

New residential students are required to pay a Residence Hall Damage Deposit. This deposit is a one-time charge and is fully refundable once the student graduates or moves off campus provided no damages have been assessed and all financial obligations to the university have been met.

Special Purpose Fees — Charged When Applicable

Application Fee for Degree/Certificate Seeking (\$30): A non-refundable application fee is required for admission. This fee must be filed with the Admissions Office before official action can be taken on the application. In the event that the applicant does not enroll at Shenandoah University within 12 months after the date of application, and seeks admission thereafter, a new application must be filed accompanied by an additional application fee.

Late Registration Fee (\$50): A late registration fee is assessed to any student registering on or after the first day of the term.

Parking Permit (\$115/year): A parking permit is required of all students who plan to park a vehicle on university-owned or leased property. Payment is due at the time the vehicle is registered with the Business Office. This fee applies to both residential and commuting students.

Withdrawal Fee (\$100): Charged to all students who withdraw from the university after the add/drop period and within the first 60 percent of the term.

Returned Check Fee (\$25): This fee is charged for any check returned to the university.

Student Services Fee (\$150/term): Mandatory for all full-time students, this fee covers upgrading and purchasing fitness equipment, intramural and recreational activities, funding the 45 student clubs and organizations, end of year ceremonies and underwriting the cost of events and activities that build community and support learning.

A complete list of Special Purpose Fees is available online at www.su.edu.

Personal Expenses

Incidental expenses connected with membership in some of the campus organizations, travel and personal matters cannot be estimated since individual situations vary.

The university does not operate a campus bank for students. An ATM is located in the Brandt Student Center.

Withdrawal from the University

To withdraw from Shenandoah University at any time during the academic year, a student is required to obtain a Withdrawal/Leave of Absence form from the Office of Enrollment Management and Student Success. This form must be completed and returned to that office in order for the withdrawal to be processed in an accurate and timely manner.

Tuition Refund Policy

Students withdrawing from the university during the published add/drop period will be fully refunded tuition, fees and housing charges.

For students withdrawing after the add/drop period, tuition will be pro-rated accordingly. The amount of tuition will be calculated on a pro-rated basis through the first 60 percent of the term. After 60 percent of the term has been completed, the student will be responsible for all tuition charges assessed and will not be eligible for a refund. Tuition charges and awarded financial aid will be prorated based on the withdrawal date provided by the student on the withdrawal/leave of absence form or the last date of attendance as recorded in the Registrar's Office.

The determination of the payment period attended by the student will be calculated as follows:

$$\frac{\text{Number of days completed}}{\text{Total number of days in term}} = \text{the percent of semester completed}$$

This percentage will determine the amount of tuition charges that the student is responsible for paying. If the percentage is 60 percent or higher, the student is responsible for 100 percent of tuition charges assessed.

Curriculum/Mandatory Fee Refund Policy

Curriculum/mandatory fees are refunded only to students who withdraw during the add/drop period. After the add/drop period, curriculum/mandatory fees are non-refundable.

Medical Withdrawals

Students withdrawing from the university for medical reasons will be dealt with on an individual basis. The student must first contact the Wilkins Wellness Center. A physician must provide confidential written documentation in support of a medical withdrawal. The Wilkins Wellness Center will approve or disapprove a medical withdrawal based on the information provided, with final approval by the senior vice president & vice president for academic affairs.

Distribution Order for Refunds

Credits applied to a student's account will first be returned to financial aid programs in accordance with mandatory federal and state guidelines, private organizations, and Shenandoah University requirements. Any remaining amount of credit will then be applied to unpaid charges on the student's account with any remainder being refunded to the student.

Housing Refund Policy

Room and board charges are refunded on a pro-rated basis of 15 weeks per term when a student withdraws from the university. Students that vacate the residence hall without prior approval or are removed from the residence halls for disciplinary reasons will not be refunded for room and board. Residence hall damage deposits will be fully refunded provided no damages have been assessed.

Shenandoah University reserves the right to hold transcripts, diplomas and other pertinent information until all financial obligations to the university have been satisfied.

FINANCIAL AID

A limited number of scholarships and assistantships may be available for full-time and half-time students. For financial aid purposes, full-time is defined as six enrolled credits per semester; while half-time is defined as three enrolled credits per semester. Loans through commercial and governmental sources are available. Information regarding financial aid may be obtained from the Office of Financial Aid. The following types of financial aid are available for graduate students:

Virginia Tuition Assistance Grants

Most Virginia residents who are enrolled for at least nine credit hours each semester in a graduate health program are eligible for the Virginia Tuition Assistance Grant. A separate grant application is required, but the grant is automatically renewed if enrollment is maintained and the student is still in the same program of study. Once a student graduates or changes residency they need to contact the Financial Aid Office for a new application. The amount of the grant is based on annual state funding.

Graduate Assistantships

Graduate assistantships are awarded to superior graduate students who are qualified to fulfill specific responsibilities. Assistantships are awarded on the basis of merit by the dean/director of the school/division after receipt of a letter of application and a resume. Assistantships may include a scholarship, a salary for services rendered or a combination of both.

Student Employment Program

In order to encourage study at the graduate level, graduate students are employed in a variety of positions. Reimbursement is in the form of direct salary.

Scholarships

A limited number of scholarships are available to graduate students who show exceptional ability in specific areas or meet specific qualifications. Scholarships are awarded on the basis of merit and availability in the form of credit towards tuition.

Federal Ford Direct Stafford and Graduate PLUS Loans

These federal loans programs are potentially available to graduate students who are enrolled at least half-time and file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

Alternative Education Loans

These are bank loans available for students to use for educational costs including living expenses and books. A list of lenders is available through the Financial Aid Office.

Conditions for Receiving Financial Aid

1. Recipients of financial aid in graduate school must maintain a cumulative grade point average equivalent to the minimum grade point average of the academic standing requirements. This varies by program and standards are listed in this catalog. Students may re-establish eligibility for financial aid by enrolling for classes at their own expense until once again in good academic standing. A student who has been denied financial aid because of unsatisfactory progress may appeal the decision by written notification to the director of Financial Aid.
2. Recipients of assistantships and student employment program positions may be limited in the number of classes they can take each semester.
3. The Virginia Tuition Assistance Grant is routinely used to replace other institutional scholarships and fellowships that cover tuition costs.
4. The work of graduate assistants and students receiving student employment program positions is reviewed each semester to verify acceptable performance. Unsatisfactory performance of assigned responsibilities will result in loss of the assistantship or grant.

MILITARY BENEFITS

Education Benefits for Veterans, Active Duty Military Personnel and Families of Veterans

Shenandoah University provides support to students wishing to use education benefits administered by the US Department of Veterans Affairs and the Department of Defense. Students wishing to use their veteran's benefits while pursuing their educational goals must:

1. Apply for their benefits using the Veterans Online Application (VONAPP) at <http://www.gibill.va.gov/>

**Note – If a parent or spouse is transferring benefits to a dependent, the transfer must be approved by the Department of Defense (DoD) prior to applying with VONAPP.*

2. Apply for admission to SU.
3. Submit a copy of their Certificate of Eligibility (CoE) to SU's VA Certifying Official. It may take up to 12 weeks after applying through VONAPP to receive your CoE.
4. Apply for financial aid to help with costs not covered by VA benefits.

Once the CoE has been received enrollment certifications will be automatically updated.

First-time veterans benefit recipients or students wishing to not use their VA benefits for a specific semester must contact the VA Certifying Official.

The VA Certifying Official is the liaison between Shenandoah University and the U.S. Department of Veterans Affairs. Certifying Officials are responsible for reporting student enrollment information, such as term dates, credit loads, probation, graduation and tuition to the VA, so that benefit payments may be disbursed.

Students whose benefits come through the Department of Defense or directly through any of the military branches should see their military educational officer for information on how to obtain educational benefits.

Shenandoah University will submit invoices to Military Benefit Programs upon receipt of written authorization. Written authorization should be submitted to the Business Office.

Students who receive benefits to cover book and supply purchases will need to work directly with the SU Bookstore. Please contact the SU Bookstore/Follett at (540) 665-4523 or e-mail 0957ngr@fhcg.follett.com.

For additional information, please contact the Registrar's Office at (540) 665-5585 or by e-mail to registrar@su.edu and ask to speak with a VA Certifying Official.

Veteran Advocates

Two faculty members serve as advocates for veterans and military students enrolled at SU. Areas of assistance include:

- Fielding questions about VA educational benefits
- Directing students to the right contact on campus
- Assisting students with completing VA forms
- Assisting students with contacting the VA with specific benefit-related issues

Shenandoah University's VA advocates are:

Dr. Cindy Schendel, Davis Hall Room 204, (540) 665-4791, cschende@su.edu

Salli Hamilton, ABD, Gregory Hall Room 156, (540) 665-6524, shamilton2@su.edu

RETENTION OF STUDENT RECORDS

Official student academic records at Shenandoah University are defined as those records maintained and secured by the registrar.

Official Student Academic Transcript

Student transcripts are kept permanently. The official student academic transcript is now stored electronically. In the past, Shenandoah University maintained academic transcripts in hard copy for a period of 10 years after graduation or date of last attendance, after which time it was stored electronically. Files containing a hard copy may be retained for a period of up to 10 additional years, depending upon space availability, after which time it is destroyed by shredding or incineration.

Since 1986, permanent student records have been maintained in electronic or machine-readable format. Backups are done automatically on a daily basis by Institutional Computing. Permanent backup tapes are made at the end of each fall and spring semester. Copies retained on magnetic media are destroyed by magnetic erasure or incineration.

All hard copies of permanent student records are stored in a locked, fireproof vault in the Office of the Registrar or in fireproof filing cabinets in that office or at a secure off-campus location. Computer tapes and a duplicate copy of the micrographic forms are also stored in the vault.

Consent to Release Education Records and Request to Withhold Directory Information forms, if received, are also kept as part of the student's permanent record.

Other documents germane to the official student academic record that are retained for a period of 10 years after graduation or the date of last attendance include:

- Academic actions authorizations (suspension, dismissal, course substitution/waiver approvals, dean's list letters, etc.)

- Acceptance letters

- Address change authorizations

- Advanced placement records (AP, CLEP, IB, etc.)

- Application for Admission or Readmission

- Correspondence

- Credit by Examination forms

- Curriculum Change forms

- Degree Audit/Completion forms

- Entrance Examination Reports (SAT, ACT, CEEB, PRAXIS, TOEFL, etc.)

- Graduation Clearance Forms

- Name change authorizations

- Registration forms

Schedule Adjustment forms (Drop/Add, Withdrawal, etc.)

Student Enrollment Certifications/Verifications

Transcripts from high schools, other colleges and universities

Transfer credit evaluations

Withdrawal forms

Electronic Evaluations by PharmCAS, PTCAS, OTCAS and CASPA will be maintained in the Official Record minus the student essay and letters of recommendation, which will be shredded once the student is admitted

Files related to military benefits are kept for a period of three years after the last term of completed coursework or graduation.

The following documents are maintained for a period of one year after receipt:

Student transcript requests

The following documents are maintained until a student is admitted:

Audition reports (top portion retained by Conservatory as required by accreditation agency with comment portion detached and shredded)

Letters of recommendation

In addition to the student records defined as permanent and maintained in the Office of the Registrar, the university offices listed below maintain and keep records specific to those offices from one year to infinity. The retention and disposal records of each of the offices are available and can be viewed in the Academic Enrichment Center:

Academic Enrichment Center

Bernard J. Dunn School of Pharmacy

Career Services

Center for International Programs

College of Arts & Sciences

Financial Aid

Harry F. Byrd, Jr. School of Business

School of Education & Human Development

School of Health Professions

Shenandoah Conservatory

Student Accounts

Student Life

Wilkins Wellness Center

STUDENT LIFE POLICIES

The information contained in the *Student Handbook* is incorporated into this academic catalog in order to provide the student a complete and easy reference for both academic and student life policies.

Code of Conduct

Introduction

Shenandoah University is an inviting, creative, high-energy, principled community where students are educated and inspired. As members of the Shenandoah community, students:

- develop an enduring passion for learning,
- commit themselves to self-reflection and personal development,
- respect diverse cultures, experiences and perspectives,
- celebrate creative performance, expression, teaching and discovery,
- cultivate leadership to advance positive change and growth and
- dedicate themselves to citizenship, professional service and global outreach.

Students who are fully engaged in the Shenandoah community become alumni who are:

- critical, reflective thinkers,
- lifelong learners and
- ethical, compassionate citizens committed to making responsible contributions within a community, a nation and the world.

To promote and protect the high standards of the Shenandoah University community, the Student Code of Conduct outlines every student's rights and responsibilities and establishes just and compassionate procedures for resolving student conduct issues. The procedures have been developed for the benefit of the entire community. Students who choose not to abide by the Student Code of Conduct are accountable for their choices. The conduct resolution process and conduct sanctions are designed so students will learn from their mistakes and develop in their maturity. Serious or repeated violations – indicating a refusal to uphold university policies, contracts or regulations – will ultimately result in a student's suspension or dismissal from Shenandoah University. Consistently upholding the expectations of the Student Code of Conduct results in graduates who live up to the name Shenandoah: sons and daughters of the stars.

General Guidelines

I. The Office of the Vice President for Student Life, through its various departments, is responsible for administering the Student Code of Conduct. The vice president for student life (or designee) may establish or amend procedural regulations governing the handling of disciplinary matters, and these regulations may be published online, in print or by other reasonable means of notification. The vice president for student life (or designee) has authority for any interpretation of the Student Code of Conduct and/or accompanying procedures as deemed necessary.

2. The university may initiate conduct proceedings with a student whose behavior does not conform to established standards regardless of whether such conduct occurred on or off campus. Being under the influence of alcohol or drugs, or both, or the existence of other mental impairment, does not alter the fact or excuse behavior that constitutes a violation of the Student Code of Conduct. The Student Code of Conduct is applicable immediately after a student is enrolled at Shenandoah University throughout his/her entire matriculation. The Student Code of Conduct is applicable for guests of students as well, and Shenandoah student hosts are accountable for the misconduct of their guests.
3. The university may initiate a complaint, serve as complainant and initiate conduct proceedings against a student at any time, even in the absence of a formal complaint by an alleged victim of misconduct.
4. An officially recognized student group or organization and its officers may be held responsible for violations of the Student Code of Conduct when particular misconduct received the tacit or explicit consent or encouragement of the club or organization, or of the club's or organization's leaders, officers or spokespersons. Under such circumstances, official recognition of the student club or organization may be temporarily or permanently rescinded by the university.
5. For student conduct matters, electronic mail (e-mail) is the official method of communication and notification from university officials to members of the student body. As university students are responsible for viewing their e-mail every day, all conduct notifications will be electronically communicated.
6. Conduct proceedings are internal to the university and are not an extension of any external conduct system. University conduct procedures are fundamentally fair to students, but are notably different from those used in a civil or criminal proceeding. In addition, the university may initiate conduct proceedings with a student regardless of pending civil or criminal action involving the same or a different set of factual circumstances. University conduct action may proceed before, simultaneous with, or after external investigative or judicial action, and university action is not bound, impeded or otherwise affected by any action taken by external authorities.
7. At Shenandoah University, the functions of the chief hearing officer are exercised by the director of residence life & student conduct. The vice president for student life serves as the chief judicial affairs officer. The function of the vice president for student life may be delegated to designees who are members of the university administration and who shall exercise the necessary functions on behalf of the director of residence life & student conduct and the vice president for student life. All references to director of residence life and student conduct and vice president for student life in these procedures include such designees.
8. Students with complaints involving sexual and other forms of discriminatory harassment are encouraged to report their concerns to the university's compliance officer. Review the university's harassment policy and grievance procedures listed in this online document under Academic Policies.

Student's Rights

Students and student organizations reported for alleged violations of the Student Code of Conduct as outlined in this document have a right to the following:

1. written notice of allegation(s) citing the time and place of the alleged violation;
2. resolution of allegation(s) in accordance with the Student Code of Conduct policies as herein outlined;
3. at least 48 hours notice of the time and place of a hearing;
4. review of the reports that serve as the basis for the allegation(s);
5. assistance from an adviser (any faculty, staff or student currently affiliated with the university) and;
6. written notice of the hearings and appeals decision from the conduct official.

Additionally, students and student organizations have the right to appeal the conduct official's ruling. All appeals should be delivered in writing to the Office of the Director of Residence Life & Student Conduct (or designee) within five (5) business days of written notification of the sanction.

Students and student organizations can expect confidentiality regarding the outcome of their hearing – except for the reporting party's right to be informed of the conduct official's decision – and any subsequent appeal.

The person reporting a violation of the Student Code of Conduct has the right to the following:

1. consult with a conduct official (other than the one assigned to hear the case) during preparation for a hearing.
2. at least 48 hours notice of the time and place of a hearing;
3. participation in the hearing in person or via telephone;
4. assistance from an adviser (any faculty, staff or student currently affiliated with the university) and;
5. notice of the hearings and appeals decision from the conduct official.

Additionally, the person who reported a violation has the right to appeal the conduct official's decision. All appeals should be delivered in writing to the Office of the Director of Residence Life & Student Conduct (or designee) within five (5) business days of written notification of the sanction.

Definitions of Inappropriate and Prohibited Conduct

The following behaviors and definitions constitute the official record of general Student Code of Conduct rules and regulations at Shenandoah University. All applicable housing and residence life policies and regulations (including the housing contract) also fall within action of this code. In an effort to reinforce accountability for one's actions, individual students and student organizations are responsible for understanding and abiding by these rules and regulations as well as all federal, state and local laws.

academic dishonesty – For a complete understanding of the term “academic dishonesty,” read the Honor Code under Academic Policies. Academic dishonesty is actionable through the Honor Code.

accessory – Aiding another person or being complicit to any violation of the Student Code of Conduct; being present or failing to immediately leave a situation in which a violation is occurring or is about to occur.

alcohol – Possessing or using alcoholic beverages by any student (or guest of a student) under the age of 21 is prohibited; possessing or using alcoholic beverages by any student in areas where alcohol is not permitted is prohibited; and providing alcohol to anyone under the age of 21 is prohibited. Additionally, possessing common containers or implements – including but not limited to kegs, branded bottles and beer-pong balls – on university property; being intoxicated in public; having open containers of alcohol in an unlicensed public place; transporting unconcealed or open alcohol containers in public on Shenandoah University property; violating local and state alcohol laws; and serving alcohol to students on university property and/or at off-campus university-sponsored events without prior approval from the vice president for student life are prohibited.

Since alcohol and drug use are governed by national social policy as well as state and federal law, and as the use and abuse of such substances are frequently associated with harm to self and others, Shenandoah University takes alcohol and drug violations seriously. All known offenders face conduct charges and may be subject to arrest. All known violations of the alcohol and drug policies fall under Shenandoah University's progressive discipline system in which succeeding violations entail more serious consequences, including possible suspension and dismissal from the university.

animals/pets – Possessing any animal in university buildings – other than properly attended assistance animals for individuals with disabilities or fish in tanks holding 10 gallons of water or less – is prohibited. Authorized exceptions are made regarding animals contained for academic research. Outdoors, all pets are to be properly leashed and attended to while on campus, and all solid waste must be disposed of properly. Any type of animal abuse is prohibited – including but not limited to hurting or abandoning an animal and/or using an animal in a prank whether it be living or dead.

bicycles, mopeds, skateboards, skates (inappropriate use of) – Bicycle racks are located at each residence hall and many academic buildings, therefore individuals may not secure bikes or mopeds to fire hydrants, light poles, street signs, etc., or any place where a chained bicycle obstructs or impedes pedestrian or vehicular traffic, including handrails, corridor railings, doorways and handicapped access ways. Motorized bicycles (mopeds) are not to be driven on lawns or sidewalks. Skateboards are permitted only on sidewalks and parking lots unless otherwise posted.

breaking the law – Violating any federal, state or local law will result in being charged by local law enforcement and under the terms of the university's Code of Conduct.

Gambling is against Virginia General Assembly legislation. A person or organization is guilty of illegal gambling if she/he operates, plays or bets at any game of chance at which any money, property or other thing of value is won.

building/facilities (unauthorized use of) – Using any university property or facility without authorization or permission is unacceptable.

criminal record (acknowledging one's) – Failing to report one's federal or state probation, felony criminal charges or conviction of a felony to the vice president for student life within 15 business days following registration with Shenandoah University may result in expulsion from the institution.

disorderly conduct – Disrupting the normal functions of the Shenandoah University community on or off campus – including, but not limited to behavior that breaches the peace, violates the rights of others or constitutes a public nuisance – is prohibited.

endangering conduct – Acting in a way that imperils or jeopardizes the health or safety of one's self or others is considered prohibited conduct.

event promotion (inappropriate and/or unauthorized) – Publicizing an event before scheduling confirmation has been completed and proper approval has been received is prohibited. Additionally, hanging advertisements, posters, etc., without receiving approval from the student life information coordinator in the Office of Student Life is unacceptable.

failure to comply – Disobeying or impeding the directions of university officials or those appointed to act on behalf of the university in the performance of their duties – including but not limited to failing to follow the guidelines of sanctioned programs, failure to show identification (I.D. card) or providing false information upon request of university official who identifies themselves, refusal to attend a disciplinary hearing – are "failure to comply." Three charges of non-compliance become a Failure to Comply charge that may result in suspension. (See also non-compliance.)

failure to evacuate – Failing to immediately exit a university building when a fire alarm or other emergency sounds is a violation.

failure to inform guests – Failing to inform guests – both student and non-student – of university policies is unacceptable. Shenandoah University students are required to escort their guests at all times and are responsible for their guests' actions while on campus.

failure to report health and/or safety violations – Failing to immediately report any serious health or safety risk to the Department of Public Safety, the Office of Student Life or, when the danger is immediate and severe, the Winchester City Police, is a violation.

fire and/or emergency threat – Starting a fire, creating a fire hazard, setting off the fire alarm system, making a bomb threat or creating a false emergency of any kind are prohibited.

fireworks and explosive devices – Possessing, storing or using fireworks or explosives of any kind on university property are prohibited; this includes hazardous chemicals that could pose a health risk either by themselves or in conjunction with other chemicals.

harassment – Physical and verbal bullying, cyber-bullying and intimidation in any form – including but not limited to curses, epithets or slurs – that creates potential or present danger of violence and/or breach of the peace is prohibited. (See also verbal abuse.)

hazing – Encouraging, facilitating or allowing hazing by any organization or individual on behalf of an organization or group recognized or not by the university – is prohibited. “Hazing” is any action or situation requiring inappropriate behavior; creating an atmosphere of servitude or allowing potentially dangerous, demeaning, humiliating, ridiculing or degrading activities regardless of intent or consent of the participant(s), by a group(s) or a member of a group(s) on an individual as a part of membership or initiation.

illegal drugs – Possessing, using, distributing, sharing, manufacturing or selling any controlled substance or illegal drug as well as drug residue and/or possessing paraphernalia associated with drugs is prohibited. Distribution of any controlled substances, regardless of the exchange of money or services, typically results in dismissal from the institution.

invasion of privacy – Transmitting, recording or photographing the image or voice of another person without his/her knowledge or consent while in an environment that is considered private or where there is an expectation of privacy such as a residence hall or bathroom is prohibited.

lewd, obscene and/or indecent behavior – Conducting one's self in any way that is offensive to accepted standards of decency such as public nudity or public urination and defecation is prohibited.

littering – Improperly disposing of trash of any kind – including tobacco products – is inappropriate.

lying – A misrepresentation or distortion of the truth that misleads another person(s) is inappropriate. Furnishing false information, verbally or in writing, to any university representative with the intent to deceive, or altering or misusing any official documents is violation of university policy. Dishonesty includes the transfer of an identification card to another person or the alteration of an I.D. card. Possession or presentation of a false I.D. card to a student or university official is also a violation.

non-compliance – Failing to comply with the directions of university officials or those appointed to act on behalf of the university in the performance of their duties– including but not limited to failing to follow the guidelines of sanctioned programs, failure to show identification (I.D. card) or providing false information upon request of university official who identifies themselves, refusal to attend a disciplinary hearing – are “failure to comply.” Three charges of non-compliance become a Failure to Comply charge that may result in suspension. (See also failure to comply.)

objects dropped, thrown or propelled – Causing an object to fall from buildings or other elevated areas is prohibited.

parking – Detailed parking regulations can be found online at www.su.edu. Use the search bar and enter “parking.”

physical abuse – Any action that causes physical injury or physical discomfort to another is prohibited, including threats of violence, which are actions or speech used to express or suggest intent to physically injure an individual or cause a person to have a reasonable belief harm may occur.

property damage – Damaging or destroying university property or the property of others is prohibited.

sexual harassment – Making unwelcomed sexual advances, requesting sexual favors or engaging in other verbal and physical conduct of a sexual nature exists when at least one of the following conditions is met:

1. Submission to such conduct is made either explicitly or implicitly as a condition of an individual's employment, membership or education;
2. submission to or rejection of such conduct by an individual is used as the basis for employment, membership or academic decisions affecting the individual or;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive work, academic or living environment.

Students with complaints involving sexual and other forms of discriminatory harassment are encouraged to report their concerns to the university's compliance officer. Review the university's harassment policy and grievance procedures listed in this online document under Academic Policies.

sexual misconduct – Engaging in any sexual behavior without consent – including sexual conduct that occurs after consent has been withdrawn – that causes physical or emotional discomfort to the other person is prohibited. To constitute sexual misconduct, the sexual behavior must meet one of the following criteria:

1. the sexual behavior is not consensual;
2. the sexual behavior includes force, threat(s) or intimidation or;
3. the sexual behavior occurs when one person is a minor; is mentally or physically helpless – including but not limited to being under the influence of alcohol or other drugs.

Students with complaints involving sexual and other forms of discriminatory harassment are encouraged to report their concerns to the university's compliance officer. Review the university's harassment policy and grievance procedures listed in this on-line document under Academic Policies.

smoking – Smoking in any university buildings – including restrooms, residence halls and residence hall rooms or within 30 feet of any entrance or window where smoke can enter a buildings – is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

solicitation – Any type of door-to-door sale or solicitation that inconveniences, harasses or annoys other members of the university community is prohibited. Solicitations not in accordance with federal, state or local law or without the permission of the director of student engagement or the director of residence life & student conduct may not be conducted. Organizations and/or individuals who are not affiliated with the university may not conduct solicitations on campus or in any Shenandoah University building without permission from the director of student engagement.

stealing and/or possessing unauthorized material – Taking property belonging to another person(s) without unauthorized or through unlawful appropriation or possession is prohibited. No student shall steal, attempt to steal, or assist in the theft of any service, money, property, or item of value not belonging to him or her. No student will illegally use or appropriate any property not belonging to him or her. Possession of the property of another, of the University, or of any organization or institution without proper authorization is a violation of this policy.

student I.D. (failure to carry) – Failing to carry a valid Shenandoah University I.D. card at all times when on university property is unacceptable. Transferring and or duplicating a university I.D. card is prohibited. Additionally, an I.D. card must be provided upon request to any individual acting on behalf of the university in the performance of his/her official duties. (See failure to comply.)

trespassing – Refusing to leave an area as directed by an authorized university official is considered trespassing. Any unauthorized individual entering a Shenandoah operated building which has been closed or locked shall be guilty of trespassing. No student shall enter or remain in a private room, office, or restricted area under the control of another student, faculty member, or Shenandoah official, except by permission or invitation of the resident student or the appropriate Shenandoah official or faculty member.

vehicles (inappropriate use of) – Driving motorized vehicles is restricted to roads and parking lots on campus unless authorized by the Department of Public Safety to be on sidewalks or landscaped areas.

verbal abuse – Directing obscene, profane language or abusive verbal conduct toward another person or group of people is prohibited. (See also harassment.)

violating other university regulations – Violating the rules or regulations of any Shenandoah University department or program – including but not limited to athletic events, computer technology, conservatory events and residence life – is prohibited.

violence/attempted violence – No student shall engage in any form of violence directed towards another person or group of people. Responding to violence with violence is a violation of this policy. A violation of this policy is defined as a Class 1 misdemeanor punishable by up to 1 year in jail and/or a fine of up to \$2500. Attempting to cause injury to an individual is also prohibited.

weapons – Possessing, storing or using firearms, ammunition, projectiles, sharp tools such as knives, axes and hatchets as well as objects designed to cause physical harm and replicas of weapons on Shenandoah University property is prohibited. Weapon is defined as any object or substance designed or used to inflict a wound or with the potential to cause injury or incapacitate another person.

Conduct Procedures

Although most alleged violations are documented by the members of the Department of Public Safety and/or members of the Office of Residence Life & Student Conduct, any individual who is aware of a violation of the Student Code of Conduct may submit a report to the Office of the Vice President for Student Life, the Office of Residence Life & Student Conduct and/or the Department of Public Safety. Reports should be submitted as soon as possible, but preferably within five (5) days of the incident.

Reports must be in writing and should contain a complete description of the incident with the names of all parties involved as participants or witnesses. The university may file a complaint when a violation of the Student Code of Conduct harms salaried employees, university guests or neighbors or if witnesses are unwilling to pursue the matter.

The Student Code of Conduct applies to student organizations as well as to individual students. Whenever a complaint is filed, the director of residence life & student conduct (or designee) will review the complaint to determine the degree to which a group or individual may be responsible for the actions leading to the complaint. If it is determined an organization is responsible for a violation of the Student Code of Conduct, the director of residence life & student conduct (or designee) will take appropriate actions with respect to the organization as well as the individuals involved.

Interim Suspension:

If a student's continued presence in class or on campus endangers university property, the physical safety or well being of other members of the campus community, affects his/her physical or emotional safety or well-being or disrupts the educational process of the community, the vice president for student life (or designee) may invoke an interim suspension. An interim suspension is an immediate temporary suspension from the university pending a hearing.

Notification of Charges

A student will receive written notification of alleged violations of the Student Code of Conduct. The student must respond to the notice of charges within the time frame outlined in the notification. Note: The university's primary means of communication with students is through Shenandoah University e-mail accounts. Students are responsible for reading and responding to e-mail from university officials. Failure to respond, and/or attend the scheduled meeting will result in an additional charge of non-compliance. Three or more non-compliance charges may result in suspension as it is then considered failure to comply (The definition section of this document explains non-compliance and failure to comply.)

Methods of Resolution

The director of residence life & student conduct (or designee) will review cases submitted for the conduct resolution procedures. If the director of residence life & student conduct (or designee) determines charges are appropriate, the student will be notified of the alleged violation and the appropriate resolution procedure. There are several resolution procedures that are outlined below:

I. Conduct Discussion

A Conduct Discussion may be offered for first-time minor offenses for which one-on-one mediation is feasible. The alleged violations will be referred to the appropriate conduct

official, who will contact the accused student(s) and attempt to resolve the case via a Conduct Discussion. During the Conduct Discussion, the accused student(s) and the conduct official will discuss the incident and alleged violations. If a student accepts responsibility, a verbal warning is the typical outcome. The case may be expunged upon graduation.

If, during the course of the Conduct Discussion, the conduct official determines the nature of the violation(s) is more serious than anticipated, the conduct official may either hear the case – with the permission of the accused student – or refer the case to the director of residence life & student conduct (or designee) for a Conduct Hearing.

2. Conduct Hearing

A Conduct Hearing is the basic method of resolution for all offenses that warrant sanctions. Typical sanctions include formal warnings, probation, fines, community service, community restitution, referral for counseling and/or educational tasks.

If, during the course of a Conduct Hearing, the conduct official determines the nature of the violation is more serious than anticipated, the case may be referred in favor of a hearing before the Community Conduct Council.

Students have the right to appeal decisions made during a Conduct Hearing via the director of residence life & student conduct, who will serve as the appellate officer. In certain instances, the case may be referred to the Community Conduct Council by appellate officer. (See the Appeal Process for more details.)

3. Community Conduct Council

In cases involving violations that are not appropriate for a Conduct Hearing, the director of residence life & student conduct (or designee) may determine the most appropriate process is a Community Conduct Council, which consists of three students, one staff member, and the director of residence life & student conduct (or designee) serving as the adviser. A full range of sanctions is available in this procedure, including recommendations for suspension and/or dismissal. (See the Community Conduct Council Process for more details.)

Students have the right to appeal decisions made by the Community Conduct Council. (See the Appeal Process for more details.)

Note: If a student's continued presence on campus endangers university property, the physical safety or well-being of other members of the campus community, affects his/her physical or emotional safety or well-being or disrupts the educational process of the community, the director of residence life & student conduct (or designee) may request an expedited hearing. An expedited hearing convenes immediately, usually within 48 hours.

4. Alternative Resolution

Students may be given the option of entering into an alternative dispute resolution processes. The director of residence life & student conduct typically utilizes Alternative Resolution when the case is well suited for rich educational outcomes and/or when parties have vested interest or need to restore the relationship. Information on the process, how it works, what it can and cannot do and how to initiate mediation is available through the director of residence life & student conduct.

Community Conduct Council Procedures

1. All parties involved in a hearing may review available written evidence in the case file before the hearing.
2. The Community Conduct Council chair will conduct the hearing according to the following procedures:
 - a. The chair will inform the accused student(s) of the alleged violation(s).
 - b. The accused student(s) will acknowledge whether they are responsible or not responsible for the violation(s).
 - c. The person(s) reporting the violation(s) and witnesses (if any) will have the opportunity to make opening statements and offer their account of the incident.
 - d. The accused student(s) and their witnesses (if any) will have the opportunity to make opening statements and offer their account of the incident.
 - e. The reporting person(s) and the accused student(s) may question each other and any witnesses.
 - f. If a conduct official(s) is present, they and/or the chair may question the reporting person(s), the accused student(s) and/or any witnesses.
 - g. The reporting person(s) and the accused student(s) may make closing statements. In cases in which the reporting person(s) or accused student(s) fail to appear, the chair may modify these procedures.
3. All Community Conduct Councils shall be conducted in accordance with the standards of fair process. Specifically, the accused student(s) should be informed of the nature of the charges against him/her, be given a fair opportunity to refute the charges and the opportunity to appeal the decision. Any conduct official who feels he/she cannot be impartial in a given case shall recuse himself/herself and shall be replaced by another voting member.
4. The director of residence life & student conduct (or designee) may require the cooperation of any member of the university community in furnishing testimony or evidence directly related to the resolution of a case. However, no member of the university staff with whom an accused student has entered into a confidential relationship can be required to give information arising from that relationship without the permission of the accused student. Furthermore, the conduct official shall excuse a witness if the conduct official concludes that by giving testimony the witness may be endangered.
5. The director of residence life & student conduct (or designee) will generate a written summary of all hearings. Full hearings will also be tape-recorded. Written summaries will be maintained with the case file. Tape recordings of the hearing are to be used by the board during deliberations and/or an appellate review. Tape recordings may be destroyed after the appeal process is complete.
6. Student conduct records are confidential and are available only to persons who have permission from the student. Limited conduct information may be shared with other Shenandoah University administrators and faculty members who have a legitimate need to know.

7. All hearings are closed to the general public.
8. If an accused student fails to appear for a scheduled hearing, the hearing may be decided in his/her absence. The director of residence life & student conduct (or designee) will hear the case based on the available information. The university will not necessarily drop charges of misconduct if an accused student leaves Shenandoah University for any reason (e.g., voluntary withdrawal, required resignation, separation or dismissal).
9. An accused student may bring an adviser to a hearing. The adviser must be a student, a faculty member or a university administrator. During the hearing, the adviser may only advise during recesses granted by the conduct official and may clarify procedural questions before, during or after the hearing.
10. The conduct official will make decisions about responsibility and sanction(s). The decisions regarding responsibility shall be based on the evidentiary standard of "preponderance of evidence," meaning the conduct official determines if it is more likely than not the alleged violation occurred.
11. The university requires the conduct official(s) and administrative staff maintain confidentiality regarding conduct matters. Individual(s) who report the alleged violation(s) may be informed of the conduct official's decision. Information about assigned sanctions will be shared with reporting parties as deemed appropriate by the director of residence life & student conduct (or designee). The vice president for student life may share information about conduct charges, findings and sanctions with university personnel who, at the discretion of the director of residence life & student conduct or vice president for student life, have a legitimate need to know.

Appeal Process

A student found responsible for a violation of university policy during a Student Conduct Hearing or through a Community Conduct Council may request an appeal for one of the following reasons:

- a. insufficient information that a policy was violated;
- b. a serious procedural error in resolving the case and/or;
- c. sanction inappropriate for the violation.

An appeal to the director of residence life & student conduct (or designee) must be made in writing within 72 hours of receipt of the original written decision. A decision typically will be rendered within 10 business days, unless the sanction includes suspension or dismissal. After review, the director of residence life and student conduct (or designee) may either:

- a. affirm the finding(s) of the original hearing authority;
- b. reverse the finding(s) of the original hearing authority;
- c. alter the sanction(s) of the original hearing authority (and, if altered, sanctions may be made more or less severe); or
- d. refer the case to an appeal hearing.

A subsequent appeal, which is permitted only in cases in which suspension or dismissal are assigned in a Conduct Hearing, must be submitted to the vice president for student life (or designee) within 48 hours of the alleged violator receiving the previous appeal decision in writing. The vice president for student life (or designee) may either:

- a. affirm the finding(s) of the original hearing authority;
- b. reverse the finding(s) of the original hearing authority;
- c. alter the sanction(s) of the original hearing authority (and, if altered, sanctions may be made more or less severe); or
- d. uphold the appeal decision made by the director of residence life and student conduct (or designee).

The decision of the vice president for student life (or designee) on all hearing appeals resulting in suspension or dismissal is the final decision for Shenandoah University. The decision of the director of residence life & student conduct (or designee) on all other appeals is the final decision for Shenandoah University.

Conduct Findings

Found Responsible

The accused student is responsible for a violation of the Student Code of Conduct as charged.

Found Not Responsible

The accused student is not responsible for a violation of the Student Code of Conduct.

Conduct Sanctions

Reasons for Sanctioning

A sanction is a consequence placed upon a student for violating the Student Code of Conduct. The purposes of imposing sanctions are twofold: to protect the university community from behavior that is detrimental to the health, safety and educational mission; and to assist students in understanding what it means to be accountable for their actions and/or what the consequences may be for future behavior.

All students who are sanctioned will be treated with equal consideration, and all circumstances involved in an incident will be considered in sanctioning, as each individual case is unique. In addition, a student charged as an accessory may be subject to the same sanction(s) as a perpetrator of the actual violation.

Repeat Violations

Shenandoah University employs a progressive discipline system in which succeeding violations may entail more serious consequences, including possible suspension and dismissal from the university.

Sanctions Related to Group Behavior

In addition to recommending other sanctions such as educational assignments, community restitution, fines, etc., the vice president for student life, director of residence life & student conduct (or designee) may recommend the imposition of the following sanctions:

- a. a written disciplinary warning with a copy maintained in the conduct file. The warning may specify corrective measures that can help the group avoid similar issues in the future;
- b. disciplinary probation for a period to be established by the conduct official, implying the group's standing within the university is in jeopardy and that further negligent or willful violations will normally result in suspension of university recognition. Disciplinary probation may include restrictions on the group's functions during the probationary period. The group should also be informed of corrective measures that must be undertaken during the probationary period and maintained after its conclusion and/or;
- c. suspension of university recognition – a group desiring to reestablish a relationship with Shenandoah University must re-apply for recognition by the university through the vice president for student life.

Sanctions may be combined for varying levels of misconduct. Non-compliance with or failure to meet the terms of a sanction imposed at any level of the conduct process may result in loss of housing privileges. Housing and/or class registration may also be delayed pending completion of sanctions.

Possible Sanctions

A student may be sanctioned to one or more of the following depending on the seriousness of the violation. Sanctions are determined by a conduct official or Community Conduct Council.

written warning: official record that a student has been warned about behavior.

removal of property: required removal of property.

fines: monetary sanctions, although community service programs may be substituted for fines if approved by an appropriate administrator.

restitution: reimbursement by the student to cover the cost of repair or replacement of damaged or misappropriated property.

conduct probation: period of self reflection that may last up to 32 weeks, during which a student is on official warning that subsequent violations of university rules, regulations or policies are likely to result in more severe sanctions, including suspension or dismissal from the university.

removal from university housing: required removal from university housing – with final approval from the director of residence life & student conduct (or designee) – and without the refund of room fees. Once assigned this sanction, a student must move within a designated time frame (usually 48 hours unless otherwise permitted by the director of residence life & student conduct), after which the removed student cannot enter university housing without permission from the director of residence life & student conduct (or designee).

conduct suspension: temporarily canceling a student's enrollment at Shenandoah University – with approval from the vice president for student life (or designee). A student cannot graduate while suspended. Once assigned this sanction, a student is immediately removed from classes and banned from university property. A student cannot enter university property during his/her term of suspension without prior permission from the vice president for student life (or designee). Any classes taken at another institution during this period of suspension cannot be transferred to Shenandoah University.

dismissal: permanently canceling a student's enrollment at Shenandoah University – with approval from the vice president for student life (or designee). The student cannot re-enroll or graduate from Shenandoah University. Once assigned this sanction, students are immediately removed from classes and banned from university property. A student cannot enter university property once dismissed without prior permission from the vice president for student life (or designee).

referral: mandates the student seek appropriate counseling or guidance.

community restitution project: includes work projects on or off campus.

relegation to final room selection: student loses the opportunity to participate in the annual room selection (lottery) process.

university housing relocation: requires movement to another room, hall or quad – with approval from the director of residence life & student conduct (or designee) – and student must relocate in within 24 hours, after which the relocated student cannot enter the building from which he/she was removed throughout his/her term of probation without permission from the director of residence life & student conduct (or designee).

campus ban: student becomes persona non grata and is banned from being present on either the entire campus or specified areas of the campus.

no-contact order: student is prohibited from having any direct or indirect contact or contact via a third-party with a particular person; violation may result in suspension.

restriction of activities or privileges: participation in any and/or all organized university activities other than required academic endeavors are restricted for a designated period of time.

educational task: student must complete a task that benefits self, campus or community.

additional stipulations: additional stipulations added to sanctions a student must complete and/or follow.

other appropriate alternative sanction(s).

Student Conduct Records

A record of conduct sanctions may have an impact upon a student's ability to be elected to or participate in university leadership roles. Any student placed on conduct probation will be prohibited from participating in international study programs at least throughout the term of his/her probation. A student record must be reported on most law school applications, state bar examiner reports, medical school applications, some graduate school forms, some university transfer forms and, in some instances, job applications, particularly those for federal or state positions.

Retaining Records

Conduct records will be kept on file for 10 years from the date of the last case resolution or two years post-graduation, whichever comes later. Any student record with an outstanding sanction, suspension or dismissal will be kept indefinitely.

Release of Records

External release of records will occur in accordance with federal law.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, pertains to student educational records maintained by Shenandoah University. The Act allows students and parents of dependent students access to their educational records while also protecting their right to privacy by limiting the transferability of records without the students' consent. The following guidelines are to assist all members of the Shenandoah community in understanding the provisions of the Act as they apply to Shenandoah University. FERPA rules are also covered under academic policies.

Release of Confidential Records

The university will not release educational records of current or former students unless a written statement authorizing such a release is received from the student. Exceptions to this policy include the following:

1. Faculty and staff members having legitimate educational interest in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements in the administration of the Financial Aid Program.
4. Accrediting organizations carrying out their accrediting function.
5. Parents of a dependent student. Each student is considered financially dependent upon his/her parents until stated to the contrary, in writing, to the Registrar.
6. Directory information. (See "Academic Policies" section.)
7. Organizations conducting studies on educational programs, provided the identity of the student is not revealed.
8. An emergency situation involving the health or safety of the student or other persons.
9. The university is in compliance with the Patriot Act.
10. The university will advise all recipients of student records that only authorized persons may view the records. Each university office will keep a record of all individuals requesting or receiving student records except as noted in Item 1 above.

Under FERPA, students control access to their academic records and grant access to those records to their parents and other third parties through written permission. Many students grant this access with general permission; others sign individual forms or written documents on a case-by-case basis. Under Virginia Law (Code of Virginia §23-9.2:3, amended July 2008), parents of students who are defined as "dependent" under U.S. Tax Code may be granted

access to certain records by providing evidence of tax dependency and making a specific written request.

Should a parent need to view some part of his/her student's academic record, the best approach is to talk with the student first. In most cases, he or she can show parents what they need to know. Another option is to ask the student to file blanket permission with the vice president for enrollment management & student success. This allows the university to talk with a parent about their student's academic, financial and/or student conduct records.

As a last resort, a parent may use a Request for Release of Student Education Record to Parent form to request access to specific records with proof of tax dependency.

In case of a health and/or safety emergency, parents should contact the vice president for student life at (540) 665-4862 for immediate assistance, as different protocols apply to the release of student information in emergency situations.

For more detailed information concerning FERPA, please refer to "Protecting Student's Privacy Rights" in the Academic Policies section.

Non-Academic Policies

Alcohol and Drug Policy

Possessing or using alcoholic beverages by any student (or guest of a student) under the age of 21 is prohibited; possessing or using alcoholic beverages by any student in areas where alcohol is not permitted is prohibited; and providing alcohol to anyone under the age of 21 is prohibited. Additionally, possessing common containers or implements – including but not limited to kegs, branded bottles and beer-pong balls – on university property; being intoxicated in public; having open containers of alcohol in an unlicensed public place; transporting unconcealed or open alcohol containers in public on Shenandoah University property; violating local and state alcohol laws; and serving alcohol to students on university property and/or at off-campus university-sponsored events without prior approval from the vice president for student life are prohibited.

Since alcohol and drug use are governed by national social policy as well as state and federal law, and as the use and abuse of such substances are frequently associated with harm to self and others, Shenandoah University takes alcohol and drug violations seriously. All known offenders face conduct charges and may be subject to arrest. All known violations of the alcohol and drug policies fall under Shenandoah University's progressive discipline system in which succeeding violations entail more serious consequences, including possible suspension and dismissal from the university.

Enforcement Practices

The use of alcoholic beverages on campus shall be in compliance with federal, Commonwealth and local laws. By law, violators of these and all laws concerning drug and alcohol use are subject to arrest. Members of the Shenandoah community are responsible for knowing the laws governing their actions. Penalties determined by the courts for these violations include suspension of driver's license, fines and imprisonment. The following regulations apply to the legal use of alcoholic beverages on campus by individuals and for approved social events:

A. Alcohol Regulations for Individuals in the Commonwealth of Virginia

1. The Commonwealth of Virginia prohibits the purchase, possession or consumption of all alcoholic beverages by persons under the age of 21. This is a Class 1 misdemeanor in which anyone found in violation would pay a fine of between \$500 and \$2,500 and/or performs a minimum of 50 hours of community work. The person's driver's license maybe suspended for up to a year and he/she may be confined in jail for not more than 12 months.
2. It is a violation of state and federal law to purchase alcoholic beverages for, or to serve alcoholic beverages to a person under the age of 21. This is also a Class 1 misdemeanor. See possible punishments above.
3. Intoxication and /or damage to public or private property are against the laws of the Commonwealth and the regulations of Shenandoah. Intoxication is defined as a blood alcohol content of .08 percent or more and/or offensive, disruptive, destructive, hazardous and/or vulgar conduct during or following the consumption of alcohol.
4. It is unlawful to present false identification in order to purchase or consume alcohol and to give or permit to sell alcohol to persons under 21. Possible penalties include a \$1,000 fine and/or 12 months in jail.
5. State of Virginia law prohibits the consumption of alcoholic beverages in unlicensed public places. One possible penalty is a fine of \$100.
6. Virginia statutes prohibit public drunkenness and provide for the transporting of public inebriates to detoxification centers. Purchasing or possessing alcoholic beverages while intoxicated can result in a fine of \$1,000 and/or 12 months in jail.
7. It is against Virginia law for anyone under the age of 21 to operate any motor vehicle after illegally consuming alcohol. Any such person with a blood alcohol concentration of 0.02 or more shall be punishable by forfeiture of the person's drivers license for a period of 6 months and a fine of up to \$500.
8. Virginia law prohibits operation of motor vehicles while the operator has a blood alcohol concentration of 0.08 percent or more or while such a person is under the influence of any narcotic drug. Penalties for driving while intoxicated include fines, license revocation and jail sentences.

B. Drug Regulations for Individuals from the State of Virginia

1. Under local, state and federal laws, it is unlawful to possess, use, manufacture, sell, give or distribute a controlled substance or an imitation controlled substance. Any person in violation with respect to a Schedule I or II controlled substance will be subject to fines and imprisonment.
2. It is against Virginia law to have drug paraphernalia. Drug paraphernalia is defined as all equipment, products and materials of any kind that are either designed for use or are intended by the person charged for use in planting, propagating, manufacturing, producing, processing, preparing, packaging, storing, concealing, injecting, inhaling, etc.

C. Regulations for Social Events

1. Social events where alcoholic beverages will be served must be approved in writing 72 hours in advance by the vice president for student life or his/her designee and must be sponsored by recognized clubs or organizations. All such social events shall be closed to all but members of the Shenandoah community and their personally escorted guests.
2. Common source alcoholic beverage containers (e.g. kegs, beer balls, pony kegs, box wines and mixed alcohol punch in containers greater than 750 ml) or the amount of alcohol equivalent to a common source alcohol beverage container; whether empty or full are not permitted in any residence or any university owned or operated property without prior approval from the Office of Student Life.
3. The consumption of alcoholic beverages at social functions is limited to areas specifically approved by the vice president for student life or his/her designee.
4. Alternative nonalcoholic beverages must be available in sufficient quantity for those who choose not to consume alcohol. Food must also be available for the entire event.
5. The sponsoring organization (i.e., its members and officers) will be held responsible for violations of Shenandoah's drug and alcohol policy and thus subject to disciplinary and/or civil action.
6. Alcohol service must be consistent with the Virginia ABC regulations.

Consequences

Shenandoah recognizes that drug or alcohol abuse may be symptomatic of a serious addiction and for this reason the sanctions and consequences of abuse may include assessment and the opportunity for counseling as part of the disciplinary action. Failure to comply with a recommended treatment program may result in dismissal from Shenandoah. Infractions of this drug and alcohol policy will be reported to the Office of Student Life for action.

Parent Notification

The Higher Education Amendment of 1998 (H.R.6, Sec.952) permits higher education institutions to notify parents or legal guardian when a student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance and the student is under the age of 21. When the consequences for violations of the alcohol and drug policy the infraction and consequences for the infraction will be sent to a student's legal, permanent home address.

Automobile Regulations

All automobiles and other vehicles must be registered with the Department of Public Safety in accordance with the university's Parking Policy. All vehicles registered and parked on Shenandoah-owned or operated properties must display a current state license plate, inspection decal and a current Shenandoah University decal.

The privilege of having an automobile on campus may be revoked at any time by the vice president for student life or his/her designee when it is determined this privilege is being abused.

Read the detailed Parking Policy at the Department of Public Safety's website or pick up a copy from that office.

Bicycles and Motorized Bicycles

Motorized bicycles, commonly referred to as mopeds, shall not be parked in buildings or parked so as to block entranceways, and may not be driven on lawns or sidewalks. A person may not secure a bicycle to a fire hydrant, a pole, light pole or a device on which notice has been posted by the appropriate authorities forbidding the securing of bicycles.

Bicycles cannot be locked in any place where the securing of a bicycle would obstruct or impede vehicular traffic or pedestrian movement, including handrails, exit discharge areas and handicapped ramps or access ways. Violation of this policy may result in a fine of \$20. When a bicycle is found parked in a manner that restricts emergency egress or handicapped access, it may be impounded or immobilized pending the identification of the owner and the issuance of a parking violation notice. Abandoned bicycles will be removed and discarded.

Camping and Shelter Construction

Construction of shelters, camping or sleeping out on Shenandoah-owned or operated properties is prohibited unless approved in writing by the vice president for student life.

Computer Misuse

A student who is found responsible of misusing a Shenandoah-owned computer or the Shenandoah-owned computer network shall be subject to the maximum sanction of dismissal or any lesser sanction deemed appropriate. This includes student using privately owned computers or equipment that accesses the university-owned network either on or off campus.

Below is a partial list of acts that would violate this policy:

- Committing computer fraud, creating false identities, forgery, harassment, personal abuse, trespassing, theft, embezzlement or invasion of privacy.
- Using the computer to examine, modify or copy programs or data other than one's own without proper authorization.
- Distribution or interference with the normal use of the computers, computer-related equipment, data and programs of individuals, the network or the university.
- Attempts to breach security in any manner.
- Sending or displaying harassing messages through e-mail, Facebook, text messaging or other electronic media. A harassing message is any message that is unsolicited, inappropriate or deemed harmful to the recipient.
- Use of computer account for any purpose other than which it was assigned.

For a complete list and full policy, contact the Institutional Computing Department.

Hazing

Pursuant to Section 18.2-56 of the Code of Virginia, voluntarily participation by members will not be admissible as defense against a charge of hazing.

Any person found guilty thereof shall be guilty of a Class 1 misdemeanor; unless the injury would be such as to constitute a felony, and in that event the punishment shall be inflicted as is otherwise provided by law for the punishment of such a felony. Any person receiving bodily injury by hazing or mistreatment shall have a right to sue, civilly, the person or persons guilty thereof, whether adults or infants.

Public Postings and Advertisements on Campus

Individuals, organizations and businesses that want to post printed material of any kind on Shenandoah University property or within Shenandoah-operated buildings must first obtain written approval from the student life information coordinator:

Religious Groups Policies and Guidelines

Guidelines for religious groups at Shenandoah are as follows:

1. The dean of spiritual life has responsibility for coordinating religious activities at Shenandoah. Religious groups that want to invite an off-campus religious leader to speak or minister on campus need to clear the visit with the Office of Spiritual Life.
2. Religious groups seeking formal recognition should notify the dean of spiritual life and follow established procedures for organizational recognition and registration.

Smoking

Smoking is prohibited in all university buildings, including residence halls and rooms. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

Smoking is prohibited within 30 feet of all building entrances.

Sales, Solicitation and Fundraisers

Individuals and student organizations planning to conduct sales, solicitations and fundraising activities on or off campus and/or requiring a contractual agreement with non-Shenandoah agencies, must obtain the written approval of the director of student engagement. Non-student and non-Shenandoah related individuals and organizations may not sell or solicit on Shenandoah University property without written authorization from the director of student engagement. No door-to-door solicitation is permitted.

Any authorized sales, solicitations and fundraising activities are subject to applicable Shenandoah University regulations and local, state and federal laws. Requests may be approved for a specific area on campus or for all pre-approved off-campus-locations. No solicitation shall interfere or conflict with the mission of the Shenandoah University. Any profits derived from sales, solicitations and fundraising activities on and off campus must be used for a purpose consistent with Shenandoah University policy and with the purpose of the sponsoring student organization.

Sound Amplification Equipment

Various student-organized programs require the use of sound amplification equipment. Shenandoah reserves the right to specify where and when such amplification equipment may be used. Permission and specification for use of sound amplification equipment on campus must be obtained from the Office of Student Engagement.

Unauthorized Use of University Property or Documents

No student shall use, possess, or sell any parking permit, student I.D. (Hornet Card), keys or official Shenandoah documents that were issued by Shenandoah to another individual.

Housing and Residence Life Policies

Introduction

All Shenandoah University students have rights and responsibilities when living on campus. Shenandoah University believes living on campus provides a unique opportunity to be part of a diverse community with an emphasis on personal growth and development. Each residence hall is staffed with residence life personnel who are trained in counseling, programming and policy enforcement. Their role is to assist residents in developing community standards that respect individual and community rights and responsibilities. Resident assistants (RAs) are supervised by resident directors (RDs) who are live-in, trained central staff members. Resident directors are charged with developing programs and administering policies and procedures.

Alcohol

Please see Alcohol and Drugs Policy in the Student Code of Conduct.

Breaks (Fall, Holiday and Spring)

Students may occupy their rooms on the dates specified by Shenandoah University and are expected to vacate them during fall break, Thanksgiving break, winter break and spring break, and within 24 hours of their final examinations at the end of each semester. Residents who demonstrate a need (as determined by the director of residence life & student conduct) to occupy their rooms during any of the above vacations must request and receive permission from the Office of Residence Life & Student Conduct. Residents who request and are approved to remain on campus during breaks will be charged a fee. Students who have significant conduct history as determined by the director of residence life & student conduct (or designee) may be denied the privilege of remaining on campus over breaks. Please note: Dining halls are closed during breaks, and residents who are approved to remain on campus are responsible for providing their own meals.

Entering a residence hall during these vacation periods without the express permission from the Office of Residence Life & Student Conduct or the Office of Student Life is prohibited and a minimum fine of \$50 will be assessed. This precaution is for the safety and protection of those students authorized to remain on campus and other students' possessions left in their residence hall rooms.

Bulletin Board Damage

Bulletin boards are located in all residence halls. Resident assistants are responsible for the content of these boards. All notices/fliers must be approved by the resident assistant prior to being posted. The Office of Residence Life & Student Conduct reserves the right to determine what is approved for posting. Unapproved notices/fliers will be removed and discarded. Students found responsible for writing graffiti on, tampering with, or removing, damaging or destroying information on the bulletin boards will receive disciplinary sanctions that include working with RAs to restore the bulletin board put up a new bulletin board and be assessed a minimum \$50 fine.

Check-In and Check-Out Procedures

Check-In

Each residence hall is inspected by the staff before new residents move in at the beginning of each semester. Students are required to fill out Room Condition Forms. Any damages or missing items should be noted on the Room Condition Form to avoid being charged when residents checkout. Any damage not attributed to a single student will be split between roommates. Residence Life staff members will inspect all rooms for damage and will assign charges. Damages will be billed to the resident(s).

Early Check-In

Residents must abide by the appointed schedule for arrival. Early arrivals will be limited to those student leaders, athletes and groups designated essential to university activities in advance of the official Move-In Day and must have prior approval of the director of residence life & student conduct. Students will not be permitted to move in early if they do not have prior authorization.

Check-Out

Residents must also checkout of their rooms before leaving school or changing rooms. Residence Life staff members should be present at check-out unless other arrangements are made. The resident is responsible for leaving the room in the same condition in which it was found. This includes thoroughly cleaning the room, emptying trash and removing all non-university furniture and belongings. The room key must be turned in at this time and noted on the resident's Room Condition Form. All expenses incurred as a result of damages are the responsibility of the resident. Charges will not be assessed to one roommate based solely on one roommate's claiming another responsible. A written statement signed by all residents of the room indicating who specifically should be charged can be submitted to the residence director. Room cleaning charges will start at \$25/student.

Abandoned Property

Anything left on campus at the end of the academic year or after a student leaves at Shenandoah will be forfeited and disposed of if it is not claimed within 24 hours. A minimum \$50 room clearing charge will be assessed against any student who fails to remove his/her items of personal property within 24 hours of withdrawal or separation from the university.

Express Checkout

Express Checkout is designed to allow greater flexibility for residential students. Residents need to pick up key envelopes, sign the "express checkout" section of the Express Checkout Envelope, put the key inside the envelope, and hand it to a Residence Life staff member. Damages will be assigned as determined by the staff member who inspects the room after the resident(s) have departed.

Cleanliness

Custodial services is responsible for routine cleaning of public areas, including stairways, halls, laundry rooms, public bathrooms and lounges. However, students are expected to maintain their rooms in orderly and sanitary conditions; this includes removal of personal trash to university trash cans. Anything left in the laundry room for more than 24 hours will become the property of Shenandoah University.

Common Areas

Residential students are responsible for damage done to the common areas of their residence halls. Common areas are generally used by, and available to, all residents of the hall (i.e. lounges, bathrooms, hallways, laundry rooms and stairways). If damage occurs to property located in a common area, the Residence Life staff will determine who is responsible for the damage. In the event an individual(s) cannot be identified, costs of repair/replacement will be assessed to all the residents of the floor and/or building where the damage occurred.

Any student, organization or university representative interested in using a residence hall common area should make a reservation request through that hall's residence director at least 48 hours in advance.

Conduct Infringing on Others

All pranks and/or careless and irresponsible behavior that cause or have the potential to cause damage to university or personal property, cause personal injuries or infringe on the rights of others are unacceptable. Such behaviors include, but are not limited to, water fights, shaving cream fights and throwing, kicking or bouncing balls, Frisbees and other similar items within or against the residence halls. No objects are permitted to be thrown or projected against the exterior of any university building.

Damage Deposit

The \$100 Residence Hall Damage Deposit will be held until a student terminates residency. This deposit covers unpaid bills and is refundable through the Business Office upon graduation or moving off campus after the second year residency requirement has been fulfilled.

Electrical Receptacle Safety Guidelines

The Residence Hall policy for electrical receptacles is as follows:

Major Appliances

A major appliance is defined as any appliance that draws 4 or more amps of electricity when in use. Normally, the amount of amperage is stated on the appliance. If there are questions regarding the amperage of an appliance, check with the residence director. All major appliances such as coffee pots, mini-refrigerators (3.1 cubic feet or less), hair dryers, curling irons, curlers, etc., must be plugged directly into wall receptacles. Extension cords may not be used.

The following appliances are not permitted in residence halls because of high voltage and/or exposed heating elements: halogen lamps, hot plates, toaster ovens, crock pots, electric fry pans, bread machines, George Foreman grills, window air conditioner units, portable heaters and open burners. Irons may be used only on ironing boards.

Extension Cords and Multi-Plug Adaptors

The use of extension cords is prohibited.

1. Only one (1) power-bar adapter with surge protectors and multi-plug adaptors with six (6) or less plug in receptacles may be used.
2. Power-bar adaptors with surge protectors may not exceed six (6) feet in length and must be the heavy duty type. Heavy duty is defined as a cord with no less than 14-gauge wire.
3. No more than one major appliance may be plugged into any wall-type multi-plug-in adapter.
4. Extension cords may not run through doorways, windows, holes in the floors, ceiling or walls. The wiring may not be nailed or tacked to any surfaces.
5. Electrical wiring may not run around or under bed frames, mattresses, furniture, carpeting, file cabinets or any other fixtures which would conceal or damage the cords. The wiring must be protected from any physical damage during use.

General

1. Plug-ins should be evenly distributed around the room.
2. All wires must be clear of traffic routes in the room and around beds and around or under furniture or other items.
3. Wires should never be taped to metal beds.
4. Frayed cords or lamps without shades should not be used.

False Fire Alarms

Virginia state law strictly prohibits anyone from tampering with fire and safety equipment. Falsely pulling fire alarms, discharging fire extinguishers, removing exit signs and fire procedure signs, etc., will lead to disciplinary action and possible criminal prosecution. Any student who knows a false fire alarm has been sounded should immediately notify the Residence Life staff and/or the Department of Public Safety. Any student found responsible for falsely pulling a fire alarm will face severe conduct sanctions, hall re-location and a \$100 fine.

Fire Drills

Fire drills are scheduled throughout the school year as required by state law. Participation in drills is mandatory. All fire alarms should be considered as fire alerts, and the building must be evacuated immediately. Refusing to evacuate constitutes a hazard to fire officials and will result in disciplinary and/or legal action, including a minimum \$25 fine and an educational sanction.

Fire Safety Regulations

The Residence Life staff is fully prepared to support and encourage all students in promoting fire safety. Students should feel free to present their concerns or ideas that could result in safer residence halls. The following regulations are in effect for student safety:

1. The use of or possession of any dangerous chemical or explosive materials such as fireworks, incendiary devices, gun powder or gasoline, is strictly prohibited.
2. Tampering with or setting off fire alarms, smoke detectors, fire extinguishers or intentionally lighting a fire in a Shenandoah building is prohibited.
3. The possession of hookahs, candles, oil lamps, incense or other open-flame items is prohibited as well as substances that result in producing an offensive odor.
4. Motorcycles and bicycles may not be kept in hallways, stairwells, attached to fire equipment or placed in any manner that interferes with exit from a building.
5. Parachutes, sheets, fish nets, tapestries and other large flammable items are not permitted to be suspended from residence hall ceilings.

Furniture (University)

Lounge furniture should never be placed in a student room. Residents of the room in which lounge furniture is found will face disciplinary action, including a minimum fine of \$50. Residence hall room furniture and other items belonging to Shenandoah University may not be moved out of the room. Missing furniture will be charged to the residents at full-replacement cost.

Guests of Residents

Residents may invite overnight guests of the same sex. Guests may not reside on campus for more than three (3) nights per semester unless special permission is granted by the resident director. Parking permits for guests can be obtained from the Office of Student Life. Guests are expected to adhere to Shenandoah regulations while visiting campus. Residents are responsible for the conduct of their guests, whether or not they stay overnight. A resident must have permission from his/her roommate to have an overnight guest.

Halogen Lights

Halogen lamps are prohibited in all university-owned and operated facilities whether in desk lights, floor lamps or other similar lighting devices. Halogen bulbs are four times hotter than standard light bulbs and may cause a fire if they come in contact with combustible materials.

Holiday Season Decorations

1. All decorations must be made of fire-resistant materials.
2. No live Christmas trees or greenery are permitted in residence hall rooms or hallways.
3. No holiday lights are permitted in residence hall rooms or hallways.
4. Decorations must be removed before leaving for winter break. Artificial snow must be removed thoroughly. Decorations left during winter break will be removed and discarded and the hall/group responsible for the decorations will be billed.
5. All decorations on the exterior of residence halls will be left to the discretion of the Residence Hall staff.
6. Residence Hall staff will inspect rooms to insure that decorations are safe.

Housing Agreement

Students who want to live on campus will be provided housing if (1) they are an admitted student and (2) have submitted both a housing application and housing contract by May 1 for the next fall semester and by Dec. 1 for the spring semester.

Students who cease to be full-time (minimum of 12 credits undergraduate and 9 credits graduate) and/or who for all practical purposes drop out of school (i.e. do not attend class) will be required to leave the residence hall within 48 hours.

Students removed from residence halls for violations of university conduct policies will still be held to the financial obligations for the housing contract period (i.e. both fall and spring semesters).

Shenandoah University reserves the right to change or cancel any room assignment in situations where in the health, community and/or good order is jeopardized, as deemed by the director of residence life and student conduct.

When residence hall rooms are only occupied by one person, consolidation will be required. If a space becomes available in a room because a roommate has not been assigned or a roommate has moved out, the Office of Residence Life & Student Conduct reserves the right to fill the vacancy. Residents who engage in conduct designed or intended to dissuade or intimidate other students from moving into a room or who otherwise attempt to manipulate the housing assignment process will face disciplinary action.

Shenandoah University is not liable for loss of or damage to the personal property of students. The university's property insurance does not cover the personal effects of residential students (i.e. stereo and computer equipment, clothes, etc.). It is each student's responsibility to obtain personal property insurance. Students should consult with their parent or guardian regarding the availability of coverage under the parent's/guardian's homeowners or tenants policy. If parents or guardians have no insurance coverage, but coverage is desired, students are encouraged to purchase personal effects coverage.

All students are responsible for damages in the residence hall or other rented or leased areas in which they live. Costs of repairs and/or replacement of damaged property and/or restitution will be charged to the student(s) responsible along with judicial action where applicable.

Housing Policy

Full-time undergraduate students are required to live in Shenandoah University residence halls during their first two years as students. Exceptions include students who are married, living at their parents' or guardians' homes, and/or who over the age of 22. These students must complete an Off-Campus Housing Request form in order to gain approval to live off campus. This form can be picked up and returned to the Office of Student Life. All students are required to live in a residence hall for the full academic year; the housing contract is in effect for the entire academic year.

Key Duplication, Lock-Outs and Possession of Master Key

Shenandoah prohibits key duplication. Students who lose keys should immediately contact a member of the Residence Hall staff for replacements. When a student loses his/her residence hall room key, the lock cylinder will be re-cored and a new key issued as soon as possible. The cost to the student is \$55.

Any student who needs access to his/her room after two previous lock-outs will be charged \$10 for each additional lockout.

Any student found with an unauthorized master or building key will be subject to fines as well as disciplinary action. Any student who uses a master key to enter another student's room or Shenandoah University office or other facilities will be subject to disciplinary action.

Lofts

When available, university beds may be bunked. The university does not permit lofts.

Maintenance

While the university is responsible for routine maintenance, the residential student is responsible for reporting maintenance concerns to his/her RA. If a repair is not made within 48 hours, contact the RA to submit a second request. If a repair is still not made, contact the resident director to resolve the situation.

The university will provide electrical power, heat and water and maintain these utilities under controllable conditions. Residents must understand that, as a condition of this policy, the university shall not be responsible or liable for any damage or loss to student personal property caused by the cessation or failure of such utilities, no matter the reason. Moreover, Shenandoah University will not be in breach of this policy if such utility service is suspended for any reason. If the premises are rendered unsafe or unfit for occupancy, the university will offer alternate housing if it is available on campus.

Noise Policy

Residents are expected to use discretion in and around residence halls regarding noise. Consideration of others is expected at all times. Stereos, TVs and radios must be kept at a volume that cannot be clearly heard outside a student's room. In general, musical instruments may not be played inside residence halls. Exceptions to the rule are instruments that can be played with the use of earphones. Practice rooms are available in Conservatory buildings for the practice of voice, piano, percussion and other instruments.

Quiet Hours ensure an environment conducive to student learning. Quiet Hours are set up within the following minimum guidelines.

- Sunday through Friday morning: 10 p.m. to 8 a.m.
- Saturday and Sunday: midnight to 10 a.m.

A violation of Quiet Hours is cause for disciplinary action. Whenever Quiet Hours are not in effect, a policy of Courtesy Hours will be enforced in each residence hall. The purpose of Courtesy Hours is to encourage each student to be responsible for his/her surrounding community. Consideration for one another is essential to maintaining a positive learning environment. Violation of Courtesy Hours is cause for disciplinary action. From the last day of classes until the last day of exams, Quiet Hours are in effect 24 hours each day.

Off-Campus Request

Commuting student status is determined by residency with a family member and living within 45 minutes of campus.

Peeping

It is against Virginia State Law to enter another person's dwelling and/or secretly peep, spy or attempt to peer into or through a window, door or other aperture. This includes common area bathrooms and showers.

Prohibited Items in Residence Halls

For a variety of reasons a number of items are prohibited in residence halls, primarily due to health and safety concerns. Some of these items include, but are not limited to: candles, pets (other than fish), ceiling fans, chain and dead-bolt locks, outside antennas, George Foreman grills, toasters and waterbeds. For a complete list, review the Residence Life website.

Roofs and Balconies

Students are not allowed on rooftops or on the elevated balconies of residence halls.

Room Changes

Students may request approval to change roommates after the second week of each semester. Room Change Forms are available through the Office of Residence Life & Student Conduct. Each student is required to obtain permission prior to the change. Students may not request room changes during mid-term and finals exams. Once a room change is approved, the move must occur within 48 hours unless special permission is granted by the housing coordinator. A minimum fine of \$50 will be levied against any student who changes rooms without receiving proper approval.

Room Entry, Inspection and Search Policy

Shenandoah University reserves the right of entry by authorized personnel to protect the health and welfare of the student and the Shenandoah community. University officials will exercise this right when there is probable cause that Shenandoah University or civil laws are being broken or in any emergent situation.

Health and Safety Inspections

Health and safety inspections are periodically held by resident assistants and/or resident directors. These inspections will be announced either by e-mail or fliers at least 48 hours in advance. The main objective of inspections is to maintain a safe and healthy living environment. When health or safety risks are discovered or prohibited items are found, these items will be removed. Confiscated items will not be returned to the student or his/her guest. Resident assistants will attempt to educate residents by showing the proper method to correct a potential problem situation. If the resident is not present, the situation will be corrected and a note left for the resident. Health and safety inspections also give the residents an additional chance to make the staff aware of repairs that are needed in individual rooms.

Custodial and Maintenance Room Entry

Shenandoah reserves the right of entry by custodial and maintenance personnel in performance of necessary repairs and/or improvement to the residence facility in the student's absence. Custodial and maintenance staff will leave hang tags advising that they have performed work in the room if no residents are present.

Emergency Entry

A residence life staff member may, without verbal or written authorization from a higher authority, enter a student's room either forcibly or with a building master key in cases of fire, explosion, bomb threat, attempted or suspected suicide or other situations that call for immediate entry in issues of imminent threat to either residents of the room or residents of the hall community.

Any authorized or illegal items observed in student rooms during an emergency entry may result in future investigation after the emergency has passed. In the event of suspected vandalism, arson, assault or other violations of Shenandoah policy that may have occurred in a room, appropriate Shenandoah officials may be called in to conduct an investigation. The results of such an investigation may result in disciplinary action and/or criminal prosecution.

Room Search

Because colleges and universities are viewed as an educational community with special behavioral requirements, the courts have upheld the university's right to enter and search rooms with just cause, as long as the entry and search are not done in an arbitrary and capricious manner that unnecessarily deprives a student of fundamental "fairness" or "due process protection." The intent of this policy is to provide protection for the rights of each Shenandoah student, while at the same time providing residence life staff members and Shenandoah officials the means to maintain and protect the educational environment necessary for the university to fulfill its primary purpose.

Authorized Entry and Search

When an individual has reasonable cause to believe a student has violated a Shenandoah policy and relevant or prohibited materials remain in a room or suite, a request may be made for an authorized entry and search. The request should be directed to the appropriate Student Life staff member who will inform the vice president for student life or his/her designee. After considering the request, the vice president for student life or his/her designee may give a written or verbal authorization to conduct an authorized entry and search of a student's room for specified items. In the event the vice president for student life or his/her designee is not available, director of residence life & student conduct, vice president for administration & finance or the president of the university should be contacted.

Single Rooms

For the first two years, most residence hall rooms are double occupancy. Single occupancy rooms are available on a limited basis and not normally available. When available, they are apportioned first by need (i.e. documented disability or resident assistant), and then as determined by the Office of Residence Life & Student Conduct. In instances in which a student does not have a roommate, Shenandoah University reserves the right to assign a second student to that space at any time during the year.

Smoking

Smoking is prohibited in all university buildings, including residence halls and rooms. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees. Smoking is prohibited within 30 feet of all building entrances.

Storage

Storage space is not available for residential students. All personal possessions must be removed when students leave the residence halls at the end of the academic year.

Visitation Guidelines

Visitation is permitted only when both residents agree to the visitor and the length of the visit. If visitation privileges are abused, the resident may lose this privilege and no longer be permitted to have any guests in his/her room.

The ABCs of Student Services

Academic Enrichment Center

Howe Hall, Room 204

Director of Academic Success Center Audrey Robinson

(540) 665-4928

arobinso2@su.edu

Monday through Thursday: 9 a.m. to 8 p.m.

Friday: 9 a.m. to 5 p.m.

Services in the center include academic skills development workshops such as time management, preparing for tests and learning styles; study skills courses; developmental services and testing to upgrade skills; assistance with academic counseling; free peer tutoring; referral to counseling and Career Services; monitoring academic progress; coordination of programs for students with disabilities; a resource library; the Writing Center and math tutoring.

Administrators

Vice President for Student Life Rhonda VanDyke Colby

Brandt Student Center, Room 119

(540) 665-4862

rcolby@su.edu

Vice President for Enrollment Management & Student Success Clarresa Morton

Wilkins Administration Building, ground floor

(540) 665-4517

cmorton@su.edu

Students are encouraged to follow protocol and work to resolve issues first by talking to their Residence Life staff or faculty adviser; depending on the situation. Those individuals can point the student to the next person in line. Before going to the president of the university with issues of academics or campus life, students should meet with either the vice president for enrollment management & student success or the vice president for student life, respectively.

Brandt Student Center

Main Campus

Director of Student Engagement Rick McClendon

(540) 665-5445

rmcclend@su.edu

Operations Manager Ben Wilson

(540) 665-4901

bwilson@su.edu

BSC doors open at 7:30 a.m.; lock at midnight

staffed Monday through Thursday: 8 a.m. to midnight

staffed Friday: 8 a.m. to 2 a.m.

staffed Saturday: 10 a.m. to 2 a.m.

staffed Sunday: 11 a.m. to midnight

Brandt Student Center Game Room

Monday through Thursday: 11 a.m. to 11:30 p.m.

Friday & Saturday: 11 a.m. to 1:30 a.m.

Sunday: noon to 11:30 p.m.

Brandt Student Center Fitness Room

Recreational Sports Coordinator Chaiyos A. Maines

(540) 665-4790

cmaines@su.edu

Monday through Friday: 8 a.m. to 11 p.m.

Saturdays and Sundays: 11 a.m. to 11 p.m.

Student fees provide for campus fitness rooms in Brandt Student Center and the Health Professions Building. Treadmills, ellipticals, weight machines, spin and recumbent bikes are available. A valid SU I.D. card must be presented for entrance to the fitness rooms.

Bulk Mail and Copy Center

Romine Living Center, East Campus

Manager Karen Myers

(540) 665-4528

kmyer3@su.edu

The Bulk Mail and Copy Center handles large printing projects such as concert programs, posters, fliers, etc. Its fees are comparable to local quick-print shops.

Business Office

Wilkins Administration Building, second floor (above the Admissions Office)

(540) 665-4514

busoff@su.edu

Tuition, room and board, parking tickets and other fees are paid at the front counter (Accounts Receivable). Work study checks are distributed at this location.

Bus Service (Campus)

Mondays through Fridays: 7 a.m. until 10 p.m.

During the academic year, the Campus Shuttle Van starts at East Campus Housing at 7 p.m., with stops at Henkel Hall, Ruebush Hall, Halpin-Harrison Hall and at the north end of Armstrong Hall (near the Department of Public Safety Office). The route takes 30 minutes, with the van returning to East Campus Housing on the hour and the half hour. In case of snow or ice, the shuttle may alter operations. Read daily SUN-e for updates.

Bus Service (City)

The City of Winchester transit line follows a regular schedule and route. The Millwood Avenue bus provides service from campus to downtown at 10 minutes before the hour, and leaves City Hall for Shenandoah on the half-hour. Service from other areas of the city to downtown is available. A schedule is available at www.winchesterva.gov.

Campus Bookstore

Brandt Student Center, lower level
 Manager Mary Ellen Welch
 (540) 665-4523
www.shenandoah.bkstr.com

Monday through Friday: 9 a.m. to 5 p.m.

Saturday: 10 a.m. to 2 p.m.

Campus Mail

Brandt Student Center, main concourse
 Manager Pam Miller
 (540) 665-4522
pmiller@su.edu

Monday through Friday: 8:30 a.m. to 4:30 p.m.

Incoming university mail is processed twice a day and distributed to student mailboxes, which are assigned to all full-time residential students. Mail sent to students should be addressed with name and box number followed by Shenandoah University, 1460 University Dr., Winchester VA 22601. Postage stamps, envelopes and some packaging supplies are available for purchase.

Career Services

Cooley Hall, Room 202
 Director Jennifer A. Spataro-Wilson
 (540) 665-5412
career@su.edu

The Career Services office works with students throughout all aspects of the career development process, from choosing a major to career changes. Shenandoah University is committed to the belief that career development is a lifelong process influenced by many factors, with the end result being personal satisfaction and a solid career. Services offered include career exploration, experiential learning through internships, volunteer, summer and part-time opportunities, as well as, graduate school search assistance, resume building, interview skills workshops and job search assistance. Career Services also maintains a Credential File Service for students and alumni.

Child Care Center

118 Regency Lakes Dr, Winchester (off Rt. 7, east of main campus)

Director Julie Tavenner

(540) 665-0991

jtavenne@su.edu

Monday through Friday: 7 a.m. to 6 p.m.

The Shenandoah University Child Care facility offers care for infants through school age. The program is designed to address the child-care needs of Shenandoah University students, faculty and staff who have young children.

Computer Help

Technology Support Services

Howe Hall, Room 112

(540) 665-5555

helpdesk@su.edu

Monday through Friday: 8 a.m. to 5 p.m.

Computer Lab

Halpin-Harrison Hall, Room 142

Monday through Friday: 8 a.m. to 9 p.m.

Entertainment

All over campus, all the time

Student Life Information Coordinator Cathy Kuehner

(540) 665-4933

studentlife@su.edu

Shenandoah University Student Life on Facebook

[suStudentLife](#) on Twitter

There is rarely a day on campus when there's nothing to do. Between conservatory performances, athletic events, guest lecturers, special programming, clubs and organizations, a student can be as busy as he/she wants to be – and almost everything on campus is FREE with a Shenandoah University I.D. card. Students are encouraged to check their SU e-mail, read the student newspaper, follow Hornets athletics schedules online, be engaged and enjoy all that college life has to offer in and out of the classroom.

Food Services

Allen Dining Hall

Main Campus
(540) 665-4924
dining@su.edu

Monday through Thursday: 7:15 a.m. to 7:15 p.m.

Friday: 7:15 a.m. to 6:30 p.m.

Saturday and Sunday: 9 a.m. to 6:30 p.m.

Brandt Student Center Food Court

Sandella's

Monday through Thursday: 10:30 a.m. to 10:30 p.m.

Friday: 10:30 a.m. to 5:30 p.m.

Saturday & Sunday: closed

Grill 155°

Monday through Friday: 7:30 a.m. to 11 p.m.

Saturdays: 1 to 11 p.m.

Sundays: 1 to 10:30 p.m.

Brandt Student Center Jazzman's Cafe

Monday through Friday: 7:30 a.m. to 10:30 p.m.

Saturdays: 10 a.m. to 2 p.m.

Sundays: closed

Health Professions Building Cafe

Monday through Friday: 7:30 a.m. to 1:30 p.m.

Meals are provided for residential and commuting students who have meal plans. In the Allen Dining Hall, students present their I.D. cards at the door for unlimited food and beverage selections and refills. Students not on meal plans or visitors to the campus are encouraged to enjoy the dining service facilities and to pay at the door. Students also have the option of using meal plans or cash at retail outlets in the Brandt Student Center and at the HPB Café at the Winchester Medical Center. There are also off-campus restaurants that accept flex dollars.

Health (Physical and Mental)

See Wilkins Wellness Center.

Health Professions Building Services

Winchester Medical Center Campus

Bookstore

Monday & Thursday: 11 a.m. to 3 p.m.

Computer Lab, Room 265

Sunday: 1 to 5 p.m.

Monday through Thursday: 8 a.m. to 10 p.m.

Friday: 8 a.m. to 5 p.m.

Saturday: 10 a.m. to 5 p.m.

Fitness Room

Monday through Thursday: 7 a.m. to 10 p.m.

Friday through Sunday: 7 a.m. to 5 p.m.

Everyone must have valid SU I.D. for entry.

Health Sciences Library

Sunday: 1 to 5 p.m.

Monday through Thursday: 8 a.m. to 10 p.m.

Friday: 8 a.m. to 5 p.m.

Saturday: 10 a.m. to 5 p.m.

International Programs and Travel

Center for International Programs

Cooley Hall, ground floor

Director International Programs Bethany Galipeau-Konate

(540) 542-6285

bgalipea@su.edu

Shenandoah offers a wide range of travel opportunities, including its unique Global Citizenship Project, which annually sends dozens of students around the world during spring break – all travel expenses paid by the university. The university is also home to more than 100 students from other countries, and the Center for International Programs serves as an office for international student organizations. The Center encourages all students to broaden their horizons by stopping by the Center first.

Library (Alson H. Smith Library)

Main Campus
Director Christopher Bean
(540) 665-4553
cbean@su.edu

Sunday: 1 p.m. to midnight

Monday through Thursday: 8 a.m. to midnight

Friday: 8 a.m. to 8 p.m.

Saturday: 10 a.m. to 6 p.m.

Laundry

Located in each residence hall

Laundry facilities are available for use only to Shenandoah University residential students. The Auxiliary Services Office is responsible for addressing any problems with their operation. The cost of operating washers and dryers is just 25 cents each.

Lost and Found

Located at the Brandt Student Center Information Desk

(See BSC hours of operation.)

Recreation and Outdoor Programming

Brandt Student Center
Recreational Sports Coordinator Chaiyos A. Maines
(540) 665-4790
recsports@su.edu

Coordinator of Outdoor Programs Stacey Keenan
(540) 542-6533
suoutdoors@su.edu

Recreation and Outdoor Programming exist to promote healthy, active lifestyles through recreational and experiential opportunities. Programs and services enhance physical, psychological, ethical, intellectual and social development while fostering community and building relationships. Intramural sports competitions are open to all Shenandoah undergraduate and graduate students as well as faculty and staff. Outdoor programs throughout the year take students to wonderful locations throughout the Shenandoah Valley for a variety of adventures.

Residence Life & Student Conduct

Cooley Hall, Room 214

Director of Residence Life & Student Conduct Life Sue O'Driscoll

(540) 665-4611

reslife@su.edu

Living on campus helps students build foundations for academic and social success. Residential students develop support systems, forge lifelong friendships, meet people from diverse backgrounds and integrate into the campus community. Through immersion in the academic, cultural and social life of the institution, residential students develop skills and tools that lead to student success. For this reason, first and second-year students are required to live on campus, taking advantage of the graduated living options that facilitate students' development.

Safety

Department of Public Safety

Armstrong Hall, north end

Director of Public Safety Wayne Sealock

(540) 545-7338

(540) 678-4444 for assistance 24/7

911 for true emergencies

wsealock@su.edu

Shenandoah University stands by the belief that personal safety is the responsibility of the individual, who must be aware of his/her surroundings and use good judgment. The Department of Public Safety is staffed 24/7, and its officers are trained to respond and assist students, employees and guests on campus. Officers routinely patrol campus on foot and in vehicles. Emergency phones are located across campus and are also connected to the Winchester Police Department. Officers also work to educate students and employees about appropriate behavior that increases the safety of the individual as well as the entire campus community.

Spiritual Life

Goodson Chapel, lower level

Dean of Spiritual Life Justin Allen

(540) 535-3546

goodsonchapel@su.edu

The great diversity of religious convictions among Shenandoah's students enriches the cultural life on campus. Shenandoah encourages mutual respect for various religious perspectives while offering programs that support and nurture spiritual growth. The Spiritual Life staff incorporates a wide variety of opportunities for worship, study, service and spiritual growth. It seeks to weave together spiritual and intellectual journeys. The office sponsors a number of programmatic initiatives that meet students' desires for prayer, study, ethical reflection, fellowship and service. Weekly Sunday worship is University Chapel @ Noon and Wednesday Night Live service is held weekly at 10 p.m.

Student Government Association

Brandt Student Center lower level
 Director of Student Engagement Rick McClendon, adviser
 (540) 665-4611
rmcclend@su.edu
sga@su.edu

Shenandoah University affirms the rights and responsibilities of students to have a voice in the university's decision-making process. As a representative body, the members of the Student Government Association are charged with representing student ideas and keeping students updated on key issues at the institution. The Student Government Association officers and representatives serve as voting members of many university policy-making councils and the Board of Trustees.

Wilkins Wellness Center

Racey Hall, ground floor overlooking quad
 Director Ron Stickley
 (540) 665-4530
wwcenter@su.edu

Monday through Friday: 9 a.m. to 5 p.m.
 closed noon to 1 p.m.

The Mary B. Wilkins Wellness Center is an ambulatory health clinic providing acute care for students as well as health education, physical examinations and preventive health services such as immunizations. The staff includes registered nurses and a part-time family nurse practitioner (FNP). The nurses assess illnesses and injuries and treats according to standard protocols. It is beneficial for students to take advantage of the Wellness Center services whenever possible. Most services are free to all students. Physical examination, pap and immunizations can be obtained at the center for a nominal charge. However, in the event of a complicated illness or injury, the student may be referred to a local physician or the Urgent Care. In the event of an emergency, the student will be referred to Winchester Medical Center emergency department.

Counseling Center

Cooley Hall, Rooms 301-306
 Director Nancy Schulte
 (540) 665-4530
nschulte@su.edu

The Counseling Center offers short-term personal counseling for a wide variety of mental health and substance-use issues. The Center provides a comfortable, safe and confidential environment that allows students to explore personal concerns. It is in this nurturing setting students can practice strategies for improving decision-making skills, learn healthy coping methods and find support for appropriate resources. Free individual and group therapy is available only to students, however consultation with faculty, staff and parents is also available. The Counseling Center has a relaxation room that features a massage chair, biofeedback, light and aroma therapy, pamphlets and online assessments. The Counseling Center assumes no obligation for long-term therapy and is subject to session limits, but maintains a referral network to a variety of agencies and qualified practitioners in the community.

Writing Center

Howe Hall Room 204
Dr. Doug Enders, director
(540) 665-4845
wc@su.edu

Monday through Thursday: 10 a.m. to 8 p.m.

Friday: 10 a.m. to 4 p.m.

HPB and at NVC hours are posted at www.su.edu/writing_center

The Shenandoah University Writing Center takes as its primary mission one-to-one instruction in writing for all students. The conferences between students and Writing Center staff, either face-to-face or online, work to enable students to learn productive habits in pre-writing, drafting, revising, and editing. Using directive and non-directive instructional techniques, the Center's staff encourages students to do their own work but to value consultation as a valuable part of composing. The ultimate goal of the Center is to develop more able student writers.

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

Calvin H. Allen, Dean, College of Arts & Sciences
Gregory Hall, Room 157
(540) 665-4587

Students in programs in the School of Education & Human Development will engage in a student-centered, inquiry-driven, problem-oriented examination of public education's foundations, current situations and future possibilities through course requirements, internships and field research. Reliable access to the Internet is required for all students.

Graduates in most education programs will meet Virginia Department of Education requirements for licensure in at least one endorsement area in which the university offers programs and will add the advanced degree in education to qualify for salary enhancements on the educational career ladder. The certificate requirements listed in this catalog are subject to any changes made by the Virginia Department of Education regarding teacher licensure requirements.

Programs of Study

Professional Certificates

Public Management

TESOL

Reading Specialist

Initial Teacher Education (Elementary, Middle, Secondary)

K-12 Education:

Dance

Health and Physical Education

Music – Choral and/or Instrumental

Reading Specialist

Elementary Education:

PK-6

Middle School Education (Grades 6 – 8)

Secondary Education:

Biology

Business Education

Chemistry

English

History/Social Studies

Mathematics

Spanish

ESL Teacher Education

Special Education

Administration and Supervision

Master's Degree Programs

Master of Science in Education: Individualized Focus

Master of Science in Education: Emphasis in Teaching

Master of Science in Education: Reading Specialist

Master of Science in Education: Special Education

Master of Science in Education: Education Administration

Master of Science in Education: TESOL

Master of Science in Organizational Leadership

Doctoral Programs

Doctor of Education: Administrative Leadership

Doctor of Professional Studies: Organizational Leadership

Application Deadline

Completed applications for all programs (except doctoral programs) are as follows:

Fall Semester July 15

Spring Semester October 15

Summer Semester February 15

Doctoral program deadline: May 1 (admissions accepted for fall semester only).

Please contact the Shenandoah University Office of Admissions for assistance in the application process.

Professional Certificate Programs

Public Management Certificate

William Shendow, Associate Professor of Political Science
Smith Library, Second Floor; (540) 665-4697; wshendow@su.edu

The Public Management Certificate Program is a graduate-level program designed for government, health care and non-profit managers who want to develop their management skills and enhance their professional credentials while accumulating credits that may be applied toward an advanced degree. The program consists of four 12-week graduate-level courses offered over a period of a year. Classes typically meet one night a week on the campus of Shenandoah University. Successful completion of the Public Management Certificate Program results in the student receiving a certificate of completion and 12 credits that can be used toward a master's degree in Public Administration at other institutions. Courses offered as part of the program are:

Course		Title	Credit Hours
PAD	501	Public Administration and Management	3
PAD	502	Organizational Theory	3
PAD	503	Public Personnel Administration	3
PAD	504	Public Administration Ethics	3
		Total	12

Professional Certificate in TESOL

Steven E. Humphries, Associate Professor of TESOL

Bowman Building, Office 213A; (540) 535-3574; shumphri@su.edu

Admissions Requirements for the Professional Certificate in TESOL

Admission to the Professional Certificate in TESOL (Teaching English to Speakers of Other Languages) program requires a bachelor's degree from a recognized regionally accredited university or college. Applicants must have at least one of the following: 3.0 undergraduate grade point average (4.0 scale), 3.0 grade point average for prior graduate courses or satisfactory GRE scores (general test) earned no more than five years prior to enrollment. Applicants whose native language is not English must submit either satisfactory TOEFL scores or IELTS earned no more than 12 months prior to the date of enrollment or satisfactory GRE scores as described above. All applicants must also submit three letters of recommendation and an essay. (Go to www.su.edu/sas/tesol for details.)

Requirements for the Professional Certificate in TESOL

The Professional Certificate in TESOL provides an entry-level credential for persons who want academic training in the essential elements of the TESOL profession. The three courses in this nine-credit program provide an overview of the field, a basic grasp of English linguistics and a survey of language teaching methods.

All courses in the Professional Certificate program can be applied toward the requirements for the Advanced Professional Certificate in TESOL and the Master of Science in Education (TESOL Concentration). *This is not a licensure program.*

The three required courses are listed below.

Course		Title	Credit Hours
TSL	501	The Profession of TESOL	3
TSL	502	Linguistics for TESOL	3
TSL	523	Methods and Materials for Language Teachers	3
		Total	9

Advanced Professional Certificate in TESOL

Admission Requirements for Advanced Professional Certificate in TESOL

Admission to the Advanced Professional Certificate in TESOL program requires a bachelor's degree from a recognized regionally accredited university or college. Applicants must have at least one of the following: 3.0 undergraduate grade point average (4.0 scale), 3.0 grade point average for prior graduate courses or satisfactory GRE scores (general test) earned no more than five years prior to enrollment. Applicants whose native language is not English must submit a satisfactory TOEFL score or IELTS earned no more than 12 months prior to the date of enrollment. All applicants must also submit three letters of recommendation and an essay. Go to www.su.edu/sas/tesol for details.

Requirements for the Advanced Professional Certificate in TESOL

The Advanced Professional Certificate in TESOL is designed to prepare its graduates to teach English to speakers of other languages in any environment. This 18-credit program includes the courses in the Professional Certificate in TESOL (see description), adding coursework on language and culture, second language acquisition and language teaching methods and materials and assessment. This program contains most of the substantive courses required for the Master of Science in Education (TESOL Concentration) and all of the Advanced Professional Certificate in TESOL courses can be applied toward that degree. This is not a licensure program. The six required courses are listed below.

Course		Title	Credit Hours
TSL	501	The Profession of TESOL	3
TSL	502	Linguistics for TESOL	3
TSL	523	Methods and Materials for Language Teachers	3
TSL	524	Assessment for Language Teachers	3
TSL	541	Language and Culture	3
TSL	561	Second Language Acquisition	3
		Total	18

Professional Studies Certificate in ESL Teacher Education

Brenda Murphy, Associate Professor of TESOL

Bowman Building, Office 214B; (540) 678-4464; bmurphy@su.edu

The Professional Studies Certificate (PSC) Program in ESL (English as a Second Language) Teacher Education serves students who want to obtain Virginia licensure as an ESL teacher. Students completing this program will meet the Virginia Department of Education (VDOE) requirements for licensure and be eligible for endorsement in ESL (preK-12).

Program entry requires satisfactory Praxis I, SAT or ACT scores; completion of an undergraduate degree at a regionally accredited college or university; and the completion of six (6) credit hours of a foreign language at a regionally accredited college or university.

If candidates have already completed the initial education foundation courses (or their equivalent at the graduate or undergraduate level), they need to take only the remaining 18 content-course credits (15 TSL credits and RDG 523) plus the six (6) credits of supervised teaching in order to complete the certificate program.

Professional Studies Certificate in ESL requires completion of 33 credit hours of coursework as outlined below:

Course	Title	Credit Hours
PSYP 510	Advanced Human Growth and Development	3
EDU 510	Foundations of Education	3
EDU 584	Classroom Management and Climate	3
RDG 523	Foundations of Reading Instruction	3
TSL 502	Linguistics for TESOL	3
TSL 523	Methods and Materials for Language Teachers	3
TSL 524	Assessment for Language Teachers	3
TSL 541	Language and Culture	3
TSL 561	Second Language Acquisition	3
EDU 661	Internship in Elementary/Middle/Secondary Endorsement Field*	6
Or, if provisionally licensed, complete:		
EDU 613	Management and Mentorship I	3
and		
EDU 614	Management and Mentorship II	3
Total		33**

* Students must complete the Virginia Communication and Literacy Assessment (VCLA) prior to student teaching.

** Students must pass the Praxis II in ESL (when the test becomes effective) in order to receive the certificate.

Transfer of Credits for TESOL Certificate Programs

Transfer credit will be granted on the basis of review by the TESOL program. Up to three credits may be transferred into TESOL certificate programs when earned at an accredited institution and when the credits fulfill required courses.

Professional Studies Certificate Program for Reading Specialist

Peter Edwards, Professor of Education

Bowman Building, Office 118; (540) 665-4588; pedwards@su.edu

The Professional Studies Certificate (PSC) Program for Reading Specialist serves students who already hold a master's degree from a regionally accredited institution of higher education and who want to obtain Virginia licensure as a reading specialist without seeking Shenandoah's MEd: Reading Specialist Concentration. Students completing the requirements for the PSC Program in Reading Specialist Concentration will meet the Virginia Department of Education (VDOE) approved program requirements for licensure.

For program entry, students are required to meet all the requirements for entry into the MEd: Reading Specialist Concentration program, plus hold a master's degree from an accredited institution of higher education.

Course		Title	Credit Hours
RDG	523	Foundations of Reading Instruction	3
RDG	524	Analysis and Remedial Techniques in Reading	3
RDG	530	Clinical Diagnosis & Treatment of Reading Difficulties	3
RDG	533	Reading in the Content Areas	3
RDG	535	Language Development	3
EDU	585	Educational Technology Applications	3
RDG	602	Organization & Supervision of the Reading Program	3
		Total	21

Professional Studies Certificate Programs for Initial Teacher Education

Karrin Lukacs, Assistant Professor of Curriculum and Instruction
Bowman Building, Office 120; (540) 545-7282; klukacs@su.edu

The Professional Studies Certificate Programs (PSC) for Elementary, Middle and/or Secondary School Teacher Education serves students who want to obtain Virginia Teacher Licensure. These PSC Programs are intended to meet the Virginia Department of Education (VDOE) requirements for licensure in at least one endorsement area in which the university offers programs. Each endorsement area has requisite courses listed in the Licensure Regulations for School Personnel book published by the Office of Professional Licensure, Division of Compliance Coordination, Virginia Department of Education, Richmond, VA. Recent changes made by the VDOE may not be reflected in this catalog.

Program entry requires minimum Praxis I or SAT/ACT scores. Passing Praxis I Math and VCLA scores may be taken in lieu of Praxis I. Applicants must submit three letters of recommendation and a writing sample. Applicants must possess an undergraduate degree from an accredited college. Additional content course requirements may be added depending on area of licensure sought and transcript review. Content coursework in endorsement areas is determined by transcript review based on VDOE requirements. An applicant may have no more than five outstanding content courses, with none of the five needed content area courses being solely in one area.

PSC Program Completion

Prior to student teaching, and as a condition of licensure, the following tests are currently required:

ELEMENTARY – Praxis II, VCLA and VRA or RVE

MIDDLE – Praxis II and VCLA

SECONDARY – Praxis II and VCLA

PREK-12 – Praxis II and VCLA

Practica Experiences: Each professional course requires the completion of specified experiences within a state approved school under the supervision of a teacher licensed in the area where licensure is sought.

Professional Studies Certificate Program for Elementary School Teacher Education (PK-6)

Course		Title	Credit Hours
PSYP	510	Advanced Human Growth and Development	3
EDU	510	Foundations of Education	3
EDU	584	Classroom Management/School Climate	3
RDG	523	Foundations of Reading	3
EDU	633	Integrated Language Arts	3
EDU	643	Curriculum and Instruction in Elementary and Middle Schools	3
EDU	690	Internship in Elementary and Middle Education	6
	or		
EDU	613	Management and Mentorship I	3
	and		
EDU	614	Management and Mentorship II	3
Total			24

Professional Studies Certificate Program for Middle School Teacher Education (6-8)

Course		Title	Credit Hours
PSYP	510	Advanced Human Growth and Development	3
EDU	510	Foundations of Education	3
EDU	584	Classroom Management/School Climate	3
EDU	633	Integrated Language Arts	3
RDG	533	Reading in the Content Area	3
EDU	643	Curriculum and Instruction in Elementary and Middle Schools	3
EDU	690	Internship in Elementary and Middle Education	6
	or		
EDU	692	Internship in Middle and Secondary Education	6
	or		
EDU	613	Management and Mentorship I	3
	and		
EDU	614	Management and Mentorship II	3
Total			24

Professional Studies Certificate Program for Secondary School Teacher Education (6-12)

Course		Title	Credit Hours
PSYP	510	Advanced Human Growth and Development	3
EDU	510	Foundations of Education	3
EDU	584	Classroom Management/School Climate	3
EDU	635	Reading and Writing in the Content Area	3
	or		
RDG	533	Reading in the Content Area	3
EDU	645	Curriculum and Instruction in Middle and Secondary Schools	3
EDU	692	Internship in Middle and Secondary Education	6
	or		
EDU	613	Management and Mentorship I	3
	and		
EDU	614	Management and Mentorship II	3
Total Credits			21

Professional Studies Certificate Program in Special Education

Diane D. Painter, Associate Professor of Education (Special Education)

Bowman Building, Office 119; (540) 678-4304; dpainter@su.edu

The Professional Studies Certificate for Special Education Teacher Education serves students who desire Virginia Special Education Teacher Licensure. Students completing this program will meet the Virginia Department of Education requirements for licensure and be eligible for endorsement in special education — general curriculum instruction. This endorsement area has requisite courses listed in the Licensure Regulations for School Personnel book published by the Office of Professional Licensure, Division of Compliance Coordination, Virginia Department of Education, Richmond, VA.

Program entry requires satisfactory Praxis I, SAT, or ACT scores, and completion of an undergraduate degree at a regionally accredited college or university. Passing Praxis I Math and VCLA scores may be taken in lieu of Praxis I. Applicants must also submit three letters of recommendation and a writing sample.

If candidates have already completed the initial education foundation courses (or their equivalent at the graduate or undergraduate levels), they only need to take the 21 credits of SED coursework and six (6) credits supervised teaching experiences in order to complete the certificate program.

PSC Special Education Completion

Prior to student teaching, and as a condition of licensure, the following tests are currently required:

VCLA and VRA or RVE

Professional Studies Certificate Program for Special Education Teacher Education

Course	Title	Credit Hours
PSYP 510	Advanced Human Growth and Development	3
EDU 510	Foundations of Education	3
RDG 523	Foundations for Reading	3
SED 565	Foundations/Legal/Medical Aspects of Special Education	3
SED 571	Characteristics of Students with Disabilities	3
SED 533	Language Acquisition and Reading Methods	3
SED 569	Collaborative and Consultative Strategies	3
SED 575	Transitions for Students with Disabilities	3
SED 567	Special Ed. Instruction, Behavior Management and Assessment	3
SED 573	Curriculum, Instruction and Service Delivery	3
EDU 661	Internship in Elementary/Middle/Secondary Education in Endorsement Field	6
Or if provisionally licensed in special education, complete:		
EDU 613 and	Management and Mentorship I	3
EDU 614	Management and Mentorship II	3
	Total Credits	36

Professional Studies Program in Administration and Supervision

Dennis Kellison, Assistant Professor of Education Leadership
Bowman Building, Office 117; (540) 545-7324; dkelliso@su.edu

Graduates may qualify for a provisional PK-12 Administration and Supervision license endorsement. To qualify for a permanent (five-year) endorsement, graduates must successfully complete a beginning administration and supervision assessment as prescribed by the Virginia Board of Education.

Course		Title	Credit Hours
ADM	621	Introduction to Administration	3
ADM	622	Schools and Communities	3
ADM	623	School Law	3
ADM	624	School Finance Theory and Practice	3
ADM	640	Curriculum Development and Evaluation	3
ADM	641	Supervision and Evaluation of Instruction	3
RST	672	Outcomes Assessment and Statistical Applications in Organizations	3
ADM	626	Practicum in Educational Leadership	6
	or		
ADM	627	Internship in Educational Leadership	6
Total			27

Master of Science in Education Programs

General Degree Program Requirements

The MEd degrees require completion of a 30-33 semester-hour program with a grade point average of 3.0 or better. Programs of study are detailed below. The Shenandoah University computer competency requirement is met within the courses required for these degrees.

Master of Science in Education: Individualized Focus

Mary Bowser, Professor of Education

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Karen Lukacs, Assistant Professor of Curriculum and Instruction

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Entrance Requirements

Applicants must possess an undergraduate degree. Applicants for graduate degrees in education are required to submit satisfactory grades in prior undergraduate coursework and may be required to submit scores on standardized tests. For more information, contact the School of Education & Human Development.

Specific Degree Program Requirements: Individualized Focus

The Master of Science in Education, Individualized Focus is designed to meet the needs of students with interests inside or outside the traditional public school arena, and may include concentrations in general education theory and practice, higher education administration or community-based learning programs. It is flexible enough to adapt to individual school or teacher needs, and yet it maintains a consistency with other Master of Science in Education programs through its core offerings. Completion of the individualized option does not lead to initial state licensure. Graduates of this program could be qualified to serve as resource teachers, middle-level administrators, or generalists in the field. Degree candidates may use electives to develop a broad view of education or may concentrate electives in a specific area of interest or to meet endorsement needs.

Degree Requirements: Individualized Focus

The degree requirement is the completion of a 30 semester hour program (see below) with a grade point average of 3.0 or better. Requirements include the 12-credit inquiry core, plus a concentration of appropriate coursework as outlined below. The Shenandoah University computer competency requirement is met within the courses required for this degree.

Concentration – 18 credits

A coherent set of courses at the 500-level and above, in addition to select graduate-level courses in related fields, selected in consultation with the advisor, will meet the requirements for the individual concentration.

The following Inquiry Core is required of all students in the Individualized Focus Program:

Inquiry Core – 12 credits

Course		Title	Credit Hours
RST	671	Using Educational Measurement and Statistics	3
RST	672	Outcomes Assessments and Statistical Applications in Organization	3
EDU	585	Educational Technology Applications	3
EDU	647	Projects in Curriculum and Instruction	3
		Inquiry Core Total	12
		Program Total (Concentration + Inquiry Core)	30

Master of Science in Education: Emphasis in Teaching

Mary Bowser, Professor of Education

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The Master of Science in Education, Emphasis in Teaching Concentration is designed to meet the current and changing needs of regional teachers and school systems as they strive to upgrade their skills and teaching effectiveness. It is flexible enough to adapt to individual school or teacher needs, and yet it maintains a consistency with other Master of Science in Education programs through its core offerings. It is also designed to meet state re-licensure requirements in individual endorsement areas.

Admissions Requirements

Applicants must possess an undergraduate degree and a current teaching license prior to admission to the program. Applicants for graduate degrees in education are required to submit satisfactory grades in prior undergraduate coursework, and may be required to submit scores on standardized tests. For further information, contact the School of Education & Human Development.

Degree Requirements

The degree requirement is the completion of a 30 semester hour program (see below) with a grade point average of 3.0 or better. Requirements include the 12 credit inquiry core, plus appropriate coursework as outlined below. The Shenandoah University computer competency requirement is met within the courses required for this degree. This MSEd program is a student-oriented and problem-centered program that addresses the inquiry drive aspect of the School of Education and Human Development mission statement by offering a series of courses designed to explore individual topics in an educational setting. These courses help inform the students' decisions, provide guidance in addressing problems they will encounter in an educational role, and present opportunities to effect change in the environment in which they work.

Concentration

Course	Title	Credit Hours
EDU 635	Reading and Writing in Content Area	3
ADM 640	Curriculum Development and Evaluation	3
	One course in subject area	3
	Total	9

Electives (pick 3 courses from the following)

Course	Title	Credit Hours
EDU 503	Topics in Education	3
EDU 584	Classroom Management/School Climate	3
EDU 585	Educational Technology Applications	3
ADM 641	Supervision and Evaluation of Instruction	3
ADM 621	Introduction to Administration	3
EDU 650	Major Issues in Education	3
EDU 651	Methods of Instruction	3
EDU 652	The Professional Teacher: Teaching and Learning	3
EDU 653	The Professional Teacher: Professional Portfolio Development	3
	One course in subject area	3
	Total	9

Selected with and approved by the student's advisor. No more than 6 hours of workshop credits may be applied.

A student who has not had an educational foundations class at the baccalaureate level and who intends to work in or do work related to K-12 schools in the U.S. is required to take the EDU 510 class.

The following Inquiry Core is required of all students in the Teaching Program.

Inquiry Core

Course		Title	Credit Hours
RST	671	Using Educational Measurement and Statistics	3
	or		
RST	672	Outcomes Assessments and Statistical Applications in Organization	3
RST	678	Action Research I	3
RST	679	Action Research II	3
RST	684	Introduction to Research Literacy	3
		Total	12

Students who take a leave from the program and return after more than one year may be required to retake certain courses to update their knowledge, or take additional courses to comply with new program requirements.

Master of Science in Education: Reading Specialist

Peter Edwards, Professor of Education

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The Master of Science in Education, Reading Specialist degree is designed to meet the current and changing literacy needs of school systems in the region. The program core includes courses whose content satisfies the competencies required by the Virginia Department of Education for K-12 Reading Specialist licensure.

Admissions Requirements

Applicants must possess an undergraduate degree and a teaching license prior to admission to the program. Applicants for graduate degrees in education may be required to submit satisfactory scores on standardized tests. For further information, contact the program director.

Degree Requirements

The degree requires completion of 33 semester hours (see below) with a grade point average of 3.0 or better. The Shenandoah University computer competency requirement and research emphasis is met within the courses required for this degree.

Program Core

Course	Title	Credit Hours
RDG 523	Foundations of Reading Instruction	3
RDG 524	Analysis and Remedial Techniques in Reading	3
RDG 530	Clinical Diagnosis and Treatment of Reading Difficulties	3
RDG 533	Reading in the Content Areas	3
RDG 535	Language Development	3
EDU 585	Educational Technology Applications	3
RDG 602	Organization and Supervision of the Reading Program	3
RST 678	Action Research I	3
RDG 680	Graduate Reading Seminar	3
	Two elective courses of three credits each*	6
	Total	33

*Electives chosen from courses such as *Special Education, TESOL, Measurement, Diversity, Reading or Administration*, with permission of advisor.

Endorsement Requirements

The candidate must have completed an approved graduate-level reading specialist preparation program (master's degree required) that includes course experiences of at least 30 semester hours of graduate coursework in the competencies listed, as well as practicum experience in the diagnosis and remediation of reading difficulties. The applicant must also have at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility. Candidates who seek endorsement as a Reading Specialist must successfully complete the RVE test before the end of the program.

Master of Science in Education: Special Education

Diane D. Painter, Associate Professor of Education (Special Education)

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The Master of Science in Education: Special Education Concentration is designed to meet the current and changing needs of service delivery for students with disabilities who access the general education K-12 curriculum. Requisite courses listed in the Licensure Regulations for School Personnel book published by the Office of Professional Licensure, Division of Compliance Coordination, Virginia Department of Education, Richmond, Virginia must be taken by any students who wish to teach but do not hold an initial K-12 Virginia teaching license.

Admissions Requirements

Program entry requires satisfactory Praxis I, SAT, or ACT scores, and completion of an undergraduate degree at a regionally accredited college or university. Passing Praxis I Math and VCLA scores may be taken in lieu of Praxis I. Applicants must also submit three letters of recommendation and a writing sample.

Degree Requirements

If candidates have already completed the initial education foundation courses (or their equivalent at the graduate or undergraduate levels), they only need to take the 21 credits of SED coursework, six (6) credits supervised teaching experiences, and 3 credits of EDU 647 in order to complete the masters program.

Endorsement Requirements

Prior to student teaching, and as a condition of licensure, the following tests are currently required:

VCLA and VRA or RVE

Education Foundation Courses Required for Initial License

Course		Title	Credit Hours
PSYP	510	Advanced Human Growth and Development	3
EDU	510	Foundations of Education	3
RDG	523	Foundations for Reading	3
		Total	9

Master of Science in Education: Special Education Requirements

Course		Title	Credit Hours
SED	565	Foundations/Legal/Medical Aspects of Special Education	3
SED	571	Characteristics of Students with Disabilities	3
SED	533	Language Acquisition and Reading Methods	3
SED	569	Collaborative and Consultative Strategies	3
SED	575	Transitions for Students with Disabilities	3
SED	567	Special Ed. Instruction, Behavior Management and Assessment	3
SED	573	Curriculum, Instruction and Service Delivery	3
EDU	647	Projects in Curriculum and Instruction	3
EDU	661	Internship in Elementary/Middle/Secondary Education in Endorsement Field	6

Or if provisionally licensed in special education, complete:

EDU	613	Management and Mentorship I	3
	and		
EDU	614	Management and Mentorship II	3
		Total	30

Master of Science in Education: Education Administration

Dennis Kellison, Assistant Professor of Education Leadership
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This degree is designed to meet the current and changing administrative needs of school systems in the region. The program core includes courses whose content satisfies the competencies required by the Virginia Department of Education for the PK-12 Administration and Supervision license.

Admissions Requirements

Applicants must possess an undergraduate degree and a current and valid teaching license in any state. Applicants must submit three letters of recommendation (one from an immediate supervisor), official copies of their transcripts for previous coursework in higher education, and a writing sample. Applicants must be able to acquire at least four years of teaching experience by the completion of the program and either be currently employed in schools or have access to schools.

Degree Requirements

The degree requires the completion of 33 hours (minimum) in the program (see below) with a grade point average of 3.5 or better. If the thesis option is selected, an additional 3-6 credits will be required; the number of credits will be determined based on the nature of the thesis. Final thesis copies must be submitted to the dean of the School of Education & Human Development before degree completion. The Shenandoah University computer competency requirement is met within the courses required for this degree.

Program Core

Course	Title	Credit Hours
ADM 621	Introduction to Education Administration	3
ADM 622	Schools and Communities	3
ADM 641	Supervision and Evaluation of Instruction	3
ADM 640	Curriculum Development and Evaluation	3
ADM 626	Practicum in Educational Leadership	6
or		
ADM 627	Internship in Educational Leadership	6
ADM 625	Seminar in Education Leadership	3
ADM 623	School Law	3
ADM 624	School Finance Theory and Practice	3
	Total	27

Research Core

Course	Title	Credit Hours
RST 672	Outcomes Assessment and Statistical Applications in Organizations	3
RST 684	Introduction to Research Literacy	3
	Total	6

Graduates may qualify for a PK-12 Administration and Supervision license endorsement for central office only. To qualify for a building level endorsement, graduates must successfully complete a beginning administration and supervision assessment as prescribed by the Virginia Board of Education.

Master of Science in Education: TESOL

Steven E. Humphries, Associate Professor of TESOL

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The Master of Science in Education:TESOL (Teaching English to Speakers of Other Languages) degree is designed to prepare graduates to teach English to speakers of other languages in any environment. This degree program incorporates the coursework included in the Professional Certificate and Advanced Professional Certificate programs (see previous descriptions) while adding other courses designed to develop leadership and research skills. Completion of this 33-credit hour degree program results in the highest academic credential that is normally held by professionals in this field. This is not a licensure program.

Admissions Requirements

Admission to the Master of Science in Education:TESOL Concentration program requires a bachelor's degree from a recognized university or college. Applicants must have at least one of the following: 3.0 undergraduate grade point average (4.0 scale), 3.0 grade point average for prior graduate courses, or satisfactory GRE scores (general test) earned no more than five years prior to enrollment. Applicants whose native language is not English must submit either a satisfactory TOEFL score earned no more than 12 months prior to the date of enrollment or satisfactory GRE scores as described above. Applicants must also submit three letters of recommendation and an essay. Go to www.su.edu/sas/tesol for details.

Degree Requirements

The degree requires 33 credits with a grade point average of 3.0 or better. The 13 required courses are listed below. The Shenandoah University computer competency requirement is met within the courses required for this degree.

Course	Title	Credit Hours
TSL 501	The Profession of TESOL	3
TSL 502	Linguistics for TESOL	3
TSL 523	Methods and Materials for Language Teachers	3
TSL 524	Assessment for Language Teachers	3
TSL 541	Language and Culture	3
TSL 551	TESOL Classroom Observation Skills	1
TSL 552	TESOL Observation	1
TSL 553	TESOL Practicum	1
TSL 561	Second Language Acquisition	3
TSL 595	Topics in TESOL	3
TSL 671	Language Program and Curriculum Design	3
TSL 681	Research and Statistics for TESOL	3
	Subtotal	30
Plus one of the following:		
TSL 691	TESOL Internship	3
TSL 693	Independent Second Language Research	3
	Total	33

Master of Science in Organizational Leadership

John R. Goss III, Professor of Research Studies
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Shenandoah University's Master of Science degree in Organizational Leadership is a graduate degree program for those interested in advanced leadership and management positions in the public sector or nonprofit organizations. Students in this program will examine how people and groups interact within organizations. They will acquire knowledge and skills in leadership to inform strategies that support improved results from employees and enhance the organization. The content core of the degree is designed for the current or future leader in a nonprofit or public sector organization and focuses on an understanding of human behavior both in general and within organizations, principles of effective leadership, organizational structure and communication, ethical behavior and decision-making principles, communication processes and principles of effective management and leadership.

Admissions Requirements

- Applicants must have a minimum 3.0 GPA in undergraduate program.
- Applicants must submit all college transcripts.
- Applicants must schedule an interview with a member of the program faculty.
- Applicants must submit three recommendations: two from someone who can address the applicant's critical thinking abilities, and one from a professional who knows the candidate's ability in the chosen field of concentration.

Degree Requirements (33 credit program)

Program Core

Course	Title	Credit Hours
LST 625	Foundations of Organizational Leadership	3
LST 621	Strategic Planning and Evaluation of Effectiveness	3
LST 623	Policy and Ethics in Organizations	3
LST 624	Financial Planning and Management in Organizational Settings	3
	Total	12

Research Core

Course	Title	Credit Hours
RST 672	Outcomes Assessment and Statistical Applications in Organizations	3
RST 678	Action Research I	3
RST 679	Action Research II	3
	Total	9

Concentration

Public Administration

PAD 501	Public Administration and Management	3
PAD 502	Organizational Theory	3
PAD 503	Public Personnel Administration	3
PAD 504	Public Administration Ethics	3
	Total	12

Higher Education

LST	591	Introduction to American Higher Education	3
LST	693	Directed Study in Organizational Leadership I	3
LST	697	Organizational Environments in Higher Education	3
RST	684	Introduction to Research Literacy	3
Total			12

Individualized Studies

12 coherent credits related to the topic of organizational leadership jointly planned as a concentration of study by the student and the academic advisor. Common concentrations include higher education administration, nonprofit management, health care management and student services. A maximum of nine of these credits may be transferred from another institution.

Doctoral Programs

Doctor of Education (EdD) in Administrative Leadership

Catherine Dunn Shiffman, Associate Professor of Leadership Studies
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Advanced study in the Doctor of Education in Administrative Leadership program is designed to serve learners with career goals related to PK-12 educational administration. The program is student-centered, inquiry-driven and problem-oriented with an emphasis on the application of theory to real world problems. Learners think deeply, examine critically and understand theoretically the challenges facing schools and related organizations.

The EdD program offers two tracks: Initial Administrative Licensure or PK-12 Leadership (non-licensure). Completion of the appropriate degree track will qualify learners for initial administrative licensure or the superintendent's license (providing applicants hold the initial administrative license upon application to the program) in Virginia. Curriculum specialization is also possible as an alternative concentration.

A minimum of 60 credits is required in this program of study. The program is organized around an interdisciplinary leadership and research core that is complemented by the learner's chosen concentration.

Admissions Requirements

- Completed graduate application for admission.
- A minimum 3.5 GPA in their master's degree.
- Submission of all graduate transcripts.
- An essay addressing the candidate's motivation and goals while in the EdD program. (Please limit this essay to no more than three double-spaced pages.)
- A one-page resume.
- Three letters of recommendation: one from an immediate supervisor; at least one from someone able to address the candidate's academic abilities, and at least one from a professional who knows the candidate's ability in the chosen concentration.
- Applicants seeking Virginia Department of Education endorsement(s) must possess a current teacher's license, a bachelor's degree and a master's degree.

Transfer Credits

The Doctor Education in Administrative Leadership is a 60-credit degree. With approval from the dean of the College of Arts & Sciences and the faculty of the School of Education & Human Development, students may substitute graduate courses for courses in the doctoral program if these courses were not counted toward a previously earned degree. However, additional courses may be required to create a viable degree program. Applicants needing foundational coursework will be advised of the necessity before they will be permitted to take advanced level coursework. Up to 15 transfer credits are permitted into SU doctoral programs; transfer credits are approved in consultation with the program director and/or advisor.

Program Requirements (minimum 60-credit program)

Program Core

Course		Title	Credit Hours
LST	710	Leadership	3
LST	720	Societal Factors	3
LST	735	Organizational Theory and Behavior	3
LST	740	Governance and Public Policy	3
LST	750	Contemporary Issues in Leadership	3
		Total	15

Research Core

Course		Title	Credit Hours
RST	684	Introduction to Research Literacy	3
RST	775	Statistics for Social Research	3
RST	776	Advanced Multivariate Statistical Analysis	3
RST	783	Advanced Social Science Methods for Doctoral Research	3
		Total	12

Applied Research

Course		Title	Credit Hours
RST	771	Quantitative Research – Proposal	1.5
RST	772	Quantitative Research – Pilot	1.5
RST	773	Qualitative Research – Proposal	1.5
RST	774	Qualitative Research – Pilot	1.5
		Total	6

Dissertation*

Course		Title	Credit Hours
RST	799	Dissertation (minimum)	15

**Students who do not complete the dissertation after earning 15 credits of RST 799 will be required to remain continuously enrolled in RST 799 (one credit hour each term) until the dissertation is completed.*

Concentrations

PK-12 Administration (non-licensure)

EDU	642	Philosophy of Education	3
EDU	646	International Education	3
LST	693	Directed Study in Organizational Leadership I	3
LST	694	Directed Study in Organizational Leadership II	3
		Total	12

Initial Administrative Licensure

Graduates who complete this concentration in conjunction with required program core and research courses outlined above as well as the coursework below will have completed an approved program for licensure in PK-12 Administration and Supervision. To qualify for a permanent (five-year) endorsement through the Virginia Department of Education, graduates must successfully complete a beginning administration and supervision assessment as prescribed by the Virginia Board of Education, have three years teaching experience, and hold a valid teaching license.

ADM	623	School Law	3
ADM	624	School Finance	3
ADM	640	Curriculum Development and Evaluation	3
ADM	641	Supervision and Evaluation of Instruction	3
ADM	626	Practicum in Educational Leadership	6
	or		
ADM	627	Internship in Educational Leadership	6

Doctor of Professional Studies (DProf) in Organizational Leadership

John R. Goss, III, Professor of Research Studies
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Advanced study in Organizational Leadership at Shenandoah University offers learners the opportunity to think deeply, examine thoughtfully, and understand theoretically challenges and problems facing educational and other public organizations. The Doctor of Professional Studies (DProf) degree is appropriate to professionals with substantive experience in their respective professional field, experience which will inform and leverage learning designed to position learners for significant leadership roles in their professions.

A minimum of 66 credits is required in this program of study. The program is organized around a core of leadership and research courses (both theoretical and applied), complemented by courses in the learner's concentration. This program is unique among doctoral programs in its emphasis on the application of theory to real world problems and lived experiences. The dissertation requirement is more theoretically driven than that which is expected in the EdD in Administrative Leadership program.

The DProf is student-centered, inquiry-driven and problem-oriented. It is built around an interdisciplinary leadership and research core, with distinct program emphasis on a servant-leadership model appealing to professionals in institutions of public trust such as nonprofit service-oriented or community-based, public and private sector organizations, organizations and higher education professionals. The flexibility in design of a learner's concentration courses allows for optimal learning in one's specific area of interest.

Admissions Requirements

Applicants must have a minimum of 3.5 GPA in their master's degree.

Applicants must submit an essay, not to exceed three pages, summarizing intentions and proposed focus of study within the program.

Applicants must submit all graduate transcripts.

Applicants must schedule an interview with a member of the DProf program faculty.

Applicants must submit three recommendations: two from someone who can address the applicant's critical thinking abilities and one from a professional who knows the candidate's ability in the chosen field of concentration.

Transfer Credits

The DProf in Organizational Leadership is a 66-credit degree. With the dean of the College of Arts & Sciences and program faculty approval, students may substitute graduate courses for courses in the doctoral program. However, additional courses may be required to create a viable degree program. Applicants needing foundational coursework will be advised of the necessity before they will be permitted to take advanced level coursework. Up to 15 transfer credits are permitted into SU doctoral programs; transfer credits are approved in consultation with the program director and/or advisor.

Program Requirements

Program Core

Course		Title	Credit Hours
LST	710	Leadership	3
LST	720	Societal Factors	3
LST	735	Organizational Theory and Behavior	3
LST	740	Governance and Public Policy	3
LST	750	Contemporary Issues in Leadership	3
		Total	15

Research Core

Course		Title	Credit Hours
RST	684	Introduction to Research Literacy	3
RST	775	Advanced Statistics	3
RST	776	Advanced Multivariate Statistical Analysis	3
RST	783	Advanced Social Science Methods for Doctoral Research	3
		Total	12

Applied Research

Course		Title	Credit Hours
RST	771	Quantitative Research – Proposal	1.5
RST	772	Quantitative Research – Pilot	1.5
RST	773	Qualitative Research – Proposal	1.5
RST	774	Qualitative Research – Pilot	1.5
		Total	6

Concentration

Course		Title	Credit Hours
LST	693	Approved graduate level (500-700) coursework	
		Directed Study in Organizational Leadership I	3
LST	694	Directed Study in Organizational Leadership II	3
		Approved graduate-level coursework	12
		Total	18

Dissertation*

Course		Title	Credit Hours
RST	799	Dissertation (minimum)	15

*Students who do not complete the dissertation after earning 15 credits of RST 799 will be required to remain continuously enrolled in RST 799 (one credit hour each term) until the dissertation is completed.

HARRY F. BYRD, JR. SCHOOL OF BUSINESS

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Mission

The mission of the Harry F. Byrd, Jr. School of Business is to educate its students to become successful, principled leaders with a global perspective.

Students will graduate with confidence in their ability to solve problems, be an effective communicator and work successfully as individuals and team members. The graduate curriculum prepares students to operate in a dynamic, ever-changing global business environment.

Vision

The Harry F. Byrd, Jr. School of Business will become recognized as a provider of individualized business education driven by entrepreneurial thinking, global understanding and ethical practice.

Guiding Principles

The Harry F. Byrd, Jr. School of Business carries out its mission through its commitment to four guiding principles — learning, integrity, recognizing the contributions of others and continuous improvement.

MBA Program Learning Goals

The learning goals for the Master of Business Administration (MBA) program are driven by the business school's mission statement, which is to "educate its students to become successful, principled leaders with a global perspective." It includes the following concepts:

1. Successful: to be able to make and communicate effective decisions.
 - a. To gather, validate, structure and communicate information, leveraging technology, in support of decision making. [Application]
 - b. To apply widely accepted, known decision models that are appropriate to the situation. [Analysis/Synthesis]
 - c. To integrate knowledge across business functions to identify the best decision. [Evaluation]
2. Principled: to be able to act ethically.
 - a. To apply ethical foundations to the role of business professionals in corporate, partnership and/or small business settings. [Application, Analysis, Synthesis]

b.To recognize potential ethical dilemmas, evaluate their consequences and select the best course of action to follow. [Synthesis]

3. Leaders: to be able to demonstrate leadership qualities.

a. To develop an action plan for developing leadership skills in oneself and others through a process of self-examination, classification of strengths and weaknesses and concluding with an appropriate leadership style. [Application, Analysis, Synthesis]

b.To select the best style of leadership after assessing the situation, people involved and the organization. [Synthesis]

4. Global Perspective: to be able to function effectively in a global business environment.

a. To demonstrate the ability to adjust business goals to global changes. [Application]

b.To analyze how this adjustment affects each of the major business functions when moving from a domestic operation to a global operation. [Analysis]

c. To develop an enterprise strategic plan to respond to the global marketplace. [Synthesis]

d.To assess the achievements of a strategic plan and compare it to best practices in the field. [Evaluation]

MBA Program Description

The Harry F. Byrd, Jr. School of Business is committed to providing high-quality educational programs that assist individuals in their preparation to become principled leaders within the global business environment. The program is "value-added" for both the individuals who are pursuing the degree as well as for organizations that support them in their quest for higher education. Students bring knowledge and experience of their own work environments to bear on the educational process, enriching the learning experience for everyone. Graduates of the program attain increased confidence in their ability to identify problems and implement solutions, either individually or as creative members of business teams. Today's managers need broad organizational understanding to successfully plan and discharge their areas of authority and responsibility. They need to know how to motivate, lead and work with people to accomplish organizational and personal objectives. The program is applicable for managers and leaders working in entrepreneurial enterprises, corporations and governmental agencies regardless of their undergraduate studies. Classroom discussions, seminars and integrated case studies prove especially valuable to managers whose formal undergraduate education was highly specialized.

The advantages of the Shenandoah University MBA program include:

- Accredited by AACSB International
- Small classes with high level of student-faculty interaction
- Experienced, caring faculty
- Evening and weekend classes for varying work schedules
- No need to relocate job, family or home
- New state-of-the-art building
- Provides additional hours to fulfill the CPA licensure requirement

Master of Business Administration Program

The entire MBA program with foundation courses consists of 48 credit hours. For students with the appropriate undergraduate preparation, the foundational courses may be waived. The remaining 36 credits are required. The waiving of foundation courses is determined by the Graduate Admissions Committee of the Harry F. Byrd, Jr. School of Business. Students can ask to place out of a foundation course by providing evidence of successful completion of appropriate undergraduate coursework in the subject area or passing a placement exam. Requests to take a placement exam are made to the director of the MBA program.

Foundation Requirements – 12 credit hours

Course		Title	Credit Hours
ACCT	501	Foundations of Accounting (May be waived if the student has completed the equivalent of Principles of Accounting I and II)	3
BAFI	502	Foundations of Finance (May be waived if the student has completed the equivalent of Introduction to Finance)	1.5
ECN	501	Foundations of Economics (May be waived if the student has completed the equivalent of Principles of Macroeconomics and Principles of Microeconomics)	3
MKT	502	Foundations of Marketing (May be waived if the student has completed Introduction to Marketing)	1.5
QM	501	Foundations of Analytics (May be waived if the student has completed the equivalent of Statistics and Data Analysis, and Quantitative Methods)	3
Total			12

Core Curriculum – 36 credit hours

Course		Title	Credit Hours
ACCT	511	Accounting for Decision Making and Control	3
BAFI	517	Financial Management	3
ECN	512	Business Forecasting	1.5
ECN	514	International Economic Analysis	1.5
MGT	513	Organizational Structure and Behavior	3
MGT	536	Human Resource Management	1.5
MGT	538	Legal and Ethical Perspectives	1.5
MIS	514	Decision Sciences and MIS	3
MKT	511	Marketing Management and Strategy	3
SCM	530	Operations and Supply Chain Management	3
MGT	611	Integrative Management	3

Restricted Electives (choose one of the following):

BAFI	515	International Financial Management	3
BUS	511	International Business	3
BUS	517	Travel Seminar in International Business	3
BUS	519	Topics in International Business	3
ECN	521	Topics in Global Economy	3
MGT	519	International Human Resources Management	3

MGT	537	International Management	3
MKT	513	International Market Planning Seminar	3
MKT	515	International Marketing	3
		Practice related course in a joint professional or graduate degree program	3
Unrestricted Electives:*			
		Graduate level business courses or courses in a joint professional or graduate degree program	6
		Total	36

**Unrestricted electives may be taken in all functional areas of graduate study offered by the Harry F. Byrd, Jr. School of Business. Students may request to take other graduate courses offered within the university; however, permission of the director of the MBA program is required to take elective coursework outside of the business school.*

All MBA students are required to have laptop computers.

MBA Essentials Certificate

The MBA Essentials Certificate consists of the MBA Foundation courses (ACCT 501, BAFI 502, ECN 501, MKT 502, and QM 501) and BUS 509 Business Applications in which the principles introduced in the MBA foundation courses are further developed, applied and integrated using the case study method. BAFI 502 and MKT 502 are 1.5 credit hour courses whereas the remaining four are 3 credit-hour courses. The length of the program is 15 credit hours. This program is well-suited for persons with an undergraduate degree seeking a coherent educational program in business who is unable to commit to the completion of an MBA degree. The program is designed so all of the coursework taken as part of this program will be useful to completing the MBA degree. Admission to this program involves the same process and requirements as admission to the MBA program. Completion of the certificate requires completion of the five aforementioned courses, including the Business Applications course and at least 6 credit hours of the foundations courses at the Byrd School as part of this program, no more than one course having a grade of "C" or lower, and an average grade point average of 3.0 in the courses taken at the Byrd School.

Admission Process

The minimum requirement for admission to the MBA program at Shenandoah University is a bachelor's degree in any field of study from a regionally or, in the case of international students, nationally accredited institution. Students applying from non-accredited institutions will be required to demonstrate that their academic preparation is equivalent to that obtained from an accredited institution. Other factors involved in the admission decision include one's professional attainment, potential for growth and cumulative grade point average in undergraduate and graduate studies.

Deadlines for applications are as follows. In order to be fully considered, applicants are strongly encouraged to supply all required documents to the admissions office by the designated deadlines:

Fall admission:	April 1st
Spring admission:	November 1st
Summer admission:	March 1st

Admission Requirements

Applicants are required to submit a completed Graduate Application for Admission with the required \$30 fee.

International students are required to submit the International Application for Admission with the required \$30 fee.

Applicants are required to provide official transcripts from all institutions of higher education previously attended.

Applicants are required to provide two letters of recommendation from former professors or business colleagues who can attest to the applicant's ability to successfully pursue graduate study in business administration.

Applicants are required to provide a brief narrative (2 or 3 pages) of one's career, professional development and professional goals as they relate to the completion of the Master of Business Administration degree. In addition, the applicant must submit a detailed resume.

As soon as the graduate application and all required documents have been received, an interview with the director of the MBA program is arranged, after which the Graduate Admissions Committee of the Harry F. Byrd, Jr. School of Business makes the definitive recommendation on admission. The committee indicates which foundational courses are required, as well as which graduate courses, if any, may be accepted in transfer. The decision of the committee is communicated to the applicant by the Office of Admissions.

Transfer Credit

A maximum of six credit hours may be transferred for credit from another institution. Transfer credit will be awarded only when all of the following conditions are met:

1. The requested credit is an equivalent graduate level course.
2. The student was enrolled in a graduate course at an AACSB International accredited institution.
3. The student received an "A" or "B" in the course.
4. The course content is compatible with the MBA program at Shenandoah University. The student shall be responsible for providing a detailed description of the course (i.e., syllabus or catalog entry). Final determination of credit will be made by the Graduate Admissions Committee of the Harry F. Byrd, Jr. School of Business.
5. The course was taken within the last three years.

Degree Requirements

The following requirements must be met for the Master of Business Administration degree:

1. Successfully complete the outlined program (36 credit hours excluding any required foundation courses) as identified by the student's advisor. Not more than six credit hours of coursework graded "C" may be included in the outlined program.
2. Attain at least a 3.0 grade point average in total work attempted in the MBA program. A student who receives a grade of "F" may be asked to withdraw from the program.
3. Complete all degree requirements within five calendar years of initial registration of the outlined program. Students who take more than two years to complete the program and have had graduate credit transferred from another institution may have that transfer credit removed if it falls outside of the five-year time frame for the completion of the degree.

Graduation

The graduation application can be obtained from, and must be returned to, the Registrar's Office by the application deadline.

Course Load

Upon enrolling in the MBA program, the student meets with the director of the MBA program to develop a plan of study for the completion of the degree program. Part-time students normally take six credit hours per academic term, while full-time students take nine credit hours. Other course options will be considered; however, any variation from the stated program will require permission of the director of the MBA program.

Schedule of Classes

Evening classes are held four nights a week on Monday, Tuesday, Wednesday and Thursday from 6 to 8:30 p.m. or 6:30 to 9 p.m. The academic year consists of two semesters and a summer session. A part-time student generally attends classes two nights per week, while full-time students attend three or four nights per week.

In addition, the MBA program is offered in a weekend format. This is a 16-month program consisting of nine credit hours per academic term, not including any required foundational courses. Classes meet on alternating weekends from 6 to 10 p.m. on Fridays and from 8:30 a.m. to 12:30 p.m. and 1:30 to 5:30 p.m. on Saturdays.

SHENANDOAH CONSERVATORY

Michael J. Stepniak, Dean

Ruebush Hall, Room 108, (540) 665-4600

Karen Walker, Associate Dean for Graduate Studies

Ruebush Hall, Room 108C, (540) 665-4600

Mission Statement

Shenandoah Conservatory unites aspiring artists and scholars with distinguished and caring faculty in a community that prepares individuals for meaningful, satisfying careers in the arts.

Conservatory Admission Requirements

Applicants for Conservatory graduate programs must successfully complete entrance requirements that may include one or more of the following:

1. Audition
2. Portfolio review
3. Writing sample
4. Personal essay
5. Transcript review
6. Personal interview

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Entrance Examinations

International students applying to master's and doctoral degrees must take the TOEFL examination and earn a minimum score as published by the Office of Admissions. Complete information regarding the requirements for non-native speakers of English is available from the Office of Admissions.

International students applying to the artist diploma program are not required to demonstrate language proficiency, but are encouraged to submit TOEFL scores to assist the faculty in academic advising.

The Graduate Record Examination (GRE) is not required for admission.

Diagnostic Examinations

All new Conservatory graduate students are required to take diagnostic examinations. Entering master's students are required to take a diagnostic examination in music theory. Entering doctoral students must take diagnostic examinations in music literature and music theory. Both master's and doctoral students in Conducting and Voice are required to take a diagnostic examination in diction. Arts Management, Artist Diploma and Certificate students are exempt from taking diagnostic examinations. Diagnostic examinations are administered at the beginning of the summer and fall terms. These examinations are designed to assess appropriate knowledge required for all graduate students completing degree programs at Shenandoah University.

Examinations are graded pass/fail. Students who are not successful in achieving a passing grade in any part of the examination have two options to demonstrate competency:

- Enroll in courses designed to remediate the lack of knowledge in an area. A minimum grade of "C" is required; or
- Study independently and retake the examination. Examinations may be taken a total of two times. Thereafter completion of an appropriate course with a minimum grade of "C" is required.

Transfer of Credits

Master's Degree

Shenandoah Conservatory will accept nine transfer credits into a master's degree program when earned from an accredited institution. All transfer credit must fulfill curricular requirements or appropriate electives. Students who enroll in a second master's degree at Shenandoah Conservatory may transfer up to nine credits into any additional degree program within the Conservatory.

Doctor of Musical Arts Degree

Up to 30 graduate credits may be transferred as a completed master's degree. An additional 12 graduate credits may be transferred when earned at an accredited institution. All transfer credit must fulfill curricular requirements or appropriate electives. Transfer credit from the master's degree must closely parallel the Master of Performance or Master of Pedagogy (Vocal) degree offered by Shenandoah Conservatory.

All applied instruction must be completed at Shenandoah Conservatory – no transfer credit is accepted in this area.

Based on a complete transcript analysis, the associate dean for graduate studies makes final decisions regarding transfer credit.

Artist Diploma

Transfer credit for applied study is not accepted. All applied instruction for the Artist Diploma program must be taken for credit with Shenandoah Conservatory faculty. Students who wish to transfer from the Doctor of Musical Arts in Performance curriculum into the Artist Diploma program must re-audition and submit all application materials required for the Artist Diploma program. Applied music credits for the Doctor of Musical Arts in Performance curriculum are accepted as equivalent to study in the Artist Diploma program.

Time Limits

Students have a period of six years from their initial enrollment date to complete the master's degree requirement and eight years for the doctoral degree requirements.

Doctoral Student Residency

Residency is required. This can be achieved by either enrollment as a full-time student during two consecutive terms (fall and spring) or enrollment at Shenandoah over three consecutive terms (for example, spring/summer/fall) with a registration of a minimum of 18 credits completed within those terms. It is anticipated that these registrations include a

summer session and individual work on the research document during the fall and spring terms. It is strongly recommended that students plan their approaches to residency with their academic advisors.

Comprehensive and Qualifying Examinations

Oral, qualifying, or comprehensive examinations occur at or near the completion of all graduate degree programs. Comprehensive examinations require demonstration of knowledge in music literature, music theory and the area of specialization. Qualifying examinations demonstrate knowledge in the area of specialization.

Master's degree examinations for students in all curricula are comprehensive in content and are administered orally for students in church music, collaborative piano, composition, conducting, pedagogy and performance. Examinations for students in music education, music therapy, and arts management are administered in a written format.

At the doctoral level, comprehensive examinations are administered in a written format for students in instrumental performance and conducting curricula. Qualifying examinations are administered in a written format for students in pedagogy, keyboard and voice performance curricula.

Successful completion of doctoral comprehensive and qualifying examinations is pre-requisite to registration for dissertation credit (CONR 899) or the doctoral lecture recital (CONR 698) and lecture recital document (CONR 693).

Detailed information related to comprehensive and qualifying examinations may be found online in the Graduate Study Policies and Procedures Manual.

Candidacy Status

Students in doctoral programs achieve candidacy upon successful completion of all comprehensive or qualifying examinations. Candidacy is not required in master's degree programs.

Participation in Commencement – Shenandoah Conservatory Procedures

The policy on student participation in commencement ceremonies, colloquially termed "walking," appears in the Academic Policies section of this catalog.

A student may walk in the May ceremony if he/she has attempted enough credits required for completion of his/her degree program minus six in the semester of commencement. If applicable, doctoral and masters students must have completed their dissertation, thesis or other culminating event to be able to participate in commencement ceremonies. A student may also participate in commencement ceremonies upon the recommendation of his/her academic dean or director and the approval of the senior vice president & vice president of academic affairs.

Specific implementation for Conservatory students:

Permission to walk must be requested in writing and submitted to the associate dean for graduate studies. When time permits, decisions to approve requests are made in conjunction with the Conservatory division chairs. Official Permission to Walk forms are available in the Conservatory Office. See "Student Participation in Commencement Ceremony" in the Academic Policies section of this catalog.

Certificate in Church Music

Steven L. Cooksey, Professor of Music
 Goodson Chapel, (540) 665-4633; scooksey@su.edu

The graduate Certificate in Church Music is designed to develop basic skills for church musicians and is offered in three summer sessions, each one week in length, during three consecutive summers.

Program Objectives

Students completing the Certificate in Church Music will be able to:

- demonstrate knowledge of repertoire for liturgical settings;
- demonstrate the ability to lead a rehearsal and the music component of a church service;
- demonstrate a variety of conducting techniques for use with children and adults; and
- demonstrate the ability to plan, teach and conduct the music for varying church services.

Course and Credit Requirements for the Graduate Certificate in Church Music

Course	Title	Credit Hours
MUCH 531	Church Music I Children's Choir Methods and Materials Conducting for Church Musicians Music and Worship I	3
MUCH 532	Church Music II Adult Choir Methods and Materials Church Music Seminar I Conducting for Church Musicians	3
MUCH 533	Church Music III Organ Repertoire for the Church I Choral Conducting for Church Musicians Music and Worship II	3
MUCH 534	Church Music IV Church Music Seminar II Organ Repertoire for the Church II Service Playing and Console Conducting	3
MUCH 535	Church Music V Hymnology I Music and Worship III Instruments and Worship	3
MUCH 536	Church Music VI Church Music Seminar III Advanced Choral Conducting for Church Musicians Hymnology II	3
	Total	18

Admission Guidelines and Requirements

Students submit transcripts from all post-secondary school study. There is no audition requirement for the Graduate Certificate in Church Music. Students in the graduate Certificate in Church Music program conduct research resulting in a major term paper, or the equivalent, in every graduate course, in addition to all other course requirements.

Professional Studies Program for Music Therapy Certification Eligibility

Michael Rohrbacher, Associate Professor of Music
Ruebush Hall, Room 226-A; (540) 665-4560; mrohrbac@su.edu

The Professional Studies Program for Music Therapy Certification Eligibility at Shenandoah University is designed for individuals who currently hold bachelor's degrees in music or a related field and wish to be gainfully employed as a music therapist with the credential, Music Therapist-Board Certified (MT-BC). Based on review of the applicant's undergraduate degree transcripts, prior work-related experience and skill-related needs, and in addition to the completion of core music therapy courses, other courses may be required for eligibility to sit for the national examination in music therapy and to demonstrate professional competencies established by the American Music Therapy Association.

Program Objectives

Students completing the Professional Studies Program for Music Therapy Certification Eligibility will be able to:

- demonstrate knowledge of clinical foundations across distinct population groups;
- demonstrate a variety of methods for clinical settings;
- demonstrate the ability to document music therapy services according to assessment, implementation and evaluation;
- demonstrate the ability to implement music therapy services across distinct population groups;
- demonstrate knowledge of music theory, music history, world music and music technology; and
- demonstrate the ability to analyze, critically evaluate and synthesize music therapy literature.

Entrance Requirements

Applicants must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale) prior to admission into the program. Transcripts from all post-secondary school study must be submitted. Applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

An audition is required if the applicant's undergraduate transcript does not show four semesters of applied major study equivalent to AP** 202.

An interview with the director of the Music Therapy program is required and includes a transcript review.

When the content of the baccalaureate degree that forms the basis for acceptance into the Professional Studies Program for Music Therapy Certification Eligibility does not include courses in the categories of Musical Foundations, Clinical Foundations and General Education, as described below, students may take such courses in university or college settings other than Shenandoah University upon approval by the associate dean for

graduate studies. Except with permission of the director of the Music Therapy program, all academic and practicum course requirements and/or competencies must be fulfilled before enrollment in core music therapy internship courses.

Musical Foundations Requirements

Studies in music should comprise at least 54 undergraduate semester hours, or the equivalent, in which competencies established by the American Music Therapy Association for the following skill areas are demonstrated: music theory and history, composition and arranging, major performance medium, keyboard, guitar, voice non-symphonic instruments, improvisation, conducting and movement. Typical courses include: four semesters of music theory with competency equivalent to MUTC 201, MUTC 203 and MUTC 205; two semesters of music history with competency equivalent to the course content presented in MULT 203, MULT 204, and MULT 205; applied major study in an instrument or voice with competency equivalent to AP** 202; and four semesters of traditional ensemble experience.

Clinical Foundations Requirements

Studies in clinical foundations should comprise at least 19 undergraduate semester hours, or the equivalent, in which competencies established by the American Music Therapy Association for the following areas are demonstrated: exceptionality and psychopathology, normal human development, principles of therapy and the therapeutic relationship. Typical courses are in the areas of abnormal psychology, anatomy and physiology and exceptional children.

General Education Requirements

A minimum of 33 undergraduate semester hours or the equivalent is required.

Requirements

The requirement is 30 credit hours and an overall grade point average of 3.0.

Course and Credit Requirements for the Professional Studies Program for Music Therapy Certification Eligibility

Course	Title	Credit Hours
Academic Coursework		
MUTH 511	Applications of Music Therapy	2
MUTH 512	Music in Therapy	2
MUTH 521	Standards of Clinical Practice	2
MUTH 522	Music Therapy Methods	2
MUTH 531	Psychology of Music	2
MUTH 532	Influence of Music on Behavior	2
Field Placement		
(select any three of the following four courses)		
MUTH 534	Music Therapy Practicum: Gerontology	2
MUTH 535	Music Therapy Practicum: Developmental Disabilities	2
MUTH 544	Music Therapy Practicum: Mental Health	2
MUTH 545	Music Therapy Practicum: Medicine/Rehabilitation	2

Internship

MUTH	583	Music Therapy Internship I	3
MUTH	584	Music Therapy Internship II	3
MUTH	585	Music Therapy Internship III	3
MUTH	586	Music Therapy Internship IV	3
		Total	30

Master of Music Education

Jeffrey Marlatt, Professor of Music
Ruebush Hall, Room 216; (540) 545-7349; jmarlatt@su.edu

The Master of Music Education (MME) degree is intended for the practicing music educator. Featuring targeted study in pedagogy, scholarship, and musicianship, the MME degree is uniquely designed to increase students' skills as reflective musician teachers. The program is offered during summer-intensive sessions and culminates with a research teaching project.

Program Objectives

Students completing the Master of Music Education degree demonstrate:

- knowledge of historical and philosophical foundations of music education;
- knowledge of current policies and trends in music education;
- scholarly research and writing;
- application of musical teaching techniques; and
- skill as a reflective musician teacher.

Entrance Requirements

Applicants must possess a baccalaureate degree in music, or equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale) prior to admission into the program. Most applicants present a baccalaureate degree in music education or are licensed teachers. Applicants must document a minimum of one year of teaching experience at elementary or secondary school levels in a private or public school. Specific teacher licensure requirements at Shenandoah Conservatory are met through the completion of the undergraduate degree in music education.

As part of the Shenandoah University graduate application process, applicants submit: (a) a letter of intent that addresses their interest in the program and lists their professional goals, (b) a resume, (c) official transcripts from all post-secondary school study, and (d) a 300-word writing sample. Within the writing sample, the applicant presents a current issue or trend in music education and discusses implications for music teaching and music learning. Include citations in the American Psychological Association (APA) Manual of Style format. A performance audition is not required.

Degree Requirements

The degree requirement is 30 credit hours and an overall grade point average of 3.0.

Course and Credit Requirements for the Master of Music Education Degree

Course	Title	Credit Hours
MUED 601	Research in Music Education	3
MUED 603	History and Philosophy of Music Education	3
MUED 605	Curriculum and Assessment in Music Education	3
MUED 620	Contemporary Issues in Music Education	3
CONR 698	Research/Teaching Project	4+
MUCO 563	Advanced Choral Conducting	2
or		
MUCO 564	Advanced Instrumental Conducting	

MUPP	603	The Musician Teacher	3
		Music Theory Elective	2
		Music Literature Elective	2
		Music Theory or Literature Elective	2
MUCC		Music Education Workshops	3
		Comprehensive Examination	Pass/Fail
		Total	30

+After initial registration in CONR 698, the student must remain continuously registered for that course for at least one credit each fall and spring semester until the requirement is fulfilled. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. Extra CONR culminating research credits may not be used as elective credits.

Master of Music in Church Music

Steven L. Cooksey, Professor of Music
 Goodson Chapel, (540) 665-4633, scooksey@su.edu

The Master of Music in Church Music curriculum is designed for the professional church musician who wishes to extend his or her knowledge and skills in the field.

Program Objectives

Students completing the Master of Music in Church Music degree will be able to:

- demonstrate musicianship in solo performance;
- demonstrate knowledge of repertoire for liturgical settings;
- demonstrate the ability to lead a rehearsal or music component of a church service;
- demonstrate knowledge of music theory and music history; and
- demonstrate the ability to research and write.

Entrance Requirements

Church Music applicants must hold a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale) and complete six credits of Shenandoah University's Summer Church Music Institute or the equivalent. Transcripts from all post-secondary school study must be submitted and must parallel content required in the Bachelor of Music in Church Music curriculum at Shenandoah Conservatory. Identified deficiencies based on transcript analysis by the associate dean for graduate studies, including a solo half recital and all course requirements, must be made up and may apply toward the Master of Music in Church Music curriculum as electives only when a parallel class is available at the graduate level.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Degree Requirements

The degree requirement is 30 credit hours and a grade point average of 3.0.

Course and Credit Requirements for the Master of Music in Church Music Degree (Organ Applied Emphasis)

Course	Title	Credit Hours
APVO 501	Applied Voice (two successful completions)	2
APCN 501	Applied Conducting (two successful completions)	2
APOG 501	Applied Organ (two successful completions)	2
APOG 601	Applied Organ (two successful completions)	2
MUCH 504	Organ Repertoire for the Church I	1
MUCH 505	Organ Repertoire for the Church II	1
MUCH 506	Service Playing and Console Conducting	1
MUCH 511	Hymnology I	1
MUCH 512	Hymnology II	1
MUCO 567	Choral Conducting for Church Musicians I	1
MUCO 568	Choral Conducting for Church Musicians II	1

CONR	60I	Bibliography and Research	3
MUPP	53I	Graduate Half Recital (in organ)	1
MUPP	53I	Graduate Half Recital (in conducting)	1
MUTC	50I	Form and Analysis I	2
		Electives	8
		Maximum of three credits from Graduate Church	
		Music Institute (select from the following):	
		APMC 50I Applied Composition	
		MULT 502 Oratorio/Choral Literature	
		MULT 551, 552, 553, 554, 556 – Period Music Literature	
		MUPP 533 Anatomy and Function of the Singing Voice	
		MUEN Ensemble	
		Other electives as individually approved by advisor	
		(maximum of four credit hours of ensemble may be applied toward degree requirements)	
		Comprehensive Examination	Pass/Fail
		Total	30

Course and Credit Requirements for the Master of Music in Church Music Degree (Voice Applied Emphasis)

Course		Title	Credit Hours
APOG	50I	Applied Organ (two successful completions)	2
APCN	50I	Applied Conducting (two successful completions)	2
APVO	50I	Applied Voice (two successful completions)	2
APVO	60I	Applied Voice (two successful completions)	2
MUCH	51I	Hymnology I	1
MUCH	512	Hymnology II	1
MUCO	567	Choral Conducting for Church Musicians I	1
MUCO	568	Choral Conducting for Church Musicians II	1
CONR	60I	Bibliography and Research	3
MULT	502	Oratorio/Choral Literature	3
MUPP	53I	Graduate Half Recital (in voice)	1
MUPP	53I	Graduate Half Recital (in conducting)	1
MUTC	50I	Form and Analysis I	2
		Electives	8
		Maximum of three credits from Graduate Church	
		Music Institute (select from the following):	
		APMC 50I Applied Composition	
		MULT 551, 552, 553, 554, 556 – Period Music Literature	
		MUPP 533 Anatomy and Function of the Singing Voice	
		MUEN Ensemble	
		Other electives individually approved by advisor	
		(maximum of four credit hours of ensemble may be applied toward degree requirements)	
		Comprehensive Examination	Pass/Fail
		Total	30

Course and Credit Requirements for the Master of Music in Church Music Degree (Conducting Applied Emphasis)

Course		Title	Credit Hours
APVO	501	Applied Voice (two successful completions)	2
APOG	501	Applied Organ (two successful completions)	2
APCN	501	Applied Conducting (two successful completions)	2
APCN	601	Applied Conducting (two successful completions)	2
MUCH	511	Hymnology I	1
MUCH	512	Hymnology II	1
MUCO	567	Choral Conducting for Church Musicians I	1
MUCO	568	Choral Conducting for Church Musicians II	1
CONR	601	Bibliography and Research	3
MULT	502	Oratorio/Choral Literature	3
MUPP	531	Graduate Half Recital (in voice or organ)	1
MUPP	531	Graduate Half Recital (in conducting)	1
MUTC	501	Form and Analysis I	2
		Electives	8
		Maximum of three credits from Graduate Church Music Institute (select from the following):	
		APMC 501 Applied Composition	
		MULT 551, 552, 553, 554, 556 – Period Music Literature	
		MUPP 533 Anatomy and Function of the Singing Voice	
		MUEN Ensemble	
		Other electives individually approved by advisor (maximum of four credit hours of ensemble may be applied toward degree requirements)	
		Comprehensive Examination	Pass/Fail
		Total	30

Master of Music in Composition

David T. Little, Assistant Professor of Music
Ruebush Hall, Room 139, (540) 665-4630, dlittle@su.edu

The Master of Music in Composition curriculum is designed to enhance the skills of the composer of serious art music.

Program Objectives

Students completing the Master of Music in Composition degree will be able to:

- demonstrate a variety of techniques in the composition of original music;
- demonstrate knowledge of music theory and music history;
- employ technology and demonstrate knowledge of technological resources; and
- demonstrate the ability to research and write.

Entrance Requirements

Applicants must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale), prior to admission into the program. Transcripts from all post-secondary school study must be submitted.

As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

Composition applicants audition through submission of at least two manuscripts in different genres, including one work for large ensemble. When possible, recordings of performances should accompany the manuscripts.

The credits presented from baccalaureate level study must parallel those required in the Bachelor of Music in Composition curriculum at Shenandoah Conservatory. Identified deficiencies based on transcript analysis by the associate dean for graduate studies must be made up and may apply toward the Master of Music in Composition curriculum as electives only when a parallel class is available at the graduate level.

Degree Requirements

The degree requirement is 30 credit hours and a grade point average of 3.0.

Students must complete a minimum of four credits of CONR 694 Culminating Project, as the culminating project. The culminating project is to take the form of a large-scale original work of at least 10 minutes duration and is to be scored for a large ensemble such as orchestra, chamber orchestra, wind ensemble, soloist(s) and/or chorus with orchestra, etc. Any exceptions must be approved by the composition faculty. The score must be copied using Finale® or a similar quality computer music copy program. For presentation at the final jury, each copy of the score is to be accompanied by a concise, but thorough, descriptive analysis of the materials and formal structures utilized by the composer in the thesis piece.

Course and Credit Requirements for the Master of Music in Composition Degree

Course	Title		Credit Hours
APMC 502	Applied Composition (two successful completions)		4
APMC 602	Applied Composition (two successful completions)		4
CONR 601	Bibliography and Research		3
MUTC 520	Graduate Theory Seminar I		2
MUTC 530	Graduate Theory Seminar II		2
CONR 694	Culminating Project		4+
	Music Literature electives		6
	Recommended Electives		5
	Conducting		
	Applied music		
	Music Theory courses		
	Ensemble		
	(maximum of four credit hours of ensemble may be applied toward degree requirements)		
	Comprehensive Examination		Pass/Fail
	Total		30

+After initial registration in CONR 694, the student must remain continuously registered for that course for at least one credit each fall and spring semester until the requirement is fulfilled. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of four credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.

Master of Music in Conducting

Jan Wagner, Associate Professor of Music
Armstrong Hall, Room 19; (540) 665-1291; jwagner@su.edu

The Master of Music in Conducting curriculum is designed to develop conducting, analysis and interpretive skills. Conducting degrees are offered in Band/Wind Ensemble, Orchestral, Choral and Musical Theatre conducting.

Program Objectives

Students completing the Master of Music in Conducting degree will be able to:

- demonstrate conducting techniques in a variety of settings;
- demonstrate the ability to lead a rehearsal;
- demonstrate knowledge of music theory and music history;
- demonstrate knowledge of the history of conducting;
- demonstrate knowledge of score study and analysis;
- employ technology and demonstrate knowledge of technological resources;
- demonstrate the ability to express ideas orally; and
- demonstrate the ability to research and write.

Entrance Requirements

Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

Deficiencies in basic musicianship studies based on transcript analysis by the associate dean for graduate studies must be made up, and may apply toward the Master of Music in Conducting curriculum as electives only when a parallel class is available at the graduate level. Students preparing for choral conducting must present competencies in vocal pedagogy, diction and language skills gained in baccalaureate study, or complete such studies with master's degree electives.

Conducting degrees are offered in Band/Wind Ensemble, Orchestra, Choral and Musical Theatre conducting. For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Degree Requirements

The degree requirement is 30 credit hours and a grade point average of 3.0.

Students must complete MUPP 640 Masters Performance Recital (2 credits).

Students in the Band/Wind Ensemble, Orchestral or Choral tracks will conduct 45 minutes of works representing the Baroque, Classical, Romantic and Contemporary periods. The concert, or performances on a series of concerts, may include a large chamber ensemble and/or full orchestra. Musical theatre students will conduct a minimum of one act of a musical or revue. The performance may be a fully-staged production or in concert.

Course and Credit Requirements for the Master of Music in Conducting Degree

Course		Title	Credit Hours
APCN	502	Applied Conducting (two successful completions) (includes performance requirements)	4
APCN	602	Applied Conducting (two successful completions) (includes performance requirements)	4
MUCO	566	Advanced Conducting	2
	or		
MUCO	563	Advanced Choral Conducting	
	or		
MUCO	564	Advanced Instrumental Conducting	
CONR	601	Bibliography and Research	3
MUPP	640	Graduate Performance Recital	2
MUTC	520	Graduate Theory Seminar I	2
MUTC	530	Graduate Theory Seminar II	2
		Music Literature electives	6
		Recommended Electives	5
		APMC 501 Applied Composition	
		Applied music	
		MUTC 521 Arranging	
		Ensemble	
		(maximum of 4 credit hours of ensemble may be applied toward degree requirements)	
		Comprehensive Examination	Pass/Fail
		Total	30

Applied Conducting Policies

For graduate students accepted into the Master of Music in Conducting curriculum:

Opportunities for laboratory conducting experiences with Conservatory ensembles and productions are available at the discretion of the applied conducting teacher and the conductor of the ensemble or music director of the production.

All ensembles must be existing groups. New groups offered for credit are not organized to provide a laboratory conducting setting.

The number of students accepted into the Master of Music in Conducting curriculum will be governed by the number of available podium opportunities.

Applied choral conducting instruction is registered through the chair of the Vocal/Choral Division.

Applied instrumental conducting instruction is registered through the chair of the Instrumental Division.

Applied musical theatre conducting instruction is registered through the chair of the Theatre Division.

Master of Music in Pedagogy

Kathryn Green, Professor of Music
Ruebush Hall, Room 238; (540) 665-4556; kgreen@su.edu

The Master of Music in Pedagogy curriculum is designed for students who seek careers as teachers of applied music. The curriculum addresses teaching strategies for repertoire and technique, as well as management and technological issues.

Program Objectives

Students completing the Master of Music in Pedagogy degree will be able to:

- demonstrate musicianship in solo and collaborative performance;
- demonstrate knowledge of applied teaching repertoire within area of specialization;
- demonstrate knowledge of arts management/business as related to studio teaching;
- demonstrate knowledge of music theory and music history;
- employ technology and demonstrate knowledge of technological resources;
- demonstrate the ability to express ideas orally; and
- demonstrate the ability to research and write.

Entrance Requirements

Applicants must possess a baccalaureate degree in music or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale), prior to admission into the program. Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

The music performance area at the master's level must have been the applied major area at the baccalaureate level. The credits presented from baccalaureate level study must parallel those required in the Bachelor of Music in Performance curriculum at Shenandoah Conservatory. Identified deficiencies based on transcript analysis by the associate dean for graduate studies, including a solo recital and all course requirements, must be made up and may apply toward the Master of Music in Pedagogy curriculum as electives only when a parallel class is available at the graduate level.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Admission to the Master of Music in Pedagogy with a Keyboard or Instrumental focus has been temporarily suspended. The program has not been terminated but no applications are being accepted at this time.

Degree Requirements

The degree requirement is 30 credit hours and a grade point average of 3.0.

Course and Credit Requirements for the Master of Music in Pedagogy Degree

Voice Applied Majors

Course	Title	Credit Hours
APRP 501	Applied Teaching Repertoire (two successful completions)	2
MUPP 600	Comparative Vocal Teaching Methods	2
or		
APTT 501	Applied Teaching Technique (two successful completions)	
MUPP 536	Supervised Private Teaching	3
MUPP 538	Business of Studio Teaching	1
MUPP 635	Technology for the Teaching Studio	1
MUPP 636	Technology Laboratory	1
APVO 502	Applied Major	2
or		
APVO 501	(Two successful completions)	
APVO 602	Applied Major	2
or		
APVO 601	(Two successful completions)	
MUTC 520	Graduate Theory Seminar I	2
MULT	Music Literature Electives	2
CONR 601	Bibliography and Research	3
MUPP 533	Anatomy and Function of the Singing Voice	3
MUPP 555	Contemporary Commercial Music Vocal Pedagogy I	1
MUPP 556	Contemporary Commercial Music Vocal Pedagogy II	1

Classical Voice focus applied majors:

MUPP 640	Graduate Performance Recital	2
Plus choice of one of the following:		
MUPP 640	Graduate Performance Recital (a second completion)	2+
or		
MUPP 642	Graduate Lecture Recital	2

CCM Voice focus applied majors:

MUPP 557	CCM Vocal Pedagogy III	1
MUPP 506	CCM Music Styles I	1
MUPP 640	Graduate Performance Recital	2
	Comprehensive Examination	Pass/Fail
	Total	30

After initial registration in CONR 693, the student must remain continuously registered for that course for at least one credit each fall and spring semester until the requirement is fulfilled. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of four (research teaching project or thesis) credits or two (lecture recital) credits may be used to fulfill degree requirements. Extra CONR credits may not be used as elective credit.

Master of Music in Performance

Instrumental/Keyboard: Tim Roberts, Associate Professor of Music

Armstrong Hall A, Room 18B; (540) 665-5567; troberts3@su.edu

Voice: David Meyer, Associate Professor of Music

Ruebush Hall, Room 236; (540) 665-4544; dmeyer2@su.edu

The Master of Music in Performance curriculum is designed to develop skills in performance and interpretation, supported by a knowledge base in historical and analytical areas.

Program Objectives

Students completing the Master of Music in Performance degree will be able to:

- demonstrate musicianship in solo performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of music theory and music history; and
- demonstrate the ability to research and write.

Entrance Requirements

Applicants must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale) prior to admission into the program. The music performance area at the master's level must have been the applied major area at the baccalaureate level.

Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit writing samples that address their intent for joining the program and list their professional goals.

The credits presented from baccalaureate-level study must parallel those required in the Bachelor of Music in Performance curriculum at Shenandoah Conservatory. A minimum of three semesters language study at the undergraduate or graduate level is required for all entering master's students in Vocal Performance: one semester each of French or German with an additional semester either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies. All identified deficiencies based on transcript analysis by the associate dean for graduate studies must be made up and may apply toward the Master of Music in Performance curriculum as electives only when a parallel class is available at the graduate level. Requirements from undergraduate study include a solo recital and coursework in form and analysis. Voice students have additional requirements in language and diction.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Degree Requirements

The degree requirement is 30 to 31 credit hours and a grade point average of 3.0.

Recital Requirements

Voice Majors

- MUPP 640 – Graduate Performance Recital
- MUPP 640 – Graduate Performance Recital (a second completion)

Instrumental Majors

- MUPP 640 – Graduate Performance Recital
- Plus choice of one of the following:
- MUPP 640 – Graduate Performance Recital (a second completion) or
- MUPP 642 – Graduate Lecture Recital

Keyboard Majors

- MUPP 640 – Graduate Performance Recital
- MUPP 640 – Graduate Performance Recital (a second completion)

Details regarding recital requirements may be found in the Graduate Study Policies and Procedures Manual and in the Recital Performance Guide.

Course and Credit Requirements for the Master of Music in Performance Degree

All Applied Majors

Course	Title	Credit Hours
AP** 502	Applied Music (two successful completions)	4
AP** 602	Applied Music (two successful completions)	4
CONR 601	Bibliography and Research	3
MUPP 640	Graduate Performance Recital	2
	(see options above)	
MUPP 640	Graduate Performance Recital	2+
	(see options above)	
MUTC 520	Graduate Theory Seminar I	2
MUTC 530	Graduate Theory Seminar II	2

Vocal Major Requirements:

MUPP 533 Anatomy and Function of the Singing Voice	3
MUPP 600 Comparative Vocal Teaching Methods	2
Music Literature electives	6
Recommended:	
MULT 621 German Vocal Literature	
MULT 622 Italian/Spanish Vocal Literature	
MULT 623 French Vocal Literature	
MULT 624 British/American Vocal Literature	

Keyboard Major Requirements:

Music Literature electives	6
Electives	5
Keyboard majors may include up to four credits of ensemble.	

Instrumental Major Requirements:

Music Literature electives	6
Ensemble	6
Instrumental majors in band or orchestral instruments must register for three semesters of performance in large ensembles.	
Comprehensive Examination (all majors)	Pass/Fail
Total Vocal and Keyboard Majors	30
Instrumental Majors	31

Master of Music in Collaborative Piano

Elizabeth Caluda, Professor of Music

Ruebush Hall, Room 240; (540) 665-4629; ecaluda@su.edu

The Master of Music in Collaborative Piano curriculum is designed for pianists who wish to refine their ensemble performance skills. The curriculum provides a foundation of studies in performance and interpretation supported by a knowledge base in historical and analytical areas.

Program Objectives

Students completing the Master of Music in Collaborative Piano degree will be able to:

- demonstrate musicianship in rehearsal and performance settings;
- perform in a variety of instrumental and vocal chamber music settings;
- demonstrate a knowledge of music theory and music history;
- demonstrate knowledge of solo and chamber music literature; and
- demonstrate the ability to research and write.

Entrance Requirements

Applicants to the Master of Music in Collaborative Piano curriculum must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale) prior to admission into the program.

Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

The credits presented from baccalaureate level study must parallel those required in the Bachelor of Music in Collaborative Piano curriculum at Shenandoah Conservatory. Identified deficiencies based on transcript analysis by the associate dean for graduate studies must be made up and may apply toward the Master of Music in Collaborative program only when a parallel class is available at the graduate level. Requirements from undergraduate study include a solo recital and coursework in form and analysis, languages, diction, opera literature and a survey course in vocal literature.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Degree Requirements

The degree requirement is 30 credit hours and a grade point average of 3.0.

Students must have two successful completions of MUPP 640 Graduate Performance Recital (two credits each).

Students must present balanced recital programs of chamber and art song repertoire totaling 55 minutes of music. The student has the option of including a portion of memorized solo repertoire on one of the two required graduate recitals.

Course and Credit Requirements for the Master of Music in Collaborative**Piano Degree**

Course	Title		Credit Hours
APAC 502	Applied Accompanying (two successful completions)		4
APAC 602	Applied Accompanying (two successful completions)		4
CONR 601	Bibliography and Research		3
MUPP 640	Graduate Performance Recital		2
MUPP 640	Graduate Performance Recital (a second completion)		2
MUTC 520	Graduate Theory Seminar I		2
MUTC 530	Graduate Theory Seminar II		2
	Music Literature electives		6
	Electives		5
	A maximum of four credit hours of ensemble may be applied toward degree requirements – Accompanying Ensemble recommended		
	Comprehensive Examination		Pass/Fail
	Total		30

Master of Music Therapy

Michael J. Rohrbacher, Associate Professor of Music
Ruebush Hall, Room 226-A; (540) 665-4560; mrohrbac@su.edu

The Master of Music Therapy Degree prepares music therapy practitioners to conduct advanced clinical work with specific populations, to establish and implement new music therapy programs, and to complete academic requirements necessary for directing undergraduate and graduate music therapy programs.

Program Objectives

Students completing the Master of Music Therapy degree will be able to:

- apply research methods to clinical settings;
- demonstrate areas of clinical specialization;
- demonstrate knowledge of interdisciplinary studies as related to music therapy;
- demonstrate supervisory and administrative skills as related to music therapy;
- demonstrate knowledge of contemporary foundations as related to music therapy; and
- demonstrate the ability to research and write.

Entrance Requirements

Applicants must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale) prior to admission into the program. Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

Applicants for acceptance into the Master of Music Therapy program must have completed all specific requirements of an undergraduate music therapy degree program, or the equivalent, accredited by the National Association of Schools of Music and approved by the American Music Therapy Association, including an internship. An interview with the director of Music Therapy is required. Applicants must file a music therapy professional growth plan and submit a DVD recording in which musical skills utilized in music therapy practice are demonstrated. Specific requirements for the growth plan and DVD recording are available from the director of the Music Therapy program. A performance audition is not required.

Degree Requirements

The degree requirement is 30 credit hours and a grade point average of 3.0.

Course and Credit Requirements for the Master of Music Therapy Degree

Course		Title	Credit Hours
CONR	601	Bibliography and Research	3
MUTH	604	Assessment and Evaluation in Music Therapy Practice	3
	or		
MUED	604	Educational Measurement	
MUTH	591	Music Therapy and Competency Education	1
MUTH	611	Contemporary Foundations of Music Therapy Practice	2
MUTH	612	Dynamics of Music Therapy Intervention	2
MUTH	613	Interdisciplinary Approaches to Music Therapy Practice	2
MUTH	614	Implementation and Administration of Music Therapy Practice	2
MUTH	621	Clinical Applications I	1
MUTH	622	Clinical Applications II	1
MUTH	623	Clinical Applications III	1
MUTH	624	Clinical Applications IV	1
CONR	699	Thesis	4+
	or		
CONR	691	Demonstration Project	
	or		
CONR	692	Clinical Project	
		Electives in Music	4
		(to include at least two credits in theory or literature, maximum of two ensemble credits may be applied to degree.)	
		Electives (select from):	3
		Clinical foundations	
		Music education	
		General education	
		Business	
		Comprehensive Examination	Pass/Fail
		Total	30

+After initial registration in CONR 691, CONR 692 or CONR 699, the student must remain continuously registered for that course for at least one credit each fall and spring semester until the requirement is fulfilled. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of four credits may be used to fulfill degree requirements. Extra CONR credits may not be used as elective credits.

Master of Science in Arts Management

David Edelman, Assistant Professor of Arts Management
Ruebush Hall, Room 118; (540) 542-6527; dedelman@su.edu

The Master of Science in Arts Management curriculum is designed to train managers and leaders in the arts who come to the curriculum from a variety of backgrounds in the arts, entertainment and media fields. The student who already holds a baccalaureate degree in arts management should pursue the Master of Business Administration degree.

Program Objectives

Students completing the Master of Science in Arts Management degree will be able to:

- demonstrate knowledge of current policies and practices in arts management;
- demonstrate knowledge of fiscal responsibilities within an arts setting;
- demonstrate the ability to lead and/or contribute to an arts organization;
- employ technology and demonstrate knowledge of technological resources; and
- demonstrate the ability to research and write.

Entrance Requirements

Applicants must possess a baccalaureate degree in music, theatre, dance, arts or the equivalent with a minimum grade point average of 2.5 (on a 4.0 scale) prior to admission into the program. Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

Persons with baccalaureate degrees in other disciplines may be considered on an individual basis if they have had extensive non-curricular experiences in the arts.

Degree Requirements

The degree requirement is a minimum of 34 credit hours with a culminating arts management research project and a grade point average of 3.0.

Course and Credit Requirements for the Master of Science in Arts Management Degree

Course		Title	Credit Hours
AMGT	509	Survey of Arts Management Practices	3
AMGT	512	Marketing for the Arts	3
AMGT	513	Production/Project Management in the Arts I	3
AMGT	514	Production/Project Management in the Arts II	3
AMGT	517	Financial Management for Arts Organizations	3
AMGT	525	Legal Issues and Governance of Arts Organizations	3
CONR	601	Bibliography and Research	3
ACCT	501	Foundations of Accounting	3
ECN	501	Foundations of Economics	3
		Arts Management Elective (select from):	3
		AMGT 595 Special Topics in Arts Management	
		AMGT 599 Independent Directed Research	
		AMGT 698 Internship in Arts Management	
CONR	689	Arts Management Culminating Project	4+
		Comprehensive Examination	Pass/Fail
		Total	34

+After initial registration in CONR 689, the student must remain continuously registered for that course for at least one credit each fall and spring semester until the requirement is fulfilled. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of four credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.

Doctor of Musical Arts in Music Education

Jeffrey Marlatt, Associate Professor of Music
Ruebush Hall, Room 216; (540)545-7349; jmarlatt@su.edu

Admission to the DMA in Music Education was temporarily suspended in 2011. The program has not been terminated but no applications are being accepted at this time.

Doctor of Musical Arts in Performance

David Meyer, Associate Professor of Music

Ruebush Hall, Room 236; (540) 665-4544; dmeyer2@su.edu

The Doctor of Musical Arts in Performance curriculum emphasizes artistic development in a specific performing medium at the highest professional level. Historical and theoretical knowledge support the artistic development of each student. Competencies also include broad knowledge of repertoire, music literature and pedagogical studies. Career objectives for students in this curriculum include performance and teaching at the collegiate level or in studio settings.

Available for majors in flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, percussion, violin, viola, cello, double bass, harp, guitar, organ, piano, voice, collaborative piano and conducting.

Program Objectives

Students completing the Doctor of Musical Arts in Performance degree will be able to:

- demonstrate advanced musicianship in solo performance or conducting settings;
- perform or conduct a variety of advanced level repertoire;
- perform or conduct in a variety of settings; and
- demonstrate advanced knowledge of music theory and music history.

Entrance Requirements

Applicants to the Doctor of Musical Arts in Performance program must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale). In addition, completion of a master's degree in music, or the equivalent, with a grade point average of 3.25 from a regionally accredited institution, or the equivalent, is required.

Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program and lists their professional goals.

Applicants must provide a second writing sample that addresses what he/she considers the most significant era of development in the repertoire for his or her performing medium, to defend that choice and to comment on what role, if any, teaching will have as part of his or her career.

A resume documenting professional experience in performance, research and teaching is required.

Two letters of recommendation from individuals familiar with the applicant's performance capabilities must be submitted.

Doctoral students must audition in person with the exception of international applicants residing outside the United States.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Entrance Examinations

International students must take the TOEFL examination and earn a minimum score as published by the Office of Admissions. Complete information regarding the requirements for non-native speakers of English is available from the Office of Admissions.

The Graduate Record Examination (GRE) is not required for admission to the Doctor of Musical Arts in Performance curriculum.

Degree Requirements

The degree requirement is 90 credit hours beyond the baccalaureate degree, 30 of which may be presented in the form of a completed master's degree from an accredited college or university when the work relates to the degree.

All specific requirements, in terms of courses and credits in each of the degree categories, must be fulfilled regardless of the credits presented in the master's degree. A minimum grade point average of 3.0 ("B") is required for graduation.

Diagnostic and placement examinations in theory, analysis and music history are administered after acceptance into the curriculum. A diagnostic examination in diction is required for all Conducting and Voice students. These examinations are designed to assess the appropriate knowledge required for students completing the Doctor of Musical Arts program at Shenandoah University. The examinations are graded Pass/Fail. Students not passing any part of the examinations have two options to fulfill the competency: 1) enroll in courses designed to remediate the lack of knowledge in an area, passing with a grade of "C" or better; or 2) study independently and retake the examination. A diagnostic examination may be taken a maximum of two times, after which the student must enroll in appropriate courses.

The credits presented from master's level study must parallel those required in the Master of Music in Performance curriculum at Shenandoah Conservatory. A minimum of three semesters language study at the undergraduate or graduate level is required for all entering doctoral students in Vocal Performance: one semester each of French or German with an additional semester either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies. All identified deficiencies based on transcript analysis by the associate dean for graduate studies must be made up and may apply toward the Doctor of Musical Arts in Performance curriculum as electives only when a parallel class is available at the graduate level.

When an applicant presents a master's degree transcript that includes credits beyond those specifically included in the Shenandoah Conservatory Master of Music in Performance curriculum, the credits will be applied as appropriate to doctoral level requirements. The associate dean for graduate studies makes final decisions regarding transcript analysis.

Course and Credit Requirements for the Doctor of Musical Arts in Performance Degree (Voice Applied Emphasis)

Course		Title	Credit Hours
AP**	704	Applied Music (two successful completions)	8
AP**	804	Applied Music (two successful completions)	8
MUPP	697	Doctoral Performance Recital	4
MUPP	697	Doctoral Performance Recital (Voice majors, with appropriate approvals, may fulfill the requirements for one performance recital with a major opera role.)	4
MUPP	698	Doctoral Lecture Recital with document	2
CONR	693	Lecture Recital document	2+
APRP	501	Applied Teaching Repertoire (two successful completions)	2
MUPP	600	Comparative Vocal Teaching Methods	2
MUPP	601	Pedagogy of Music Theory	2
	or		
MUPP	602	Pedagogy of Music Literature	2
		Advanced Analysis (post tonal)	2
		Counterpoint or Advanced Analysis (tonal) elective	2
MULT		Period Music Literature Courses	6
CONR	701	Advanced Research and Writing	3
		Electives	9
		Vocal Literature Electives (select from):	4
		MULT 621 German Vocal Literature	
		MULT 622 Italian/Spanish Vocal Literature	
		MULT 623 French Vocal Literature	
		MULT 624 British/American Vocal Literature	
		Credits from approved master's degree	30
		Qualifying Examination	Pass/Fail
		Total	90

+Continuous enrollment of CONR 693 for at least one credit is required in fall and spring semesters after initial registration to support completion of the lecture and supporting document. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of two credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.

Course and Credit Requirements for the Doctor of Musical Arts in Performance Degree (Instrument or Keyboard Applied Emphasis)

Course		Title	Credit Hours
AP**	704	Applied Music (two successful completions)	8
AP**	804	Applied Music (two successful completions)	8
MUPP	697	Doctoral Performance Recital	4
MUPP	697	Doctoral Performance Recital	4
MUPP	698	Doctoral Lecture Recital with document	2
CONR	693	Lecture Recital document	2+
APRP	501	Applied Teaching Repertoire (two successful completions)	2
MUPP	601	Pedagogy of Music Theory	2
MUPP	602	Pedagogy of Music Literature	2
		Theory elective	2
		Advanced Analysis (post tonal)	2
		Counterpoint or Advanced Analysis (tonal) elective	2
MULT	528	Chamber Music Literature	2

	or		
MULT	501	Symphonic Literature Seminar	
MULT		Period Music Literature Courses	8
CONR	701	Advanced Research and Writing	3
		Electives	7
		Credits from approved master's degree	30
		Comprehensive Examination (Instrumental)	Pass/Fail
		Qualifying Examination (Keyboard)	Pass/Fail
		Total	90

+Continuous enrollment of CONR 693 for at least one credit is required in fall and spring semesters after initial registration to support completion of the lecture and supporting document. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of two credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.

Course and Credit Requirements for the Doctor of Musical Arts in Performance Degree (Conducting Applied Emphasis)

Course		Title	Credit Hours
APCN	704	Applied Conducting (two successful completions)	8
APCN	804	Applied Conducting (two successful completions)	8
MUPP	697	Doctoral Performance Recital	4
MUPP	697	Doctoral Performance Recital	4
MUPP	698	Doctoral Lecture Recital with document	2
CONR	693	Lecture Recital document	2+
APRP	501	Applied Teaching Repertoire (two successful completions)	2
APSR	501	Applied Score Reading (two successful completions)	2
MUPP	601	Pedagogy of Music Theory	2
MUPP	602	Pedagogy of Music Literature	2
		Theory elective	2
		Advanced Analysis (post tonal)	2
MUTC	522	Instrumentation	2
MULT	501	Symphonic Literature Seminar	3
MULT	502	Oratorio/Choral Literature	3
MULT	554	Music of the Twentieth Century	2
		Period Music Literature Courses	4
CONR	701	Advanced Research and Writing	3
		Electives	3
		Credits from approved master's degree	30
		Comprehensive Examination	Pass/Fail
		Total	90

*Minimum grade of "B" required.

+Continuous enrollment of CONR 693 for at least one credit is required in fall and spring semesters after initial registration to support completion of the lecture and supporting document. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of two credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.

Doctor of Musical Arts in Pedagogy (Vocal)

Kathryn Green, Professor of Music

Ruebush Hall, Room 238; (540) 665-4556; kgreen@su.edu

The Doctor of Musical Arts in Pedagogy (Vocal) curriculum concentrates on preparing students for careers in higher education, as teachers and researchers. Students will gain knowledge through an interdisciplinary approach in the areas of anatomy, physiology, kinesiology, pathology, technology, psychology and applied voice. Both classical and non-classical approaches are addressed. Competencies include a broad knowledge of vocal literature, music theory and music history.

Program Objectives

Students completing the Doctor of Musical Arts in Pedagogy (Vocal) degree will be able to:

- apply vocal teaching techniques appropriate for higher education;
- exhibit advanced knowledge of the structure and function of the vocal mechanism as it is used for singing;
- recognize vocal problems and disorders and determine the proper course of action with a medical professional;
- conduct pedagogical research in relation to voice science;
- integrate knowledge of kinesiology, psychology and voice therapy within applied vocal teaching;
- demonstrate professional skills and knowledge gained through voice research internships in professional clinical settings;
- utilize knowledge of technological programs and related resources; and
- implement advanced knowledge of music theory, applied repertoire, vocal literature and music history.

Entrance Requirements

Applicants to the Doctor of Musical Arts in Pedagogy (Vocal) must possess a baccalaureate degree in music, or the equivalent, with a minimum grade point average of 2.5 (on a 4.0 scale). In addition, completion of a master's degree in music, or the equivalent, with a grade point average of 3.25 from a regionally accredited institution, or the equivalent, is required.

Transcripts from all post-secondary school study must be submitted. As part of the Shenandoah University graduate application, applicants submit a writing sample that addresses their intent for joining the program, and lists their professional goals.

Applicants must also possess a completed master's degree in music from a regionally accredited institution. The master's degree must parallel the Master of Music in Pedagogy or the Master of Music in Performance degree offered at Shenandoah University.

At a minimum, the study at the master's level must include the following:

- at least three semesters of study in the major applied area;

- presentation of two full formal, credited recitals or a thesis or culminating project in pedagogy;
- a course in bibliography and research techniques;
- at least one course in advanced music analysis;
- at least one course in music literature;
- at least one course in music pedagogy including supervised teaching experience;
- at least one course in the anatomy and physiology of the singing voice; and
- electives in music to bring master's degree credit total to 30 semester hours.

A writing sample in which the applicant addresses a topic in music with citations and bibliography in a standard style format is requested. This is in addition to the writing sample indicated above.

A resume documenting professional experience in performance, research and teaching is required.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

International students must take the TOEFL examination and earn a minimum score as published by the Office of Admissions. Complete information regarding the requirements for non-native speakers of English is available from the Office of Admissions.

The Graduate Record Examination (GRE) is not required for admission to the Doctor of Musical Arts in Pedagogy (Vocal) curriculum.

Diagnostic and placement examinations are administered after acceptance into the curriculum.

Degree Requirements

The degree requirement is 90 credit hours beyond the baccalaureate degree, 30 of which may be presented in the form of a completed master's degree from an accredited college or university when the work relates to the degree.

All specific requirements, in terms of courses and credits in each of the degree categories, at the doctoral level must be fulfilled regardless of the credits presented in the master's degree. A minimum grade point average of 3.0 ("B") is required for graduation.

A minimum of three semesters language study at the undergraduate or graduate level is required for all entering doctoral students in Pedagogy (Vocal): one semester each of French or German with an additional semester either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies. All identified deficiencies based on transcript analysis by the associate dean for graduate studies must be made up and may apply toward the Doctor of Musical Arts in Pedagogy curriculum as electives only when a parallel class is available at the graduate level.

Course and Credit Requirements for the Doctor of Musical Arts in Pedagogy (Voice)**Degree**

Course		Title	Credit Hours
APVO	702	Applied Voice 2 (two successful completions)	4
APVO	802	Applied Voice 2 (two successful completions)	4
CONR	701	Advanced Research and Writing	3
CONR	899	Dissertation	9+
MUPP	627	Research Methods and Biostatistics	3
MULT		Period Music Literature courses	6
MULT		Vocal Literature electives (select from):	4
		MULT 621 German Vocal Literature	
		MULT 622 Italian/Spanish Vocal Literature	
		MULT 623 French Vocal Literature	
		MULT 624 British/American Vocal Literature	
		MULT 520 Opera Literature	
MUPP	506	Contemporary Commercial Music Styles	1
MUPP	557	Contemporary Commercial Music Vocal Pedagogy Level III	1
MUPP	595	Special Topics Seminar	1
MUPP	598	Internship	1
MUPP	633	Voice Disorders	3
MUPP	634	Voice and Body Awareness	2
MUTC	530	Graduate Theory Seminar II	2
		Electives (recommended):	16
		MUTH 531 Psychology of Music	
		MUTH 532 Influence of Music on Behavior	
		Applied Voice Elective	
		Other electives as individually approved	
		(Workshop credit limited to 4)	
		(Ensemble music credit limited to 4)	
		Credit from approved master's degree	30
		Qualifying Examination	Pass/Fail
		Total	90

+Continuous enrollment of CONR 899 for at least one credit is required in fall and spring semesters after initial registration to support completion of the lecture and supporting document. Summer registration is optional. Registration and billing are automatic until the requirement is fulfilled or the student submits a written statement of withdrawal from the curriculum. The course may be repeated for credit, but a maximum of two credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.

Artist Diploma Post Master's Certificate

Instrumental: Akemi Takayama, Associate Professor of Music
Armstrong Hall, Room 29; (540) 665-4524; atakayam@su.edu

Admission to the Artist Diploma (post-baccalaureate) has been temporarily suspended. The program has not been terminated but no applications are being accepted at this time.

The Artist Diploma (post-master's) is intended for exceptional performers or ensembles who already hold a master's degree, conservatory equivalent or professional credentials with appropriate credits in music history and theory.

Career goals of applicants to both diploma programs include entering major competitions, auditioning for major orchestras or pursuing a professional performing career.

The diploma programs are available in the applied areas of voice, organ, piano (including collaborative piano), violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, percussion, harp, guitar, string quartet (or other chamber ensembles) and conducting.

Objectives

Students completing the Artist Diploma (post-master's) will be able to:

- demonstrate advanced musicianship in solo and ensemble performances;
- perform a variety of advanced level repertoire commensurate with their professional goals; and
- perform in a variety of settings.

The Artist Diploma requires full-time study and a two-year residency period. Students receive faculty guidance in completing a program of study designed to enable the development of individual artistic and intellectual interest. All students participate in a range of performance opportunities appropriate to their discipline. Upon acceptance, a graduate committee is appointed to guide students through the program.

Entrance Requirements

For applicants to the Artist Diploma (post-master's), a master's degree in performance or the equivalent is required.

Applicants wishing to demonstrate equivalency must submit programs and tapes of previous performances. Equivalency must be established prior to the audition for entrance.

All Artist Diploma candidates must audition for a committee in Winchester, VA. A live audition is required. Exceptions are made only for international applicants who reside outside of the United States. International applicants should send a videotape with a corresponding CD or DVD of the same program. International students may be accepted provisionally with the first recital serving as an audition for full acceptance into the program. Shenandoah University does not assume responsibility for loss of tapes, CDs and DVDs; copies should be sent. Video audition materials are not returned.

Letters of recommendation: Three letters of recommendation must be submitted directly to the Graduate Admissions Office by the writer. The letters must be received before an

audition can be scheduled. These letters should be from individuals familiar with the applicant's performance capabilities.

Submission of transcripts: Transcripts from all post-secondary school study must be submitted.

Submission of other documents: As part of the admissions process, applicants should submit reviews and programs from a minimum of four recitals, a comprehensive list of all repertoire performed in public and a curriculum vita delineating educational, employment and performance history.

For specific requirements visit www.su.edu/admissions. Click on sidebar link "For Graduate Students" then "Conservatory."

Entrance Examinations

Students applying to the Artist Diploma program are not required to take the Graduate Record Examination (GRE).

Although the Artist Diploma program does not require the academic breadth of the DMA or MM Program, Artist Diploma candidates must hold a bachelor's and master's degree (post-masters' applicants). A fundamental knowledge of musicianship and the history of Western music is presumed. Applicants seeking admission on the basis of equivalency are required to demonstrate knowledge in these areas.

Language Proficiency

Students for whom English is not a native language are not required to demonstrate language proficiency, but are encouraged to submit TOEFL scores to assist the faculty in academic advising.

Private applied study from professional artists and musicians not employed by Shenandoah Conservatory should be scheduled as a supplement to regularly scheduled studio instruction, must be in consultation with the student's primary teacher, and is at the student's expense.

Degree Requirements

The course of study is flexible and designed for the individual needs of advanced students. Students work in close collaboration with studio faculty and advisors to deepen their artistry. The following requirements are minimums in each category.

The Artist Diploma includes a minimum of 32 credits. Sixteen credits are completed in four semesters of private applied study in the principal instrument, eight credits are completed in four semesters of participation in performance ensembles and eight credits are completed in presentation of four recitals.

When students enter the Artist Diploma program as an ensemble, the applied study consists of group coaching of the ensemble. Students desiring to undertake individual applied study in addition to group coaching must register for such study separately.

When students are accepted to an Artist Diploma program as an ensemble and during the course of study one or more members withdraw from the ensemble, the remaining members of the ensemble are expected to find replacements. The Conservatory will assist as possible, but assumes no responsibility for finding suitable replacements. The replacement

members must complete the normal application and audition process.

When an Artist Diploma ensemble is at less than full strength and suitable replacements cannot be found, the remaining individual members of the ensemble may apply to continue pursuing an Artist Diploma as a soloist, after completing an appropriate individual audition.

The minimum grade for each registration for the minimum requirements above is "B." An overall grade point average for all courses undertaken is 3.0.

Artist Diploma students studying orchestral instruments must participate in the ensemble program every semester in residence as assigned. Opera students are assigned to appropriate productions. Students are assigned by the major teacher to various performing groups in consultation with the conductors or coaches of these groups.

The four recitals of students completing the Artist Diploma as individual performers must include a minimum of two required solo recitals. The other two recitals may include accompanying of graduate recitals and other public performances as a soloist. The variety and/or type of recitals to be performed are determined by the student's committee after review of the repertoire list and in consultation with the major teacher.

All four recitals presented by students completing the Artist Diploma as ensembles must consist of chamber ensemble repertoire and exclude solo performances.

Recitals are evaluated each semester by members of the graduate committee to arrive at a course grade.

Artist Diploma candidates are given the option of presenting recitals in public venues within a 75-mile radius of the university campus. The recitals must be convenient to the faculty committee members, scheduled in consultation with the faculty committee and at the expense of the student. Requests for off-campus recitals are considered on a case-by-case basis.

Residency

The minimum residency is two years.

Course and Credit Requirements for the Artist Diploma (Post-Master's)

Course	Title	Credit Hours
AP** 704	Applied Music (two successful completions)	8
AP** 804	Applied Music (two successful completions)	8
MUEN	Ensemble/Production	2
MUEN	Ensemble/Production	2
MUEN	Ensemble/Production	2
MUEN	Ensemble/Production	2
MUPP 640	Graduate Performance Recital	2
MUPP 640	Graduate Performance Recital	2
MUPP 640	Graduate Performance Recital	2
MUPP 640	Graduate Performance Recital	2
	Total	32

SCHOOL OF HEALTH PROFESSIONS

Division of Athletic Training

Division of Nursing

Division of Occupational Therapy

Division of Physical Therapy

Division of Physician Assistant Studies

Division of Respiratory Care

Statement of Purpose

The purpose of the School of Health Professions is to prepare students to be efficient and effective health care practitioners.

Mission Statement

The mission of the School of Health Professions is to educate undergraduate and graduate health professionals in the disciplines of Athletic Training, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies and Respiratory Care who embrace and deliver compassionate, ethical and evidence-based health care to meet the needs of individuals and communities, locally and globally. Students and faculty of the School of Health Professions use the latest technologies, support collaboration between the health disciplines and are committed to lifelong learning.

Entrance Requirements

Applicants must meet all general university admission requirements and specific requirements for the School of Health Professions program for which they intend to enroll. Students are selected by a variety of methods including an evaluation of high school and college transcripts, College Board scores and other indicators of ability to complete the program. A thorough background in the sciences, humanities and mathematics is strongly recommended.

Where applicable, transfer students must have a grade of "C" or better in all professional courses. In addition, transfer students are required to demonstrate skill and theory competence equal to that expected of Shenandoah University students at that level of education. Each health profession program has unique transfer requirements. Transfer candidates should consult the director or staff directly to determine requirements specific to that program.

All students admitted to programs in the school are required to submit evidence of specific immunizations, and generally good physical and mental health. In most cases, students will be required to complete a urine drug screen and criminal background check as a requirement for clinical placement.

Division of Athletic Training

Rose A. Schmieg, Director
Shingleton Hall, Room 5B, (540) 545-7385

Master of Science in Athletic Training

Educational programming within the Division of Athletic Training is based upon the belief that athletics and physical fitness play an integral role in the overall health and well-being of an individual and have value for society as a whole. Athletes of all ages and abilities may at some time be predisposed to or actually encounter an injury that will need to be tended to by a health care professional. Certified athletic trainers are the experts in preventing, recognizing, managing and rehabilitating injuries that result from physical activity. As a part of a complete sports medicine team, the certified athletic trainer works under the direction of a licensed physician and in cooperation with other health care professionals, athletics administrators, coaches and parents. The Division of Athletic Training is committed to educating students who possess a strong background in human anatomy, physiology and kinesiology, and are able to apply this knowledge in the actual sports/clinical setting. Shenandoah University athletic training students embrace the process of learning as a lifelong process.

The select group of graduate students who complete study in this program are prepared to sit for the Board of Certification (BOC) Examination. This program has been uniquely designed to offer clinical field experiences in the fall and spring semesters under the direct supervision of certified athletic trainers in a variety of settings including Shenandoah University, other affiliated colleges and universities, affiliated high schools, affiliated professional athletic training room settings and affiliated sports medicine clinics. The program's clinical education philosophy embraces the utilization of evidence-based practice for clinical reasoning and decision-making. It is also believed that diversity in clinical field experience settings enriches the overall clinical education experience for students. As a graduate program, the Division of Athletic Training is committed to incorporating clinical research as part of the entry-level educational experience. Students propose, perform, defend and present a scientific study as a culminating project in the curriculum.

Goals and Objectives

Upon completion of the classroom and clinical requirements of the Master of Science in Athletic Training program, students will be able to:

- Demonstrate an understanding of the importance of prevention of athletic injuries to athletes of all ages and abilities.
- Demonstrate competency in the various methods and practices that can be used to help bring about a reduction in athletic injuries.
- Integrate scientific knowledge and clinical psychomotor skills along with critical thinking/problem solving abilities to assess and rehabilitate athletic injuries.
- Provide appropriate levels of emergency care for athletic injuries and differentiate between cases that require referral to emergency medical services or to physicians.
- Create, manage and modify a comprehensive rehabilitation program for athletes recovering from illness and injury, facilitating their return to full athletic participation.

- Initiate, organize and administer an athletic training service project to a high school or college athletic training program, sports medicine clinic, corporate fitness setting or the local community.
- Provide information, counsel and guidance regarding the importance, nature and extent of sports health care intervention necessary to maintain the overall health and well being of an athlete to the individual athlete, coach, parents and other vested parties.
- Recognize the need for understanding, utilizing, and contributing to evidence-based practice in the field of athletic training. Included in this are demonstrating the ability to critically analyze peer-reviewed literature, practicing skills that have been scientifically proven to be effective, and performing a clinical research project.
- Develop a sense of professionalism and incorporate the NATA Code of Ethics into daily practice.

Entrance Requirements

Admission into the Master of Science in Athletic Training program is determined by the Division of Athletic Training Admissions Committee. The committee reviews all completed applications to ensure all prerequisites and admission criteria have been met. As an entry-level Master of Science in Athletic Training curriculum, Shenandoah utilizes a 3+2 model in that a student may apply as an undergraduate student who has completed the prerequisite courses without having earned an undergraduate degree. Applicants may also have earned a bachelor's degree with the prerequisite courses included in it. Courses will only be accepted as prerequisites with a grade of "C" or better.

Regarding the 3+2 model, the applicant must have a minimum total of 90 college credits completed with a grade of "C" or higher for the 52-54 required prerequisite credits.

Admissions Criteria

1. Expected overall GPA 2.8 (3.0 or higher recommended in science/math courses) for undergraduate prerequisite courses.
2. GRE scores will be viewed on a competitive basis with a minimum recommended combined score of 1000.
3. An interview on campus with the Division of Athletic Training faculty.
4. Athletic experience documentation listing all sports that you have participated in as an athlete, coach, referee, manager or athletic training student.
5. Three letters of reference (preferably from a certified athletic trainer, coach, employer or professor).
6. Essay expressing your interest in becoming a certified athletic trainer (3-5 pages double spaced).
7. Completed "Guidelines for Technical Standards for Entry-Level Athletic Training Education" form included in the admission packet. This form may also be found on the SU Division of Athletic Training Web page.

All application materials will be viewed and scored on a competitive basis by the Division of Athletic Training Admissions committee. Applications received that demonstrate completion

of all materials including completed prerequisite courses verified with official transcripts will be considered with highest priority for full acceptance. Rare exceptions will be granted for “provisional acceptance” in instances when an applicant has an overall strong application packet but is missing a few prerequisite courses. These cases will be reviewed individually by the program admissions committee. An applicant that is granted “provisional acceptance” may matriculate into the curriculum but will be given a formal contract of agreement stating where and when the applicant will complete the outstanding prerequisite course(s) with a grade of “C” or higher. Failure to meet the provisional acceptance contract requirements will result in dismissal from the program.

Additional Student Information

Accepted students must submit the following before attending formal classes:

1. Proof of current health insurance coverage on Wilkins Wellness Center Insurance Coverage Form.
2. SU Physical Examination form which includes immunization record. Student must comply with SU TST/PPD Policy.
3. Technical Standards Evaluation form to be completed by a physician along with the SU Physical Examination form.
4. Criminal Background check form.

Prerequisite Courses

Credits required (34 total):

English Composition and Literature	6 credits
Math Algebra/Pre-Calculus and Statistics*	6 credits
Anatomy and Physiology	8 credits
General Biology	4 credits
Chemistry I	4 credits
Introduction to Psychology	3 credits
Humanity Elective	3 credits

Plus a minimum of six credits from the following (must have a minimum of two of these classes):

Biomechanics or Kinesiology	3 credits
Physics I	4 credits
Physics II	4 credits
Chemistry II	4 credits
Biochemistry	4 credits
Exercise Physiology	3 credits

Plus 12 credits from the following:

Public Speaking	3 credits
Developmental or Abnormal Psychology	3 credits
Sociology	3 credits
Computer Science*	3 credits
Nutrition	3 credits
Human Growth and Development	3 credits
Community Health	3 credits
Introduction to Athletic Training	3 credits
Ethics	3 credits

Measurement and Evaluation in Health
Physical education

3 credits

Total

52-54

**A research design course may be used in place of statistics if the courses syllabus demonstrates use of statistics in planning quantitative research. Other prerequisites may have slightly differing names. Course substitutions must be approved by the program director.*

**Demonstration of skill in microcomputing, such as passage of a Microsoft Office test, may be used in place of a three-credit course. This substitution must be approved by the program director.*

Guidelines for Technical Standards

For Entry-Level Athletic Training Education

The Division of Athletic Training at Shenandoah University, in compliance with the 1990 Americans with Disabilities Act (ADA), does not discriminate against qualified individuals with disabilities. Given the intent of Section 504 of the Rehabilitation Act of 1973 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws.

The Athletic Training Education Program at Shenandoah University is a rigorous and intense program that places specific requirements and demands on the student enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer; as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the Athletic Training Education Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC exam. The student must successfully complete the Shenandoah University Athletic Training Education Program to meet this goal.

Candidates for selection to the Shenandoah University Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the

English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the Athletic Training Education Program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Shenandoah University Athletic Training Education Program are required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Shenandoah University Academic Enrichment Center will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. Contact the coordinator of disability services at (540) 665-4928.

If a student states he/she can meet the technical standards with accommodation, then Shenandoah University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

SU Undergraduate Master of Science in Athletic Training Pre-Admissions Program

The purpose of the SU undergraduate pre-admission program is to allow highly qualified high school students to be pre-admitted into the Master of Science in Athletic Training Program. These students are guaranteed acceptance into the MSAT program provided that they meet specific criteria. In order to be admitted into this program as a freshman at Shenandoah University (out of high school) the student must achieve:

1. A high school cumulative GPA of 3.2 or better.
2. Score a minimum of 1000 on SATs.
3. Submit an application for admission to SU as an undergraduate Kinesiology Pre-Athletic Training Major.
4. Submit the forms for the MSAT Pre-Admit program.

This part of the admissions process is handled by the Office of Graduate Admissions for

Shenandoah University. In order to remain in the program and matriculate into the MSAT program at the end of three years of undergraduate study the student must:

1. Successfully complete a minimum of 90 hours of coursework (grade "C" or higher).
2. Maintain a minimum cumulative GPA of 3.2.

Although this program provides the students with guaranteed admission, the student must still complete all of the materials requested as part of the admission process to actually receive formal acceptance into the program.

Degree Requirements

The professional degree requirement is successful completion of the 70 credit hours of professional curricular content (not including prerequisite courses) with a grade point average of 2.8 or better.

Requirements for the Master of Science in Athletic Training Degree

Summer, Year 1

Course	Title	Credit Hours
AT 501	Risk Management and Emergency Care for Athletes	3
AT 511	Advanced Athletic Training Techniques	2
AT 521	Functional Human Anatomy I	2
AT 523	Therapeutic Exercise I	1
AT 531	Pathology/Evaluation of Athletic Injury I	3
AT 552	Therapeutic Modalities	3
	Subtotal	14

Fall, Year 1

Course	Title	Credit Hours
AT 561	Organization and Administration in Athletic Training	1
AT 562	Imaging in Athletic Training	1
AT 571	Sports Nutrition	3
AT 581	Clinical Field Experience I	4
	Subtotal	9

Spring, Year 1

Course	Title	Credit Hours
AT 504	Psychological Intervention/Referral in Athletic Training	3
AT 514	Pharmacology in Athletic Training	2
AT 653	Ethics/Professionalism in Athletic Training	2
AT 582	Clinical Field Experience II	4
	Subtotal	11

Summer, Year 2

Course	Title	Credit Hours
AT 621	Functional Human Anatomy II	2
AT 624	Therapeutic Exercise II	2
AT 631	Pathology/Evaluation of Athletic Injury II	3
AT 663	Clinical Research I	3
AT 643	Advanced Rehabilitation of Athletic Injury	3
	Subtotal	13

Fall, Year 2

Course		Title	Credit Hours
AT	633	Clinical Medicine	3
AT	664	Clinical Research II	3
AT	745	Industrial Rehabilitation/Ergonomics	2
AT	681	Clinical Field Experience III	4
		Subtotal	12

Spring, Year 2

Course		Title	Credit Hours
AT	670	Health Care Administration	2
AT	711	Theories and Practice of Conditioning Athletes	3
AT	682	Clinical Field Experience IV	4
AT	763	Research Seminar	1
AT	774	Senior Seminar	1
		Subtotal	11
		Total	70

Dual Degree: Doctor of Physical Therapy/ Master of Science in Athletic Training

Physical therapy is a challenging and satisfying profession — one with many career pathways from which to choose. One particular pathway is developing a career that specializes in sports medicine. Certified athletic trainers have expertise in preventing, recognizing, managing and rehabilitating injuries that result from athletics and other physical activity. The Dual Degree program DPT/MSAT has been established at Shenandoah University for those students who wish to become members in both professions sharing a common link to become a sports medicine expert clinician. The Dual Degree program offers the student all the courses required to meet the standards to take the physical therapy licensure examination and the athletic training BOC certification examination. Courses are shared between programs where there is didactic coursework that overlaps between the two professions.

Admission Requirements

This Dual Degree program involves formal admittance into the DPT and MSAT programs as established on the respective pages of this catalog. Additional admission requirements beyond the formal acceptance into each program are listed below:

1. No more than five Dual Degree DPT/MSAT students are admitted annually due to availability of clinical affiliation sites for this program.
2. Applicants must submit a typed letter with the application to the DPT and MSAT programs stating a request for being admitted into the Dual Degree program.
3. Applicants who wish to pursue the Dual Degree program and who have been formally admitted into the DPT and MSAT programs are ranked on a competitive basis using the admissions criteria established for the DPT and MSAT programs. Admission into the Dual Degree DPT/MSAT program is granted to the top five applicants.

Application Deadline

Dual major DPT/MSAT applications must be postmarked by November 1.

Degree Requirements

The dual DPT/MSAT degree requirement is successful completion of the credit hours of the combined programs with a grade point average of 2.8 or better.

Requirements for the Dual DPT/MSAT Degree

Summer, Year I

Course	Title	Credit Hours
AT 501	Risk Management and Emergency Care for Athletes	3
AT 511	Advanced AT Techniques	2
AT 521	Functional Human Anatomy I	2
AT 523	Therapeutic Exercise I	1
AT 531	Pathology/Evaluation of Athletic Injury I	3
AT 552	Therapeutic Modalities	3
	Subtotal Hours	14

Fall, Year 1

Course	Title	Credit Hours
PT 603	Gross Human Anatomy I	4
PT 607	Examination and Intervention	4
PT 623	Histophysiological Aspects of Movement I	3
PT 643	Evidence-Based Practice: Introduction to Research Design	3
PT 653	Professional Issues I	3
PT 690	Medical Foundations I	1
PT 761	Clinical Conference I	1
AT 591	Clinical Field Experience I for Dual Degree MSAT/DPT	2
	Subtotal Hours	21

Spring, Year 1

Course	Title	Credit Hours
PT 604	Gross Human Anatomy II	4
PT 610	Musculoskeletal System I	3
PT 624	Histophysiological Aspects of Movement II	3
PT 656	Clinical Practicum I	1
PT 672	Functional Neuroanatomy	3
PT 685	Psychosocial Aspects of PT Practice I	2
PT 694	Medical Foundations II	1
AT 592	Clinical Field Experience II for Dual Degree MSAT/DPT	2
	Subtotal Hours	19

Summer, Year 2

Course	Title	Credit Hours
AT 624	Therapeutic Exercise II	2
AT 631	Pathology Evaluation of Athletic Injury II	3
AT 643	Advance Rehabilitation of Athletic Injury	3
	Subtotal Hours	8

Fall, Year 2

Course	Title	Credit Hours
PT 709	Musculoskeletal System II	3
PT 721	Pathology	3
PT 751	Clinical Practicum II	1
PT 762	Clinical Conference II	1
PT 771	Adult Neurotherapeutics	4
PT 781	Gait Analysis and Biomechanics	3
PT 796	Evidence Based Practice I	1
AT 571	Sports Nutrition	3
AT 593	Clinical Field Experience III for Dual Degree MSAT/DPT	2
	Subtotal Hours	21

Spring, Year 2

Course	Title	Credit Hours
PT 703	Pediatric Physical Therapy	4
PT 710	Musculoskeletal System III	4
PT 733	Professional Issues II	1
PT 752	Clinical Practicum III	1
PT 797	Evidence Based Practice II	1
PT 896	Medical Foundations III	3
AT 504	Psych Intervention/Referral in AT	3
AT 514	Pharmacology in AT	2
AT 594	Clinical Field Experience IV for Dual Degree MSAT/DPT	2
	Subtotal Hours	21

Summer, Year 3

Course	Title	Credit Hours
PT 753	Clinical Internship I	3
	Subtotal Hours	3

Fall, Year 3

Course	Title	Credit Hours
PT 744	Prosthetics and Orthotics	2
PT 821	Cardiovascular and Pulmonary Physical Therapy	3
PT 831	Professional Issues III	2
PT 861	Clinical Conference III	1
PT 881	Advanced Topics	1
PT 882	Comprehensive Examination	1
PT 893	Evidence Based Practice III	2
AT 633	Clinical Medicine	3
AT 745	Industrial Rehabilitation/Ergonomics	2
	Subtotal Hours	17

Spring, Year 3

Course	Title	Credit Hours
PT 832	Establishing a Physical Therapy Practice/Direct Access	3
AT 691	AT Clinical Field Experience V for Dual Degrees	6
AT 670	Health Care Administration	2
AT 711	Theories and Practice of Conditioning Athletes	3
	Subtotal Hours	14

Summer, Year 4

Course	Title	Credit Hours
PT 855	Clinical Internship III	6
	Subtotal Hours	6

Fall, Year 4

Course	Title	Credit Hours
AT 692	Clinical Field Experience VI for Dual Degrees	4
AT 774	Senior Seminar	1
	Subtotal Hours	5
	Total Semester Hours	149

MSAT Program Expenses (beyond tuition and lab fees)

Application Fee	\$30
Advance Tuition Deposit	\$500
Campus Parking Fee	\$115
Text Books Year 1	\$1,200
Text Books Year 2	\$540
Athletic Training Clinical Field Experience Uniform	\$80
Criminal Background Check	\$50
Technology Fee (per semester)	\$500

All fees are approximate and are subject to change.

All SU students must be covered by health insurance. To purchase health insurance through SU, please visit the Wilkins Wellness Center at the following link: www.su.edu under Student Life and then Health & Wellness Health Services.

Students must participate in the SU iMLearning Program. Refer to technology fee above.

A unique feature of the SU MSAT program is that clinical field experience sites are either on campus at Shenandoah University, at surrounding high school settings and in NCAA programs in various locations throughout the United States. Shenandoah University Division of Athletic Training is not responsible for, nor will it be able to determine, rental and other associated living costs involved with clinical education at distant sites. Such costs incurred by the students will be determined by current market conditions in the town/city and/or country in which the clinical site is located. Prospective students are encouraged to research market conditions of distant clinical sites to determine what additional costs may be involved during those clinical experiences. This will allow students to make informed decisions on costs associated with clinical field experiences outside of the Winchester area. Listings of the SU MSAT clinical field experience sites may be found at www.su.edu/at.

Performing Arts Medicine (PAM) Graduate Certificate Program

Shenandoah University is committed to meeting the needs of practicing clinicians and performing arts educators who seek advanced education in the emerging practice area of performing arts medicine. The foundation of Shenandoah University's mission states that the university distinguishes itself by providing opportunities to gain knowledge and develop skills in a collaborative, personalized environment that intertwines professional and liberal learning. This graduate certificate program embodies collaboration between various health professions alongside educators of the performing arts with the common goal of developing teaching practices, healthcare prevention, assessment and treatment strategies that will enhance, and potentially prolong, the career of a performing artist.

Mission of the Performing Arts Medicine Graduate Certificate Program

The mission of the performing arts medicine masters certificate program is to educate health care professionals and performing art educators on the prevention, assessment and management of injuries and disorders specific to dancers, theatre artists and musicians along with promoting clinical research to determine best practices.

PAM Graduate Certificate Requirements

This 18-credit curriculum may be taken in one of two tracks. Track I is for health professionals and Track II is for performing arts educators. For all tracks, in order to be retained in the curriculum, all courses must be passed with a grade of "B" or higher and a minimum GPA of 3.0 must be maintained at the time of program completion. All coursework must be successfully completed within three years of the start date of the program. Remediation of a grade of less than 80 percent may be considered at the discretion of the program director. If a student earns a failing grade, the student will have one additional year to retake the course (at the current credit rate as set forth by the university at that time) during the next regularly scheduled course offering. In the event the student is not successful upon the second course attempt, the student will be dismissed from the PAM graduate certificate program. All students are eligible to reapply for admission to the program at the next enrollment period. No exceptions to this policy will be considered.

Admission Requirements for Track I and II

Application materials are reviewed as they are received. Applicants must meet and submit the following:

Track I for Health Care Professionals

This program is open to the following health care professionals that would have a role in treating performing artists:

1. Medical doctors
2. Physical Therapists*
3. Certified Athletic Trainers*
4. Occupational Therapists*
5. Podiatrists
6. Chiropractors

7. Physician Assistants*

8. Nurse Practitioners*

**Current Shenandoah University enrollees and applicants from articulated programs within these health professions programs may apply to this program for study in addition to their entry-level curriculum. These students must submit a letter requesting admission into the program to the Performing Arts Medicine program director by the designated deadline and they must also have a letter of support for this endeavor from their respective dean/ program director. These students must be in good academic standing from their entry-level program in order to be considered.*

All Applying Students from outside of Shenandoah University for Track I must submit:

1. A completed Shenandoah University graduate application for admission including the \$30 application fee.
2. All official higher education transcripts.
3. A photocopy of your most current US/state license to practice medicine, physical therapy, athletic training, occupational therapy, podiatry, chiropractic medicine, physician assistant, nurse practitioner.
4. Foreign-educated students must submit above information as well as verification of full-time employment for at least six months in the U.S. in one's respective health profession.
5. Completed program information form.

Track II for Performing Arts Educators

Applicants for Track II must be able to demonstrate that they are instructors within the performing arts with a minimum of an undergraduate degree completed within a performing arts area including:

1. Bachelor of Fine Arts in Dance (or Dance Education)
2. Bachelor of Arts in Dance
3. Bachelor of Science in Dance (or Dance Education)
4. Bachelor of Music in Performance (or Music Education)
5. Bachelor of Science in Music Education
6. Other related degrees will be reviewed by the Program Director for possible admission

All applicants for Track II must submit:

1. A completed Shenandoah University graduate application for admission including the \$30 application fee.
2. All official higher education transcripts.
3. Completed program information form.

Additional Program Requirements

1. This program is offered as a hybrid of online learning coupled with four mandatory onsite seminar experiences that will run on Friday through Sundays scheduled throughout the two-year curriculum experience.
2. In order to complete the courses PAM 706 and PAM 708, the student will be required to find a place where he/she has access to intern with performing artists that is approved by the course advisor.

Curriculum Sequence

Track I for Health Professionals

Summer, Year I

Course		Title	Credit Hours
PAM	700	Performing Arts Terminology	1

Fall, Year I

Course		Title	Credit Hours
PAM	702	Anatomy and Kinesiology of Performing Arts	3
PAM	703	Nutrition for the Performing Artist	3

Spring, Year I

Course		Title	Credit Hours
PAM	704	Strength and Conditioning for Performing Artists	3
PAM	705	Management of Performing Arts Injuries for the Health Care Professional	3

Summer, Year 2

Course		Title	Credit Hours
PAM	706	Performing Arts Medicine Research Seminar	2

Fall, Year 2

Course		Title	Credit Hours
PAM	708	Internship in Performing Arts Medicine	2

Spring, Year 2

Course		Title	Credit Hours
PAM	709	Performing Arts Medicine Capstone	1
		Total	18

Track II for Performing Arts Educators

Summer, Year I

Course		Title	Credit Hours
PAM	701	Musculoskeletal Terminology for Performing Arts Related Injuries	1

Fall, Year I

Course		Title	Credit Hours
PAM	702	Anatomy and Kinesiology of Performing Arts	3
PAM	703	Nutrition for the Performing Artist	3

Spring, Year 1

Course	Title	Credit Hours
PAM 704	Strength and Conditioning for Performing Artists	3
PAM 707	Prevention and Management of Performing Arts Injuries for the Performing Arts Educator	3

Summer, Year 2

Course	Title	Credit Hours
PAM 706	Performing Arts Medicine Research Seminar	2

Fall, Year 2

Course	Title	Credit Hours
PAM 708	Internship in Performing Arts Medicine	2

Spring, Year 2

Course	Title	Credit Hours
PAM 709	Performing Arts Medicine Capstone	1
	Total	18

Division of Nursing

Kathryn M. Ganske, Director

Health Professions Building – Nursing, (540) 678-4374, kganske@su.edu

Background

Since the 1960s, Shenandoah University has played an integral part in the education of nurses in the region. This rich tradition continues at the graduate level in nursing. To become educated, learners become involved in intellectual work and critical thinking in order to transform information into knowledge, skills, values, meanings and experiences necessary for the provision, management and coordination of general nursing care for individuals, families, groups and communities at the graduate level. The scholarly habits of learning, established early, increase the graduate's lifetime ability to contribute to the discipline/profession of nursing and to society.

The Division of Nursing at Shenandoah University has developed an innovative framework for graduate study. Based on knowledge, skills, values, meanings and experiences, it centers around the lived experiences of individuals. Alternative teaching-learning experiences that go “beyond the walls” of the classroom enrich the lived experience of students, faculty, clients and communities.

Students selected for the Graduate Program in Nursing are educated in an innovative, clinically based curriculum that facilitates their professional development as expert advanced practitioners capable of providing safe and innovative care for specialized populations. In addition, MSN and DNP graduates participate in leading the profession during periods of unprecedented demand for nurses capable of advanced practice and clinical management.

Mission

The mission of the Division of Nursing is to prepare graduates who deliver, manage and lead nursing care in a variety of health care settings and who participate in personal and professional development.

Master of Science in Nursing (MSN) Objectives

Graduates of the Master's track will be able to:

1. Synthesize knowledge associated with the advanced nursing practice and advancement of nursing.
2. Demonstrate skill in the delivery, management and leadership of advanced nursing practice.
3. Demonstrate values consistent with the ethical delivery of advanced nursing practice.
4. Exemplify unique meanings associated with advanced nursing practice and the profession.
5. Actively and intellectually engage in advanced nursing and health care delivery for specialized populations.

Doctor of Nursing Practice (DNP) Objectives

Graduates of the Doctor of Nursing Practice track will be able to:

1. Synthesize knowledge associated with expert advanced nursing practice and the advancement of the profession.
2. Demonstrate expert skill in the delivery, management and leadership of primary health care.
3. Demonstrate values consistent with the ethical delivery of expert advanced nursing practice.
4. Exemplify unique meanings associated with expert advanced nursing practice and the profession.
5. Actively and intellectually engage in advanced nursing and health care delivery designed to enhance expertise in caring for diverse populations.

All graduate programs in nursing are accredited by The Commission of Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036; (202) 887-6791; www.aacn.nche.edu.

Master of Science in Nursing (MSN)

The Graduate Program in Nursing offers several options to obtain an MSN or Post-MSN Certificate in the following specialty tracks: Nurse-Midwifery (NM), Family Nurse Practitioner (FNP), Health Systems Management (HSM) and Psychiatric Mental-Health Nurse Practitioner (PMHNP). The MSN option is offered to qualified applicants with a Bachelor of Science in Nursing degree and an RN license in the United States. An RN-MSN degree option is available for qualified applicants with an Associate of Science degree in Nursing (ASN) or a Diploma in Nursing and a RN license.* In addition, an endorsement in Nurse-Midwifery is available to qualified applicants who are current MSN students in a university participating in the SU Midwifery Endorsement program.

**For graduates wishing to practice in states requiring a bachelor's degree in addition to the MSN, a BSN option is available.*

Doctor of Nursing Practice

The Graduate Program in Nursing offers a Doctor of Nursing Practice (DNP) degree for FNP, PMHNP and NMW specialties. A Doctor of Nursing Practice degree (BSN-DNP or Post-Master's DNP) prepares the nurse with the necessary skills and knowledge to assume the role of a primary health care provider in a variety of settings. Doctor of Nursing Practice graduates are educated to become leaders in the health care arena and prepared to deliver quality primary health care.

BSN-DNP graduates will be prepared to practice as FNP or PMHNP and be eligible to sit for the FNP or PMHNP certification exams.

Application Process for the Graduate Program

Priority Application Guidelines:

Priority consideration for Fall admission is May 1.

Priority consideration for Spring admission is November 1.

Thereafter, admission is based on availability of seats in the program.

General Information

Application Process

The following are requirements for admission:

1. Applicant must be a licensed registered nurse in the United States. Applicants not licensed in Virginia must apply and receive licensure by endorsement. Applicants must have a minimum undergraduate cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Applicants with a 2.8 or 2.9 GPA may be considered for provisional acceptance. Applicants to the Doctor of Nursing Practice and the Post-Master's Certificate tracks must have a minimum graduate cumulative GPA of 3.0 on a 4.0 scale.
2. Submit three recommendations (Post-Master's Certificate applicants submit only two recommendations). One recommendation is to be from a former dean, faculty member or advisor familiar with the applicant's academic performance, one from a current or former supervisor familiar with the applicant's clinical practice and one may be another graduate prepared nurse who can address the applicant's ability for graduate school performance. If the applicant cannot submit a nursing faculty member recommendation, one may be submitted from an additional nursing service supervisor.
3. DNP applicants must submit a written essay.
4. DNP and MSN applicants must have earned a BS in Nursing degree from an NLNAC or CCNE-accredited program. RN-MSN applicants must have earned an ASN or diploma in nursing degree from an NLNAC-accredited program. Post-Master's Certificate applicants must have earned a MSN degree from an NLNAC or CCNE-accredited program. If the degree is not from a NLNAC- or a CCNE-accredited program, the applicant is evaluated on an individual basis.
5. FNP, PMHNP AND NMW students must have a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) before entering the MSN specialty tracks. These are generally offered in the second year; therefore, the first year courses may be taken while the student is accumulating clinical nursing experience. Equivalency of clinical nursing experience is determined by the Division of Nursing. Students requesting consideration of equivalency should do so in writing and provide rationale for this request. HSM students are not required to complete 2,080 hours of clinical nursing prior to entering specialty courses.
6. Applicants to the Psychiatric Mental-Health Nurse Practitioner Post-Master's Certificate Track must document a minimum of 320 clinical hours in Psychiatric Mental Health graduate level coursework.
7. MSN and BSN to DNP applicants must demonstrate successful completion of baccalaureate-level nursing courses in physical assessment, introductory statistics, and community nursing with a grade of "C" or better within the past five years. Applicants missing one or more of these courses may be admitted provisionally and are allowed to complete any missing prerequisites within the first year of study, or challenge the Community Nursing and Physical Assessment requirements via NLN exams.
8. Post-Master's NP or NMW Certificate applicants must demonstrate successful completion of a MSN degree and graduate level health assessment, pharmacology and pathophysiology courses with a grade of "B" or better.

9. RN-MSN applicants must demonstrate successful completion of all prerequisite courses prior to admission.
10. Applicants for the DNP Post-Master's must hold appropriate certification or be eligible to take the certification exam within one semester of DNP study. Students who do not pass the certification exam by the last day of Add/Drop of the second semester of DNP study must withdraw from the program.
11. Post-Master's DNP applicants must have successful completion of MSN courses in advanced health assessment, pharmacology, and pathophysiology. Courses in applied interactive genetics and emergency preparedness disaster nursing are required in the DNP program of study and may be considered for transferred credit.
12. Qualified applicants are invited for a personal interview with the Division of Nursing graduate faculty.
13. Graduate applicants may transfer up to 12 semester hours of equivalent courses into the graduate program. Post-Master's Certificate and Post-Master's Doctor of Nursing Practice applicants may transfer up to six credit hours into the graduate program.
14. Applicants who have been dismissed from any graduate program of nursing are not eligible for admission or readmission to the Shenandoah University Division of Nursing.
15. Effective January 2013, Shenandoah University Division of Nursing requires evidence of proficiency of English for applicants whose native language is not English. All students from outside the United States and all students whose first language is not English must submit official copies of Test of English as a Foreign Language (TOEFL) scores. Applicants should request official scores be sent to the Shenandoah University (SU) Graduate Admissions office; the SU code is 5613. More information about TOEFL can be found at www.ets.org/toefl. The date of taking the TOEFL should not be more than 12 months prior to the date of enrollment. Minimum score acceptable for admissions to the Division of Nursing is a score of 83 or higher for the Internet-based TOEFL.

Academic Evaluation

There are three requirements for successful progression and completion of all graduate nursing programs:

1. Achieve a "B" or better in all nursing specialty courses and maintain a minimum 3.0 cumulative GPA.
2. Demonstrate professional behavior at all times as identified in the *Division of Nursing Student Handbook*.
3. Demonstrate safety considerations for self and others at all times as identified in the *Division of Nursing Student Handbook*.

Graduate Progression Policy

- It is an expectation that the minimum passing grade for graduate courses is a "B."
- Students may carry one "C" grade in a core course only.
- Students may receive no more than two "Cs" in the program

- If a student receives a second “C” in any course it must be repeated for a grade of “B” or better. Until this grade is replaced, students may take no more than two courses per semester
- Students must achieve a “B” or better in all nursing specialty courses and maintain a minimum of 3.0 cumulative GPA.
- Students who fall below a 3.0 cumulative GPA, they will be given one academic year to bring the GPA up to 3.0 or be dismissed from the program.
- Course grades of “D” or “F” are unacceptable in the graduate program and will result in dismissal from the program. (Effective for graduate students entering Fall 2011 or after).
- In addition to grade requirements, students must adhere to professional and safety guidelines, as identified in the *Division of Nursing Student Handbook*.
- Failing to meet the above requirements will result in dismissal from the graduate program.
- Students anticipating dropping or withdrawing from a course must do so in consultation with their faculty advisor and during times specified by the Division of Nursing.
- Students re-entering the nursing curriculum following an absence of greater than one calendar year or two academic semesters may have to repeat previous core courses.
- Students entering the SU graduate nursing program through existing joint program initiatives at other universities must be in good academic standing at the degree-granting institution prior to beginning the SU graduate program.

Withdrawing from a Nursing Course

Following the add/drop period, students — in consultation with their advisor — may withdraw from a nursing course in which they are formally registered. In doing so, students must consider the pre/co-requisite relationship to other nursing courses in which they are currently enrolled and also withdraw from those affected nursing courses.

The Division of Nursing withdrawal period ends the Friday of the first full week after Fall Break and Spring Break. During the 10-week summer session, the withdrawal period ends the Friday of week 6 of the session. Nursing students may withdraw from a course one time with a maximum of two withdrawals during the completion of the program.

Students who withdraw from a nursing course during the DON withdrawal period will receive a “W” on their university transcript, which will have no impact on their grade point average. After this withdrawal period, students will either receive a “withdraw passing” (WP) or a “withdraw failing” (WF) notation placed in their nursing academic file depending on their grade at the time of the withdrawal. This policy applies to nursing students in both undergraduate and graduate programs effective January 2011.

Course Credit as a Visiting Student

No more than six credits of graduate course work as a Visiting Student may be applied toward the graduate degree.

Graduate Courses for Transfer Credit

Graduate applicants may transfer up to 12 semester hours of equivalent courses into the graduate program. Post-Master's Certificate and Post-Master's Doctor of Nursing Practice applicants may transfer up to six credit hours into the graduate program. Courses for transfer credit are evaluated on an individual basis.

Graduate Degree Completion

MSN	5 years
RN-MSN	6 years
DNP	6 years

Graduate Student Computer Requirements

All graduate nursing students are required to have laptop computers. The laptop may be a PC or Mac.

The following minimum configuration requirements are recommended in order to successfully interface with the wireless technology available to all SU students. It is recommended that the student has an extended warranty and an up to date antivirus program.

- 1.7 GHz Core 2 Duo or Centrino processors
- 80 GB hard disk drive
- CD/DVD drive RW
- Wireless capability (built in)
- Web cam capability and headphones
- Minimum 2 GB RAM
- MS Windows XP/Vista, or Windows 7
- MS Office Professional (may be student and teachers version)*

**May be purchased through the SU bookstore.*

It is recommended that graduate nursing students have access to a reliable, stable and efficient high-speed Internet connection at a place where they study and prepare assignments. Learning assignments often include materials and learning content that must be accessed on SU Web-based platforms and Internet sites. The student must have the capability to transfer large files of data and learning materials. This is not easily possible with a dial-up Internet connection.

For more information on use of technology, please see the *Division of Nursing Student Handbook*.

Licensure Considerations

Students and graduates are subject to the current Commonwealth of Virginia Health Regulatory Board's Board of Nursing Statutes regarding legal limitations of licensure and professional advanced practice.

Students who have been convicted of a felony, or who may have had previous experiences that would interfere with their ability to practice advanced nursing, are responsible for

informing the Nursing Program Administrator and for contacting the Board of Nursing regarding their ability to practice. The Nursing program strongly encourages students with these circumstances to contact the Board of Nursing prior to enrolling in nursing courses.

Fees

The Nursing program tries to limit student expenses. However, there are fees and expenses associated with texts, lab coats/uniforms, campus learning laboratory equipment, travel, required clinical and classroom experiences, standardized tests, copying, clinical fees, criminal background check, urine drug screening and malpractice insurance that are the students' responsibility.

Students accepted into the graduate program must:

- Carry and maintain professional liability insurance (Midwifery students) to the maximum litigation potential allowed by the state in which clinicals are being held. Insurance must be held for the entire duration of all clinical courses. The Division of Nursing provides students with information on how to obtain this insurance. The cost of liability coverage is the responsibility of the student and the student is informed of this during the interview process. All other graduate students will be provided malpractice insurance by Shenandoah University and will be billed annually for the coverage upon enrollment in the graduate program.
- Complete and maintain a Shenandoah University Health Form, which includes evidence of basic immunizations, including Rubella, Hepatitis B and TDAP.
- Complete and maintain a criminal background check. See Academic Policies section for details.
- Complete and maintain a urine drug screening according to current requirements of the university and the clinical partner institution.

Program/course offerings are dependent upon having a minimum of 10 qualified students enrolled.

Core Courses Required in the Graduate Program in Nursing

Course	Title	Credits	HSM	NM	FNP	PMH NP
N 506	Applied Data Analysis		3	3	3	3
N 512	Theory, Research and Reasoning I		3	3	3	3
N 521	Theory, Research and Reasoning II		3	3	3	3
N 532	Roles and Issues in Advanced Practice		3	3	3	3
N 550	Advanced Pharmacology and Therapeutics		--*	3	3	3
N 560	Advanced Concepts in Physiology and Pathophysiology		--*	3	3	3
N 580	Advanced Health Promotion and Assessment Across the Lifespan		--*	4	4	4
	Total Core Credits		12	22	22	22

*Not required in this specialty track.

RN to MSN Degree Track (Fall entry only)

The RN to MSN degree track in the Division of Nursing enables students who are registered nurses without a BSN to obtain an MSN degree within one of four specialty areas: Nurse-Midwifery, Family Nurse Practitioner, Health Systems Management and Psychiatric Mental-Health Nurse Practitioner. Students in the RN to MSN program take 13-17 credits of undergraduate nursing bridge courses and between 36-48 credits of graduate courses depending on their specialty area. Students must have completed all required undergraduate prerequisite courses to be considered for admission to this track.

Students admitted to the RN-MSN track must successfully complete the NLN Health Assessment exam prior to taking N 401 Health Across the Lifespan: Communities. If unsuccessful, N 201 Health Assessment must be completed prior to taking N 401.

Graduate students enrolled in this track are taught competencies in their chosen specialty areas. The Nurse-Midwifery, Family Nurse Practitioner and Psychiatric Nurse Practitioner specialties are eligible to take the appropriate national certification exams upon completion of their program track. For graduates wishing to practice in states requiring a bachelor's degree in addition to the MSN, a BSN option is available. (See information directly following.)

Prerequisite Courses and General Education Requirements

Course Title	Credits
Human Anatomy and Physiology I and II and Labs	8
Microbiology	4
Chemistry	4
Statistics	3
English Composition	3
English Literature	3
Psychology	3
Sociology	3
Public Speaking	3
Religion, Ethics or Philosophy	3
Subtotal	37
RN Nursing Transfer Credits	36-40
Total	73-77

Interested students are strongly encouraged to meet with a nursing faculty member/ advisor to review transcripts from previous institutions attended.

*Bridge Courses

Course	Title	Credits
N 319	Ethics and Genomics in Nursing Practice	3
N 414	Leadership and Management in Professional Nursing Practice	3
N 306	Theory, Reasoning and Research in Nursing	3
N 401	Human Health Across the Lifespan: Communities	5*
	Total	14**

*Three class hours/week and six clinical hours/week.

**Total bridge course credits will be 18 if health assessment course must be taken.

After completing the bridge courses, all RN to MSN students complete their track in the MSN program.

BSN Completion Option for Registered Nurse (RN) to MSN

Graduates in the Nurse-Midwifery, Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner specialties who have completed the 48 credits requirement are eligible to take the appropriate national certification exams. Certain states' laws (e.g., West Virginia and Maryland) require certified nurse practitioners to have a bachelor's degree or BSN in order to obtain prescriptive authority as a nurse practitioner. Therefore, students who anticipate practicing in those states should consider earning the BSN from Shenandoah University.

Students in the RN to MSN track who plan to earn a BSN must meet the following criteria:

1. Earned at least 40 credits of required prerequisites, of which at least 30 credits must be general education (see list below)
2. Earned at least 74 nursing course credits (include 14 credits of Bridge courses* and maximum of 16 credits of selected graduate courses**). Students may receive transfer credit for up to 45 credits completed in their previous nursing program.
3. Earned a total of 121 credits (If additional courses are needed to complete the 121 required credits, students may take or transfer in additional general education or undergraduate nursing electives).

Students may apply for the BSN option any time during the RN-MSN course of study. The BSN degree will be awarded upon completion of the MSN curriculum.

*Bridge Courses

Course	Title	Credits
N 306	Theory, Reasoning and Research in Nursing	3
N 401	Human Health Across the Lifespan: Communities	3(2)
N 319	Ethics and Genomics in Nursing Practice	3
N 414	Leadership and Management in Professional Nursing Practice	3
	Total	14

**Selected Graduate Courses

Course	Title	Credits
N 550	Advanced Pharmacology	3
N 560	Advanced Pathophysiology	3
N 580	Health Assessment	4
N 532	Issues & Roles	3
	Graduate Elective (HP or N)	3
	Total	16

Suggested courses if additional credits are needed:

Any Undergraduate nursing electives (HP and N) including Emergency Preparedness (N 415).

General Education Courses

Course Title	Credits
Domain 1 English Composition	3
Domain 1 Public Speaking	3
Domain 2 English Literature	3
Domain 3 Statistics (pre-req to N 306)	3
Domain 4 Human Anatomy and Physiology I and II with Labs	8
Domain 4 Microbiology	4
Domain 4 College or General Chemistry	4
Domain 5 Moral Reasoning (pre-req to N 414)	3
Domain 6 Sociology (pre-req to N 401)	3
Domain 6 Psychology	3
Domain 7 Individual and the World	3

Specialty Tracks

Nurse-Midwifery*

The Nurse-Midwifery Track is designed to provide the student with the necessary knowledge, skills, values, meanings and experiences to assume the role of a certified nurse-midwife in a variety of clinical settings. Didactic and clinical course content focuses on role development, assessment and management of women's health — antepartal, intrapartal, postpartal and neonatal periods, as well as primary women's health — throughout the lifespan. Clinical experiences are in a wide variety of settings subject to availability, including ambulatory, birth center, home, community, and hospital environments. Students may also be placed in rural and medically underserved health care settings. Approximately 720 clinical hours are inherent in this program; however, the curriculum has two unique features: it is competency-based and is dependent on the birth of babies. Both features may require more clinical hours than are allotted in the formal clinical clock hour ratio outlined in the graduate program. These two unique features are explained to students upon entry into the program. Graduates of the Nurse-Midwifery Certificate program are eligible to sit for the national certification exam given by the American Midwifery Certification Board (AMCB). Upon successful completion of this national examination, the graduate will be recognized as a Certified Nurse-Midwife.

**The Nurse-Midwifery Track is accredited by the Accreditation Commission for Midwifery Education, 8403 Colesville Rd, Suite 1550, Silver Spring, MD 20910, (240) 485-1800, www.midwife.org.*

Nurse-Midwifery Objectives

By the completion of this track, the graduate will:

1. Synthesize theories from nursing and related arts and sciences in providing nurse-midwifery care for diverse women and their families.
2. Synthesize nursing knowledge, skills, values, meanings and experiences in the provision of comprehensive nurse-midwifery care and management for diverse women and their families.
3. Using the nurse-midwifery management process, coordinate and deliver care for diverse women and their families across the lifespan.
4. Assume individual responsibility for the choice of therapeutic nurse-midwifery interventions and accountability for their outcomes for clients and families.
5. Synthesize the impact of practice standards, as well as legal, ethical, political, economic, accrediting and controlling factors on the delivery of nurse-midwifery care.
6. Positively influence practice standards, as well as legal, ethical, political, economic, accrediting and controlling factors impacting the delivery of nurse-midwifery care.
7. Contribute to the discipline of nurse-midwifery and the profession of nursing through scientific inquiry.
8. Provide collegial and collaborative leadership among professional nurse-midwives and other health care providers.
9. Demonstrate the desire for and value of continued professional growth by identifying individual learning needs, as well as the needs of the discipline of nurse-midwifery and the nursing profession.

10. Design a career development plan based on self-evaluation, the desire for continued professional growth, the needs of the discipline/profession and those factors influencing the discipline/profession within the region where you intend to practice.

Nurse-Midwifery Specialty Courses

Course	Title	Credits	Explanation
NM	610 Primary Care of Women	2(1)*	Clinical clock hrs: 1:4
NMLB	610 Primary Care of Women Practicum	0	
NM	620 Comprehensive Antepartal Care	2(1)*	Clinical clock hrs: 1:4
NMLB	620 Comprehensive Antepartal Care Practicum	0	
NMLB	630 Midwifery Practicum	(3)*	Clinical clock hrs: 1:4
NM	640 Comprehensive Perinatal Care	2(1)*	Clinical becomes competency-based due to intrapartum
NMLB	640 Comprehensive Perinatal Care Practicum	0	
NMLB	650 Integrated Midwifery Practicum	(6)*	Clinical becomes competency-based due to intrapartum
NM	660 Advanced Nurse-Midwifery Role Development	1	
	Graduate Elective	3	
	Total	22	

*Credits in parentheses are clinical credits.

**This course includes clinical experiences based on a 1:4 clinical hour/clock hour ratio. These are minimum number of hours, which may be extended due to unknown number of hours needed for each birth. Clinical is interpreted in “# of experiences,” i.e. “# of deliveries.” The clinical hours should be sufficient to meet the learning needs of students. Because of the nature of midwifery practice, students may require additional hours to successfully meet the Core Competencies for Basic Midwifery Practice as outlined by the ACNM.*

Health Systems Management

The Health Systems Management Track is designed to prepare graduates with advanced knowledge, skills, values, meanings, and experiences to manage health care of populations in the evolving health care delivery system. Graduates have competency in population and epidemiological assessment, cost-benefit analysis, and the ability to apply evidence-based interventions and interdisciplinary care models to design, implement, and evaluate health care programs for the population. Clinical practices are designed to develop expertise in evaluation of outcomes data for the selected population. A unique feature of this track is the ability of the student to focus on such areas as: Education, Management, Informatics, Advanced Clinician or an individualized course of study. This track can be completed in four semesters of full-time study (36 credits). Students completing this program receive a Master of Science in Nursing degree.

Health Systems Management Specialty Courses

Course		Title	Credits
HSM	640	Health Systems Management I	3
HSML	650	Health Systems Management Practicum I	3*
HSM	660	Health Systems Management II	3
HSML	670	Health Systems Management Practicum II	3*
		Total	12

**This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.*

Students in the HSM Track may select from the following focus areas to complete requirements for the MSN:

Management: In consultation with your advisor, choose 3 or 4 Business or Management courses from the Harry F. Byrd, Jr. School of Business and/or one nursing elective course (12 credits total).

Education: N 502, N 503, N 604 and N 605.

Advanced Clinician: N 550, N 560, N 580 and a graduate nursing elective.

Informatics: In consultation with your advisor, choose 3 or 4 Nursing or Health Care informatics courses and/or one nursing elective course (12 credits total), courses from accredited schools can be transferred in.

Individualized Design: 12 specialized credits in focus of choice, approved by academic advisor.

Family Nurse Practitioner

The FNPTrack is designed to provide the nurse with the necessary knowledge, skills, values, meanings and experiences to assume the role of a primary health care provider in a variety of clinical settings. Didactic and clinical course content focuses on assessment and management of health promotion and health maintenance strategies, risk reduction, common acute and chronic alterations in health status for individuals and families across the lifespan and role development. Clinical experiences are provided in a wide variety of ambulatory and community rural and medically underserved health care settings appropriate for the Family Nurse Practitioner Track. There are approximately 690 clinical hours in the program.

Family Nurse Practitioner Specialty Courses

Course		Title	Credits
NP	570	Applied Pharmacology and Therapeutics	2*
NPLB	580	Advanced Assessment Lab	1*
NP	610	Primary Care of Families I	3
NP	620	Primary Care of Families II	3*
NP	630	Primary Care of Women and Children	3
NPLB	650	Primary Care of Families Practicum I	3*
NPLB	670	Primary Care of Families Practicum II	3*
NPLB	680	Primary Care Advanced Practicum	4*
NP	690	Advanced Nurse Practitioner Role Development	1
		Graduate Elective	3
		Total	26

*This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.

Psychiatric Mental-Health Nurse Practitioner Track

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Track is designed to provide the nurse with the necessary knowledge, skills, values, meanings and experiences to assume the role of a PMHNP in a variety of clinical settings. The track consists of didactic and clinical course content essential to provide psychotherapy to individuals, families and groups within hospitals and the community settings. Differential diagnosis, health promotion and psychotropic medication management (prescriptive authority) for the psychiatric mental-health patient is addressed in this curriculum. Graduates of this track who have earned their MSN degree are eligible to sit for the American Nurses Credentialing Certification PMHCNS or PMHNP exams. The PMHNP student will complete at least 700 clinical hours during this program of study.

PMHNP Track

MSN Core Courses

Course	Title	Credit Hours
N 506	Data Analysis and Interpretation I	3
N 512	Theory, Research and Reasoning I	3
N 521	Theory, Research and Reasoning II	3
N 532	Roles and Issues in Advanced Practice	3
	Total	12

Specialty NP Core Courses

Course	Title	Credit Hours
N 550	Advanced Pharmacology and Therapeutics	3
N 560	Advanced Concepts in Physiology and Pathophysiology	3
N 580	Advanced Health Promotion and Assessment Across the Lifespan	4
NP 690	Advanced Nurse Practitioner Role Development	1
NP 570	Applied Pharmacology and Therapeutics	2
NPLB 580	Advanced Health Assessment Lab	1
	Total	14

Specialty PMH Courses

Course	Title	Credit Hours
PMH 645	Psychiatric Mental-Health Nursing: Individual Therapy Theory	3
PMHL 650	Psychiatric Mental-Health Nursing: Individual Therapy Practicum	3
PMH 665	Psychiatric Mental-Health Nursing: Group, Family and Community Theory	3
PMHL 670	Psychiatric Mental-Health Nursing: Group, Family and Community Practicum	3
PMH 685	Geriatric Psychiatric Mental-Health Nursing Theory	3
PMH 686	Child and Adolescent Psychiatric Mental-Health Nursing Theory	3
PMH 695	Advanced Nurse Practitioner Practicum in Psychiatric Mental-Health Nursing	4
HP 576	Substance and Relationship Abuse	3
	Total	25
	Program Total Hours	

Core	12
PMH Courses	25
NP Courses	14
Total	51

Master of Science in Nursing and Master of Business Administration (MSN/MBA)

The MSN/MBA track is designed to address the needs of the professional nurse administrator working in an integrated and complex health care organization. This graduate option is jointly administered by the Division of Nursing, School of Health Professions and the Harry F. Byrd, Jr. School of Business. This is a dual degree track that combines theory and practice of nursing and business administration. The student will earn both an MSN and MBA from the respective schools.

The Division of Nursing, School of Health Profession offers the MSN/MBA in a cooperative agreement with the Harry F. Byrd, Jr. School of Business. In this cooperative program, each school controls its own admissions policy and its own academic program. Cooperation involves the consideration by each school of certain coursework taken in the other school, and in the scheduling of courses to facilitate completion of the requirements of both the MSN and MBA degrees. In particular, the Byrd School accepts 12 credits that the nursing student completes with the grade of "B" or higher as part of the MBA requirements.

Requirement for MSN – Management Focus

Course		Title	Credits
HSM	640	Health System Management: Organization	3
HSML	650	Health System Management Practicum I	3
HSM	660	Health System Management: Population	3
HSML	670	Health System Management Practicum II	3
N	512	Theory, Reasoning and Research I	3
N	521	Theory, Reasoning and Research II	3
N	532	Role and Issues in Adv. Practice	3
N	506	Data Analysis and Interpretation I	3
ACCT	501	Foundation of Accounting	3
ECN	501	Foundation of Economic	3
BAFI	502	Foundation of Finance	1.5
MKT	502	Foundation of Marketing	1.5
MGT	513	Organizations and Structure and behavior	3
		Subtotal	36

Requirements for MBA (Courses that are required after MSN)

Course		Title	Credits
ACCT	511	Accounting For Decision Making and Control	3
BAFI	517	Financial Management	3
ECN	512	Business Forecasting	1.5
ECN	514	International Economic Analysis	1.5
MGT	536	Human Resource Management	1.5
MGT	538	Legal and Ethical Perspectives	1.5
MIS	514	Decision Science and MIS	3
MKT	511	Marketing Management and Strategy	3
SCM	530	Operation and Supply Chain Management	3
MGT	611	Integrative Management	3
		Subtotal	24
		Total requirement for MSN/MBA	60

Post-Master’s Nursing Certificates

Family Nurse Practitioner Certificate

The Division of Nursing offers an FNP Certificate for RNs who already hold a Master of Science in Nursing degree. The FNP Certificate is designed to provide the nurse with the necessary knowledge, skills, values, meanings and experiences to assume the role of a primary health care provider in a variety of clinical settings. Didactic and clinical course content focuses on assessment and management of health promotion and maintenance strategies, risk reduction, common acute and chronic alterations in health status for individuals and families across the lifespan and role development. Clinical experiences are in a wide variety of ambulatory and community rural and medically underserved health care settings appropriate to the family nurse practitioner track.

The FNP Certificate is designed to meet the needs and be sensitive to the MSN-prepared RN, with the philosophy that post-master’s students are highly motivated adult learners who learn independently as well as in structured settings. Course work can be completed in 15 months of full-time study with summer admission. Clinical experiences are arranged with individual preceptors in surrounding communities. Six hundred and ninety (690) clock hours are spent in faculty or preceptor-supervised settings. Graduates of the FNP Certificate program are eligible to sit for the national certification exam given by either the American Nurses Credentialing Center or the American Academy of Nurse Practitioners.

Prerequisites (may have completed in graduate program)

Prerequisites, in addition to the MSN, include three credits of advanced pathophysiology, three credits of advanced pharmacology, three credits of a general health assessment course. All courses must be at the 500 level or above.

Course of Study

Course	Title	Credit Hours
NP 570	Applied Pharmacology and Therapeutics	2*
NPLB 580	Advanced Health Assessment Lab	1*
NP 610	Primary Care of Families I	3
NP 620	Primary Care of Families II	3*
NP 630	Primary Care of Women and Children	3
NPLB 650	Primary Care of Families Practicum I	3*
NPLB 670	Primary Care of Families Practicum II	3*
NPLB 680	Primary Care Advanced Practicum	4*
NP 690	Advanced FNP Role Development	1
	Total	23

**This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.*

Nurse-Midwifery Certificate

The Division of Nursing offers a Nurse-Midwifery Certificate for RNs who already hold a Master of Science in Nursing degree. The Nurse-Midwifery Certificate is designed to provide the student with the necessary skills and knowledge to assume the role of a certified nurse-midwife in a variety of clinical settings pertinent to nurse-midwifery care. Didactic and clinical course content focuses on role development, assessment and management of women's health, antepartal, intrapartal, postpartal, and neonatal periods as well as primary women's health throughout the lifespan. Clinical experiences are in a wide variety of ambulatory and community rural and medically underserved health care settings appropriate to the nurse-midwifery track.

The certificate is designed to meet the needs and be sensitive to the MSN-prepared RN with the philosophy that post-master's students are highly motivated adult learners who learn independently as well as in structured settings. Course work can be completed in 12 months of full-time study or 24 months of part-time study. Didactic courses are offered one day a week. Clinical experiences are arranged with individual preceptors in surrounding communities. A minimum of 720 clinical hours are inherent in this program however; the curriculum has two unique features: it is competency-based, and is dependent on the birth of babies. Both features may require more clinical hours than are allotted for in the formal clinical clock hour ratio outlined in the program. These two unique features are explained to students upon entry into the program. Graduates of the Graduate Program of the Division of Nursing within the Nursing-Midwifery Track are eligible to sit for the national certification examination given by the American Midwifery Certification Board (AMCB). Upon successful completion of this national examination the graduate will be recognized as a Certified Nurse-Midwife.

Prerequisites in addition to the MSN include three credits of advanced pathophysiology, three credits of advanced pharmacology and three credits of a general health assessment course. All courses must be at the 500 level or above.

Nurse-Midwifery Certificate Specialty Courses

Course		Title	Credit Hours
NM	610	Primary Care of Women	2(1)*
NM	620	Comprehensive Antepartal Care	2(1)*
NMLB	630	Midwifery Practicum	(3)*
NM	640	Comprehensive Perinatal Care	2(1)*
NMLB	650	Integrated Midwifery Practicum	(6)*
NM	660	Advanced Nurse-Midwifery Role Development	1
		Total	19

**This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.*

The Midwifery Endorsement

The Midwifery Endorsement is a collaborative arrangement between the Nurse-Midwifery Track and other schools of nursing. Through this arrangement, the graduate nursing student attending those schools will receive an endorsement in nurse-midwifery after completing the 19 credit hours of graduate nurse-midwifery courses from Shenandoah University as they are completing their graduate degree from their home school of nursing. Upon successful completion of this program, the student will receive a graduate degree from their home nursing school and an Endorsement in Nurse-Midwifery from Shenandoah University.

The graduate will then be eligible to take the national certification examination given by the American Midwifery Certification Board, and upon successful completion of the national examination will be recognized as a Certified Nurse-Midwife. See www.su.edu/nurse for details.

Requirements for Endorsement in Nurse-Midwifery

Admission to this option requires successful admission to the school of nursing at the home university. At the present time Shenandoah University has collaborative agreements with the following schools of nursing:

- James Madison University
- Johns Hopkins School of Nursing
- Marshall University School of Nursing
- Old Dominion University School of Nursing
- Radford University School of Nursing
- West Virginia Wesleyan Department of Nursing

The core requirements for the graduate degree from the home university will be completed before entering the Nurse-Midwifery Specialty Track. Upon completion of these requirements, the student will be required to enroll and successfully complete the following nurse-midwifery courses.

Course		Title	Credit Hours
NM	610	Primary Care of Women	2 (1)*
NM	620	Comprehensive Antepartal Care	2 (1)*
NMLB	630	Midwifery Practicum	(3)*
NM	640	Comprehensive Perinatal Care (Clinical becomes competency-based due to intrapartum)	2 (1)*
NMLB	650	Integrated Midwifery Practicum (Clinical becomes competency-based due to intrapartum)	(6)*
NM	660	Advanced Nurse-Midwifery Role Development	1
		Total	19

Psychiatric Mental-Health Nurse Practitioner Certificate

The Division of Nursing offers a Psychiatric Mental-Health Nurse Practitioner (PMHNP) Certificate for RNs who hold a Master of Science Degree in psychiatric and mental-health nursing. The certificate is designed to provide the psychiatric clinical nurse specialist with the necessary knowledge and skills regarding differential diagnosis, health promotion, and psychotropic medication management (prescriptive authority) fundamental to the role of PMHNP. Didactic and clinical course content assist the psychiatric clinical specialist transition beyond psychotherapist, consultant and educator by adding knowledge and skills related to the PMHNP role. Ongoing assessment, health promotion, differential diagnosis, planning and medication management of psychiatric mental-health clients across the lifespan are focus areas. A variety of clinical inpatient and ambulatory settings to include primary care sites are utilized and result in 210 clinical hours. Post Master's certificate students are required to bring at least 320 clinical hours into the certificate track for a total of at least 500 hours overall completed. Graduates of the PMHNP certificate track have the required courses and clinical hours for eligibility to sit for the American Nurses Credentialing Certification PMHNP Examination.

Course of Study

Course		Title	Credit Hours
N	550	Advanced Pharmacology and Therapeutics	3*
N	560	Advanced Concepts in Physiology and Pathophysiology	3*
N	580	Advanced Health Promotion and Assessment across the Lifespan	4*
NP	570	Applied Pharmacology and Therapeutics	2
NPLB	580	Advanced Health Assessment Lab	1
NP	690	Advanced Family Nurse Practitioner Role Development	1
PMHL	692	Elective Practicum in Psychiatric Mental-Health Nursing	2**
PMH	695	Advanced Nurse Practitioner Practicum in Psychiatric Mental-Health Nursing	4
		Total	18

*This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.

**If additional clinical hours are needed.

Psychiatric Mental-Health Nurse Practitioner Endorsement

The Psychiatric Mental-Health Nurse Practitioner Endorsement is a collaborative arrangement between the Psychiatric Mental-Health Nurse Practitioner track and other schools of nursing. Through this arrangement, the graduate nursing student attending those schools will receive an endorsement in Psychiatric Mental-Health Nurse Practitioner after completing the 25 credit hours of graduate Psychiatric Mental-Health Nurse Practitioner courses from Shenandoah University as they are completing their graduate degree from their home school of nursing. Upon successful completion of this program, the student will receive a graduate degree from their home nursing school and an Endorsement in Psychiatric Mental-Health Nurse Practitioner from Shenandoah University. The graduate will then be eligible to sit for the American Nurses Credentialing Certification PMHNP Examination.

Admission to this option requires successful admission to the school of nursing at the home university. At the present time, Shenandoah University has collaborative agreements with the following schools of nursing for Psychiatric Mental Health Nursing:

- Marshall University School of Nursing
- West Virginia Wesleyan Department of Nursing
- Radford University School of Nursing

The core requirements for the graduate degree from the home university will be completed before entering the Psychiatric Mental Heath Nurse Practioner track. Upon completion of these requirements, the student will be required to enroll and successfully complete the following psychiatric mental health nursing courses:

Specialty PMH Courses

Course		Title	Credit Hours
PMH	645	Psychiatric Mental-Health Nursing: Individual Therapy Theory	3
PMHL	650	Psychiatric Mental-Health Nursing: Individual Therapy Practicum	3
PMH	665	Psychiatric Mental-Health Nursing: Group, Family and Community Theory	3
PMHL	670	Psychiatric Mental-Health Nursing: Group, Family and Community Practicum	3
PMH	685	Geriatric Psychiatric Mental-Health Nursing Theory	3
PMH	686	Child and Adolescent Psychiatric Mental-Health Nursing Theory	3
PMH	695	Advanced Nurse Practitioner Practicum in Psychiatric Mental-Health Nursing	4
HP	576	Substance and Relationship Abuse	3
		Total	25
		PMH Courses	25

Post-Master’s Certificate in Nursing Education

The Certificate in Nursing Education is designed to prepare a student already holding a master’s degree in nursing, or enrolled in a graduate nursing program at Shenandoah University, for teaching positions in educational and service settings. Students enrolled in such a program must complete the requirements for their degree to apply for the certificate. The courses in this program will provide students with essential knowledge of the foundations in curriculum and program development; theoretical foundations of the instructional process; application of assessment, measurement, and evaluation theories in nursing education. Students enrolled in the Health Systems Management graduate track with a focus in nursing education may also apply for the certificate. The certificate will provide the student with the necessary knowledge, skills, values, meanings and experiences to assume the role of a nurse educator. Graduates of the Certificate in Nursing Education program have the required courses for eligibility to sit for the National League for Nursing Certified Nurse Educator (CNE) examination.

Course of Study

Course		Title	Credit Hours
N	502	Principles of Teaching and Learning in Health Care Education	3
N	503	Curriculum Design in Nursing Education	3
N	604	Evaluation of Teaching and Learning in Nursing Education	3
N	605	Trends, Issues and Technology in Nursing	3
		Total	12

The four education courses (N502, 503, 604 and 605) in this program are offered as online courses. In order to be successful in the courses, the student must have a minimal level of computer competency. Courses may be taken on a full or part-time basis.

Doctor of Nursing Practice

The DNP program was created in response to calls from the American Association of Colleges of Nursing and other national nursing organizations to move advanced practice nursing education to the doctoral level. The DNP program is designed to prepare clinical nurses with advanced knowledge, skills, values, meanings, and experiences necessary to manage health care in a safe, effective, and efficient manner and in a variety of settings.

The Division of Nursing offers the Doctor of Nursing Practice (DNP) at 2 levels: BSN to DNP and Post-Master DNP.

BSN-DNP

This program is available to the BSN graduate wishing to complete an advanced practice nursing (APRN) credential in FNP or PMHNP and a terminal practice degree in nursing (DNP). The program can be completed in three years of full time study (including summers) or a total of 78 credits. Upon completion of the program of study, graduates will be eligible to take the certification exam appropriate for the APRN specialty. Applicants must have completed at least 2080 hours of practice as a registered nurse prior to entering the specialty courses.

Coursework for the BSN-DNP includes MSN core courses, NP core and specialty courses, and required DNP courses.

Post-Masters DNP

The Post-masters DNP (graduates of FNP, NMW, and PMHNP) can be completed in 20 months part-time with summer courses. Cohorts are established and begin in the fall only. Didactic courses primarily meet on Wednesdays and may be online or face-to-face. Online courses may take place in a synchronous or asynchronous format. Clinical placement is arranged by faculty and will be scheduled at the convenience of the facility hosting the student.

Students in Post-Master DNP are required to have 1,000 clock hours of supervised clinical experiences. Clinical hours may include hours earned in MSN and/or MSN post-master's certificate study may be included.

Post-Master DNP Curriculum Plan

1st Year - 1st Semester

Course	Title	Credit Hours
N 505	Epidemiology and Biostatistics	3*
N 515	Emergency Preparedness and Disaster Nursing	3**
	Total	6

1st Year - 2nd Semester

Course	Title	Credit Hours
N 525	Advanced Data Analysis and Interpretation	3
N 632	Roles and Issues in Advanced Practice Management	3
	Total	6

1st Year - Summer

Course	Title	Credit Hours
N 671	Clinical Research Proposal	3
N 760	Complex Diagnostics in Primary Care	3*
	Total	6

2nd Year - 1st Semester

Course	Title	Credit Hours
N 710	Grant Writing	1
N 511	Informatics and Technology in Health Care	2*
N 799	Clinical Research Implementation	2***
N 670	Complex Pharmacology	1*
	Total	6

2nd Year - 2nd Semester

Course	Title	Credit Hours
N 583	Applied and Interactive Genetics	3**
NLAB 780	Advanced Practice Synthesis	3*
N 799	Clinical Research Implementation***	
	Total	6
	Program Total	30

*The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.

**May be completed at anytime during program of study.

***Continue to register until the project is completed.

Division of Occupational Therapy

Dr. Leslie Davidson, Interim Director
333 West Cork Street, Fifth Floor, (540) 665-5540

Master of Science in Occupational Therapy

The mission of Shenandoah University's Division of Occupational Therapy is to prepare students for a future in the field of occupational therapy in three primary ways. We prepare students to passionately discover new knowledge which requires them to be self-reflective and lifelong learners. We prepare them to be critically thinking practitioners, serving clients who live in diverse local and global communities. We transform them into professionals who understand the importance of ethics, leadership and service.

Occupational Therapy Program

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates are eligible to apply for the NBCOT Certification Examination for Occupational Therapist Registered OTR®. Graduates must answer each of the following questions on the examination application:

- Have you ever been charged with or convicted of a felony?
- Have you ever had any professional license, registration or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative or disciplinary proceeding to have committed negligence, malpractice, recklessness or willful or intentional misconduct, which resulted in harm to another?

If the answer to any of these questions is "yes," the candidate must submit documentation to NBCOT's Regulatory Affairs Department, 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150; (301) 990-7979, which will determine eligibility. Upon passing the examination, occupational therapists are able to use the trademark OTR.

Graduation from an accredited professional program, passing the NBCOT Certification Examination and freedom from felonies and other legal infractions are the qualifications for licensure or registration to practice in most states. Students must check with specific states for laws regarding the right to practice.

Admission Requirements

The Master of Science in Occupational Therapy offers a graduate program delivered in a hybrid format, meaning much of the content is delivered online. Students come to campus one day per week for the face-to-face portion of their courses and all fieldwork experiences are completed on non-campus days and during normal working hours. Additionally, students are expected to engage in hands-on experiences in their home communities as directed by faculty. The learning model requires students to think critically and act professionally in independent, interpersonal and community-based problem-solving experiences.

Admission requirements include: a 3.0 grade point average, a bachelor's degree, completion of prerequisite courses with minimum grade of "C;" a writing sample; two references from two of these three people: a licensed occupational therapist OTR (not an assistant), a professor or an employer; and a minimum score of 143 on the quantitative section of the Graduate Record Examination. In addition, applicants must supply documented evidence of 40 hours of observation under qualified occupational therapists in practice. For additional information, check the website at www.su.edu/ot.

Criminal Background Checks

Prior to beginning health professional courses, a student is required to authorize and submit to a criminal background check, including sex offenses and crimes against minors and fingerprinting. Some students may also be expected to submit to random drug testing required by clinical practice sites. Non-compliance with the criminal background checks and/or drug testing policies may be cause for dismissal from the program. See Academic Policies section for details.

Degree Requirements

The Master of Science degree in Occupational Therapy (MSOT) requires a minimum of 75 credit hours of occupational therapy courses for graduation. Students must begin coursework in the fall semester of the year they gained acceptance into the program. Full-time students must progress through the program within four years including fieldwork. Progression is based on the following: satisfactory completion of all course prerequisites before beginning coursework each semester; completion of all coursework with grades of "C" or better; maintenance of a 3.0 cumulative grade-point average (GPA); satisfactory evaluation on Professional Development Plans in each semester of the curriculum; payment of all university tuition and fees; maintenance of health, clinical safety and security requirements, including CPR, physical examinations and criminal background checks.

Students who receive grades of "D" or "F" in a course are not permitted to take any new courses in the program and are placed on academic probation until all required work has been successfully completed. Courses may be repeated only once. Failure to successfully complete the designated requirements within two semesters results in termination from the program. Students who receive grades of "D" or "F" in more than two courses are dismissed from the program.

OT 628 Basic Level One Fieldwork and OT 638 Bridge Level One Fieldwork experiences, are completed on non-campus days and during normal working hours. OT 640 and OT 641, Level Two Fieldwork, is a full-time experience completed during normal working days and hours. Either OT 640 or OT 641, Level Two Fieldwork, may be repeated once. Students who fail Level Two Fieldwork more than one time are dismissed from the program. All admitted students are required to review the *SUDOT Fieldwork Handbook* regarding specific policies.

In addition to policies and procedures of the university as identified in this catalog and the *Student Handbook*, occupational therapy students are responsible for reading, understanding, and implementing the policies and procedures found in the *Division of Occupational Therapy Student Handbook*.

Full-time Course Sequence

Semester One (Fall)

Course	Title	Credit Hours
OT 522	Foundations of Occupational Therapy	4
OT 523	Therapeutic Occupation	2
OT 524	Occupation and Movement	4
OT 525*	Fundamentals of Scholarly Inquiry	3
OT 526	Foundational Case Groups I	1
OT 527	Community Application with Individuals	2
	Subtotal	16

Semester Two (Spring)

Course	Title	Credit Hours
OT 531*	Scholarly Inquiry: Quantitative Design and Analysis	3
OT 532	Neuro-Occupation	5
OT 534	Analysis of Health and Occupation	2
OT 535	Management and Systems in Occupational Therapy Settings	3
OT 536	Foundational Case Groups II	1
OT 537	Community Application in Systems	2
	Subtotal	16

Semester Three (Fall)

Course	Title	Credit Hours
OT 621*	Scholarly Inquiry: Development and Evaluation of Therapeutic Programs	2
OT 623	Occupational Therapy in Biomechanical and Neurological Practice	4
OT 624	Occupational Therapy in Mental Health Practice	3
OT 625	Occupational Performance and Participation: Children	4
OT 626	Basic Case Groups	1
OT 628**	Basic Level One Fieldwork	1
	Subtotal	15

Semester Four (Spring)

Course	Title	Credit Hours
OT 630*	Scholarly Inquiry: Application	3
OT 631	Specialization: Occupational Therapy with Children	3
OT 635	Specialization: Occupational Therapy for Adults	3
OT 633	Environmental Interventions	3
OT 634	Policy and Advocacy	3
OT 638**	Bridge Level One Fieldwork	1
	Subtotal	16

Semester Five (Summer)

June Through November (continues right after Semester Four):		
Course	Title	Credit Hours
OT 640	Level Two Fieldwork	6
OT 641	Level Two Fieldwork	6
	Subtotal	12

December: Students participate in one week of reflection and integration of learning before graduation in mid-December. A portion of that time will be on-campus.

Total 75

**Each scholarly inquiry course leads to the completion of a capstone project (formerly known as a thesis). A capstone project is a research proposal designed to test the effectiveness of an occupational therapy intervention. The SU faculty is committed to advancing the profession by teaching students to develop and test their therapeutic programs. It is believed that the important task of validating practice requires greater attention to program development, evaluation and testing.*

***All Level One Fieldwork experiences are completed on non-campus days and during normal working hours.*

Division of Physical Therapy

Karen Abraham, Director
333 West Cork Street, Suite 40, (540) 665-5520

Doctor of Physical Therapy (DPT)

Physical Therapy (PT) is a challenging and satisfying profession — one with many career pathways from which to choose. The wide range of clinical settings, the diversity of the patient populations, and the variety of specialty areas provide a vast array of employment and professional growth opportunities for the new graduate. Shenandoah University's entry-level Doctor of Physical Therapy professional degree program prepares students for the challenges of the profession and provides an excellent foundation for further graduate study.

The Division of Physical Therapy Mission

The mission of Shenandoah University's Division of Physical Therapy is to prepare students as doctorally educated physical therapists who are reflective practitioners that provide evidence-based, compassionate and ethical care for the prevention, diagnosis, and treatment of movement dysfunction.

The Division of Physical Therapy Vision

The Division of Physical Therapy will become recognized as a provider of physical therapy education driven by innovation, local and global service, and dedication to professional advancement.

The Physical Therapy Program at Shenandoah University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and is fully accredited until December 2018.

Applicants to the Doctor of Physical Therapy program must have demonstrated success in academics and have a strong background in the sciences. Completion of the bachelor's degree is required. A demonstration of well-developed problem-solving skills, interpersonal skills and commitment to service is necessary. Those applying to the Doctor of Physical Therapy program should be prepared to work closely with other students in the program, make contributions to the learning process of others and contribute to the enrichment of the curriculum and the profession.

The Physical Therapy program is closely affiliated with Valley Health System. This relationship provides extensive clinical opportunities, equipment, space and human resources.

Admission Requirements

The Division of Physical Therapy offers three avenues for admission into the Doctor of Physical Therapy degree program: 1) traditional admissions, 2) articulation agreements, and 3) SU undergraduate Physical Therapy pre-admissions program. Regardless of the route of application, processing for the DPT program is through the Physical Therapy Central Application Service (PTCAS) at www.PTCAS.org. Although these applications are processed through PTCAS, they are held to the same standards as Shenandoah University's other graduate programs. All offers of admission into the DPT program are determined by the Division of Physical Therapy Admissions Committee.

Although the three admission programs are distinct from one another, there are some common admission requirements. All applicants must:

1. Have a minimum cumulative grade point average (GPA) of a 2.8 on a 4.0 scale in all completed coursework and in all prerequisite coursework.
2. Take the Graduate Record Examination (GRE). For non-native speakers of English, a Test of English as a Foreign Language (TOEFL) must be completed.
3. Submit two letters of reference; one from a licensed practicing physical therapist and one from a college professor.
4. Demonstrate knowledge of the profession by completing a minimum of 100 documented hours (volunteer or paid) of exposure to physical therapy practice under the supervision of a licensed physical therapist.

The primary method for admission into the DPT program is through the traditional admissions program. In addition to the global requirements as listed above, consideration for admission through this process requires applicants to complete a bachelor's degree from an accredited institution prior to matriculation. The bachelor's degree must include the 41 credit hours of prerequisite coursework and applicants must achieve a minimum cumulative GPA of 2.8 on a 4.0 scale for these courses.

A second means of admission into the DPT program is through articulation agreements established by the Division of Physical Therapy with other universities and colleges. This program follows the same admission criteria as noted for the traditional admissions program except for the prerequisite coursework GPA. To qualify for one of the reserved seats, applicants must achieve a minimum cumulative GPA of 3.2 on a 4.0 scale for the 41 credit hours of prerequisite coursework. Applicants who meet the criteria for admission through the Articulation Agreement will be granted priority status for admission to the Division of Physical Therapy. Four to five seats in each incoming class are reserved for students from each participating institution. These universities and colleges include: Bridgewater College, Ferrum College, James Madison University, Shenandoah University and Virginia Tech University. If more than four/five applicants qualify for priority status, the Division of Physical Therapy will rank-order all priority applicants based on consideration of the full set of application materials and the evaluations from the admissions interview. Copies of the articulation agreements can be found at www.su.edu/pt.

In addition to the articulation agreements, the Division of Physical Therapy has established a unique admissions process with the undergraduate Office of Admissions for Shenandoah University (SU Undergraduate Physical Therapy Pre-Admissions Program). The purpose of this program is to allow highly qualified high school students to be pre-admitted into the Doctorate of Physical Therapy program. These students are guaranteed acceptance into the DPT program provided they meet the criteria as outlined below. In order to be admitted to this program as a freshman at Shenandoah University (out of high school) the student must achieve the following:

1. High School Grade Point Average (GPA) of 3.5 or better.
2. Minimum SAT score of 1100.
3. Submission of an undergraduate application for admissions to the Shenandoah University Office of Admissions.

4. Submission of documentation of at least 50 hours of volunteer/observation under the supervision of a licensed, clinical physical therapist.
5. Submission of an essay in response to one of three topics related to physical therapy.

In order to remain in the program and matriculate into the DPT Program at the end of three years of undergraduate study at Shenandoah University, the student must:

1. Successfully complete a minimum of 90 hours of undergraduate coursework with a grade of "C" or above which includes the 41 credit hours of required prerequisite courses. All prerequisite coursework must be completed at Shenandoah University.
2. At the time of application, have a minimum cumulative GPA of 3.4 on a 4.0 scale for the 90 hours of undergraduate coursework and for the 41 credit hours of prerequisite coursework.

Regardless of the admissions process, all science courses must be less than 10 years old at the time of application. Exceptions are made at the discretion of the PT Admissions Committee, if the applicant is able to provide documentation of functional use of the information. Detailed instructions for the admissions process are at www.su.edu/pt or www.ptcas.org.

Criminal Background Checks

All students admitted to the Doctor of Physical Therapy program are required to authorize and submit to a criminal background check. Some students may also be expected to submit to random drug testing as required by clinical practice sites. Non-compliance with the criminal background checks and/or drug testing policies may be cause for dismissal from the program.

Requirements for the Doctor of Physical Therapy Degree

Students must take all courses in the specified order to be retained in the curriculum and receive the DPT degree. All courses must be passed with a grade of "C" or higher and a minimum cumulative GPA of 2.8 must be achieved by the end of each semester. The student who receives a grade of D or below will be dismissed from the program. A student who fails to reach the cumulative 2.80 GPA in any semester will be put on academic probation. The 2nd time a student's cumulative GPA falls below a 2.80 they will be dismissed from the program. Students dismissed from the program for academic concerns may petition the faculty for a seat in the next year's class.

Any student who demonstrates inappropriate affective behavior may receive disciplinary action. Conduct or honor violations may result in course failure and/or immediate dismissal from the program.

In addition to policies and procedures of the university as identified in this catalog and the *Student Handbook*, students enrolled in the Doctor of Physical Therapy program are responsible for reading, understanding, and implementing the policies and procedures found in the *Division of Physical Therapy Student Handbook*.

Year 1, Fall

Course	Title	Credit Hours
PT 603	Gross Human Anatomy I	4
PT 607	Examination and Intervention	4
PT 623	Histophysiological Aspects of Movement I	3
PT 643	Evidence-Based Practice: Introduction to Research Design	3
PT 653	Professional Issues I	3
PT 690	Medical Foundations I	1
PT 761	Clinical Conference I	1
	Subtotal	19

Year 1, Spring

Course	Title	Credit Hours
PT 604	Gross Human Anatomy II	4
PT 610	Musculoskeletal System I	3
PT 624	Histophysiological Aspects of Movement II	3
PT 656	Clinical Practicum I	1
PT 672	Functional Neuroanatomy	3
PT 685	Psychosocial Aspects of Physical Therapy	2
PT 694	Medical Foundations II	1
	Subtotal	17

Year 2, Fall

Course	Title	Credit Hours
PT 709	Musculoskeletal System II	3
PT 721	Pathology	3
PT 751	Clinical Practicum II	1
PT 762	Clinical Conference II	1
PT 771	Adult Neurotherapeutics	4
PT 781	Gait Analysis and Biomechanics	3
PT 790	Therapeutic Exercise	1
PT 796	Evidence Based Practice I	1
	Subtotal	17

Year 2, Spring

Course	Title	Credit Hours
PT 703	Pediatric Physical Therapy	4
PT 710	Musculoskeletal System III	4
PT 733	Professional Issues II	1
PT 752	Clinical Practicum III	1
PT 792	Physical Agents	3
PT 797	Evidence Based Practice II	1
PT 896	Medical Foundations III	3
	Subtotal	17

Year 2, Summer

Course	Title	Credit Hours
PT 753	Clinical Internship I	3
	Subtotal	3

Year 3, Fall

Course	Title	Credit Hours
PT 744	Prosthetics and Orthotics	2
PT 821	Cardiovascular and Pulmonary Physical Therapy	3
PT 831	Professional Issues III	2
PT 861	Clinical Conference III	1
PT 881	Advanced Topics	1
PT 882	Comprehensive Examinations	1
PT 893	Evidence Based Practice III	2
	Subtotal	12

Year 3, Spring

Course	Title	Credit Hours
PT 832	Establishing a Physical Therapy Practice/Direct Access	3
PT 854	Clinical Internship II	6
	Subtotal	9

Year 3, Summer

Course	Title	Credit Hours
PT 855	Clinical Internship III	6
	Subtotal	6
	Total	100

Transitional Doctorate of Physical Therapy Program

Shenandoah University is committed to meeting the needs of practicing clinicians who wish to be a part of the vision of the American Physical Therapy Association (APTA) to become a doctoring profession by obtaining the Doctorate of Physical Therapy degree (DPT). Shenandoah's distance education based Transitional DPT program (TDPT) bridges the gap between Bachelor of Science in Physical Therapy (BSPT) and Master of Physical Therapy (MPT) degree programs and entry-level DPT education. The Shenandoah University TDPT program offers an opportunity to complement current knowledge and skills with advanced content designed to prepare clinicians for autonomous practice in a direct access environment. Graduates of the TDPT program will be versed in the importance and implementation of evidence-based practice in physical therapy and will be instructed in the latest in physical therapy diagnostics across a variety of content areas.

Mission of the SU TDPT Program

Shenandoah University prepares individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world. Shenandoah distinguishes itself by providing opportunities to gain knowledge and develop skills in a collaborative, personalized environment that intertwines professional and liberal learning. A Shenandoah education incorporates scholarship, experiential learning and sophisticated technologies, as well as practical wisdom.

Therefore, it is the mission of the SU TDPT program to enhance the ability of the practicing physical therapist to think critically, to value evidence-based practice and to demonstrate compassionate and ethical clinical practice as a doctoring professional. The program is designed to integrate sophisticated technologies by offering courses in a distance education format along with requiring one (for master's educated) or two (for bachelor's educated) on-campus residency weekend seminars. These on-site courses will be held on a Saturday and Sunday in early June. All travel, lodging and expenses associated with the on-site seminars are at the expense of the student.

Degree Requirements

The curriculum may be taken in one of three tracks. Track I (one-year plan) and Track II (two-year plan) are for individuals who have completed an MPT degree or for those BSPT-trained individuals who have completed an advanced master's degree in a health-related field. Track I and II students will transfer 14 graduate level credit hours from their previous degree; doctoral level graduation requires a total of 30 credits. Track III is for BSPT trained individuals who do not have an advanced health-related graduate degree. Track III students will transfer 10 graduate level credit hours from their previous degree; doctoral level graduation requires a total of 30 credits.

For all tracks, in order to be retained in the curriculum and receive the TDPT degree, all courses must be passed with a grade of "B" or higher and a minimum GPA of 3.0 must be maintained at the time of program completion. All coursework must be successfully completed within three years of the start date of the program. Remediation of a grade of less than 80 percent may be considered at the discretion of the program's associate director. If a student earns a failing grade, the student will have one additional year to retake the course (at the current per credit tuition rate as set forth by the university at that time)

during the next regularly scheduled course offering. In the event the student is not successful upon the second course attempt, the student will be dismissed from the TDPT Program. All students are eligible to reapply for admission to the program at the next enrollment period. No exceptions to this policy will be considered.

Admission Requirements for All Tracks

Application materials are reviewed as they are received. Applicants must meet and submit the following:

Completed Shenandoah University graduate school application including the \$30 application fee.

All official higher education transcripts.

Copy of current U.S. licensure as a physical therapist.

Completed Program Information Form indicating desired track to follow.

Foreign-educated students must submit above information as well as the following:

Verification of full-time employment for at least six months in the U.S. as a physical therapist.

In order to have received U.S. PT licensure, all transcripts from non-U.S. institutions must have been submitted for an academic credential evaluation by a National Association of Credential Evaluation Services (NACES) member organization to obtain equivalency information regarding courses, credits, grades and degrees earned. SU requires a copy of the full evaluation to be submitted. Foreign Credentialing Commission on Physical Therapy (FCCPT) is acceptable for academic credential evaluations.

Track I – One Year Plan

(Must have MPT or related health care master's degree completed for this track)

Fall Term

Course	Course Title	Credit
PT 835	Incorporating Evidence into your Daily Practice	2
PT 836	Medical Imaging in Rehabilitation	1
PT 838	Physical Therapy Practice in a Direct Access Setting	2
PT 839	Utilizing the <i>Guide to PT Practice</i> in Your Daily Practice	1

Spring Term

Course	Course Title	Credit
PT 842	Medical Screening/Differential Diagnosis	2
PT 847	Emerging Clinical Practice	3
PT 899	Pharmacology in Physical Medicine	2

Summer Term

Course	Course Title	Credit
PT 849	The Doctoring Profession	2
PT 825, 885, 886 or 887	TDPT Elective	1
	Total	16

Track II – Two-Year Plan

(Must have MPT or related health care master's degree completed for this track)

Fall Term, Year One

Course		Course Title	Credit
PT	835	Incorporating Evidence into your Daily Practice	2
PT	839	Utilizing the <i>Guide to PT Practice</i> in Your Daily Practice	1

Spring Term, Year One

Course		Course Title	Credit
PT	842	Medical Screening/Differential Diagnosis	2
PT	899	Pharmacology in Physical Medicine	2

Fall Term, Year Two

Course		Course Title	Credit
PT	836	Medical Imaging in Rehabilitation	1
PT	838	Physical Therapy Practice in a Direct Access Setting	2

Spring Term, Year Two

Course		Course Title	Credit
PT	847	Emerging Clinical Practice	3

Summer Term, Year Two

Course		Course Title	Credit
PT	849	The Doctoring Profession	2
PT	825, 885, 886 or 887	TDPT Elective	1
		Total	16

Track III – Bachelor's in PT to TDPT**Summer Term, Year One**

Course		Course Title	Credit
PT	860	Advanced Human Anatomy (on campus)	2

Fall Term, Year One

Course		Course Title	Credit
PT	835	Incorporating Evidence into your Daily Practice	2
PT	839	Utilizing the <i>Guide to PT Practice</i> in Your Daily Practice	1

Spring Term, Year One

Course		Course Title	Credit
PT	842	Medical Screening/Differential Diagnosis	2
PT	899	Pharmacology in Physical Medicine	2

Summer Term, Year Two

Course		Course Title	Credit
Must take 2 of the following 3 courses:			
PT	825	Billing and Reimbursement	1
PT	885	Vestibular Rehabilitation	1
PT	887	Women's Health Issues in Physical Therapy	1

Fall Term, Year Two

Course		Course Title	Credit
PT	836	Medical Imaging in Rehabilitation	1
PT	838	Physical Therapy Practice in a Direct Access Setting	2
PT	886	Advanced Manual Therapy	1

Spring Term, Year Two

Course		Course Title	Credit
PT	847	Emerging Clinical Practice	3

Summer Term, Year Three

Course		Course Title	Credit
PT	849	The Doctoring Profession (on campus)	2
		Total	20

Division of Physician Assistant Studies

Anthony A. Miller, Professor & Director

Medical Office Building II, Suite 430, (540) 542-6208, pa@su.edu

Master of Science in Physician Assistant Studies

Physician Assistants (PAs) are health care professionals, prepared to practice medicine with physician supervision. Within the physician/PA relationship, physician assistants exercise autonomy in decision-making and provide a wide range of diagnostic and therapeutic services. Physician assistant practice is patient-care centered, but may include national and international opportunities to serve in clinical, educational, research and administrative roles. The role of the physician assistant includes provision of primary and specialty care in medical and surgical practices located in rural, urban and suburban areas.

The Shenandoah University Physician Assistant Program is a comprehensive graduate entry-level professional course of study enabling individuals who hold baccalaureate degrees to become physician assistants. The program is designed to prepare graduates for primary care practice with emphasis on service to medically underserved populations and the team approach to the delivery of health care. The program integrates graduate-level critical thinking and analysis, problem solving, scientific inquiry, self-directed learning and the effective use of modern technology for professional practice that includes elements of research, leadership, education and continued enhancement of the physician assistant profession.

The purpose of the Physician Assistant Program is to graduate competent professionals who are well prepared for the demands of modern professional practice in a rapidly changing health care environment. The curriculum goals are based upon the national "Competencies for the Physician Assistant" document and standards for educational programs contained in the "Accreditation Standards for Physician Assistant Education," the Program's Mission Statement and the needs of the PA profession. In the PA program curriculum, knowledge, skills and attitudes are considered to be critical elements of professional practice and are addressed in the curricular goals delineated below.

The graduate of the SU Physician Assistant program will demonstrate the following:

1. Entry-level proficiencies necessary for high-quality, cost-effective practice as a primary care physician assistant in a dynamic health care delivery system.
2. An understanding of the principles of scientific inquiry and research design as well as the ability to apply these principles to read critically and interpret the literature, leading to the enhanced the delivery of health care.
3. An ability to incorporate the basic principles of education and teaching-learning into programs that benefit the patient, the patient's family and the community.
4. Attitudes and skills that exemplify a commitment to personal growth and development and to the growth and development of the profession.
5. Attitudes and skills that demonstrate sensitivity to cultural and individual differences.
6. An ability to assume a leadership role in professional activities and organizations that advance the physician assistant profession.

7. A team and community-oriented approach to the delivery of health care utilizing appropriate modern technologies for the benefit of the patient, the patient's family and the community.

Mission

The mission of the Shenandoah University Division of Physician Assistant Studies is to provide a comprehensive educational program in a collaborative and supportive environment to develop highly skilled, well-educated, compassionate primary care-oriented physician assistants who are capable of providing high-quality, patient-centered health care in a variety of settings.

Core Values

We believe physician assistants should:

1. Practice competently, ethically and cost-effectively.
2. Serve where needed, both domestically and globally.
3. Demonstrate sensitivity to cultural and individual differences.
4. Commit to continued personal and professional growth through lifelong learning.
5. Contribute to the profession and humankind through leadership, teaching and active scholarship.
6. Promote wellness and personal responsibility for maintaining health.
7. Advocate for a team approach to health care delivery.
8. Promote and uphold the physician assistant profession and its ideals.
9. Enrich their patients and communities through service and a broad-based humanistic approach to the practice of their profession.

Curriculum Design

The curriculum design is based upon the concepts of adult-centered learning and professional education, which focus on mastery of knowledge, skills and attitudes required by the graduate to practice effectively as a physician assistant. The curriculum, offered in didactic and experiential components, is an approach which moves from basic to more advanced skills. The didactic curriculum offers a variety of approaches to learning, which include self-directed study, recitation, lecture, integrated clinical cases and laboratory experiences that assists students to develop the necessary skills to be self-directed life-long learners and effectively apply what they learn in the clinical setting. The clinical curriculum provides core primary care and other learning experiences where students apply knowledge and skills in patient care settings under the supervision and mentoring by licensed health care providers.

The Physician Assistant program is offered on a full-time basis only. Length of the program is eight semesters (30 months). The delivery model is designed to prepare students for a rapidly changing health care environment where simple memorization of facts and figures is insufficient for effective clinical practice. Learning is accomplished through independent study and preparation, faculty-led lecture and discussions, and small-group case-based

exercises. Interprofessional learning opportunities are integrated throughout the curriculum. As adult learners, it is expected that students will actively engage in independent study, inquiry and clinical rotations outside the classroom to augment learning and to maximize effectiveness of classroom and laboratory contact time.

Since the PA program will use computer technology in the delivery of the curriculum, all PA students must be computer literate. The Shenandoah University PA program has implemented a technology program, which provides a laptop computer and technology support. Participation in this program is mandatory.

Students are expected to adjust their non-curricular demands in order to complete the degree requirements. It is not recommended that students continue employment while attending the Physician Assistant program.

Entrance Requirements

The Physician Assistant Program Admissions Committee determines admission to the Physician Assistant Program. Entrance requirements include: a bachelor's degree, a 3.0 grade point average, submission of academic transcripts, submission of GRE scores, three references and completion of certain prerequisite courses, which are listed in detail on the program's website (www.su.edu/pa). Health care experience is not required but encouraged. Qualified candidates are invited for an interview with the Admissions Committee. Due to the competitive nature of admission to the program and the limited number of seats available in each class, just meeting minimal requirements is usually insufficient to qualify for an interview or admission to the program.

The Physician Assistant Program admits students for the summer semester only. Early application is encouraged and applications are reviewed as they are deemed complete. Visit www.su.edu/pa for the application deadline. Physician Assistant Program application materials are updated annually. Candidates are urged to ensure that they are using the current application materials for the year in which they are applying. Specific information regarding admission and other requirements, acceptance, transfer credits, technical standards, and credit for experiential learning can be obtained by contacting the Shenandoah University Office of Admissions and requesting the *Admission Guidelines Booklet* or via the program's website. Please note: Shenandoah University's Physician Assistant Program participates in the Central Application Service for Physician Assistants (CASPA). All applications must be submitted through this service at www.caspaonline.org.

Transfer and Credit for Experiential Learning

The Division of PA Studies will consider requests for up to 12 semester hours (or equivalent quarter hours) of transfer credit into the curriculum. In order to be considered, courses must have been successfully completed with a grade of "B" or better in a graduate-level program at an accredited institution of higher learning. Courses will be considered for transfer only if they are directly applicable to the established physician assistant program curriculum, as determined by the faculty after thorough review of all appropriate documents (application, transcripts, recommendations and personal request letter).

If the request for transfer is from another physician assistant educational program, it must be from another graduate-level program in which the student is in good standing, and with the specific recommendation of the program director, dean or other appropriate official.

The faculty will determine satisfaction of program course prerequisites for transfer students from other PA programs on a case-by-case basis. Transfer candidates must fulfill the Shenandoah University prerequisites prior to matriculation. Candidates not accepted as a transfer student may apply to the program during a regular admission cycle.

Degree Requirements

Physician Assistant program courses listed below may not be taken out of sequence. A passing grade of “C” or better in each course and maintenance of a 3.0 grade point average is required for satisfactory progression and graduation. Policies regarding academic standing and graduation are contained in the graduate catalog and the *Physician Assistant Program Student Handbook* available at www.su.edu/pa.

Requirements for the Master of Science in Physician Assistant Studies Degree

Course	Title	Credit Hours
Summer I		
PA 504	Medical Physiology and Genetics	3
PA 507	Neuroscience	1
	Subtotal	4
Fall I		
PA 511	Introduction to Physician Assistant Profession	1
PA 508	Anatomy for Physician Assistants I	4
PA 515	Medical Interview and Physical Assessment I	2
PAL 515	Medical Interview and Physical Assessment Lab I	1
PA 521	Introduction to Clinical Medicine and Pharmacology	4
PA 530	Diagnostic Tests and Procedures I	1
	Subtotal	13
Spring I		
PA 509	Anatomy for Physician Assistants II	4
PA 517	Medical Interview and Physical Assessment II	2
PAL 517	Medical Interview and Physical Assessment Lab II	1
PA 570	Clinical Medicine I	6
PA 544	Pharmacotherapeutics I	4
PA 531	Diagnostic Tests and Procedures II	1
	Subtotal	18
Summer 2		
PA 519	PA Clinical Skills	1
PAL 519	PA Clinical Skills Lab	1
PA 513	Healthcare Systems and Issues in Healthcare	1
PA 579	Primary Care Practicum I	2
	Subtotal	5
Fall 2		
PA 670	Clinical Medicine II	5
PA 644	Pharmacotherapeutics II	4
PA 532	Diagnostic Tests & Procedures II	1
PA 614	Epidemiology, Research and Interpreting the Medical Literature	3
PA 611	Humanities for the PA Profession	2
PA 671	Women's Health	2
	Subtotal	17

Spring 2

PA		Clinical Rotations I-4*	10
PA	600	Rotation Seminar I	1
		Subtotal	11

Summer 3

PA		Clinical Rotations 5-6*	5
PA	601	Rotation Seminar II	.5
		Subtotal	5.5

Fall 3

PA		Clinical Rotation 7*	2.5
PA	690	Community Preceptorship Clinical Practicum	4
PA	603	Capstone Seminar	1
PA	612	Health Promotion, Disease Prevention & Community Resources	2
		Subtotal	9.5
		Total (+3 from elective pool**)	83

*Sequence of clinical practica will vary by student.

**Additional requirement: Each student is required to take at least one 3 credit professional elective course that is interdisciplinary in nature. Scheduling will be determined by the student based on course availability and consultation with advisor. Generally, graduate courses with the HP prefix will be approved; however, students may select other graduate courses to fulfill the elective with the approval of their advisor.

Breakdown of Clinical Rotations:

Primary Care Clinical Practicum I (PA 579)	4 weeks
Primary Care Clinical Practicum II (PA 680)	5 weeks
Primary Care Clinical Practicum III (PA 681)	5 weeks
Primary Care Clinical Practicum IV (PA 682)	5 weeks
Emergency Medicine Clinical Practicum (PA 683)	5 weeks
Surgical Clinical Practicum (PA 685)	5 weeks
Inpatient Care Clinical Practicum (PA 687)	5 weeks
Elective Clinical Practicum (PA 689)	5 weeks
Community Preceptorship Clinical Practicum (PA 690)	8 weeks
Total = 47 weeks	

BERNARD J. DUNN SCHOOL OF PHARMACY

Alan McKay, Dean
Health Professions Building – Pharmacy
(540) 665-1282

Scott Stolte, Associate Dean, Academic Affairs
Health Professions Building – Pharmacy
(540) 678-4395

Doctor of Pharmacy

The purpose of the Doctor of Pharmacy (PharmD) Program is to prepare entry-level pharmacy practitioners to meet the health care needs of an increasingly diverse patient population, and to constantly strive to add to the knowledge base of the profession of pharmacy. This includes use of the newest instructional techniques, experiential learning and exposure to the latest information concerning pharmacy care as taught by a creative and innovative faculty.

In fulfilling its educational mission, the school provides the environment, opportunities and stimuli for faculty, students and practitioners of the profession to learn, maintain and expand upon the knowledge and skills necessary to meet the health care needs of the patients they serve. Through a combination of traditional instruction, the innovative use of computer technology and the latest concepts of distance education, the school seeks to provide the highest quality instruction to both traditional and nontraditional learners. The School of Pharmacy supports the concept that the mission of pharmacy is to serve society as the profession responsible for the appropriate use of medications, devices and services to achieve optimal therapeutic outcomes.

Entrance Requirements

Admission into the Doctor of Pharmacy Degree Program is determined by the School of Pharmacy Admissions Committee. Consideration for admission requires a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for the 65 semester hours of prerequisite coursework. All students are required to take the Pharmacy College Admission Test (PCAT). All application processing for the traditional PharmD program is through the PharmCAS Central Application Service at www.PharmCAS.org. Although these applications are processed differently, they are held to the same standards as Shenandoah University's other graduate programs. Instructions for the admissions process can be found at <http://pharmacy.su.edu>. After review of completed applications, qualified applicants will be invited for an interview.

Degree Requirements

Conferral of the Doctor of Pharmacy Degree requires the successful completion of 140 credit hours in the didactic and experiential curriculum (not including prerequisite courses) with a minimum cumulative 2.0 grade point average.

Accreditation

The professional pharmacy program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), 135 South LaSalle Street, Suite 4100, Chicago, IL 60603-4810. Graduates are eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX) administered by the National Association of Boards of Pharmacy.

Requirements for the Doctor of Pharmacy Degree

The curriculum of the Bernard J. Dunn School of Pharmacy, Shenandoah University is being revised based on a comprehensive assessment and curricular mapping process. Final approval of the revised curriculum had not been garnered prior to the publication of the Graduate Catalog. The curriculum published in this catalog primarily reflects the previous course of study. The proposed, revised curriculum can be accessed at <http://pharmacy.su.edu>.

First Professional Year, Fall

Course	Title	Credit Hours
PHAR 501	Introduction to Pharmacy Practice	3
PHAR 508	Pharmaceutics I (Calculations)	2
PHAR 516	Introductory Pharmacy Practice Experience I	1
PHAR 518	Patient Counseling and Communications	2
PHAR 523	Integrated Basic Health Sciences I (Biocompounds and Biochemistry)	2
PHAR 524	Integrated Basic Health Sciences II (Endo, Skin, Bone and Muscle)	2
PHAR 525	Integrated Basic Health Sciences III (Nervous System)	2
PHAR 526	Integrated Basic Health Sciences Lab I	1
PHAR 531	Psychosocial Aspects of Disease	2
	Subtotal	17

First Professional Year, Spring

Course	Title	Credit Hours
PHAR 512	Pharmaceutics II	4
PHAR 513	Pharmaceutics II Laboratory	1
PHAR 517	Introductory Pharmacy Practice Experience II	2
PHAR 527	Integrated Basic Health Sciences IV (Cardiovascular)	2
PHAR 528	Integrated Basic Health Sciences V (Immunology, Respiration and Digestion)	2
PHAR 529	Integrated Basic Health Sciences VI (Renal, Reproduction and Development)	2
PHAR 530	Integrated Basic Health Sciences Lab II	1
PHAR 534	Essentials of Pharmacogenomics	3
	Subtotal	17

Second Professional Year, Fall

Course	Title	Credit Hours
PHAR 600	Pharmacokinetics Principles	3
PHAR 603	Basic Principles of Pharmacology	3
PHAR 604	Nonprescription Products	2
PHAR 605	Outpatient Pharmacy Practice Lab	1
PHAR 617	Pharmacotherapy Outcomes	1
PHAR 627	Clinical Research Methods/Biostatistics	3
PHAR 628	Clinical Research Methods/Biostatistics Lab	1
	General Elective	3
	Subtotal	17

Second Professional Year, Spring

Course	Title	Credit Hours
PHAR 601	Drug Literature Evaluation	2
PHAR 602	Drug Literature Evaluation Laboratory	1
PHAR 607	Integrated Pharmaceutical Care and Science (Respiratory)	2
PHAR 608	Integrated Pharmaceutical Care and Science (Renal)	2
PHAR 619	Integrated Pharmaceutical Care and Science (Cardiovascular)	4
PHAR 632	Applied Pharmacokinetics and Pharmacogenomics I	1
PHAR 655	Introductory Pharmacy Practice Experience III	2
	Professional Elective(s)	3
	Subtotal	17

Third Professional Year, Fall

Course	Title	Credit Hours
PHAR 701	Integrated Pharmaceutical Care and Science (Endo/Repro)	2
PHAR 704	Professional Practice Management I	3
PHAR 709	Integrated Pharmaceutical Care and Science (Hem/Onc)	3
PHAR 718	Integrated Pharmaceutical Care and Science (Infectious Diseases)	3
PHAR 723	Patient Assessment I	2
PHAR 725	Introductory Pharmacy Practice Experience IV	1
PHAR 733	Applied Pharmacokinetics and Pharmacogenomics II	1
	Professional Elective(s)	3
	Subtotal	18

Third Professional Year, Spring

Course	Title	Credit Hours
PHAR 700	Integrated Pharmaceutical Care and Science (GI/Nutrition)	2
PHAR 708	Integrated Pharmaceutical Care and Science (Musculoskeletal)	2
PHAR 712	Professional Practice Management II	3
PHAR 713	Sterile Compounding Laboratory	1
PHAR 717	Pharmacy Law	3
PHAR 720	Integrated Pharmaceutical Care and Science (Neuro/Psychiatry)	3
PHAR 724	Patient Assessment II	2
PHAR 734	Applied Pharmacokinetics and Pharmacogenomics III	1

PHAR	735	Introductory Pharmacy Practice Experience V	1
		Subtotal	18

Fourth Professional Year

Course		Title	Credit Hours
PHAR	800	Ambulatory Care APPE*	5
PHAR	801	Community Clinical APPE	5
PHAR	803	In-Patient Acute Care APPE	5
PHAR	804	Institutional APPE	5
PHAR	806	Selective APPE II	5
PHAR	807A	Selective APPE I: A	2
PHAR	807B	Selective APPE I: B	3
PHAR	808	Advanced Pharmacy Practice APPE	5
PHAR	825	Pharmacy Practicum APPE	1
		Subtotal	36
		Total	140

*APPE is Advanced Pharmacy Practice Experience.

Non-Traditional Doctor of Pharmacy Pathway

The non-traditional Doctor of Pharmacy Pathway is designed to provide practicing, U.S.-licensed pharmacists who already hold a Bachelor of Science degree (in pharmacy) from an accredited School of Pharmacy the opportunity to upgrade their education so they may obtain the Doctor of Pharmacy (PharmD) degree.

Pharmacists entering this program must have, prior to application into this program, successfully passed the national licensure examination offered by the National Association of Boards of Pharmacy and must be current U.S.-licensed, registered and practicing pharmacists. The program consists of 51 credit hours which covers Pharmacokinetics, Pharmacogenomics, and Therapeutics of various disease states. The courses required to complete this program are repurposed from the traditional program.

Entrance Requirements

Admission into the non-traditional Doctor of Pharmacy Pathway is determined by the School of Pharmacy Admissions Committee. Consideration for admission requires prior graduation from an accredited school of pharmacy, successful passing of the national licensing examination, and current practice as a U.S.-licensed and registered pharmacist. All applicants are required to submit an official copy of the college transcript(s) that show completion of a B.S. in Pharmacy or international equivalent and a notarized copy of their current pharmacy license to the Office of Admissions prior to the application deadline. Applicants are encouraged, but not required, to submit two applicant recommendation letters from pharmacy co-workers. After review of completed applications, qualified applicants will be invited for an interview.

Degree Requirements

Conferral of the non-traditional Doctor of Pharmacy Degree requires the successful completion of listed credit hours in the didactic and experiential curriculum with a minimum "C" average (70 percent) for each course. Students are responsible for finding appropriate practice sites for the experiential phase of the curriculum.

NTDP Pathway - Curriculum

Phase I: Orientation

Term I

Executive Weekend One: Overview of technology, software, internet applications, the School of Pharmacy home page.

Executive Weekend Two: Patient and physical assessment, pharmacokinetics.

Course	Title	Credit Hours
PHRN 650	Evaluation Skills	2
PHRN 651	Clinical Skills	2
PHRN 607	Integrated Pharmaceutical Care and Science (Respiratory)	2

Phase II: Disease State Management Modules**Term 2**

Course		Title	Credit Hours
PHRN	534	Essentials of Pharmacogenomics	3
PHRN	709	Integrated Pharmaceutical Care and Science (Hematology/Oncology)	3

Term 3

Course		Title	Credit Hours
PHRN	608	Integrated Pharmaceutical Care and Science (Renal)	2
PHRN	619	Integrated Pharmaceutical Care and Science (CVS)	4
PHRN	632	Applied PK and PGx I	1

Term 4

Course		Title	Credit Hours
PHRN	700	Integrated Pharmaceutical Care and Science (GI/Nutrition)	2
PHRN	718	Integrated Pharmaceutical Care and Science (Infectious Disease)	3
PHRN	733	Applied PK and PGx II	1
PHRN	703	Integrated Pharmaceutical Care and Science Lab I	1

Term 5

Course		Title	Credit Hours
PHRN	708	Integrated Pharmaceutical Care and Science (Musculoskeletal)	2
PHRN	701	Integrated Pharmaceutical Care and Science (Endocrine/Reproduction)	2
PHRN	711	Integrated Pharmaceutical Care and Science Lab II	1

Term 6

Course		Title	Credit Hours
PHRN	720	Integrated Pharmaceutical Care and Science (Neuro/Psychiatry)	3
PHRN	734	Applied PK and PGx III	1
PHRN	714	Integrated Pharmaceutical Care and Science Lab III	1

Phase III: Advanced Pharmacy Practice Experience (APPE)

Course		Title	Credit Hours
PHRN	800	Ambulatory Care APPE	5
PHRN	802	Medication Information APPE	5
PHRN	803	Inpatient Acute Care APPE	5
Total credits required to complete NTDP			51
Total time to complete NTDP			2.5 Years

Doctor of Pharmacy (PharmD)/Master of Business Administration (MBA)

In transitioning to patient-focused care, the success of future health care practitioners hinges upon the ability to manage and market health care services. The goal of the cooperative PharmD/MBA program is to educate students to assume responsibilities as managers, administrators, consultants and executives in health care systems.

The program is directed toward providing the education students need to develop an understanding of the major functional areas in health care organizations, and to design strategic plans and policies to cope with the changing pharmaceutical and healthcare environments.

Entrance Requirements

The requirements for admission to the PharmD/MBA program are full-time student status in good academic and professional standing in the Bernard J. Dunn School of Pharmacy pursuing the PharmD degree, possession of an undergraduate degree from a regionally/nationally accredited college/ university, submission of an MBA application by February 1st of the first professional year (application materials can be found at <http://pharmacysu.edu> under Programs - PharmD/MBA - Admission Requirements), interview with the director of the MBA program, and completion of all required MBA foundational courses.

Foundational Courses

Foundational courses may be completed with equivalent undergraduate courses prior to the first professional year of the PharmD program or during the summer term between the first and second professional years. Foundational courses must have been completed within the last five years prior to admission in order to be waived and must be approved by the director of the MBA Program. The foundational courses are:

- ACCT 501 Foundations of Accounting (3 credits)
Equivalent to undergraduate Accounting I (3 credits) and II (3 credits)
- BAFI 502 Foundations of Finance (1.5 credits)
Equivalent to undergraduate Introduction to Finance (3 credits)
- ECN 501 Foundations of Economics (3 credits)
Equivalent to undergraduate Principles of Microeconomics (3 credits) and Principles of Macroeconomics (3 credits)
- MKT 502 Foundations of Marketing (1.5 credits)
Equivalent to undergraduate Introduction to Marketing (3 credits)
- QM 501 Foundations of Analytics (3 credits)
Equivalent to undergraduate Statistics and Data Analysis for Business (3 credits) and Quantitative Methods (3 credits)

Degree Requirements

Students who are jointly enrolled in the cooperative PharmD/MBA program will complete both degrees within the four academic years of the PharmD program. The MBA portion of the degree must be completed within five calendar years of admission to the program. Students must complete the requisite 36-hour program, which includes six hours of PharmD courses accepted as MBA electives.

Students must have an overall 2.0 GPA in all PharmD courses and 3.0 GPA in all MBA courses, including the PharmD courses accepted as electives. All MBA courses are offered on a semester/term basis, similar to PharmD courses. The academic year for the PharmD/MBA program consists of fall, spring and summer terms.

Each MBA course meets once a week for 2.5 hours. Evening classes are held on Monday through Thursday and some courses may also be offered on alternating weekends. Students enrolled in the PharmD/MBA program take MBA courses along with PharmD courses during the fall and spring terms, then take a full load of MBA courses for two consecutive summer terms starting after the second professional year.

MBA Requirements PharmD/MBA Degree

P2 Year Fall

Course		Title	Credit Hours
ACCT	511	Accounting for Decision Making and Control (Substitutes for PharmD elective)	3

P2 Year Spring

Course		Title	Credit Hours
BAFI	517	Financial Management (Substitutes for PharmD elective)	3

P2 Year Summer

Course		Title	Credit Hours
MGT	513	Organizational Structure and Behavior	3
MIS	514	Decision Sciences and MIS	3
MKT	511	Marketing Management and Strategy	3

P3 Year Fall

Course		Title	Credit Hours
SCM	530	Operations and Supply Chain Management (Substitutes for PharmD elective)	3

P3 Year Summer

Course		Title	Credit Hours
ECN	512	Business Forecasting	1.5
ECN	514	International Economic Analysis	1.5
MGT	536	Human Resource Management	1.5
MGT	538	Legal and Ethical Perspectives	1.5
MGT	611	Integrative Management	3

MBA Advanced Pharmacy Practice Experience (APPE)

The 10-week MBA APPE will be completed during the fourth professional year as a substitute for Selective APPEs IA, IB and II in the PharmD program. The APPE will focus on working with a preceptor to observe and learn the various managerial and operational components of a pharmacy-related organization. The student will complete an organizational project, identified collaboratively with the preceptor; which may occasionally be used for the required research practicum in the PharmD program.

CENTER FOR INTERNATIONAL PROGRAMS

Bethany Galipeau-Konate, Director
Cooley Hall, International and Cross-cultural Center,
Room 120, 540-542-6285

Purpose and Vision Statement

Part of Shenandoah's mission is to "educate and inspire individuals to be ... compassionate citizens who are committed to making responsible contributions within a community, a nation and the world." Among Shenandoah's core values are the ideas of respect for diverse cultures, experiences and perspectives; cultivation of leadership to advance positive change and growth; and dedication to citizenship, professional service, and global outreach. The university's focus on global awareness encompasses a variety of initiatives, inside the classroom, around campus, in the local community and around the world.

The Center for International Programs (CIP) at Shenandoah University facilitates successful connections for learning between the university community and the world. CIP is a key resource for learners and educators to advance intercultural competency development and for local to global learning opportunities. The Center for International Programs at Shenandoah University consists of two offices: the Office of International Student Services and the Office of Study Abroad.

Office of International Student Services

Shenandoah University welcomes over 150 international students to its campuses each year from over 40 different countries. The Office of International Student Services provides an array of programs and services in support of international students including handling immigration requirements, advising on transition issues, supporting orientation and learning needs, facilitating social programming and supporting employment immigration requirements to advance learning.

CIP staff work closely with the International Student Association, a student organization that organizes events and advocates for international students.

Office of Study Abroad

Shenandoah University encourages all students to seek opportunities to become globally engaged citizens. In facilitating this effort, the Office of Study Abroad provides a range of programs and resources to assist students in meeting their international learning objectives. These include SU's notable programs such as the Global Citizenship Project (GCP), the Global Experiential Learning (GEL) program, and International Student Exchange Program (ISEP).

Global Citizenship Project (GCP)

The Global Citizenship Project (GCP) was created in 2005 to send members of the SU community on all-expenses-paid trips abroad during spring break.

The application process is open to all full-time members of the SU community, with a selection focus on campus members who have had no or limited international travel opportunities. Five groups for five destinations are selected and are limited in size to maintain intimacy of experience, 10 to 12 participants, composed to represent the diversity of Shenandoah and result in the unexpected benefit of cross-disciplinary networking. Undergraduate and graduate students from all schools within the university have traveled in a mixed group with administrators, including the president and vice presidents, deans, faculty, maintenance workers, housekeepers, accounting personnel, and even members of the board of trustees.

The GCP program experience was designed to be a limited travel experience, approximately 10 days during spring break, and utilize a group oriented and faculty led approach. Its purpose is to whet the appetite of learners for longer-term learning abroad. The program removes the boundaries associated with first-time travel, mainly time and financial restraints.

Applicants must sign on without prior knowledge of the destination to which they might travel and study. Participants must be willing and able to travel anywhere in the world with the intent to examine a theme, such as global citizenship (2005), power (2006), time (2008) or sustainability (2010). GCP has traveled to locations on six continents, including Costa Rica, Peru, Mali, India, Taiwan, Oman, Denmark, Romania, Australia, Vietnam, Morocco and Burma. Participants share their international experiences with the rest of the community in unique ways upon return.

Global Experiential Learning (GEL)

The Global Experiential Learning (GEL) Program offers Shenandoah students a short-term, faculty-led, study-abroad experience for academic credit. Since the program's inception in 2000, students have traveled to countries around the world, including Argentina, China, England, France, Ireland, Italy, Poland, Russia, Spain, and Thailand. The GEL program aims to make the world a learning laboratory for students, providing deep exploration into individual fields of study, the opportunity to understand where the United States fits in terms of the world viewpoint, and the ability to enhance skills in cultural sensitivity, flexibility, and capability to adjust and adapt.

International Student Exchange Program (ISEP)

Shenandoah University is a member of the International Student Exchange Program (ISEP), a global network of 300 universities. This partnership allows students to study for a full semester or year abroad at other member campuses. By working closely with their academic advisors and the study abroad advisor, students can take advantage of the opportunities to take general education and major classes taught in English abroad and to receive transfer credit at their home institution. A full list of courses and campuses available can be found at www.isep.org.

Additionally, many other international learning programs are also supported with coordination and information services for students, faculty and staff while traveling abroad.

All offices in the Center for International Programs along with the director's office are located in the International & Cross-cultural Center of Cooley Hall on Main Campus. Further information can also be found at www.su.edu/cip.

COURSE DESCRIPTIONS

ACCOUNTING (ACCT)

ACCT 501 Foundations of Accounting

The objective of the course is to develop a working knowledge of basic accounting concepts and principles. The primary focus is on financial accounting and reporting by the business entity to external users. Students learn to read and understand the four standard financial reports: the balance sheet, income statement, statement of cash flows and statement of retained earnings with emphasis on developing interpretative skills in future managers. Managerial accounting topics such as cost-volume-profit relationships and budgeting are considered for developing decision-making skills. This course is waived if the student has completed the equivalent of Principles of Accounting I and II. Three credits.

ACCT 511 Accounting for Decision Making and Control

A study of the utility of accounting data and other financial information available to management in the functions of planning, organizing and decision-making, with focus on techniques used in analyzing and interpreting such data and information. Managerial accounting concepts and issues are considered primarily from the viewpoint of the user of such information. Prerequisite: ACCT 501. Three credits.

ACCT 513 Income Tax I

An analysis of tax laws as applied to individuals. Topics include individual tax determination, gross income, deductions, business expenses, employee expenses and depreciation. Prerequisite: ACCT 511. Three credits.

ACCT 515 Income Tax II

An analysis of income tax accounting problems relating to individuals and corporations. Topics include passive losses, tax credits, the AMT and property transactions including depreciation recapture. Prerequisite: ACCT 513. Three credits.

ACCT 517 Advanced Managerial Accounting

Advanced coverage of methods in providing information to management for planning, decision making and control. This course serves as the basis for understanding and using accounting information in the management process. Prerequisite: ACCT 511. Three credits.

ACCT 518 Auditing

A study of the purposes, ethical and legal environment, necessary steps in performing an accounting audit reviewing acceptable practices and the standard accounting techniques and procedures for an audit using working papers, statements and reports. Internal controls and external auditing activities are examined, with particular focus upon the professional responsibility of the auditor to his clients. Prerequisite: ACCT 511. Three credits.

ACCT 519 Advanced Accounting Theory

A critical study of financial measurement and reporting for business combinations, consolidated financial statements, business components, foreign currency translation and an introduction to fund accounting. Prerequisite: ACCT 511. Three credits.

ACCT 521 Governmental and Non-Profit Accounting

A study of the accounting principles, procedures and financial reporting used by governmental and non-profit entities as well as an analysis of the environment and characteristics of these entities. Prerequisite: ACCT 511. Three credits.

APPLIED MUSIC (AP** or AE**)

In these course descriptions, AP** = curricular study and AE** = elective study; ** stands for a two-letter code used for registration and **** stands for the name of the applied area, as follows:

Woodwinds

FL = Flute
OB = Oboe
CL = Clarinet
BN = Bassoon
SX = Saxophone
RC = Recorder*

Voice

VO = Voice

Brass

HN = Horn
TP = Trumpet
TN = Trombone
BT = Euphonium/Baritone
TB = Tuba

Strings

VN = Violin
VA = Viola
VC = Cello
DB = Double Bass
HP = Harp
GT = Guitar
LT = Lute
BJ = Banjo*

Specialized Applied Areas

ES = Elective Study
PD = Performance Development
RP = Repertoire
RS = Recital Study
SQ = String Quartet
SR = Score Reading
TT = Teaching Techniques

Available as elective applied study only (AE 501, 502)*

Keyboard

PN = Piano
HC = Harpsichord
OG = Organ
OI = Organ Improvisation*

Percussion

PR = Percussion

Jazz

JS = Jazz Saxophone
JT = Jazz Trumpet
JB = Jazz Trombone
JG = Jazz Guitar
JK = Jazz Piano
JP = Jazz Percussion
EB = Jazz Electric Bass
JD = Jazz Double Bass

Other Applied Areas

AC = Accompanying
CH = Coaching
MC = Composition
CN = Conducting
D = Dance

APPLIED MAJOR STUDY

Individual lessons for students majoring in music to fulfill degree requirements as described in specific curriculum outlines. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.

AP 502 Applied ******

First-year master's applied major study; one-hour lesson per week. Two credits.

AP 504 Applied ******

First-year Artist Diploma applied major study; one-hour lesson per week. Prerequisite: Successful audition in area of study. Four credits.

AP 602 Applied ******

Second-year master's applied major study; one-hour lesson per week. Prerequisite: Two semesters of study in this applied area. Two credits.

AP 604 Applied ******

Second-year Artist Diploma applied major study; one-hour lesson per week. Prerequisite: Two semesters of study in this applied area. Four credits.

AP 702 Applied ******

Applied major instruction is offered at the doctoral level pending approval and availability of qualified graduate faculty in the desired field of study. One-hour lesson per week. Two credits.

AP 704 Applied ******

First-year doctoral applied major study; one-hour lesson per week. Prerequisite: Successful audition in area of study. Four credits.

AP 802 Applied ******

Applied major instruction is offered at the doctoral level pending approval and availability of qualified graduate faculty in the desired field of study. One-hour lesson per week. Prerequisites: Two semesters of study in applied area. Two credits.

AP 804 Applied ******

Second-year doctoral applied major study; one-hour lesson per week. Prerequisite: Two semesters of study in the applied area. Four credits.

APPLIED MAJOR STUDY (APVO)

Individual lessons for students majoring in music to fulfill degree requirements as described in the Doctor of Musical Arts in Pedagogy (Voice) curriculum. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction. Open only to students in the Doctor of Musical Arts in Pedagogy (Voice) curriculum.

APVO 702 Applied Voice

Applied voice study; one-hour lesson per week. Two credits.

APVO 802 Applied Voice

Applied voice study; one-hour lesson per week. Two credits.

APPLIED MINOR STUDY (AP**)

Individual lessons for students majoring in music or students minoring in music to fulfill degree requirements as described in specific curriculum outlines. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.

AP** 501 Applied ***

Applied minor instruction is offered at the graduate level pending approval and availability of qualified graduate faculty in the desired field of study. One-half hour lesson per week. Prerequisite: Permission of the associate dean for graduate studies. One credit.

AP** 601 Applied ***

Applied minor instruction is offered at the graduate level pending approval and availability of qualified graduate faculty in the desired field of study. One-half hour lesson per week. Prerequisite: Permission of the associate dean for graduate studies. One credit.

AP** 701 Applied ***

Applied minor instruction is offered at the graduate level pending approval and availability of qualified graduate faculty in the desired field of study. One-half hour lesson per week. Prerequisite: Permission of the associate dean for graduate studies. One credit.

AP** 801 Applied ***

Applied minor instruction is offered at the graduate level pending approval and availability of qualified graduate faculty in the desired field of study. One-half hour lesson per week. Prerequisite: Permission of the associate dean for graduate studies. One credit.

APPLIED ELECTIVE STUDY (AE**)

Individual lessons for students to fulfill duration requirements as described in specific curriculum outlines. Open to students for non-curricular study as instructor time and studio space allow. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.

AE** 501 Applied ***

Elective applied study; one half-hour lesson per week. One credit.

AE** 502 Applied ***

Elective applied study; one hour lesson per week. Two credits.

APPLIED PERFORMANCE DEVELOPMENT (APPD)

Applied study in a specific instrument designed to expand knowledge of repertoire and performance practice in idioms as determined by the applied instructor. Applied performance development is normally limited to students enrolled in guitar and applied jazz majors.

APPD 501 Applied Performance Development

Applied performance study; one half-hour lesson per week. One credit.

APPLIED TEACHING REPERTOIRE (APRP)

Review of repertoire, ranging from early to advanced levels, appropriate for students of all ages. Instruction designed to provide knowledge and bibliographic information of repertoire for teaching in a studio where knowledge of all levels of difficulty is required. The course includes preparation of an annotated bibliography of specific materials, design of specific courses of study and compilations of recitals for students of varying ages.

APRP 501 Applied Teaching Repertoire

Applied repertoire study; one half-hour lesson per week. One credit.

APPLIED RECITAL STUDY (APRS)

Study designed to allow students to register for applied study if a recital is scheduled and curricular applied requirements have been met. Applied Recital Study carries an additional fee and may not be used to fulfill curricular requirements. Corequisite: Registration for applied recital.

APRS 501 Applied Recital Study

Applied recital study; one half-hour lesson per week. One credit.

APRS 502 Applied Recital Study

Applied recital study; one hour lesson per week. Two credits.

APRS 701 Applied Recital Study

Applied recital study; one half-hour lesson per week. One credit.

APRS 702 Applied Recital Study

Applied recital study; one hour lesson per week. Two credits.

APPLIED SCORE READING (APSR)

Development of skills related to reading open scores at the keyboard, including score reduction as appropriate. Choral and instrumental open scores are included along with study of transposition as related to instrumental scores.

APSR 501 Applied Score Reading

Applied score reading; one half-hour lesson per week. One credit.

APPLIED STRING QUARTET (APSQ)

Ensemble coaching of an existing string quartet, auditioned and admitted as a group, with members of the Audubon String Quartet. Intensive study of professional string quartet rehearsal and performance techniques and covering a wide range of repertoire from Haydn to the 21st century. All instruction is in a group setting. Individual applied study, when desired, requires a separate and additional registration.

APSQ 504 Applied String Quartet

One clock hour per week of string quartet coaching per member of the group to a maximum of four: Prerequisite: Admission to the Post-Baccalaureate Artist Diploma program. Four credits.

APSQ 604 Applied String Quartet

Continuation of SPSQ 504. Four credits.

APSQ 704 Applied String Quartet

One clock hour per week of string quartet coaching per member of the group to a maximum of four: Prerequisite: Admission to the Post-Master's Artist Diploma program. Four credits.

APSQ 804 Applied String Quartet

Continuation of SPSQ 704. Four credits.

APPLIED TEACHING TECHNIQUES (APTT)

Study of the pedagogical approaches related to a specific instrument, voice or area of applied study. Review of the sequential development of technique related to the performance medium. Instruction includes review of etude and technical materials or physical exercises related to individual pedagogical approaches appropriate to specific stages, ages, or grade levels. Observation of students at various levels of technical development, and observed introductory teaching experiences are included. The course includes preparation of an annotated bibliography of specific materials and an in-depth outline of specific courses of study with appropriate approaches and related etudes, solos, and supplementary material for each stage of development.

APTT 501 Applied Teaching Techniques

Applied teaching technique study; one half-hour lesson per week. One credit.

ARTS MANAGEMENT (AMGT)

AMGT 509 Survey of Arts Management Practices

Course is designed to give students an overview of the nonprofit performing arts industry from a management perspective. Specific topics covered include arts and culture in community, strategic planning, governance and board development, fundraising and marketing, financial and personnel management, program development and arts education, volunteerism and cultural access, and program evaluation. Three credits.

AMGT 512 Marketing and Audience Development

Course is designed to provide students an in-depth understanding of nonprofit performing arts marketing and audience development. Specific topics covered include current conditions in arts attendance, understanding performing arts audiences and consumerism, strategic marketing process and planning, communicating and delivering value, market research, new communication technology, brand identity, building customer loyalty and delivering service. Culminating class project is required. Three credits.

AMGT 513 Production/Project Management in the Arts I

Course is designed to provide students with the tools necessary to act as producers or project managers to effectively manage arts productions and/or projects. Specific topics covered include stage technical production, project/production initiation, project implementation, and project evaluation. Culminating class project is required. Three credits.

AMGT 514 Production/Project Management in the Arts II

Course is designed to build upon the concepts introduced in Production/Project Management in the Arts I. Students explore methods of multi-production/project management as well as integrating goals with the organization strategic plan. Students also examine how special events management related to the arts is handled. Culminating class project is required. Prerequisite: AMGT 513. Three credits.

AMGT 517 Financial Management for Arts Organizations

Course is designed to give students an in-depth understanding of nonprofit performing arts financial management. Specific topics covered include bookkeeping and nonprofit accounting fundamentals, organizational budgeting and financial reporting. Culminating class project is required. Prerequisite: ACCT 501. Three credits.

AMGT 525 Legal Issues and Governance of Arts Organizations

Course is designed to give students an in-depth understanding of nonprofit performing arts policy issues and how organizations are governed. Specific topics covered include the legal framework for nonprofit arts organizations, understanding best practices within the nonprofit arts industry, and contemporary views of leadership and governance. Three credits.

AMGT 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

AMGT 599 Individual Directed Research

An individual instruction setting for individual projects in arts management. May be used to fulfill arts management electives only. Project proposal must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

AMGT 698 Internship in Arts Management

Practical managerial experiences in an arts setting. Internship placement must be secured and approved by program director prior to registration for AMGT 698. Three credits.

ATHLETIC TRAINING (AT)**AT 501 Risk Management and Emergency Care for Athletes**

This course contains areas concerning the knowledge, skills and values that an entry-level certified athletic trainer must possess to recognize, assess and treat the acute injuries and illnesses of athletes and other involved in physical activity and to provide appropriate medical referral. Also covered is the historical foundation of athletic training leading up to the current definitions of the fields of sports medicine and athletic training. The global roles and responsibilities of the athletic trainer are discussed. Following this, the course emphasizes the role and responsibilities of the athletic trainer regarding risk management and injury prevention. Legal concerns and insurance issues are discussed. Risk factors are identified for participants in athletic activities regarding environmental conditions, conditioning issues and protective equipment. Three credits.

AT 504 Psychological Intervention/Referral in Athletic Training

This course is a collection of the knowledge, skills and values that the entry-level certified athletic trainer must possess to recognize, intervene and refer to the appropriate health care provider when appropriate, the sociocultural, mental, emotional and physical behaviors of athletes and others involved in physical activity. Three credits.

AT 511 Advanced Athletic Training Techniques

This course covers the principles and concepts related to prophylactic taping, wrapping, bracing and protective pad fabrication. The student will develop an understanding of the basic concepts of material composition (tensile strength, maximum tolerances, and heat dissipation) of protective splints. The student will demonstrate an understanding of the uses of static and dynamic splints and the basic concepts of orthotic fabrication. In the laboratory setting, the student will learn how to apply the various taping, wrapping and bracing techniques for the trunk and extremities. The student will also learn how to fabricate protective splints for specific athletic injuries as well as fit an athlete with protective equipment designed for a specific sport (football, hockey, lacrosse gear). Two credits.

AT 514 Pharmacology in Athletic Training

This course covers the knowledge, skills and values that the entry-level certified athletic trainer must possess in pharmacological applications, including awareness of the indications, contraindications, precautions and interactions of medications and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. Two credits.

AT 521 Functional Human Anatomy I

This course covers the functional musculoskeletal anatomy of the lower extremity up to the midthoracic spine. The course covers osteology, joint osteokinematics and arthrokinematics and muscle function including origin and insertion and innervation. Students will understand muscle function of the lower extremity in open and closed chain. During laboratory experiences students will have access to a cadaver laboratory for observation of human dissections. Clinical laboratories will include surface palpation of bony landmarks, muscles and ligaments of the spine and lower extremities on a laboratory partner and measurement of joint range of motion. Two credits.

AT 523 Therapeutic Exercise I

This course covers the principles of therapeutic exercise prescription for the injured athlete or physically active person. Types of exercises covered include passive range of motion exercises, active range of motion exercises, active-assisted range of motion exercises, joint mobilization during exercise, stretching exercises, resisted exercises, endurance exercises and balance and proprioceptive training. The means of selecting and creating safe and effective exercise programs for athletes who present with injuries to the lumbar spine and lower extremities will be covered. One credit.

AT 531 Pathology/Evaluation of Athletic Injury I

This course covers the pathologies and injuries of the lower extremity and thoraco-lumbar spine and pelvic girdle that an athletic trainer is most likely to encounter on the field or in a clinical setting. Normal cellular function is reviewed followed by instruction on the cellular response to injury leading to healing and tissue repair. Pathologies and injuries will be presented from the foot up to the midthoracic spine. Epidemiology, etiology, signs and symptoms, medical management, athletic training management and prognosis will be discussed. Three credits.

AT 552 Therapeutic Modalities

This course covers the principles for the use of superficial and deep thermal agents including moist heat packs, ultrasound, whirlpool, paraffin, cold packs, ice massage and cold compression units. Biophysical effects of temperature, elevation, depression and compression are discussed. The principles of the electrical modalities for use in decreasing pain, decreasing inflammation, facilitating muscle contraction and use for biofeedback training are covered. The uses of traction, compression and basic Western massage are covered. Prerequisite: Formal admittance into the Athletic Training Program. Three credits.

AT 561 Organization and Administration of Athletic Training

This course covers the organization and administration of record keeping during the practice of athletic training including the pre-participation examination, daily progress notes, medical intake forms, pain questionnaires, outcome assessment forms, letters to physicians and other health care providers, and collection of injury data. One credit.

AT 562 Imaging in Athletic Training

This course covers common imaging techniques used to diagnose athletic injuries resulting from musculoskeletal, neurological and visceral trauma. The student will learn the science and diagnostic capabilities of radiographic imaging, CT Scanning, Magnetic Resonance Imaging, Diagnostic Ultrasound and Bone Scanning. Prerequisites: AT 501, AT 521 and AT 531. One credit.

AT 571 Sports Nutrition

This course covers the role nutrition plays in enhancing one's health, fitness and sports performance. Principles of human energy systems for performance, nutrients in food, body composition and weight control, utilization of vitamins and minerals, and water, electrolyte and temperature regulation are introduced. Eating disorders and effects of poor nutrition are presented. Three credits.

AT 581 Clinical Field Experience I

This course is the first clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer session. Prerequisites: AT 501, AT 511, AT 521, AT 531 and AT 552. Four credits.

AT 582 Clinical Field Experience II

This course is the second clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer and fall sessions. Prerequisite: AT 581. Four credits.

AT 591 Clinical Field Experience I for Dual Major MSAT/DPT

This course is the first clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer session. Prerequisites: AT 501, AT 511, AT 521, AT 531 and AT 552. Two credits.

AT 592 Clinical Field Experience II for Dual Major MSAT/DPT

This course is the second clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer session. Prerequisite: AT 591. Two credits.

AT 593 Clinical Field Experience III for Dual Major MSAT/DPT

This course is the third clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer and fall sessions. Prerequisites: AT 591 and AT 592. Two credits.

AT 594 Clinical Field Experience IV for Dual Major MSAT/DPT

This course is the fourth clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed during the first summer and fall sessions. Prerequisite: AT 593. Two credits.

AT 621 Functional Anatomy II

This course covers the functional musculoskeletal anatomy of the cervical spine, head, face and upper extremities. The course covers osteology, joint osteokinematics and arthrokinematics and muscle function including origin and insertion and innervation. Students will understand function of the facial, neck and upper extremity muscles. During laboratory experiences students will have access to a cadaver laboratory for observation of human dissections. Clinical laboratories will include surface palpation of bony landmarks, muscles and ligaments of the head, neck and upper extremities on a laboratory partner. Two credits.

AT 624 Therapeutic Exercise II

This course covers the principles of therapeutic exercise prescription for the injured athlete or physically active person. Types of exercises covered include passive range of motion exercises, active range of motion exercises, joint mobilization during exercise, stretching exercises, resisted exercises, endurance exercises and balance and proprioceptive training. The means of selecting and creating safe and effective exercise programs for athletes who present with injuries to the cervical spine and upper extremities will be covered. Analysis of throwing mechanics and walking and running mechanics will be covered. Prerequisites: AT 523 and AT 531. Two credits.

AT 631 Pathology/Evaluation of Athletic Injury II

This course covers the pathologies and injuries of the upper extremity, cervical spine, head and face that an athletic trainer is most likely to encounter on the field or in a clinical setting. Pathologies and injuries will be presented from the head, face and cervical spine to upper extremity. Epidemiology, etiology, signs and symptoms, medical management, athletic training management and prognosis will be discussed. Three credits.

AT 633 Clinical Medicine

This course covers the understanding, recognition, treatment and referral process for general medical conditions and disabilities that an entry-level certified athletic trainer may encounter in athletes and other physically active persons. Conditions are presented for the integumentary, cardiovascular, respiratory, endocrine, digestive, urinary, musculoskeletal, reproductive, nervous and lymphatic/immunity systems. Medical tests are also discussed such as blood work and radiological studies. Three credits.

AT 643 Advanced Rehabilitation of Athletic Injury

This course is an in-depth study of the rehabilitation of athletic injuries to the spine and upper and lower extremities. Principles including managing soft tissue issues from the acute stage through the chronic stage of healing are followed. Surgical procedures for the spine and extremities and their respective rehabilitation protocols are discussed. Laboratory sessions involve learning advanced hands-on and exercise approaches for spinal conditions such as McKenzie approach and "Core Exercises" for spinal stabilization. Advanced upper extremity exercises include means of restoring normal scapular humeral rhythm and return to throwing activities. Three credits.

AT 653 Ethics/Professionalism in Athletic Training

This course is a collection of the knowledge, skills and values that the entry-level, certified athletic trainer must possess to understand professional responsibilities, avenues of professional development, and national and state regulatory agencies and standards in order to promote athletic training as a professional discipline. It also covers the role of the certified athletic trainer in educating athletes, students of athletic training, the general public, the physically active and associated individuals of the scope of this discipline. Two credits.

AT 663 Clinical Research I

This course is intended to be an introduction to research design. The student will be provided with an overview of research designs commonly used in clinical studies. Statistical procedures relevant to the topics presented will be briefly reviewed. Critical reading of current journal articles in the health sciences will be emphasized. Special attention will be given to single-subject design to prepare the student for the required program research project. Three credits.

AT 664 Clinical Research II

This course is designed to provide the student with the opportunity to write a proposal and then collect data for a single-subject experimental design study. The student will develop a research question for a clinical study that will be conducted on a patient-athlete the student is following in the Clinical Field Experience IV internship. After data collection is completed, the student will attend a weekend seminar on campus to perform data analysis. Three credits.

AT 670 Health Care Administration

This course is a collection of knowledge, skills and values that the entry-level, certified athletic trainer must possess to develop, administer and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity. Two credits.

AT 681 Clinical Field Experience III

This course is the third clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment or a "non-athletic training room setting" including professional sports teams, sports medicine clinics or work-hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance with what was instructed from the first summer through the fall of the second year. Prerequisites: AT 581 and AT 582. Four credits.

AT 682 Clinical Field Experience IV

This course is the fourth clinical internship for a student in the Master of Science in Athletic Training major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment or a "non-athletic training room setting" including professional sports teams, sports medicine clinics or work hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance with what was instructed from the first summer through the fall of the second year. Prerequisites: AT 581, AT 582 and AT 681. Four credits.

AT 691 Clinical Field Experience V for Dual Major MSAT/DPT

This course is the fifth athletic training field experience and second full-time physical therapy clinical affiliation for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes a college, high school or professional sports team assignment. The student will work under the direct supervision of the assigned certified athletic trainer/licensed physical therapist on the premises and will perform clinical skills in accordance to what was instructed in the DPT/MSAT programs from the first term up to this current term. Prerequisites: AT 591, AT 592, AT 594 and PT 753. Six credits.

AT 692 Clinical Field Experience VI for Dual Major MSAT/DPT

This course is the sixth and final clinical internship for a student in the Master of Science in Athletic Training/Doctorate of Physical Therapy dual major. The internship will be in an "athletic training room setting" which includes either a college or high school sports team assignment or a "non-athletic training room setting" including professional sports teams, sports medicine clinics or work hardening centers. The student will work under the direct supervision of the certified athletic trainer on the premises and will perform clinical skills in accordance to what was instructed from the first summer through the fall in the second year. Prerequisite: AT 691. Four credits.

AT 711 Theories and Practice of Conditioning Athletes

This course covers the theories and practice of providing strength and conditioning programs for athletes, body builders and active or sedentary persons who want to initiate a fitness program. The course prepares the student to take the National Strength and Conditioning Association's (NSCA) examination to receive the Certified Strength and Conditioning Specialist certification (CSCS). Prerequisites: AT 624 and current CPR certification. Three credits.

AT 745 Industrial Rehabilitation/Ergonomics

The Role Delineation Study 4th Edition, published by the National Athletic Trainers' Association Board of Certification, Inc., indicates that certified athletic trainers are working in industrial rehabilitation settings. This course is an introduction to industrial rehabilitation and ergonomics including understanding work hardening and work conditioning criteria, Baseline Functional Evaluation (BFE), and Functional Capacity Evaluations (FCE). Prerequisites: AT 581 and AT 582 (AT 591 and AT 592 for Dual PT/AT students). Two credits.

AT 763 Research Seminar

The focus of this course is completion of a previously proposed original research project using descriptive or experimental design under the guidance of a faculty advisor. Emphasis is on preparation of a publishable manuscript and preparation of audiovisual materials for presentation at a professional meeting. The completed manuscript must be reviewed and signed off for approval by a faculty committee. A 20-minute PowerPoint presentation is presented to the class and the faculty committee. One credit.

AT 774 Senior Seminar

The purpose of this course is to provide laboratory interaction between the students and the program's Approved Clinical Instructors (ACIs) to observe and check off advanced clinical proficiencies demonstrated by the student for the examiner. The proficiencies will be embedded into written and simulated patient cases. This course is the final demonstration of the student's ability to perform the required clinical proficiencies at the mastery level. Prerequisites: completion of summer 1, summer 2, AT 581, AT 582, AT 681 and AT 682. One credit.

BANKING AND FINANCE (BAFI)**BAFI 502 Foundations of Finance**

An introduction to all aspects of finance, including the role of finance in a business organization; the role of financial markets and institutions; interpretation, analysis and forecasting of financial statements; time value of money; financing and investment decisions; the various instruments of debt and equity; and valuation methods. Meets three hours per week for seven weeks. Co-requisites: ACCT 501 or equivalent and QM 501 or equivalent. One and one-half credits.

BAFI 511 Commercial Bank Management

A detailed study of the operations and management of a commercial bank together with an analysis of the loan and investment functions. Emphasis is placed on case studies having to do with operations, loan origination, investments and liabilities. Topics include asset/liability management, capital and liquidity management, portfolio risk management and the regulatory environment. Prerequisite: Second-year standing. Three credits.

BAFI 513 Investment and Portfolio Management

Course reviews the valuation of stocks, bonds, futures, options, real estate and other real and financial assets; risk, return and liquidity and diversification in modern portfolio theory; the efficient markets hypothesis; direct versus indirect investing through mutual funds, banks, insurance companies and pensions; the securities industry; institutional considerations facing trust managers and others. Prerequisite: Second-year standing. Three credits.

BAFI 515 International Financial Management

An analysis of problems involving international business finance including a description of international payments systems and financial institutions, application of analytical techniques and procedures for financing international investments and business activities. Students will explore the environmental challenges facing the financial manager of an international corporation and the tools and techniques available to meet these challenges. Extensive use of the case method. Prerequisite: Second-year standing. Three credits.

BAFI 517 Financial Management

Analysis of issues surrounding business financial management, working capital policy, capital budgeting, financing with debt and equity, dividend policy valuation, project finance and mergers and acquisitions. Extensive use of the case method. Prerequisite: Second-year standing. Three credits.

BAFI 519 Management of Financial Institutions

Financial institutions serve as intermediaries between suppliers of capital and users of capital. Over the past several decades, globalization of capital markets and deregulation of financial institutions have combined both to increase competition among intermediaries that were formally viewed not to be in the same industry and to accentuate risks that these institutions had not previously faced. This course describes the special nature of financial institutions, identifies the risks they face and offers techniques for managing risk-return tradeoffs. Prerequisite: Second-year standing. Three credits.

BUSINESS ADMINISTRATION (BUS)**BUS 509 Business Applications**

This course applies the principles introduced in the MBA foundation courses to cases, including cases involving financial management, human resource management, information management, supply chain management, business ethics, the global economy, business strategy and leadership. Prerequisites: ACCT 501, MKT 502, BAFI 502, ECN 501 and QM 501. Three credits.

BUS 511 International Business

The role of the multinational corporation in international trade and affairs is studied with attention to the influence its operations have upon the economies and environments of the nations in which it operates. Stress is placed upon the challenge of planning, organizing, leading and controlling the far-flung operations of the multinational corporation and the concomitant development and utilization of an international management decision-making strategy. Prerequisite: ECN 511. Three credits.

BUS 515 Business Law

A study of law as it applies to ordinary business situations with a focus upon the Uniform Commercial Code dealing with obligations, contracts, agency and negotiable instruments, stressing the legal ramifications of business operations having to do with aspects such as creditor's rights, product guarantees and their limitations, and the legal relationship created under various forms of business organizations. Prerequisite: Second-year standing. Three credits.

BUS 517 Seminar in International Business

This seminar provides an opportunity for students to experience firsthand business operations in varying international settings. This seminar includes preparatory classes, meetings with professors and lectures, meetings with senior managers of enterprises in the countries visited, and concluding with classes and lectures and a research paper. Prerequisite: Second-year standing. Three credits.

BUS 519 Topics in International Business

This course provides in-depth coverage of current or specific topics within the field of international business. Possible topics may be related to one or more functional areas of business, including marketing, finance, organizational behavior, accounting and taxation, supply chain management and human resource management. Country/region-specific analysis may also be covered. Prerequisites vary with topic. Three credits.

BUS 599 Independent Research

Utilized for courses in business administration which are not offered elsewhere and for individuals desiring to pursue a given issue, topic or concentration further than obtainable in regularly scheduled courses. May be repeated once. Prerequisites: Second-year standing and permission of the director of the MBA program. Three credits.

BUS 602 Graduate Business Internship

The graduate business internship is a form of experiential education based on the premise that for practical, hands-on learning to happen, the student needs to be an active participant in the learning process. The internship setting is any eligible local, regional, national or international for-profit, non-profit or governmental organization. To earn 1.5 credits, students must complete 100 hours of work; for three credits, 150 hours of work; for four and one-half credits, 225 hours of work; for six credits, a minimum of 300 hours of work. The course may be repeated, but not to exceed six credits. One and one-half to six credits.

CHURCH MUSIC (MUCH)

MUCH 504 Organ Repertoire for the Church I

A historical survey of organ literature designed to provide the church organist with a working knowledge of available and suitable organ music for use in the worship service. Organ music of the Renaissance up through the music of J.S. Bach is covered. One credit.

MUCH 505 Organ Repertoire for the Church II

A historical survey of organ literature designed to provide the church organist with a working knowledge of available and suitable organ music for use in worship services. Organ music of the Romantic and Contemporary eras is covered. One credit.

MUCH 506 Service Playing and Console Conducting

Techniques for playing services of various denominations. Study of beginning improvisational techniques for organists. Fundamental techniques of conducting from the console. One credit.

MUCH 511 Hymnology I

A survey of the rise and development of hymnology up to and including the Wesleys. One credit.

MUCH 512 Hymnology II

A survey of the development of hymnology in the 19th and 20th centuries. One credit.

MUCH 531 Church Music I

An inclusive week of "hands on" study in the field of church music with special emphasis on children's choir methods and materials, basic conducting and the role of music in the church. Individual research resulting in a term paper; or the equivalent, is required. Three credits.

MUCH 532 Church Music II

An inclusive week of "hands on" study in the field of church music in which students plan, prepare and participate in a wide variety of church services. The adult choir (methods and materials, conducting the adult volunteer choir), plus the role of music in the church, is the central focus of the week. Individual research resulting in a term paper; or the equivalent, is required. Three credits.

MUCH 533 Church Music III

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare and participate in a wide variety of church services. Special emphasis of this week is the role of the organ in worship, organ repertoire, hymn playing and organ accompaniment. Individual research resulting in a term paper; or the equivalent, is required. Three credits.

MUCH 534 Church Music IV

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare and participate in a wide variety of church services. Emphasis is placed on service playing, organ repertoire and console conducting. Individual research resulting in a term paper; or the equivalent, is required. Three credits.

MUCH 535 Church Music V

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare and participate in a wide variety of church services. Emphasis is placed on the study of hymns, their utilization in worship and their history and theological interpretation. Individual research resulting in a term paper; or the equivalent, is required. Three credits.

MUCH 536 Church Music VI

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare and participate in a wide variety of church services. Hymns as theological statements and advanced choral conducting are the special emphases. Individual research resulting in a term paper; or the equivalent, is required. Three credits.

MUCH 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits dependent upon topic.

MUCH 599 Individual Directed Research

A private instruction setting for individual projects in Church Music. May be used to fulfill electives only. Project must be approved by the dean of the Conservatory and the chairman of the Conservatory Academics Division prior to registration. One, two or three credits, dependent upon topic.

CONDUCTING (MUCO)**MUCO 563 Advanced Choral Conducting**

Study and interpretation of the standard choral repertoire. Two credits.

MUCO 564 Advanced Instrumental Conducting

Baton technique and critical examination of large form works; rehearsal and interpretive problems. Two credits.

MUCO 567 Choral Conducting for Church Musicians I

Advanced choral technique, rehearsal techniques and examination of repertoire in the church setting. One credit.

MUCO 568 Choral Conducting for Church Musicians II

Continuation of MUCO 567. Advanced choral technique, rehearsal techniques and examination of repertoire in the church setting. Prerequisite: MUCO 567. One credit.

MUCO 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MUCO 599 Individual Directed Research

A private instruction setting for individual projects in conducting. May be used to fulfill electives only. Project proposal must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

CONSERVATORY RESEARCH (CONR)**CONR 601 Bibliography and Research**

Methods and sources for research in music and arts-related subjects. The purpose of this course is to develop a foundation for continued professional growth through the study of research. Students interpret, report and conduct research in assigned topics and in individual areas of interest. Three credits.

CONR 689 Arts Management Culminating Project

Course is designed as a capstone to the Master of Science in Arts Management. In this course, the student applies the knowledge and skills necessary to effectively develop, research and write a project proposal suitable for execution with an existing arts organization. Continuous enrollment for at least one credit is required in subsequent semester(s) after initial registration. A maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 691 Demonstration Project

Individual design and implementation of pre-service education, in-service training, or continuing education for targeted groups on the practical application of a music therapy method or combination of methods. Outcomes include a formal presentation totaling five clock hours, audio-video recording of the presentation, handout materials in support of learning, and a narrative outline of the actual content sufficient for replication. Processes include proposal approval, external agency support, HSRB approval, needs assessment, implementation, evaluation, oral defense and final report. Continuous enrollment for at least one credit required in fall and spring semesters after initial registration. May be repeated for credit, but a maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 692 Clinical Project

Individual design and application of innovative approaches to music therapy practice for a particular population group. Specific methods, strategies, techniques and/or materials are designed, implemented and evaluated in comparison to current practice. Outcomes sufficient for replication include an in-depth narrative description of each stage of the project and may include accompanying audio/visual recordings and supplemental materials. Processes include proposal approval, external agency support, HSRB approval, oral defense and final report. Continuous enrollment for at least one credit required in the fall and spring semesters after initial registration. May be repeated for credit, but a maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 693 Lecture Recital Document

Preparation and presentation of a document supporting a recital of related music. Continuous enrollment for at least one credit required in fall and spring semesters after initial registration. May be repeated for credit but a maximum of two credits fulfills degree requirements. Prerequisites: Successful completion of all comprehensive examinations and CONR 601. One, two or three credits.

CONR 694 Culminating Project

A private instruction setting for the preparation of a culminating project or creative work. Open to graduate students in composition only. Continuous enrollment for at least one credit required in fall and spring semesters after initial registration. May be repeated for credit but a maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 696 Arts Management Research

Course is designed to develop the problem-based, applied research skills of the student. In this course, the student develops the knowledge and skills necessary to effectively write a research proposal suitable for execution with an existing arts organization. Additionally, the student develops the knowledge and skills necessary to effectively conduct research and write a research report as it is related to an approved proposal for problem-based research within an applied arts management organization. Continuous enrollment for at least one credit required in fall and spring semesters after initial registration. May be repeated for credit but a maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 698 Research/Teaching Project

Individual research with practical application is conducted under the direction of members of the music education faculty. A written proposal, formal lesson plans and a formal research paper that outlines theoretical foundation, similar research studies and the outcomes, teaching presentation and oral defense is required. Continuous registration is required in the fall and spring semesters after initial registration. May be repeated for credit, but a maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 699 Thesis

Individual research under the direction of members of the graduate faculty includes a written proposal, research document that outlines literature review, current research and outcomes. An oral defense is required. Continuous registration is required in fall and spring semesters after initial registration. The course may be repeated for credit, but a maximum of four credits fulfills degree requirements. Prerequisite: CONR 601. One, two or three credits.

CONR 701 Advanced Research and Writing

Course is designed to further develop research and scholarly writing skills as a means of communicating information. Students interpret, report and conduct research. Prerequisite: CONR 601. Three credits.

CONR 799 Independent Research

A scholarly, written research document, or equivalent project, designed in conjunction with the professor offering this instruction. Topic or project proposal must be approved by the associate dean for graduate studies and the chair of the division in which the project will take place. One, two or three credits.

CONR 899 Dissertation

The culminating research document of the Doctor of Musical Arts program is designed to allow the demonstration of advanced scholarly research and writing skills. The study, formulation and application of education issues and theory are detailed in a formal written document. Beyond the research document, students are asked to demonstrate their ideas in a practical teaching setting. An oral defense is required. Continuous registration is required in the fall and spring semesters after initial registration. This course may be repeated for credit, but a maximum of nine credits fulfills degree requirements. Prerequisite: CONR 701. One, two or three credits.

DANCE: LIFETIME FITNESS (DAPE)

DAPE 593 Social Dance Styles

A course in the fundamentals of contemporary dance styles such as ballroom, folk dance, contra dance and country line dancing. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. One credit.

ECONOMICS (ECN)

ECN 501 Foundations of Economics

An introduction to economic principles starting with a survey of market structures and consumer theory, and leading to the study of macroeconomic models. The course is designed to review economic relationships, problems and institutions in preparation for a systematic study of the organization (the business firm and social enterprise) within its economic environment. This course is waived if the student has completed the equivalent of Principles of Macro and Microeconomics. Three credits.

ECN 511 Macroeconomics for Management

This course is designed to develop skills in 1) understanding the structure and operations of the macroeconomic system; 2) forecasting the impacts of governmental policies and other influences on the economy; and 3) understanding the influence of the economy on individual firms. The business executive has a special interest in business fluctuations: the level of economic activity affects the volume of business and the ability to operate profitably. This course provides the background which is needed by business executives to understand the factors which contribute to economic growth and stability and to the level of national income. Since management decisions are made within the macroeconomic environment, the interrelationship of managerial and macroeconomic concepts is stressed. Prerequisite: QM 501. Three credits.

ECN 512 Business Forecasting

Reviews various kinds of business forecasts, including judgmental and quantitative, as well as growth theory, business cycle theory and the life-cycles of products and firms. Specific techniques include time series analysis and econometric models. Prerequisites: ECN 501 and QM 501. One and one-half credits.

ECN 513 Managerial Economics

An investigation and analysis of the theoretical and analytical tools of economics with emphasis upon their application to business decision-making. Case studies of managerial situations are examined with reference to consumer behavior; market structure, price determination, income, employment, economic growth and economic forecasting. Prerequisite: QM 501. Three credits.

ECN 514 International Economic Analysis

A review of international trade theory and trade policy, the balance of payments, and exchange rates under fixed and floating rate regimes. Prerequisite: ECN 501. One and one-half credits.

ECN 515 International Economic Theory and Practice

This course deals with international trade theory, international trade policy, exchange rates, open-market macroeconomics, international macroeconomics policy and the unique features of developing countries. Prerequisite: Second year standing. Three credits.

ECN 517 Business in the Global Economy I

A study of the economic and institutional environment of the emerging global economy; a two-semester course. This, the first part of the course, covers the equilibrium and dynamic forces of the modern economy to include economic growth and instability, forecasting and policy-making. Prerequisites: MBA foundational courses. Three credits.

ECN 519 Business in the Global Economy II

A study of the economic and institutional environment of the emerging global economy; a two-semester course. This, the second part of the course, covers the geographic, cultural, technological and institutional factors involved in the modern economy to include the nature of the firm and its relationships with its owners, partners, creditors, employees, suppliers, customers and communities. Prerequisite: ECN 517. Three credits.

ECN 521 Topics in Global Economy

This course offers an in-depth analysis of various topics concerning the economic and global aspects of business decision making. Such issues may be covered as area studies of major U.S. trading partners, analysis of international trade, commercial policy and trade barriers, economic development policy and challenges, comparative analysis of contemporary exchange rate regimes, foreign exchange risk and policy, cultural dimensions and environmental concerns. Class discussion integrates current issues and country studies to examine vital issues for decision makers. Prerequisite: ECN 514. Three credits.

EDUCATION (EDU)**EDU 503 Topics in Education**

Selected topics related to teaching, English, reading, mathematics, computer; the sciences, history or topical education issues. Students may take the course more than one time, but no more than six credits of this class may be counted in a graduate degree program. One, two or three credits.

EDU 510 Foundations of Education

This course is intended as an introductory course for candidates wishing to seek licensure in Virginia at the elementary, middle or secondary level. In a seminar/lecture/discussion format, candidates explore the historical, social and philosophical foundations of current educational practices. Candidates pursuing licensure through graduate level courses and without provisional licensure must also complete a field experience. This course is one of the courses required for licensure in the state of Virginia. Three credits.

EDU 560 Field Placement

This course provides the required field experiences for students enrolled in the elementary/middle or secondary teacher licensure program and helps meet the Virginia Department of Education requirement for field experiences in a variety of settings, at different grade levels in the area of licensure sought. The course consists of six modules for elementary/middle school candidates and five modules for secondary school licensure candidates. The course is required for all candidates who enroll in the Professional Studies Certificate Program with Initial Teacher Licensure. Three credits.

EDU 584 Classroom Management/School Climate

A comprehensive review of classroom management theories, designs, and strategies that produce positive learning environments, coupled with the study of ways to engineer effective school climates. Individual research resulting in a term paper or the equivalent is required. This course is one of the required courses for teacher licensure in Virginia. Three credits.

EDU 585 Educational Technology Applications

The course enables individuals to meet the Technology Standards for Instructional Personnel from the Virginia Department of Education and the National Educational Standards for Teachers (NETS-T) from the International Society for Technology in Education (ISTE). Emphasis will be on digital literacy, collaboration and technical productivity to improve teaching, learning and assessment practices. Adaptive, administrative and instructional applications of a variety of web-based resources will prepare students to design, deliver and assess meaningful experiences that promote self-directed learning. Three credits.

EDU 599 Independent Study

A private instruction setting for individual projects in pedagogy, research or discipline area study. Projects must be approved by the dean of the College of Arts & Sciences and the student's advisor prior to registration. One, two or three credits.

EDU 613 Management and Mentorship I

This course, the first in a sequence of two, is designed for provisionally licensed teachers to take during their Professional Studies Program, with this course in the first semester and the sequel course in the second semester. This course sequence has two components: a seminar conducted by the university faculty supervisor several times during the semester and nine supervisory visits (1 – set up, 6 – observations, 2 – evaluations) to the provisional teacher's classroom by the university supervisor/seminar leader. Course content for the seminar covers teaching methods, appropriate assessments, classroom management and teaching skills for initial success and continual improvement. Current issues will also be included as relevant. Supervisory classroom visits reinforce seminar lessons; seminar discussions focus on classroom applications and analyses of feedback and assessments. Individual lesson feedback will be given in timely manner via conferences and written materials. Three credits for each semester course, for a total of six credits for successful completion of both courses.

EDU 614 Management and Mentorship II

This course, the second in a sequence of two, is designed for provisionally licensed teachers to take during their Professional Studies Program, with EDU 613 in the first semester and this sequel course in the second semester. This course sequence has two components: a seminar conducted by the university faculty supervisor several times during the semester and nine supervisory visits (1 – set up, 6 – observations, 2 – evaluations) to the provisional teacher's classroom by the university supervisor/seminar leader. Course content for the seminar covers teaching methods, appropriate assessments, classroom management and teaching skills for initial success and continual improvement. Prerequisite: EDU 613. Three credits.

EDU 633 Integrated Language Arts

A study of theory and practice in the whole language movement for integrated reading and writing instruction. Current trends and research discussed. Individual projects and plans showing implementation of course materials are expected. Three credits.

EDU 635 Reading and Writing in the Content Area

A study of the teaching strategies necessary for developing basic skills in reading and writing in the content areas. Focus on improving student achievement in content disciplines by the incorporation of various approaches in the teaching of reading is discussed as well as writing principles and practices employed to increase student achievement in the content area. Three credits.

EDU 642 Philosophy of Education

A critical study of the American educational philosophy as it compares to those of specific foreign countries. Although emphasis is given to theory, history and current trends in education, attention is also directed to the individual educator's rationale for designing curricula within a philosophy and developing ways of working with students. Three credits.

EDU 643 Curriculum and Instruction in Elementary/Middle Education

A review of the historical, philosophical and social foundations, practices and trends in American elementary school curricula and instruction. Candidates examine curricular design and implementation and evaluation of elementary education in Virginia with a focus on the Standards of Learning. Candidates focus on a variety of instructional delivery methods for students with varying developmental levels, as well as second language learners, and Limited English Proficiency within elementary and middle schools, and practice planning, implementing and evaluating instruction using several selected models. Field experience required for candidates without provisional license. Three credits.

EDU 645 Curriculum and Instruction in Middle/Secondary Education

A review of the historical, philosophical and social foundations, practices and trends in American K-12 school curricula and instruction. Candidates examine curricular design, implementation and evaluation of K-12 education in Virginia with a focus on the Standards of Learning. Candidates focus on a variety of instructional delivery methods for students with varying developmental levels, as well as second language learners, and Limited English Proficiency within middle and secondary schools, and practice planning, implementing and evaluating instruction using several selected models. Field experience required for candidates without provisional license. Three credits.

EDU 646 International Education

The course is designed to contrast and compare educational programs in other countries with education in the United States. Special attention is given to administrative leadership, curriculum, faculty and student composition, legal structure and facilities. Three credits.

EDU 647 Projects in Curriculum and Instruction

This course is designed to create an appropriate and successful partnership project related to curriculum and instruction that meets the needs of children, parents, individual schools and school districts. The successful project would involve the development, implementation and successful evaluation of an initiative that includes activities and programs that enrich parent-school partnerships by creating an ongoing home-school connection designed to improve communication and collaboration between educators and the families they serve. Three credits.

EDU 650 Major Issues in Education

Issues related to the current needs evident in elementary and secondary programs. This course may be taken no more than twice (under different course titles for different issues). Three credits.

EDU 651 Methods of Instruction

Research and recent developments in curriculum, instruction, methods and materials in elementary, middle or secondary schools. Emphasis is on practical application and integration of developments. Course offered at one or more levels: elementary, middle or secondary. Three credits.

EDU 652 The Professional Teacher: Teaching and Learning

This course is intended for teachers who are current candidates for National Board Certification or for teachers who wish to understand the certification process prior to applying for National Board Certification. The course is one of two elective courses that provide in-depth, practical-based study of the process of National Board Certification. Teachers will use the National Board for Professional Teaching Standards (NBPTS) certification process as a vehicle to examine their practice and to direct further professional growth. Teachers will have opportunities to practice analyzing student work and their teaching practices, and to develop and participate in peer review of videotaping exercises and lesson planning as required for National Board Certification. Three credits.

EDU 653 The Professional Teacher: Professional Portfolio Development

This course is intended for teachers who are current candidates for National Board Certification or for teachers who wish to understand the National Board of Professional Teaching Standards (NBPTS) process for assembling a Portfolio of Teaching Practice. The course offers opportunities for teachers to examine NBPTS standards, the portfolio process, and the assessment center process, and to collaborate with others who are undergoing or with to undergo the process of board certification. The focus of the course will be the application of NBPTS standards and portfolio expectations to the teacher's own knowledge and practice. Teachers will work collaboratively to analyze student work and videotapes of teaching, to draft and review written commentaries, to analyze their practice in light of student achievement, and to increase their knowledge base in their discipline in order to prepare for the NBPTS assessment center. Three credits.

EDU 661 Internship in Elementary/Middle/Secondary Education in Endorsement Field

Full-time practice teaching experience with observations and direct teaching activities at the PreK-12 level in the area of licensure sought. Assignments to specific schools made by Shenandoah University faculty in cooperation with the administrators of the school systems. Prerequisite: permission of the director of teacher licensure. Six credits.

EDU 690 Internship in Elementary/Middle Education in Endorsement Field

Full-time practice teaching experience with observations and direct teaching activities at the level of endorsement. Assignments to specific schools made by Shenandoah University faculty in cooperation with the administrators of the school systems. Prerequisite: EDU 643. Six credits.

EDU 692 Internship in Middle/Secondary Education in Endorsement Field

Full-time practice teaching experience with observations and direct teaching activities at the level of endorsement. Assignments to specific schools made by Shenandoah University faculty in cooperation with the administrators of the school systems. Prerequisite: EDU 645. Six credits.

EDU 795 Independent Study

A private instruction setting for individual applied projects (not research) in administration, curriculum and supervision, leadership studies or related areas for EdD students, offering opportunities to explore their particular areas of interest. Projects must be approved by the dean of the College of Arts & Sciences and the student's advisor prior to registration. Three credits.

EDUCATIONAL ADMINISTRATION (ADM)**ADM 621 Introduction to Administration**

This course is an analysis of the role of the building-level administrator with participation in self-assessment activities and simulations designed to provide information about and insight into effective leadership in schools. This three credit hour course introduces the student to the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC Standards) and relate those standards to today's school, political and cultural environments. Three credits.

ADM 622 Schools and Communities

An examination of the role of the principal with regard to the development and practice of effective school and community relations. Emphasis is on taking a systematic approach to communicating with targeted audiences and on developing personal communication and public relations skills. It includes an examination of successful practices in the interpretation of public attitudes, identification and shaping of public policies, organizing involvement activities and dissemination of information. Particular attention given to working with the news media and elected/appointed public officials. Three credits.

ADM 623 School Law

Legal context within which the public schools operate. Rights and responsibilities of teachers and administrators and student rights and restrictions. General principles of school law are supplemented with pertinent provisions of the Virginia statutes and rulings in case law. Three credits.

ADM 624 School Finance Theory and Practice

Basic school finance theory and practice. Historical development, current trends, future expectations, involvement of various governmental agencies and major problems and constraints of local, state and federal financial support. Special attention is given to building-level financial planning and budget formulation. Three credits.

ADM 625 Seminar in School Leadership

Current topics and issues are addressed and evaluated as they relate to school settings. Trends in school leadership and implications for current practices are assessed. Three credits.

ADM 626 Practicum in Educational Leadership

This course provides clinical field experience in the student's major area of administrative specialization under the supervision of a practicing school administrator and a university professor. The practicum requires a minimum of 50 clock hours of planned administrative activity for each credit hour earned with a total of six credit hours required in the program. The initial three credits of this course are usually registered for and the grade awarded the first year of the administration program. The remaining three credits are recommended to be earned as one credit in each of three trimesters of the second year of the program. Prerequisite: Completion of 15 credits in the Education Administration Concentration. One, two or three credits. Can be repeated for up to six credits.

ADM 627 Internship in Educational Leadership

This course is designed for the student who already holds an administrative position. It provides a clinical field experience in the student's major area of administrative specialization under the supervision of a practicing school administrator and a university professor. The internship requires a minimum of 40 work days of planned administrative activity for each credit hour earned with a total of six credit hours required in the program. Prerequisite: Completion of 15 credits in the Education Administration Concentration. One, two or three credits. Can be repeated for up to six credits.

ADM 640 Curriculum Development and Evaluation

The study of American school curricular foundations and trends leads to the design and evaluation of proposed and current curricula. Discussion topics include basic determinants, valid objectives, experiential design, organizational processes, evaluation procedures and systems for changes or improvements. Three credits.

ADM 641 Supervision and Evaluation of Instruction

This course presents the study of supervision as an effective leadership mechanism to improve instruction. Topics include collaborative problem-solving, supervisory processes, cooperative supervision and methods for improving instruments and techniques of evaluation. The course deals with the challenge of assisting and assessing educational personnel in the conduct of providing effective classroom management and instruction. Students develop an action research proposal as a requirement of this course. Three credits.

ADM 730 Human Resources

This course investigates the origins, evolution and utilization of the merit concept in public employment systems. The benefits, limitations, opportunities and contradiction of the merit system will be explored, with the intention of developing an understanding of and the ability to apply useful elements of this system in specific organizational settings. Working independently, students also investigate merit applications in a current public personnel system. Three credits.

GIFTED TEACHER EDUCATION (GTD)**GTD 611 Understanding and Education of the Gifted Learner**

This course provides candidates with an understanding for meeting the needs of children identified for services through gifted and talented programs. The course provides an overview of current and historical issues in the field, including those related to the intellectual and social-emotional development of gifted students, and research-based educational practices recommended as service options that meet the cognitive and affective needs of identified students. Candidates will continue to build a foundation for understanding the field of gifted education and the varied needs of gifted learners. Three credits.

GTD 612 Curriculum Development for Gifted Students

This course examines curriculum issues for gifted learners in the classroom. The primary emphasis will be on content organization and presentation in a manner that ensures that students encounter and explore depth and complexity within the disciplines and understand theories and principles differentiating curriculum. Theories of learning will also be examined as they relate to curriculum, particularly Constructivism. Three credits.

GTD 613 Social and Emotional Issues of Gifted Children

This course will explore current research and discuss best practices to be used in schools to address the unique social-emotional needs of gifted learners. Affective characteristics, personality traits, growth and adjustment of gifted children, and relevant instructional needs will be discussed. Topics include: Characteristics and Specific Development Traits; Guidance Needs; Underachievement; Special Populations: Asynchronous Development; Twice Exceptional Students; and Perfectionism. Many classroom activities and techniques designed to enhance the social, emotional, and affective development of gifted students will be provided. Of particular interest will be how the gifted child constructs an understanding of "self" within what is often the very turbulent and difficult context of society. Special issues of underachievement, gender, and cultural differences will also be explored. Three credits.

GTD 615 Strategies for Gifted Learners

Effective strategies for gifted learners are offered through this course. A variety of research-based strategies that are brain-compatible and brain-friendly, and that help differentiate instruction for gifted students, are examined and practiced. Specific techniques will be studied that will provide a basis for identifying gifted students through the use of diagnostic and prescriptive approaches of assessment, including multiple assessment instruments and identification strategies through a review of portfolios or performance, or both. Three credits.

HEALTH PROFESSIONS (HP)

HP 550 International Interdisciplinary Health Care

This course provides students with the opportunity to discuss knowledge, skills, values and meanings associated with international health care and professional team building. The focus is on health care problems, health care delivery systems, and multidisciplinary teams in a selected country. Students will identify health care problems and discuss approaches to meeting health needs for various populations in that country and around the world. Students will become familiar with how governments are developing policy and providing health care within political, economic, social and cultural contexts. The role of the health care team in promoting health and providing health care in the international community will be explored. This is an experiential course utilizing discussion, inquiry and exploration of international health care and delivery systems. Students will be expected to examine a targeted country and global health care problems. Three credits.

HP 551 Bioethics for the Health Care Professionals

This course introduces the student to the history, theory, principles, and decision-making frameworks found in the field of bioethics. The course addresses current ethical issues that challenge healthcare professionals and allows the student to use learned ethical theory and principles in analyzing discipline-specific situations in an open dialogue format. Three credits.

HP 576 Substance and Relationship Abuse

This interdisciplinary course is designed to offer and assist students in the health care professions in recognition and beginning-level interventions in populations at risk for substance dependence and/or abusive relationships. Emphasis is placed on providing interventions that are congruent with age, health status, culture, occupation and legal-ethical concerns. Three credits.

HP 581 Women's Health

This course is designed to explore women's health issues and the role of nursing in women's health care delivery. Women's development, including special problems and health concerns of women at each stage of the life cycle; images and roles of women, including women as caretakers; and alternatives to patriarchal systems of women's health care will be explored. Three credits.

HP 617 Spirituality in Patient Care

This interdisciplinary course is intended to give the graduate students in the School of Health Professions and the School of Pharmacy an overview of spirituality as it relates to healthcare and provide applications in the patient care arena. Students will explore the ever expanding body of knowledge linking spirituality and patient care outcomes. Emphasis will be placed on the knowledge, skills, values, meanings and of the spiritual experiences of patient, family and the health care team. Three credits.

HP 632 Health Care Outcomes: Measurement and Management

The purpose of this course is to assist students in advancing knowledge, skills, values and meanings associated with health care outcomes. Three credits.

HP 633 Caring: Theory, Science and Application

The purpose of this course is to assist students in advancing knowledge, skills, values and meanings associated with the theory, science and the practice of caring. Three credits.

HP 634 Sexuality and Health: The Human Perspective

This course is designed to provide the health professional with a basis for understanding the sociocultural, biological, and behavioral aspects of human sexuality across the life span, with an emphasis on assessment, risk reduction counseling and prevention education. Three credits.

HP 645 Contraception Pharmacology and Counseling

This course is designed to provide health professional students with a basis for understanding the physiology and pathophysiology of reproduction and the mechanisms and pharmacologies of contraceptives. The students will learn the many considerations important for effective contraceptive counseling; these areas include cultural aspects, lifestyle choices, mechanism of action, side effects, efficacy, protection from STDs, risks, cost and non-contraceptive benefits. Three credits.

KINESIOLOGY EDUCATION (KNS)

KNS 505 Materials and Methods in Teaching Elementary Health and Physical Education

The developmental approach advocated in this course attempts to apply knowledge of children's growth and motor development in a comprehensive manner; recognizing the essential concept of the individuality of the learner – individually in terms of motor; cognitive, and affective development. This course addresses essential information for successful teaching in regards to the learner, the program, and the teacher at the elementary level. Teacher candidates will engage in 75-hour; supervised field methods experience in an assigned school and participate in a weekly seminar. Prerequisites: KNS 562 and acceptance into the School of Education and Human Development HPE PK-12 program. Health and physical education certificate program graduate students only. Three credits.

KNS 506 Materials and Methods in Teaching Secondary Health and Physical Education

This course will provide teacher candidates the opportunity to examine and observe the traditional curriculum and various new curricula. They will plan and teach activities that are multicultural and interdisciplinary. Students in this course will engage in a 75-hour supervised secondary methods experience in an assigned school and participate in weekly seminars. Prerequisites: KNS 562 and acceptance into the School of Education and Human Development HPE program. Health and Physical Education certificate program graduate students only. Three credits.

KNS 562 Instructional Strategies for Team Sports and Activities

This course addresses methodologies for teaching a variety of team sports. Teacher candidates will lead peer teaching experiences requiring the generation of lesson plans, skills tests, and two unit block plans for two different sports. Teacher candidates will also learn how to teach using the "Games for Understanding" and "Play Practice" approach. Through experiential learning, teacher candidates will become knowledgeable about each of these activities through peer teaching and actual participation. Acceptance into the School of Education and Human Development HPE PK-12 program required. Health and Physical Education certificate program graduate students only. Three credits.

KNS 652 Elementary School Student Teaching in Health and Physical Education

This course involves observation and teaching in the public schools under the direct supervision of public school faculty and Shenandoah University Kinesiology faculty. Placement at the elementary level for 8 weeks will be arranged by the Director of Professional Licensure office in the School of Education and Human Development. Student must have a grade of "C" or better in all prerequisite courses. Prerequisites: KNS 305/505; KNS 306/506; KNS 481. Co-requisites: KNS 653 and KNS 654. Four credits.

KNS 653 Secondary School Student Teaching in Health/Physical Education

This course involves observation and teaching in the public schools under the direct supervision of public school faculty and Shenandoah University Kinesiology faculty. Placement at the secondary level for 8 weeks will be arranged by the Director of Professional Licensure office in the School of Education and Human Development. Student must have a grade of "C" or better in all prerequisite courses. Prerequisites: KNS 305/505, KNS 306/506, and KNS 481. Co-requisites: KNS 652 and KNS 654. Four credits.

KNS 654 Student Teaching Seminar in Health/Physical Education

This seminar is taken concurrently with Elementary and Secondary Student Teaching in Health/Physical Education. It is designed to assist students to become caring, reflective educators by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom and physical education situations, classroom management, legal and ethical obligations, the teaching-learning process, and professional goals and development. Co-requisites: KNS 652 and KNS 653. One credit.

LEADERSHIP STUDIES (LST)

LST 591 Introduction to American Higher Education

This course introduces the historical, social and philosophical foundations of American higher education and the evolution of the social expectations of higher education from the 17th century to the late 20th century. Particular attention is given to key developments such as graduate study, post-World War II expansion, innovation and the universalizing of expectations. Three credits.

LST 621 Strategic Planning and Evaluation

The course focuses on the development, implementation and evaluation of a strategic plan and how organizational effectiveness is related to the strategic planning process. Three credits.

LST 623 Policy and Ethics in Public Sector and Nonprofit Organizations

This course explores the policy context in which public sector and/or nonprofit institutions operate and the ethical dimensions of that context. Students examine the roles of federal, state and local governmental and nongovernmental stakeholders in formulating and implementing policy. The course provides an historical overview of the American governance system and targeted focus on contemporary issues influencing the policy process. Students explore ethical issues associated with policymaking and implementation. Three credits.

LST 624 Financial Planning and Management in Public Sector and Nonprofit Organizational Settings

This course is designed to provide professionals and non-financial managers in public sector and/or nonprofit organizations the ability to use accounting and financial data in planning and organizational decision-making. The course covers how managers use financial theory to solve practical problems and as a way of learning how to respond to change by showing not just how but why companies and management act as they do; why financial health is important and ways financial health is measured; how to prepare operational and capital budgets; and how to apply financial strategies to improve operational performance and decision making. Three credits.

LST 625 Foundations of Organizational Leadership

Current topics and issues are addressed and evaluated as they relate to organizational leadership theory and practice. Trends in leadership and implications for current practices are assessed. This course presents the learner with a solid overview of organizational leadership using actual case studies and scenarios from the public sector and nonprofit organizations as a guide for developing an understanding of the knowledge and skills of effective leadership in those settings. Three credits.

LST 693 Directed Study in Organizational Leadership I

This course provides learners, particularly those in the master's and doctoral programs in Organizational Leadership, with specific, topical learning experiences. These experiences are to be individually designed and appropriate to the learner's academic goals. They are to offer the learner an appropriate mixture of experiential and scholarly learning within a narrowly defined area of inquiry. This study is to be undertaken under the joint supervision of the field faculty member and the supervisory faculty member (on occasion, this may be the same person). Three credits.

LST 694 Directed Study in Organizational Leadership II

This course provides learners, particularly those in the master's and doctoral programs in Organizational Leadership, with specific, topical learning experiences. These experiences are to be individually designed and appropriate to the learner's academic goals. They are to offer the learner an appropriate mixture of experiential and scholarly learning within a narrowly defined area of inquiry. This study is to be undertaken under the joint supervision of the field faculty member and the supervisory faculty member (on occasion, this may be the same person). Three credits.

LST 695 Topics in Leadership Studies

Study of specific topics, issues or themes within the field of organizational leadership. Three credits.

LST 697 Organizational Environments in Higher Education

A review of the forms, functions and processes of institutions of higher education. Emphasis on understanding these organizations at the task, organizational and general environmental levels. Focus on working within colleges (two- and four-year) and universities in the U.S. Three credits.

LST 710 Leadership

This course focuses on developing an understanding of the foundational underpinnings and theories of leadership as well as the contemporary and practical applications of leadership. The course guides students to work from a perspective of seeking to create proactive change in their organizational settings and views this process in relationship to applied research projects. Additionally, current topics in leadership examined to further students' understanding of the leadership concept including its place in a pluralistic community and society. Finally, students are expected to complete a leadership project utilizing an established leadership model and to analyze their experience within the context of the chosen model along with other current theories of leadership. Admission to the Doctor of Education or Doctor of Professional Studies degree program required. Three credits.

LST 720 Societal Factors

This course examines the array of interdependent environmental and social forces that shape and are shaped by social institutions. Students develop an understanding of how varying interests shape these environmental and social forces, thereby reshaping a given organization or institution. Students examine various methods of identifying emerging trends that may impact organizational systems. Students will develop skills necessary to serve as change agents for organizational environments. Three credits.

LST 735 Organizational Theory and Behavior

This is an introduction to the structures and processes of organizations, with an emphasis on organizational theory and behavior. This course examines behavior (individual and collective) in organizations. Included among the topics are the examination of concepts such as motivation, group dynamics, culture, perception, communication, and change. Learners will develop an appreciation for, and an understanding of, the importance of the dynamic nature of individual and collective action as they impact organizational effectiveness. Three credits.

LST 740 Governance and Public Policy

This course examines the politics, legitimization and practices of the American governance and public policymaking processes, with particular attention to public sector institutions. Public sector organizations are by definition institutions of public trust, and require internal governance systems appropriate to their respective roles, as well as to the effective internal management of fiscal, human and material resources. The course examines the relationships among federal, state and local governments, NGOs and public sector institutions, and how these relationships shape governance and policy at many levels. Three credits.

LST 750 Contemporary Issues in Leadership

This course is a study of problems and issues that relate to the present and future of leadership in organizations of public trust appropriate to those addressed in the EdD and DProf programs. They are identified in a manner that addresses problems or issues that relate to the professional roles of the course participants, and to the state and national developments in policy and program regulation. Long- and short-range problem-solving strategies are directed toward increasing the student's ability to adapt to or assimilate to change. Three credits.

MANAGEMENT (MGT)**MGT 511 Systems Management and Organizational Theory**

An intensive study of the development of management and organization theory, the functions of management, and the systems approach to management. Emphasis is placed upon modern tools and techniques of decision-making science and computer-based information systems. Case studies supplement and amplify theoretical considerations. Prerequisite: BUS 501. Three credits.

MGT 513 Organizational Structure and Behavior

This course focuses on the structuring of organizations to align with strategic choices and understanding human behavior within the context of organizations and group dynamics. Prerequisites: MBA foundational courses. Three credits.

MGT 515 Human Resources Management

Basic information on human resources issues in public and private enterprises involves topics such as employment, placement, evaluation and separation practices. Particular attention is directed to the role of human resources management in dealing with problems of morale, handling of grievances, wages, salary and fringe benefits; consideration of personal health and safety; administration of employee training and management development programs; and the role of public relations in the business firm. Concern with collective bargaining as a means of overcoming employer/employee conflict and the history, place, purpose and structure of the union as an institution are investigated. Emphasis is given to current union activities and changing negotiation strategies. Prerequisite: MGT 513. Three credits.

MGT 517 Leadership and Cultural Change

This course is designed to develop and put into practice fundamental leadership skills in the context of an organization's overall corporate philosophy and value system. Emphasis is placed upon how the leadership process is derived from and supports the overall organizational culture. It shows how the practice of leadership in turn influences and modifies this culture. Prerequisite: MGT 513. Three credits.

MGT 519 International Human Resources Management

Investigates the challenges and problems human resources managers face in the global environment. Topics emphasized in this course include cultural and international human resources management, human resources strategy in the global context, personnel selection for international operations, cross-cultural training for overseas assignments, management development in the global context, and labor relations issues in international human resources management. Prerequisite: MGT 513. Three credits.

MGT 525 Current Issues in Health Care Management

Through the media of readings, lectures and presentations, students will be exposed to many of the challenges facing the health care delivery system in relation to its environment. These areas will include organization for delivery of health services, financing, political and social issues. Ethical considerations in delivery of health care will be addressed. The student will become a more knowledgeable user of health care services. Three credits.

MGT 527 Health Care Management

An exploration and analysis of problems, using the case method, affects health care delivery and disease-prevention systems in the United States. This higher-level, problem-solving based course explores the complex interrelationships among community, society, government, patients/clients and professional groups. Students are prepared as decision makers to act in this dynamic, challenging and stressful environment. Prerequisite: MGT 525. Three credits.

MGT 529 Strategic Management of Technology

Course reviews the history of R&D; planning, staffing, organizing, directing and controlling R&D/innovation/new product development; evaluating value structure and creativity; technology forecasting; and relating R&D to organizational goals. This course provides the executive with an understanding of management problems associated with the technical aspects of systems development in a high-technology environment. Emphasis is placed on the impact of state-of-the-art technology in systems development through study of management problems in the life cycle of complex technical systems. Today's system manager must be able to evaluate technical innovations and their potential impact on products, processes and organizational operations. Smooth technology transitions are essential in the life cycle of innovations. Prerequisite: Second year standing. Three credits.

MGT 531 Project Management

This course provides a comprehensive overview of project management. The course addresses the culture, principles and basic techniques of project management. The course reviews the general stages of a project in rough chronological order and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis and risk management, are introduced. The elements of project management critical to the success of a project are identified and explained. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in a team. Prerequisite: Second year standing. Three credits.

MGT 535 Human Resource Management, Employment Law and Ethics

This course provides an integrated curriculum focused on three overlapping knowledge areas: Human Resource Management, Employment Law and Ethics. Graduating students emerge with an intellectual and skill-based package of theory, techniques and tools — all of which help them to successfully manage institutions' environmental landscapes. Prerequisites: MBA foundational courses. Three credits.

MGT 536 Human Resource Management

This course examines the utilization of human resources and HR management systems in public and private enterprises. The course focuses on functional design as well as strategic integration involving topics such as recruitment and selection, training and development, compensation and benefits, health and safety, as well as employee and labor relations. Particular emphasis is made on contemporary trends in HR and emerging research related to HR practices, especially with a focus on performance management (individual and organizational). Prerequisites: MBA foundation level courses or equivalents. One and one-half credits.

MGT 537 International Management

The course examines the organizational and managerial issues and practices associated with the operation of multinational firms. Topics include international strategic management; organizational design and structures; cross-cultural leadership, decision making, and managing diversity in different cultural settings; international social and ethical responsibility; cross-cultural communication; and international human resource management. Prerequisites: MGT 513, ECN 514 and MGT 536. Three credits.

MGT 538 Legal and Ethical Perspectives

This course seeks an understanding of the day-to-day legal, ethical and moral forces impacting employees within business organizations both domestically and as part of a global economy. It provides a rigorous and comprehensive approach to understanding employment law and sound ethical principles within a framework of the current workplace. Emphasis is placed on practical, theoretical and ethical management principles as well as examples and methods for promoting best practices. Prerequisites: MBA foundation level courses or equivalents. One and one-half credit.

MGT 554 Innovation and Design Thinking

This course will enhance students' ability to use design methodologies and tools for identifying and developing innovation and growth opportunities for business. This applied learning course will introduce students to design-based approaches that enhance business model innovation, expand students' understanding of innovation for value creation beyond product development, strengthen students' individual and collaborative competencies for working through the design process, and develop in students the ability to translate broadly defined opportunities into actionable innovation possibilities and recommendations. Prerequisites: MBA foundation level courses or equivalents. Three credits.

MGT 611 Integrative Management

The Integrative Management Course (IMC) is the capstone course in the MBA program. It is designed to help students develop business leadership and management skills. Students learn to think like general managers in a real-world environment and to develop an integrative view of management. Students learn how to develop and implement a strategic management process in a complex, competitive atmosphere, using the tools and skills learned in all the required courses. Students are expected to develop and use oral presentation skills suitable for business meetings. Finally, students learn the complexities and rewards of effective group management efforts, which give them an appreciation for how the different parts of a business interact to add value to the overall enterprise. To be taken in the last semester of program. Three credits.

MANAGEMENT INFORMATION SYSTEMS (MIS)

MIS 514 Decision Sciences and MIS

A study of the nature and uses of computers as an integral function in the operation of management information systems. Fundamentals of computer and communications systems are covered, including hardware, software, databases and networks. Analysis of the techniques of collecting, recording, manipulating and displaying internal and external information relevant to the planning of the operation and control of the firm at various levels of management is stressed. Important topics for business applications are discussed, including artificial intelligence, data warehouses and data mining, business intelligence and decision support. Solution of business problems utilizing quantitative modeling and structured data analysis is emphasized. Prerequisites: MBA foundational courses. Three credits.

MIS 515 Data Communications and Networking

This course focuses upon the fundamentals, standards and trends in data communications. Data transmission devices, circuits and types of media are emphasized. Networking concepts, topology and network management are discussed. Prerequisite: MIS 514. Three credits.

MIS 519 Advanced Topics in Application Software

This course is intended to enhance the student's problem-solving capabilities through a familiarity and working knowledge of several advanced software packages. Application packages include dBase 7 for Windows, VP-Expert, Minitab and Visual Basic. Prerequisite: MIS 514. Three credits.

MIS 521 Database Systems

A study of database systems as related to business needs. Topics include entity-relationship and semantic object-oriented models, the relational model normalization, structured query language (SQL), transaction processing, database administration and security, distributed databases, client-server models, expert system databases and Internet databases. Special emphasis is placed on the systems development life cycle of databases, to include design, implementation, verification, maintenance and management. Prerequisite: MIS 514. Three credits.

MIS 523 Business Intelligence, Knowledge Management and Decision Systems

This course focuses upon the use of expert systems, decision support systems and database management systems to solve business applications. Topics include expert systems technology, knowledge representation, the knowledge base, the inference engine and the future of expert systems. Prerequisite: MIS 514. Three credits.

MIS 526 Social Media and Multimedia Applications for Business

The purpose of this course is to introduce the student to social media and multimedia communications and computing technologies, with emphasis on applications to business systems and requirements. The course covers major topics in social media, including blogs, wikis, Web feeds, social networking, tagging, cloud computing, podcasting and Vcasting, and presents a brief overview of advanced and futuristic AI (Artificial Intelligence) technologies that will impact the future of social media and multimedia computing and communications, and will underlie the next generation Semantic Web, aka Web 3.0. Coverage of major topical domains in state-of-the-art multimedia systems and applications include: digital audio processing for voice, sounds, and music; graphics production and manipulation; animation; digital imaging and the processing, manipulation, and integration of imagery into documents, presentations, Web pages, etc.; digital photography and photographic processing; basic Web page design including hypertext, hypermedia, direct generation of HTML code, and the use of integrated tool environments; and video processing using digital formats for movies on workstations and the Web. The course incorporates hands-on student production of basic social media and multimedia projects and exercises, and includes demonstrations of some advanced applications and integrated development environments, and a multimedia production facility tour. Prerequisite: MIS 514. Three credits.

MIS 527 Operations Management

The purpose of this course is to provide: 1) an overview of some of the issues and problems that frequently occur in the management of business processes, operations and systems, 2) an assortment of general strategies for managing such operations and 3) knowledge of a number of quantitative and qualitative tools that can be fruitfully used in conjunction with those management strategies. Course emphasis is on business applications, not on mathematics and statistics. Prerequisite: QM 501. Three credits.

MARKETING (MKT)

MKT 502 Foundations of Marketing

A comprehensive survey of the basic roles and functions of marketing in the business enterprise and in society. Attention is given to key concepts, such as marketing mix, target market, product differentiation, market segmentation, and their relationships with effective and efficient marketing operations which include successful channels of distribution, value creation and market advantage. One and one-half credits.

MKT 511 Marketing Management and Strategy

An analysis of marketing management in a global context along with its roles and functions in achieving sustainable market position and competitive advantage. Emphasis is placed on developing, formulating, and implementing a viable marketing strategy together with application of core marketing concepts (e.g., creating customer value, crafting brand equity, establishing market niches, designing integrated marketing communications, utilizing social network and viral marketing, delivering value by effective logistics and channel management, and managing a holistic marketing organization). Cases and problems may be used to illustrate and to demonstrate application of marketing tactics and methods. Prerequisite: MKT 502. Three credits.

MKT 513 International Market Planning Seminar

This course is designed to assist the students in gaining experience in the use of techniques for aiding firms in identifying and developing foreign markets for their goods and services in a global economy. Second year MBA students selected for the program will work under the guidance of a faculty advisor. A team of students works with a regional business firm for the term on a project jointly identified by the team and firm. Prerequisite: MKT 511. Three credits.

MKT 515 International Marketing

This course distinguishes between the perspective of domestic and international marketing. Emphasis is placed on the key environmental elements in evaluating marketing opportunities and threats as a basis for developing international marketing strategies. Special emphasis is placed on the social and cultural dimension as they impact on international marketing decisions. Prerequisite: MKT 511. Three credits.

MUSIC CONFERENCES (MUCC)

MUCC 597 Trends and Practices

This course will provide students with the opportunity to attend a professional conference and experience and review a variety of performance and non-performance sessions. One, two or three credits.

MUCC 598 Readings

This course will provide students with the opportunity to complete analytical readings of current articles from professional journals, book chapters or similar materials. Concurrent enrollment in MUCC 597 required. One credit.

MUCC 599 Best Practices Document

The purpose of this course is to provide students with the opportunity to explore in depth one topic related to exemplary practices currently employed in teaching. Concurrent enrollment in MUCC 597 and MUCC 598 is required. One credit.

MUSIC EDUCATION (MUED)

MUED 595 Special Topics in Music Education

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MUED 599 Independent Research in Music Education

A scholarly, written research document, or equivalent project, designed in conjunction with the professor offering this instruction. Topics may include current educational trends, national standards, methodologies and teaching techniques. Project proposal must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

MUED 601 Research in Music Education

Examination of music education research including locating, reading and understanding research; and designing and conducting research studies. Students will demonstrate knowledge of research methodologies with a particular emphasis on using research results to inform and guide the music educator in planning and organizing instruction. Three credits.

MUED 602 Supervision and Administration of Music Education

A study of the nature and scope of supervision, including supervisory procedures and techniques, curriculum development, fiscal responsibility, and other administrative matters. Three credits.

MUED 603 History and Philosophy of Music Education

A study of the history of music education in the United States with implications for contemporary practice. Aesthetic theories relevant to music education and application of theory to practical problems of the music educator is examined. Three credits.

MUED 604 Educational Measurement

General review of assessment techniques and various forms of tests and measurements for use in the music classroom. Administration and evaluation of music related tests. Three credits.

MUED 605 Curriculum and Assessment in Music Education

A study of curricular design models and assessment strategies in general, choral and instrumental music education. Three credits.

MUED 613 Issues in American Music Education Philosophy

Study of constructs that help define philosophy of music education and shape curricular decisions in the music education classrooms. Individual research required. Three credits.

MUED 615 Reading and Literacy and Music

A study of reading, writing, speaking and listening processes as they apply to the development of literacy in the K-12 education of music students. Topics include brain functioning, text decoding, text comprehension and musical notation processing. Knowledge of these topics is applied through descriptive or action research conducted in teaching contexts. Three credits.

MUED 616 Copyright for Musicians

This course is a study of historical backgrounds and current policies and practices regarding copyright regulations and the protection of intellectual property, particularly in the field of music. Three credits.

MUED 620 Contemporary Issues in Music Education

Study of issues influencing policy and practice of music education in the 21st century. Three credits.

MUED 702 Educational Statistics

A review of methods and techniques of research design, measurements, and statistics for music education research. MUED 604 recommended. Three credits.

MUED 704 Contemporary Trends in Music Education

Review of current educational trends, reforms and practices (including experimental and innovative programs). Changing objectives, content, educational processes and evaluation of music education in the United States are studied. Three credits.

MUED 705 Methodologies in Music Education

A review of specialized methodologies in music education including, but not limited to: Suzuki, Orff, Kodaly, Dalcroze, Laban and Gordon. Three credits.

MUED 706 Curriculum Organization in Music Education

Contemporary philosophies and objectives of music in public education, including discussion of the scope and sequence of music curricula for general, choral and instrumental instruction. Three credits.

MUED 795 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MUSIC ENSEMBLES (MUEN)**Large Ensembles****MUEN 501 Symphonic Wind Ensemble**

An instrumental organization of winds and percussion with a minimum of part duplication, whose major objective is the development of musical understanding through the study and preparation of original compositions and transcriptions of significant musical worth for the ensemble. Prerequisite: Audition. Two credits.

MUEN 502 Concert Band

An instrumental organization that provides students with an opportunity to develop musical understanding through the study and preparation of representative compositions and transcriptions for bands. Prerequisite: Audition. Two credits.

MUEN 503 Symphony Orchestra

A concert organization which studies and performs the standard orchestral literature and contemporary compositions. Prerequisite: Audition. Two credits.

MUEN 504 Conservatory Jazz Ensemble

Consisting of full sections of trumpets, trombones, saxophones, rhythm section instruments and other instruments needed for various arrangements, the jazz ensemble is a select group dedicated to performing music ranging from the style of the "big bands" to contemporary and experimental jazz forms. In addition to developing jazz skills, the musicians develop facility in jazz composition, arranging and improvisation. Prerequisite: Audition. Two credits.

MUEN 506 Guitar Ensemble

An ensemble performing music composed or arranged for multiple guitars. Prerequisite: Audition. Two credits.

MUEN 511 Conservatory Choir

A select group of singers who perform sacred and secular choral music ranging from Renaissance to contemporary compositions. Prerequisite: Audition. Two credits.

MUEN 512 Shenandoah Chorus

A mixed vocal ensemble which performs sacred and secular choral music. Prerequisite: Audition. Two credits.

MUEN 513 Cantus Singers

A select choral organization which performs music written especially for treble voices. Prerequisite: Audition. Two credits.

MUEN 523 Accompanying Ensemble

Four hours of assigned accompanying responsibilities per week (two hours in studio and two in rehearsal or the equivalent as determined by the accompanying coordinator). Regular individual coaching by members of the keyboard faculty. Prerequisite: Audition. Two credits.

Small and Chamber Ensembles

MUEN 514 Shenandoah Singers

A vocal group that performs an eclectic repertoire of a cappella jazz, pop and world music. Designed for students interested in studying repertoire drawn from the popular music tradition, this vocal chamber group consists of a select ensemble of eight to twelve singers. Prerequisite: Audition. One credit.

MUEN 516 Double Bass Ensemble

An ensemble performing original compositions and transcriptions for homogeneous double bass ensemble. Audition required. One credit.

MUEN 531 Kammermusik Players

A large, mixed chamber ensemble comprised of wind, string and percussion instruments (mostly one instrument per part) that studies and performs music of all styles. Prerequisite: Audition. One credit.

MUEN 532 Clarinet Choir

The clarinet choir, comprising all members of the clarinet family, performs original works and transcriptions. Prerequisite: Audition. One credit.

MUEN 533 Percussion Ensemble

An ensemble that performs rhythmic and melodic music written for groups of percussion instruments alone or with wind groups of varying size. Prerequisite: Audition. One credit.

MUEN 535 Jazz Guitar Ensemble

The jazz combos are designed to expand upon the student's improvisation and interpretative skills in a jazz chamber music setting. Emphasis will be placed on standard repertoire from the swing era up to the present. Student arrangements are encouraged. Particular attention will be focused on ear training and listening skills with respect to chord/scale recognition in improvisation. The student may also be required to memorize some or all of the repertoire. Prerequisite: Audition. One credit.

MUEN 541 Chamber Choir

A highly selected mixed vocal group of limited size that performs vocal chamber music of all periods. Prerequisite: Audition. One credit.

MUEN 552 New Music Ensemble

A mixed ensemble of indeterminate personnel, open to both singers and instrumentalists, that regularly performs contemporary chamber music and features premiere performances of new works as often as possible. Prerequisite: Audition. One credit.

MUEN 553 Pit Orchestra

An orchestra that plays for the fall and spring musicals. Specific instrumentation needed is determined by the musical production offered each semester; but typically would include: five woodwinds (doubling), five to eight brasses, strings (3, 2, 2, 1), piano and percussion. Prerequisite: Audition. One credit.

MUEN 554 Pep Band

A small instrumental ensemble of no more than 20 performers who perform music suitable for home football events. May not be used to fulfill any curricular ensemble requirement in the Conservatory. Prerequisite: Audition. One credit.

MUEN 561 Brass Ensembles

Small brass ensembles, mainly brass quintets, coached by faculty members of the Shenandoah Brass Quintet. Prerequisite: Audition. One credit.

MUEN 562 Woodwind Ensemble

Various ensembles of woodwind instruments in diverse groupings whose repertoire includes standard quartets and quintets. Prerequisite: Audition. One credit.

MUEN 563 String Chamber Ensemble

Preparation and performance of standard string ensemble literature (duo, string trio, piano trio, string quartet, piano quartet, etc.). Prerequisite: Audition. One credit.

MUEN 564 Saxophone Ensemble

One or more student saxophone quartets are formed each semester to perform standard quartet literature from the French, German, and American schools. Prerequisite: Audition. One credit.

MUEN 565 Flute Ensemble

An ensemble performing music for flute groups of varying size. Prerequisite: Audition. One credit.

MUEN 566 Guitar Consort

Performance of repertoire expressly composed or arranged for guitar duo, trio or quartet. Enrollment is limited and each student will be expected to assume total responsibility for one part. Prerequisite: Audition. One credit.

MUEN 567 Cello Ensemble

An ensemble performing original compositions and transcriptions for homogeneous cello ensemble. Prerequisite: Audition. One credit.

MUEN 568 Chamber Music

Preparation and performance of representative uncondacted chamber works for three or more instruments. Emphasis placed on the development of managerial and outreach skills. Placement in ensembles will be at the discretion of the area coordinators and approval of the division chair. Prerequisite: Audition. One credit.

MUEN 571 Jazz Combo, Jazz Trombone Ensemble

The jazz combos are designed to expand upon the student's improvisation and interpretative skills in a jazz chamber music setting. Emphasis will be placed on standard repertoire from the swing era up to the present. Student arrangements are encouraged. Particular attention will be focused on ear training and listening skills with respect to chord/scale recognition in improvisation. The student may also be required to memorize some or all of the repertoire. Prerequisite: Audition. One credit.

MUEN 572 World Music Ensemble

Contextual study, rehearsal and performance of vocal and instrumental music primarily associated with indigenous, non-Western music traditions. Prerequisite: Audition. One credit.

MUEN 575 Jazz Combo: Improvisation Laboratory

A small ensemble with emphasis on development of performance and improvisational skills. Prerequisite: Audition. One credit.

MUEN 578 Harp Ensemble

Study and performance of compositions and transcriptions for harp ensemble to develop the ensemble skills of harp students. Study of orchestral excerpts is included. Prerequisite: Audition. One credit.

MUSIC LITERATURE (MULT)**MULT 501 Symphonic Literature Seminar**

Historical and analytical study of selected works from the Classical Period to the present. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 502 Oratorio/Choral Literature

Historical and analytical study of selected works representing major forms and styles from the late Renaissance to the present. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 503 Brass Literature

Historical and analytical survey of solo and ensemble literature written for brass instruments. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 507 Organ Literature I

Historical and analytical survey of organ literature. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 508 Organ Literature II

Continuation of MULT 507. Individual research resulting in a term paper; or the equivalent, is expected.
Prerequisite: MULT 507. Two credits.

MULT 509 Percussion Literature

Historical and analytical survey of percussion solo and ensemble music. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 511 Piano Literature I

Historical and analytical survey of keyboard literature from the earliest through that of the early 19th century. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 512 Piano Literature II

Historical and analytical survey of the literature from the romantic period to the present. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 513 Woodwind Literature

Historical, analytical and pedagogical survey of solo literature written for woodwind instruments, including solos with large ensemble accompaniment. The literature of each instrument is surveyed from the Baroque period through the 20th century period. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 517 String Literature

Historical and analytical survey of literature for solo strings and chamber strings throughout the major historical musical periods. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 520 Opera Literature

A brief history of opera through the examination of major works in historical contexts, as well as a survey of opera repertoire literature through in class performance and in and out of class listening. Students develop individual repertoire reference materials. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 528 Chamber Literature

Important styles and categories of chamber music from the late Baroque trio sonata through the Classical and Romantic periods to the first half of the 20th century including score study, readings and analytical projects. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 532 Jazz History

A study of the origin, development, styles, and major contributors of jazz through listening, analysis and research. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 533 Survey of Vocal Literature

A presentation of the history and development of the art song, including in-class performances and discussions. The song compositions of Italian, German, French, Spanish, Latin American, British and American composers will be covered. If time allows, Scandinavian, Russian, and Slavic composers will also be addressed. Performance and critical listening will be the major emphasis of the class. There will be assigned readings, a term paper with oral presentation and a finished performance of two or more songs by two pre-selected composers for graduate students. This course does not fulfill graduate curricular requirements in vocal literature. Graduate students may be expected to facilitate discussions and to be presenters both by lecturing and performing at some of the sessions. Three credits.

MULT 534 The Piano in Chamber Literature

Historical and analytical survey of repertoire for chamber ensemble with keyboard. The literature examined includes many varieties of instrumental combinations from the 17th century through present. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 535 Guitar Literature I

Historical and analytical survey of guitar literature from the Renaissance Era through the music of J. S. Bach. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 536 Guitar Literature II

Historical and analytical survey of guitar literature from the Classical Era through the music of the 21st century. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 551 Music of the Medieval and Renaissance Eras

An in-depth study of sacred and secular music of Europe from Gregorian Chant to Palestrina, including the development of polyphony, instrumental music, notation and forms including score study, readings and individual projects. Individual research resulting in a term paper is expected. Two credits.

MULT 552 Music of the Baroque Era

The most important styles, forms and composers from Monteverdi to Bach and Handel. Analytical study of selected scores, readings in the literature of the period, and individual projects. Individual research resulting in a term paper is expected. Two credits.

MULT 553 Music of the Classical Era

A survey of the developments in musical thought, compositional style and expression from approximately 1750 to 1827 and the death of Beethoven, that produced at its inception the innovative ideas of the style gallant and the *Empfindsamer Stil*, culminating in the great works of Haydn, Mozart, and Beethoven. Individual research resulting in a term paper is expected. Two credits.

MULT 554 Music of the 20th Century

Significant trends in style, form and technique from Debussy to the present. Analysis of selected scores, comparative analysis of the literature and visual art of the period, and individual projects. Individual research resulting in a term paper is expected. Two credits.

MULT 555 American Musical Theatre I

The history and development of popular musical theatre in the United States from colonial times through 1942, including extravaganza, minstrelsy, revue, vaudeville, burlesque, operetta and early musical comedy. Individual research resulting in a term paper; or the equivalent, is expected. Three credits.

MULT 556 Music of the Romantic Era

Survey of the development of 19th century Romantic musical style from post-Beethoven to ca. 1900 as seen in instrumental music, vocal music, and music drama. The social and cultural roots of Romantic music, the dramatic changes in the patronage and musical tastes of the political and intellectual elite, as well as the rising middle class, will be explored along with the rise of nationalism as a new and potent force in musical composition. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MULT 561 Survey of World Music: South Asia/Middle East/Europe

Study of contemporary music indigenous to South Asia/Middle East/Europe. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. Individual research resulting in a term paper; or the equivalent, is expected. One credit.

MULT 562 Survey of World Music: Sub-Saharan Africa/Caribbean

Study of contemporary music indigenous to Sub-Saharan Africa/Caribbean. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. Individual research resulting in a term paper; or the equivalent, is expected. One credit.

MULT 563 Survey of World Music: The Americas

Study of contemporary music indigenous to the Americas. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. Individual research resulting in a term paper; or the equivalent, is expected. One credit.

MULT 564 Survey of World Music: Central/East/Southeast Asia

Study of contemporary music indigenous to Central/East/Southeast Asia. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. Individual research resulting in a term paper; or the equivalent, is expected. One credit.

MULT 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MULT 599 Individual Directed Research

A private-instruction setting for individual projects in music literature. May be used to fulfill music electives only. Project proposal must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

MULT 621 German Vocal Literature

An in-depth study of German vocal literature that emphasizes performance practices for this genre. Study of the fusion of poetry and music is included. Classwork is performance oriented with oral/lecture presentations required of all students. Composers studied include Mozart, Beethoven, Schubert, Schumann, Liszt, Brahms, Wolf, Mahler, Strauss, and Berg. Two credits.

MULT 622 Italian/Spanish Vocal Literature

A performance-oriented class for graduate students in a music curriculum. It is an in-depth study of 20th and 21st century Italian and Spanish vocal literature with reference to the Italian and Spanish Renaissance periods. Spanish diction is included. Classwork includes oral/lecture presentations by students (those students who are not voice majors may complete their class presentations by using recorded material. However, voice majors are required to sing in class). Two credits.

MULT 623 French Vocal Literature

An in-depth study of French vocal literature that emphasizes performance practices for this genre. Study of the fusion of poetry and music is included. Classwork is performance oriented with oral/lecture presentations required of all students. Composers studied include Berlioz, Duparc, Faure, Debussy, Ravel and Poulenc. Two credits.

MULT 624 British/American Vocal Literature

An in-depth study of British and American vocal literature which emphasizes performance practices for this genre. Study of the fusion of poetry and music is included. Classwork is performance oriented with oral/lecture presentations required of all students. Composers studied include Purcell, V. Williams, Quilter, Finzi, Britten, Foster, Ives, Thomson, Duke, Copland, Barber, Rorem and Pasatieri. Two credits.

MULT 656 American Musical Theatre II

The history and development of popular musical theatre in the United States from 1943 through the present, including the modern musical comedy, the musical play, the concept musical, the through-sung musical, foreign influences and modern trends. Individual research resulting in the completion of a term paper, or the equivalent, is expected. Three credits.

MUSIC PEDAGOGY AND PERFORMANCE (MUPP)**MUPP 503 Guitar Pedagogy**

Survey of teaching methods and materials for private instruction. Individual research resulting in a term paper, or the equivalent, is expected. Two credits.

MUPP 505 Organ Pedagogy

Methods of private instruction, analysis in teaching; problems and investigation of graded literature. Individual research resulting in a term paper, or the equivalent, is expected. Two credits.

MUPP 506 Contemporary Commercial Music (CCM) Styles I: Musical Theatre

An in-depth study and application of methods for singing and teaching the musical theater style. Instruction will be one-hour weekly plus a lab hour, consisting of lecture, training, performance and discussion of relevant techniques and solutions. Course will cover treatment of vowels, consonants, song authenticity, correct style musically and vocally. Students will explore through songs various vocal qualities found in musical theatre while maintaining vocal health. One credit.

**MUPP 507 Contemporary Commercial Music (CCM) Styles II:
Pop and Country**

An in-depth study and application of methods for singing and teaching the pop and country styles. Instruction will be one-hour weekly plus a lab hour; consisting of lecture, training, performance and discussion of relevant techniques and solutions. Course will cover accent, treatment of vowels, consonants, song authenticity, correct style musically and vocally. Students will explore through songs various vocal qualities and stylisms found in pop and country styles while maintaining vocal health. One credit.

**MUPP 508 Contemporary Commercial Music (CCM) Styles III:
Jazz and Blues**

An in-depth study and application of methods for singing and teaching the jazz and blues styles. Instruction will be one-hour weekly plus a lab hour; consisting of lecture, training, performance and discussion of relevant techniques and solutions. Course will cover treatment of vowels, consonants, song authenticity, correct style musically and vocally. Students will explore through songs various vocal qualities found in jazz and blues while maintaining vocal health. One credit.

MUPP 522 Functional Guitar Skills

The primary focus of this course is fundamentals of guitar playing. Students perform a basic repertoire of traditional, folk and popular songs with or without printed music. Many basic chords, strumming patterns and picking patterns are employed. Overall general care and use of the guitar is included. Individual research resulting in a term paper; or the equivalent, is expected. Open only to music therapy students. One credit.

MUPP 530 Repertoire for Piano Ensemble

A survey of the history and performance of literature for piano four-hands and two or more pianos. Individual research resulting in a term paper; or a special project involving analysis and performance of a major work of the repertoire, is expected. Prerequisite: Applied graduate piano and accompanying majors. Two credits.

MUPP 531 Graduate Half Recital

Presentation of half of a solo classical recital. The length of each half of the recital is not to exceed 25 minutes of music. Concurrent enrollment in applied study is required. One credit.

MUPP 532 Piano Pedagogy

A study of materials, methods and repertoire for the successful teaching of piano students from the beginning stages through the early intermediate level. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUPP 533 Anatomy and Function of the Singing Voice

Emphasis on the analysis of teaching problems and the development of vocal technique through the study of anatomical structures and physiological mechanisms as applied to singing. A study of how the human voice physiologically emerges from the body through the combined blending of body actions that overlap and assist each other; specifically: posture and movement, respiration, phonation, resonance and articulation. Includes analysis of the voice as an acoustic chain. Practical application and laboratory experiences incorporating supervised private teaching. Individual research resulting in a term paper or project is expected. Prerequisite: Completion of APVO 300-level study. Three credits.

MUPP 536 Supervised Private Teaching

Supervised teaching of beginning and intermediate applied music students with periodic seminars to discuss relevant teaching techniques and solutions. May be repeated with different instructor or in a different applied field. Prerequisite: MUPP 532 (piano majors). Three credits.

MUPP 538 Business of Studio Teaching

A study of the business of studio teaching and management. Individual project resulting in the development of studio policies, resume and other materials appropriate to the successful operation of an independent teaching studio is expected. In addition, individual research resulting in a term paper is expected. One credit.

MUPP 539 Technology and Music Training

A survey of areas of technology relevant to the modern private studio and class teaching. Topics discussed include business software and studio record keeping; audio and video recording techniques and uses; Midi standards; notation and sequencing software; computerized music theory instruction; and applied music instruction software. Two credits.

MUPP 543 Jazz Repertoire

A course devoted to developing the repertoire necessary for jazz musicians to work in various environments, specifically in professional “club date” and “jam session” settings. Memorization of music in various styles is emphasized. Individual research resulting in a term paper is expected. One credit.

MUPP 544 Alternative Styles for Strings

A survey of string styles in non-Western and non-classical music idioms. Critical listening and practical performance are key components of the class. Musical styles to be introduced include, but are not limited to: Bluegrass, Jazz, Rock, Texas fiddle, Celtic fiddle, Rockabilly, Hindustani and others. Individual research resulting in an advanced written or performance project is expected. Prerequisite: MUTC 102. One credit.

MUPP 551 Opera Characterization

Preparation of complete operatic roles in original language. Areas of study include background material, physical development, character interrelationships and musical preparation. Open to graduate students by audition. One credit.

MUPP 555 Contemporary Commercial Music Vocal Pedagogy: Level I

Introduction to an organized pedagogical approach to contemporary commercial music vocal pedagogy based on principles of voice science and medicine, including aural discrimination and diagnosis of vocal issues. One credit.

MUPP 556 Contemporary Commercial Music Vocal Pedagogy: Level II

A continuation of MUPP 555 with emphasis on balancing age, vocal quality, style demands, timeframe and other factors including vocal health. Course includes practical experience working with students. Prerequisite: MUPP 555. One credit.

MUPP 557 Contemporary Commercial Music Vocal Pedagogy: Level III

A continuation of MUPP 556 with emphasis on resolving functional problems related to singing and presentation techniques, matching repertoire to the performer's voice, and a component on re-training injured voices. Prerequisite: MUPP 556. One credit.

MUPP 560 Advanced Diction for Singers

Intensive study, using the International Phonetic Alphabet, of the rules governing correct diction in Latin, Italian, English, German and French. Discussion of linguistic subtleties and detailed points of pronunciation. Coaching on in-class readings of poetic texts and performances, either through singing or recitation, of assigned repertoire. Two credits.

MUPP 594 Opera Production

Musical preparation, staging and final performance of an opera production. Development of musical and stage skills as they apply to the actual production of a full-length operatic production. Entrance by audition. One credit.

MUPP 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MUPP 598 Internship

Internship or practical training in an area of performance or future employment conducted under the supervision of a member of the faculty. Offered each term. Prerequisite: Permission of the associate dean for graduate studies. One credit.

MUPP 599 Individual Directed Research

A private-instruction setting for individual projects in performance practice or pedagogy. May be used to fulfill electives only. Project proposals must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

MUPP 600 Comparative Vocal Teaching Methods

This is a required course for the Master of Music and Doctor of Musical Arts in Vocal Pedagogy. The content includes the study of comparative pedagogical methods for the voice, exploring principles and practices from the 17th century through the 21st century. The study and application of essential components necessary to teach singing including issues of breath management, vocal registers, vowel modification and vocal styles will all be explored from the perspective of various pedagogues throughout history. Two credits.

MUPP 601 Pedagogy of Music Theory

Survey of current instructional materials and methods for classroom teaching of core courses in college music theory, including lecture topics, sight singing and dictation. Prerequisite: Completion of graduate diagnostic examination and all necessary Graduate Theory Review courses. Two credits.

MUPP 602 Pedagogy of Music Literature

A program of study designed for those who presently teach or plan to teach a college-level music history or music appreciation course as well as various musicological specific special topic courses. Classroom techniques, problems in course organization based on time constraints, and varied student backgrounds and the integration of social history or cultural context is explored through an in-depth survey of the current state of musicological data, research trends, available textbooks, anthologies and specialized literature. Essays written from numerous perspectives by experienced musicology professors in various stages of their careers are closely examined and discussed, providing students with the broadest possible spectrum of present day pedagogical techniques in the teaching of music history. Two credits.

MUPP 603 The Musician Teacher

Examination of diverse ways of thinking about music teaching and learning as informed by personal musicianship. Development of reflective tools. Three credits.

MUPP 625 Opera Workshop

In-depth study of scenes selected from the standard operatic repertoire. In addition to background research and character development exercises, the course culminates in a public performance of excerpts performed in the original language, with minimal sets and costumes. Emphasis is on the expressive use of the body and the language. Individual research resulting in an advanced written or performance project is expected. May be taken multiple times. Two credits.

MUPP 627 Research Methods and Biostatistics

This course will introduce the concepts and processes associated with designing, conducting and reporting research that are relevant to many areas of clinical practice (e.g., reviewing medical literature, solving problems and reaching decisions about populations), and introduce basic biostatistics concepts. Three credits.

MUPP 633 Voice Disorders

Advanced graduate course with emphasis on the detailed comprehension of anatomy and physiology of the laryngeal mechanism. Identification of respiration, phonation, and resonance contributions to voice production in the normal, disordered, and elite (performance) voice. Analysis of causes of voice disorders and ways to prevent their occurrence. Students will be exposed to multiple laryngeal pathologies with specific attention paid to etiology of disorder; treatment options, and expected outcomes. Practical application and laboratory experiences include subjective and objective voice evaluation techniques as well as an understanding of when and how to refer for medical evaluation and management. Students will have the option of completing either a research proposal or an in-service project in the area of voice disorders in the singing population. Prerequisite: Completion of MUPP 533-level study. Three credits.

MUPP 634 Voice and Body Awareness

A survey of body movement techniques as they relate to singers and teachers of singing, including body mapping, the Alexander Technique, tai chi, the Feldenkrais Method and dance. Each method will be taught by a guest lecturer. Students will conduct research resulting in analytical writing and presentations that demonstrate the relevance of these methods in a studio setting. Two credits.

MUPP 635 Technology for the Teaching Studio

An exploration of technologies useful in the applied teaching studio, with an emphasis on their pedagogical application. Topics explored will include audio and video recording and editing; room and vocal acoustics; and electroglottographic and spectrographic real-time feedback and post production analysis; use of these technologies in current research of the singing voice. Prerequisite: MUPP 539. One credit.

MUPP 636 Technology Laboratory

Practical application of the technology studied in MUPP 635 to studio teaching. Students will use audio and video recording, as well as spectrographic and EGG analysis as real time feedback in supervised, unsupervised and master class applied instruction. Audio, video and EGG samples obtained in unsupervised applied instruction will be examined and analyzed in class. Discussion of current research will continue from MUPP 635. Prerequisite: MUPP 635. One credit.

MUPP 637 Voice Science Research Applications

An intensive course designed to expand knowledge of non-classical singing issues related to vocal health, acoustics and research methodology. The information gained will provide students with an understanding of voice science and its studio application for the non-classical singer; provide participants with a means to prevent, identify and remediate potential vocal injury in singers; enable participants to create and implement appropriate strategies for remediation of vocal injuries from a singing voice specialist perspective. Prerequisite: MUPP 557. One credit.

MUPP 640 Master's Performance Recital

Presentation of a full recital including solo classical and/or collaborative performances. Concurrent enrollment in applied study is required. Two credits.

MUPP 642 Master's Lecture Recital

Presentation of a public formal lecture and recital of related music, with written documentation supporting the presentation. Continuous enrollment for at least one credit is required in fall and spring semesters after initial registration to support completion of lecture and supporting document. Concurrent enrollment in applied study is required. Two credits.

MUPP 697 Doctoral Performance Recital

Presentation of a full solo classical recital. Concurrent enrollment in applied study is required. Four credits.

MUPP 698 Doctoral Lecture Recital

Presentation of a public formal lecture and recital of related music, with written documentation supporting the presentation. Continuous enrollment for at least one credit required in fall and spring semesters after initial registration to support completion of lecture and supporting document. Concurrent enrollment in applied study is required. Document preparation retitled as CONR 693 Lecture Recital Document. Two credits.

MUSIC THEORY (MUTC)**MUTC 501 Form and Analysis I**

A study of the various structural elements of music-melodic, rhythmic, harmonic and textural. Emphasis on traditional structural concepts and terminology from sub-phrase units through single movement classical forms. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTC 502 Form and Analysis II

A continuation of MUTC 501 including work with baroque and pre-baroque forms and procedures, concrete forms, art songs, etc. Individual research resulting in a term paper; or the equivalent, is expected. Prerequisite: MUTC 501. Two credits.

MUTC 503 Theory Review: Diatonic Harmony

A review of diatonic and chromatic harmony, partwriting and analysis of music of the Common Practice Period. Does not fulfill any curricular requirement at the graduate level. One credit.

MUTC 504 Theory Review: Chromatic Harmony

A review of chromatic harmony, voice-leading, and analysis. Open to graduate students only. Does not fulfill any curricular requirement at the graduate level. One credit.

MUTC 508 16th Century Counterpoint

A study and application of modal counterpoint in two, three, and four parts, including text-setting. Individual research resulting in a term paper; or the equivalent, is required. Two credits.

MUTC 509 18th Century Counterpoint

A study and application of principles of tonal counterpoint, including canons, inventions, and fugues. Individual research resulting in a term paper, or the equivalent, is required. Two credits.

MUTC 510 Music Notation

A practical course in computer music notation, including correct practices for instrumental, vocal and keyboard music in all combinations: edition; proofreading; layout; and extraction of parts from a score. Individual research resulting in a project or the equivalent is expected. Two credits.

MUTC 511 Jazz Theory I

A course designed to equip the student with theory skills necessary to successfully improvise in the jazz idiom. Lead sheet notation, modes, and harmonic analysis are emphasized, as well as an introduction to jazz style. Individual research resulting in a project or the equivalent is expected. Two credits.

MUTC 512 Jazz Theory II

A continuation of Jazz Theory I, with a review of chord/scale relationships, modal interchange, voicings and voice leading, non-harmonic tone treatment, melodic elaboration, chord substitution, rhythm changes, Coltrane matrix and extensive exploration of solo analysis. Individual research resulting in a project or the equivalent is expected. Prerequisite: MUTC 511. Two credits.

MUTC 513 Jazz Arranging and Composition

A basic course in arranging techniques, focusing on the small jazz ensemble. Voicing techniques, non-harmonic tone treatment, style, instrumentation and jazz form are emphasized. Individual research resulting in a project, or the equivalent, is expected. Two credits.

MUTC 514 Advanced Jazz Arranging and Composition

Practical arranging in jazz and rock idioms for dance band combos and special ensembles. Idiomatic uses of harmony, melodic figures, voicings, tonal colors, modulations and notational conventions are developed. Includes writing for larger groups including strings and woodwinds for studio and recording productions. Individual research resulting in a project, or the equivalent, is expected. Prerequisite: MUTC 513. Two credits.

MUTC 515 Contemporary Styles

Analysis of the compositional techniques and basic stylistic features of contemporary music. Analysis is drawn from composers from Wagner to the present. Individual research resulting in a project or the equivalent is expected. Two credits.

MUTC 519 MIDI and Electronic Music

Electronic music concepts, techniques, and hardware, including MIDI and MIDI software, basic digital equipment and computers. Two clock hours of studio time per week accompany the class. Individual research resulting in a project or the equivalent is expected. Two credits.

MUTC 520 Graduate Theory Seminar I

An advanced study of the formal structures and compositional procedures of music of the Baroque and classic periods, with emphasis on in-class discussion of selected works by composers such as Bach, Handel, Haydn and Mozart. Prerequisite: MUTC 502 or former coursework in form and analysis. Based on diagnostic testing, enrollment in MUTC 502, MUTC 503 or MUTC 504 may be recommended prior to enrollment in this course. Two credits.

MUTC 521 Arranging

Fundamentals of arranging techniques and vocal arranging supported by practical writing assignments. Individual research resulting in a project or the equivalent is expected. Two credits.

MUTC 522 Instrumentation

Principles and techniques for use of orchestral instruments. Study of ranges, voicings, timbre and idiomatic characteristics is supported by practical scoring for each group and for various combinations of all instruments and voicings. Individual research resulting in a project or the equivalent is expected. Two credits.

MUTC 530 Graduate Theory Seminar II

An advanced study of the formal structures and compositional procedures of music of the Romantic and Post-Romantic periods, with emphasis on in-class discussion of selected works by composers such as Beethoven, Schubert, Chopin, Brahms, Wagner, Richard Strauss, and Mahler. Topics include classic forms after the 18th century, chromatic harmony and the dissolution of conventional functional tonality, etc. Prerequisite: MUTC 520. Two credits.

MUTC 551 Song and Jingle Writing

Analysis of the techniques of composing music in the "pop" idiom, including analysis of harmonic and melodic structures, lyrics, and instrumentation. Exploration of the industry and writing techniques of radio/television commercial jingles. Assignments include writing and research projects. Individual research resulting in a project or the equivalent, is expected. Prerequisite: MUTC 522. Two credits.

MUTC 552 Advanced Song and Jingle Writing

A continuation of MUTC 551, with an emphasis on video techniques and the use of SMPTE. Assignments include writing and research projects. Individual research resulting in a project or the equivalent is expected. Prerequisite: MUTC 551. Two credits.

MUTC 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MUTC 599 Individual Directed Research

A private-instruction setting for projects in theory and musicology. May be used to fulfill music electives only. Project proposal must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

MUTC 601 20th Century Analysis

An examination of compositional materials and techniques of art music from circa 1900 to the present day. Two credits.

MUTC 620 Electronic Music Synthesis

Introduction of electronic music concepts and synthesis, techniques, and hardware, including basic digital and analog equipment and computers. One hour of studio time per week accompanies the class. Individual research resulting in a project or the equivalent is expected. Prerequisite: MUTC 519. One credit.

MUSIC THERAPY (MUTH)**MUTH 511 Applications of Music Therapy**

Applications of music therapy in terms of its history, theoretical foundations, scope of current clinical practice and research and relationship to other health care professions. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTH 512 Music in Therapy

A survey of music resources used in a variety of therapeutic settings, with emphasis on student development of musicianship and leadership skills used by music therapists. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTH 521 Standards of Clinical Practice

Emphasis on application of the AMTA Standards of Clinical Practice, in preparation for music therapy internship. Topics include music therapy assessment, treatment planning, program implementation, program evaluation, documentation and termination/discharge planning. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTH 522 Music Therapy Methods

A survey of methods used in music therapy practice, including performance, improvisation, song materials, physiological/psychological responses to music, music and movement, technology, recreational music, music psychotherapy and combined interdisciplinary approaches. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTH 531 Psychology of Music

The study of psychological dimensions of musical behavior; including psychoacoustics, neurological considerations, the perception of musical elements, affective responses to music, the development of musical preference, musical ability, learning strategies, and sociocultural influences. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTH 532 Influence of Music on Behavior

Emphasis on reading, evaluating and applying experimental research findings on the influence of music on behavior to music therapy clinical settings. Topics include measurement of physiological and psychological responses to music, and the use of quantitative research methods when collecting, codifying, interpreting and presenting behaviorally based data generated within a musical context. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

MUTH 534 Music Therapy Practicum: Gerontology

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with gerontology. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. A formal clinically-based research project is required. Open to music therapy certificate students only. Faculty screening required for placement eligibility. Two credits.

MUTH 535 Music Therapy Practicum: Developmental Disabilities

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with developmental disabilities. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. A formal clinically-based research project is required. Open to music therapy certificate students only. Faculty screening required for placement eligibility. Two credits.

MUTH 544 Music Therapy Practicum: Mental Health

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with mental health. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. A formal clinically-based research project is required. Open to music therapy certificate students only. Two credits.

MUTH 545 Music Therapy Practicum: Medicine/Rehabilitation

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with medicine/rehabilitation. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. A formal clinically-based research project is required. Open to music therapy certificate students only. Faculty screening required for placement eligibility. Two credits.

MUTH 563 Introduction to Sign Language

Fundamentals of American Sign Language. Individual research resulting in a term paper; or the equivalent, is expected. One credit.

MUTH 583 Music Therapy Internship I

A minimum of 225 clock hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc., or at Shenandoah University-affiliated sites. Prerequisites: Completion of all courses required for the Certificate in Music Therapy and proficiency in piano, voice, guitar and nonsymphonic instruments. Major term paper required. Open to music therapy certificate students only. Prerequisites: MUTH 550, MUTH 551, MUTH 511, MUTH 512, MUTH 521, MUTH 522, MUTH 531 and MUTH 532. Three credits.

MUTH 584 Music Therapy Internship II

A minimum of 225 clock hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc., or at Shenandoah University-affiliated sites. Prerequisites: Completion of all courses required for the Certificate in Music Therapy and proficiency in piano, voice, guitar and nonsymphonic instruments. Major term paper required. Open to music therapy certificate students only. Prerequisites: MUTH 550, MUTH 551, MUTH 511, MUTH 512, MUTH 521, MUTH 522, MUTH 531 and MUTH 532. Three credits.

MUTH 585 Music Therapy Internship III

A minimum of 225 clock hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc., or at Shenandoah University-affiliated sites. Prerequisites: Completion of all courses required for the Certificate in Music Therapy and proficiency in piano, voice, guitar and nonsymphonic instruments. Major term paper required. Open to music therapy certificate students only. Prerequisites: MUTH 550, MUTH 551, MUTH 511, MUTH 512, MUTH 521, MUTH 522, MUTH 531 and MUTH 532. Three credits.

MUTH 586 Music Therapy Internship IV

A minimum of 225 clock hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc., or at Shenandoah University-affiliated sites. Prerequisites: Completion of all courses required for the Certificate in Music Therapy and proficiency in piano, voice, guitar and nonsymphonic instruments. Major term paper required. Open to music therapy certificate students only. Prerequisites: MUTH 550, MUTH 551, MUTH 511, MUTH 512, MUTH 521, MUTH 522, MUTH 531 and MUTH 532. Three credits.

MUTH 591 Music Therapy and Competency Education

The identification and mastery of particular competencies beyond entry level derived from music foundations, clinical foundations and music therapy foundations. One credit.

MUTH 595 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

MUTH 599 Individual Directed Research

Student-initiated course of study having direct application to music therapy practice and mastery of music and/or psychotherapeutic skills beyond entry level. Project proposal must be approved by the associate dean for graduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

MUTH 604 Assessment and Evaluation in Music Therapy Practice

Overview of assessment and evaluation in music therapy practice with emphasis on philosophical and psychometric foundations, current standard of practice, development of protocol and comparative study with other disciplines. Three credits.

MUTH 611 Contemporary Foundations of Music Therapy Practice

Comparative analysis and evaluation of music therapy principles and supportive research in relation to relevant, interdisciplinary study of the natural sciences, humanities, social sciences, behavioral sciences and health sciences. Corequisite: MUTH 621. Two credits.

MUTH 612 Dynamics of Music Therapy Intervention

Using qualitative and quantitative research methods, moment-to-moment events occurring in the delivery of music therapy services will be identified, analyzed and evaluated in terms of therapeutic outcomes. Corequisite: MUTH 622. Two credits.

MUTH 613 Interdisciplinary Approaches to Music Therapy Practice

Topics focus on consultant and direct service interdisciplinary collaboration between music therapists and other educational/health care personnel. Emphasis on outcome-based integration of systems, methods, strategies, techniques and materials in a manner that reflects continuity of service and effective communication among service providers. Corequisite: MUTH 623. Two credits.

MUTH 614 Implementation and Administration of Music Therapy Practice

Articulation of music therapy career goals in view of ongoing developments in current practice, theory, research and changes in health care delivery. Emphasis on administrative enhancement of the immediate work environment, and the identification of innovative employment models. Corequisite: MUTH 624. Two credits.

MUTH 621 Clinical Applications I

Practical application of music therapy skills focused on specific clinical situations. Corequisite: MUTH 611. One credit.

MUTH 622 Clinical Applications II

Practical application of music therapy skills focused on specific clinical situations. Corequisite: MUTH 612. One credit.

MUTH 623 Clinical Applications III

Practical application of music therapy skills focused on specific clinical situations. Corequisite: MUTH 613. One credit.

MUTH 624 Clinical Applications IV

Practical application of music therapy skills focused on specific clinical situations. Corequisite: MUTH 614. One credit.

MUTH 629 Music Literature in Functional Context

Study of Alan Merriam's uses and functions of music as the basis for understanding contextual factors embedded in musical expression. Three credits.

NURSING (N)**N 502 Principles of Teaching and Learning in Health Care Education**

This course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with effective teaching and learning practices in health care. The course will include approaches to teaching and learning theories used to develop the scope and standards of practice in the academic educator role. Instructional technology will be introduced. Three credits.

N 503 Curriculum Design in Nursing Education

This course introduces the process of curriculum design, implementation and evaluation. Students will review essential components of nursing curricula and methods for ensuring internal consistency within a curriculum. Prerequisite: N 502. Three credits.

N 505 Epidemiology and Biostatistics

This course prepares the student to integrate principles of epidemiology and biostatistics into effective decision-making when caring for complex and vulnerable populations. Emphasis is on study design and interpretation of bio statistical and quantitative methods in epidemiology and the clinical application in evidenced-based health care and decision-making methods. Graduate level statistics and research courses are required before enrollment in this course. Three credits.

N 506 Data Analysis and Interpretation I

The intent of this applied statistics course is on the analysis and interpretation of health care research data and introduction to the use of SPSS. A critical introduction to the methods used to collect data: surveys, archival research, experiments and participant observation. Basic concepts of hypothesis testing, estimation, correlation, confidence intervals, t-tests, chi-square tests, simple linear regression and the one-way analysis of variance will also be included. Student must take N 512 before or concurrently with this course. Three credits.

N 511 Informatics and Technology in Health Care

This course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with health care information systems and associated technology. The course provides an overview of current information systems and assists students in learning how to use technology to support safe, effective and efficient decision-making. Concurrent enrollment in NLAB 511 is required. Two credits.

N 512 Theory, Research and Reasoning I

This course is designed to assist the student in developing advanced knowledge, skills, values, meanings and experiences associated with theory, research and reasoning and their utilization in implementing and developing advanced nursing practice. Emphasis is placed on advanced understanding of the research process, the role theoretical frameworks play and the development of research evidence. Three credits.

N 515 Emergency Preparedness and Disaster Nursing

This course explores the health care response to a variety of disasters and naturally occurring phenomena that present public health emergencies. Types of disasters that are explored include environmental, mass casualty, naturally occurring infectious diseases, and acts of terrorism and bioterrorism. The course is designed to assist the student in developing competency in responding to disasters through emergency preparedness and disaster management. Permission of nursing faculty is required. Three credits.

N 521 Theory, Research and Reasoning II

This course is designed to assist the student in preparing to implement quantitative research. Emphasis is placed on identifying nursing phenomena, developing researchable questions/hypotheses and conducting a comprehensive, scholarly review of the literature. Prerequisites: N 506 and N 512. Three credits.

N 525 Advanced Data Analysis and Interpretation

This course prepares the DNP students to analyze complex health care research data. The course includes the selection, application, and computerization of multivariate statistical procedures and analysis of associated data. Emphasis is on study design and interpretation of multivariate quantitative methods and the clinical application in evidence based health care and decision-making methods. Prerequisite: N 505. Three credits.

N 532 Roles and Issues in Advanced Practice

This course provides the student with the opportunity to further develop knowledge, skills, values and meanings with regard to the advanced practice role and factors influencing advanced practice. Topics include health care policy, finance, legal and ethical issues, and advanced practice role development. Three credits.

N 533 Faith Community Nursing

This course will be the foundation for advanced practice in faith community nursing. This course is designed to assist the student in developing the knowledge, skills, values, meanings and experiences to begin a faith community nursing practice. It provides an in-depth exploration of the theory, research and practical issues related to faith community nursing. Management of a faith community nurse practice and spiritual care will be the main foci. Students will explore their own spiritual development and practices as a foundation to caring for others. Four credits.

N 534 Health Disparities in Rural Settings

This course will aid the student to develop the knowledge, skills, values, meanings and experiences to critically analyze the complexity of health disparities in rural settings rooted in multiple levels of historic and contemporary inequities. These levels include health care systems, health policies, distributions of and access to resources and health care professionals. The critical thinking process throughout the course will emphasize ethical considerations. Existing multi-level intervention strategies aimed at eliminating health disparities will be assessed, including those specific to rural settings as well as community-academic partnerships that translate research into action. Three credits.

N 535 Faith Community Nurse Coordinator

This course will prepare the Faith Community Nurse (FCN) for advance practice as a FCN Coordinator. This course will assist the student in developing knowledge, skills, values, meanings and experiences associated with the role identity, responsibilities and scope of the position of FCN Coordinator. The student will obtain skills necessary to successfully work with individual FCNs and their congregations in the community. The course will present the FCN Coordinator's role in the ongoing growth and self care for themselves and the individual FCNs they are supervising. Prerequisite: N 533. Two credits.

N 550 Advanced Pharmacology and Therapeutics

This course allows the student to develop advanced knowledge, skills, values, meanings and experiences associated with pharmacological and therapeutics for specialized populations. Three credits.

N 551 International Health Care

This course provides students with the opportunity to discuss knowledge, skills, values, meanings and experiences associated with international health care as part of the Global Experiential Learning (GEL) program. The focus is on health care problems, health education and health care delivery systems in selected countries. Students will identify health care problems and discuss approaches to meeting health needs for various populations in the world. Students will become familiar with worldwide agencies working to promote health care and how governments are developing policy and providing health care within their political, economic, social and cultural contexts. The role of

nursing and health care providers in promoting health and providing health care in the international community will be discussed. The course utilizes discussion, inquiry and exploration of international health care and delivery systems. Students will be expected to research the country selected for visitation within the GEL program. Three credits.

N 560 Advanced Concepts in Physiology and Pathophysiology

This course is designed to assist the student in developing broader knowledge, skill, values, meanings and experiences associated with physiology and pathophysiology. Cellular, tissue, organ, and system concepts are emphasized as well as the use of scientific literature. Three credits.

N 575 Adult and Adolescent Physical and Sexual Assault

This course is designed to provide a basis for study of the evolving status of forensic nursing. Students will explore issues, identifying trends that influence the development of this specialty, and interacting while working with professional members of a multidisciplinary team involved in the care of victims of violent crime. The course will also provide the knowledge, skills, values, meanings, and experiences necessary for performing forensic evaluations on adult and adolescent victims of sexual/physical assault. Emphasis is placed on providing interventions that are congruent with age, health status, culture, occupation, legal and ethical concerns. Three credits.

N 580 Advanced Health Promotion and Assessment Across the Lifespan

This course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with advanced health promotion, anticipatory guidance, and health promotion across the life span of specialized and culturally diverse populations. Clinical experiences include laboratory practice and community-based experiences in a variety of primary care sites located in urban and rural, underserved areas. Concurrent enrollment in NLAB 580 is required. Prerequisite: N 560. Four credits.

N 582 Perspectives in Midwifery and Primary Care

The intent of this course is to assist the student in acquiring and applying the knowledge, skills, values meanings and experiences of diversity in the perspectives of midwifery caring for women and their families. Three credits.

N 583 Applied and Interactive Genetics

This multidisciplinary course is designed to assist the student in developing broader knowledge, skills, values, meanings and experiences associated with basic genetics, applied genetics, and selected genetic disorders. Three credits.

N 599 Independent Study: Self Study in Advanced Practice Issues

This course is designed for graduate students who want to engage in the evolving status of professional nursing by exploring issues and identifying trends that influence the profession. One to three credits.

N 600 Data, Information and Knowledge

Data, Information and Knowledge is a self-paced course that focuses on the nature of data, the concepts of information and knowledge, principles of relationship database systems, operations, information systems, data sets, data standards and classification systems. Three credits.

N 604 Evaluation of Teaching and Learning in Nursing Education

This course focuses on the design and development of evaluation, measurement and testing in nursing education, both in the classroom and clinical setting. The course will also include evaluation experiences to develop and analyze tests and the use of technology. Prerequisite: N 502. Three credits.

N 605 Trends, Issues and Technology in Nursing

This course provides an opportunity to acquire knowledge, skills, values, meanings and experiences for using technologies to enhance the teaching-learning process and/or clinical practice including using media, multimedia and technology-rich and online learning environments. Emphasis is also on the examination of the current trends and issues that relevant to the present and future of nursing. Prerequisite: N 502. Three credits.

N 610 Informatics and the Health Care Delivery System

This is a cohort course designed to introduce students to the field of health care informatics. It focuses on the history of health care informatics, basic informatics concepts, and the information management applications. Three credits.

N 620 Information System Life Cycle

This course focuses on a structured approach to the selection and implementation of an information system. This structured approach is called the information system development life cycle. The course incorporates five modules corresponding to the five phases of the life cycle: planning, analysis, design, implementation and evaluation. Four credits.

N 632 Roles and Issues in Advanced Practice Management

This course assists the DNP student in developing an advanced practice role and analyzing factors influencing advanced practice. Topics include leadership in primary care; business, finance and economic aspects of primary care management; influence of health law; and quality improvement through the use of clinical practice guidelines, outcomes and evaluation. Three credits.

N 634 Sexuality and Health: The Human Perspective

This course is designed to provide the health professional with a basis for understanding the sociocultural, biological, and behavioral aspects of human sexuality across the life span, with an emphasis on assessment, risk reduction counseling, and prevention education. Three credits.

N 670 Complex Pharmacotherapy

The intent of this course is to assist DNP students in developing advanced knowledge, skills, values, meanings and experiences in prescribing and monitoring multiple pharmacological agents safely and appropriately in vulnerable populations with complex disease states. Emphasis will be on the role of potentiation, synergy, antagonism and pharmacokinetics in complex, multi-drug therapy. In addition, pharmacogenomics theory will be explored as a basis for drug selection. Analysis of simulated and actual case studies will be used to enhance experiential learning. Concurrent enrollment in NLAB 670 is required. One credit.

N 671 Clinical Research Proposal

This course is intended to assist the DNP student in developing a clinically significant proposal to conduct a small yet clinically significant research project in primary care. Prerequisite: N 525. Three credits.

NLAB 699 Independent Study: Practicum in Advanced Practice Issues

This course is designed to provide a basis for advanced study of the evolving status of advanced practice nursing by exploring issues and identifying trends that influence the profession. The course includes participation in clinical or research process. One, two or three clinical credits.

N 710 Grant Writing

This DNP course will explore funding sources for research projects designed to enhance nursing knowledge of advanced clinical practice. Students will learn skills necessary for development and construction of a research and/or project grant. One credit.

N 760 Complex Diagnostics in Primary Care

This course is designed to assist the DNP student in developing knowledge, skills, values, and meanings associated with complex diagnostics used in primary care. Concurrent enrollment in NLAB 760 is required. Three credits.

NLAB 780 Advanced Practice Synthesis

This course is designed as an integrative DNP clinical course that encompasses all of the student's previous education in this degree track and allows students to focus on and develop expertise in their chosen practice specialty. Three credits.

N 799 Clinical Research Implementation

This course is intended to assist the DNP student in implementing his/her previously approved research proposal. Individual tutorial assistance is given to students in the research project stage of their program. Ongoing enrollment in N 799 until successful completion of the research project is required, for a minimum of two credits. Students may enroll in N 799 for two credits per semester until research proposal is completed. Prerequisite: N 671. Two credits.

NURSING – Family Nurse Practitioner (NP)

NP 570 Applied Pharmacology and Therapeutics

The intent of this course is to assist the students in developing knowledge, skills, values, meanings and experiences in prescribing pharmacological agents safely and appropriately for clients who experience commonly occurring illness or for those who need preventive therapy. Emphasis is on the safe and appropriate prescription of pharmacotherapy, client education and monitoring practices regarding the therapy and assessment of therapeutic outcomes. Concurrent enrollment in N 560, NPLB 570 and N 550 is required. Two credits.

NPLB 580 Advanced Assessment Lab

This course is designed to enhance the nurse practitioner student's development of knowledge, skills, values, meanings and experiences associated with advanced health assessment and promotion across the life span, focusing on skills and experiences. The course includes the practice of health assessment and promotion within the family framework of infant, child, adolescent, adult, elderly, male and female. Special attention is given to promoting health and preventing and detecting disease in communities that are culturally diverse, medically underserved, rural and urban. Permission of the nursing faculty is required. Prerequisite: N 580. One credit.

NP 610 Primary Care of Families I

This course is designed to assist the student in developing advanced, specialized nursing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of adult men and women and the elderly. Students will explore the common chronic health and illness patterns presented by adults accessing care in an ambulatory care setting. Students will exercise critical thinking in the analysis of health patterns. Students will synthesize therapeutic nursing interventions including pharmacotherapeutics, appropriate diagnostic tests and health promotion strategies, to positively manage health in partnership with clients. Prerequisites: NP 570 and N 580. Three credits.

NP 620 Primary Care of Families II

This course is designed to assist the student in developing advanced, specialized nursing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of adult men and women and the elderly. Students will explore the common acute health and illness patterns presented by adults accessing care in an ambulatory care setting. Students will exercise critical thinking in the analysis of health patterns. Students will synthesize therapeutic nursing interventions including pharmacotherapeutics, appropriate diagnostic tests and health promotion strategies, to positively manage health in partnership with clients. Prerequisites: NP 570 and N 580. Three credits.

NP 630 Primary Care of Women and Children

This course is designed to assist the student in developing advanced, specialized nursing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of women and children. Students will explore the common health and illness patterns presented by women and children accessing care in an ambulatory care setting. Students will exercise critical thinking in the analysis of health patterns. Students will synthesize therapeutic nursing interventions including pharmacotherapeutics, appropriate diagnostic tests and health promotion strategies, to positively manage health in partnership with clients. Prerequisites: NP 570 and N 580. Three credits.

NPLB 650 Primary Care of Families Practicum I

This course provides the opportunity for the student to apply advanced, specialized nursing knowledge, skills, values, meanings and experiences (KSVME) gained in the core courses and NP 610, NP 620, or NP 630. Practicum experiences assist in the development of the family nurse practitioner (FNP) role while under the mentorship of experienced nurse practitioner preceptors. This clinical course is designed to give the FNP student the opportunity to implement critical thinking strategies and demonstrate specialized therapeutic nursing interventions (TNI), including health promotion, in the direct care of clients across the lifespan with a focus on adults and elderly. Students will be expected to analyze and influence health patterns and to synthesize health promotion strategies and specialized TNI in partnership with clients, to positively influence health. A variety of health care settings will be available for the application of students' KSVME. This course must be taken after or concurrently with NP 610 or NP 620. Three credits.

NPLB 670 Primary Care of Families Practicum II

This course provides the opportunity for the student to apply advanced, specialized nursing knowledge, skills, values, meanings and experiences (KSVME) gained in the core courses and NP 620 Primary Care of Families II. Practicum experiences assist in the development of the family nurse practitioner (FNP) role while under the mentorship of experienced nurse practitioner preceptors. This clinical course is designed to give the FNP student the opportunity to implement critical thinking strategies and demonstrate specialized therapeutic nursing interventions (TNI), including health promotion, in the direct care of clients across the lifespan. Students will be expected to analyze and influence health patterns and to synthesize health promotion strategies and specialized TNI, in partnership with clients, to positively influence health. A variety of health care settings will be available for the application of students' KSVME. This course must be taken after or concurrently with NP 610 or NP 620. Three credits.

NPLB 680 Primary Care Advanced Practicum

This course provides the opportunity for the student to apply advanced, specialized nursing knowledge, skills, values, meanings and experiences (KSVME) gained in the core courses and NP 610, NP 620, and NP 630. Practicum experiences assist in the development of the family nurse practitioner (FNP) role while under the mentorship of experienced nurse practitioner preceptors. This clinical course is designed to give the FNP student the opportunity to implement critical thinking strategies and demonstrate specialized therapeutic nursing interventions (TNI), including health promotion, in the direct care of clients across the lifespan. Students will be expected to analyze and influence health patterns and to synthesize health promotion strategies and specialized TNI in partnership with clients, to positively influence health. A variety of health care settings will be available for the application of students' KSVME. Prerequisites: NPLB 650 and NPLB 670. Four credits.

NP 690 Advanced Nurse Practitioner Role Development

The intent of this course is to assist the student in acquiring and applying the knowledge, skills, values, meanings and experiences of the professional behaviors associated with the practice of the advanced nurse practitioner. This course must be taken in the final spring semester of study. One credit.

NURSING – Health Systems Management (HSM)**HSM 640 Health Systems Management I**

This course assists students with the knowledge, skills, values, meanings and experiences associated with evaluation of health care outcomes for populations. The focus is on evidence-based interventions, clinical integration, and collaboration across a continuum of care and continuous improvement in health care. Students enroll in this course at the end of their program. Three credits.

HSML 650 Health Systems Management Practicum I

This course assists the student in applying the knowledge, skills, values, meanings and experiences associated with management of care for a population of the student's choice. The clinical focus is on assessing, planning and intervening in this population. Analyzing the infrastructure to support care and collaboration with the interdisciplinary team to provide continuity and improvement of care are integrated in the course. Corequisite: HSM 640. Three credits.

HSM 660 Health Systems Management II

This course assists students with advanced knowledge, skills, values, meanings and experiences associated with managing care for populations. The focus is on the role of care manager; legislation, ethical and legal dimensions of care management, data collection and analysis, and use of outcomes data to improve patient care. Students enroll in this course at the end of their program. Three credits.

HSML 670 Health Systems Management Practicum II

This course assists the student in applying the knowledge, skills, values, meanings and experiences associated with management of health care for a population. The clinical focus is on development of a health management plan for the population and evaluation of outcome indicators. Interdisciplinary collaboration to provide continuity and improvement of care for the population is emphasized. Corequisite: HSM 660. Three credits.

NURSING – Nurse-Midwifery (NM)

NM 610 Primary Care of Women

The intent of this course is to assist the student in developing and applying knowledge, skills, values, meanings and experiences related to the nurse-midwifery management process in the primary care of women. Concurrent enrollment in NMLB 610 is required. Three credits.

NM 620 Comprehensive Antepartal Care

The intent of this course is to assist the student in developing and applying knowledge, skills, values, meanings and experiences related to the nurse-midwifery management process in the comprehensive antepartal care of women. Concurrent enrollment in NMLB 620 is required. Three credits.

NMLB 630 Nurse-Midwifery Practicum

The intent of this course is to assist the student in applying knowledge, skills, values, meanings and experiences of the nurse-midwifery management process in primary care and comprehensive antepartal care. Three credits.

NM 640 Comprehensive Perinatal Care

The intent of this course is to assist the student in developing knowledge, skills, values, meanings and experiences of the nurse-midwifery management process in comprehensive perinatal care. Concurrent enrollment in NMLB 640 is required. Three credits.

NMLB 650 Integrated Nurse-Midwifery Practicum

The intent of this course is to assist the student to integrate and influence the knowledge, skills, values, meanings and experiences related to the nurse-midwifery management process in primary care, comprehensive antepartal care and comprehensive perinatal care. Prerequisite: NM 640. Six credits.

NM 660 Advanced Nurse-Midwifery Role Development

The intent of this course is to assist the student in acquiring and applying the knowledge, skills, values, meanings and experiences of the professional behaviors associated with the practice of advanced/specialized nursing. One credit.

NURSING – Psychiatric Mental-Health (PMH)

PMH 645 Psychiatric Mental-Health Nursing: Individual Therapy Theory

The course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of individuals with common psychiatric conditions. Select theories regarding health promotion strategies, assessment, prevention, intervention and rehabilitation through individual therapy modalities will provide a foundation for care. Emphasis is also on the application of *The Diagnostics & Statistical Manual of Mental Disorders* criteria and therapy principles in the clinical practice. Concurrent enrollment in PMHL 645 is required. Prerequisite: N 580. Three credits.

PMHL 650 Psychiatric Mental-Health Nursing: Individual Therapy Practicum

This course allows the student to apply knowledge, skills, values, meanings and experiences to positively influence the lived experience of individuals with common psychiatric mental health conditions through the modality of individual therapy in community based and hospital settings. Select theoretical frameworks guide therapy to include *The Diagnostics & Statistical Manual of Mental Disorders* criteria. Concurrent enrollment in PMH 645 is required. Three credits.

PMH 665 Psychiatric Mental-Health Nursing: Group, Family and Community Theory

The course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of families and groups with common psychiatric conditions and dysfunctional interpersonal skills. Select theories regarding community mental health promotion, assessment, intervention, and rehabilitation through family and group therapy individual therapy modalities will provide a foundation for psychotherapy interventions. Emphasis is also on the application of theoretical therapy principles to the clinical practice. Concurrent enrollment in PMHL 665 is required. Prerequisite: N 580. Three credits.

PMHL 670 Psychiatric Mental-Health Nursing: Group, Family and Community Practicum

This course provides opportunity for the student to apply knowledge, skills, values, meanings and experiences to positively influence the lived experience of individuals with common psychiatric mental health conditions and disordered interpersonal skills through the modality of family, group and community mental health principles. Select theoretical frameworks will guide therapy approaches. Concurrent enrollment in PMH 665 is required. Three credits.

PMH 685 Geriatric Psychiatric Mental-Health Nursing Theory

The course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of a geriatric population experiencing concurrent mental illness and/or cognitive decline. Health promotion strategies, assessment measures, through individual, family and group therapy modalities with this population will be discussed. Three credits.

PMH 686 Child and Adolescent Psychiatric Mental-Health Nursing Theory

The course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with positively influencing the lived health experience of children and adolescents experiencing concurrent mental illness and/or cognitive decline. Health promotion strategies, assessment measures, through individual, family and group therapy modalities with this population will be discussed. *The Diagnostics & Statistical Manual of Mental Disorders* criteria will be incorporated. Three credits.

PMHL 692 Elective Practicum in Psychiatric Mental-Health Nursing

This course allows the student to apply knowledge, skills, values, meanings and experiences to positively influence the lived experience of a population of their choice with common psychiatric mental health conditions. Individual, family and group psychiatric therapies will be applied across the lifespan in populations such as geriatric, adolescent and child, or persons with substance abuse problems in both inpatient and outpatient settings. Two credits.

PMH 695 Advanced Nurse Practitioner Practicum in Psychiatric Mental-Health Nursing

The didactic and clinical components of this course are designed to provide the psychiatric mental-health nurse practitioner (PMHNP) with knowledge, skills, values, meanings and experiences beyond the MSN prepared psychiatric mental-health clinical nurse specialist role in relation to differential diagnosis and psychotropic medication management (prescriptive authority). The PMHNP role includes assessment, health promotion, diagnosis, planning, medication management and ongoing evaluation of psychiatric mental-health clients across the lifespan in a variety of settings to include primary care sites. Pharmacotherapy principles and psychosocial factors that influence patients' compliance with, and response to, drug therapy are addressed. The practicum applies differential diagnosis and medication management principles to acute and chronic psychiatric clients and fulfills the post-graduate psychiatric clinical nurse specialist clinical requirement for the American Nurses Credentialing Certification PMHNP exam. Concurrent enrollment in PMHL 695 is required. Prerequisites: N 550 and NPLB 580. Four credits.

OCCUPATIONAL THERAPY (OT)

OT 522 Foundations of Occupational Therapy

This course introduces students to the profession of occupational therapy through discussion of its history, philosophy, values, methods and broad theories of occupational performance. Students learn to describe therapists' roles with different populations in a variety of settings, use professional terminology and analyze occupational development across the life span. Four credits.

OT 523 Therapeutic Occupation

This course covers the information and methods of using occupations as therapeutic modalities. Using a hands-on approach, students learn how to use their observation and interview skills to collect information from clients. They also learn how to apply principles and methods of activity analysis and synthesis to design customized plans intended to help clients perform occupations when they cannot be performed in the familiar way. Students apply theoretical principles and research-based methods to instruct others effectively. Two credits.

OT 524 Occupation and Movement

This course addresses the basic anatomical, kinesiological and physiological structures and how they influence movement and occupational performance. Basic concepts of biomechanics are introduced as well as how environmental/contextual factors may influence activity and motion. Throughout the course, an emphasis is placed on how human structure supports human function across environmental contexts and activity. Age and culture are also explored. In addition to the foundational elements of movement and how they influence occupation, students also examine how various conditions (orthopedic, neurological and medical) may impact movement and ultimately participation in a variety of occupations. Four credits.

OT 525 Fundamentals of Scholarly Inquiry

This course introduces basic concepts of clinical reasoning, evidence-based practice and critical analysis. It gives students an introduction to interview and observation through the lens of qualitative research methods. The course is presented through in-class lecture and discussion, practical exercises and readings. Corequisite: OT 523. Three credits.

OT 526 Foundational Case Groups I

This small group, problem-based learning course teaches students to analyze cases that draw on content from multiple foundation unit courses. The overarching focus is to develop critical thinking skills, informatics skills and professional behavior appropriate for a small group setting. One credit.

OT 527 Community Application with Individuals

Students with the help of regional coordinators and faculty members will help an individual in their home community explore their occupational performance. In order to accomplish this task, students will integrate content and skills gained through courses in the first semester of the SUDOT program. Each student will utilize appropriate skills such as observation, interviewing, biomechanical evaluation (active range of motion and strength) and activity analysis. Additionally, students will demonstrate an understanding of the role of occupational therapy by designing client-centered, occupation-based activities. Two credits.

OT 531 Scholarly Inquiry: Quantitative Design and Analysis

This course focuses on the development of skills to validate practice, evaluate evidence and inform clinical decisions. This course introduces designs in the experimental (or quantitative) tradition and statistical analysis that are typical in OT research. Students are introduced to statistical software. Prerequisite: OT 525. Three credits.

OT 532 Neuro-Occupation

Neuro-occupation emphasizes the dynamic interactions between the central nervous system and occupation. Upon completion of this course, students have an understanding of the neuro-anatomical, neuro-chemical and neuro-physiological concepts that influence daily performance areas. Through clinical cases, review of research, lecture, and clinical application sessions, students learn about neurological conditions and the interplay between neurological functions, occupational performance and meaningfulness. Prerequisite: OT 524. Five credits.

OT 534 Analysis of Health and Occupation

This course is based on the philosophy and research about the relationship between occupations and health. Students discuss theories and models that link occupation to individual and public health and apply research about making health changes to occupational therapy and to their own lives. Prerequisite: OT 522. Two credits.

OT 535 Management and Systems in Occupational Therapy Settings

This course is designed to introduce, examine, and develop skills necessary for health care management and administration. An emphasis is placed on concepts of systems that the occupational therapy manager may encounter on a regular basis. In addition, the role of the occupational therapy supervisor/manager emphasizes leadership, communication, budgeting, program development and evaluation, staffing, reimbursement, quality care, policy and procedure development, cost containment, current trends in health care, productivity, entrepreneurship and professional ethics. Students explore a variety of management styles and strategies used in occupational therapy settings. Students understand current regulations and policies affecting the practice of rehabilitation professionals. Prerequisites: OT 522, OT 524 and OT 527. Three credits.

OT 536 Foundational Case Groups II

This small group, problem-based learning course teaches students to analyze cases drawing on content from multiple foundation unit courses. The overarching focus is to develop clinical reasoning skills which include an understanding of the links between occupational performance, disease/disability, health/wellness, and the systems in which individuals function. Prerequisite: OT 526. One credit.

OT 537 Community Application in Systems

Community application sessions integrate semester content and skills through on-site sessions in community agencies. Students and faculty evaluate systems and community-based programs that meet the diverse needs of individuals with neurological conditions. A major focus of learning and programs is the governmental, community and agency systems that impact service to individuals and groups. This course integrates content through reports and projects for the agencies that are considered capstone projects. Prerequisite: OT 527. Corequisite: OT 536. Two credits.

OT 621 Scholarly Inquiry: Development and Evaluation of Therapeutic Programs

The course emphasizes program development and program evaluation in OT. Students work with a faculty mentor to establish the components of a specialized occupational therapy program with an evaluation component for a specified client population. Content is presented through in-class lecture and discussion and practical exercises in order to develop the student's clinical reasoning, ability to critique scholarly literature and understand scientific methods. Prerequisite: OT 531. Two credits.

OT 623 Occupational Therapy in Biomechanical and Neurological Practice

This is a practice-oriented course designed to develop competencies in occupational therapy evaluation and intervention with an emphasis on adult clients with a variety of neurological, general medical and orthopedic disorders. Students explore the intervention process while utilizing a variety of models of practice. Students select and administer standardized and non-standardized assessment tools and use information for the purpose of treatment planning and determining the effectiveness of intervention strategies adopted. Students become familiar with the application of various models of practice and explore a variety of intervention strategies and activities for both the remediation of and adaptation to occupational performance deficits. In addition, the course incorporates documentation, family and caregiver support and education, environmental modifications, discharge planning and working as a member of a multidisciplinary team. Prerequisites: OT 523, OT 524 and OT 532. Corequisite: OT 624. Four credits.

OT 624 Occupational Therapy in Mental Health Practice

This is a practice-oriented course designed to develop student competence in the occupational therapy intervention process applied to clients with mental illness. The Occupational Therapy Framework and Theories, such as the Model of Human Occupation, Functional Group and Occupational Adaptation, guide course content. Because occupational therapists work with the whole person, the content in this course can be used to help clients who have complex motor, process, communication and social interaction problems. Prerequisites: OT 523, OT 524, and OT 532. Corequisite: OT 623. Three credits.

OT 625 Occupational Performance and Participation: Children

This practice-oriented course provides students with an overview of occupational therapy in the area of pediatrics. Emphasis is placed on the child and family in the context of environment and cultures as well as the effect of disability on occupational performance. Evaluation, intervention planning and intervention techniques from a variety of theoretical perspectives are explored. Prerequisites: OT 523, OT 524 and OT 532. Four credits.

OT 626 Basic Case Groups

This small group, problem-based learning course teaches students to analyze cases drawing on content from multiple basic unit courses. The overarching focus is to further develop clinical reasoning skills by applying evidence-based evaluation, intervention and documentation skills to complex cases. Prerequisite: OT 536. One credit.

OT 628 Basic Level One Fieldwork

This is the first in a series of four fieldwork experiences where students are assigned to a qualified professional for a minimum of 48 hours in a traditional or emerging practice setting. The student will develop comfort level with, and understanding of, the needs of clients, and practice foundational skills taught in the previous two semesters. Students will demonstrate professional behaviors, implement personally designed learning objectives and tasks, and actively participate in service provision with clients commensurate with their learning to date. Prerequisites: OT 523, OT 524 and OT 532. One credit.

OT 620 Scholarly Inquiry: Application

This is the program capstone course designed to give students the opportunity to gather evidence for occupational therapy methods. Content is presented through in-class lecture, discussion and practical exercises. The course focuses on the development of projects related to evidence-based practice. Prerequisite: OT 621. Three credits.

OT 631 Specialization: Occupational Therapy with Children

This is an advanced pediatric course about occupational therapy practice in specific practice areas. Advanced theories, evaluation, and intervention methods are covered. Students critique research and evidence for occupational therapy effectiveness in pediatrics. To integrate theory, evaluation, planning and implementation, students work with a child and family in the community as their final project. Prerequisite: OT 625. Three credits.

OT 633 Environmental Interventions

This course instructs students in the assessment and application of environmental interventions. Students learn about theories, funding and legislation, documentation and research evidence. Students learn how to collaborate with clients to select and modify environmental interventions, advocate for funding and policies supporting environmental interventions and educate clients on their use to improve their occupational performance. Prerequisites: OT 523, OT 524, OT 532, OT 623 and OT 624. Three credits.

OT 634 Policy and Advocacy

This course gives students the skills necessary to analyze federal, state, and organizational policies. Major policies that impact occupational therapy and other health professions are analyzed. Advocacy, both on behalf of clients and the profession, is explored. The course is presented in the context of the major systems with which occupational therapists interact. Prerequisites: OT 623, OT 624 and OT 625. Three credits.

OT 635 Specialization: Occupational Therapy for Adults

This course emphasizes evidence based, in-depth strategies for occupational therapy assessment and treatment in special topic areas. Content includes, but is not limited to, the theory and application of physical agent modalities, advanced splinting techniques, the role of OT with individuals with low vision, and emerging practice areas such as tele-rehabilitation, adult well-elderly and community based services. Additionally, content emphasizes occupational therapy practice with the aging population, end-of-life care, and the role of occupational therapy practice with caregivers, family members and communities. Prerequisites: OT 623 and OT 624. Three credits.

OT 638 Bridge Level One Fieldwork

This is the second in a series of fieldwork experiences where students are assigned to a qualified professional for a minimum of 48 hours in a traditional or emerging practice setting. This course involves practicing basic therapeutic skills learned in the previous semester. Students will build on their previous fieldwork by designing more complex personal learning objectives and tasks, and being more actively involved in service provision with clients commensurate with their learning to date. Prerequisites: OT 523, OT 524 and OT 532. One credit.

OT 640 Level Two Fieldwork
OT 641

The purpose of Level II fieldwork is to provide occupational therapy students with the opportunity to apply the academic knowledge and skills learned in the classroom to selected clinical settings under the supervision of a practicing clinician. Placements are selected to expose students to a variety of client ages and diagnoses and clinical settings, and provide experiences that promote clinical reasoning, professionalism and reflective, ethical practice. The goal of these placements is to produce competent, entry-level, generalist therapists. The American Occupational Therapy Association requires that Level II fieldwork be the equivalent of 24 full-time weeks and each of these courses involves 12 weeks of full-time supervised clinical practice. After completion of both fieldwork courses, students return to campus for sessions to prepare them for the registration exam and facilitate their transition to professional life. These two fieldwork courses may be taken in any order. Prerequisites: OT 628 and OT 638. Six credits each course.

OT 643 Elective Level Two Fieldwork

This course gives students the opportunity to experience a unique area of clinical occupational therapy. Same description and prerequisites as OT 640 and OT 641. Four to six credits.

OT 650 Independent Study in Occupational Therapy

In-depth exploration of an occupational therapy topic with a faculty advisor. One to three credits.

PERFORMING ARTS MEDICINE (PAM)**PAM 700 Performing Arts Terminology**

This course will help the health professional to gain an understanding of the terminology and basic performance approaches in dance, including ballet, modern dance, jazz and tap; and music performance (playing of specific instruments). One credit.

PAM 701 Musculoskeletal Terminology for Performing Arts Related Injuries

This course will cover the terminology of the musculoskeletal system and the naming of the various musculoskeletal conditions and injuries seen in the performing artist population. This course is a prerequisite for PAM 702. Anatomy and Kinesiology of Performing Arts. One credit.

PAM 702 Anatomy and Kinesiology of Performing Arts

This course will provide health professionals and performing arts educators with a clear understanding of the anatomy and kinesiology related to specific dance maneuvers and instrumental posture and motion. Ideal posture and motion will be discussed along with common aberrant motions and postures. Prerequisite for Track I is PAM 700. Prerequisite for Track II is PAM 701. Three credits.

PAM 703 Nutrition for the Performing Artist

This course will provide health care providers and performing arts educators with the knowledge of sound nutrition principles and how to counsel performing artists on proper nutrition to enhance performance and to limit injury. Macronutrient, vitamin, mineral and water intake will be discussed. Effects of ergogenic aids will be discussed. Disorder eating, including the female athlete triad, will be discussed. Three credits.

PAM 704 Strength and Conditioning for Performing Artists

The purpose of this course is to understand basic principles of strength and conditioning including effective ways to enhance strength, endurance, power and flexibility. The course will cover the strength, endurance, power and flexibility needs of ballet and modern dancers and instrumentalists. Prerequisite: PAM 702. Three credits.

PAM 705 Management of Performing Arts Injuries for the Health Care Professional

This course will educate the health care provider on common dance and instrumentalist related injuries in the lower quarter; core and upper quarter and provide treatment interventions. Prerequisite: PAM 702. Three credits.

PAM 706 Performing Arts Medicine Research Seminar

This course will broaden one's understanding of evidence-based practice for performing artist educators and health care providers. For this course, each student will write either a case study on a performing arts injury on a client under their care or a case on how performing arts instruction was modified or used to prevent or manage an injury. Prerequisite: PAM 705 for Track I; PAM 707 for Track II. Two credits.

PAM 707 Prevention and Management of Performing Arts Injuries for the Performing Arts Educator

This course will educate performing arts educators on instructional techniques that will reduce injury risk to dancers and instrumentalists. Additionally, this course will cover how to determine if an injury can be handled without referring the performing artist to a health practitioner vs. knowing when a referral is required. Basic medical management of common performing arts injuries will be presented. Prerequisite: PAM 702. Three credits.

PAM 708 Internship in Performing Arts Medicine

This course will help the student set up and participate in experiential learning in the field of performing arts medicine. The study will observe/practice at a site approved by the PAM program director where performing arts injury prevention, evaluation, management or clinical research is occurring. The student will submit a report on the experience to the course coordinator. Prerequisite: PAM 705 for Track I and PAM 707 for Track II. Two credits.

PAM 709 Performing Arts Medicine Capstone

This course reviews the materials covered throughout the certificate program followed by the student completing a comprehensive written, oral and practical examination. Prerequisites: For Track I: PAM 705, PAM 706 and PAM 708; for Track II: PAM 706, PAM 707 and PAM 708. One credit.

PHARMACY (PHAR)**PHAR 501 Introduction to Pharmacy Practice**

This course orients the first professional year student pharmacist to the social, emotional, and political environments that exist in the practice of pharmacy. The provision of pharmaceutical care and medication management for the patient is introduced. The role of the pharmacist in a variety of practice settings is examined. This course is limited to first professional year student pharmacists. One credit.

PHAR 508 Pharmaceutics I (Calculations)

Pharmaceutics I examines the system of weights and measures and the arithmetical and mathematical expertise required for the compounding, dispensing, and utilization of drugs. Basic technical aspects of dispensing drugs and medical terminology will be discussed. Classes will consist of lecture, case presentations and drill and practice (both problem sets and computer-based). This course is limited to first professional year student pharmacists. Two credits.

PHAR 512 Pharmaceutics II

Pharmaceutics II emphasizes the study of the legal, practical and scientific bases of drug products and pharmaceutical delivery systems. It presents physicochemical theories, terminology, pharmaceutical skills, and interpretation of the formulation and performance of pharmaceutical products. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 508. Corequisite: PHAR 513. Four credits.

PHAR 513 Pharmaceutics II Laboratory

Pharmaceutics II Laboratory introduces and develops the skills and techniques required to formulate and produce pharmaceutical products. This course is limited to first professional year student pharmacists. Corequisite: PHAR 512. One credit.

PHAR 516 Introductory Pharmacy Practice Experience I

Student pharmacists will perform patient care and pharmacist functions under the direct supervision of the pharmacist preceptor for their introductory pharmacy practice experiences in community and health-system pharmacy. Student pharmacists will gain a total of 80 hours of experience in the community pharmacy setting. This course is limited to first professional year student pharmacists. Two credits.

PHAR 517 Introductory Pharmacy Practice Experience II

Student pharmacists will perform patient care and pharmacist functions under the direct supervision of the pharmacist preceptor for their introductory pharmacy practice experiences in community and health-system pharmacy. Student pharmacists will gain a total of 80 hours of experience in the health-system pharmacy setting. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 516. Two credits.

PHAR 518 Communication and Psychosocial Principles

This course will introduce communication skills (empathy, assertiveness training, effective listening, etc.) and present psychological and sociological challenges and barriers induced by physical and mental illnesses and disabilities. Skills to cope with and improve emotional and spiritual well-being and enhance quality of life will be taught. The course will also develop skills in professional communications including resume writing, CV writing, and interviewing skills. This course is limited to first professional year student pharmacists. Two credits.

PHAR 526 Integrated Basic Health Sciences Laboratory I

Integrated Basic Health Sciences Laboratory I provides laboratory experiences, which integrate anatomy, physiology, biochemistry, immunology and biotechnology. Students will conduct experiments, usually in small groups, which illustrate important concepts in the basic health sciences that are particularly relevant to pharmacists. The experiments will also show that the different basic sciences must be used at the same time to provide scientific explanations of the practice of pharmacy. This course is limited to first professional year student pharmacists. Corequisites: PHAR 545 and PHAR 546. One credit.

PHAR 530 Integrated Basic Health Sciences Lab II

Integrated Basic Health Sciences Laboratory II provides laboratory experiences, which integrate anatomy, physiology, biochemistry, immunology and biotechnology. Students will conduct experiments, usually in small groups, which illustrate important concepts in the basic health sciences that are particularly relevant to pharmacists. The experiments will also show that the different basic sciences must be used at the same time to provide scientific explanations of the practice of pharmacy. This course is limited to first professional year student pharmacists. Corequisites: PHAR 547 and PHAR 548. One credit.

PHAR 534 Essentials of Pharmacogenomics

The rapidly emerging discipline of pharmacogenomics addresses the heritable variability in the way a person, based on their genetic make up, responds to drugs. The Essentials of Pharmacogenomics course will introduce student pharmacists to topics in genetics, cell biology, molecular biology, and biochemistry as relevant to the field of pharmacogenomics. Additionally, student pharmacists will be introduced to some common laboratory techniques currently in use in pharmacogenomics research labs and quickly evolving topics such as economics, informatics, and policy. The course will serve as the foundation for future discussions of pharmacogenomics in the more advanced pharmacy curriculum and prepare pharmacists as key players in the future of personalized medicine. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 545. Two credits.

**PHAR 545 Integrated Basic Health Sciences Module I
(Biochemistry, Skin, Bones, Muscle)**

Integrated Basic Health Sciences (IBHS) combines biochemistry, anatomy, physiology, and pathophysiology into one comprehensive course. Topics covered in this module portion of IBHS include biocompounds, molecular biology, cell biology, microbe biology, integument system, skeletal system, and the muscle system. This course is limited to first professional year student pharmacists. Corequisite: PHAR 526. Three credits.

**PHAR 546 Integrated Basic Health Sciences Module II
(Nervous System, Endocrine System)**

Integrated Basic Health Sciences (IBHS) combines biochemistry, anatomy, physiology, and pathophysiology into one comprehensive course. Topics covered in this module portion of IBHS include neurons, neurotransmitters, brain functions, hormones, and regulation of glands. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 545. Corequisite: PHAR 526. Three credits.

**PHAR 547 Integrated Basic Health Sciences Module III
(Cardiovascular, Defense, Respiration)**

Integrated Basic Health Sciences (IBHS) combines biochemistry, anatomy, physiology, and pathophysiology into one comprehensive course. Topics covered in this module portion of IBHS include blood, circulation, heart functions, blood pressure, immunity, gas exchange, and lung functions. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 546. Corequisite: PHAR 530. Three credits.

**PHAR 548 Integrated Basic Health Sciences Module IV
(Renal, Digestion, Reproduction)**

Integrated Basic Health Sciences (IBHS) combines biochemistry, anatomy, physiology, and pathophysiology into one comprehensive course. Topics covered in this module portion of IBHS include fluid regulation, kidney functions, regulation of digestion, nutrients, fertilization, pregnancy, and development. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 547. Corequisite: PHAR 530. Three credits.

PHAR 549 Nonprescription Products

This course addresses nonprescription products and examines the pharmacist's role in helping the public choose appropriate products. The course will address nonprescription drug pharmacology, adverse effects, drug-drug interactions, and drug-food interactions. Other non-pharmacological over-the-counter products will be discussed including devices and durable medical equipment. The pharmacist's role in dispensing these products will also be addressed. This course is limited to first professional year student pharmacists. Three credits.

PHAR 550 Outpatient Pharmacy Practice Laboratory

This laboratory course is designed to prepare students for outpatient pharmacy settings. Prescription filling and labeling, order interpretation, counseling, demonstrating the use of medical devices, insurance troubleshooting, recognizing and preventing prescription errors, pharmaceutical calculations, and general law guidelines pertaining to outpatient pharmacy practice are included. This course is limited to first professional year student pharmacists. One credit.

PHAR 551 Sterile Compounding Laboratory

This course utilizes lectures and laboratory exercises to instruct students in sterile compounding and quality assurance. This course is limited to first professional year student pharmacists. Prerequisite: PHAR 508. One credit.

PHAR 552 Clinical Drug Information Skills

This course will present student pharmacists with the fundamentals of the practice of drug information and the application of drug information skills for delivery of pharmaceutical care. Topics include introduction to the use of technology in drug information retrieval and assessing the reliability of various sources to provide evidence-based information to patients, their families, and other involved health care providers. This course is limited to first professional year student pharmacists. One credit.

PHAR 600 Pharmacokinetics Principles

Pharmacokinetics Principles presents the theoretical mathematical relationships and functional physiologic phenomena that comprise the quantitative basis for patient-specific and drug-specific drug dosage regimens. This course emphasizes mathematically and graphically, the interpretation of the 1) rate or time course of drug absorption and elimination, and 2) extent of in vivo distribution for use when calculating the amount and frequency of drug dosage or dosage regimen. Three credits.

PHAR 601 Drug Literature Evaluation

This course addresses an area of rapid growth in all areas of pharmacy practice: assuring the intelligent and safe use of drugs through effective utilization of the clinical literature. The staggering size and varying quality of the clinical literature require that the pharmacy students develop sophisticated methods for managing the literature and critically evaluating the data that they often present. This course will provide the student with the knowledge and tools necessary to manage this area of practice. Prerequisite: PHAR 501 Corequisite: PHAR 602. Two credits.

PHAR 602 Drug Literature Evaluation Laboratory

This laboratory is required for students participating in the Drug Literature Evaluation Course. It is designed to allow practical mastery of the skills introduced in the lecture portion of the course. Prerequisite: PHAR 501. Corequisite: PHAR 601. One credit.

PHAR 603 Basic Principles of Pharmacology

The basic biological mechanisms of therapeutic agents used to treat diseases will be presented and discussed. Importance will be placed on basic pharmacologic principles of pharmacodynamics and cellular processes that underlie understanding a rational approach to therapeutics. Three credits.

PHAR 604 Nonprescription Products

This course addresses the rapid growth of the nonprescription medication market in pharmacy. Nonprescription Products is designed to assist the student in selection of nonprescription products for patients who choose to self-medicate. The course will address nonprescription drug pharmacology, adverse effects, drug-drug interactions, and drug-food interactions. Additionally, it will discuss access to products, the pharmacist's role in treatment and patient counseling, and the economics of nonprescription therapy. Two credits.

PHAR 605 Outpatient Pharmacy Practice Laboratory

This course is designed to give students a hands-on learning experience to help prepare for outpatient pharmacy settings. Students will have opportunities to use counseling skills and real-world applications in simulated outpatient environments. These include prescription filling and labeling, order interpretation, counseling, demonstrating the use of medical devices, insurance troubleshooting, recognizing and preventing prescription errors, pharmaceutical calculations, and general laws and guidelines pertaining to outpatient pharmacy practice. Students will also demonstrate knowledge of the most common drugs dispensed using Top 200 weekly quizzes. One credit.

PHAR 607 Integrated Pharmaceutical Care and Science (Respiratory)

Respiratory ICARE will present pharmacy students with the pathophysiology of common diseases in respiratory disorders as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Enrollment limited to second year professional students. Two credits.

PHAR 608 Integrated Pharmaceutical Care and Science (Renal)

Renal ICARE will present pharmacy students with the pathophysiology of common renal diseases, their complications, electrolyte and acid-base disorders as well as the pharmacodynamic and pharmacokinetic properties of the drugs used to treat these diseases and the therapeutic management of patients. Enrollment is limited to second year professional students. Two credits.

PHAR 614 Parenteral Therapy

Parenteral Therapy presents the pharmaceutical formulation characteristics; microbial, chemical and physical quality control; and compounding and clinical administration practices and precautions of injectable drug and nutrient therapy. This course emphasizes therapy via the intravascular, intramuscular and subcutaneous routes and briefly addresses rarer routes, such as intraarticular, intraarterial, intradermal, intraspinal, etc. Three credits.

PHAR 617 Pharmacotherapy Outcomes I

Students will participate in an overview of pharmaceutical outcomes that will serve to provide a foundational understanding of outcomes and to prepare the student for an applied discussion of how outcomes relate to patient care. One credit.

PHAR 619 Integrated Pharmaceutical Care and Science (Cardiovascular)

Cardiovascular ICARE will present pharmacy students with the pathophysiology of common diseases of the cardiovascular system as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Enrollment limited to second year professional students. Four credits.

PHAR 622 Special Problems in Pharmacy

This course consists of project studies in pharmacy education, basic research or practice. Requirements for this course may include information development or review and are dependent on the instructor. Students enrolled in this course receive diverse perspectives relating to goals, training, functions, settings and opportunities in research in the pharmaceutical sciences and pharmacy practice areas. Prior instructor approval is required. Variable credit: one and one-half or three credits.

PHAR 625 Medicinal Herbs

Medicinal Herbs will present students with information on plants that are or have been used as medicines or sources of medicines. We will discuss FDA regulations and the methods for preparing and using medicinal plants. Up to 40 plants will be covered in the course. The history, mechanism of action, clinical trials, in vivo and in vitro studies, known or possible drug interactions, and identification will be presented for each plant. Three credits.

PHAR 627 Clinical Research Methods: Biostatistics

Students will participate in a course integrating clinical research methods and biostatistics to foster an appreciation and understanding for conducting research, study design and development, statistical method selection, application and interpretation of research results. Corequisite: PHAR 628. Three credits.

PHAR 628 Clinical Research Methods: Biostatistics Laboratory

This laboratory complements the statistical principles discussed in PHAR 627. Students will use their laptops and other technology to develop simple databases and spreadsheets for the analysis of data. In addition, they will utilize selected proprietary databases to analyze larger data sets. Corequisite: PHAR 627. One credit.

PHAR 632 Applied Pharmacokinetics and Pharmacogenomics I

Applied Pharmacokinetics and Pharmacogenomics I will build on the concepts presented in PHAR 600 and complement PHAR 607, 608 and 619. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual respiratory, renal and cardiovascular drugs and their clinical applications. Prerequisite: PHAR 600. One credit.

PHAR 634 Total Parenteral Nutrition

This course is offered to increase the student's knowledge of the highly complex provision of total parenteral nutrition. One and one-half credits.

PHAR 637 Medication Therapy Management

The course will focus on Medication Therapy Management (MTM) services and implementation of MTM services in community pharmacy practice. The course will review the role of pharmacy with the various healthcare insurers and the history and need for MTM services. Students will review the pros and cons for compensation for these services. Students will also develop a strategic plan for implementation of MTM services into a community pharmacy. One and one-half credits.

PHAR 638 Pharmacy Based Immunization Delivery

This course, which is based on the American Pharmacist Association (APhA) Pharmacy-Based Immunization Delivery Certificate Program, provides comprehensive immunization education and training, including the disease states prevented, recommended child and adult immunizations and the administration of subcutaneous and intramuscular injections. Additionally, topics in pharmacy emergency preparedness such as bioterrorism agents, national strategic stockpile and opportunities for pharmacist involvement are addressed. Upon successful completion, an APhA certificate is issued which is valid for life and allows immunization administration by the pharmacist (dependent on individual state law). A fee (approximately \$150) for certification materials is required. One and one-half credits.

PHAR 639 Spanish for Pharmacists

This course is designed to provide student pharmacists with a basis for effectively communicating with Spanish-speaking patients in a pharmacy practice setting. Students will learn general and specific pharmacy-related terminology to communicate and interpret medication information to patients. This course will include participation in oral and auditory exercises and role-playing activities to enhance verbal and listening comprehension skills. Students are required to have at least one semester of college-level Spanish to take this course. Three credits.

PHAR 640 Leadership By Design

This course is designed to permit potential pharmacy leaders the opportunity to explore leadership from three perspectives: 1) self-actualization and personal reflection, 2) critical skill development, and 3) interaction with respected leaders who share a passion for greatness. One and one-half credits.

PHAR 641 Topics in Pharmaceutical Compounding

This course consists of discussions, presentations and hands-on activities related to the practice of pharmaceutical compounding. Three credits.

PHAR 647 International Healthcare

This course will cover the structure and financing of several international health care systems. A number of countries will be discussed that encompass the range of philosophies of health finance and delivery that exist in the world. Emphasis will be placed on discussion of the differences between each selected country's health care system and the U.S. system, focusing on the strengths and weaknesses of other approaches to the provision of healthcare. One and one-half credits.

PHAR 652 Introduction to Mental Health for Pharmacists

This course will examine the historical treatment of mental illness in the United States from the first state hospital in Williamsburg, VA to reviewing the basics of pharmacology for psychiatric medications. Movie clips will be used to illustrate various mental illnesses. Students will be required to read and coordinate the class discussion of chapters in the required text. Students will also be required to conduct a presentation on a topic of their choice. Visits to the local National Alliance of the Mentally Ill chapter (NAMI) are possible. One and one-half credits.

PHAR 653 Medication Errors

Health care professionals need to develop and maintain an ongoing process that uncovers potential risks while promoting ways to eradicate vulnerability to medication errors. The course will cover causes and analysis of medication errors, patient and physician perspectives of safety, high alert medications and the role of technology and patient literacy in preventing medication misadventures. One and one-half credits.

PHAR 655 Introductory Pharmacy Practice Experience III

This is the third of five courses designed to introduce second year pharmacy students to the concept of pharmaceutical care for patients. In this course, students will observe pharmacists and interact with patients in a community pharmacy setting. Emphasis will be placed on over-the-counter medications. Prerequisites: PHAR 516 and PHAR 517. Two credits.

PHAR 660 Principles of Toxicology

This course is designed to focus on the role of toxicology within the pharmacy profession. Topics will include mechanisms of toxicity, disposition of toxic agents within biological systems, principles of toxicokinetics, target organ toxicity, the role of genetics in toxicity, and non-organ-directed toxicity. Clinically relevant examples will be used throughout class discussions. Enrollment is limited to second and third year professional students. Three credits.

PHAR 700 Integrated Pharmaceutical Care and Science (GI Disease/Nutrition)

The Gastrointestinal Disease and Nutrition ICARE will present pharmacy students with the pathophysiology of common diseases of the gastro-intestinal tract and nutrition, as well as the chemical, pharmacodynamic and pharmacokinetic properties of the medications used to treat the diseases and the therapeutic management of patients. Enrollment limited to third year professional students. Two credits.

PHAR 701 Integrated Pharmaceutical Care and Science (Endocrine/Reproduction)

The Endocrine and Reproduction ICARE will present pharmacy students with the pathophysiology of common diseases in endocrinology and reproduction (female and male issues), as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Enrollment limited to third year professional students. Two credits.

PHAR 704 Professional Practice Management I

This course is designed to introduce the principles of management, as applied to professional pharmacy practice. The objective is to develop managerial and marketing skills that are crucial to practicing effectively in an increasingly cost conscious health care marketplace. The course focuses on the functions of management (planning, organizing, leading, and controlling) with emphasis on the human interactions involved in operating a pharmacy practice. Three credits.

PHAR 708 Integrated Pharmaceutical Care and Science (Musculoskeletal)

Musculoskeletal ICARE will present pharmacy students with the pathophysiology of common diseases in musculoskeletal, dermatologic and ophthalmologic systems as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the disorders and the therapeutic management of patients. Enrollment limited to third year professional students. Two credits.

PHAR 709 Integrated Pharmaceutical Care and Science (Hem/Onc)

Hematology/Oncology ICARE will present pharmacy students with the pathophysiology of hematologic and oncologic diseases and disorders, as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Enrollment limited to third year professional students. Three credits.

PHAR 712 Professional Practice Management II

This course is designed to introduce the principles of management, as applied to professional pharmacy practice in specific practice settings. Students will be permitted to choose from one of three selective areas that will provide students an opportunity to specialize in one area of pharmacy management. The three areas are: entrepreneurship, institutional pharmacy practice and pharmacoeconomics. Prerequisite: PHAR 704. Three credits.

PHAR 713 Sterile Compounding Laboratory

This course provides direct technical training in aseptic transfer, administration, and quality assurance procedures for sterile drugs and nutrients; and interpretation and explanation of the practical operation and functional mechanism of self-care diagnostic products and health assessment devices operated by licensed health care practitioners. One credit.

PHAR 717 Pharmacy Law

This course focuses on the federal and state laws governing the practice of pharmacy. The course will emphasize introductory legal concepts that encompass the rights and responsibilities of the pharmacist and a practical application of these concepts. Three credits.

PHAR 718 Integrated Pharmaceutical Care and Science (Infectious Diseases)

The Infectious Disease ICARE will present pharmacy students with the pathophysiology of common infectious diseases as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Enrollment limited to third year professional students. Three credits.

PHAR 720 Integrated Pharmaceutical Care and Science (Neuro/Psychiatry)

NeuroPsych ICARE will present pharmacy students with the pathophysiology of common diseases in neurological and psychiatric disorders as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Enrollment limited to third year professional students. Three credits.

PHAR 723 Patient Assessment I

Patient Assessment I is the first part of a two-part course in which students will be introduced to assessment skills pertaining to the practice of pharmacy and to provide pharmaceutical care. The course allows for the application and refinement of interpersonal verbal and written skills through case studies and in the setting of patient encounters. This course is aligned with the Integrated Pharmaceutical Care and Science (ICARE) courses. Students will participate in an applications laboratory to refine critical thinking, practice and demonstrate skills and develop written communication skills necessary for the practice of pharmacy. Corequisites: PHAR 701, PHAR 709 and PHAR 718. Two credits.

PHAR 724 Patient Assessment II

Patient Assessment II is part two of a two-part course in which students will be introduced to assessment skills pertaining to the practice of pharmacy and pharmaceutical care. The course allows for the application and refinement of interpersonal verbal and written skills through case studies in the setting of patient encounters. This course is aligned with the Integrated Pharmaceutical Care and Science (ICARE) courses. As a part of this course, students will participate in an applications laboratory to refine critical thinking, practice and demonstrate skills and develop written communication skills necessary for the practice of pharmacy. Prerequisite: PHAR 723. Corequisites: PHAR 700, PHAR 708 and PHAR 720. Two credits.

PHAR 725 Introductory Pharmacy Practice Experience IV

This is the fourth of five courses designed to introduce student pharmacists to the concept of pharmaceutical care for patients. The course will provide students with experiences in the practice of institutional and clinical pharmacy. Student pharmacists will also explore various concepts, ideas and issues related to the practice of institutional and clinical pharmacy through reading and class discussion. Prerequisite: PHAR 655. One credit.

PHAR 733 Applied Pharmacokinetics and Pharmacogenomics II

Applied Pharmacokinetics and Pharmacogenomics II will build on the concepts presented in PHAR 600 and complement PHAR 701, 709 and 718. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual antibiotics, hormonal and oncology drugs and their clinical applications. Prerequisite: PHAR 632. Corequisites: PHAR 701, PHAR 709 and PHAR 718. One credit.

PHAR 734 Applied Pharmacokinetics and Pharmacogenomics III

Applied Pharmacokinetics and Pharmacogenomics III will build on the concepts presented in PHAR 600 and complement PHAR 700, 708 and 720. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual gastrointestinal and nutritional, musculoskeletal, neurosensory and psychiatric drugs and their clinical applications. Prerequisite: PHAR 733. Corequisites: PHAR 700, PHAR 708 and PHAR 720. One credit.

PHAR 735 Introductory Pharmacy Practice Experience V

This is the final course in the IPPE series designed to introduce pharmacy students to the concept of pharmaceutical care for patients. In this course, students will continue to observe pharmacists and fourth-year pharmacy students and interact with patients at institutional/acute care and ambulatory/outpatient settings. Prerequisites: PHAR 516, PHAR 517, PHAR 655 and PHAR 725. One credit.

PHAR 800 Ambulatory Care Advanced Pharmacy Practice Experience

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the preceptor. This advanced pharmacy practice experience will provide the student experience in an ambulatory care practice setting. This course is for fourth year pharmacy students. Five credits.

PHAR 801 Community Clinical Advanced Pharmacy Practice Experience

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the preceptor. This advanced pharmacy practice experience will provide the student experience in a community clinical setting. This course is for fourth year pharmacy students. Five credits.

PHAR 803 In-Patient Acute Care Advanced Pharmacy Practice Experience

Students will be assigned a pharmacist preceptor for an Advanced Pharmacy Practice Experience (APPE) at the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the pharmacist preceptor. This advanced pharmacy practice experience will provide the student experience in an inpatient acute care setting. This course is for fourth year pharmacy students. Five credits.

PHAR 804 Institutional Advanced Pharmacy Practice Experience

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's healthcare institution. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the pharmacist preceptor. This advanced pharmacy practice experience will provide the student experience in an institutional (hospital) practice setting. This course is for fourth year pharmacy students. Five credits.

PHAR 806 Selective Advanced Pharmacy Practice Experience II

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the preceptor. This selective advanced pharmacy practice experience will provide the student experience in a pharmacy practice setting. This course is for fourth year pharmacy students. Five credits.

PHAR 807A Selective Advanced Pharmacy Practice Experience I:A

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the preceptor. This selective advanced pharmacy practice experience will provide the student experience in a pharmacy practice setting. This course is for fourth year pharmacy students. Two credits.

PHAR 807B Selective Advanced Pharmacy Practice Experience I:B

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the preceptor. This selective advanced pharmacy practice experience will provide the student experience in a pharmacy practice setting. This course is for fourth year pharmacy students. Three credits.

PHAR 808 Advanced Pharmacy Practice APPE

Students will be assigned a preceptor for an Advanced Pharmacy Practice Experience (APPE) at the preceptor's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the direct supervision of the preceptor. This advanced pharmacy practice experience will provide the student experience in an advanced pharmacy practice setting. This course is for fourth year pharmacy students. Five credits.

PHAR 825 Pharmacy Practicum Advanced Pharmacy Practice Experience

The senior practicum project is designed to provide entry-level, fourth-year pharmacy students with exposure to outcomes-based issues to help uncover many questions remaining in the practice of pharmacy and healthcare. The practicum project should address where the majority of these students will work, the changing face of pharmacy practice, and give them the opportunity to positively influence pharmacy practice. The project is not for the purpose of creating researchers, but instead competent practitioners capable of rendering pharmaceutical care. The practicum project is to be complementary to and separate from the existing advanced pharmacy practice experience during the fourth year of pharmacy school, so students should not expect to fulfill its requirements during rotations so as to prevent them from successfully completing the objectives developed by the director of experiential education for the rotation site at which the research is conducted. The student is expected to spend at least 40 hours completing this project. One credit.

PHARMACY (PHRN) – Non-Traditional**PHRN 534 Essentials of Pharmacogenomics**

Essentials of Pharmacogenomics focuses upon the ways in which an individual's genetic makeup influences his/her response to drugs, including the variable side effects that often occur in traditional courses of drug therapy. The instructors will explore the ways in which inherited factors can affect both the pharmacokinetic and pharmacodynamic properties of drugs. The course will build from the basics of genetic variability to a strong emphasis on the application of pharmacogenomics to common disease states. The course will lay the foundation for an understanding of the role pharmacogenomics will play in therapeutic decision-making based on an individual's genotype. Three credits.

PHRN 607 Integrated Pharmaceutical Care and Science (Respiratory)

Respiratory ICARE will present pharmacy students with the pathophysiology of common diseases in respiratory disorders as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Two credits.

PHRN 608 Integrated Pharmaceutical Care and Science (Renal)

Renal ICARE will present pharmacy students with the pathophysiology of common renal diseases, their complications, electrolyte and acid-base disorders as well as the pharmacodynamic and pharmacokinetic properties of the drugs used to treat these diseases and the therapeutic management of patients. Two credits.

PHRN 619 Integrated Pharmaceutical Care and Science (Cardiovascular)

Cardiovascular ICARE will present pharmacy students with the pathophysiology of common diseases of the cardiovascular system as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Four credits.

PHRN 632 Applied Pharmacokinetics and Pharmacogenomics I

Applied Pharmacokinetics and Pharmacogenomics I will complement PHRN 607, 608 and 619. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual respiratory, renal and cardiovascular drugs and their clinical applications. One credit.

PHRN 650 Evaluation Skills

Evaluation Skills provides an overview of the analytical skills and tools pharmacists need to read, review, and understand the medical literature. This course will cover research design and statistics, drug literature evaluation, outcomes therapy and pharmacoeconomics. Two credits.

PHRN 651 Clinical Skills

Clinical Skills presents an overview of the skills and tools pharmacists need to evaluate a patient and make rational decisions concerning pharmacotherapy. This course will provide an overview of patient assessment and pharmacokinetics. Two credits.

PHRN 700 Integrated Pharmaceutical Care and Science (GI/Nutrition)

GI/Nutrition ICARE will present pharmacy students with the pathophysiology of common diseases of the gastrointestinal system as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Two credits.

PHRN 701 Integrated Pharmaceutical Care and Science (Endocrine/Reproduction)

Endocrine/Reproduction ICARE will present pharmacy students with the pathophysiology of common diseases of the endocrine and reproductive systems as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Two credits.

PHRN 703 Integrated Pharmaceutical Care and Science Laboratory I

The laboratory is correlated with Integrated Pharmaceutical Care and Science courses and involves patient case discussions for application of high impact problems in pharmacy. During specific topics addressed within the sequenced course, students will participate in the applications laboratory to ensure application of the information in a practice context. One credit.

PHRN 708 Integrated Pharmaceutical Care and Science (Musculoskeletal)

Musculoskeletal ICARE will present pharmacy students with the pathophysiology of common diseases of the musculoskeletal system as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Two credits.

PHRN 709 Integrated Pharmaceutical Care and Science (Hematology/Oncology)

Hematology/Oncology ICARE will present pharmacy students with the pathophysiology of hematologic and oncologic diseases and disorders as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Three credits.

PHRN 711 Integrated Pharmaceutical Care and Science Laboratory II

The laboratory is correlated with Integrated Pharmaceutical Care and Science courses and involves patient case discussions for application of high impact problems in pharmacy. During specific topics addressed within the sequenced course, students will participate in the applications laboratory to ensure application of the information in a practice context. One credit.

PHRN 714 Integrated Pharmaceutical Care and Science Laboratory III

The laboratory is correlated with Integrated Pharmaceutical Care and Science courses and involves patient case discussions for application of high impact problems in pharmacy. During specific topics addressed within the sequenced course, students will participate in the applications laboratory to ensure application of the information in a practice context. One credit.

PHRN 718 Integrated Pharmaceutical Care and Science (Infectious Diseases)

Infectious Diseases ICARE will present pharmacy students with the pathophysiology of common infectious diseases as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Three credits.

PHRN 720 Integrated Pharmaceutical Care and Science (Neurosensory/Psychiatry)

Neurosensory/Psychiatry ICARE will present pharmacy students with the pathophysiology of common neurological and psychiatric diseases as well as the chemical, pharmacodynamic and pharmacokinetic properties of the drugs used to treat the diseases and the therapeutic management of patients. Three credits.

PHRN 733 Applied Pharmacokinetics and Pharmacogenomics II

Applied Pharmacokinetics and Pharmacogenomics II will complement PHRN 701, 709 and 718. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual antibiotics, hormonal and oncology drugs and their clinical applications. Prerequisite: PHRN 632. One credit.

PHRN 734 Applied Pharmacokinetics and Pharmacogenomics III

Applied Pharmacokinetics and Pharmacogenomics III will complement PHRN 700, 708 and 720. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual gastrointestinal, nutritional, musculoskeletal, neurosensory and psychiatric drugs and their clinical applications. Prerequisite: PHRN 733. One credit.

PHRN 800 Ambulatory Care Advanced Pharmacy Practice Experience

Students will find a practice site. This course will develop the student's skills in providing pharmaceutical care to patients in ambulatory care practice settings. Students may complete this course via a self-directed method of education under the mentorship of an experienced pharmacist or through an on-site experience at a practice site with a pharmacist preceptor who engages in appropriate ambulatory care activities. Five credits.

PHRN 802 Medication Information Advanced Pharmacy Practice Experience

Students will find a practice site. This course will develop the student's skills in providing pharmaceutical care to patients by emphasizing the retrieval, evaluation and communication of health-related information in the management of medication therapy. Students may complete this course via a self-directed method of education under the mentorship of an experienced pharmacist or through an on-site experience at a practice site with a pharmacist preceptor who engages in appropriate medication information activities. Five credits.

PHRN 803 In-Patient Acute Care Advanced Pharmacy Practice Experience

Students will find a practice site. This course will develop the student's skills in providing pharmaceutical care to patients in acute care practice settings. Students may complete this course via a self-directed method of education under the mentorship of an experienced pharmacist or through an on-site experience at a practice site with a pharmacist preceptor who engages in appropriate inpatient acute care activities. Five credits.

PHRN 821 Non-Traditional Acute Care Clerkship

Students will find a practice site. This course will develop the student's skills in providing pharmaceutical care to patients in acute care practice settings. Students may complete this course via a self-directed method of education under the mentorship of an experienced pharmacist or through an on-site experience at a practice site with a pharmacist preceptor who engages in appropriate inpatient acute care activities. Four credits.

PHRN 822 Non-Traditional Ambulatory Care Clerkship

Students will find a practice site. This course will develop the student's skills in providing pharmaceutical care to patients in ambulatory care practice settings. Students may complete this course via a self-directed method of education under the mentorship of an experienced pharmacist or through an on-site experience at a practice site with a pharmacist preceptor who engages in appropriate ambulatory care activities. Four credits.

PHRN 823 Non-Traditional Drug Information Clerkship

Students will find a practice site. This course will develop the student's skills in providing pharmaceutical care to patients by emphasizing the retrieval, evaluation and communication of health-related information in the management of medication therapy. Students may complete this course via a self-directed method of education under the mentorship of an experienced pharmacist or through an on-site experience at a practice site with a pharmacist preceptor who engages in appropriate medication information activities. Four credits.

PHRN 840 Non-Traditional Community Clerkship

Students will be responsible for finding a community practice site. Students will perform community pharmacist functions while under the supervision of the pharmacist and complete no less than 40 hours of practice. This clerkship will give the student experience in a community practice setting. Grade of "S" or "U" only. No credit.

PHRN 841 Non-Traditional Institutional Clerkship

Students will be responsible for finding an institutional practice site. Students will perform institutional inpatient pharmacist functions while under the supervision of the pharmacist and complete no less than 40 hours of practice. This clerkship will give the student experience in an institutional practice setting. Grade of "S" or "U" only. No credit.

PHYSICAL THERAPY (PT)

PT 603 Gross Human Anatomy I

PT 604 Gross Human Anatomy II

This two semester course series will provide an in-depth study of human anatomy with an emphasis on normal and pathological form and function as they relate to health care practice. Using a regional approach, emphasis will be placed on the relationship between nervous, muscle, vascular and connective tissue structures and joints.

Course material is delivered through a combination of lecture, demonstration, human cadaver dissection, clinical case studies, and radiologic analysis. In addition, surface anatomy laboratory sessions will be utilized to assure that the student has the ability to transfer classroom knowledge to the clinical setting. Upon completion of this course, the student will have acquired the ability to identify, describe and discuss the morphology and function of various body regions. Four credits each.

PT 607 Examination and Intervention

This course is designed to facilitate the student's understanding of the theoretical basis for and the practical application of examination techniques and basic physical therapy intervention skills. This course will guide the student's development of physical therapy evaluation skills via performance and interpretation of specific tests and measures. In addition, the student will develop an understanding of the process by which results of the physical examination are interpreted and an intervention plan of care is developed. This course includes lecture and laboratory time in order to facilitate didactic and psychomotor learning that are essential to the development of sound clinical decision making skills. Upon completion of this course, the student will be able to accurately perform a physical therapy examination, develop a general impression, document goals and design a general plan of care. Four credits

PT 610 Musculoskeletal System I

This course provides an in-depth study of the evaluation and physical management of musculoskeletal dysfunction of the upper extremities of the human body. Students learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of the extremities. Various orthopedic manual physical therapy approaches are introduced. The student will also learn to design appropriate therapeutic exercise interventions and use of therapeutic modalities for various musculoskeletal conditions of the extremities. PT 607, Examination and Intervention, is a prerequisite of this course, and students are expected to apply all techniques and principles from the course to the material in PT 610. Three credits.

PT 623 Histophysiological Aspects of Movement I

This course is designed to provide the student with an introduction to Human Histology and Physiology with a major emphasis placed on general cellular physiology, neurophysiology, muscle physiology, epithelium and connective tissue. This provides the basic underpinnings of structure, function, and mechanisms that allow the body to move. Emphasis is on the four basic tissue types and their alterations during the aging process and following immobilization, acute activity, and chronic training. Lecture, laboratory, case study, journal articles, readings and discussion are utilized for teaching purposes. Three credits.

PT 624 Histophysiological Aspects of Movement II

This course is designed to provide the student with an introduction to general organ system human histology and physiology with a major emphasis placed on the cardiovascular, pulmonary, renal, endocrine and gastro-intestinal systems. This will provide the basic underpinnings of structure, function, and mechanisms that allow the body to move. Along with the overview, discussion of the system alterations during the aging process, following prolonged immobilization, with acute activity and following chronic training will be included. Lecture, laboratory, case study, journal articles, readings, and discussion are utilized for teaching purposes. Three credits.

PT 643 Evidence-Based Practice: Introduction to Research Design

This course is designed to provide a thorough analysis of selected research that allows students to develop an understanding of adequate clinical research design, appropriate analytical procedures and the nature of research criticism. Research designs across the spectrum of research will be explored in relation to clinical research for physical therapists. Students will analyze data using SPSS computer software, participate in discussions regarding selected research designs, and critically review selected professional literature. Three credits.

PT 653 Professional Issues I

This course introduces the student to the profession of physical therapy. The professional association, the documents that frame and guide the profession, and basic regulations of the profession are presented. Students will begin to develop their understanding of and ability to teach, speak publicly and participate effectively in groups. Case presentations allow the student direct involvement with patients and other health care providers to bring the field of physical therapy and its place in the health care system to life. The students study medical terminology independently as a part of this course and a computerized test is taken to assure 90 percent competency level. Three credits.

PT 656 Clinical Practicum I**PT 751 Clinical Practicum II****PT 752 Clinical Practicum III**

The focus of these courses is to facilitate the application and integration of didactic information from the classroom setting into clinical practice by expanding clinical problem solving. Each course consists of one day per week clinical experience for a period of 10 weeks. The Clinical Practicum integrates the knowledge, skills and attitudes acquired to date in the classroom and in the labs, to application in the clinical environment. New concepts and skills specific to the clinical experience are incorporated. Under the direct supervision of a practicing physical therapist, the experience is designed to allow the student "hands-on" learning. Additionally, adherence to and a progression of behaviors as identified in *The PT-Specific Generic Abilities* are expected. The four Clinical Practicum experiences should be varied among IP, OP, Rehab, Peds (and other), as clinical contracts allow. Acquisition of experience with "The Guide" and its terminology is expected. One credit per semester.

PT 672 Functional Neuroanatomy

The purpose of this course is to introduce students to how the nervous system functions to control behavior. Based on this understanding, students will later treat individuals with functional limitations due to neurologic damage. This course does not deal with treatment techniques per se, but addresses the structure of the nervous system and how it functions under normal and pathological conditions. Course material is organized by functional system. Within each system, effectors are considered along with input and out connections. Particular attention is paid to the central pathway for each functional system and the clinical aspects of damage to the system. Three credits.

PT 685 Psychosocial Aspects of Physical Therapy Practice I

This course is designed to provide the student with learning experiences focused on psychological and social factors relevant to physical therapy practice. This course emphasizes psychological and social dynamics that occur during patient/client-practitioner interactions. Effective interaction strategies including educational strategies will be discussed and patient-practitioner interactions across the various life stages and cultures is emphasized. Students also examine issues of self-management and self-awareness. Two credits.

PT 690 Medical Foundations I

This course is designed to facilitate the student's ability to practice as a member of an integrated medical team. Students will be introduced to the basic concepts of therapeutic exercise with emphasis on how it applies in an outpatient setting. Students will gain basic knowledge of commonly used medical terminology. Finally, students will learn basic skills to screen for non-musculoskeletal medical conditions. One credit.

PT 694 Medical Foundations II

This course is designed to facilitate the student's understanding of the medical management following surgical procedures and the physical therapists' responsibilities following surgical procedures to include: recognition and interpretation of abnormal lab values, medical emergencies, contraindications to activity, recognition of complications following surgical procedures and physical therapy interventions, including therapeutic exercise, to prevent complications following surgery. This course will provide an overview of those surgeries that most frequently require pre- and post-operative surgical care. Emphasis is placed on classic surgical approaches and commonly used modifications and the implications for physical therapy care. This course includes lecture and laboratory time in order to facilitate didactic and psychomotor learning that are essential to the development of sound clinical decision making skills. One credit.

PT 703 Pediatric Physical Therapy

This course is designed to provide learning opportunities in the area of early growth and development and pediatric physical therapy. It covers primarily development and neurologic problems of childhood that are addressed by physical therapy. Orthopedic and cardiopulmonary issues not covered in the orthopedic and cardiopulmonary courses will also be addressed. Pharmacological and surgical interventions commonly seen with the pediatric patient will be covered either in the cases, readings or lecture component of this class. Students develop a working knowledge of diagnostic categories, PT problems, evaluation tools and intervention strategies and techniques that are common to pediatric practice. Lecture/discussion, video analysis, labs and patient demonstrations will serve as the primary in-class approaches to learning. Students evaluate and treat a child for six weeks in the treatment labs and are responsible for initial evaluation, problem identification, establishment of defensible goals and treatment programs. Four credits.

PT 709 Musculoskeletal System II

This course provides an in-depth study of the evaluation and physical management of musculoskeletal dysfunction of the lower extremities of the human body. Students learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions of the extremities. Various orthopedic manual physical therapy approaches are introduced. The students will also learn to design appropriate therapeutic exercise interventions and use of therapeutic modalities for various musculoskeletal conditions of the extremities. PT 607, Examination and Intervention, and PT 610, Musculoskeletal System I, are prerequisites of this course, and students are expected to apply all techniques and principles from those courses to the material in PT 709. Three credits.

PT 710 Musculoskeletal System III

This course provides an in-depth study of the evaluation and physical management of musculoskeletal conditions of the spine and pelvic girdle. Format is a combination of lecture and laboratory experiences with an emphasis on the development of psychomotor skills. Various orthopedic manual physical therapy approaches are covered as are common orthopedic surgical procedures for the spine. Students learn to integrate concepts of various approaches to physical therapy management with specific examination and intervention techniques to address both surgical and non-surgical musculoskeletal conditions. Screening procedures to rule out contributions to clinical presentations from other body systems are included. The principles of worksite injury prevention and industrial rehabilitation are introduced in this course. Attention is given to the application of principles of musculoskeletal system rehabilitation across the lifespan and across clinical settings. Prerequisites: PT 607, PT 610 and PT 709. Four credits.

PT 721 Pathology

This course is designed to acquaint the student to the basic principles in the study of disease. Included is an overview of pathological processes (cell injury, inflammation, neoplasia, etc.), followed by organ system pathology (cardiovascular, respiratory, nervous system, etc.), and multi-system pathology (nutritional, endocrine, wound healing, diabetes, trauma, etc.). A sign/symptom, pathogenesis, pathophysiological approach will be accentuated. Emphasis is also placed on diseases treated by the physical therapist. Pathology serves as an underpinning of mechanisms that lead to impairments, functional limitations and disabilities that are treated in the clinic. Three credits.

PT 733 Professional Issues II

This is the second of three courses of lecture and discussion of ethical, professional and leadership issues encountered in physical therapy practice, administration, billing/reimbursement and management. Within the three course sequence, the student will be introduced to the process necessary for identifying and resolving issues of ethical and/or professional problems in a variety of practice settings. It will include an introduction to the standards of legal and ethical practice and conduct. The legal and ethical impact of confidentiality and accountability will be stressed along with introduction of other current topics of interest to the profession of physical therapy. The student will also be introduced to basic concepts of organization, fiscal policy, reimbursement, and communication issues pertinent to the administration and management of physical therapy service. Prerequisite: PT 653. One credit.

PT 744 Prosthetics and Orthotics

This course introduces the physical therapy examination and interventions for persons with limb differences and the principles and methods of fabrication of prosthetics and orthotics. The student will become familiar with a variety of spinal and lower extremity orthotics and lower extremity prosthetics. Pathological gait patterns of persons with lower limb amputations are presented, with potential prosthetics and individual causes of deviations analyzed and remedied. Volunteers from the local community will be part of class lab as available. Demonstration of Developing and Advanced Level Generic Abilities is expected. Two credits.

PT 753 Clinical Internship I

The focus of the course is the application and demonstration of problem solving skills in the clinical environment. This first full-time clinical affiliation determines each students' readiness to continue on the program, identifies (potential) problems, and reaffirms career choice. The focus of the course is the application and demonstration of problem solving skills in the clinical environment. Three credits.

PT 761 Clinical Conference I**PT 762 Clinical Conference II****PT 861 Clinical Conference III**

Clinical Conference is designed to facilitate application and integration of didactic information from the classroom into clinical practice by expanding clinical problem solving through clinical cases. A short formal presentation covering selected background information is followed by a presentation of the case research supporting the efficacy of treatment and validity of evaluation tools. Dialogue between students, faculty, and clinicians is encouraged both in large and small group format. Each case is posted on the PT home page of the SUNET and archived for student reference and study. One credit.

PT 771 Adult Neurotherapeutics

This course, together with Functional Neuroanatomy (PT 672) and the related clinical education experiences, will prepare the entry-level practitioner to evaluate and treat adult clients with movement dysfunction due to neurologic damage. The ability to evaluate and treat this patient population is based on understanding in three content areas: 1) theoretical models of how human movement is controlled under normal and pathological conditions; 2) knowledge of the etiology, clinical presentation, and natural history of recovery from neurological damage; and 3) techniques to examine and intervene in the most common movement impairments and functional limitations due to neurologic damage. This course also provides extensive laboratory experience examining and intervening with real and simulated patients with movement dysfunction due to neurologic damage. Four credits.

PT 781 Gait Analysis and Biomechanics

This is an introductory course in Gait Analysis and Biomechanics. The purpose of this course is to acquaint the student with the force motion relationship within the musculoskeletal system and the various techniques used to understand these relationships. Special lab activities will be utilized to enhance understanding of the gait cycle and biomechanics in sports and exercise. Course format will utilize an active learning approach which will include laboratory and self-directed learning activities. Students will use resources in the classroom, clinical/professional community and library in addition to the texts and syllabus to meet course requirements. Three credits.

PT 790 Therapeutic Exercise

This course covers the principles of therapeutic exercise prescription for the physical therapy patient/client. Theory and practice of the following exercise domains are covered including stretching, resisted exercise, plyometrics, endurance training and balance and proprioceptive training. Appropriate exercise dosage, including frequency, intensity, volume and duration will be covered in each domain. One credit.

PT 792 Physical Agents

This course covers the physical modalities, electrodiagnostic techniques, hydrotherapy, massage, myofascial release, trigger point therapy, and acupuncture/acustimulation. The modalities include thermal modalities, traction, continuous passive ROM, electrical stimulation, biofeedback, and electrodiagnostic techniques. The indications, contraindications, physiologic basis for therapeutic effect, and known efficacy are discussed in the lecture/discussion component. Students will experience the effect of each modality and develop psychomotor skills in the application of each modality during the laboratory portion of the course. Therapeutic implications of findings derived from electrodiagnostic testing are explored through the use of case studies and clinical examples. Students will develop skills in integrating the use of physical modalities into clinical practice through the use of case studies, class discussion, and computer-based interactive programs. Three credits.

PT 796 Evidence Based Practice I

This is the first of a three-course sequence for the culminating research experience in the DPT program. Successful completion of PT 643 is necessary prior to enrolling in this course. In this course, students will develop a research proposal and successfully complete all appropriate applications for the Institutional Review Board. This endeavor is the first component of the endeavor that will be continued in PT 797 and PT 893 in which the project is formally completed and presented. This proposal will be done under the advisement of faculty with expertise in the research and content areas. Prerequisite: PT 643. One credit.

PT 797 Evidence Based Practice II

This is the second of a three-course sequence for the culminating research experience in the DPT program. In this course, students will complete data collection for proposed research projects, perform appropriate literature searched for primary and secondary analyses, obtain relevant literature, and complete the initial portions of a written manuscript through an iterative process with peers, the instructor and any clinical or faculty advisors involved in the project. This endeavor is the continuation of the endeavor begun in PT 796 in which the project was formally developed and the IRB process successfully completed. Prerequisites: PT 643 and PT 796. One credit.

PT 821 Cardiovascular and Pulmonary Physical Therapy

This course is designed to provide the student with a general foundation in examination, evaluation, diagnosis, prognosis, interventions, and outcomes for persons with cardiovascular or pulmonary disorders. Application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions will be covered. Clinical reasoning and decisions are fostered through multiple case studies. Cardiovascular and pulmonary risk factor reduction and wellness/health promotion will also be covered. Three credits.

PT 831 Professional Issues III

This is the third of three courses of lecture and discussion of ethical and professional issues encountered in medicine and physical therapy. Legal and ethical issues covered in the second course will be used as a basis for many of the issues covered in this course. In this course, the student will be introduced to the business and managerial aspects of physical therapy practice, and these issues will be further explored in PT 832. Issues related to career choices and job acquisition will also be addressed in this course. Two credits.

PT 832 Establishing a Physical Therapy Practice/Direct Access

This course will introduce the student to the fundamentals of establishing a physical therapy practice. It will include small business basics, understanding business structures, understanding the reimbursement issues facing PTs in private practice, analyzing a financial plan, developing policies and procedures for the practice and understanding risk management. The necessary philosophy of the expanded role as a diagnostician and the marketing strategies required to promote and advocate for the autonomous model of care will be discussed. The peer reviewed and published clinical competencies that define primary contact physical therapy and how these skills will help to provide health care consumers safe and effective management of neuromusculoskeletal impairments and functional limitations will be presented. Three credits.

PT 854 Clinical Internship II**PT 855 Clinical Internship III**

The emphasis of these learning experiences is to progress to a level of functioning as an entry-level clinician. The amount of assistance required by the clinical preceptor will gradually decrease as the student progresses within each clinical internship. Clinical internships are expected to be across a variety of settings with the expectation of entry-level competence at the completion of each internship. Six credits each.

PT 881 Advanced Topics

This course is designed to offer the student a variety of opportunities to expand their evaluation and treatment skills. Students are required to integrate advanced problem-solving skills with a wide range of treatment approaches. One credit.

PT 882 Comprehensive Examination

This is a preparatory course to help the student integrate the entire curriculum in preparation for practice and prepare them for the comprehensive oral and written examinations. The students will be given weekly cases for discussion and practice. The course concludes with a comprehensive oral and written examination intended to identify the students' preparedness to enter their full time clinical rotations. Both parts of this examination must be passed to proceed with full time clinical affiliations. Specific testing details are found on Blackboard. This course is Pass/Fail only. One credit.

PT 893 Evidence Based Practice III

This course is the culminating research experience in the DPT program. In this course, students will complete a written manuscript through an iterative process with peers, the instructor and any clinical or faculty advisors involved in the project. This endeavor is the continuation of the endeavor begun in PT 796 and PT 797 in which the project was formally developed, data collected and the initial portions of the manuscript were completed. Prerequisites: PT 796 and PT 797. Two credits.

PT 896 Medical Foundations III

This course is designed as three mini-courses. The Integumentary Disorders mini-course is designed to acquaint the student to management of wounds. A general foundation in examination, evaluation, diagnosis, prognosis, interventions and outcomes for persons with various types of wounds will be provided. Application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions in addition to wound risk factor reduction will be presented. Clinical reasoning and decisions will be fostered through case studies. The second mini-course covers pharmacology and is designed to explain the basics of pharmacotherapeutics and surveys those medications most commonly prescribed for patients seen by the physical therapist. In the third mini-course, students will learn more advanced skills to screen for non-musculoskeletal medical conditions. Three credits.

PHYSICAL THERAPY — TRANSITIONAL DOCTORATE (T-DPT)**PT 825 Billing and Reimbursement**

This course is designed to promote an understanding of the billing and reimbursement issues related to the practice of physical therapy in keeping with the professional Code of Ethics as established by the American Physical Therapy Association. The course will discuss changes and challenges that have been created by the movement of the profession to the doctoral level and with autonomous practice. One credit.

PT 835 Incorporating Evidence into your Daily Practice

This course is designed to acquaint the PT with utilizing the literature to defend their examination and treatment interventions with their specific patients. Database searching for evidence utilizing the Problem, Intervention, Comparison Group and Outcome (PICO) method will be utilized. Basic Case Report format will be covered to assist with capstone project. Two credits.

PT 836 Medical Imaging in Rehabilitation

Interpretation of medical imaging tests is an integral part in determining a physical therapy diagnosis. This course explores the various types of imaging tests (ultrasound, MRI, radiograph, bone scan, and others), the biophysical properties of the tests, interpreting test results and linking these results to physical therapy diagnosis. One credit.

PT 838 Physical Therapy Practice in a Direct Access Setting

This course provides the student with health care law and ethical issues facing physical therapists. Specific topics include: professional responsibility and ethics; legal aspects of documentation; medical malpractice; informed consent; sexual conduct and sexual harassment; how to prepare for a deposition; contract law; and legal and ethical issues in managed care/direct access environment. Two credits.

PT 839 Utilizing the Guide to PT Practice in your Daily Practice

The Guide to PT Practice is an organizational tool that is helping to focus PT's rights, roles and responsibilities in treating patients. Utilization of *The Guide to PT Practice*, the patient/client management model for reliable and valid examination methods, evaluation, diagnosis, prognosis, intervention, length of visits/stay and outcome measures are covered. The framework developed should assist the therapist in their daily practice and may assist the profession in data collection for clinical research. One credit.

PT 842 Medical Screening/Differential Diagnosis

With continued autonomy in practice, patient/clients often have diseases/disorders that require referral to other health care practitioners. This course is designed to acquaint the PT to medical screening used for differentiating medical diseases/disorders that might mimic signs/symptoms of musculoskeletal impairments. Introduction to systems review process and identification of clinical problems requiring referral and/or collaborative approach. Medical emergencies will also be covered. Focus on advanced clinical judgment and decision making. Two credits.

PT 847 Emerging Clinical Practice

Utilizing *The Guide to PT Practice* (or other classification systems currently in PT), the patient-client model is examined along with the disablement model, clinical reasoning, current terminology, cultural competence, gender issues for patients with impairments in the four practice areas (three cases will be developed in each of the following areas: musculoskeletal, neuromuscular; cardiovascular and pulmonary and integumentary systems, plus one case will be developed covering "wellness"). Utilizing a systematic approach of systems review, examination, evaluation, diagnosis, the patient/client's prognosis, interventions, discharge and outcomes measures are determined. Current medical management from imaging techniques, pharmacology and surgical procedures will be incorporated into a case-based study of multiple patient types. There will be one required case regarding "wellness" and three cases of the students choice (either in one area or "generalist" any combination of three cases) in any of the four practice areas. Other case reports will have varying amounts of information delivered with more interaction required by the student. Following completion of the four case reports, a capstone project requiring completion of a case report or case study on a patient/client found will be developed and submitted in a specific format in the area of emphasis of the student's choice. Three credits.

PT 849 Professionalism – The Doctoring Profession

This on-site course is designed to acquaint the PT with the rights, roles and responsibilities of being part of a doctoring profession. Patient advocacy, professional leadership and lifelong learning will help to enable the student's process of empowerment in this profession. A central theme of the course is developing practitioners who view their doctoral education as a route to engaged professionalism, that is, commitment to the demonstration of attributes that enhance the practice of physical therapy at both the individual and societal levels. Two credits.

PT 860 Advanced Human Anatomy

This on-site course is designed to provide the practicing physical therapist with an in-depth review of the functional anatomy and biomechanics of the human spine and extremities. This review will include examination of the nervous, vascular, muscle, connective tissue and joint structures of each region. Course material will be delivered through a combination of lecture, examination of cadaveric prosections and radiographs and video analysis. Two credits.

PT 885 Vestibular Rehabilitation

Vestibular rehabilitation consists of exercises to manage the disequilibrium and dizziness associated with peripheral vestibular pathology. The symptom of dizziness is one of the top three reasons why individuals over the age of 65 seek medical attention. These patients may be effectively treated with vestibular techniques administered by a physical therapist. The purpose of this course is to review the anatomy and physiology of the vestibule-cochlear system and then to cover this system's physical assessment and rehabilitation. One credit.

PT 886 Advanced Manual Therapy

Mobilization/manipulation has been defined in *The Guide to Physical Therapist Practice* as a manual therapy technique comprising a continuum of skilled passive movements to the joints and/or related soft tissue that are applied at various speeds and amplitudes, including a small-amplitude/high-velocity therapeutic movement. This course covers the history of manipulation in physical therapy, its legislation in therapy practice acts and the research on its effectiveness in physical therapy examination and intervention. One credit.

PT 887 Women's Health Issues in PT

The purpose of this course is for the student to acquire an understanding of the complex issues that must be considered when developing comprehensive physical therapy management programs for female clients. The student will review the unique female anatomic, physiologic and musculoskeletal changes that occur throughout the life cycle. The student will learn how to incorporate these concepts into the physical therapy examination of a female client with musculoskeletal dysfunction. Special consideration will be given to the following topics: pelvic floor dysfunction, urinary incontinence, pelvic pain and peri-partum musculoskeletal dysfunction — conditions which are unique to or more common in women. Upon completion of the course, the student will be able to

incorporate gender issues into their management programs and will be able to design interventions to address the unique female dysfunctions listed above. Finally, the student will obtain the skills necessary to begin to develop and market a women's health practice. One credit.

PT 899 Pharmacology in Physical Medicine

This course provides an excellent overview of pharmacokinetics, drug types, uses, drug legislation and adverse reactions specific to patient participation in physical therapy. Two credits.

PHYSICIAN ASSISTANT STUDIES (PA)

PA 504 Medical Physiology and Genetics

An overview of physiological processes that influence the human organism at the cellular, organ and systemic levels. Includes a discussion of normal function and focuses on how normal physiology impacts upon a patient's health and well-being. A case study approach is used to assist students in the application of fundamental principles to clinical situations and to begin the process of understanding dysfunction and pathology likely to be encountered in the clinical setting. Includes an introduction to the scientific concepts related to genetics and molecular basis of disease. Three credits.

PA 507 Neuroscience

This course provides an introduction to how the nervous system functions to control behavior. It addresses the structure of the nervous system and how it functions under normal and pathological conditions organized by functional system with focus on diagnosis of neurological disorders. Particular attention is paid to the central pathway for each functional system and the clinical aspects of damage to the system. One credit.

PA 508 Anatomy for Physician Assistants I

This first course provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy of the thorax and upper extremities as a basis for solving clinical problems related to these body regions. Prerequisite: PA 504. Four credits.

PA 509 Anatomy for Physician Assistants II

This course provides an in-depth study of human anatomy, including an introduction to anatomical and medical terminology and foundational information on human development and structure fundamental to considerations of function, physical diagnosis, trauma and disease. Using a regional approach, this course places emphasis on obtaining functional knowledge of normal human gross anatomy of the abdomen, lower extremities and head and neck as a basis for solving clinical problems related to these body regions. Prerequisite: PA 508. Four credits.

PA 511 Introduction to the Physician Assistant Profession

This course is an overview of the history and philosophy of the physician assistant profession and the role of PAs in the health care field; and includes a review of current professional issues and organizations relevant to the PA profession as well as issues that may impact the profession in the future. This course also includes a review of medical terminology to provide a foundation for further study. One credit.

PA 513 Healthcare Systems and Issues in Healthcare

This course is an introduction to issues and systems related to the delivery of health care in the United States such as health care settings, health care costs and reimbursement issues, the evaluation of health care quality, an overview of health care provider roles, and a focus on the delivery of health care via a team approach. It will include an introduction to the common policies and legal issues encountered by physician assistants such as liability insurance, privacy rules, and informed consent. Public health principles (including epidemiology) and utilization of public health officials by a PA will also be discussed. Prerequisite: PA 511. One credit.

PA 515 Medical Interviewing and Physical Assessment I

This course includes the development of the knowledge and skills required to competently take a medical history and perform a physical examination, recognize normal and abnormal findings, and record the findings in the medical record. It also includes an introduction to the art of patient and family/practitioner communication and effective interviewing for the purpose of establishing a health database and follow-up care. This course will provide an overview of the medical record as well as development of writing and organizational skills for medical record keeping. Corequisite: PAL 515. Two credits.

PAL 515 Medical Interviewing and Physical Assessment Lab I

This laboratory based course will focus on the development of the skills required to competently take a medical history and perform a physical examination, recognize normal and abnormal findings, and record the findings in the medical record. It includes introduction to the art of patient and family/practitioner communication and effective interviewing for the purpose of establishing a health database and follow-up care. This course will provide an overview of the medical record as well as development of writing and organizational skills for medical record keeping. Corequisite: PA 515. One credit.

PA 517 Medical Interviewing and Physical Assessment II

This course provides for the development of the knowledge and skills required to competently take a medical history and perform a physical examination, recognize normal and abnormal findings, and record the findings in the medical record. It also includes the art of medical interpretation and the delivery of information to patients and their family members. Prerequisite: PA 515. Corequisite: PAL 517. Two credits.

PAL 517 Medical Interviewing and Physical Assessment Lab II

This laboratory based course will focus on the development of the skills required to competently take a medical history and perform a physical examination, recognize normal and abnormal findings, and record the findings in the medical record. Prerequisite: PA 515. Corequisite: PA 517. One credit.

PA 519 PA Clinical Skills

This lecture based course focuses on the development of diagnostic and therapeutic skills including administration of medications, basic surgical skills and clinical procedures commonly performed in primary care physician assistant practice. Corequisite: PAL 519. One credit.

PAL 519 PA Clinical Skills Laboratory

This laboratory-based course focuses on the development of diagnostic and therapeutic skills including administration of medications, basic surgical skills and clinical procedures commonly performed in primary care physician assistant practice. Corequisite: PA-519. One credit.

PA 521 Introduction to Clinical Medicine and Pharmacology

This course provides an intensive study of human diseases and disorders across the lifespan from the perspectives of pathophysiology, epidemiology, etiology, clinical manifestations, progression, therapy (including emergency and surgical treatment when indicated), and prognosis. It will emphasize diseases common to primary care practices, and the development of a differential diagnosis and plan based upon the patient's clinical presentation. In addition, the course will include a study of the general principles of pharmacology including classification, mechanisms of action and the rational use of drugs for the diagnosis, prevention and treatment of disease, and includes appropriate selection, dosing and monitoring. The rational use of drugs for the diagnosis, prevention and treatment of disease will be presented in lecture and case study format. Prerequisite: PA 504. Co-requisite: PA 530. Four credits.

PA 530 Diagnostic Tests and Procedures I

This course is an introduction to the use and interpretation of commonly used diagnostic tools including laboratory studies and radiologic procedures related to clinical disorders. Corequisite: PA 521. One credit.

PA 531 Diagnostic Tests and Procedures II

This course will develop the knowledge of, the proper use, and interpretation of commonly used diagnostic tools including laboratory studies and radiologic procedures related to clinical disorders. Prerequisite: PA 530. Corequisite: PA 570. One credit.

PA 532 Diagnostic Tests and Procedures III

This course develops the knowledge, the proper use, and interpretation of commonly used diagnostic tools including laboratory studies and radiologic procedures related to clinical disorders. Prerequisite: PA 531. One credit.

PA 544 Pharmacotherapeutics I

A study of the general principles of pharmacology including classification, mechanisms of action and the rational use of medications for the diagnosis, prevention and treatment of disease. The appropriate selection, dosing and monitoring of medication is also reviewed. Prerequisite: PA 521. Corequisite: PA 570. Four credits.

PA 570 Clinical Medicine I

This course is an intensive study of human diseases and disorders across the lifespan from the perspectives of pathophysiology, epidemiology, etiology, clinical manifestations, progression, therapy (including emergency and surgical treatment when indicated), and prognosis. Emphasis will be on diseases common to primary care practices and the development of a differential diagnosis and plan based upon the patient's clinical presentation. Prerequisite: PA 521. Corequisite: PA 544. Six credits.

PA 579 Primary Care Clinical Practicum I

This is a community based practical learning experience designed to increase student competence at delivering periodic well care including prenatal care, management of chronic disease and treatment of episodic illnesses across the lifespan in outpatient and inpatient settings. In this first clinical rotation, emphasis will be placed on developing student skills in eliciting a medical history and performing the appropriate physical exam. The student will also participate in the patient assessment and the development of the diagnostic, therapeutic and management plans. These will be obtained through objective guided, patient contact experiences supervised by community health care providers. Prerequisite: PA 570. Two credits.

PA 599 Independent Study

A course designed for students needing or desiring additional in-depth study on a topic or topics selected in conjunction with a faculty advisor. One to three credits.

PA 600 Clinical Rotation Seminar I

This course utilizes multiple modalities to expand the clinical year student's knowledge of the business of medicine, advanced clinical procedure skills and knowledge of clinical medicine delivered via lecture, group work, and workshops. In addition, coursework and examinations in this course will assess the student's competence in the documentation of patient encounters, development of assessments, treatment plans, interpretation of diagnostic studies and knowledge of the clinical medicine topics outlined in the NCCPA blueprint and in the clinical rotation courses. Prerequisite: 579. One credit.

PA 601 Clinical Rotation Seminar II

This course utilizes multiple modalities to expand clinical year students' knowledge of the business of medicine, advanced clinical procedure skills and knowledge of clinical medicine delivered via lecture, group work and workshops. In addition, coursework and examinations in this course will assess students' competence in the documentation of patient encounters, development of assessments, treatment plans, interpretation of diagnostic studies and knowledge of the clinical medicine topics outlined in the NCCPA blueprint and in the clinical rotation courses. Prerequisite: PA 579. One-half credit.

PA 603 Capstone Seminar

This course provides students with the opportunity to demonstrate that they have achieved the goals and objectives of the physician assistant program and are prepared to enter the workforce as competent and caring health care providers. Corequisite: PA 690. One credit.

PA 611 Humanities for the PA Profession

This course provides a review of sociologic and humanitarian issues related to the art of medicine including medical ethics, patient experiences of loss, and cultural issues. This course will include an emphasis on the personal development of the PA practitioner. Prerequisite: PA 513. Two credits.

PA 612 Health Promotion, Disease Prevention and Community Resources

An introduction to the basic concepts of health promotion and disease prevention and the development of strategies to affect healthy lifestyle changes in the individual and community. An investigation of community resources will also be included. Students will be required to develop and implement an individual health prescription or community service/education project. Course is offered via web-based/computer-assisted instruction and periodic seminars. Corequisite: PA 690. Two credits.

PA 614 Epidemiology, Research and Interpreting Medical Literature

This course is a study of the principles of evidence-based medicine including application of techniques for review, interpretation, and analysis of medical/scientific literature. It includes an introduction to epidemiology and biostatistics. Prerequisite: PA 570. Three credits.

PA 644 Pharmacotherapeutics II

This course is a study of the general principles of pharmacology including classification, mechanisms of action and the rational use of drugs for the diagnosis, prevention and treatment of disease. The appropriate selection, dosing and monitoring of medication is also reviewed. Prerequisite: PA 544. Corequisite: PA 670. Four credits.

PA 670 Clinical Medicine II

This course will be an intensive study of human diseases and disorders across the lifespan from the perspectives of pathophysiology, epidemiology, etiology, clinical manifestations, progression, therapy (including emergency and surgical treatment when indicated) and prognosis. Emphasis will be on diseases common to primary care practices and the development of a differential diagnosis and plan based upon the patient's clinical presentation. Prerequisite: PA 570. Corequisite: PA 644. Five credits.

PA 671 Women's Health

This course provides an intensive study of the concepts related to the evaluation and care of women during the stages of pregnancy through the postpartum period. It includes preventive care principles and procedures related to women's health and disorders specifically related to the female reproductive tract. Prerequisite: PA 521. Two credits.

PA 680 Primary Care Clinical Practicum II

This is a community based practical learning experience designed to increase student competence at delivering periodic well care including prenatal care, management of chronic disease, and treatment of episodic illnesses across the lifespan in outpatient and inpatient settings. Increasing skill is expected in the delivery of patient care through eliciting a history and physical exam, arriving at appropriate assessment, developing a differential diagnosis, ordering diagnostic studies, performing diagnostic and therapeutic procedures as well as prescribing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. Student will be guided through patient contact experiences supervised by health care providers. Prerequisite: PA 579. Two and one-half credits.

PA 681 Primary Care Clinical Practicum III

This is a community based practical learning experience designed to increase student competence at delivering periodic well care including prenatal care, management of chronic disease, and treatment of episodic illnesses across the lifespan in outpatient and inpatient settings. Increasing skill is expected in the delivery of patient care through eliciting a history and physical exam, arriving at appropriate assessment, developing a differential diagnosis, ordering diagnostic studies, performing diagnostic and therapeutic procedures as well as prescribing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. Student will be guided through patient contact experiences supervised by health care providers. Prerequisite: PA 579. Two and one-half credits.

PA 682 Primary Care Clinical Practicum IV

This is a community based practical learning experience designed to increase student competence at delivering periodic well care including prenatal care, management of chronic disease, and treatment of episodic illnesses across the lifespan in outpatient and inpatient settings. Increasing skill is expected in the delivery of patient care through eliciting a history and physical exam, arriving at appropriate assessment, developing a differential diagnosis, ordering diagnostic studies, performing diagnostic and therapeutic procedures as well as prescribing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. Student will be guided through patient contact experiences supervised by health care providers. Prerequisite: PA 579. Two and one-half credits.

PA 683 Emergency Medicine Clinical Practicum

This is a community based practical learning experience designed to increase student competence at delivering health care for all age groups in the emergent and urgent setting. Increasing skill is expected in the delivery of patient care through eliciting a history and physical exam, arriving at appropriate assessment, developing a differential diagnosis, ordering diagnostic studies, performing diagnostic and therapeutic procedures as well as prescribing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. Student will be guided through patient contact experiences supervised by health care providers. Prerequisite: PA 579. Two and one-half credits.

PA 685 Surgical Clinical Practicum

This is a community based practical learning experience designed to increase student competence at delivering preoperative, intraoperative and postoperative health care in inpatient and outpatient settings across the lifespan. The experience is designed to increase competence in delivery of patient care appropriate to the physician assistant profession. Student will be guided through patient contact experiences supervised by health care providers. Prerequisite: PA 579. Two and one-half credits.

PA 687 Inpatient Care Clinical Practicum

This is a community based practical learning experience designed to increase student competence at delivering medicine in the inpatient setting. Focus will be management of acute and chronic disease across the lifespan in an inpatient setting. Increasing skill is expected in the delivery of patient care through eliciting a history and physical exam, arriving at appropriate assessment, developing a differential diagnosis, ordering diagnostic studies, performing diagnostic and therapeutic procedures as well as prescribing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. Student will be guided through patient contact experiences supervised by health care providers. Prerequisite: PA 579. Two and one-half credits.

PA 689 Elective Clinical Practicum

This is a community based practical learning experience designed to increase student competence at delivering health care. Elective rotations will typically take place in a medical subspecialty in which the student has a particular interest. This experience can occur in outpatient and/or inpatient settings, and may occur in a setting which is not a typical health care clinic but impacts patient health. The student will develop increased competence in knowledge and skills related to the physician assistant profession. Objectives for the rotation will be developed by the student and preceptor in concert with the clinical coordinator. Prerequisite: PA 579. Two and one-half credits.

PA 690 Clinical Preceptorship Clinical Practicum

This is a community based practical learning experience designed to increase student competence at delivering periodic well care including prenatal care, management of chronic disease and treatment of episodic illnesses across the lifespan in outpatient and inpatient settings. This course will increase competence in delivery of care through eliciting appropriate history and physical exam, arriving at appropriate assessment and differential diagnoses, ordering appropriate diagnostic studies, performing appropriate diagnostic and therapeutic procedures as well as designing and implementing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. These skills will be obtained through objective guided, patient contact experiences supervised by community health care providers. This clinical experience is longer in duration to focus on longitudinal care of the patient and integration of the student into the community. Prerequisite: PA 579. Four credits.

PSYCHOLOGY (PSY)

PSY 501 Practica in Behavior Analysis

Supervised clinical experience integrating classroom material and applied behavior analysis. Must be completed four times for a total of 12 credits. Three credits.

PSY 561 Concepts and Principles of Behavior Analysis

Introduction to the philosophical assumptions and basic principles, processes, and concepts of behavior analysis. Three credits.

PSY 562 Research Methods in Behavior Analysis

Selection and application of measurement systems and experimental design. Prerequisite: PSY 561. Three credits.

PSY 563 Applied Behavior Analysis

Examination of the fundamental elements of behavior change and specific behavior change procedures. Prerequisite: PSY 562. Three credits.

PSY 564 Advanced Applied Behavior Analysis

Application of behavior analysis beginning with identification of the client through measurement, intervention, implementation, and assessment. Prerequisite: PSY 563. Four credits.

PSY 571 Autism

Introduction to Autism Spectral Disorders through the lens of the social, emotional, physiological and educational needs from diagnosis through intervention and supports. Three credits.

PSY 572 Ethical, Legal and Professional Conduct in Behavior Analysis

Examination of the ethical, legal and professional principles of behavior analysis. Three credits.

PSY 595 Topics in Behavior Analysis

Examination of special topics within the field of behavior analysis. Three credits.

PSYCHOLOGY — GRADUATE PROFESSIONAL (PSYP)

PSYP 510 Advanced Human Growth and Development

This course provides a means for teachers and prospective teachers to improve their effectiveness in the classroom, and for supervisors to aid in the strengthening of professional development in teachers. It brings the discipline of educational psychology to the educator along with the summary of research findings that assist in developing a more reflective teacher. Three credits.

PUBLIC ADMINISTRATION (PAD)

PAD 501 Public Administration and Management

A course designed to develop the student's knowledge of public administration by providing an overview of those issues and skills necessary for the professional management of organizations in a political or non-profit environment. Three credits.

PAD 502 Organizational Theory

A course designed to assist the student of public administration in understanding those core concepts and propositions developed to explain and predict organizational outcomes. Three credits.

PAD 503 Public Personnel Administration

This course is to introduce students of public administration to the objectives, context and techniques of public personnel management and provide them with the knowledge and skills necessary to be effective public personnel managers. Three credits.

PAD 504 Public Administration Ethics

This course provides the graduate student of public administration with instruction necessary for an understanding of ethical considerations and approaches leading to the resolution of ethical issues in the public sector workplace. Three credits.

QUANTITATIVE METHODS (QM)**QM 501 Foundations of Analytics**

The purpose of this course is to provide an overview of some important analytical tools to help students make better business decisions. The course covers descriptive statistics, probability and distributions, inferential statistics, regression, forecasting, decision models involving uncertainty and risk, and linear, integer and non-linear optimization models. Three credits.

READING (RDG)**RDG 523 Foundations of Reading Instruction**

An overview of curriculum and instruction in elementary school reading programs, techniques and materials used in reading instruction, and individual differences in the needs of pupils. Three credits.

RDG 524 Analysis and Remedial Techniques in Reading

The course emphasizes the diagnosis of reading disabilities, the uses of standardized and informal diagnostic testing, report writing, interpretation of research and application to reading problems, and the selection and evaluation of materials used for remediation. Three credits.

RDG 530 Clinical Diagnosis and Treatment of Reading Difficulties

A supervised clinic in which the student is required to diagnose the needs of individual children. Emphasis is placed on the remediation and treatment of the diagnosed reading difficulties. Three credits.

RDG 533 Reading in the Content Area

A study of the teaching strategies necessary for developing basic skills in reading in the content areas. Focus on improving student achievement in content disciplines by the incorporation of various approaches in the teaching of reading is discussed. Three credits.

RDG 535 Language Development

The language development of children from school years Pre-K through 12 is discussed. Consideration is given to instructional strategies that focus on language acquisition and its relationship to reading and the communicative arts of spelling, writing and speaking. Three credits.

RDG 602 Organization and Supervision of the Reading Program

Study of school organization of programs and the role of the reading specialist, administrator, and supervisor in planning, developing, administering/supervising and evaluating the reading program in elementary, middle and secondary schools. Three credits.

RDG 680 Graduate Reading Seminar

This capstone course requires advanced graduate students to recall, reflect, and report their views on the traditional and current fields of Reading/Literacy Education. The course is designed to unify and consolidate important strands of the MSEd: Reading Specialist Concentration developed throughout the program. Course assignments include leadership responsibilities, a research paper and a portfolio. Three credits.

RESEARCH STUDIES (RST)

RST 671 Using Educational Measurement and Statistics

This course serves as an introductory course for research in education. This course concentrates on the design and development, including validity and reliability, of objective-based, criterion-referenced and norm-referenced tests for use in research. It also includes evaluation experiences to analyze and compare a variety of assessments available for measuring student attitude and cognitive ability. Concepts from statistics introduced as they are needed to understand and interpret the data being examined. Three credits.

RST 672 Outcomes Assessment and Statistical Applications in Organizations

This course offers students an introduction to using tests, assessments, and other measurement tools to make organizational decisions. It is designed to encourage students to think critically about their use and efficacy and to place these practices in the context of demands for organizational effectiveness by stakeholder constituencies. Three credits.

RST 675 Scholarly Writing and Publication

The course is designed to expand learners' understanding of scholarly activity, its various manifestations, and the distinctions among these forms. This course will allow learners to gain exposure to a variety of forms of scholarly work, the skills required to engage in these forms of scholarship, and to engage in practical applications of these forms of scholarly work. Three credits.

RST 678 Action Research I

Action Research I will develop the applied research skills of education practitioners, preparing them to engage in critical self-reflection, critique of their work in particular social settings, and improve practice in those settings using systematic inquiry and taking into account issues of social justice, ethical practice and empowerment. Basic research models, methodologies, analytical practices and the application of findings will be coupled with synthesis of the literature. Topical emphases include collaborative and participant forms of research, problem-centered inquiry, social justice and empowerment perspectives and research for social change. The identification and definition of a problem appropriate to action research and the selection of appropriate research methods for individual action research projects results from participation in the course. Three credits.

RST 679 Action Research II

Building upon the action research proposal developed in RST 678, this course consists of the implementation of the research project, the collection and analysis of data, and conclusion-drawing based on this data analysis. Both a written and oral presentation of this project required. The seminar provides the opportunity to practice the collaborative engagement that characterizes action research, meeting to discuss ongoing projects, offering guidance and perspective in analysis and building recommendations, and in the writing of the paper. Three credits.

RST 684 Introduction to Research Literacy

This course introduces graduate students to appropriate models of research, the methods of quality research and appropriateness of the methods and analytical procedures to the question(s) being explored in a study. This course prepares students in necessary skills in accessing, using, interpreting, developing and designing research in the social sciences. Learners will begin to become familiar with the research methods used in their field(s) of study, the philosophical and ethical frameworks associated with that work, and the comparative theoretical constructs informing that work. Learners will be able to articulate the basic concepts of research design and critique design approaches with respect to the questions researchers have set out to answer. In this course, the methods discussed are broadly applicable in the social sciences. Three credits.

RST 696 Topics in Research Studies

Study of specific topics, issues or themes within the field of research studies. Three credits.

RST 699 Thesis

Individual research and study of issues appropriate to degree field or endorsement, under direction of members of the faculty. Oral proposal and thesis defenses are required. Prerequisites: RST 684, satisfactory completion of 21 hours of degree program and required tests (see admissions criteria). One to six credits.

RST 771 Quantitative Research – Proposal

Applied Research Projects are designed to assist students in developing the skills necessary for designing, conducting and reporting educational research. Students focus their research topic on one of the major elements contained in a formal dissertation. The quantitative proposal focuses on the planning of a research project based on the literature review outcomes and designed to conduct a quantitative pilot research study approved by the faculty. The project is designed to provide experience for the student in planning research. Prerequisites: RST 684 (or RST 761 and RST 762) and RST 775. One and one-half credits.

RST 772 Quantitative Research – Pilot

Applied Research Projects are designed to assist students in developing the skills necessary for designing, conducting and reporting educational research. Students focus their research topic on one of the major elements contained in a formal dissertation. The quantitative pilot focuses on the conduct of a pilot study that applies the design of research completed in RST 771. This research project is a quantitative pilot research study approved by the faculty. The project is designed to provide experience for the student in conducting research. Prerequisite: RST 771. One and one-half credits.

RST 773 Qualitative Research – Proposal

Applied Research Projects are designed to assist students in developing the skills necessary for designing, conducting and reporting educational research. Students focus their research topic on one of the major elements contained in a formal dissertation. The qualitative proposal focuses on the planning of a research project based on the literature review outcomes and designed to conduct a qualitative pilot research study approved by the faculty. The project is designed to provide experience for the student in planning research. Prerequisites: RST 684 (or RST 761 and RST 762) and RST 775. One and one-half credits.

RST 774 Qualitative Research – Pilot

Applied Research Projects are designed to assist students in developing the skills necessary for designing, conducting and reporting educational research. Students focus their research topic on one of the major elements contained in a formal dissertation. The qualitative pilot focuses on the conduct of a pilot study that applies the design of research completed in RST 773. This research project is a qualitative pilot research study approved by the faculty. The project is designed to provide experience for the student in conducting research. Prerequisite: RST 773. One and one-half credits.

RST 775 Statistics for Social Research

This is an advanced course in statistical analysis procedures. It includes sampling procedures and quantitative statistics analysis procedures, including ANOVA, ANCOVA, regression analysis and other higher level statistical procedures. It also teaches the proper non-parametric procedures needed to conduct studies that do not satisfy the requirements of the normal distribution. Emphasis placed on the application of computer programs designed to perform more complex statistical analysis. Instruction included for the proper interpretation of results obtained from computer analysis. Three credits.

RST 776 Advanced Multivariate Statistical Analysis

This is a course in the analysis of complex research data used in organizational decision-making. The content of the course includes some common analysis procedures necessary to incorporate the investigation of several different variables in one analysis. RST 776 includes the use of SPSS, Excel and other data organization and analysis software for the complex data processing that is involved in the multivariate analysis procedures. This course provides the analysis procedures needed for the successful completion of the dissertation. Prerequisite: RST 775 or its equivalent. Three credits.

RST 783 Advanced Social Science Methods for Doctoral Research

This course explores the philosophy and methods of research appropriate at the doctoral level. The student learns complex models of research that can be applied in professional settings. This course is designed to prepare students to conduct well-grounded research studies in both the quantitative and qualitative research methods. A particular emphasis will be the examination of knowledge claims and warrants for research paradigms and methods (positivist and constructivist), with the goal to prepare students to articulate the foundation for a given method of inquiry from ontological, epistemological and methodological perspectives. The course will focus on appropriate research methodologies in doctoral concentrations in the Ed.D. in Administrative Leadership and D.Prof in Organizational Leadership programs. The computer is used, focusing on use of electronic databases and other sources to search the existing literature. Prerequisites: RST 684 (or RST 761 and RST 762) and RST 776. Three credits.

RST 799 Dissertation

Individual tutorial assistance is given to students in the dissertation stage of their program. Ongoing enrollment in RST 799 until successful completion of the dissertation is required, for a minimum of 15 credits; additional credits may be required 1) in cases where the dissertation involves a more complex design, and the need for such additional credits will be based on the judgment of the dissertation chair and committee, or 2) to maintain continuous enrollment while completing substantive work left undone at the end of the term of course registration. Students may enroll in RST 799 for credit, choosing a section of one, three or five credits per term. This is a pass-fail course. Prerequisites: Admission to doctoral program, passing of comprehensive examinations, and permission of advisor. One, three or five credits.

SERVICE LEARNING (SRVL)**SRVL 501 Public Service and Not-for-profit Organizations**

This course utilizes service learning as a basis for learning. It is intended to foster and increase a sense of community involvement by graduate students with an emphasis on working with populations and the non-profit sector with whom the student may have had only some interaction. Analysis of the effectiveness of the non-profit with creation of an action plan presented to leaders of the non-profit is central to this course. For each credit hour, at least 15 hours in service in the community is required. One, two or three credits.

SPECIAL EDUCATION (SED)**SED 533 Language Acquisition and Reading Methods**

This course is designed to develop skills that impart a thorough understanding of the complex nature of language acquisition and reading for all learners. Candidates will become aware of the developmental processes of language and study the sequential phases of language development. This course will assist these candidates in understanding the use of reading and writing and related topics as a vehicle for learning by those with special needs. Three credits.

SED 565 Foundations/Legal/Medical Aspects of Special Education

This course serves as an introductory course for students seeking endorsements necessary to teach special education preK-12. It is designed to increase knowledge and develop skills involving the foundations, legal and medical aspects of special education. The course reviews the history of special education and the current processes for providing services from early childhood through transition to adulthood. Students will also learn characteristics and educational approaches with an emphasis on teaching students included in each of the 14 IDEA categories of characteristic exceptionalities. Students will also be given an overview of assessment procedures, curriculum development, behavior management strategies and service delivery models, such as inclusion and collaboration. Three credits.

SED 567 Special Education Instruction, Behavior Management and Assessment

This course provides an overview and examines the foundational factors of instruction, assessment and evaluation related to best special education practices for applying and synthesizing these factors related to the realm of a special education program. This course is designed to prepare individuals with knowledge and skills to effectively manage and promote prosocial skills of students who present challenging behaviors. Specific focus will be aimed at an understanding and application of classroom and behavior management techniques along with individual intervention strategies. Prerequisites: SED 533, SED 565 and SED 571. Three credits.

SED 569 Collaborative and Consultative Strategies

Consultation and Collaboration provides professionals in special education and related fields with the knowledge and skill development necessary to coordinate service delivery with related service providers, general educators, and other professionals in collaborative work environments. This course provides skill development in case management for the special education instructor. Three credits.

SED 571 Characteristics of Students with Disabilities

This course provides an overview of the characteristics of students with learning disabilities, mental retardation, development delay, autism, traumatic brain injury, multiple disabilities and other health impairments relative to age, level of severity and developmental differences manifested in cognitive, linguistic, physical, psychomotor and social/emotional functioning who are accessing the general PreK-12 curriculum. A balance of realistic and pragmatic issues in theory research, historical perspectives and environment influences will be included. Three credits.

SED 573 Curriculum, Instruction and Service Delivery

This course is designed to provide participants with skills in planning, developing and implementing programs for diverse learners. The course addresses classroom organization, development and implementation of individual educational programs [IEPs], group instruction, curriculum strategies and adaptations for teaching content area materials to students with diverse backgrounds and abilities. Prerequisites: SED 533, SED 565, SED 571 and SED 567. Three credits.

SED 575 Transitions for Students with Disabilities

This course examines the problems, trends, and procedures used to prepare students and work with families to provide successful student transition throughout the educational experience to include postsecondary training, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship and legal considerations. Three credits.

SUPPLY CHAIN MANAGEMENT (SCM)**SCM 530 Operations and Supply Chain Management**

This course is a general supply chain management course of the design, implementation and control of enterprise systems, which integrate labor, materials, capital equipment and information to effectively and efficiently create and deliver goods and services from point-of-origin to point-of-consumption. Prerequisite: MIS 514. Three credits.

SCM 532 Purchasing and Supply Management

This course addresses modern practices and techniques of the purchasing and supply management (PSM) function. Included in the coverage of PSM are supply organization, quality, supplier selection, price determination, purchasing policy and procedures, material and logistic systems, inventory, global purchasing, acquisition of capital assets and supplier relations. This course is designed to help students prepare for examinations leading to professional certification in supply chain management. Prerequisite: SCM 530. Three credits.

SCM 536 Logistics and Distribution Management

This course provides an overview of distribution operations and tools to make strategic, tactical and operational level decisions. The course includes order management, packaging and materials handling, transportation, location selection, warehousing management and global logistics. This course is designed to help students prepare for examinations leading to professional certification in supply chain management. Prerequisite: SCM 530. Three credits.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TSL)**TSL 501 The Profession of TESOL**

A survey of the field. Topics include the role of English in the world today, the types of programs and environments in which ESL and EFL are taught, professional organizations and resources and TESOL careers, training and professional development. Three credits.

TSL 502 Linguistics for TESOL

Introduction to the scientific study of language in general and the English language in particular. Focusing on the major areas of linguistic inquiry and their application to English as a Second Language (ESL) and English as a Foreign language (EFL) teaching: phonetics, phonology, morphology, syntax, semantics, historical linguistics, psycholinguistics, sociolinguistics, neurolinguistics, history of English and language development. Three credits.

TSL 523 Methods and Materials for Language Teachers

This course explores the variety of methods and materials used in teaching foreign and second languages. It examines the challenges for methodologists, materials developers and teachers in analyzing and choosing the approaches, methods and materials for use in the language classroom. Three credits.

TSL 524 Assessment for Language Teachers

This course examines language assessment including proficiency and placement testing, high-stakes and standardized testing, and traditional and nontraditional assessment. General principles of language test construction and administration are emphasized. Students are provided with practical experience in preparing and analyzing language test items and tests. Three credits.

TSL 541 Language and Culture

Examines the relationships between culture, language, and interpersonal communication; considers ways of dealing with cultural issues in the ESL/EFL classroom. Three credits.

TSL 551 TESOL Classroom Observation Skills

Provides the skills necessary to effectively observe, record, reflect upon and critique the practices of an experienced teacher of English as a Second Language (ESL) or English as a Foreign Language (EFL) in public schools, intensive post-secondary, adult education or other approved programs. One credit.

TSL 552 TESOL Observation

Requires students to observe an experienced teacher of English as a Second or Foreign Language in a selected setting, such as public school, intensive post-secondary or adult ESL. One credit.

TSL 553 TESOL Practicum

Provides students with supervised classroom teaching experience in an English as a Second Language (ESL) or English as a Foreign Language (EFL) setting, such as public school, intensive post-secondary or adult education. Prerequisites: TSL 551 and TSL 552. One credit.

TSL 561 Second Language Acquisition

Examines empirical and theoretical studies of second language acquisition and processing. Investigates the factors that affect second language acquisition, including age, motivation, language background, environment and universal constraints. Three credits.

TSL 595 Topics in TESOL

Special topics in the scholarly research of teaching English as a Second or Foreign Language. The specific topic will appear following the colon in the title (e.g. Topics in TESOL: Technology in ESL/EFL). Three credits.

TSL 671 Language Program and Curriculum Design

Presents an integrated, comprehensive model of language program and curriculum design. Topics include: needs assessment, articulation of levels, placement, instructional policies and procedures, testing, staffing, recruiting, budgeting, accreditation and public relations. Three credits.

TSL 681 Research and Statistics for TESOL

Examines selected specimens of published research in TESOL to demonstrate the various forms and purposes of research in the field. Presents the major statistical concepts needed to understand TESOL research. Three credits.

TSL 691 TESOL Internship

Intensive practice in teaching English as a Second or Foreign Language, under the supervision of an approved and experienced teacher. Written report and oral presentation related to the Internship experience are required. Prerequisite: Completion of at least 22 credits toward the MEd TESOL degree. Three credits.

TSL 693 Independent Second Language Research

With faculty guidance, students create original research on significant and relevant topics in TESOL. Prerequisite: Completion of at least 22 credits toward the Master of Science in Education, TESOL concentration. Three credits.

WRITING (WR)

WR 502 Writing in the Health Professions

Designed to both improve students' writing skills as well as acquaint them with important genres, strategies and styles of writing in medicine, nursing, physical therapy, athletic training and other health professions, this course mixes workshop with lecture and discussion formats and allows student to work (in ethical ways) on writing required by science courses they are currently taking. Three credits.

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Sue O'Driscoll, Director of Residence Life and Student Conduct; B.A., Marist College; M.A., Iona College

Jane D. Pittman, Associate Vice President for Alumni Affairs; B.A., Findlay College; M.B.A., Shenandoah University
 Audrey Robinson, Director of Learning Resources and Services; B.S., Indiana University of Pennsylvania; M.S., Ed.S.,
 Ph.D., Virginia Polytechnic Institute and State University

Amy Sarch, Director of General Education; B.A., State University of New York at Binghamton; M.A., Ph.D.,
 Annenberg School for Communication, University of Pennsylvania

Rose A. Schmieg, Director of the Division of Athletic Training; B.S., West Chester University; M.S., Beaver College;
 D.H.Sc., University of St. Augustine

Wayne Sealock, Director of Public Safety

Karen Schultz, Director of The Center for Public Service and Scholarship; B.A., College of William and Mary; M.B.A.,
 Shenandoah University; Ph.D., Virginia Polytechnic Institute and State University

Jennifer Spataro-Wilson, Director of Career Services; B.A., Campbell University; M.A., West Virginia University

Michael J. Stepniak, Dean of Shenandoah Conservatory; B.A., Atlantic Union College; M.M., New England
 Conservatory; M.M., Northwestern University; M.M., Peabody Conservatory at Johns Hopkins University; Ed.D.,
 Harvard University Graduate School of Education

John V. Stevens, Director of Auxiliary Services; B.S., Bloomsburg University; M.B.A., Mount Saint Mary's College

Ron Stickley, Director, Wilkins Wellness Center; B.S., Eastern Mennonite University; M.S., Shenandoah University

Beverly Watson, Director of the Division of Respiratory Care; A.A.S., Northern Virginia Community College; B.S.,
 Kent State University; M.S., Capella University; Ed.D. in progress, Northcentral University

Sherry D. Whitelaw, Director of Student Accounts; B.S., Bridgewater College

Douglas W. Zipp, Director of Intercollegiate Athletics; B.S. Elmira College; M.S., University of Rochester

FACULTY

This list includes those full-time and part-time faculty members who taught during the 2011-12 academic year and who are expected to continue, and new full-time faculty hired as of May 25, 2012, for the 2012-13 academic year.

* Members of the Graduate Faculty are designated by an asterisk (*). The graduate faculty is defined as those members of the full-time and part-time faculty who hold the appropriate terminal degree, or the professional equivalent, and who are to teach graduate courses. Graduate faculty may also teach undergraduate courses.

The undergraduate faculty is defined as those members of the faculty who hold at least a master's degree, or the professional equivalent, and who are assigned to teach undergraduate courses. Most of Shenandoah's undergraduate faculty also hold terminal degrees in their field, however; those designated as undergraduate faculty are not teaching graduate courses.

+ Full-time administrative or staff appointments with part-time teaching assignments are designated by a plus sign (+).

= Faculty members teaching in more than one school or division are designated by an equal sign (=).

COLLEGE OF ARTS & SCIENCES

Academic Leadership

+*Calvin H. Allen, Jr. (2002), Associate Vice President for Academic Affairs, Dean of the College of Arts & Sciences and Professor; History; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington

Beverly Brown Schulke (2003), Associate Dean and Associate Professor; Criminal Justice; B.S., M.A., University of North Dakota; Ph.D., George Washington University

Full-time Faculty

Tamara Bjelland (2011), Adjunct Instructor; Spanish; B.A., M.A., Ph.D. in progress, University of Virginia

Darren Bly (1997), Assistant Professor; Physics; B.S., The University of Sussex (United Kingdom); M.S., Ph.D., University of Maryland-Baltimore County

Woodward S. Bousquet (1993), Professor; Environmental Studies and Biology; B.S., Cornell University; M.S., Ph.D., The Ohio State University

Rodney A. Bragdon (2005), Assistant Professor; Psychology; B.S., University of Massachusetts; M.A., Ph.D., University of Mississippi

Michelle L. Brown (2010), Assistant Professor; English; B.S., M.A., James Madison University; Ph.D., University of Maryland

Diep Vu Ca (2005), Associate Professor; Chemistry; B.S., M.S., Vietnam National University (Vietnam); M.E., University of New England (Australia); Ph.D., Miami University

Elizabeth L. Cantwell (2010), Assistant Professor; Biology; B.A., University of Virginia; Ph.D., Texas A & M University

Wendy Carlson (2006), Associate Professor; Psychology; B.S., Mary Washington College; M.A., Ph.D., University of Missouri

Mark Sai Leong Chan (2012), Assistant Professor; Psychology; B.A., Southwestern College; M.A., Ph.D. candidate, University of Kansas

John Copenhaver (1987), Professor; Philosophy and Religion; B.A., Washington and Lee University; M. Div., Fuller Theological Seminary; Ph.D., The Catholic University of America

Kelley Crowley (2011), Assistant Professor; Mass Communications; B.A., Point Park College; M.A., Ph.D., Duquesne University

Gina Daddario (1998), Lin Rong San Chair in Communications and Professor; Mass Communications; B.A., University of North Carolina; M.A., University of Maryland; Ph.D., University of Massachusetts

Bryan J. Davis (2010), Assistant Professor; Chemistry; B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

Ann E. Denkler (2002), Associate Professor; History; B.A., M.A., George Mason University; Ph.D., University of Maryland-College Park

Bruce G. Elmore (2011), Assistant Professor; Kinesiology; B.S.E., S.U.N.Y. College at Cortland; M.S., Ph.D., University of Illinois

William Douglas Enders (2005), Professor; Writing; A.B., University of Michigan; M.A., Ph.D., University of Toledo

- Kim Fendley (1995), Associate Professor; Sociology; B.A., George Washington University; M.S., University of Arkansas; Ph.D., University of Kentucky
- +Tracy Fitzsimmons (2001), President of Shenandoah University and Professor; Political Science; B.A., Princeton University; M.A., Ph.D., Stanford University
- Edward J. Gawrysiak, III (2012), Assistant Professor; Kinesiology; B.S.Ed., M.Ed., Ph.D., The University of Georgia
- Jon B. Gettman (2009), Visiting Assistant Professor; Criminal Justice; B.A., The Catholic University of America; M.S., The American University; Ph.D., George Mason University
- Audra L. Gollenberg (2010), Assistant Professor; Public Health; B.S., Rensselaer Polytechnic Institute; Ph.D., University of Massachusetts
- Paula Grajdeanu (2010), Assistant Professor; Mathematics; B.S., M.S., University of Iasi; Ph.D., Durham University
- +Bryon Lee Grigsby (2008), Senior Vice President & Vice President for Academic Affairs, Shenandoah University, and Professor; English; B.A., Moravian College; M.A., Wake Forest University; Ph.D., Loyola University
- Jennifer Gyuris (2011), Instructor; Writing; B.A., M.A., Hollins University; M.A., Virginia Polytechnic Institute and State University
- Sarah A. Hamilton (2009), Instructor; Kinesiology; B.A., Lenoir-Rhyne College; B.S., University of North Carolina; M.S., Clemson University; Ph.D. in progress, Indiana University
- Laura Lillian Haubrick (2007), Assistant Professor; Biology; B.S., Indiana University of Pennsylvania; Ph.D., Pennsylvania State University
- Julie A. Hofmann (2006), Associate Professor; History; B.A., University of California at Santa Barbara; M.A., Ph.D., Emory University
- *Warren R. Hofstra (1977), Stewart Bell Chair in History and Professor; History; B.A., Washington University; M.A., Boston University; Ph.D., University of Virginia
- Joanne Jacobs (1983), Associate Professor; English; B.A., Marymount Manhattan College; Ph.D., University of Notre Dame
- John T. Jacobs (1974), Professor; English; A.B., Kings College; Ph.D., University of Notre Dame
- Geraldine W. Kiefer (2003), Associate Professor; Art; B.A., Kent State; M.A., Oberlin College; Ph.D., Case Western University
- Joshua A. Kincaid (2008), Associate Professor; Environmental Studies and Geography; B.S., Frostburg State University; M.A., West Virginia University; Ph.D., University of Georgia
- Scott P. King (2010), Assistant Professor; Psychology; B.A., Beloit College; M.A., Ph.D., Loyola University
- Brett Kite (2007), Assistant Professor; Chemistry; B.S., Ph.D., Virginia Polytechnic Institute and State University
- *Thomas N. Layne (1967), Professor; Mathematics; B.S. Lynchburg College; M.S., Madison College; Ph.D., Vanderbilt University
- Eric Leonard (2003), Henkel Family Endowed Chair in International Affairs and Professor; Political Science; B.S., William Paterson College; M.A., Ph.D., University of Delaware
- Ann St. Clair Lesman (1991), Professor; Foreign Languages (Spanish); B.A., Rollins College; M.Ed., Duke University; M.A., Ph.D., University of Maryland
- T. Grant Lewis (2012), Assistant Professor; Outdoor Leadership; B.A., University of Richmond; M.Ed., Georgia College & State University; Ph.D., University of Minnesota
- Brian W. Lipscomb (2008), Assistant Professor; Biology; B.A., University of Kansas; Ph.D., Yale University
- +Anne Marchant (2011), Director of The Center for Teaching Excellence and Professor; Interdisciplinary Studies; B.A., University of New Hampshire; M.A., Ph.D., University of California
- Travis A. Olson (2010), Assistant Professor; Mathematics; B.S., University of Wisconsin; M.S., Ph.D., Colorado State University
- Kimberly S. Orrell (2007), Assistant Professor; Biology; B.S., Central Michigan University; M.S., Ph.D., Virginia Polytechnic Institute and State University
- Nina Parker (1995), Associate Professor; Biology; B.A., M.S., University of Michigan; Ph.D., Ohio University
- Bryan R. Pearce-Gonzales (2005), Associate Professor; Foreign Languages; B.A., Radford University; M.A., Ph.D., University of Kentucky
- Barry Penn Hollar (1989), Professor; Philosophy and Religion; M.Div., Duke Divinity School; M.A., Duke University; B.A., Ph.D., University of Virginia
- Mark Richardson (2010), Assistant Professor; Writing; B.S., Colgate University; M.S., Ph.D., Emory University

Laurel Rodgers (2012), Assistant Professor; Biology; B.S., Sweet Briar College; Ph.D., University of Arizona

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Edward Thorsett (1996), Associate Professor; Mass Communications; B.S., M.A.A., Ph.D., University of Maryland

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Brian J. Wigley (2002), Associate Professor; Kinesiology; B.S., University of Texas at Austin; M.S., Ed.D., Texas A & M University

Kenneth Wissman (2001), Visiting Assistant Professor; Mathematics; B.A., Alfred University; Specialist Certificate, M.A., Ph.D., A.B.D., University of Pittsburgh

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Part-time Faculty

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L. Stephen Armstrong (2010), Adjunct Assistant Professor; Psychology; B.S., M.S., Virginia Commonwealth University; Ed.S., Ed.D., College of William and Mary

Alexander Avni (2011), Adjunct Assistant Professor; Philosophy; B.A., George Washington University; M.A., George Mason University

Jennifer T. Bayliss (2004), Adjunct Instructor; Kinesiology; B.S., B.A., Shenandoah University

Edward C. Burks, Jr. (2007), Adjunct Assistant Professor; English; B.A., Washington and Lee University; M.A., University of Virginia; M.A., University of South Alabama

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Brian J. Cantwell (2011), Adjunct Assistant Professor; Biology; B.S., Ph.D., Texas A&M University; M.S., University of Washington

Minna K. Cirino (2009), Adjunct Assistant Professor; Criminal Justice; B.S., University of Florida; M.A., Ph.D., University of Central Florida

Timothy S. Coyne (2010), Adjunct Assistant Professor; Kinesiology; B.A., University of Virginia, Charlottesville; J.D., T.C. Williams School of Law, Richmond

+Rhonda VanDyke Colby (2006), Vice President of Student Life and Adjunct Professor; Religion; B.S., James Madison University; M.Div., Wesley Theological Seminary; D.Min., Baptist Theological Seminary

Wendy T. Dorsey (2012), Adjunct Instructor; Psychology; B.S., Pennsylvania State University; M.S., Indiana State University

Barry W. Deuel (1987), Adjunct Assistant Professor; Kinesiology; B.S., West Virginia University

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Gregory J. Gallagher (2008), Adjunct Assistant Professor; Biology and Chemistry; B.S., Worcester Polytechnic Institute, Ph.D., University of Massachusetts

- Daniel L. Garrett (1992), Adjunct Associate Professor; Religion; B.A., University of Virginia; M.Div., Yale Divinity School; D.Min., Wesley Theological Seminary
- Evelyn Garver (2005), Adjunct Professor; Writing; B.A., Columbus State University; M.A., University of Houston
- Michelle Guyant-Holloway (2008), Adjunct Instructor; Kinesiology; B.S., M.P.A., Northern Michigan University
- Rachael W. Hammond (2007), Adjunct Assistant Professor; English; B.A., University of Virginia; M.A., James Madison University
- +Robert Harris (1994), Adjunct Assistant Professor; Kinesiology; B.S., M.B.A., Shenandoah University
- +Karen Hattenback (2006), Adjunct Instructor; Kinesiology; Certified Franchised Jazzercise Instructor
- Paul M. Hill (2011), Adjunct Assistant Professor; Psychology; A.S., Corning Community College; B.S., State University of New York at Cortland; M.A., Western Carolina University; Psy.D., University of Hartford
- Harry C. Holloway (2005), Adjunct Assistant Professor; Mathematics; B.A., University of Oklahoma; M.S., University of Delaware
- E. Lawrence Hubbard (2011), Adjunct Instructor; Kinesiology; B.A., University of Maryland; M.A., M.S., University of Delaware
- Martin A. Janowitz (2002), Adjunct Professor; Psychology; B.S., M.S., City College of New York; M.S., Ph.D., University of Maryland
- Erin P. Kealey (2011), Adjunct Assistant Professor; Philosophy; B.A., University of Virginia; M.A., Georgetown University; M.A., Boston College; Ph.D., Purdue University
- Desmond J. Lawless (2006), Adjunct Instructor; Kinesiology; B.S., West Sussex Institute of Higher Education (England); M.S., University of Wisconsin-Stout
- Hyo J. Lee (2006), Adjunct Assistant Professor; Religion; B.A., Yonsei University; M.Div., McCormick Theological Seminary; Ph.D., Vanderbilt University
- Linden E. Lewis Jr. (2009), Adjunct Instructor; Kinesiology; A.A., Lord Fairfax Community College; B.S., Salem-Teikyo University
- Lindsey W. Lutz (2008), Adjunct Instructor; Kinesiology; B.S. Methodist College; M.S., Saint Vincent College
- Andrew B. Marrocco (2007), Adjunct Instructor; Kinesiology; B.S., M.S., Salisbury University
- Anderea N. Mason (2003), Adjunct Professor; Psychology; B.S., Slippery Rock University; M.Ed., Edinboro University of Pennsylvania
- Helga D. Mayorga (2012), Adjunct Instructor; Foreign Languages; B.A., M.A., American University
- Brock L. McCullough (2010), Adjunct Instructor; Kinesiology; B.A., Grove City College; M.S., Clarion University
- Suzanne M. O'Driscoll (2012), Adjunct Instructor; Mass Communication; B.A., Marist College; M.A., Iona College; D.Prof., Shenandoah University
- Nichole A. Orndorff (2012), Adjunct Instructor; Spanish; A.A.S., Lord Fairfax Community College; B.A., M.A., James Madison University
- +Sarah J. Pelster (2004), Adjunct Instructor; Kinesiology; B.S., Missouri Western State College; M.S., Eastern Kentucky University
- Leslie K. Peterson (2010), Adjunct Instructor; Criminal justice; Paralegal Certificate, Professional Career Development Institute; B.S., M.S., University of Phoenix
- Jeffrey W. Price (2011), Adjunct Instructor; Environmental Studies; B.S., George Mason University
- William P. Roberts (2005), Adjunct Associate Professor; Geology; B.S., University of Texas at Austin; M.S., Ph.D., The George Washington University
- Jeffrey A. Rudy (2008), Adjunct Assistant Professor; English; B.A., M.F.A., University of Pittsburgh; M.F.A., Vermont College
- Kevin L. Sanzenbacher (2011), Adjunct Instructor; Criminal Justice; A.D., Youngstown State University; B.S., Towson State University; M.B.A., University of Baltimore
- Amy Sarch (2005), Assistant Professor; Women's Studies; B.A., State University of New York; M.A., Ph.D., University of Pennsylvania
- Mary Kate Schiff (2011), Adjunct Instructor; Study Skills; B.A., Neumann University; M.A., Rider University
- William T. Shepherd (2005), Adjunct Associate Professor; Mathematics; B.S., Indiana Institute of Technology; M.S., Ph.D., University of Connecticut
- Craig A. Smith (2011), Adjunct Instructor; Criminal Justice; B.S., James Madison University; M.A., The George Washington University

Jennifer Spataro-Wilson (2008), Adjunct Instructor; Study Skills; B.A., Campbell University, Buies Creek; M.A., West Virginia University

Kathleen M. Todd (2011), Adjunct Assistant Professor; Criminal Justice; B.A., McGill University (Canada); J.D., University of Richmond

William N. Wade (2012), Adjunct Professor; Religion; B.A., University of Virginia; M.T., Southern Methodist University; Ph.D., University of Notre Dame

Sara White (2007), Instructional Assistant, English as a Second Language; B.S., Christian Heritage College

Donna L. Wilson (2004), Adjunct Associate Professor; Foreign Languages (Spanish); A.A., Casper College; B.A., M.A., University of Wyoming

John David Wright (2003), Adjunct Associate Professor; Physics; M.A., The George Washington University

HARRY F. BYRD, JR. SCHOOL OF BUSINESS

Academic Leadership

*Miles K. Davis (2001), Dean and Professor; Management; B.A., Duquesne University; M.A., Bowie State University; Ph.D., George Washington University

*RT Good, III (1995), Associate Dean and Professor; Management; B.A., Virginia Commonwealth University; M.B.A., Mary Washington College; Ed.D., Nova Southeastern University; AACSB Post-Doctoral Program, University of Florida

Full-time Faculty

*Robert Bonometti (1999), Byrd Chair in Information Systems and Computer Technology and Professor; Information Systems and Computer Technology; B.S., U.S. Military Academy; M.B.A., Long Island University; M.S., Ph.D., Massachusetts Institute of Technology

*Yvonne Chen (2004), Associate Professor; Economics; B.A., M.A., Ph.D., University of Wisconsin

*I. Bogdan Daraban (2007), Associate Professor; Economics; B.S., Polytechnic University (Romania); M.S., Ph.D., Florida State University

*Bruce K. Gouldley (2002), Associate Professor; Finance; B.S., Brown University; Ph.D., University of Pittsburgh

*Giles A. Jackson (1992), Associate Professor; Marketing; B.A., Huddersfield Polytechnic (England); Ph.D., Virginia Polytechnic Institute and State University

*Sally Kim (2003), Associate Professor; Marketing; B.A., Ewha Womans University (Korea); M.B.A., Kyung Hee University (Korea); M.S., University of Nevada; Ph.D., George Washington University

*Bingguang Li (2006), Associate Professor; Supply Chain Management and Quantitative Methods; B.S., B.L., M.S., Tianjin University (China); Ph.D., University of Nebraska-Lincoln

*Michael J. Magro (2011), Assistant Professor; Information Systems and Computer Technology; B.S., California State University; M.S., University of Redlands; Ph.D., University of North Texas

*Charles J. Pinenio (2004), Lillian Cook Braun Chair in Accounting and Professor; Accounting; M.B.A., University of Scranton; B.S., Ph.D., Pennsylvania State University

Woodrow D. Richardson (2012), Visiting Associate Professor; Management; B.S., Auburn University; M.B.A., Ph.D., University of Arkansas

*Clifford F. Thies (1992), Eldon R. Lindsay Professor of Economics and Finance; B.A., M.B.A., St. John's University; Ph.D., Boston College

*L. Mark Tyree (1987), Yount, Hyde & Barbour Endowed Chair in Accounting and Professor; Accounting; B.S., M.B.A., Virginia Commonwealth University; C.A.G.S., Ed.D., The College of William and Mary

*John I. Winn (2005), Associate Professor; Business Law; B.A., Guilford College; LL.M., Judge Advocate General's School, United States Army; J.D., Campbell University

*James J. Wong (1999), Professor; Marketing and Management; B.S., Ohio University; M.B.A., Western Reserve University; Ph.D., Ohio State University

*Mesut Yavuz (2007), Associate Professor; Supply Chain Management and Quantitative Methods; B.S., M.S., Istanbul Technical University (Turkey); Ph.D., University of Florida

*Lili Zhu (2008), Assistant Professor; Finance; B.Eng., M.A., Zhejiang University (China); Ph.D., The George Washington University

Part-time Faculty

Thomas M. Bell (2011), Adjunct Associate Professor; Economics; B.S., M.S., Mississippi State University; Ph.D., University of Illinois

+Demetrius L. Carmichael (2008), Associate Vice President for Administration and Finance and Adjunct Assistant Professor; Accounting; B.B.A., University of Texas; M.B.A., Saint Thomas University

Ernest J. Carnevale, Jr. (2000), Supporting Adjunct Associate Professor; Business; B.S. Rhode Island College; M.S., University of Nebraska; M.H.A., University of Minnesota

Kathleen Taylor (2011), Supporting Adjunct Assistant Professor; Accounting; B.B.A., The College of William and Mary; M.B.A., Shenandoah University

Michael L. Thompson (1990), Participating Adjunct Associate Professor; Business; B.S., West Virginia University; M.B.A., Case Western Reserve University

SHENANDOAH CONSERVATORY

Academic Leadership

*Michael J. Stepniak (2009), Dean and Professor; Music; B.A., Atlantic Union College; M.M., Northwestern University; M.M.; Peabody Conservatory at Johns Hopkins University; Ed.D., Harvard University Graduate School of Education

*Aimé Sposato (1993), Associate Dean for Undergraduate Studies and Professor; Voice; B.A., University of Pittsburgh; M.M., Duquesne University; D.M.A., West Virginia University

*Karen Walker (1982), Associate Dean for Graduate Studies and Associate Professor; Piano; B.M., Eastern Washington University; M.M., Northwestern University; D.M.A., The Catholic University of America

Full-time Faculty

Jennifer F. Adams (1999), Associate Professor; Costume Design; B.F.A., Sarah Lawrence College; M.F.A., University of Illinois

*Charlotte Nelson Aiosa (1979), Professor; Voice; B.S., M.M., University of Maryland; D.M.A., University of Michigan

*Thomas R. Albert (1974), Charles A. Levitan Chair in Music Theatre and Professor; Composition and Musical Theatre Direction; A.B., Barton College; M.M., D.M.A., University of Illinois

Gerald Alan Arnett (1997), Christina Halpin Endowed Chair in Dance and Assistant Professor; Dance; B.A., Radford University; M.F.A., Southern Methodist University

Donald B. Black (1968), Professor; Theory; B.S., Concord College; M.F.A., Ohio University

William McConnell Bozman (1975), Harold Herman Endowed Chair in Musical Theatre and Professor; Theatre; B.A., Macalester College; M.F.A., Wayne State University

*Elizabeth Caluda (1978), Professor; Piano; B.M., Aquinas College; M.M., Northwestern University; D.M.A., The Catholic University of America

*Glenn Caluda (1975), Professor; Guitar; M.A., University of Maryland; B.M.E., Ph.D., Louisiana State University

*Ting-Yu Chen (1997), Associate Professor; Dance; B.F.A., State University of New York-Purchase; M.F.A., The Ohio State University

*Steven L. Cooksey (1972), Professor; Organ and Church Music; B.M.E., Evansville College; M.M., Syracuse University; M.B.A., Shenandoah University; Ph.D., Washington University

*Carolyn Coulson-Grigsby (2008), Assistant Professor; Theatre; B.A., Santa Clara University; M.A., Ph.D., University of Connecticut

*Abbey Dvorak (2011), Assistant Professor; Music Therapy; M.A., University of Iowa; B.A., Ph.D., Briar Cliff University
David Edelman (2009), Assistant Professor; Arts Management; B.A., Washington University; M.F.A., Rutgers University

Matthew Edwards (2010), Assistant Professor; Voice; Music Theatre Styles; B.M., Cleveland Institute of Music; M.M., Louisiana State University

Jonathan Flom (2007), Associate Professor; Music Theatre; B.F.A., M.F.A., Pennsylvania State University

+Karen Follett (1992), Lecturer; Dance; B.M., M.M., Shenandoah University

*Michael O. Forest (1994), Associate Professor; Voice; Certificate, Guildhall School of Music and Drama (England); B.M.E., M.M.E., Shenandoah University

Maurice Fraga, (2009), Assistant Professor; Dance; B.A., University of California, Santa Cruz; M.F.A., University of Illinois

Wade Fransen (1999), Assistant Professor; Theatre; B.A., Brigham Young University; M.F.A., Arizona State University; Ph.D., Texas Tech University

Elijah A. Gibson (2007), Assistant Professor; Dance; B.F.A., Sam Houston State University

*Debra Kathryn Green (1999), Professor; Voice; B.A., California State University; M.M., University of Oregon; D.M.A., University of Cincinnati College-Conservatory of Music

*Erica M. Helm (1989), Associate Professor; Dance; B.F.A., University of Hawaii; M.F.A., Southern Methodist University

William J. Ingham (1999), Associate Professor; Theatre; B.A., B.S., Morehead State University; M.F.A., Florida State University

*Byron Jones (1998), Associate Professor; Voice; B.A., University of North Carolina; M.A., University of Massachusetts; M.M., University of Maryland; D.M.A., Shenandoah University

*Karen Keating (1989), Professor; Choral Conducting; B.M., James Madison University; M.M., Hochschule für Musik und Darstellende Kunst "Mozarteum" (Austria); D.M.A., Shenandoah University

*Robert Larson (1982), Harrison Endowed Chair in Piano and Associate Professor; Jazz Piano; B.A., Eastern Washington University; M.A., University of Oregon; D.M.A., Shenandoah University

*Doris Lederer (2004), Associate Professor; Viola and Chamber Music; Diploma, Curtis Institute of Music

David T. Little (2012), Director of Composition and Coordinator of New Music and Assistant Professor; Composition; B.M., Susquehanna University; M.M., University of Michigan; M.F.A., Ph.D., Princeton University

*Jeffrey H. Marlatt (2006), Charlotte A. & Verne E. Collins Endowed Professorship and Associate Professor; Music Education; B.M., Butler University; M.M., Northwestern University; Ph.D., Temple University

*Laurie C. McManus (2011), Assistant Professor; Music History and Literature; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill

*David Meyer (2011), Associate Professor; Voice; B.M., University of Iowa; M.M., D.M., Indiana University

*Scott A. Nelson (1987), Professor; Trumpet and Conducting; B.M.E., University of Akron; M.M., D.M.A., University of Cincinnati College-Conservatory of Music

*John O'Connor (2007), Distinguished Artist-in-Residence and Professor; Piano; B.M., University College, Dublin; Diploma in Teaching, Diploma in Accompanying, Licentiate of the Royal Academy of Music, London (LRAM); Licentiate of the Royal School of Music (LRSM) in teaching and Associate of the Royal College of Music, London (ARCM) in performing

*Mitch S. Ohriner (2011), Assistant Professor; Music Theory; B.M., University of Colorado; M.M., Ph.D., Indiana University

Adam W. Olson (2006), Assistant Professor; Music Production and Recording Technology; Diploma, Conservatory of Recording Arts & Sciences; B.S., Brigham Young University; M.A., University of Colorado at Denver

Golder O'Neill (1986), Associate Professor; Music Production and Recording Technology; B.M., Berklee College of Music; M.M.E., Shenandoah University

William J. Pierson (1994), Associate Professor; Theatre; B.A., Eastern Illinois University; M.F.A., Illinois State University

*Timothy Roberts (2007), Associate Professor; Saxophone; B.M., Northwestern University; M.M., D.M.A., The Catholic University of America

*Michael J. Rohrbacher (1994), Associate Professor; Music Therapy; B.M., East Carolina University; M.S.Ed., Johns Hopkins University; Ph.D., University of Maryland

*Ryan Romine (2009), Assistant Professor; Bassoon and Music Theory; B.M.Ed., Ohio State University; M.M., D.M.A., Michigan State University

*Medea Namoradze Ruhadze (1993), Associate Professor; Voice; B.M., M.M., D.S.S., Tbilisi State Conservatory, Georgia

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Keith P. Salley (2007), Associate Professor; Music Theory; B.M., University of Memphis; M.M., Tulane University; Ph.D., University of Oregon

*Philip Sargent (1978), Associate Professor; Voice; B.M., Lawrence University of Wisconsin; M.M., D.M.A., University of Illinois

*Robert J. Shafer, Jr. (1983), Artist in Residence and Professor; Choral Conducting; Artist Diploma, Conservatoire Americain (France); B.M., M.M., The Catholic University of America

*Clyde Thomas Shaw (2004), Professor; Cello; B.M., Stetson University; M.M., State University of New York at Binghamton

Jonathan M. Snowden (2012), Professor; Flute; B.M., Guildhall School of Music (London)

Stephanie Standerfer (2008), Associate Professor; Music Education; B.M.E., University of Colorado, Boulder; M.Ed., Ph.D., University of Virginia

*Donovan Stokes (2007), Associate Professor; Double Bass; B.M., Vanderbilt University; M.M., D.M., Indiana University

Daniel B. Tague (2012), Assistant Professor; Music Therapy; B.A., Texas Tech University; M.M.E., The University of Kansas; Ph.D., The Florida State University

*Akemi Takayama (2007), Victor Brown Chair in Violin and Associate Professor; Violin; Certificate, University of Wyoming; B.M., Toho School of Music; Diploma, M.M., Cleveland Institute of Music

*Damon S. Talley (2011), Director of Bands and Associate Professor; Music; M.M., University of Michigan; B.M., D.M.A., University of Texas at Austin

*Elizabeth A. Temple (1962), Professor; Piano; B.S., Indiana University of Pennsylvania; M.M., West Virginia University
Kirsten Trump (2003), Associate Professor; Theatre; B.F.A., The Catholic University of America; M.F.A., West Virginia University

*Jan Wagner (2002), Associate Professor; Conducting; Diploma and Korrepetitions Praxis, Academy of Music Hochschule (Austria)

*Wayne Wells (2002), Associate Professor; Trombone; B.M., Peabody Conservatory; M.M., D.M.A., University of Maryland

Cheryl N. Yancey (1995), Associate Professor; Costume Design; A.S., Lincoln Trail College; B.S., Indiana State University; M.F.A., George Washington University

Earl Yowell (2007), Associate Professor; Percussion; B.M., Northwestern University; M.M., Cleveland Institute of Music

*David S. Zerull (1990), Professor; Music Education; B.M., M.M., Bowling Green State University; Ph.D., Northwestern University

Garrick Zoeter (2007), Anna Lee Van Buren Chair in Clarinet and Associate Professor; Clarinet; B.M., The Juilliard School; M.M., Yale University

Part-time Faculty

Sally Anderson (2002), Instructional Assistant, Theatre; B.A., B.Ed., University of Toronto; B.M.Ed., Shenandoah University; M.M., University of North Texas at Denton

Alan Baylock (2011), Jazz Composer in Residence and Adjunct Associate Professor; B.M.E., Shenandoah University; M.M., University of North Texas

Carl Bly (2006), Adjunct Assistant Professor; Music Education; B.M., Shenandoah University; M.M., George Mason University

Margaret Brooks Angermeier (2006), Adjunct Assistant Professor; Voice; B.A., University of North Carolina; M.M., East Carolina University

Thomas Brooks (2007), Adjunct Assistant Professor; Theatre; B.F.A., Wright State University; M.F.A., University of Alabama

*Michael Bunn (1986), Adjunct Associate Professor; Tuba and Euphonium; B.M., M.M., Peabody Institute of the Johns Hopkins University

Peter Caborn (2010), Adjunct Instructor; Arts Management; B.A., Capital University; M.A., University of Essex

Judy Connelly (1980), Adjunct Assistant Professor; Piano; B.M.E., Shenandoah University; M.M., West Virginia University

Larry G. Correll (2010), Adjunct Assistant Professor; Music Education; B.A., Concordia College; M.Ed., Southwest Texas State University; M.M., Shenandoah University

Sue C. Correll (2007), Adjunct Associate Professor; Music Education; B.M.Ed., James Madison University; M.Ed., University of Virginia; M.M., Shenandoah University

Kathryn DeBord (2007), Instructional Assistant, Dance; B.A., Shenandoah University

*James T. Dickey, III (2004), Adjunct Associate Professor; Oboe; B.M., M.M., Peabody Institute of the Johns Hopkins University

Paul DiFranco (2011), Distinguished Visiting Adjunct Instructor; Music Production and Recording Technology; professional music supervisor; music publisher and record producer

Lee Ann Dransfield (1998), Auxiliary Adjunct Assistant Professor; Piano; B.M., Ohio University; M.M., University of Oregon

*Craig Fraedrich (1989), Auxiliary Adjunct Associate Professor; Jazz and Trumpet; B.M., North Texas State University; M.M., Arizona State University

Jerome S. Goshorn (1998), Adjunct Instructor; Dance; professional dancer

=Rosemary A. Green (1982), Adjunct Associate Professor; Conservatory Academics; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

Christopher M. Ham (2009), Adjunct Assistant Professor; Dance; B.A., Eastern Illinois University; M.F.A., Southern Methodist University

Matthew J. Herman (2010), Adjunct Associate Professor; Theory and Composition; B.M., The College of Wooster; M.M., Bowling Green State University; D.M.A., Temple University

- Lucy Owen Hoyt (2010), Adjunct Assistant Professor; Voice; B.M., Westminster Choir College; M.M., James Madison University; D.M.A., The University of North Carolina
- Eun Hee Kim (2008), Adjunct Assistant Professor; Voice; B.M., M.M., Ewha Women's University (Korea); M.M., Manhattan School of Music; D.M.A., University of Maryland
- Wendy DeLeo LeBorgne (2008), Adjunct Associate Professor; Music, Vocal Pedagogy; B.F.A., Shenandoah University; M.A., Ph.D., University of Cincinnati
- Linda Leonard (2005), Adjunct Assistant Professor; Music Education; B.M., Rowan University; M.M., Shenandoah University
- *Anne Lipe (2010), Adjunct Associate Professor; Music Therapy; B.M., Shenandoah University; M.M., The Catholic University of America; Music Therapy Equivalency, East Carolina University; Ph.D. in Education, University of Maryland
- Michael J. Maher (2003), Auxiliary Adjunct Assistant Professor; Theory and Jazz Piano; M.A., Rollins College; B.M., M.M., Oberlin Conservatory of Music
- Edward J. Mann, IV (2011), Adjunct Instructor; Guitar; B.A., Rowan University; M.M., Shenandoah University
- Ricki Marion (2004), Adjunct Assistant Professor; Arts Management; B.F.A., M.S., Shenandoah University
- Linda Miller (2007), Auxiliary Adjunct Lecturer; Dance; Professional Dancer
- *J. Thomas Mitts (2002), Auxiliary Adjunct Associate Professor; Theory and Music History; B.M., M.M., Louisiana State University; D.M.A., University of Iowa
- Michael D. Murphy (2007), Adjunct Associate Professor; Guitar; A.A., Tidewater Community College; B.S., M.Ed., Norfolk State University; M.M., Virginia Commonwealth University; D.M.A., Shenandoah University
- Amy L. Murray (2007), Adjunct Assistant Professor; Voice; B.M.E. James Madison University; M.M. Indiana University; D.M.A., Shenandoah University
- Matthew F. Niess (1991), Adjunct Associate Professor; Jazz Trombone; B.S., West Chester University; M.M., George Mason University
- James Carlton Rowe (2002), Adjunct Assistant Professor; Trumpet; B.M.E., Shenandoah University; M.M., The Catholic University of America
- Oleg Rylatko (2011), Adjunct Associate Professor; Violin; Artist Diploma, Peabody Institute of the Johns Hopkins University; B.M., Pre-Conservatory for Gifted Students (Minsk, Byelorussia); M.M., Moscow State Conservatory
- Robyn Hart Schroth (1987), Auxiliary Adjunct Assistant Professor; Dance; B.A., Mary Washington College; M.A., The George Washington University
- Daniel B. Shores (2003), Adjunct Assistant Professor; Music Production and Recording Technology; B.M., Shenandoah University
- J. Michael Sokol (2010), Adjunct Instructor; Music Production and Recording Technology; A.A., Hagerstown Community College
- Bridgett Stuckey (2008), Adjunct Associate Professor; Harp; B.S., Ball State University
- *Edrie Means Weekly (1995), Auxiliary Adjunct Associate Professor; Voice; B.M., Shenandoah University; M.M., University of Houston
- Diana Fenni White (2000), Adjunct Assistant Professor; Piano; B.M., Hope College; M.M., University of Michigan
- Richard Whitehead (1987), Adjunct Assistant Professor; Jazz Guitar; B.A., University of Miami
- Elaine Wright (2010), Adjunct Assistant Professor; Piano; B.M., Wayne State University; M.S., Marywood University; M.M., Shenandoah University
- Inez A. Wyrick (2010), Adjunct Instructor; Double Bass; B.S., Texas Technology University
- Alphonso Young (1994), Adjunct Assistant Professor; Jazz Percussion; B.M., Shenandoah University; M.M., University of Miami
- *William J. Zsembery (2005), Adjunct Associate Professor; Horn; B.A., State University of New York-Fredonia; M.M., Manhattan School of Music

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

Academic Leadership

+*Calvin H. Allen, Jr. (2002), Associate Vice President for Academic Affairs, Dean of the College of Arts & Sciences, Director of the School of Education and Human Development, and Professor; History; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington

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*John R. Goss, III (2004), Professor; Research; B.S., Pennsylvania State University; M.A., Indiana University of Pennsylvania; M.S.Ed., Elmira College; Ph.D., American University

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- Jackie Busch (2003), Adjunct Associate Professor; Education; B.A., Florida State University; M.S., Ph.D., Virginia Commonwealth University
- Barbara J. Chilson (2006), Adjunct Associate Professor; Education; B.A., University of La Verne; M.Ed., Ed.D., University of Nevada
- Roger D. Collins (2006), Adjunct Assistant Professor; Education; B.A., Washington and Lee; M.Ed., Virginia Commonwealth University; Ed.D., University of Virginia
- Clyde V. Croswell, Jr. (1999), Adjunct Associate Professor; Education; B.A., Saint Leo University; M.A., Ed.D., The George Washington University
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- Judith P. Greathouse (2010), Adjunct Assistant Professor; Education; B.S., Radford College; M.A.Ed., Virginia Polytechnical Institute and State University; Ed.D., Shenandoah University
- =Rosemary A. Green (1982), Adjunct Associate, Education; B.A., Virginia Polytechnic Institute and State University, M.S.L.S., University of North Carolina, Ph.D., Deakin University (Australia)
- Anne (Penny) Hagerty (2009), Adjunct Instructor; Education; B.S., Clarion University; M.Ed., James Madison University
- *Frances Harris-Burke (2004), Adjunct Associate Professor; Education; B.S., Hampton University; M.S., Central Connecticut State University; Ed.D., University of Hartford
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- Datta Kaur Khalsa (2007), Adjunct Associate Professor; Education; B.S., Edinboro State University; M.S.Ed., California State University East Bay; Ph.D., University of Maryland
- Kevin E. King (2011), Adjunct Assistant Professor; Education; B.S., University of Delaware; M.Ed., Ed.D., Wilmington University
- Buffie M. Kulton (2007), Adjunct Assistant Professor; Education; B.S., James Madison University; M.S., Shenandoah University
- Johanna F. LaFiandra (2011), Adjunct Associate Professor; Education; B.A., Hunter University; M.S., Long Island University; D.Ed., Hofstra University
- Amy L. Larrick (2011), Adjunct Assistant Professor; Education; M.S.Ed., Old Dominion University; B.B.A., Ed.D., Shenandoah University
- =Desmond J. Lawless (2006), Adjunct Instructor; Education; B.S., West Sussex Institute of Higher Education (England); M.S., University of Wisconsin-Stout
- Theresa A. Manthey (2009), Adjunct Instructor; Education; B.A., Longwood College; M.A., University of Maryland
- Ian H. Marshall (2008), Adjunct Assistant Professor; Education; B.A., M.S., Virginia Polytechnical Institute and State University; D.Ed., Shenandoah University
- Paula Garcia McAllister (2007), Adjunct Associate Professor; Education; B.A., University of Michigan; M.A., Northeastern Illinois University; Ph.D., Northern Arizona University
- Patricia Nelson (2011), Adjunct Assistant Professor; Education; Administration and Supervision Certificate, University of Virginia; B.S., Northeastern Bible College; M.S., Long Island University; Ph.D., Walden University
- Vicki A. Petrosky (2010), Adjunct Assistant Professor; Education; B.A., West Chester University; M.A., Connecticut College
- Silvia Restivo (2012), Adjunct Instructor; Education; B.S., Old Dominion University; M.A., West Virginia University; D.Prof., Shenandoah University

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Robert B. Wever, Jr. (2011), Adjunct Instructor; Education; B.S., University of Miami (FL); M.S., George Mason University

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SCHOOL OF HEALTH PROFESSIONS DIVISION OF ATHLETIC TRAINING

Academic Leadership

*Rose A. Schmieg (1995), Director and Associate Professor; Athletic Training; B.S., West Chester University; M.S., Beaver College; D.H.Sc., University of St. Augustine for Health Sciences

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John D. Hunt (2007), Assistant Professor; Athletic Training; B.S., Ferrum College; M.S., D.P.T., Shenandoah University
Denise Massie (2009), Assistant Professor; Athletic Training; B.S., West Virginia University; B.S., Atlantic Christian College; M.S.Ed., Old Dominion University; D.P.T., University of South Alabama

Part-time Faculty

Jan Dommerholt (2012), Adjunct Instructor; Athletic Training; M.S., Lynn University; D.P.T., University of St. Augustine
Katherine L. Ewalt (2012), Adjunct Instructor; Athletic Training; B.A., Gustavus Adolphus College; M.S., Indiana University
Jennifer M. Gamboa (2012), Adjunct Instructor; Athletic Training; B.A., M.A., Smith College; D.P.T., Shenandoah University
Michael G. Kotelnicki (2009), Adjunct Instructor; Athletic Training; B.S. (Community Health), B.S. (Exercise Science), Slippery Rock University of Pennsylvania; M.S., Indiana University of Pennsylvania
Jessica E. Myers (2009), Adjunct Instructor; Athletic Training; B.S., M.Ed., University of Virginia
Lisa D. Shoaf (2011), Adjunct Assistant Professor; Athletic Training; B.S., Ph.D., D.P.T., Virginia Commonwealth University; M.S., James Madison University

DIVISION OF NURSING

Academic Leadership

*Kathryn Ganske (1994), Director and Associate Professor; Nursing; B.S.N., Indiana University; M.A., University of Virginia; M.S.N., George Mason University; Ph.D., University of Virginia
*Patricia A. Connor Ballard (2011), Associate Director of Nursing for the Northern Virginia Campus and Assistant Professor; Nursing; B.S.N., Saint Anselm College; M.S.N., Ph.D., University of Virginia
*Pamela R. Cangelosi (2012), Associate Director of Academics and Associate Professor; Nursing; A.S.N., B.S.N., Shenandoah University; M.S.N., Marymount University; Ph.D., George Mason University
*Marian Newton (1996), Associate Director for Advising, Retention and Progression and Coordinator for the Psychiatric Mental Health Nurse Practitioner Track and Professor; Nursing; B.S.N., M.S.N., University of Florida; Ph.D., University of Nebraska Medical Center
*Janice Smith (1987), Associate Director for Student Affairs and Associate Professor; Nursing; A.S., Shenandoah University; B.S.N., M.S.N., George Mason University; Ph.D., The Catholic University of America

Full-time Faculty

Francie S. Bernier (2009), Assistant Professor; Nursing; B.S.N., M.S.N., University of Phoenix; Ph.D., University of Virginia
*Ginger K. Breedlove (2010), Professor; Nursing; B.S.N., Washburn University; Certificate Midwifery, Medical University of Charleston; M.S.N., Case Western Reserve University; Ph.D., University of Missouri
Elizabeth Courts (1994), Assistant Professor; Nursing; B.S.N., University of Virginia; M.S.N., Medical College of Virginia of Virginia Commonwealth University; D.N.P., Shenandoah University
*Juliana Fehr (1996), Associate Professor; Midwifery; B.S., Virginia Commonwealth University; B.S.N., University of Virginia; M.S., Georgetown University; Ph.D., George Mason University
Barbara Frechette (2009), Assistant Professor; Nursing; L.P.N., Shepard-Gill School of Massachusetts General Hospital; A.D.N., Northern Essex Community College; B.S.N., Eastern New Mexico University; M.S.N., University of New Mexico; D.N.P., Shenandoah University
Karen Gonzol (2005), Assistant Professor; Nursing; B.S.N., Eastern Mennonite University; M.S.N., Villanova University
Laurie Hudson (2008), Assistant Professor; Nursing; B.S.N., FNP, M.S.N., University of Virginia; FNP-C, Virginia (ANCC)
Kara Jones-Schubart (2009), Assistant Professor; Nursing; B.S.N., M.S.N., University of South Carolina; D.N.P., George Washington University
*Patricia B. Krauskopf (1998), Helen Zebarth Chair in Nursing and Associate Professor; Nursing; B.S.N., West Virginia Wesleyan; M.S.N. F.N.P., University of Colorado; Ph.D., University of Virginia

- Rosalie D. Lewis (2004), Assistant Professor; Nursing; B.S.N., University of Virginia; M.S., Golden Gate University; M.S.N., Shenandoah University
- Helen Mautner; (2004), Assistant Professor; Nursing; B.S.N., University of Phoenix; M.S.N., California State University
- *Martha Morrow (1980), Associate Professor; Nursing; R.N., Diploma, St. Joseph's Hospital School of Nursing; B.S.N., State University of New York; M.S.N., Ph.D., George Mason University
- Christine P. Newby (2008), Assistant Professor; Nursing; B.S.N., Medical College of Virginia; M.S.N., George Mason University
- Kathleen Quarles (1995), Assistant Professor; Nursing; A.S.N., Shenandoah University; B.S.N., Medical College of Virginia/Virginia Commonwealth University; M.S.N., George Mason University
- *Maureen Quinn (2001), Professor; Nursing; B.S.N., Fitchburg State College; M.S.N., University of Pennsylvania; Ph.D., New York University
- Sohayla Raja (2005), Assistant Professor; Nursing; A.A., Anne Arundel Community College; B.A., School of Higher Learning for Persian Literature and Foreign Languages (Iran); B.S.N., University of Maryland; M.A., Johns Hopkins University; M.S.N., University of Phoenix
- Sherry Rawls-Bryce (2003), Assistant Professor; Nursing; B.S.N., East Carolina University; M.S.N., University of Arizona
- Freda Sutton (2008), Assistant Professor; Nursing; B.S.N., Duke University School of Nursing; M.S.N., University of Hawaii at Manoa
- Billinda Dubbert Tebbenhoff (2007), Assistant Professor; Nursing; B.S., Radford University; M.S.N., University of Virginia; D.N.P., Johns Hopkins University
- Maneika Shifflet Walker (2004), Assistant Professor; Nursing; A.S.N., B.S.N., Shenandoah University; M.S.N., George Mason University
- Jessica Webb (2008), Assistant Professor; Nursing; A.S.N., B.S.N., Marymount University; M.S.N., Old Dominion University
- *Pamela B. Webber (1978), Professor; Nursing; A.S., Shenandoah University; B.S.N., M.S.N., Ph.D., George Mason University

Part-time Faculty

- Diana Atkins (2011), Adjunct Clinical Instructor; Nursing; A.S.N., Northern Virginia Community College; B.S.N., M.S.N., George Mason University
- Jennifer L. Anderson (2005), Adjunct Clinical Instructor; Nursing; A.D.N., B.S.N., M.S.N., Shenandoah University
- Mary Bates (2010), Adjunct Clinical Instructor; Nursing; B.S.N., Creighton University; M.S., Central Michigan University
- Rebecca Bates (2011), Adjunct Clinical Instructor; Nursing; B.A., Wittenberg University; B.S.N., University of Oklahoma; M.S.N., Saint Louis University
- Jacqueline Bennett (2010), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; M.S.N., Shenandoah University
- Blair S. Belkin (2005), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University
- Cheryl Blanche (2007), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Old Dominion University; D.N.P., Shenandoah University
- Helene Brierley (2007), Adjunct Clinical Instructor; Nursing; Diploma; Temple University; A.A., Northern Virginia Community College; M.S.N., George Mason University
- Amy Brown (2011), Adjunct Clinical Instructor; Nursing; B.S., B.S.N., Shenandoah University; M.S.N., American Sentinel University
- Gretchen L. Burks (2005), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; A.S.N., M.S.N., Shenandoah University
- Jan R. Butcher (2009), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., University of Virginia
- Lisa B. Callanan (2007), Adjunct Clinical Instructor; Nursing; B.S., B.S.N., University of North Carolina at Chapel Hill; M.S.N., Medical University of South Carolina
- Sherrell F. Campbell (2011), Adjunct Clinical Instructor; Nursing; A.A., Allegany College of Maryland; B.S.N., M.S.N., University of Maryland
- Imelda L. Cojo (2010), Adjunct Clinical Instructor; Nursing; B.S., Divine World University Philippines; B.S.N., M.S.N., Shenandoah University; D.M., Cebu Institute of Medicine Philippines

- Freddie Coleman (2011), Adjunct Clinical Instructor; Nursing; Certified Nursing Assistant, Northern Virginia Community College; L.P.N., Alexandria Hospital School of Practical Nursing; B.S.N., M.S.N., George Mason University
- Leona F. Cook (2007), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., Shepherd College; M.S.N./F.N.P., West Virginia University
- Sheryl F. Crim (2006), Adjunct Clinical Instructor; Nursing; A.A., Grace Bible College; A.S.N., Shenandoah University; B.A., Wheeling Jesuit University; M.S.Admin., George Mason University
- Diane M. Doyle (2012), Adjunct Clinical Instructor; Nursing; B.S.N., M.S., Ph.D., George Mason University
- Deborah Fischetti (2012), Adjunct Clinical Instructor; Nursing; B.S.N., State University of New York; M.S.N., Russell Sage College; N.N.P., Medical University of South Carolina
- Betty A. Fisher (2006), Adjunct Clinical Instructor; Nursing; A.D., Shenandoah University; M.S.N., Walden University
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- Jollibyrd M. Gusto (2011), Adjunct Clinical Instructor; Nursing; B.S.N., M.A.N., Mariano Marcos State University
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- Sharon Hensley (2011), Adjunct Clinical Instructor; Nursing; B.S., Lee University; B.S., Shepherd University; M.S.N., Towson University
- Kathy Howey (2011), Adjunct Clinical Instructor; Nursing; A.D.N., Shenandoah University; M.S.N., Nursing Education Certificate, George Mason University
- Marjorie A. Jones (2010), Adjunct Clinical Instructor; Nursing; B.A., University of South Florida; B.S.N., University of Pittsburgh; M.S.N., F.N.P., La Roche University; D.N.P. in progress, Marymount University
- Donna Joseph (2007), Adjunct Clinical Instructor; Nursing; B.S.N., University of Maryland, M.S.N., George Mason University
- Denise M. Kozlowski (2005), Adjunct Clinical Instructor; Nursing; B.S.N., University of Scranton; M.S.N., University of Virginia
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- Jill R. Newberry (2008), Adjunct Clinical Instructor; B.S.N., University of Nebraska-Lincoln; M.S.N., University of Colorado
- Christine A. Newcomer (2006), Adjunct Clinical Instructor; Nursing; B.S.N., Pennsylvania State University; M.S.N., Duquesne University; D.N.P., University of Virginia
- Mildred Noll (1983), Adjunct Clinical Instructor; Nursing; Diploma, Kings Daughters Hospital; B.S.N., Eastern Mennonite University; M.S.N., Marymount University
- Patrick Northcraft (2006), Adjunct Clinical Instructor; Nursing; L.P.N., Dowell J. Howard; A.S.N., B.S.N., M.S.N., Shenandoah University

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- Kerry A. Peterson (2009), Adjunct Clinical Instructor; Nursing; B.A., University of Colorado; B.S.N., M.S.N., D.N.P., Shenandoah University; Ph.D. in progress, Johns Hopkins University
- Jennifer R. Pifer (2008), Adjunct Clinical Instructor; Nursing; A.D.N., Lord Fairfax Community College; M.S.N., Shenandoah University
- Stephanie N. Robbins (2012), Adjunct Clinical Instructor; Nursing; A.A.S., Tidewater Community College; B.S.N., M.S.N., Shenandoah University
- Claire Rodriguez (2011), Adjunct Clinical Instructor; Nursing; B.S., Brown University; B.S.N., Rhode Island College; M.S.N., Georgetown University
- Charlene M. Rozich (2012), Adjunct Clinical Instructor; Nursing; B.S.N., York College of Pennsylvania; M.S.N., Shenandoah University
- Catherine M. Salam (2011), Adjunct Assistant Professor; Nursing; A.A., Anne Arundel Community College; B.S.N., University of Maryland; M.S., Georgetown University
- Nickea C. Scott (2012), Adjunct Clinical Instructor; Nursing; B.S.N., University of Alabama in Huntsville; M.S.N., Shenandoah University
- Gayle E. Shanholtz (2010), Adjunct Clinical Instructor; Nursing; A.S.N., Allegany College of Maryland; B.S.N., M.S.N., University of Maryland
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- Alice Jane Tavenner (2005), Adjunct Clinical Instructor; Nursing; M.S.N., Shenandoah University
- Dorothy Trevor (1991), Adjunct Clinical Instructor; Nursing; B.S.N., University of New York at Plattsburgh; M.S.N., Marymount University
- Selena H. Truban (2005), Adjunct Clinical Instructor; Nursing; B.S.N., James Madison University; M.S.N., University of Virginia
- Diana L. Tutelo (2011), Adjunct Clinical Instructor; Nursing; Nursing Diploma, Citizens General Hospital School of Nursing; A.D., Allegany College of Maryland; M.S.N., Shenandoah University
- Diane Walker (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Winona State University; M.S.N., University of Virginia
- LaDonna Williams (2011), Adjunct Clinical Instructor; Nursing; A.A.S., Clovis Community College; B.S., Old Dominion University; A.S.N., Lord Fairfax Community College; M.S.N. in progress, Walden University
- Rita J.P. Williams (2012), Adjunct Clinical Instructor; Nursing; B.S., Emory University; M.S., Texas Woman's University
- Janice Yates (2009), Adjunct Instructor; Nursing; A.D.N., Shepherd University; B.S., University of Maryland; M.S.N., Ph.D. George Mason University
- Helen Zebarth (1979), Adjunct Assistant Professor; Nursing; B.S., South Dakota State University; M.Ed., Boston University
- Lisa M. Zerull (2008), Adjunct Clinical Instructor; Nursing; B.S.N., Ohio State University; M.S.N., George Mason University; Ph.D., University of Virginia

DIVISION OF OCCUPATIONAL THERAPY

Academic Leadership

*Leslie B. Davidson, (1999), Interim Director and Assistant Professor; Occupational Therapy; B.A., Indiana University; M.A., New York University; M.S.Ed., Johns Hopkins University; Ph.D., Virginia Polytechnic Institute and State University

*Kathryn K. Levit (2010), Assistant Director and Assistant Professor; Occupational Therapy; B.G.S., University of Michigan; B.S., Wayne State University; M.A., Ph.D., George Mason University

Full-time Faculty

Michael A. Pizzi (2010), Assistant Professor; Occupational Therapy; B.S., Elizabethtown College; M.S., Towson State University; Ph.D., The Union Institute

Part-time Faculty

Meghan L. Brown (2009), Adjunct Assistant Professor; Occupational Therapy; B.S., Sacred Heart University; M.S., Shenandoah University

Jennifer Kepler (2009), Adjunct Assistant Professor; Occupational Therapy; A.A., Rochester Community College; B.S., University of Wisconsin-Eau Claire; M.S.O.T., Shenandoah University

Terin M. Langley (2011), Adjunct Assistant Professor; Occupational Therapy; A.S., Allegany College of Maryland; M.S., Shenandoah University

Alicia Lutman (2010), Adjunct Assistant Professor; Occupational Therapy; B.S., Concordia College; M.S.O.T., Shenandoah University; O.T.D., University of St. Augustine

*Deborah A. Marr (2004) Associate Professor; Occupational Therapy; B.S., Colorado State University; M.S., Michigan State University; Sc.D., Boston University

DIVISION OF PHYSICAL THERAPY

Academic Leadership

*Karen Abraham-Justice (2001), Director and Associate Professor; Physical Therapy; B.S., University of Maryland at Baltimore; Ph.D., East Carolina University

Full-time Faculty

*Melissa Wolff Burke (1998), Associate Professor; Physical Therapy; B.S., University of Vermont; M.S., Massachusetts General Hospital Institute of Health Professions; Ed.D., University of Tennessee-Knoxville

*Andrea Fergus (2002), Associate Professor; Physical Therapy; B.S., University of Vermont; Ph.D., University of Virginia

*Sheri Hale (2004), Associate Professor; Physical Therapy; B.S., Pennsylvania State University; M.P.T., University of Pittsburgh; Ph.D., Pennsylvania State University

Lisa McVey (2007), Associate Professor; Physical Therapy; B.S., Radford University; M.P.T., D.P.T., Shenandoah University

*Edward C. Schrank (2001), Associate Professor; Physical Therapy; B.S., Texas A & M University; B.S., University of West Florida; M.P.T., Baylor University; D.Sc., Rocky Mountain University

*Todd Telemeco (2001), Associate Professor; Physical Therapy; B.S. (dual), M.P.T., Shenandoah University; Ph.D., Virginia Commonwealth University

*Thomas T. Turner (2006), Assistant Professor; Physical Therapy; B.S., Old Dominion University; M.S., Ph.D., PT, Virginia Commonwealth University

Part-time Faculty

Mark G. Bowden (2007), Adjunct Associate Professor; Physical Therapy; B.S., M.S., Duke University; Ph.D. in progress, University of Florida

Robert E. Duvall (2005), Adjunct Assistant Professor; Physical Therapy; B.A., Western Maryland College; M.M.Sc., Emory University; D.H.Sc., University of St. Augustine

Earl L. Grine, Jr. (2004), Adjunct Instructor; Physical Therapy; B.A., Millersville University; M.S., University of Miami

Janine Hatch (2011), Adjunct Assistant Professor; Physical Therapy; A.S., B.S., Mercy College; B.S., New York University; M.S., D.P.T., MGH Institute of Health Professions

Edmund M. Kosmahl (2005), Adjunct Assistant Professor; Physical Therapy; B.S., M.S., Temple University; Ed.D., Nova Southeastern University

Stella A. Prevost (1998), Adjunct Assistant Professor; Physical Therapy; B.S., University of Maryland; M.S., Massachusetts General Institute of Health Professions

Suzanne L. Tinsley (2005), Adjunct Assistant Professor; Physical Therapy; A.S., Panola Junior College; B.S., M.S., Texas Woman's University; Ph.D., Louisiana State University Medical Center

DIVISION OF PHYSICIAN ASSISTANT STUDIES

Academic Leadership

*Anthony A. Miller (2000), Director and Professor; Physician Assistant Studies; A.A.S., Cuyahoga Community College; B.S., University of Akron; M.Ed., Cleveland State University

*Rachel A. Carlson (2002), Associate Director and Associate Professor; Physician Assistant Studies; B.S., The Pennsylvania State University; M.S., Medical College of Ohio; Ed.D., Nova Southeastern University

Full-time Faculty

Nicole Hoffman (2012), Assistant Professor; Physician Assistant Studies; B.S., Ohio University; M.S., Shenandoah University

*Anne E. Schempp (2009), Assistant Professor; Physician Assistant Studies; B.S., M.S., Saint Francis University

*Amanda Welbourne (2008), Assistant Professor; Physician Assistant Studies; B.S., Bristol University (England); M.S., Shenandoah University

Part-time Faculty

Andrea M. Burgoyne (2012), Instructional Assistant, Physician Assistant Studies; B.A., Boston College; M.S., UMDNJ and Rutgers University

Suzanne M. Gongloff (2009), Instructional Assistant, Physician Assistant Studies; B.S., M.S., Saint Francis University

Elizabeth Hensley (2010), Instructional Assistant, Physician Assistant Studies; B.S., University of South Carolina; B.S., Eastern Carolina University; M.H.S., Duke University

Jaime L. Jones (2010), Instructional Assistant, Physician Assistant Studies; B.S., Georgetown University; M.S., Shenandoah University

*Philip O'Donnell (2010), Medical Director and Adjunct Clinical Associate Professor; Physician Assistant Studies; B.A., University of Virginia; M.D., Medical College of Virginia

DIVISION OF RESPIRATORY CARE

Academic Leadership

Beverly Watson (2009), Director and Assistant Professor; Respiratory Care; B.S., Kent State University; A.A.S., Northern Virginia Community College; M.S., Capella University; Ed.D. in progress, Northcentral University

Full-time Faculty

Stephanie U. Cross (2010), Assistant Professor; Respiratory Care; A.S., B.S., Shenandoah University; M.S., Old Dominion University

Christina B. Hall (2007), Director of Clinical Education and Assistant Professor; Respiratory Care; B.S., York College of Pennsylvania; MS., University of Maryland

Part-time Faculty

Dierdre L. Hardy (2011), Adjunct Clinical Instructor; Respiratory Care; A.S. Business Administration, A.A.S. Respiratory Care, Prince George's Community College

Cindy Lopez-Jones (2011), Adjunct Clinical Instructor; Respiratory Care; A.A.S., Prince George's Community College; B.S., University of Phoenix

Andrew Mason (2011), Adjunct Clinical Instructor; Respiratory Care; A.A.S., Northern Virginia Community College

Robyn M.B. McGinnis (2009), Adjunct Clinical Instructor; Respiratory Care; A.S., Midlands Technical College; B.S., Clemson University

Jacqueline N. Moyano (2008), Adjunct Clinical Instructor; B.S., Millersville University

Thomas Murphy (1998), Medical Director; Respiratory Care; B.A., B.S., Virginia Polytechnic Institute and State University, M.D., Eastern Virginia Medical School

Sharon K. Simmeth (2011), Adjunct Clinical Instructor; Respiratory Care; Certificat de Langue, Institut Catholique; A.A.S., University of Southern Colorado; B.A., Bowdoin College

BERNARD J. DUNN SCHOOL OF PHARMACY

Academic Leadership

*Alan B. McKay (1995), Dean and Professor; Pharmacy Practice; B.S., Mercer University; M.S., Ph.D., University of Mississippi

*Arthur F. Harralson (2002), Associate Dean for Research and Professor; Pharmacy Practice; B.A., California State University; Pharm.D., University of California

*Scott Stolte (1998), Associate Dean for Academic Affairs and Associate Professor; Pharmacy Practice; Pharm.D., Purdue University

Full-time Faculty

*Erin Adams (2004), Associate Professor; Pharmacy Practice; Pharm.D., Medical College of Virginia of Virginia Commonwealth University

*Marcia L. Brackbill (2001), Professor; Pharmacy Practice; B.S., Pennsylvania State University; Pharm.D., Campbell University School of Pharmacy

*Jennifer E. Bryant (2006), Associate Professor; Biopharmaceutical Sciences; B.S., Westminster College, Ph.D., Kent State University

H. Christina Chang (2009), Assistant Professor; Pharmacogenomics; B.A., University of Virginia; Pharm.D., Massachusetts College of Pharmacy and Health Sciences

*Jennifer N. Clements (2007), Associate Professor; Pharmacy Practice; Pharm.D., Campbell University

*Wendell L. Combest (1998), Professor; Biopharmaceutical Sciences; B.S., Southern Methodist University; M.S., Ph.D., University of Arizona

*Thomas M. Ellington (1997), Associate Professor; Pharmacy Practice; B.S., East Tennessee State University; Pharm.D., Mercer University

Rebecca A. Falter (2011), Assistant Professor; Pharmacogenomics; Pharm.D., Shenandoah University

Jeremy R. Fox (2009), Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

*James S. Green (2006), Henry Lawrence DeZeng, Jr. Chair in Pharmacy Informatics and Associate Professor; Pharmacogenomics; B.S., United States Naval Academy; M.S.Ed., Old Dominion University; M.B.A., Pharm. D., Shenandoah University

*Dawn E. Havrda (2003), Professor; Pharmacy Practice; B.S., University of Pittsburgh; Pharm.D., University of Texas

*Nina Hengen (2009), Associate Professor; Biopharmaceutical Sciences; M.D., University of Belgrade; Ph.D., University of Texas

*Sarah Pamapy Jawaid (2005), Associate Professor; Pharmacy Practice; Pharm.D., Albany College of Pharmacy

*Tara L. Jenkins (2012), Associate Professor; Biopharmaceutical Sciences; B.S., Ph.D., University of Oklahoma

*Mark S. Johnson (1999), Director of Postgraduate Education and Associate Professor; Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia of Virginia Commonwealth University

*Robert Kidd (1998), Professor; Biopharmaceutical Sciences; B.S., University of Tennessee; Pharm.D., University of Tennessee Center for Health Sciences; Ph.D., The Ohio State University

Jenny J. Kim (2011), Assistant Professor; Pharmacogenomics; Pharm.D., University of North Carolina at Chapel Hill

Jamie R. Klucken (2012), Assistant Professor; Pharmacy Practice; B.A., George Fox University; M.B.A., Pharm.D., Idaho State University

Douglas A. Lipton (2012), Assistant Professor; Pharmacy Practice; B.S., Virginia Commonwealth University; J.D., The College of William and Mary

*Mitsi Lizer (2005), Associate Professor; Pharmacy Practice; Pharm.D., University of Michigan

*Alla Marks (2004), Associate Professor; Pharmacy Practice; B.S., University of Florida; M.B.A., University of South Florida; Pharm.D., Shenandoah University

*Wallace A. Marsh (2006), Associate Professor; Biopharmaceutical Sciences; M.B.A., M.S.Ed., Nova Southeastern University; B.S., M.S., Ph.D., University of Texas

*Kelly P. Masters (2004), Associate Professor; Pharmacy Practice; Pharm.D., Medical College of Virginia of Virginia Commonwealth University

Shahrazad Movafagh (2011), Assistant Professor; Pharmacogenomics; B.S., University of Maryland; Pharm.D., University of California San Francisco; Ph.D., Georgetown University

Amanda Munson (2008), Assistant Professor; Pharmacogenomics; B.S., University of Michigan; Ph.D., Georgetown University

*David Newton (1996), Professor; Biopharmaceutical Sciences; A.A., St. Petersburg Junior College; B.S., M.S., Ph.D., University of Florida

*Regina R. Peacock (2001), Associate Professor; Biopharmaceutical Sciences; B.S., Ph.D., University of Georgia

Richard J. Pierce (2011), Assistant Professor; Biopharmaceutical Sciences; B.A., Southern Methodist University; M.E., Ed.D., Texas A & M University

Michelle Horn Rager (2009), Assistant Professor; Pharmacy Practice; B.A., University of Charlotte; Pharm.D., University of Maryland

*Craig Richard (2003), Associate Professor; Biopharmaceutical Sciences; B.S., University of Massachusetts-Amherst; M.S., Ph.D., Albany Medical College

Emily Scopelliti (2009), Assistant Professor; Pharmacy Practice; B.A., Pharm.D., Wilkes University

Elizabeth A. Sheaffer (1998), Assistant Professor; Pharmacogenomics; B.A., Virginia Polytechnic Institute and State University; M.B.A., Shenandoah University; Ph.D., George Mason University

*Douglas Smith (2000), Associate Professor; Pharmacy Practice; B.S., University of Pittsburgh; Pharm.D., University of Maryland

Amber R. Wesner (2011), Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

Part-time Faculty

Fred Davis Chatelain (2005), Adjunct Clinical Assistant Professor; Pharmacy Practice; B.S., University of Texas; M.S., National-Louis University

Susan Cornett (2009), Adjunct Assistant Professor; Pharmacy Practice; B.S., (Zoology), B.S., (Science Education), North Carolina State; B.Pharm, University of North Carolina; Pharm.D., Shenandoah University

Cheryl D. Cropp (1997), Adjunct Assistant Professor; Pharmacy Practice; B.S., University of Iowa College of Pharmacy; Pharm.D., University of Kentucky; Ph.D., University of California-San Francisco

Patricia Devine (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., College of Pharmacy and Health Sciences, Butler University; Pharm.D., Shenandoah University

Stephanie Enz (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., Ohio State University; Pharm.D., Shenandoah University

Denise Glasser (1999), Adjunct Assistant Professor; Pharmacy Practice; B.A., William Jewell College; Pharm.D., University of Missouri

Adam B. Gold (2007), Adjunct Assistant Professor; Pharmacy Practice; B.S., Duquesne University

Lisa Hammond (2012), Adjunct Assistant Professor; Pharmacy Practice; A.D., Adirondack Community College; B.S., State University College at Oneonta; B.S., Massachusetts College of Pharmacy; Pharm.D., University of North Carolina at Chapel Hill

Gretchen L. Johnson (1997), Auxiliary Adjunct Assistant Professor; Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia/Virginia Commonwealth University

Rhonda Koch (2005), Adjunct Associate Professor; Pharmacy Practice; B.A., Simpson College; B.S., Drake University

Sarah K. Long (2000), Adjunct Assistant Professor; Pharmacy Practice; B.A., University of Virginia; Pharm.D., Medical College of Virginia/Virginia Commonwealth University

Michael T. Madsen (2007), Adjunct Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

B. Todd Martin (2012), Adjunct Assistant Professor; Biopharmaceutical Sciences; A.A.S., New River Community College; B.S., East Tennessee State University; J.D., The University of Memphis; L.L.M., American University

Justin D. Miller (2010), Adjunct Assistant Professor; Biopharmaceutical Sciences; A.A.S., Lord Fairfax Community College; Pharm.D., Shenandoah University

Christina Naumann-Mrizek (2012), Adjunct Assistant Professor; Pharmacy Practice; B.S., Iowa State University

Tracey J. Nickola (2006), Auxiliary Adjunct Assistant Professor; Pharmacogenomics; A.A.S., State University of New York-Alfred; B.S., M.S., State University of New York-Fredonia; Ph.D., State University of New York-Buffalo

Angela V. Ockerman (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., Butler University; Pharm.D., Shenandoah University

*Renee Ahrens Thomas (2012), Adjunct Associate Professor; Pharmacy Practice; M.B.A., Pharm.D., Drake University

Hillary Wall (2000), Adjunct Assistant Professor; Pharmacy Practice; Pharm.D., University of California at San Francisco

Cynthia C. Winter (2001), Adjunct Instructor; Biopharmaceutical Sciences; B.S., M.A., Marshall University

UNIVERSITY LIBRARIES

Academic Leadership

Christopher A. Bean (1989), Director and Senior Librarian ; B.A., University of New Hampshire; M.L.S., University of Rhode Island; M.A., Virginia Polytechnic Institute and State University

Full-time Faculty

Stacy B. Baggett (2008), Librarian III and Electronic Resources Librarian; B.S., M.B.A., East Carolina University; M.L.S., North Carolina Central University

Denise A. Blake (2002), Librarian II and Health Sciences Librarian; B.S., Auburn University; M.L.S., The Catholic University of America; Ed.D., Shenandoah University

=Rosemary A. Green (1982), Senior Librarian and Graduate Programs Librarian; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

David L. McKinney (1999), Librarian II and Assistant Librarian for Public Services; B.A., Concord College; M.S.I.S., University of Tennessee

Megan Williams (1996), Librarian II and Assistant Librarian for Technical Services; B.S.N., University of Maryland; M.S.L.S., The Catholic University of America

Part-time Faculty

Lucinda Thomas (2000), Librarian I Reference Librarian; B.S., Shippensburg State College; M.S.L.S., Drexel University

FACULTY EMERITI

Frances Lapp Averitt (1973), Professor Emeritus, Flute; B.M., M.Ed., Auburn University; D.M., Florida State University

William E. Averitt (1973), Professor Emeritus, Theory and Composition; B.M., Murray State University; M.M., D.M., Florida State University

John P. Balcer (1972), Professor Emeritus, English; A.B., Middlebury College; M.A., John Carroll University; Ph.D., Kent State University

Brandon H. Beck (1983), Professor Emeritus, History; B.A., Gettysburg College; M.A., University of Virginia; Ph.D., University of Rochester

Sue Marston Boyd (1970), Professor Emeritus, Piano; B.M.E., Shenandoah University; M.M., University of Cincinnati, College & Conservatory of Music; D.M.A., The Catholic University of America

Edward E. Brandt (1981), Professor Emeritus, Biology; B.A., Southern Illinois University; M.A., Florida State University; Ph.D., University of Sarasota

Verne E. Collins (1958), Professor Emeritus, Arts Management and Business; B.S., Bowling Green University; M.M., Northwestern University; M.B.A., Shenandoah University; Ed.D., University of Michigan

Richard G. Creasey (1993), Professor Emeritus, Education; B.S., Shippensburg University; M.Ed., Ed.D., Pennsylvania State University

Warren E. DeArment (1972), Professor Emeritus, English; A.B., Dickinson College; M.A., Ph.D., University of Pittsburgh

Eugenia Evans (1963), Professor Emeritus, Piano; B.M., M.M. Conservatory of Prague, Czechoslovakia and State Conservatory (Ukraine)

Donna Gullstrand (1977), Professor Emeritus, Voice; B.A., North Central College; M.M., University of Illinois at Urbana Champaign

John W. Happ (1972), Professor Emeritus, Chemistry; B.S., University of Maryland; Ph.D., University of Georgia

Ashley Hastings (1995), Professor Emeritus, Teaching English to Speakers of Other Languages; B.A., M.A., Ph.D., Indiana University

Harold Herman (1973), Distinguished Professor Emeritus, Theatre; B.A., Wayne State University

Stephen K. Johnston (1972), Professor Emeritus, Conducting and Clarinet; B.M.E., University of Evansville; M.M., D.M.A., University of Maryland

James H. Laster (1973), Professor Emeritus, Conducting; B.A., Maryville College; M.S.L.S., The Catholic University of America; M.A., Ph.D., George Peabody College for Teachers

Janette Ogg (1976), Professor Emeritus, Voice; A.B., Asbury College; M.M., University of North Carolina at Greensboro; D.M., Florida State University

Daniel A. Pavsek (1992), Professor Emeritus, Economics and Information Systems Technology; A.B., Maryknoll College; M.A., Cleveland State University; M.S.I.S.T., The George Washington University; Ph.D., Case Western Reserve University

John D. Proe (1990), Professor Emeritus, Management and Health Care Administration; B.A., The Citadel; M.H.A., Baylor University; Ph.D., University of Iowa

Travis L. Sample (1990), Professor Emeritus, Public Administration; B.S., University of Houston; M.S., Southern Illinois University; M.P.A., D.P.A., University of Southern California

Jackson Sheats (1972), Professor Emeritus, Voice; B.A., Columbia College

Daris L. Small (1972) Professor Emeritus, Nursing; R.N., Kings Daughters Hospital; B.S., Shepherd College; M.S.N., Marymount University; M.S.Ed., Madison College; Ed.D., West Virginia University

Bruce C. Souders (1966), Professor Emeritus, Humanities and University Historian; B.A., Lebanon Valley College; M.Div., United Theological Seminary; M.A., Columbia University

Marion Sung (1974), Professor Emeritus, Music Therapy; B.A., Taiwan Normal University (Taiwan), M.M.Ed., University of Kansas

Catherine A. Tisinger (1991), Distinguished Professor Emeritus, History/Geography; B.A., The College of Wooster; M.A., Ph.D., University of Pennsylvania

DEAN EMERITUS

W. Randy Boxx (2004), Dean Emeritus of the Harry F. Byrd, Jr. School of Business and George Edward Durell Professor Emeritus, Management; B.S., M.B.A., University of Southern Mississippi; Ph.D., University of Arkansas

Charlotte A. Collins (1958), Dean Emeritus of Shenandoah Conservatory and Professor Emeritus, Music Education; B.S., Bowling Green State University; M.B.A., Shenandoah University; M.M., Ed.D., University of Michigan

Stanley E. Harrison (1999), Dean Emeritus of the Harry F. Byrd, Jr. School of Business and Professor Emeritus, Business; B.E.E., Ohio State University; M.S., University of New Mexico; Doctor of Science (hon), Shenandoah University; Doctor of Humane Letters (hon), The Ohio State University

PRESIDENT EMERITUS

James A. Davis (1982), President Emeritus; A.A., Ferrum College; B.A., Randolph-Macon College; M.A., Virginia Polytechnic Institute & State University; Ph.D., Florida State University

2012-13 ACADEMIC CALENDAR

2012 FALL SEMESTER

August 15	Payment due for 2012 Fall
August 20-24	Faculty meetings
August 24	Last day to register to avoid late registration fee
August 27	Fall semester classes begin
September 3	Labor Day/Administrative offices closed Classes do not meet
September 4	Last day to drop or add a course
October 1	Last day to apply for December degree conferrals
October 15-16	Fall break/Administrative offices open Undergraduate classes do not meet Some graduate classes meet
October 16	Midterm grades due by 5 p.m.
October 29- November 20	Pre-registration for 2013 Spring semester classes
November 14	International Convocation (2 p.m. classes canceled)
November 20	Last day to withdraw from a semester course
November 21-23	Thanksgiving break for students Classes do not meet
November 22-23	Thanksgiving break/Administrative offices closed
December 10	Last day of semester classes
December 11-15	Semester examinations (Grades due three business days after final exam)
December 15	Semester ends/December degree conferrals
December 15	Payment due for 2013 Spring
December 16- January 16	Winter break for students Administrative offices open (unless noted)
December 24-26	Winter break/Administrative offices closed

*Summer Add/Drop Policy:

The last day to add or drop a course differs for summer term and is based on duration of meeting times. A student is entitled to a full refund on a course when it is dropped prior to the published drop date for the specific course.

- Courses meeting less than one and up to two weeks: Any drop must be prior to the first day of class
- Courses meeting three to four weeks: First day of class and the following business day
- Courses meeting five to six weeks: First day of class and the following two business days
- Courses meeting seven to eight weeks: First day of class and the following three business days
- Courses meeting nine or more weeks: First day of class and the following four business days

Summer Withdrawal Policy:

A summer course withdrawal is based on the length of the course. For courses running less than two weeks, the withdrawal period is the first day of class and the following business day. For courses running longer than two weeks, a student is able to withdraw prior to the 60 percent point of course completion. Tuition is only prorated if a student withdraws from all summer courses in a term by the 60 percent point.

2013 SPRING SEMESTER

January 1	New Year's Day Administrative offices closed
January 16	Last day to register to avoid late registration fee
January 17	Spring semester classes begin
January 21	Martin Luther King Service of Remembrance 3 p.m. (3 p.m. classes canceled)
January 24	Last day to drop or add a course
March 1	Last day to apply for May degree conferrals
March 11-15	Spring break/Administrative offices open Classes do not meet
March 12	Midterm grades due by 5 p.m.
March 25- June 28	Pre-registration for 2013 Fall semester classes
March 29	Good Friday/Administrative offices closed Classes do not meet
April 4	Partnership with Community Day Student attendance mandatory No classes until 5 p.m.
April 15	Last day to withdraw from a semester course
May 1	Last day of semester classes
May 3	Apple Blossom/Administrative offices closed Classes do not meet
May 6-10	Semester examinations (Grades due three business days after final exam)
May 10	Semester ends/May degree conferrals
	Commencement rehearsal 3 to 4:30 p.m. for all graduating students participating in the commencement service
	Baccalaureate service at 7 p.m.
May 11	Hooding and pinning ceremonies 9 to 11 a.m., Commencement ceremony at 1:45 p.m.
May 13-17	Faculty assessment week

2013 SUMMER SESSIONS

March 25-April 19	Pre-registration for 2013 summer semester classes (SU & S2)
May 3	Apple Blossom/Administrative offices closed Classes do not meet
May 10	Payment due for 2013/SU Summer 1 session Classes beginning prior to June 30
May 20	2013/SU Summer 1 begins
*See left	Last day to drop or add a Trimester III course
May 27	Memorial Day/Administrative offices closed Classes do not meet
June 1	Last day to apply for August degree conferrals
June 15	Payment due for 2013/S2 Summer 2 classes Beginning on or after July 1
July 4	Independence Day/Administrative offices closed Classes do not meet
July 8	2013/S2 Summer 2 session begins
August 16	Summer (SU & S2) classes end August degree conferrals (Grades due three business days after final exam)

CONTACTING SHENANDOAH UNIVERSITY

www.su.edu

Information/Switchboard

(540) 665-4500

Admissions

(800) 432-2266 or (540) 665-4581

Support Services

Academic Enrichment Center

(540) 665-4928

Business Office

(540) 665-4514

Financial Aid

(540) 665-4538

Office of Enrollment Management and
Student Success

(540) 665-4517

Office of Student Life

(540) 665-4862

Registrar's Office

(540) 665-5585

Residence Life

(540) 665-4611

Security

(540) 678-4444

Student Accounts

(540) 542-6519

Wilkins Wellness Center

(540) 665-4530

Academic Deans and Directors

Bernard J. Dunn School of Pharmacy

(540) 665-1282

Center for International Programs

(540) 542-6285

College of Arts & Sciences

(540) 665-4587

Harry F. Byrd, Jr. School of Business

(540) 665-4572

Northern Virginia Campus

(571) 223-0238

Shenandoah Conservatory

(540) 665-4600

School of Education & Human Development

(540) 665-4643

School of Health Professions:

Division of Athletic Training

(540) 545-7385

Division of Nursing

(540) 678-4374

Division of Occupational Therapy

(540) 665-5540

Division of Physical Therapy

(540) 665-5520

Division of Physician Assistant Studies

(540) 542-6208

Division of Respiratory Care

(540) 678-4380