

# 2016-17 GRADUATE CATALOG



## 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.

## Vision

Shenandoah University will be a strong leader of higher education, committed to educational excellence, creativity, and global citizenship. Shenandoah will value its outstanding integration of professional programs and liberal arts and further partnerships with other universities and organizations in order to shape and address the educational needs of society. Shenandoah will be a mid-sized comprehensive institution with a richly diverse population that believes in the continuing development of its faculty and professional staff to support an institution of its size and caliber. Shenandoah will offer a high-quality residential environment. Financially robust, Shenandoah's growth will be both strategic and by design. Within a core context, Shenandoah will rely on its historical affiliation with the United Methodist Church to deepen its commitment to the development of a caring community that values the whole person, spiritual inquiry and student-centered education.

Shenandoah University's 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 services, 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.

## Non-Discrimination

Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. The 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.

## Reservation to Make Necessary Changes

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's Brand Platform

### Positioning Statement

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 Promise

Rich in creative energy and intellectual challenge

### Brand Drivers (Key Messages)

1. Accomplished professors who provide focused individual attention
2. Small, highly interactive classes
3. Exceptional opportunities beyond the classroom to gain experience and apply skills
4. Innovative global initiatives that expand understanding and perspectives

## 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.

# TABLE OF CONTENTS

*Click on any text or page number to be linked directly to that page in the catalog.*

<b>General Information</b>	13
Accreditation	13
Federal Law Compliance Annual Disclosure	15
<b>Admissions</b>	16
Program Application Deadline	17
Applications to Programs without Deadlines	17
Applications to Programs with Deadlines	17
Admission of Graduate Transfer Students	17
Readmission of Former Students	18
Admission of International Students	18
Admission of Certificate Students	21
Visiting Students	21
Admission of Undergraduate Students	21
Summer Session Admission	22
Types of Acceptance Decisions	22
Standard Acceptance	22
Provisional Acceptance	22
Admission in Good Standing	22
Admission in Conditional Standing	22
Admission Requirements for All Candidates for Teacher Licensure	23
State Requirements for Teacher Licensure	23
Admissions Decisions	23
Tuition Deposit	23
<b>Academic Policies</b>	24
Matriculation	24
Criminal Background Check Policy	24
Email Policy	24
Academic Advising	24
Registration	24
Inaccurate Registration	24
Course Prerequisites	25
Change in Registration	25
Adding a Course	25
Dropping a Course	25
Continuous Enrollment in Graduate Curricula	25
Withdrawal from a Course	26
Drop and Withdrawal Policy for Summer Terms	26
Repeating Courses	27
Auditing a Course	27
Independent Study	27
Withdrawal from the University	28
Credit Hour	28
Academic Terms	28
Academic Student Load	29
Transfer Credit	29
Advanced Standing	30
Challenge Examinations and Credit by Examination	30
Catalog of Record	30
Requirements for Degrees	30
Dual Enrollment	31
Program Time Limit	31
Program Continuity	32
Change in Curriculum	32
Grading Scale and Quality Point System	33
Grade Changes	34
Calculation of Grade Point Average	34
Posting of Grades and Distribution of Grades	34

<i>Final Examinations</i> .....	34
<i>Rescheduling Coursework in the Event of a Campus Closure</i> .....	35
<i>Rescheduling Exams in the Event of a Campus Closure During Finals' Week</i> .....	35
Academic Standing.....	36
<i>Academic Probation</i> .....	36
<i>Academic Suspension and Dismissal from the University</i> .....	36
<i>Condition of Dismissal</i> .....	37
<i>Social Suspension or Dismissal</i> .....	37
Student Participation in Commencement Ceremony.....	37
Degree Conferrals and Diplomas.....	37
Transcripts and Student Records.....	38
Non-Discrimination Statement.....	38
Student Rights.....	38
Protecting Student's Privacy Rights (FERPA).....	39
<i>Directory Information</i> .....	44
Privacy Policy for Distance Education Students.....	45
Accommodations of Persons with Disabilities Policy.....	45
Disability Grievance Procedure.....	46
Class Attendance.....	47
Student Conduct in Class.....	48
Academic Review Board.....	48
Shenandoah University Honor Code.....	48
Academic Integrity: Recommended Minimum Sanctions.....	53
<i>Overview of Honor Code Procedure</i> .....	66
SU Policy for Revocation of Admission, Degree or Credit.....	67
Sexual Misconduct Policy.....	67
Academic Appeals Policy.....	67
Student Complaint Policy.....	69
<b>Tuition and Fees</b> .....	70
Graduate Tuition and Fees.....	70
<i>Tuition</i> .....	70
<i>Curriculum Fees/Mandatory Fees</i> .....	71
<i>IESL Programs</i> .....	71
<i>Residence Halls</i> .....	71
<i>Shenandoah University Payment Plan</i> .....	72
<i>Deposits</i> .....	72
<i>Special Purpose Fees</i> .....	72
<i>Personal Expenses</i> .....	73
Withdrawal from the University.....	73
<i>Tuition Proration Policy</i> .....	73
<i>Curriculum/Mandatory Fee Refund Policy</i> .....	73
<i>Medical Withdrawals</i> .....	74
<i>Distribution of Financial Aid Funds</i> .....	74
<i>Residence Hall Proration Policy</i> .....	74
<b>Financial Aid</b> .....	75
<b>Military Benefits</b> .....	79
Education Benefits for Veterans, Active Duty Military Personnel and Families of Veterans.....	79
VA School Certifying Official.....	80
<b>Retention of Student Records</b> .....	81
<b>Student Life Policies</b> .....	83
Student Code of Conduct.....	83
<i>Introduction</i> .....	83
<i>General Guidelines</i> .....	83
<i>Student's Rights</i> .....	85
<i>Definitions of Inappropriate and Prohibited Conduct</i> .....	86
<i>Conduct Procedures</i> .....	91
<i>Community Conduct Council Procedures</i> .....	93
<i>Additional Information for Each Method of Conduct Resolution</i> .....	94
<i>Appeal Process</i> .....	95

Conduct Findings .....	96
Conduct Sanctions .....	96
Student Conduct Records .....	98
Non-Academic Policies .....	100
Alcohol and Other Drugs Policy .....	100
Automobile Regulations .....	104
Bicycles and Motorized Bicycles .....	104
Camping and Shelter Construction .....	104
Computer Misuse .....	104
Hazing (Virginia Law) .....	105
Public Postings and Advertisements on Campus .....	105
Religious Groups Policies and Guidelines .....	105
Sales, Solicitation and Fundraisers .....	105
Smoking .....	106
Sound Amplification Equipment .....	106
Student of Concern .....	106
Student Organizations .....	107
Unauthorized Use of University Property or Documents .....	108
Housing and Residence Life Policies .....	109
Introduction .....	109
Breaks (Fall, Holiday and Spring) .....	109
Bulletin Board Damage .....	109
Check-In and Check-Out Procedures .....	110
Cleanliness .....	110
Common Areas .....	111
Conduct Infringing on Others .....	111
Damage Deposit .....	111
Electrical Appliances, Cords and Multi-Plug Adaptors .....	111
False Fire Alarms .....	112
Fire Drills .....	112
Fire Safety Regulations .....	112
Furniture (University Owned) .....	113
Guests of Residents .....	113
Holiday Decorations .....	113
Housing Agreement .....	113
Housing Policy .....	114
Key Duplication, Lock-Outs and Possession of Master Key .....	114
Lofts .....	115
Maintenance .....	115
Noise Policy .....	115
Room Changes .....	115
Room Entry, Inspection and Search Policy .....	116
Single Rooms .....	117
Smoking .....	117
Storage .....	117
Visitation Guidelines .....	117
Shenandoah University's Sexual/Gender Harassment, Discrimination and Sexual Misconduct Policy ..	118
Statement Against Discrimination .....	118
Transcript Notations Concerning Sexual Violence Violations .....	119
The ABCs of Student Services .....	120
Academic Enrichment Center .....	120
Administrators .....	120
Brandt Student Center .....	120
Bulk Mail and Copy Center .....	121
Campus Bookstore .....	121
Campus Mail .....	121
Campus Shuttle Service .....	121

Career Services . . . . .	122
Child Care Center . . . . .	122
City Bus Service . . . . .	122
Computer Help Desk . . . . .	122
Computer Lab . . . . .	122
Conduct Office . . . . .	123
Entertainment . . . . .	123
Food Services . . . . .	123
Health (Physical and Mental) . . . . .	124
Health Professions Building Services . . . . .	124
Hornet Central . . . . .	124
Intercultural Programs . . . . .	124
International Programs and Travel . . . . .	124
Library (Alson H. Smith Library) . . . . .	125
Laundry . . . . .	125
Lost & Found . . . . .	125
Room Reservations . . . . .	125
Residence Life & Student Conduct . . . . .	125
Safety . . . . .	126
Shenandoah Outdoor Adventure & Recreation . . . . .	126
Spiritual Life . . . . .	126
Student Government Association . . . . .	127
Title IX Coordinator . . . . .	127
Wilkins Wellness Center . . . . .	127
Writing Center . . . . .	128
<b>College of Arts &amp; Sciences . . . . .</b>	<b>129</b>
Programs of Study . . . . .	130
<i>Master of Science in Applied Behavior Analysis . . . . .</i>	<i>130</i>
<b>School of Education &amp; Human Development . . . . .</b>	<b>132</b>
Admission Process . . . . .	132
Application Deadlines . . . . .	132
Programs of Study . . . . .	134
Professional Studies Certificate Programs . . . . .	135
Professional Studies Certificate Programs for Initial Teacher Licensure . . . . .	135
Professional Studies Certificate Program for Elementary School Teacher Education (PreK-6) . . . . .	136
Professional Studies Certificate Program for Middle School Teacher Education (6-8) . . . . .	136
Professional Studies Certificate Program for Secondary School Teacher Education (6-12) . . . . .	137
Professional Studies Certificate Program for Health and Physical Education (PreK-12) . . . . .	138
Professional Studies Certificate Program in Special Education . . . . .	140
Professional Studies Certificate Program in Administration and Supervision . . . . .	141
Professional Studies Certificate Program for Reading Licensure . . . . .	142
Master's Programs . . . . .	144
Master of Science in Education: Individualized Focus . . . . .	144
Master of Science in Education: Emphasis in Teaching . . . . .	146
Master of Science in Education: Special Education . . . . .	148
Master of Science in Education: Education Administration . . . . .	150
Master of Science: Organizational Leadership . . . . .	152
Master of Science in Literary Education . . . . .	154
Doctoral Programs . . . . .	159
Doctor of Education (EdD) in Administrative Leadership . . . . .	159
Doctor of Professional Studies (DProf) in Organizational Leadership . . . . .	162
<b>Harry F. Byrd, Jr. School of Business . . . . .</b>	<b>165</b>
Mission . . . . .	165
Vision . . . . .	165
Guiding Principles . . . . .	165
MBA Program Learning Goals . . . . .	165
MBA Program Description . . . . .	166



Master of Business Administration Program . . . . .	167
Certificate Programs . . . . .	169
<i>MBA Essentials Certificate</i> . . . . .	169
<i>Certificate of Healthcare Management</i> . . . . .	169
<b>Shenandoah Conservatory</b> . . . . .	172
Mission Statement . . . . .	172
Conservatory Admission Requirements . . . . .	172
Transfer of Credits . . . . .	173
Time Limits . . . . .	174
Doctoral Student Residency . . . . .	174
Comprehensive and Qualifying Examinations . . . . .	174
Certificate in Church Music . . . . .	176
Professional Studies Program for Music Therapy Certification Eligibility . . . . .	177
Master of Music Education . . . . .	179
Master of Music in Church Music . . . . .	180
<i>Requirements for the Master of Music in Church Music Degree (Organ Applied Emphasis)</i> . . . . .	180
<i>Requirements for the Master of Music in Church Music Degree (Voice Applied Emphasis)</i> . . . . .	181
<i>Requirements for the Master of Music in Church Music Degree (Conducting Applied Emphasis)</i> . . . . .	181
Master of Music in Composition . . . . .	183
Master of Music in Conducting . . . . .	184
Master of Music in Pedagogy – Voice . . . . .	186
Master of Music in Performance . . . . .	188
Master of Music in Collaborative Piano . . . . .	190
Master of Music Therapy . . . . .	191
Master of Science in Performing Arts Leadership and Management . . . . .	193
Doctor of Musical Arts in Music Education . . . . .	195
Doctor of Musical Arts in Performance . . . . .	196
<i>Voice Applied Emphasis</i> . . . . .	197
<i>Instrumental or Keyboard Applied Emphasis</i> . . . . .	197
<i>Conducting Applied Emphasis</i> . . . . .	198
Doctor of Musical Arts in Pedagogy – Voice . . . . .	199
Artist Diploma . . . . .	201
<b>School of Health Professions</b> . . . . .	203
Statement of Purpose . . . . .	203
Mission Statement . . . . .	203
Entrance Requirements . . . . .	203
Division of Athletic Training . . . . .	204
Master of Science in Athletic Training . . . . .	204
Dual Degree – DPT/MSAT . . . . .	211
Performing Arts Medicine (PAM) Graduate Certificate Program . . . . .	216
Division of Occupational Therapy . . . . .	220
Master of Science in Occupational Therapy . . . . .	220
Division of Physical Therapy . . . . .	224
Doctor of Physical Therapy . . . . .	224
Transitional Doctorate of Physical Therapy Program . . . . .	229
Division of Physician Assistant Studies . . . . .	233
Master of Science in Physician Assistant Studies . . . . .	233
<b>Eleanor Wade Custer School of Nursing</b> . . . . .	238
Mission . . . . .	238
Background . . . . .	238
Master of Science in Nursing (MSN) Objectives . . . . .	238
Doctor of Nursing Practice Objectives . . . . .	239
Essential Qualifications for Candidates for Admission, Progression and Graduation . . . . .	239
General Information . . . . .	243
RN to MSN Degree (Fall entry only) . . . . .	248
BSN Completion Option for Registered Nurse (RN) to MSN . . . . .	249
Advanced Practice Roles . . . . .	251
<i>Nurse-Midwifery</i> . . . . .	251
<i>Family Nurse Practitioner</i> . . . . .	253
<i>Primary Care Adult Geriatric Nurse Practitioner</i> . . . . .	254

<i>Psychiatric Mental-Health Nurse Practitioner</i> .....	258
<i>Health Informatics Certificate</i> .....	259
Post Graduate Nursing Certificates .....	260
<i>Post Graduate Certificate Primary Care Adult-Geriatric Nurse Practitioner</i> .....	260
<i>Post Graduate Certificate Family Nurse Practitioner</i> .....	261
<i>Post Graduate Certificate in Health Systems Leadership</i> .....	262
<i>Post Graduate Certificate Psychiatric Mental-Health Nurse Practitioner</i> .....	264
<i>Post Graduate Certificate in Midwifery</i> .....	266
<i>Post Graduate Certificate in Nursing Education</i> .....	269
Doctor of Nursing Practice: BSN to DNP and Post Graduate DNP .....	270
Doctor of Nursing Practice in Health Systems Leadership .....	272
<b>Bernard J. Dunn School of Pharmacy</b> .....	275
Doctor of Pharmacy .....	275
Non-Traditional Doctor of Pharmacy Pathway .....	278
Dual Doctor of Pharmacy (PharmD)/Master of Business Administration (MBA) .....	280
<b>Center for International Programs</b> .....	283
<b>Professional Development and Community Programs</b> .....	286
Shenandoah Conservatory Arts Academy .....	286
Intensive English as a Second Language (IESL) Program .....	287
The Center for Lifelong Learning .....	288
The Center for Public Service and Scholarship .....	289
Office of Education Outreach .....	290
Shenandoah University Youth Theological Institute .....	292
<b>Course Descriptions</b> .....	293
Accounting (ACCT) .....	293
Applied Music (AP** or AE**) .....	294
Applied Major Study .....	295
Applied Major Study (APVO) .....	296
Applied Minor Study (AP**) .....	296
Applied Elective Study (AE**) .....	296
Applied Performance Development (APPD) .....	296
Applied Teaching Repertoire (APRP) .....	297
Applied Recital Study (APRS) .....	297
Applied String Quartet (APSQ) .....	297
Applied Score Reading (APSR) .....	298
Applied Teaching Techniques (APTT) .....	298
Athletic Training (AT) .....	298
Banking and Finance (BAFI) .....	303
Business Administration (BUS) .....	303
Church Music (MUCH) .....	304
Conducting (MUCO) .....	305
Conservatory Research (CONR) .....	306
Dance and Lifetime Fitness (DAPE) .....	308
Economics (ECN) .....	308
Education (EDU) .....	309
Education Administration (ADM) .....	313
Gender and Women's Studies (GWST) .....	314
Gifted Teacher Education (GTD) .....	314
Health Professions (HP) .....	315
Health Systems Leadership (HSL) .....	316
Kinesiology Education (KNS) .....	318
Leadership Studies (LST) .....	319
Management (MGT) .....	321
Management Information Systems (MIS) .....	323
Marketing (MKT) .....	324
Music Conferences (MUCC) .....	325
Music Education (MUED) .....	325
Music Ensembles (MUEN) .....	326
Music Literature (MULT) .....	328
Music Pedagogy and Performance (MUPP) .....	333
Music Theory (MUTC) .....	339

Music Therapy (MUTH) .....	341
Nursing (N) .....	344
Nurse Practitioner (NP) .....	349
Nursing — Nurse-Midwifery (NM) .....	351
Nursing — Psychiatric Mental-Health (PMH) .....	351
Occupational Therapy (OT) .....	353
Performing Arts Leadership and Management (PALM) .....	356
Performing Arts Medicine (PAM) .....	357
Pharmacy (PHAR) .....	358
Pharmacy (PHRN) — Non-Traditional .....	367
Physical Therapy (PT) .....	369
Physical Therapy — Transitional Doctorate (T-DPT) .....	375
Physician Assistant Studies (PA) .....	377
Psychology (PSY) .....	382
Psychology — Graduate Professional (PSYP) .....	382
Public Administration (PAD) .....	383
Quantitative Methods (QM) .....	383
Reading (RDG) .....	383
Research Studies (RST) .....	384
Service Learning (SRVL) .....	386
Special Education (SED) .....	387
Supply Chain Management (SCM) .....	388
Writing (WR) .....	388
<b>Board of Trustees</b> .....	<b>389</b>
<b>Administration</b> .....	<b>390</b>
<b>Faculty</b> .....	<b>392</b>
College of Arts & Sciences .....	392
<i>Academic Leadership</i> .....	392
<i>Full-time Faculty</i> .....	392
<i>Part-time Faculty</i> .....	395
Harry F. Byrd, Jr. School of Business .....	396
<i>Academic Leadership</i> .....	396
<i>Full-time Faculty</i> .....	397
<i>Part-time Faculty</i> .....	397
Shenandoah Conservatory .....	398
<i>Academic Leadership</i> .....	398
<i>Full-time Faculty</i> .....	398
<i>Part-time Faculty</i> .....	400
School of Education & Human Development .....	402
<i>Academic Leadership</i> .....	402
<i>Full-time Faculty</i> .....	402
<i>Part-time Faculty</i> .....	402
School of Health Professions .....	404
<i>Academic Leadership</i> .....	404
Division of Athletic Training .....	404
<i>Academic Leadership</i> .....	404
<i>Full-time Faculty</i> .....	404
<i>Part-time Faculty</i> .....	404
Division of Occupational Therapy .....	405
<i>Academic Leadership</i> .....	405
<i>Full-time Faculty</i> .....	405
<i>Part-time Faculty</i> .....	405
Division of Physical Therapy .....	405
<i>Academic Leadership</i> .....	405
<i>Full-time Faculty</i> .....	405
<i>Part-time Faculty</i> .....	406
Division of Physician Assistant Studies .....	406
<i>Academic Leadership</i> .....	406
<i>Full-time Faculty</i> .....	406
<i>Part-time Faculty</i> .....	407
Eleanor Wade Custer School of Nursing .....	407
<i>Academic Leadership</i> .....	407

<i>Full-time Faculty</i> .....	407
<i>Part-time Faculty</i> .....	408
Division of Respiratory Care .....	411
<i>Academic Leadership</i> .....	411
<i>Full-time Faculty</i> .....	411
<i>Part-time Faculty</i> .....	412
Bernard J. Dunn School of Pharmacy .....	412
<i>Academic Leadership</i> .....	412
<i>Full-time Faculty</i> .....	412
<i>Part-time Faculty</i> .....	413
University Libraries .....	414
<i>Academic Leadership</i> .....	414
<i>Full-time Faculty</i> .....	414
<i>Part-time Faculty</i> .....	414
Faculty Emeriti .....	414
Dean Emeritus .....	416
President Emeritus .....	416
<b>Academic Calendar</b> .....	417
<b>School of Pharmacy Academic Calendar</b> .....	418
<b>Contacting SU</b> .....	419

# GENERAL INFORMATION

Shenandoah University (SU) is a private, coeducational school offering both a broad liberal arts program and an emphasis on career preparation. Seven 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, Occupational Therapy, Physical Therapy and Physician Assistant Studies), Eleanor Wade Custer School of Nursing (and Division of 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](http://www.su.edu)

For two decades, Shenandoah University has also operated in Northern Virginia. Shenandoah University now educates and inspires at two separate Northern Virginia campus locations.

## Northern Virginia Campus – Scholar Plaza

Programs of study include: undergraduate nursing, respiratory care, graduate business, graduate education and graduate health professions. Scholar Plaza is located at:

44160 Scholar Plaza, Leesburg, VA 20176  
(540) 545-7356  
[www.su.edu/nvcampus](http://www.su.edu/nvcampus)

## Northern Virginia Campus – Innovation Hall

Programs of study include: pharmacy and pharmacogenomics. Innovation Hall is located on the Virginia Science and Technology Campus of George Washington University at:

45085 University Drive, Ashburn, VA 20147

## Accreditation

Shenandoah University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters and doctorate 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.

## Filing a Complaint

To file a complaint against Shenandoah University for alleged non-compliance with an accreditation standard or requirement, you may download the SACSCOC policy on Complaint Procedures from the Southern Association of Colleges and Schools – Commission on Colleges website. Please note that the SACSCOC complaint process is not intended to be used to involve the Commission in disputes between individuals and member institutions or to cause the Commission to interpose itself as a reviewing authority in individual matters; nor does the policy allow the Commission to seek redress on an individual's behalf. The primary purpose of the SACSCOC complaint procedure is to acquire

valuable information regarding an accredited institution's possible non-compliance with accreditation standards, policies and procedures rather than to resolve individual disputes.

To register a complaint against Shenandoah University for any reason unrelated to accreditation, please contact the President's Office at 540-665-4505 or by email at [pres@su.edu](mailto:pres@su.edu).

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs and the like should be addressed directly to the institution and not to the Commission office.

Once all institutional processes have been exhausted and the issue is not resolved, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV). SCHEV can be contacted at 804.225.2600 or through the SCHEV Complaint Process website: [www.schev.edu/students/studentcomplaint.asp](http://www.schev.edu/students/studentcomplaint.asp).

### **Other Accreditation Bodies**

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)

Accreditation Commission for Midwifery Education (ACME)\*

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)

Commission 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

\*ACME – 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; (240) 485-1800; [www.midwife.org/acme](http://www.midwife.org/acme)

## 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 Department of Public Safety page of the Shenandoah University website and in the Public Safety, 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 Hornet Central, the Financial Aid Office, Human Resources Office, Academic Affairs Office, Registrar's Office and 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 Athletic Training, Occupational Therapy, Traditional Physical Therapy, Physician 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. Athletic Training
2. Occupational Therapy
3. Pharmacy
4. RN-MSN

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 Athletic Training program is through Athletic Training Application Service at [www.atcas.org](http://www.atcas.org).

All application processing for the Occupational Therapy program is through Occupational Therapy Centralized Application Service at [www.otcas.org](http://www.otcas.org).

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

All application processing for the Physical Therapy program is through Physical Therapy Centralized Application Service at [www.ptcas.org](http://www.ptcas.org).

All application processing for the Physician Assistant Studies program is through the Central Application Service for Physician Assistants (CASPA) at [www.caspaonline.org](http://www.caspaonline.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 Office of Student Life and the Admissions 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](http://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](http://www.su.edu/auditions).
5. Non-Native English Speaking (NNES) applicants must demonstrate proficiency in the English language in one of three ways:
  - A. At least 48 credit hours with a cumulative GPA of 2.5 in a post-secondary institution in which English is the language of instruction.
  - B. Test of English as a Foreign Language (TOEFL):

School	iBT (Internet TOEFL)	Paper	IELTS*
Arts & Sciences	79	550	6.5
Business	79	550	6.5
Conservatory	79	550	6.5
Health Professions	83	558	n/a
Nursing	83	558	n/a
Pharmacy	79	550	6.5

*\*International English Language Testing System*

The Shenandoah University TOEFL test code is 5613.

- C. SAT critical reading score of 450 or higher on SATs administered prior to March 2016 or 25 or higher on the SAT Reading Test section of SATs administered in or after March 2016 or ACT examination composite score of 19 or higher.

The Admissions Office must receive all transcripts and/or test scores no later than 14 business days before the start date of each term. No test score will be considered that is over 24 months old.

### **Conditional Admission of Non-Native English Speakers**

Those students with minimum scores of 45 on iBT (Internet TOEFL), 450 on Paper TOEFL, or 5.0 on IELTS (International English Language Testing System) may be granted conditional admission and must complete Shenandoah University's Intensive English as a Second Language Program (IESL).

## Intensive English as a Second Language (IESL)

Shenandoah University's Intensive English as a Second Language (IESL) program welcomes international undergraduate and graduate-level students to prepare for success in their academic careers by providing a comprehensive course of instruction including 20 hours per week of coursework in oral communication (speaking and listening), reading, writing, and grammar in use offered on campus so that students are fully immersed into the American collegiate experience. Courses are taught at the intermediate and advanced levels only. IESL classes are non-credit bearing. Successful completion of the IESL program is proficiency based as determined by attainment of TOEFL/IELTS scores that meet university admissions requirements.

Admission to IESL is open to international students with minimum scores of 45 on iBT (Internet TOEFL), 450 on Paper TOEFL, or 5.0 on IELTS (International English Language Testing System).

Upon arrival to campus, students complete placement exams to determine their levels of listening/reading/grammar, speaking, and writing and are placed in four skills classes: oral communication (speaking and listening), reading, writing, and grammar in use. Classes meet five days per week for the entire semester. Skill classes run concurrently to allow students to be placed at appropriate levels by individual skill.

The university also offers the program during an 8-week summer session.

In addition to IESL, the English as a Second Language Program also offers ESL 195 English as a Second Language Bridge, a three-credit class for international students who have met university admissions requirements but desire more focused instruction in English. ESL 195 can be taken on its own or coupled with any 100 or 200 level course. Graduate students may choose to take this class along with any graduate-level course.

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 School 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.

Visiting students who wish to enroll in a health professions or pharmacy course (AT, Nursing, OT, PHAR, PT or RC) will need the dean's/director's signature. Visiting students wishing to enroll in any other graduate courses will require the instructor's signature for each course.

## 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 executive director of recruitment and 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 executive director of recruitment and 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 email.

## 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.

## Email Policy

Email is considered an official method of communication at Shenandoah University. Students are issued an SU email account upon admission to the university. Students are responsible to read and respond to their email on a frequent and consistent basis to stay current with university-related communications. Student communications via email 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 email 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 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*.

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 beginning the week prior to the start of term through the sixth calendar day of a semester (last day of add/drop period). A change in status cannot be made after the sixth calendar day of a semester.

Students may not enroll in classes at audit fee levels when the class is offered on a special fee basis.

The audited course will not be used in determining the student's full-time or part-time enrollment status for the 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 Hornet Central, 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 two consecutive semesters are not required to reapply through Admissions, but may register for courses following normal procedures after first contacting the Registrar's Office to have their program reactivated. Students are considered "in attendance" the semester of withdrawal provided they actually did attend classes beyond the add/drop period of that semester before withdrawing.

Students who withdraw from the university and do not attend class at Shenandoah for three consecutive semesters and wish to return must apply for readmission.

## Credit Hour

A credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

1. For a traditional, face-to-face lecture class, not less than one contact hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours out of class student work, including but not limited to reading, studying, conducting research, writing, performance practicing, rehearsals, and other learning activities, each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including distance education, lab and lecture/lab, tutorial, seminar, independent study, thesis, studio, internships/practica, student teaching, clinical, physical education, discussion/quiz/recitation and other academic work leading to the award of credit hours. For face-to-face lecture classes, this shall equate to a minimum of 750 minutes of classroom contact, including final exams, per credit per semester.

## Academic Terms

Shenandoah University's academic calendar is divided into three terms (Summer, Fall, Spring) of approximately equal length. Specific starting and ending dates are published in the academic calendar. The Fall and Spring terms include semesters that meet for a minimum 15 weeks, including a final examination period. Courses of various lengths may be offered throughout the year.

A course is identified with one of the three terms depending on the start date of the course. Any course that begins on or after the first date of each term and up through and including the last date of that term is said to belong to that term. The end date is not considered in designating the term.

Regardless of length of term or dates of beginning and ending of a course, credit hours awarded must meet requirements under the definition of a credit hour above.

## 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 semester hours may be transferred into most doctoral programs. For the Conservatory, the maximum is 10 hours for the DMA in Performance and 12 hours for the DMA in Pedagogy. Twelve hours of transfer credit are allowed for 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. 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.

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 varies by program (10 hours for the DMA in Performance and 12 hours for the DMA in Pedagogy).

## 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. Master's degrees: The minimum number of semester credit hours required for a master's degree is 30 credits over the bachelor's degree. Some programs, however, require more. Students must complete all required courses in addition to this minimum credit hour requirement. See program requirements for specifics.
3. Doctoral degrees: The minimum number of credit hours for a doctoral degree is 30 semester hours over the master's degree (or 60 credits over the bachelor's degree). Some programs, however, require more. See program requirements for specifics.
4. 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.
5. A graduate student who fails two required courses may be academically dismissed from Shenandoah University.
6. 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.
7. 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 (add/drop majors, certificates and concentrations) with the approval of the new curricular academic advising coordinator. Students must complete the online Curriculum Change Form available on the SU Registrar's webpage at <https://sites.google.com/a/su.edu/registrar/resources>. Alternately, a paper form may be obtained from academic advising coordinators. The student is advised to complete the form with the advising coordinator. Once approved by the new academic advising coordinator, the former academic advisor will be notified by email and the form will be forwarded to the Office of the Registrar for processing.

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 School 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
RC	Remediated C (Pharm)	2.0	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 Grades "I" and "IR"

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. Once a contract is received by the Registrar's Office, the "I" incomplete grade will be entered by registrar staff. 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" (or the grade indicated on the contract).

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 for 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. Should faculty teach multiple sections of the same course, grades may be posted at the end of the third business day after the latest final exam.

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 vice president for academic affairs (VPAA). Any requests for exceptions must go first to the dean or director who will make a recommendation to the 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 Canvas 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 Finals' 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 Canvas, 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 <sup>1</sup>	Minimum Cumulative GPA	Hours for Completion
Most Degree Programs <sup>2</sup>	All	3.0	30 and above
Occupational Therapy	All	3.0	75
Pharmacy	All	2.0 <sup>3</sup>	147
Physical Therapy	All	2.8	100
Physician Assistant	All	3.0	86 <sup>4</sup>

<sup>1</sup> Credit hours graded includes transfer credit hours transferred in to a student's program of study.

<sup>2</sup> Conservatory students should review the Graduate Policies and Procedures Manual for details regarding academic standing and academic probation policy.

<sup>3</sup> 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.

<sup>4</sup> Includes three credits from elective pool. See Degree Requirements section for the Division of Physician Assistant Studies for more information.

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 the director of learning resources and services 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 class at Shenandoah for three consecutive semesters will need to apply for readmission.
3. After that semester, a student can petition for reinstatement through the dean or director of the school or division and the 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 vice president for academic affairs.
3. "Walking" does not equate to "graduating." Students designated as "walkers" must sign an eligibility statement within their respective schools/divisions. By signing the statement, students confirm their understanding of the walking policy and acknowledge their responsibility to reapply for graduation in the term in which they complete all requirements.
4. When outstanding work is not completed within one year, the student will be required to formally reapply for admission to the university and be placed under the newest academic catalog.
5. 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

The transcript is an official record of the student's academic history, including degree programs, courses taken at Shenandoah, courses accepted for transfer credit, grades, earned credits, GPA, terms of attendance and academic standing.

Pursuant to Va. Code §23-9.2:15 which took effect July 1, 2015, a prominent notation must appear on the academic transcript of each student who has been suspended for, permanently dismissed for, or who withdraws under investigation for an offense involving sexual violence. For more specific details, please refer to "Transcript Notations Concerning Sexual Violence Violations" in the Student Life Policies section.

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 university catalogs, the Office of the Registrar and the Office of Student Life.

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 Statement

Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. The 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 the university catalogs. Criticism and suggestions are always welcomed; however, threats, disturbances, or 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/Hornet Central/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/Office of Student Life/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 annually.
- 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 to a non-SU email address, 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 [www2.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf](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 SU email 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, school or division, academic level and year in school, full-time/part-time status
- 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.

## Privacy Policy for Distance Education Students

Shenandoah University will make every attempt to protect student privacy with respect to online activities. Distance Education students must recognize, however, that the university administration uses analytic data (such as "cookies" or usage statistics) to ensure that systems function well and that some student activities in distance courses may be recorded for later use. Some instructional technology systems used by the university provide faculty with student usage information such as page views and time spent engaging in online activities.

In order to keep communications between faculty and students private, the university provides access to a FERPA-compliant encrypted email service. The content of such messages will not be disclosed to parties outside the university except as required by law. Student email accounts are only managed to the extent necessary to ensure adherence to university use policy or as required by law. Analytics are used to track user behavior on university websites, but this information is for internal university use only. Similarly, network traffic is only analyzed for the purposes of keeping systems operational and to ensure compliance with university policy or law. External software vendors that provide services to the university will be required to keep student information secure.

## 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, located in the Academic Enrichment Center.

## 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 vice president for

academic affairs within 10 class days after the receipt of the response from the appropriate administrator:

2. The 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 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 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 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 vice president for academic affairs. The student dismissed from class on disciplinary grounds may appeal to the 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 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 dean of the School 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.

## Shenandoah University Honor Code

### I. Introduction

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. The concept of honor may be defined in a variety of ways; however, at this university, the code prohibits lying, stealing and cheating. 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.

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 all violations of the Honor Code in a timely manner. Ignorance is not an acceptable defense for failing to follow the Honor Code.

The University Cabinet shall recommend all non-editorial changes to this Honor Code to the Board of trustees for approval, upon consideration of said changes by each of the Student Government Association, the Faculty Senate and the Academic Cabinet. Proposed changes should be shared with Student Government and Faculty Senate for any comment from those bodies by their representative to the University Cabinet, at the time the University Cabinet considers the changes to the Honor Code. The president may make editorial changes.



## II. Overview of Honor Code Procedures

Alleged violations of the Honor Code can be reported by a student or faculty member/course coordinator/ instructor; but once an alleged violation is reported, the case should be resolved (a decision is rendered and if necessary, sanctions are imposed) within thirty (30) business days, unless there are extenuating circumstances. The Honor Code process allows for alleged violations related to a specific class to be handled by the Faculty Reporter as defined in Article III, Section 3.01.b. Alternatively, the Faculty Reporter may seek assistance to resolve alleged violations by requesting an Academic Integrity Meeting. Accused Students, who have been found guilty previously of violating the Honor Code, will be required to attend an Honor Court hearing, the highest level of this Honor Code process, for any subsequent charges. Accused Students found guilty of violating the Honor Code may appeal decisions and/or sanction(s), but the last level of appeal is the Honor Court (see Figure 1).

## III. Terms and Definitions

### I. Participants

- a. **Accused Student:** The student alleged to have committed a violation of the honor code.
- b. **Faculty Reporter:** A faculty member, course coordinator, or instructor, who has knowledge of an alleged Honor Code violation, or is making an accusation on behalf of a student reporter.
- c. **Student Reporter:** A student who has knowledge of an alleged Honor Code violation. A student must notify a faculty member, course coordinator, instructor, or Academic Integrity Representative of the alleged violation.
- d. **Advocate:** Another member of the university community, an employee or student, who is not a lawyer or a relative and will act as a resource for the Accused Student, Faculty Reporter or Student Reporter. An advocate may be present with the Accused Student, Faculty Reporter or Student Reporter at any point of time during the Honor Code process. During the Accused Student- Faculty Reporter meeting or the Academic Integrity meeting, the advocate may only consult with the Accused Student, Faculty Reporter or Student Reporter. During the Honor Court hearing, the advocate may assist the Accused Student in providing evidence and statements.
- e. **Academic Integrity Director:** The Academic Integrity Director is a full-time faculty member appointed by the vice president for academic affairs for a two (2) year term to serve as the Chair of the Honor Court proceedings, provide education and training to faculty and students regarding the Shenandoah University Honor Code and principles of academic integrity, and will provide guidance to Accused Students, Faculty Reporters, Student Reporters, Academic Integrity Representatives and members of the Honor Court.
- f. **Academic Integrity Representatives:** Academic Integrity Representative(s) are full-time faculty members appointed by the dean or director for a three (3) year term to oversee the Academic Integrity Meeting and provide guidance to the Accused Student, Faculty Reporter and Student Reporters each year. Each College/School/Division should have at least two (2) Academic Integrity Representatives and one (1) alternate.

- g. **Academic Integrity Meeting:** A meeting to hear evidence and testimony of the Accused Student, Faculty Reporter and Student Reporter by at least one Academic Integrity Representative. The Academic Integrity Meeting involves the Academic Integrity Representative(s) and student. The Faculty Reporter must be present at the Academic Integrity Meeting unless the Accused Student specifically requests that the Faculty Reporter not be present. In addition, advocates for the Accused Student, Faculty Reporter and Student Reporter, witnesses, and others with pertinent information may be present.
- h. **Convening Officer:** Full-time faculty members appointed by the Office of Academic Affairs who are responsible for investigating, collecting evidence and ensuring that all Honor Court hearing proceedings are followed. The Office of Academic Affairs will appoint six (6) faculty members in three (3) year staggered terms. When there is need to convene an Honor Court, the Office of Academic Affairs will randomly select a Convening Officer from this pool.
- i. **Honor Court:** A body of five (5) voting members that hears cases not resolved at a previous stage or cases involving students who have been found guilty of a previous Honor Code violation. The Honor Court is comprised of the vice president for academic affairs (chair), a Convening Officer, one (1) faculty member from a pool of potential members of the Honor Court, and two (2) undergraduate or graduate students from a pool of potential members of the Honor Court. Membership of the Honor Court will be chosen from the pool of faculty and students in the corresponding academic level (undergraduate or graduate), but from a different School, Program, or Division of study as the Accused Student.

## 2. Violations

- a. **Cheating:** 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.
- b. **Plagiarism:** 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.
- c. **Falsification:** 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.

- d. Tampering with records: 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, registrations and attendance reports.
- e. Forgery: Imitating or counterfeiting of any academic or clinical document, signature or authorization.
- f. Withholding information: Failure to inform Academic Integrity Representative(s), the Honor Court or faculty members of any and all information concerning Honor Code violations.
- g. Breach of confidence: As all processes 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.
- h. Academic theft: 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.

### 3. Sanctions

- a. The Faculty Reporter, Academic Integrity Representative(s) or Honor Court will recommend and impose sanction(s) that they believe are appropriate to the violation. The Faculty Reporter has control over his/her classroom, and therefore can recommend sanctions only related to his/her course. Any modifications to sanctions made by the Academic Integrity Representative(s) or Honor Court must be discussed and approved by the Faculty Reporter. Sanctions are not limited to those listed in this document, however, any sanctions developed outside of this document should not violate the Accused Student's rights. Committing additional violations will result in more severe sanctions.
- b. The Faculty Reporter, Academic Integrity Representative(s), or Honor Court will consider the following criteria in determining if and how the sanctions are to be applied: 1) whether a violation of the Honor Code has occurred; 2) whether the violation was committed purposely, willingly and with the knowledge of the accused; 3) whether the Accused Student has a prior Honor Code violation (only applicable to the Honor Court).

- c. Imposed sanction(s) will include mandatory Honor Probation for the remainder of his/her education at the university. The Office of Academic Affairs will maintain the list of students on honor probation. In addition, all students being found guilty will receive a letter of reprimand from the Office of Academic Affairs.
- d. Additional sanction(s) may include, but are not limited to, the following:
  - i. Notation on Transcript: Notation of Honor Code violation on the student's transcript. The notation will indicate that the student is on "Honor Code Probation." If noted on the student's transcript, it will remain on the transcript until the student's departure from the university, at which time the student may appeal to the Registrar's Office for it to be removed.
  - ii. Loss of Academic Credit: Assignment of any grade up to and including no credit on an affected assignment, quiz, examination or course. Also assignment of a grade up to and including failure in all courses in which the student is enrolled at the time of the violation. Honor code cases resulting in failure in the course will be noted on the student's transcript. This notation will remain on the student's transcript until departure from the university, at which time the student may appeal to the Registrar's Office for it to be removed.
  - iii. Suspension from the Course or University: Suspension from the course and/or university may take effect either during the semester in which the violation occurred or the following semester, excluding summer terms. 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 time period for the suspension will be decided by the vice president for academic affairs.
  - iv. Dismissal from Shenandoah University: Dismissal of a student from the university (with or without the possibility for reapplication). Honor code cases resulting in dismissal from the university will be noted on the student's transcript.
  - v. Temporary or permanent loss of facility or campus privileges, visitation, housing or parking.
  - vi. Community service.
  - vii. Revocation of awarded certificate or degree.

## Academic Integrity: Recommended Minimum Sanctions

Any violation of the Honor Code will result in Honor Probation and a letter of reprimand from the Academic Integrity Director. In addition, depending on the severity of the offense, additional penalties may be imposed. Sanctions generally include but are not limited to those listed below.

<b>Minor Violation:</b> A minor violation is recognized as a violation of concern, but not to the level of severity to warrant the student's automatic failure of the course.			
<b>Level/Definition</b>	<b>Examples</b>	<b>First Offense Sanctions</b>	<b>Repeat Offense Sanctions</b>
<b>Level I</b> violations may occur because of inexperience or lack of knowledge of the principles of academic integrity. Often they are characterized by the absence of dishonest intent on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor assignment, and represent a small fraction of the total course work.	<ol style="list-style-type: none"> <li>1. Working with another student on a laboratory activity or homework assignment when collaboration is prohibited; or</li> <li>2. Failing to properly cite or give proper acknowledgment in a very limited section of an assignment.</li> </ol> <p>Registering a <b>Level I</b> violation provides the opportunity for the student(s) to receive formative education on the principles of/policies regarding academic integrity.</p>	<p>Sanctions for <b>Level I</b> violations generally include but are not limited to one or more of the following:</p> <ol style="list-style-type: none"> <li>1. Reduced credit for the original assignment (reduction in grade for the assignment in question, dropping the grade from the average, or allowing the student to re-do and resubmit the assignment with or without an additional requirement that is graded).</li> <li>2. Required participation in a noncredit workshop or seminar on Academic Integrity.</li> <li>3. An assigned paper or research project on academic integrity.</li> <li>4. A make-up assignment that is more directed and intensive in design than the original assignment.</li> <li>5. Disciplinary warning.</li> </ol>	A repeat violation at <b>Level I</b> will be generally be treated as a <b>Level II</b> violation but depending on the circumstances may be treated as a <b>Level III</b> violation.
<b>Level II</b> violations are breaches of academic integrity that are more serious or that affect a more significant aspect or portion of the course work compared with <b>Level I</b> violations.	<ol style="list-style-type: none"> <li>1. Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.</li> <li>2. Submitting the same work, or major portions thereof, to satisfy the requirement of more than one course without permission from the instructor to whom the work is submitted for the second or subsequent time.</li> <li>3. Signing in a classmate on an attendance sheet.</li> <li>4. Emailing an instructor or telling an instructor a lie to avoid taking an examination or to receive an excused absence from class.</li> </ol>	<p>Sanctions for <b>Level II</b> violations generally include but are not limited to one or more of the following:</p> <ol style="list-style-type: none"> <li>1. A failing grade on the assignment.</li> <li>2. Voiding credit for the original assignment and supplementing with another assignment that is more difficult than the original.</li> <li>3. Reduction in the overall course grade.</li> <li>4. Required participation in a noncredit workshop or seminar on ethics or academic integrity.</li> </ol>	Treated as a <b>Level III</b> violation.

**Major Violations:** Recognized by the faculty as a violation of significant concern, warranting at minimum the student's automatic failure of the course. A major violation assigned in an individual course results in the automatic failure of the course.

Level/Definition	Examples	First Offense Sanctions	Repeat Offense Sanctions
<b>Level III</b> violations are breaches of academic integrity that are more serious in nature or that affect a more significant aspect or portion of the course work.	<ol style="list-style-type: none"> <li>1. Repeat <b>Level II</b> violations.</li> <li>2. Presenting the work of another student (such as from a previous semester's work) or work purchased from an online source as one's own.</li> <li>3. Copying work on exams.</li> <li>4. Plagiarizing major portions of a written assignment.</li> <li>5. Acting to facilitate copying during an exam.</li> <li>6. Using prohibited materials, such as books, notes, cell phones, or calculators during an examination.</li> <li>7. Altering examinations for the purposes of re-grading.</li> <li>8. Acquiring or distributing copies of an examination from an unauthorized source prior to the examination period.</li> <li>9. Removing or damaging posted or reserve material, or preventing other students from having access to the material.</li> <li>10. Fabricating a doctor's note for the purposes of missing an exam.</li> <li>11. Fabricating sources that are not, in fact, sources.</li> </ol>	<p>The sanction for <b>Level III</b> violations generally include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Failure of the course.</li> <li>2. Suspension from the university if the academic dishonesty is committed while the student is already on honor probation or when the act committed involved advance planning, falsification of papers/forms or documents, collaboration with others, or some actual or potential harm to other students.</li> </ol>	Treated as a <b>Level IV</b> violation.

Level/Definition	Examples	First Offense Sanctions	Repeat Offense Sanctions
<b>Level IV</b> violations represent the most serious breaches of academic integrity.	<ol style="list-style-type: none"> <li>1. Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.</li> <li>2. Committing a violation of academic integrity that is unlawful or resembles criminal activity (such as forging a grade form, stealing an examination from a university office, buying a stolen examination, falsifying a transcript to gain access to the university to altering the record of work done at the university.</li> <li>3. Having a substitute take an examination for someone else.</li> <li>4. Fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the course, and/or presenting the ideas of another as one's own in a senior thesis, a master's thesis, a doctoral dissertation, a scholarly article submitted for publication, or any other work represented as his or her own by a graduate or professional student.</li> <li>5. Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.</li> </ol>	The sanction for <b>Level IV</b> violations generally is permanent expulsion from the university. A notation is generally placed on the student's transcript.	Normally results in permanent expulsion from the university with no opportunity for repeat offense. Under the rare circumstance that a student committing a <b>Level IV</b> violation is re-admitted to the university, a repeat offense of academic integrity would result in the permanent expulsion of the student from the university.

\*\* Adapted from Cumberland University Academic Integrity Policy.

## IV. Rights and Responsibilities of the Accused Student

### I. Rights of the Accused Student

- a. To be considered innocent until proven guilty.
- b. To be accompanied by a single advocate of his/her choice 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 a copy of evidence pertaining to the alleged Honor Code violation at the time of the Accused Student-Faculty Reporter Meeting and prior to the Academic Integrity Meeting or Honor Court hearing.
- f. To receive a new and separate hearing for each charge, which cannot be held at the same time as another hearing. Discovery of multiple violations at the same time by a single reporter may be treated as one charge.
- g. To request that any persons with information pertinent to the case be called forward to speak.
- h. To receive notification of the date, time, location and membership of the Academic Integrity Meeting or Honor Court hearing no later than two (2) business days prior to the assigned meeting or hearing.
- i. To call into question the impartiality of any of the Academic Integrity Representative(s) or Honor Court officials no later than one (1) business day before the Academic Integrity meeting or Honor Court hearing. Failure to do so waives that right, except if proven that the information was found afterwards.
- j. To be present and receive written notification of the Academic Integrity Meeting or Honor Court's decision.
- j. To be present and receive notification of the Academic Integrity Meeting or Honor Court's decision.
- k. To request that the Faculty Reporter not be present at the Academic Integrity Meeting or during the rendering of the decision (and sanctions) at the Honor Court hearing.
- l. To appeal a decision of a Faculty Reporter to the Academic Integrity Representative(s).
- m. To appeal the decision of the Academic Integrity Representative(s) to the Honor Court.

### 2. Violation of the Accused Student's Rights

If the accused student feels that his/her rights, as described in Article IV, Section 4.01, have been violated, he/she should file a written appeal (in hardcopy or electronically) to the vice president for academic affairs within two (2) business days of the Accused Student-Faculty Reporter Meeting, Academic Integrity Meeting or Honor Court hearing. Any purported violation rights will be reviewed by the VPAA. Any proven violation will result in dismissal of current charges.



### **3. Responsibilities of the Accused Student**

A student accused of an Honor Code violation has the responsibility to participate in the Honor Code process. If a good faith effort is made to involve the student in the process, including but not limited to a letter and/or email, and the student fails to respond and/or participate, the alleged violation will move forward with a decision and sanctions, if applicable, being rendered based on existing evidence.

### **4. End of Semester and Graduation Policy**

A student accused of an Honor Code violation for which a decision has not yet been rendered, the Faculty Reporter 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. 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 a decision is rendered on the Honor Code violation.

### **5. Summer Sessions**

Alleged Honor Code violations occurring between spring commencement and the first day of fall semester classes should be resolved within the thirty (30) day time period proposed for the Honor Court procedure whenever possible. If an Accused Student-Faculty Reporter Meeting and/or Academic Integrity Meeting cannot be convened within the 30 day time period, the violation may be heard when the fall semester begins. Appeals requested during this period will be heard by the Honor Court when the fall semester convenes.

### **6. Withdrawal from the Course**

Students may withdraw from a course in which an Honor Code violation is currently being investigated. Withdrawal from a course in which an Honor Code violation is being investigated in no way precludes any part of the Honor Code process, nor does it void any resulting sanctions.

If the student withdraws from a course in which he/she is being accused and is later found guilty, the registrar can reverse the withdrawal. If the course has ended, the Honor Code violation investigation will continue until resolved. In the case where a student has been found guilty of an Honor Code violation and a course grade has already been assigned and the sanction involves the course grade, the registrar can reverse the course grade.

## **V. Rights and Responsibilities of the Student Reporters and Faculty Reporters**

### **I. Student Reporters**

- a. Rights of the Student Reporter
  - i. To have any report of a violation acknowledged by the Faculty Reporter or an Academic Integrity Representative.
  - ii. To have his/her name kept confidential from any persons not involved in the Honor Code process.
  - iii. To be accompanied by a single advocate from the university, an employee or student, who is not a lawyer or a relative.

- b. Responsibilities of the Student Reporter
  - i. To follow and obey all policies and procedures of the Honor Code.
  - ii. To cooperate with all investigations and proceedings related to the Honor Code
  - iii. To give honest and accurate testimony.
  - iv. To report any threats, harassment, retaliation, or intimidation to the Office of Academic Affairs.
  - v. To keep confidential all matters pertaining to the case.

## **2. Faculty Reporters**

- a. Rights of the Faculty Reporter
  - i. To have any report of a violation acknowledged by an Academic Integrity Representative.
  - ii. To be accompanied by a single advocate of his/her choice from the university who is not a lawyer or a relative.
  - iii. To be involved in the Honor Code process and to receive notification of the outcome of an Honor Code violation.
  - iv. To assign a grade of Incomplete ("I"), if applicable, to an accused student until a decision is rendered on the Honor Code violation.
  - v. To approve and/or recommend sanction(s) and receive notification of any sanction(s) that have been modified by the Academic Integrity Representative or Honor Court.
- b. Responsibilities of the Faculty Reporter
  - i. To follow and obey the Honor Code policy.
  - ii. To cooperate with all investigations and proceedings related to the Honor Code.
  - iii. To report any threats, harassment, retaliation, or intimidation to the Office of Academic Affairs.
  - iv. To keep confidential all matters pertaining to an Honor Code violation.
  - v. To participate in the role of the Faculty Reporter; if also an Academic Integrity Representative, and to notify another Academic Integrity Representative that an alternate Academic Integrity Representative needs to be appointed for the hearing.

## **VI. Honor Code Procedures**

### **I. Accused Student-Faculty Reporter Meeting**

- a. Initiation of the Accused Student-Faculty Reporter Meeting. The Faculty Reporter may handle the charge independently. Or, the Faculty Reporter may seek assistance to resolve an alleged violation through an Academic Integrity Meeting.

## b. Procedure

- i. Student Reporter - If a student has knowledge of an alleged Honor Code violation, then he/she must notify the faculty member/course coordinator/instructor of the course in which the violation occurred. Alternatively, the Student Reporter should contact one of the Academic Integrity Representative(s) if the alleged violation is related to more than one course or to the program of study.
- ii. Faculty Reporter - If a faculty member has knowledge of an alleged violation of the Honor Code or is making an accusation on behalf of a Student Reporter, then the Faculty Reporter will conduct a private meeting with the accused student and present full evidence of the alleged violation. The Faculty Reporter may consult with an Academic Integrity Representative prior to a meeting with the accused student to discuss the incident and obtain advice. At the meeting with the Faculty Reporter, the Accused Student will be informed of his/her rights and the honor code process. The Accused Student will be given two (2) business days to respond to the accusation and evidence presented by the Faculty Reporter. Once all evidence has been disclosed and the Accused Student has responded to the accusation/evidence, a decision will be rendered by the faculty accuser.

## c. Decision

- i. Not Guilty: If the Faculty Reporter feels that an Honor Code violation did not occur or the evidence is not sufficient to support the alleged violation, the charges against the Accused Student will be dismissed. The Faculty Reporter will take no further action.
- ii. Guilty: If the Faculty Reporter feels that an Honor Code violation did occur, he/she will propose appropriate sanction(s) related to the course based on the nature and severity of the violation. The student will have two (2) business days to accept or not accept the decision and/or sanction(s).

Additionally, the Faculty Reporter will contact the Office of Academic Affairs to determine if the Accused Student has a prior violation of the honor code. If the Accused Student does have a previous violation of the honor code, he/she will be required to attend an Honor Court hearing (See Article VI, Section 6.03), which will supercede the sanctions proposed by the Faculty Reporter.

If the Accused Student ACCEPTS the decision and sanction(s), the Faculty Reporter and Accused Student will complete the Honor Code Violation Report Form. The Faculty Reporter will deliver all paperwork to the Office of Academic Affairs. The Faculty Reporter should not impose the sanction(s) until he/she receives notification of approval from the Office of Academic Affairs. Upon receipt of the paperwork, the Office of Academic Affairs will check if the Accused Student has previous violations of the Honor Code. If the Accused Student has no previous violations, the agreed upon sanctions related to the course will be confirmed with and imposed by the Faculty Reporter. The Office of Academic Affairs also will impose honor probation and decide if additional sanctions are necessary (e.g., notation on transcript). The appropriate dean and academic advisor will be notified of the violation. Access to the records of the proceedings will be in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and University policy. It may be interpreted to administrative officers and faculty at this university who have legitimate educational interests.

If the Accused Student DOES NOT ACCEPT the decision and/ or sanction(s), he/she will be informed that the case will be heard by an Academic Integrity Representative. The Faculty Reporter and Accused Student will complete and sign the Honor Code Violation Report Form, and the Faculty Reporter will deliver all paperwork to a designated Academic Integrity Representative. The Faculty Reporter should not impose the proposed sanction(s) until the case is resolved.

## **2. Academic Integrity Meeting**

- a. Initiation of the Academic Integrity Meeting. The Faculty Reporter should contact one of the designated Academic Integrity Representatives for the college/school/ program if the Accused Student does not accept the decision from the Accused Student- Faculty Reporter Meeting or the Faculty Reporter would like assistance with determination of sanction(s). No sanction should be imposed by the Faculty Reporter until the Office of Academic Affairs notifies him/her.
- b. Procedure
  - i. The Faculty Reporter will provide the Academic Integrity Representative(s) with all evidence pertinent to the alleged violation. The Academic Integrity Representative(s) will contact the Office of Academic Affairs to determine if the Accused Student has been found guilty previously of an Honor Code violation. If the Accused Student has been found guilty of a previous Honor Code violation, then the Accused Student MUST go to the Honor Court (See Article VI, section 6.03) and the Office of Academic Affairs will notify the Accused Student and Faculty Reporter. If the Accused Student has not been found guilty previously, the Academic Integrity Representative(s) will set up a date, time, and location for the Academic Integrity Meeting and notify the Accused Student and Faculty Reporter with the information no later than two (2) business days prior to the meeting time.
  - ii. Prior to the Academic Integrity Meeting, the Academic Integrity Representative(s) will investigate the violation, gather any pertinent information from witnesses, obtain testimony from the Accused Student, if applicable, and consider possible sanctions in consultation with the Faculty Reporter. The Academic Integrity Representative(s) will consider any requests by the Accused Student for individuals to testify on his/her behalf if notified prior to the scheduled meeting.
  - iii. The Academic Integrity Meeting will involve the Academic Integrity Representative(s), Accused Student, Faculty Reporter and Student Reporter (if applicable). The Faculty Reporter must attend the meeting unless the Accused Student specifically requests that the Faculty Reporter not be present. Advocates for the Faculty Reporter, Student Reporter and Accused Student, witnesses, and others with pertinent information may be present. At the meeting, the Academic Integrity Representative(s) will review the Accused Student's rights and present the alleged violation(s) and evidence, as well as the possible sanction(s). 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 Representative(s) will hear all of the evidence and determine if a violation has occurred, independent of the Accused Student, Faculty Reporter and Student Reporter (if applicable). When a decision has been made, the Academic Integrity Representative(s) will notify the Accused Student and Faculty Reporter.

1. Not Guilty: If the Academic Integrity Representative(s) feels that an honor code violation did not occur or the evidence is not sufficient to support the alleged violation, the charges against the Accused Student will be dismissed. The Academic Integrity Meeting Form should be completed and signed by the Academic Integrity Representative(s) and Accused Student. The Academic Integrity Representative(s) will deliver all paperwork to the Office of Academic Affairs.
2. Guilty: If the Academic Integrity Representative(s) find evidence supporting a violation, the Accused student will be notified of the sanction(s). If the sanction(s) proposed by the Faculty Reporter are modified, the Academic Integrity Representative will address these changes with the Faculty Reporter. The Accused Student will have two (2) business days to accept or not accept the decision and sanctions.

If the Accused Student ACCEPTS the decision and sanctions, the Academic Integrity Representative(s) and Accused Student will complete the Academic Integrity Meeting Form. The Academic Integrity Representative(s) will deliver all paperwork to the Office of Academic Affairs. The Faculty Reporter should not impose the proposed sanction(s) until notified by the Office of Academic Affairs. Upon receipt of the paperwork, the Office of Academic Affairs will confirm the decision and sanction(s) with the Faculty Reporter. The Faculty Reporter will impose the sanction(s) related to his/her course. The Office of Academic Affairs also will impose honor probation and decide if additional sanctions are necessary (e.g., notation on transcript). The appropriate dean and academic advisor will be notified of the violation. Access to the records of the proceedings will be in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and university policy. It may be interpreted to administrative officers and faculty at this university who have legitimate educational interests.

If the Accused Student DOES NOT ACCEPT the decision and/or sanction(s), the Accused Student will be informed that the case will be resolved at an Honor Court hearing. The Academic Integrity Representative(s) and Accused Student will complete and sign the Academic Integrity Meeting Form. The Academic Integrity Representative(s) will deliver all paperwork to the Office of Academic Affairs. The Faculty Reporter should not impose the proposed sanction(s) until the Honor Court resolves the case. Upon receipt of the paperwork, the Office of Academic Affairs will select members of the Honor Court. The Office of Academic Affairs will contact the Accused Student and Faculty Reporter regarding their rights and responsibilities.

### **3. Honor Court Hearing**

- a. Initiation of the Honor Court Process. When an Accused Student appeals a decision of the Academic Integrity Meeting or is required to attend an Honor Court hearing, the Office of Academic Affairs will randomly choose a Convening Officer and the student and faculty members of the Honor Court from pre-selected faculty and student pools. Once it has been determined that the Honor Court is required, a hearing will be scheduled. The Office of Academic Affairs will notify the Faculty Reporter and Accused Student of the scheduled date, time, location and membership of the Honor Court no later than two (2) business days prior to the scheduled meeting.

- b. **Composition of the Honor Court.** The Honor Court will be composed of the Academic Integrity Director (chair), the Convening Officer, one (1) faculty member from a pool of potential members of the Honor Court, and two (2) undergraduate or graduate students from a pool of potential members of the Honor Court. Membership of the Honor Court will be chosen from the pool of faculty and students in the corresponding academic level (undergraduate or graduate), Individuals chosen for the Honor Court must recuse themselves from hearing a particular case if they feel that they cannot in good conscience act impartially.
  - i. The pool of potential members for faculty will be composed of two (2) faculty members from each School, Program, or Division, who are appointed by their Dean/Director for a three (3) year term.
  - ii. The pool of potential members for students will be composed of three (3) students from each School, Program, or Division. Undergraduate Schools, Programs, or Divisions will choose undergraduate students and graduate Schools, Programs, or Divisions will choose graduate students. Prospective students must have a G.P.A. of 3.0 or greater; be in good academic standing and have completed at least two (2) semesters at Shenandoah University in order to serve on the Honor Court.
  - iii. When there is a need to convene, undergraduate students and faculty will be chosen to participate in cases involving an undergraduate student, and graduate students and faculty will be selected to participate in cases involving a graduate student.
- c. **Procedure**
  - i. **Confirmation and Notification.** The Office of Academic Affairs will prepare and send a notification letter to the Accused Student, which includes:
    1. The date the alleged violation occurred, possible sanction(s), an explanation of the Accused Student's rights, and the right to have an advocate from within the university (see Article III, Section 3.01.c and Article IV, Section 4.01.b for description of advocate's role).
    2. The date, time, and place of the Honor Court hearing, as well as the membership of the Honor Court.
    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.
  - ii. **Investigation**
    1. The Convening Officer will collect and review existing evidence and gather any additional evidence from the Accused Student, the Faculty Reporter, the Student Reporter (if applicable), and any other pertinent individuals.

2. The Convening Officer will compile a summation of the evidence and determine the individuals who may be called for testimony during Honor Court hearing. Copies of the summation of evidence and list of individuals who may be called for testimony will be made available to the accused student and faculty reporter no later than two (2) business days prior to the hearing.
3. When the investigation is concluded, no new evidence may be considered without the approval of the Convening Officer prior to the start of the Honor Court Hearing.

### iii. Honor Court Hearing

1. The Honor Court hearing will occur in closed proceedings and will be recorded. During the hearing, all Honor Court members, the Faculty Reporter, the Accused Student, and any advocates will be present. Witnesses will be called for testimony only and will not remain present for the entire duration of the hearing.
2. Each Honor Court member will be given a copy of the evidence at the onset of the hearing. The Academic Integrity Director will first call the proceedings to order, officiate over the court and explain the rights of the Accused Student, the possible sanction(s) if found in violation of the honor code, and reconfirm the plea that has been entered by the Accused Student.
3. If the plea has not changed, the Faculty Reporter 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 Convening Officer will conduct and coordinate the presentation of all evidence and testimony before the court. No new evidence may be introduced during the hearing by the investigators or the Accused Student.
4. The Honor Court members may ask questions of each witness. In addition, the Accused Student or his/her advocate will have the right to question all witnesses as they are called by the Convening Officer; and will retain the right to recall any witnesses.
5. The Accused Student or his/her advocate will then present his/her defense. The Accused Student or his/her advocate may call witness(es), as identified by the Convening Officer during the investigation, that he/she feels will support his/her defense. The Accused Student or his/her advocate may also call into question any evidence introduced in the case. After the Accused Student or his/her advocate has presented his/her side, the Accused Student will rest his/her case.
6. The Honor Court members may ask questions of each witness and retain the right to recall any witnesses.
7. The Academic Integrity Director will ask for summation, which will be offered by the Convening Officer and followed by the Accused Student or his/her advocate.
8. After all statements are made, the recording of the hearing will be stopped and the Academic Integrity Director will dismiss the Faculty Reporter; the

Accused Student, and any advocates. The Honor Court will then deliberate with only members of that Honor Court present.

9. The Honor Court will consider all of the available evidence to render a decision as to whether or not an Honor Code violation has occurred based on a preponderance of the evidence. A simple majority of the Honor Court must agree for a decision to be reached.
  - a. Not Guilty: If the Honor Court determines there is not enough evidence indicating that a violation occurred, then the Accused Student will be called back to hear the decision. If the Accused Student does not have any objections, the Faculty Reporter will be present for the decision; if he/she is not present, the Convening Officer will inform the Faculty Reporter of the outcome of the case. In situations where the Accused Student is found not guilty, 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 Accused Student's record.
  - b. Guilty: If the Honor Court determines there is sufficient evidence indicating that a violation occurred, then the Accused Student will be called back to hear the decision. The Accused Student will have the opportunity to present any information to the Honor Court, which may be considered when recommending sanction(s). If the Accused Student does not have any objections, the Faculty Reporter may be present for the decision; if he/she is not present, the Convening Officer will inform the Faculty Reporter of the outcome of the case. The Honor Court will then briefly retire to determine the sanction(s) appropriate to the honor code violation. Once the sanction(s) have been determined, the Honor Court will then reconvene and announce the sanction(s) to the Accused Student.
10. The Office of Academic Affairs will report the sanction(s) to the Faculty Reporter, who then will impose the sanction(s). If necessary, the Office of Academic Affairs also will contact other offices to ensure that the sanction(s) are imposed. If the Accused Student was found guilty, the Office of Academic Affairs will keep the recording of the hearing. The appropriate Dean and academic advisor will be notified of the violation. Access to the records of the proceedings will be in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and University policy. It may be interpreted to administrative officers and faculty at this university who have legitimate educational interests.

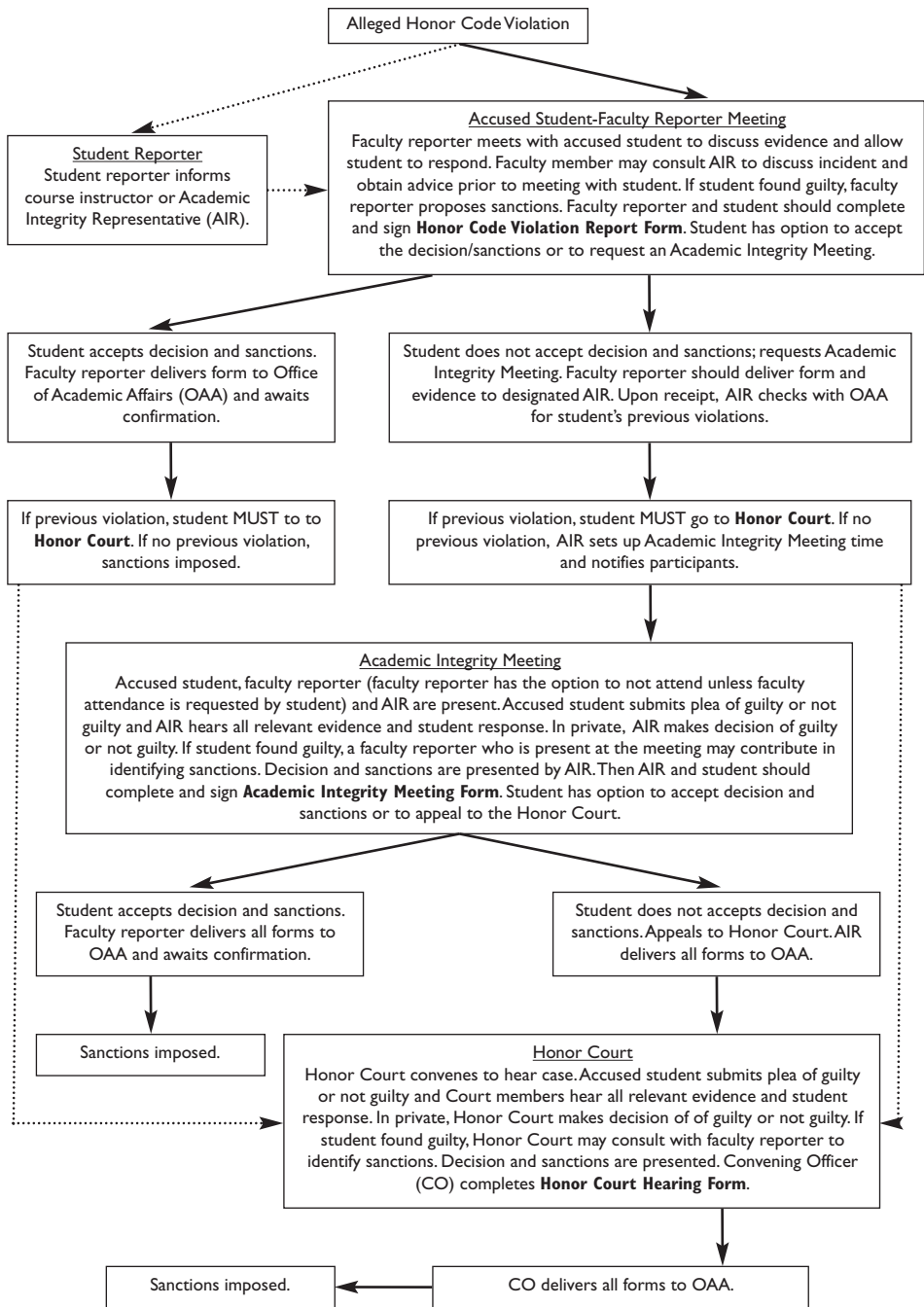
The findings of the Honor Court are final and the case will be considered closed.



## VII. Education of University Community

- I. Students: The Division of Student Life, Office of Academic Affairs, and faculty are responsible for educating students about the Honor Code and its position in the academic environment at the university.
  - a. The Honor Code will be printed in the Academic Policies section of the undergraduate and graduate catalogs.
  - b. During orientation the Division of Student Life, 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 (SGA), the administration, faculty, and staff of the university are also jointly responsible for further education.
  - c. The Executive Board of the SGA is responsible for having two (2) copies of this Honor Code on reserve in the library and copies available upon request for students and other members of the university community, including parents.
2. Faculty: Deans and directors, or their designees, are responsible for educating their respective faculty and staff of the Honor Code, its position in the academic environment, and the procedures for handling an Honor Code violation.
  - a. This Honor Code will be printed in the Faculty Handbook and posted on the Office of Academic Affairs community Canvas website.
  - b. Faculty members or course coordinators/instructors should have a statement regarding academic integrity and the Honor Code in their course syllabi.
  - c. Faculty members or course coordinators/instructors may insert a statement into course tests and assessments by which students can attest to their observance of the code.

Figure 1. Overview of Honor Code Procedure



## 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 Misconduct Policy

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 misconduct impedes 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 involved.

All members of the Shenandoah University community, including guests and visitors, have a reasonable expectation to be free from sexual discrimination in the form of sexual misconduct 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.

Please refer to the Student Life Policies section of this catalog 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 Life Policies section of this catalog and the Faculty Handbook contain detailed information about SU's sexual misconduct 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.

Once all institutional processes have been exhausted and the issue is not resolved, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV). SCHEV can be contacted at 804.225.2600 or through the SCHEV Complaint Process website: [www.schev.edu/students/studentcomplaint.asp](http://www.schev.edu/students/studentcomplaint.asp).

# TUITION AND FEES

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, in addition to the tuition and fees, the student is responsible for all collection costs, which may be based on a percentage at a maximum of 33-1/3 percent of the debt, and all costs and expenses associated with collection including reasonable attorney fees according to laws enforced by the state of Virginia.

Fall term tuition and fees are due in full on or before August 15, 2016, and spring term tuition and fees are due in full on or before December 15, 2016, 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.

Students are prohibited from registering for, and therefore attending, classes for a future term when an unpaid balance from a prior term exists. In addition, students who register for a specific term and fail to make payment by the published due date will be unregistered and prohibited from attending classes.

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

Tuition and fees for the 2017-18 academic year will be announced when approved by the Board of Trustees. Shenandoah University reserves the right to alter the tuition and fee structure at any time.

## Graduate Tuition and Fees 2016-17

### Tuition

Athletic Training	\$846/credit
Occupational Therapy	\$846/credit
Performing Arts Medicine	\$670/credit
Pharmacy	
Full-Time (9-18 credit hours)	\$16,569/term
Part-time (1-8 credit hours)	\$922/credit
Non-Traditional	\$670/credit
Physician Assistant Studies	\$846/credit
Physical Therapy	
Traditional	\$846/credit
Non-Traditional	\$670/credit
All Other Graduate Programs	\$846/credit
Audited Courses	\$275/credit
Private Instruction	\$880/credit

## Curriculum Fees/Mandatory Fees

Applied Major Lesson Fee	\$450/course
Applied Minor Lesson Fee	\$275/course
Athletic Training Lab Fee	\$100
Conservatory Fee – Full time	\$850/term
Conservatory Fee – Part time	\$175/term
Elective Major Lesson Fee	\$550/course
Elective Minor Lesson Fee	\$300/course
Nursing Clinical Fee	\$275/course
Pharmacy Clinical Fee	\$250/term
Non-Traditional Pharmacy Clinical Fee	\$500
Non-Traditional Pharmacy Technology Fee	\$100
Student Services Fee	\$150/term
iMLearning Fee	\$285/term
Technology Fee (Health Professions except Nursing)	\$160/term
Technology Fee (Other programs)	
Full-time (9-18 credits)	\$160/term
Part-time (3-8.5 credits)	\$80/term

## IESL Program

Fall and Spring (15 weeks)	\$6,500/term
Summer (8 weeks)	\$3,250/term

Students with F1 visas admitted through Admissions into the full-time, non-credit IESL program will be issued a MacBook and be charged the technology fee of \$160 per term and the iMLearning fee of \$285 per term. Each student will be required to take the TOEFL exam at the end of each term

## Residence Halls

Room and Board/19-Meal Plan	\$4,995/term
Room and Board/15-Meal Plan	\$4,881/term
Room and Board/10-Meal Plan	\$4,606/term
Private Room Surcharge	\$750/term

The residence hall rates include housing and meals.

## 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](http://www.su.edu).

The SU Payment Plan consists of four equal payments per term. 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. All payments received ten days after the payment due date or later will be assessed a \$10 late payment fee.

The SU Payment Plan includes tuition, applicable curriculum/mandatory fees and residence hall fees only. Shenandoah University reserves the right to refuse any application. Participants whose accounts become delinquent will forfeit their eligibility to participate in the future. In addition students/parents are responsible for all collection costs associated with collection of delinquent accounts including attorney fees according to laws enforced by the state of Virginia.

## Deposits

Advance Tuition Deposits:

Pharmacy	\$1,000
Health Professions (except Pharmacy)	\$500
Nursing	\$500

The School of Business, the Conservatory and the School of Education & 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 executive director of recruitment and admissions.

Room Lottery Deposit	\$100
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Returning residential students are required to complete a housing application and remit a room lottery deposit. Upon receipt of the housing application and 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.

## 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. This fee applies to both residential and commuter 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.

A complete list of Special Purpose Fees is available upon request.

## Personal Expenses

Each student pays for his or her own personal expenses and books. Please note that students are not permitted to charge books to their student account.

## 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. *A student who fails to withdraw properly may receive failing grades in all currently enrolled courses and may be ineligible for a proration of tuition and fees as described below.*

## Tuition Proration 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 rata 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. 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: Number of days completed divided by the total number of days in the term = the % of term 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. For students who withdraw after the add/drop period, curriculum/ mandatory fees are non-refundable.

## **Medical Withdrawals**

Students withdrawing for medical reasons will be dealt with on an individual basis. The student must first contact the director of the Wilkins Wellness Center to discuss the reason for the medical withdrawal. If the reason meets the criteria per policy, a physician or psychiatrist must provide confidential written documentation in support of a medical withdrawal. The director of the Wilkins Wellness Center or the director of Counseling Center will approve or disapprove a medical withdrawal based on the information provided with final approval from the vice president for academic affairs.

## **Distribution of Financial Aid Funds**

Financial aid funds applied to a student's account will be returned to the appropriate program in accordance with mandatory federal, state, 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 remaining funds being refunded to the student. It is possible for students whose accounts were paid in full at the start of a term to owe payment for the balance of charges after the return of financial aid funds.

## **Residence Hall Proration Policy**

Residence hall charges are refunded on a pro rata 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.

# FINANCIAL AID

Shenandoah University awards financial aid to graduate and doctoral students in the form of grants, assistantships, and student loans. Sources of aid include the university, federal government, and the Commonwealth of Virginia. Students are strongly encouraged to file the Free Application for Federal Student Aid (FAFSA) for each year of their enrollment. The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov). For financial aid purposes, full-time enrollment is defined as six enrolled credits per semester; while half-time enrollment is defined as three enrolled credits per semester.

The following types of financial aid are available for graduate students:

## Virginia Tuition Assistance Grants (VTAG)

This program is a state-funded, non-need-based grant potentially available to graduate and doctoral students enrolled in a health profession program. Students are required to have been domiciled in the Commonwealth of Virginia for least one year and be enrolled for at least nine credits per term. The application for VTAG is due July 31 and is available at the Office of Financial Aid's website. Once awarded, it is not necessary to reapply for subsequent years. Previous recipients of VTAG as an undergraduate student do need to complete a new application. Pharmacy students may receive the VTAG for up to four years, while other graduate and doctoral students may receive the grant for up to three years. Recipients must notify the Office of Financial Aid immediately if their domicile moves outside of Virginia. The amount of the grant is based on annual state funding. The Virginia Tuition Assistance Grant is routinely used to replace other institutional scholarships and fellowships that cover tuition costs.

## Graduate Assistantships

Graduate assistantships are awarded to selected 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. Recipients of assistantships and student employment program positions may be limited in the number of classes they can take each semester. 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.

## Federal Student Loan Programs

These federal loans programs are potentially available to graduate and doctoral students who are enrolled at least half-time and file the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). The FAFSA must be completed for each year of a student's enrollment.

## Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan is a guaranteed loan available to degree-seeking students and some certificate-seeking students. The Direct Unsubsidized Loan is borrowed from the U.S. Department of Education as part of the William D. Ford Direct Loan Program. This loan does not require a credit check in order for a student to be approved.

The interest on the Direct Unsubsidized Loan is determined each year and is fixed for the life of loan. Interest will begin to accrue immediately from the time the loan is disbursed to the university until it is paid in full. Students are permitted the option of paying the interest each quarter or deferring interest payments until they enter repayment. If the student allows the interest to accrue while they are in school or during other periods of nonpayment, it will be capitalized — that is, the interest will be added to the principal amount of the loan, and additional interest will be based on that higher amount. The loan does also carry an origination fee. The origination fee is deducted from the loan amount prior to its disbursement to the university and is subject to change.

The total loan amount graduate students can borrow in a Direct Unsubsidized Loan each year could be limited by the costs of their academic program, but cannot exceed the federal maximum of \$20,500. Pharmacy students may receive additional loans based upon their enrollment in the academic year. Students will receive a financial aid award letter informing them of the maximum Direct Unsubsidized Loan they are eligible to borrow for the academic year or term. If the student wishes to accept the loan as awarded, decline the loan, or request a different amount, they must notify the Office of Financial Aid by signing and returning the letter as quickly as possible.

After a student graduates, withdraws, or drops below half-time enrollment, they are given six months before they must begin repayment of their Direct Unsubsidized Loans. This period of time is called a grace period. Students are granted one grace period. The grace period may be extended to longer than six months if the student is on active duty in the military.

## Federal Direct Graduate PLUS Loan

Depending upon the cost of their academic program, graduate or doctoral students may borrow additional loan funds beyond the Federal Direct Unsubsidized Loan. For these students, the Federal Direct Graduate PLUS Loan may be an available option.

The Graduate PLUS Loan is borrowed directly from the U.S. Department of Education as part of the William D. Ford Direct Loan Program. The interest on Graduate PLUS Loans is determined each year and is fixed for the life of loan. These loans also carry an origination fee. The origination fee is deducted from the loan amount prior to its disbursement to the university and is subject to change.

To qualify for a Graduate PLUS loan, a student must not have an adverse credit history, which is determined by a credit check. If necessary, students may obtain an endorser to qualify. Students may borrow up to the Cost of Attendance for the period of enrollment, minus other financial assistance such as the Federal Direct Unsubsidized Loan, grants, or assistantships. Students may borrow for each year of their academic career, though subsequent credit checks will be required.

The interest rate is determined each year and is fixed for the life of loan. Payment is deferred as long as the student is enrolled at least half-time. Similar to a Direct Unsubsidized Loan, the Graduate PLUS Loan does accrue interest while the loan is in deferment. This interest can either be paid as it accrues or capitalized. Repayment begins immediately upon graduation or less than half-time enrollment. Unlike the Federal Direct Unsubsidized Loan, Graduate PLUS Loans do not have a grace period. The student can defer repayment while the student is enrolled in school at least half-time and for an additional six months after the student graduates or drops below half-time enrollment.

## Satisfactory Academic Progress

In order to receive federal, state, or most other forms of financial aid, students must maintain satisfactory progress in their course of study. Students are not making satisfactory progress if they:

- Have been dismissed from their program
- Have been placed on probation
- Received only grades of “F”, “W” or “I” or any combination of these grades for a semester
- Fail to maintain a cumulative grade point average equivalent to the minimum grade point average of the academic standing requirements. These requirements vary by academic program. See Academic Standing for requirements.

Finally, students must complete their degree within 150 percent of the published length of their academic program. For example, if a program requires 36 hours to complete, students must complete their degree at the point 54 hours are attempted. For any hours attempted over 54, the student is not eligible for financial aid.

## Reinstatement of Eligibility

Students may re-establish eligibility for financial aid by completing the minimum number of credit hours and achieving the minimum cumulative grade point average. See Academic Standing for specifics.

## Appeal Process

Students who lose financial aid eligibility by failing to make Satisfactory Academic Progress may appeal in writing to the director of financial aid. A required component of the appeal is the development of an academic plan which outlines how the student will regain eligibility. Approved appeals result in a financial aid probationary status. Students will receive financial aid as long as they are meeting requirements of the probation status as specified during the appeal process.

## Withdrawing from the University

Shenandoah University will determine eligibility of financial aid for those students withdrawing from the university using the following procedure.

**Return of Federal Financial Aid:** If a student withdraws from the university, their federal financial aid may be adjusted based on the percentage of the semester completed before withdrawing. The regulations governing the federal student aid programs require that aid be

returned to the federal government for students who completely withdraw from the university prior to completing 60 percent of a term (calendar days). Financial aid is awarded for the entire term, which is generally a 16-week period during the normal academic year. If a student does not complete the entire 16 weeks, then these federal regulations will determine how much federal aid the student has earned. The unearned portion of federal aid must be immediately returned to the federal government. In some situations, this may leave a student with a balance owed to the university. Funds are returned to the federal government in the following order: Direct Unsubsidized Loan, Graduate PLUS Loan.

**Return of State and Institutional Funds:** If a student has completed less than 60 percent of the term, the earned portion of state and institutional aid will also be calculated based upon the percent of the term attended by the student. Any unearned aid will be returned to the source of the funds. Institutional scholarship and grant aid returns cannot result in a credit on the student account.

# MILITARY BENEFITS

## Education Benefits for Veterans, Active Duty Military Personnel and Dependents 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 [www.vabenefits.vba.va.gov/vonapp/default.asp](http://www.vabenefits.vba.va.gov/vonapp/default.asp)

*\*Note – If a veteran is transferring benefits to a dependent or spouse, 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 six weeks after applying through VONAPP to receive your CoE.
4. Apply for financial aid by completing the FAFSA to help with costs not covered by VA benefits.

### Once Enrolled

Students using a GI Bill must complete and submit the Enrollment Certification Request (ECR) form every semester, after the student is registered. Students will not be certified until this form has been completed and received by SU's 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 Hornet Central.

For additional information, please contact the Registrar's Office at (540) 665-3499 and ask to speak with a VA Certifying Official or by email to [registrar@su.edu](mailto:registrar@su.edu).

### 2016-17 Chapter 33 (Post 9/11) Rates

Tuition and Fees cap	\$21,970.46
Book Stipend	\$1,000.00
Undergraduate Yellow Ribbon (Granted to first 55 eligible students to turn in their ECR)	Up to \$5,000.00
Graduate Yellow Ribbon (Granted to first 15 eligible students to turn in their ECR)	Up to \$3,000.00

## VA School Certifying Official

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 School Certifying Official (SCO):

Niccole Gatliff, Wilkins Administrative Building, Room 228, (540) 542-6508,  
[ngatliff@su.edu](mailto:ngatliff@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 SU 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.

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 scanned into the student education record daily and are retained electronically 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, ATCAS, 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 final VA certification.

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, depending on individual departmental policies concerning retention and disposal of records.

Academic Enrichment Center

Bernard J. Dunn School of Pharmacy

Career Services

Center for International Programs

College of Arts & Sciences

Eleanor Wade Custer School of Nursing

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

## Student 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

1. 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 registered 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 registration status of the student club or organization may be temporarily or permanently rescinded by the university.
5. For student conduct matters, Shenandoah University electronic mail (email) 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 email 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. University conduct outcomes are determined by preponderance of evidence that it is more likely or more likely than not that a conduct violation occurred.
8. Students with complaints involving sexual misconduct and other forms of discriminatory harassment are encouraged to report their concerns to the university's Title IX Coordinator. Please refer to the Sexual Misconduct Policy section of this catalog for comprehensive policy and procedures including definitions, the complaint policy and the appeals process.

## 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/or place of the alleged violation in the form of a charge letter;
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; however, there are times when an expedited hearing may occur. For example, in cases where the sexual misconduct policy may have been violated, the investigation will begin immediately or 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. (Please see expedited hearing for full details.);
4. review of the reported information that serves as the basis for the allegation(s) or 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. (Please see expedited hearing for full details.);
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 via email to the Office of Residence Life & Student Conduct (or designee) within 72 hours of written notification of the sanction.

Students and student organizations can expect privacy to be respected 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. consultation 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; however, in cases of sexual misconduct reports, investigations may begin immediately;
3. participation in the hearing in person or via telephone or videoconference;
4. assistance from an advocate (any faculty, staff or student currently affiliated with the university); and
5. notice of the hearings and appeals decision from the conduct official.

## 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 involved in any violation of the Student Code of Conduct. Aiding includes the following: being present or failing to immediately leave a situation in which a violation is occurring or is about to occur or abetting, conspiring, hiring, encouraging or being an accessory to any act prohibited by the Student Code of Conduct. A student charged as an accessory may be subject to the same sanction(s) as a perpetrator of the actual violation.

**Alcohol** – 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.

The following are deemed alcohol violations of Shenandoah University's Code of Conduct:

1. Possessing or using alcoholic beverages by any student under the age of 21 is prohibited. Students may also be charged under this provision if their guests are under the age of 21 and possess or use alcoholic beverages. Students may be charged under this provision even if alcohol is not found but the student him/herself is found to be intoxicated. Shenandoah University abides by the principle that a student's body is a container. Therefore, if there is cause to believe a student has consumed alcohol and is underage, they are violating this policy;
2. Possessing or using alcoholic beverages by any student in areas where alcohol is not permitted is prohibited. For example, alcohol is not permitted in any freshmen/first year residence hall. Alcohol is not permitted in classrooms or other university buildings unless prior approval is obtained. For policies relating to obtaining permission for the use of alcohol, please see Non-Academic Policies, Alcohol and Other Drugs Policy;
3. Providing alcohol to anyone under the age of 21 is prohibited;
4. Possessing common containers or implements – including but not limited to kegs, branded bottles and beer-pong balls – on university property is prohibited;
5. Being intoxicated in public is prohibited. A student may violate this provision by being charged with intoxication in public by local law enforcement or if university officials observe a student who is intoxicated in public. Intoxication factors include but are not limited to: stumbling, slurred speech, bloodshot eyes, incoherent speech, etc. Public is defined to include on campus facilities and off campus facilities;

6. Having open containers of alcohol in an unlicensed public place;
7. Transporting unconcealed or open alcohol containers in public on Shenandoah University property;
8. Alcohol paraphernalia is prohibited. Such items include, but are not limited to, empty alcohol containers, bottle caps, posters, etc.;
9. Violating local and state alcohol laws; and
10. 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.

**Animals/pets** – Possessing any animal in a university building is prohibited. The exceptions to this provision include service animals for individuals with disabilities, fish in tanks holding 10 gallons of water or less or animals used for university programs. 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.

**Balconies/rooftops (unauthorized use of)** – Climbing on, jumping off of or utilizing rooftops or the elevated balconies of campus property is prohibited.

**Bicycles, mopeds, skateboards, skates, hoverboards (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. The use and storage of hoverboards on campus is not permitted due to safety risks.

**Breaking the law** – Violating any federal, state or local law may result in being charged by law enforcement and under the terms of the university's Code of Conduct. We expect all Shenandoah students to report any criminal charges he or she may receive to the Office of Student Conduct.

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

**Bullying** – Any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, which is intended to cause physical or mental distress to one or more individuals, or the behavior is demeaning, degrading, frightening or causes injury, including fighting, stalking, etc. An act is repeated if it occurs on two separate occasions. Bullying includes but is not limited to: intimidation or menacing acts that may, but not need be, based on the individual's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation. Bullying is an elevated charge of harassment and/or verbal abuse as it is a repeated course of conduct directed at another student.

**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 10 business days following the charge throughout one's duration as a student 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 prohibited.

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

**Failure to inform guests** – Failing to inform guests – both student and non-student – of university policies is prohibited. Shenandoah University students are required to escort their guests at all times and are responsible for their guests' actions while on campus. If a guest of a student violates university policy, the Shenandoah University student may be charged accordingly under our Code of Conduct as students are responsible for their guest's behavior. Guests may be banned from the university for failing to abide by the Student Code of Conduct.

**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 Division of Student Life or, when the danger is immediate and severe, the Winchester City Police, is a violation. Engaging in a health and safety risk to the community may include failure to keep a residence hall room as a clean and safe environment.

**Fire and/or emergency threat** – Starting a fire, arson, creating a fire hazard, setting off the fire alarm system, making a bomb threat or creating a false emergency of any kind are prohibited. Tampering with fire alarms, smoke detectors, extinguishers or any emergency equipment is prohibited. Creating a fire hazard can include but is not limited to having a candle, candle warmer or extension cord in a residence hall.

**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.

**Gambling** – 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 risk at which any money, property or other thing of value is won.

**Harassment** – Abusive physical and verbal conduct, 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. Harassment is an elevated charge of verbal abuse as the conduct creates potential or present danger of violence and/or breach of the peace.



**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. Incidents concerning illegal drugs and/or paraphernalia typically require the involvement of local law enforcement.

**Infringing on the rights of 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 or tampering with another’s property. No objects are permitted to be thrown or projected against the exterior of any university building.

**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. Invasion of privacy as explained here can include but is not limited to posting images or recordings on social media outlets such as Facebook, Snapchat, Twitter; etc.

**Lewd, obscene and/or indecent behavior** – Conducting one’s self in any way that is offensive to accepted standards of decency is prohibited. Examples include, but are not limited to, indecent exposure, public nudity, public urination and defecation.

**Littering** – Improperly disposing of trash of any kind – including tobacco products and recyclable material – 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.

**Noise** – Violating the noise policy while on campus is prohibited. Please see the noise policy for additional information.

**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 is prohibited. Examples include but are 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, and refusal to attend a disciplinary hearing. Three charges of non-compliance may result in suspension.

**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](http://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 that harm may occur.

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

**Sexual misconduct** – Engaging in any sexual behavior without consent – including sexual conduct that occurs after consent has been withdrawn – is prohibited. Sexual misconduct encompasses a wide scope of behavior that includes, but is not limited to, non-consensual sexual intercourse (or attempts to commit the same), non-consensual sexual contact (or attempts to commit the same), sexual exploitation, sexual harassment, relationship violence and stalking. Sexual harassment can also include making unwelcomed sexual advances, requesting sexual favors or engaging in other verbal and/or physical conduct of a sexual nature.

Students with complaints involving sexual misconduct are encouraged to report their concerns to the university's Title IX Coordinator. Please refer to the Sexual Misconduct Policy website for current policy and procedures: [www.su.edu/campus-life/shenandoah-universitys-stance-on-sexual-misconduct](http://www.su.edu/campus-life/shenandoah-universitys-stance-on-sexual-misconduct).

**Smoking** – Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette (aka vaping) or other 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, solicitation or distribution that inconveniences, harasses or annoys members of the university community are 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 are prohibited. Organizations and/or individuals who are not affiliated with the university may not conduct solicitations or distribute information on campus or in any Shenandoah University building without permission from the director of student engagement or the director of residence life & student conduct.

**Stealing and/or possessing unauthorized material** – Taking property belonging to another person(s) without authorization 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 university-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 university official, except by permission or invitation of the resident student or the appropriate Shenandoah official or faculty member.

**Vandalism** – Graffiti, cutting, defacing or otherwise damaging personal or university property is prohibited.

**Vehicles (inappropriate use of)** – Motorized vehicles are restricted to roads and parking lots on campus. Exception may be made by the Department of Public Safety and Physical Plant. Keeping an unregistered motor vehicle on campus is prohibited.

**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.

**Weapons** – The use, possession, carrying or storage of any firearm, dangerous weapon, explosive or other dangerous article is prohibited on any property, building, land, parking lot or vehicle owned, leased, rented or operated by Shenandoah University. This policy also applies to a concealed weapon for which the carrier has a legal permit, as well as weapons in any facility or within a vehicle on university property. Only certified and sworn law enforcement officers are exempt from this policy. 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 should contain a complete description of the incident with the names of all parties involved as participants or witnesses. The university may pursue a complaint when a violation of the Student Code of Conduct harms 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 in the form of a charge letter. 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 email accounts. Students are responsible for reading and responding to email from university officials. Failure to respond, and/or attend the scheduled meeting may result in an additional charge of non-compliance. The hearing may also proceed without the student present if he/she fails to appear. Three or more non-compliance charges may result in suspension (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 process. 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:

#### **1. Conduct Conversation**

A Conduct Conversation 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 Conversation. During the Conduct Conversation, 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.

If, during the course of the Conduct Conversation, 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 educational tasks, written warnings, conduct probation, fines, community service, community restitution, referral for resources, suspension or dismissal from the university.

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

### **3. Community Conduct Council**

In some cases, 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 assistant director of residence life & student conduct (or designee) serves as the chair. A full range of sanctions is available in this procedure, including recommendations for suspension and/or dismissal from the university. (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.)

### **4. Expedited Hearing**

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 may convene immediately and may void a student's 48-hour notice of hearing.

### **5. Alternative Resolution**

Students may be given the option of entering into an alternative dispute resolution process. 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 at a pre-hearing meeting with the presiding Conduct Official.
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) may acknowledge whether they are responsible or not responsible for the violation(s).
  - c. The person(s) reporting the violation(s) and witnesses (if any) may have an 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. The chair and Community Conduct Council members 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 charge(s) against him/her; be given a fair opportunity to refute the charges and have 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 Community Conduct Council 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 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. Audio recordings will be made of full hearings. Written summaries of findings will be maintained with the case file. Recordings of the hearing are to be used by the council during deliberations and/or an appellate review. Recordings may be destroyed after the appeal process is complete.

### **Additional Information for Each Method of Conduct Resolution**

1. Student conduct records are confidential and are available only to persons who have permission from the students. Limited conduct information may be shared with other Shenandoah University administrators and faculty members who have a legitimate need to know.
2. All hearings are closed to the general public.
3. 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 from the university).
4. An accused student may bring an adviser to a hearing. The adviser must be a member of the university community and can be a student, faculty or staff member. 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.
5. The conduct official makes decisions about responsibility and sanction(s). These decisions 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.

6. The university requires the conduct official(s), Community Conduct Council members and administrative staff to 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 may 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 based on one of the following:

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

A request for 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. Typically, an appeal decision will be rendered within 10 business days, unless the sanction includes suspension or dismissal. After review, the director of residence life & student conduct (or designee) may:

- 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, must be submitted in writing to the vice president for student life (or designee) within 48 hours of receipt of the appeal decision. The vice president for student life (or designee) may:

- 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 & 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 its 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 fair consideration, and all circumstances involved in an incident will be considered in sanctioning as each individual case is unique. A student charged as an accessory may be subject to the same sanction(s) as the primary violator.

### Repeat Violations

Shenandoah University employs a progressive discipline system in which succeeding violations entail more serious consequences, including 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 one or more of the following:

- 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;
- disciplinary probation for a time period established by the conduct official, implying the group's standing within the university is in jeopardy and further negligent or willful violations may result in suspension of university recognition. Disciplinary probation may include restrictions on the group's functions during the probationary period. The group is informed of corrective measures that must be undertaken during the probationary period and maintained after its conclusion; and/or
- suspension of university recognition. A group that wants to reestablish a relationship with Shenandoah University must re-apply for recognition by the university through the vice president for student life.

### Sanctions Related to Individual Behavior

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.

*Additional stipulations:* additional sanctions a student must complete and/or follow.



*Campus ban:* student is banned from being present on either the entire campus or specified areas of the campus.

*Community restitution project:* work projects on or off campus.

*Conduct probation:* period of self-reflection 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. In most cases, when a student is placed on conduct probation, parental notification will be part of the process to discuss a student's success plan.

*Conduct suspension:* a temporary cancellation of a student's enrollment at Shenandoah University with approval from the vice president for student life (or designee). 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) nor graduate. Any classes taken at another institution while suspended cannot be transferred to Shenandoah University. If a student lives in campus housing, he/she has 24 hours to vacate his/her campus residence.

*Dismissal from the university:* a permanent cancellation of a student's enrollment at Shenandoah University with approval from the vice president for student life (or designee). 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) nor re-enroll or graduate from Shenandoah University.

*Educational task:* student must complete an assignment that benefits self, campus or community.

*Fines:* monetary sanctions.

*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.

*Other appropriate alternative sanction(s):* determined by director of residence life & student conduct.

*Referral:* requires the student seek appropriate guidance or resources for his/her success.

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

*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).

*Removal of property:* required removal of property.

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

*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.

*University housing relocation:* requires the student to move to another room, hall or quad with approval from the director of residence life & student conduct (or designee) Student must relocate within 24 hours, after which he/she cannot enter the building from which he/she was removed throughout the term of the sanction without permission from the director of residence life & student conduct (or designee).

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

## **Student Conduct Records**

A record of conduct sanctions may affect a student's ability to be elected to or participate in university leadership roles. A conduct probation status will prohibit a student from participating in international study programs at least during the term of probation. Student records 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 meant to assist all members of the Shenandoah community in understanding the provisions of the Act as they apply to Shenandoah University. FERPA rules are covered in greater depth 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 with legitimate educational interests in the record;
2. authorized federal and state officials who are in the process of administering educational programs;
3. requirements of the administration of the Financial Aid Program;

4. accrediting organizations carrying out their accrediting functions;
  5. parents of a dependent student (Each student is considered financially dependent upon his/her parents if claimed as a dependent for federal income tax purposes. A certified copy of the parents' most recent federal income tax return verifying the student's dependency status must be provided to the Registrar's Office annually);
  6. directory information (see Academic Policies section);
  7. organizations that are 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 complying with the Patriot Act; and
10. in cases of a search warrant or subpoena from law enforcement or the court system, the university is required to comply with requests for students' records.

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/she can show parents what they need to know. Another option is to ask the student to file blanket permission with the Registrar's Office. 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 Other Drugs Policy

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.

The following are prohibited:

- possessing or using alcoholic beverages by any student (or guest of a student) under the age of 21;
- possessing or using alcoholic beverages by any student in areas where alcohol is not permitted;
- providing alcohol to anyone under the age of 21;
- 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 any 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.

### Enforcement Practices

The use of alcoholic beverages on campus must be in compliance with federal, state and local laws. Violators of 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. Virginia Alcohol Regulations

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 perform a minimum of 50 hours of community work. The person's driver's license may be 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 of Virginia 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. Commonwealth 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 driver's 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. Virginia Drug Regulations**

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 possess 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. At Shenandoah, incidents involving illegal drugs and/or paraphernalia typically involve the assistance of local law enforcement.

## **Regulations for Social Events**

1. Social events where alcoholic beverages are served must be approved – in writing – 72 hours in advance by the vice president for student life (or designee) and must be sponsored by registered clubs or organizations. Legal I.D.s are required in all cases. No one under the age of 21 will be served.
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 hall or any university owned or operated property without prior approval from the vice president of student life (or designee).

3. The consumption of alcoholic beverages at social functions is limited to areas specifically approved by the vice president for student life (or 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 engaging in resources. 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 vice president for student life for action.

### **Parental Notification Policy: Alcohol and Other Drugs**

Shenandoah University alcohol and other drug policies and practices strive to educate and inspire students to be critical, reflective thinkers and empower them to be ethical decision makers with attention to their own safety and the safety of the community. In keeping with its mission, Shenandoah informs students regarding the dangers associated with substance abuse and the improper or illegal use of alcohol or other drugs. In addition, the university intervenes to engage students who commit alcohol or drug-related violations or who demonstrate a pattern of substance abuse.

In an effort to educate students and their families regarding decision making, Shenandoah will partner with parents and other family members as appropriate with the ultimate goal of student success and community safety.

### **Minor First Violations**

Minor first alcohol violations do not necessarily trigger notification. Minor violations include but are not limited to:

- underage possession of alcohol;
- underage consumption of alcohol; and
- open container of alcohol.

In the case of a first offense for these minor violations, Shenandoah provides students with educational resources and opportunities to change their behavior on their own. Most grow through the experience and change their behavior. The few who have subsequent violations deserve and require the shared attention of university and family.

### **Major or Subsequent Violations**

Behaviors that trigger parental notification are major violations and patterns of behavior. The following parental notification practices apply when a student is claimed as a dependent by a parent for federal tax purposes or is under 21-years old.

### ***1) Major Violations***

Whenever a Shenandoah student is found responsible for a major alcohol- or drug-related violation, the student's parent(s) or guardian(s) may be notified by the university.

Violations that trigger notifications under this major violation category include but are not limited to:

- arrest
- hospitalization
- driving under the influence
- public drunkenness
- supplying alcohol to those who are under age
- drug distribution
- unauthorized possession or use of controlled substances

### ***2) Pattern of Behavior***

When the Division of the Student Life becomes aware that a student has engaged in a pattern of behavior involving alcohol and/or drugs, the vice president for student life (or designee) will notify the student's parent(s) or guardian(s). Violations that trigger notification under the pattern of behavior category include but are not limited to:

- frequent or severe episodes of alcohol use
- repeated drunkenness
- binge drinking
- drug use

When making a notification under this policy – time and circumstances permitting – the vice president for student life (or designee) will encourage the student to participate in or make the initial call to his/her parent(s)/guardian(s). The vice president will follow through with a direct call to the student's parent(s)/guardian(s).

Parental notification under this policy is in addition to the intervention and education programs already offered to students. Intervention may include one or more of the following:

- substance abuse assessment by a trained clinician
- psychological assessment by a trained clinician
- substance abuse counseling
- enrollment in educational programs
- sanctions imposed for violations of Shenandoah University's Student Code of Conduct

The vice president for student life (or designee) will make such parental notifications unless the university decides such notifications are not in the student's best interest. When the university decides not to make a parental notification, other resources will be offered to the student.

A notification under this policy is authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA), which permits the disclosure of information from education records to parents of dependent students. Shenandoah University reserves the right in its sole discretion to notify parents of alcohol- or drug-related incidents falling outside this policy to the extent permitted by FERPA or other applicable law.

## **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 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 at its office in the Wilkins Building.

## **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, pole, light pole or device on which notice has been posted forbidding the securing of bicycles.

Bicycles may not be locked where they would obstruct or impede vehicular traffic or pedestrian movement. This includes handrails, exit discharge areas and handicapped ramps and access ways. Violation of this policy may result in a fine of \$20. When a bicycle is found restricting emergency egress or handicapped access, it may be impounded or immobilized and the owner will be issued a parking violation notice. Abandoned bicycles will be removed and donated.

## **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 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;



- distributing or interfering with the normal use of the computers, computer-related equipment, data and programs of individuals, the network or the university;
- attempting to breach security in any manner;
- sending or displaying harassing messages through email, text messaging any electronic media (a harassing message is any message that is unsolicited, inappropriate or deemed harmful to the recipient); and
- using a computer account for any purpose other than which it was assigned.

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

## **Hazing (Virginia Law)**

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 of hazing shall be guilty of a Class 1 misdemeanor, unless the injury would be such as to constitute a felony. In that event the punishment shall be as 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 in the Brandt Student Center. Materials must be appropriately posted so it does not block signs or damage university property.

## **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, and receive permission from, the dean of spiritual life and follow established procedures for organizational recognition and registration.

## **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 (or designee). Non-student and non-Shenandoah-related individuals and organizations may not sell or solicit on Shenandoah University property without permission from the director of student engagement. Door-to-door solicitation is prohibited.

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 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.

## Smoking

Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette (aka vaping) or other product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

## Sound Amplification Equipment

Shenandoah reserves the right to specify where and when sound amplification equipment may be used. Permission and specification for use of sound amplification equipment on campus must be obtained from the director of student engagement (or designee).

## Student of Concern

A student of concern is any student who displays behaviors that may adversely affect a student's ability to be successful in the university environment.

To report a student of concern complete the online form at [www.su.edu](http://www.su.edu), search "Student of Concern." The report will be directed to the university's Behavioral Consultation Team.

When a Student of Concern report is filed, it is reviewed by the Behavioral Consultation Team. A member of the team may follow up with the individual who filed the report. A member of the team will reach out to the student of concern to assess what resources may benefit the student. An action plan will be developed with the student to reduce obstacles to his/her success at Shenandoah, and the student's progress will be monitored. In some cases the referring person may not receive specific information about the student's action plan.

Any student, family member, faculty or staff member can play an essential role in helping a student in distress. Expressions of interest, concern and compassion are important factors toward providing a student necessary assistance.

When an individual appears to be a threat to the safety of self or others, call 911. For on-campus situations, also call the Department of Public Safety at (540) 678-4444. (Call 4444 from any campus landline phone.)

For more information about "Student of Concern," contact the director of residence life & student conduct or case manager at (540) 665-4611.

## Troubling Behaviors:

- frequently falling asleep in class;
- dramatic change in energy level (high or low);
- changes in hygiene or appearance;
- significant changes in weight;

- frequent alcoholic intoxication;
- noticeable cuts, bruises or burns;
- repeated absences from class, work or normal activities;
- apathy and/or extreme change in participation levels;
- frequent requests for extensions or exceptions for extenuating circumstances;
- sending troubling communications such as frequent, lengthy, rants or agitated emails to professors, advisors, coaches or supervisors;
- emotional outbursts of anger, hostility or frequent crying;
- noticeable personality changes; more withdrawn or more animated than usual;
- expressions of hopelessness, fear or worthlessness; themes of suicide, death or dying; and/or
- direct statements of distress, family issues or other difficulties.

### **Disruptive Behaviors:**

- interferes with or disrupts the educational process, the rights of others and/or the normal functions of the university;
- uses demanding, verbally abusive, bullying or intimidating behaviors;
- displays extreme irritability; and/or
- shows irrational or impulsive behaviors.

### **Threatening Behaviors:**

- direct threat to harm self or others;
- references access to or use of a weapon or an act of violence;
- threatening communication;
- signs of physical abuse; and/or
- physical/verbal confrontations.

## **Student Organizations**

A student organization or club is a group of students committed to serving as an integral part of the co-curricular experience at Shenandoah University. Every organization should be primarily composed of current Shenandoah students. The organization must serve a purpose unique from that of other existing organizations and/or academic departments.

The Office of Student Engagement (OSE) supports a variety of student organizations, and these groups provide opportunities for social, professional, humanitarian as well as academic development for students. Types of student organizations include academic and professional, fine and creative arts, intercultural and international, sports and recreation, religious and special interest groups. OSE encourages students to take active roles in campus organizations. Being involved with an existing organization or starting a new one is a great way to meet new people and can quickly connect a student to the Shenandoah community and beyond.

OSE welcomes the formation of new organizations at any point during the academic year. New organizations keep the campus alive with student interest and innovation. To register an organization, visit [su.collegiatelink.net](http://su.collegiatelink.net). For a comprehensive guide for student organizations or for general questions and concerns, contact the director of student engagement. For more information on student organizations and how to form a new club, contact the director of student engagement.

Doug Stamp, director of student engagement  
(540) 665-5445  
[jstamp14@su.edu](mailto:jstamp14@su.edu)

## **Unauthorized Use of University Property or Documents**

Students shall not use, possess or sell any parking permits, student I.D.s, keys or official Shenandoah University documents.

# Housing and Residence Life Policies

## Introduction

All Shenandoah University students have rights and responsibilities when living on campus. Living on campus provides unique opportunities to be part of a diverse community with an emphasis on personal growth and development. Each residence hall is staffed with Residence Life personnel trained in peer counseling, programming and policy enforcement. They 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. RDs are charged with developing programs and administering policies and procedures.

## Alcohol

See Alcohol and Other Drugs Policy in the Student Code of Conduct.

## Breaks (Fall, Winter 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 are expected to clean their rooms, remove all trash and perishable food as well as set the heat/air conditioning to 68 degrees before leaving for any break. Failure to complete any of these tasks will result in fines and conduct violations. Residents who demonstrate a need to occupy their rooms during any of the above breaks may request permission from the director of residence life & student conduct (or designee). Residents who request and are approved to remain on campus during breaks will be charged a fee. Failure to pay the fee by the designated deadline will result in additional fees. Students with significant conduct histories as determined by the director of residence life & student conduct (or designee) may be denied the privilege of remaining on campus over breaks. Residents are not permitted to have overnight guests during university breaks. When the dining hall is closed, residents remaining on campus are responsible for their own meals.

Entering a residence hall during breaks without permission from the director of residence life & student conduct (or designee) is prohibited and results in a minimum fine of \$50 (in addition to the break fee). This precaution is for the safety and protection of students authorized to remain on campus and property in residence halls.

Students may not live on campus when the entire university is closed for scheduled breaks.

## Bulletin Board Damage

Bulletin boards are located in all residence halls. Resident assistants are responsible for the content of these boards. All notices/fliers for residence halls must be approved by the RA prior to being posted. The Office of Residence Life & Student Conduct reserves the right to approve content. Unapproved notices/fliers will be removed and discarded. Students found responsible for bulletin board or whiteboard vandalism (writing graffiti, tampering with the board, removing, damaging or destroying information, etc.) will receive disciplinary sanctions that include restoration of the bulletin board and a minimum \$50 fine.

## Check-In and Check-Out Procedures

### Check-In

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

### Early Check-In

Residents must abide by the appointed schedule for arrival. Early arrival is limited to students deemed essential to university functions and who have prior approval of the director of residence life & student conduct. Students are not permitted to move in early if they do not have prior authorization.

### Check-Out

Residents must officially check out with Residence Life before leaving school or changing rooms. Residence Life staff members must be present at check out. Students are responsible for leaving rooms in the same condition in which they were 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(s). Charges are assessed upon a mutual understanding between roommates, and lacking agreement, the charges will be divided. Signed written statements indicating who specifically should be charged can be submitted to the Resident Director. Room cleaning charges range from \$25 to \$200 per student.

### Abandoned Property

Any non-university owned property left on campus at the end of an academic year or after a student leaves Shenandoah will be disposed of if not claimed within 24 hours. This includes bicycles. 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 Check-Out

Express Check-Out allows 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 return it to a Residence Life staff member. Damages will be determined by the staff member after the resident(s) have departed. Residents may not appeal fines if they use Express Check-Out.

### Cleanliness

Custodians routinely clean public areas, including stairways, halls, laundry rooms, public bathrooms and lounges. Students are expected to maintain orderly and sanitary conditions in their rooms, including disposal of personal trash into university trash bins. Items left in laundry rooms will be disposed of after 24 hours.

## Common Areas

Residential students are responsible for damage done to the common areas of residence halls. Common areas are lounges, bathrooms, hallways, laundry rooms, stairways, etc. If damage occurs to furniture, floors, walls, ceilings and fixtures in common areas, Residence Life staff and Department of Public Safety officers will determine who is responsible for the damage. In the event an individual(s) cannot be identified, repair and/or replacement costs will be charged to all residents of the floor and/or building.

Students, organizations or university representatives may use a residence hall common area if a reservation request is made through the hall's resident director at least 48 hours in advance.

## Conduct Infringing on Others

All pranks and/or careless, irresponsible behavior is unacceptable, especially if the behavior causes or has the potential to cause damage to university or personal property, or causes personal injuries or infringes on the rights of others. Such behaviors include but are not limited to water fights and shaving cream fights as well as throwing, kicking or bouncing balls, Frisbees and other similar items inside or against residence halls. Throwing objects against the exterior of any university building is prohibited.

## Damage Deposit

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

## Electrical Appliances, Cords and Multi-Plug Adaptors

### Major Appliances

A major appliance is defined as any appliance that draws 4 or more amps of electricity when in use; the amount of amperage is usually stated on the appliance. (Resident director can assist students who are unsure about a particular appliance.) All major appliances such as coffee pots, mini-refrigerators (3.1 cubic feet or less), hair dryers, curling irons, curlers, etc., must be directly plugged into wall receptacles; extension cords may not be used in the halls.

Because of high voltage and/or exposed heating elements, the following appliances are not permitted in residence halls:

- electric blankets
- halogen lamps, lava lamps
- hot plates, toaster ovens, crock-pots, electric fry pans, bread machines, George Foreman grills
- window air conditioner units, portable heaters, open burners

Irons may be used only on ironing boards.

### Extension Cords

Extension cords are prohibited in all residence halls.

## Multi-Plug Adaptors

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 6-feet in length and must be "heavy-duty." Heavy duty is defined as a cord with no less than 14-gauge wire.
3. Only one major appliance may be plugged into any wall-type multi-plug-in adapter.
4. Electrical wires may not run through doors, windows and/or holes in the floor, ceiling or walls. Wires may not be nailed or tacked into any surfaces.
5. Electrical wires may not run around or under bed frames, mattresses, furniture, carpeting, file cabinets or any other fixtures, that can conceal or damage the cords.

## General Safety

1. Electronics should be evenly distributed around a room.
2. All wires must be clear of foot traffic routes and not placed under beds, furniture or other items.
3. Wires should never be taped to metal beds.
4. Frayed cords and lamps without shades should not be used.

## False Fire Alarms

Virginia 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 incur severe conduct sanctions, hall re-location and a \$100 fine.

## Fire Drills

Fire drills are scheduled throughout the 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 immediately evacuated. Refusing to evacuate constitutes a hazard to fire officials and results in disciplinary and/or legal action, including a minimum \$25 fine and an educational sanction.

## Fire Safety Regulations

Residence Life staff is fully prepared to support and encourage all students in promoting fire safety. Students should present their concerns or ideas for 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, lighter fluid, gunpowder 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 buildings. Bicycle racks on campus are for students' use.
5. Parachutes, sheets, fish nets, tapestries and other large flammable items are not allowed to be suspended from residence hall ceilings.

### **Furniture (University Owned)**

University-owned furniture from common areas should never be placed in students' rooms. Furniture from vacant residence hall rooms may not be moved into another room; this includes mattresses. Residents who are found in possession of university-owned furniture not assigned to their rooms 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 a room. Missing furniture will be charged to the resident(s) at full replacement cost.

### **Guests of Residents**

Residents may host overnight guests. Residents must have prior permission from their roommates to have overnight guests. Guests may not reside on campus for more than three nights per month unless the resident director grants special permission. Guests include other Shenandoah University students who do not reside in the room. Parking permits for guests can be obtained from the Department of Public Safety. Guests must adhere to Shenandoah regulations while on campus. The residential student with whom the guest is visiting must escort his/her guest through the residence hall. Guests may not be in a residential room without their student host present. Residents are responsible for the conduct of their guests, regardless of the length of the visit.

### **Holiday Decorations**

1. All decorations must be made of fire-resistant materials.
2. Live Christmas trees or greenery are not 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 life staff.
6. Residence life 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 a housing application/housing contract by June 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 for the remainder of the current academic semester.

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

When only one person occupies a double occupancy residence hall room, consolidation will be required, and the Office of Residence Life & Student Conduct reserves the right to fill the vacancy. A resident who engages in conduct designed or intended to dissuade or intimidate another student from moving into a room, or who otherwise attempts to manipulate the housing assignment process, will face disciplinary action.

Shenandoah University is not liable for the personal property of its students. The university's property insurance does not cover students' personal property; it is each student's responsibility to obtain personal property insurance. Students should consult with their parent(s) or guardian(s) 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.

Students are responsible for damages in university-owned residence halls or other rented/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 and judicial action may be taken.

## **Housing Policy**

Full-time undergraduate students are required to live in university residence halls during their first two years as Shenandoah students and for the full academic years. Exceptions include students who are married, living at their parents' or guardians' homes within 40 miles of Shenandoah or are over the age of 22. These students must complete an Off-Campus Housing Request form, which is available in the Office of Residence Life. Housing contracts are in effect for the entire academic year. Upper-class students have until June 30 to cancel their Housing Contracts for the upcoming year. Students who break their contracts after June 30 are charged a fee of at least \$500 to be released from the contracts in addition to any room and board charges until the date the student checks out. Students entering their second year at Shenandoah who do not apply for housing are randomly assigned to a room and billed for a 15-meal plan for the upcoming academic year.

## **Key Duplication, Lock-Outs and Possession of Master Key**

Shenandoah prohibits students from duplicating keys. Students who lose keys should immediately contact a member of the Residence Life staff for replacements. When a student loses his/her residence hall room key, the lock cylinder must be re-cored for safety reasons and a new key issued as soon as possible. The cost to the student is \$100.

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

Any student found with an unauthorized master key or building key is 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 is 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, each residential student is responsible for reporting maintenance concerns to his/her RA or submitting an electronic work order. If a repair is not made within 48 hours of filing a report, contact the RA to submit a second request. If a repair is still not made, contact the resident director.

The university provides electrical power, heat and water and maintains these utilities under controllable conditions. Residents must understand that, as a condition of this policy, the university is not be responsible or liable for any damage or loss to students' personal property caused by the failure of such utilities, no matter the reason. Moreover, Shenandoah University is not 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 alternative housing if it is available.

## Noise Policy

Students are expected to use discretion with regard to noise in residence halls. Consideration of others is expected at all times. Stereos, TVs and radios must be kept at volumes that cannot be clearly heard outside a room. In general, musical instruments may not be played inside residence halls; the exception is instruments that can be played with the use of earphones. Practice rooms are available in conservatory buildings for vocal and instrumental practice. A violation of Quiet Hours is cause for disciplinary action.

Quiet Hours ensure an environment conducive to student learning and wellbeing. Quiet Hours are:

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

Whenever Quiet Hours are not in effect, Courtesy Hours are enforced in each residence hall. Courtesy Hours encourage each student to be responsible for his/her hall 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.

## Room Changes

Students may request to change roommates after the second week of each semester. Residence Life will first try to help the roommates repair their relationship through mediation. If mediation is unsuccessful, the resident director may recommend a room change. Room Change Forms are available in the Office of Residence Life & Student Conduct. Each roommate is required to obtain permission prior to the change. Once a room change is approved, the move must occur within 48 hours unless the assistant director of residence life grants special permission. A minimum fine of \$50 may be levied

against any student who changes rooms without receiving proper approval. Students may not request room changes during mid-term and final examinations week.

## **Room Entry, Inspection and Search Policy**

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

### **Room Search**

Shenandoah University has a 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. 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 administrators 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 the 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 designee). After considering the request, the vice president for student life (or designee) may give authorization to conduct an authorized entry and search of a student's room for specified items.

### **Health & Safety Inspections**

Health & Safety inspections are held once a month by resident assistants and/or resident directors. Inspections are announced either by email or printed fliers at least 48 hours in advance. The primary objective is to maintain a safe and healthy living environment. When health or safety risks are discovered, or prohibited items are found, those items are removed. Confiscated items will not be returned to the student or his/her guest. Resident assistants will show residents the proper methods to correct potentially problematic situations. If the resident is not present for the inspection, the situation will be corrected and a note left for the resident. Repeated health and safety failures will result in a conduct meeting. Health and safety inspections are also opportunities for residents to make staff aware of needed repairs.

### **Custodial and Maintenance Room Entry**

Shenandoah University reserves the right of entry by custodial and maintenance personnel in performance of necessary repairs and/or improvement to the residence hall. Custodial and maintenance staff will leave hang tags giving notice that they have performed work in a room if no residents are present.

### **Emergency Entry**

Residence Life staff members 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.

Any unauthorized or illegal items observed in a room during an emergency entry may result in an investigation after the emergency has passed. If vandalism, arson, assault or other violations of Shenandoah policy are suspected in a room, appropriate Shenandoah officials may be called upon to conduct an investigation. The results of such an investigation may result in disciplinary action and/or criminal prosecution.

## **Single Rooms**

For the first two years, most residential students live in double-occupancy rooms. Single-occupancy rooms are limited. When available, single rooms are apportioned first by need such as documented disability, and then as determined by the Office of Residence Life & Student Conduct. When a student does not have a roommate in a double-occupancy room, Shenandoah University reserves the right to fill the vacancy.

## **Smoking**

Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette (aka vaping) or other product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

## **Storage**

Storage space beyond what is provided in each residence hall room, 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 roommates agree to the visitor and the length of the visit does not violate the guest policy. (See Guests of Residents.) If visitation privileges are abused, the residential student may lose this privilege and no longer be permitted to have any guests in his/her room.

# Shenandoah University's Sexual/Gender Harassment, Discrimination and Sexual Misconduct Policy

## Statement Against Discrimination

All members of the Shenandoah University community including guests and visitors have a reasonable expectation to be free from all forms of sex/gender harassment, misconduct, and discrimination. Sexual harassment includes quid pro quo (this for that) and hostile environment harassment. Sexual misconduct occurs when two individuals engage in any sexual acts and one individual does not consent to the sexual act or withdraws/withholds consent to a sexual act. Examples of sexual misconduct can include acts of sexual harassment, sexual assault (which includes both non-consensual sexual contact, non-consensual sex), sexual exploitation, domestic violence, dating violence, and stalking. Gender/Sex discrimination occurs when one party is treated differently or singled out because of his/her gender in any education program or activity.

Sexual harassment, discrimination and misconduct violate Shenandoah University policy and federal civil rights law, including the Title IX Education Amendments of 1972. As a recipient of federal funds, the University complies with Title IX of the Education Amendments of 1972 (Title IX). Title IX provides that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

All members of the campus community, including visitors and guests, are expected to conduct themselves in a manner that does not infringe upon the rights of others. The university believes in zero tolerance for sex/gender-based misconduct both on and off campus. Zero tolerance means that when an allegation of misconduct is brought to an appropriate administrator's attention, protective and other remedial measures will be used to reasonably ensure that such conduct ends, is not repeated, and the effects on the victim and community are remedied, including serious sanctions when a responding party is found to have violated this policy. All university employees, staff, and faculty are responsible employees. Responsible employees are required by federal law to report to the Title IX Coordinator any allegations of sexual misconduct that are reported to them. The only employees exempted from this reporting requirement are as follows: The staff at the Wellness Center; the staff and volunteers at the [Not] Just Women's Center; Rev. Justin Allen, Rev. DeLyn Celec, the counseling staff located in Cooley Hall and Elizabeth Hand, the Safety & Health Programs Coordinator. These exempted employees are not required to make any reports to the Title IX Coordinator and are considered a confidential resource.

Shenandoah University is committed to investigating and adjudicating reports of sexual harassment, misconduct, and discrimination according to the policies of the University. The University will provide support to both the victim and the responding party throughout the investigative and adjudicatory processes.

The university uses the preponderance of the evidence (also known as "more likely than not") as a standard for proof of whether a violation occurred. In campus resolution proceedings, legal terms like "guilt," "innocence" and "burdens of proof" are not applicable, but the university never assumes a responding party is in violation of university policy. Both parties will present their facts and the Title IX Coordinator will determine whether it is

more likely than not that an act of sexual misconduct, harassment, or discrimination occurred. Campus resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

This policy uses the term “victim” instead of “survivor”. This is intentional on our part. Rather than assuming a victim is a survivor, we believe each victim needs to decide at their own pace, whether and how they will become survivors. It is not for us to presume it. Once a victim enters the process, we refer to them as the “reporting party”. Reports brought by individuals other than the recipient of the unwelcome behavior are referred to as “third-party reports” and those bringing them are deemed “third-party reporters”. The person facing an accusation is referred to throughout as the “responding party”.

Lastly, the university's sex/gender harassment, misconduct, and discrimination policies are not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include controversial or sensitive subject matters protected by academic freedom. Academic freedom extends to topics that are pedagogically appropriate and germane to the subject matter of courses or that touch on academic exploration of matters of public concern.

If you think sex/gender harassment, misconduct or discrimination has happened to you or a friend, contact the university's Title IX Coordinator at [nosexualmisconduct@su.edu](mailto:nosexualmisconduct@su.edu). We encourage you to report but whether you report or not, Shenandoah has resources for you.

Please refer to the Sexual Misconduct Policy website for the current policy and procedures: [www.su.edu/campus-life/shenandoah-universitys-stance-on-sexual-misconduct/](http://www.su.edu/campus-life/shenandoah-universitys-stance-on-sexual-misconduct/).

## Transcript Notations Concerning Sexual Violence Violations

A prominent notation shall be placed on the academic transcript for each student who has been suspended, permanently dismissed or withdraws while under investigation for an offense involving sexual violence under Shenandoah University's Sexual Misconduct Policy.

The notations will read as follows:

- Permanent Dismissal from Shenandoah University for sexual violence under Shenandoah University's Sexual Misconduct Policy [begin date through end date].
- Suspended for a violation of Shenandoah University's Sexual Misconduct Policy involving sexual violence effective [begin date through end date].  
 \*Students suspended from the university shall remain out of school for a period of at least one academic semester. After that period, a student can petition for reinstatement through the director of residence life and student conduct. Students not attending class at Shenandoah for three consecutive semesters will need to reapply for admission.
- Withdrew while under investigation for sexual violence under Shenandoah University's Sexual Misconduct Policy [begin date through end date].

*\*This notation shall be removed from the transcript if the student is subsequently found not responsible for a violation of the sexual misconduct policy or not suspended or expelled as a result of a violation of the sexual misconduct policy.*

## The ABCs of Student Services

### Academic Enrichment Center

Howe Hall, Room 204

Director of Learning Resources & Services Holli Phillips

(540) 665-4928

[hphillip@su.edu](mailto:hphillip@su.edu)

Monday through 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; and the Writing Center.

### Administrators

Vice President for Student Life Rhonda VanDyke Colby

Brandt Student Center, Room 119

(540) 665-4862

[rcolby@su.edu](mailto:rcolby@su.edu)

Vice President for Enrollment Management & Student Success Clarresa Morton

Wilkins Administration Building, Room 239

(540) 665-4517

[cmorton@su.edu](mailto:cmorton@su.edu)

NOTE: Students are encouraged 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 appropriate resources. Before going to the president of the university with issues of academics or campus life, students should meet with either the vice president for student life or the vice president for enrollment management & student success.

### Brandt Student Center

Brandt Student Center Manager Amanda Levy

(540) 665-4710

Hours:

Monday through Friday: 8 a.m. to midnight

Saturday: 10 a.m. to midnight

Sunday: 11 a.m. to midnight

Hours change during breaks and summer months.

### Game Room

Monday through Saturday: 11 a.m. to 11 p.m.

Sunday: noon to 11 p.m.

Hours change during breaks and summer months.



## **Fitness Room**

Recreation & Fitness Programs, Matt Levy  
(540) 665-4790  
mlevy@su.edu

Monday through Saturday: 8 a.m. to 11 p.m.  
Sunday: 11 a.m. to 11 p.m.  
Hours change during breaks and summer months.

A valid SU I.D. card must be presented for entrance to the fitness rooms in the Brandt Student Center and the Health Professions Building. All facilities are free to use.

## **Bulk Mail and Copy Center**

Romine Living Center; East Campus Commons  
Manager Karen Myers  
(540) 665-4528  
copycenter@su.edu

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

## **Campus Bookstore**

Brandt Student Center; lower level  
(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.

## **Campus Shuttle Service**

Mondays through Fridays: 7 a.m. until 11 p.m.

During the academic year, the campus shuttle van starts at East Campus Commons/ Romine Living Center at 7 a.m., with stops at Henkel Hall, Ohrstrom-Bryant Theatre/ Ruebush Hall, Edwards Residential Village, Halpin-Harrison Hall and at the north end of Armstrong Hall. The route takes 30 minutes, with the shuttle returning to East Campus Commons on the hour and the half hour. In case of snow or ice, the shuttle may alter operations. Direct questions to the Department of Public Safety at (540) 678-4444 or safety@su.edu.

## Career Services

Cooley Hall, Room 314  
 Director Jennifer Spataro-Wilson  
 (540) 665-5412  
[career@su.edu](mailto:career@su.edu)

Career Services works with students throughout all aspects of their 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](mailto: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.

## City Bus Service

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](http://www.winchesterva.gov).

## Computer Help Desk

Technology Support Services  
 Howe Hall, Room 112  
 (540) 665-5555  
[helpdesk@su.edu](mailto:helpdesk@su.edu)

Monday through Friday: 7 a.m. to 5 p.m.  
 Limited after-hours support via Help Desk phone.

## Computer Lab

Halpin-Harrison Hall, Room 142  
 Monday through Friday: 8 a.m. to 9 p.m.

## Conduct Office

Director of Residence Life & Student Conduct Sue O'Driscoll  
Cooley Hall, Room 212  
(540) 665-7399  
reslife@su.edu

## Entertainment

All over campus, all the time  
Student Life Information Coordinator  
(540) 665-4933  
studentlife@su.edu  
Find Shenandoah University Student Life on Facebook, Twitter, Instagram and YouTube.

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 email, read the student newspaper, follow Hornets athletics and Shenandoah University Student Life on social media, 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.  
Hours change during breaks and summer months.

### 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.  
Hours change during breaks and summer months.

#### *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

SU security is onsite

Monday through Thursday: 6:30 a.m. to 10 p.m.

Friday: 6:30 a.m. to 5 p.m.

Saturday and Sunday: access with valid SU I.D./swipe card

### **HPB Fitness Room**

Access with valid SU I.D./swipe card 24/7

### **HPB Health Sciences Library**

Library staff present

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

Library is accessible with valid SU I.D./swipe card 24/7

## **Hornet Central**

Wilkins Administration Building, second floor

(540) 665-4514

hornetcentral@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.

## **Intercultural Programs**

Brandt Student Center

Assistant Director of Student Engagement & Intercultural Programs Maggie McCampbell Lien

(540) 535-3531

mmccampb@su.edu

## **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 25 cents each.

## **Lost & Found**

Located at the Brandt Student Center Information Desk  
(See BSC hours of operation.)

## **Room Reservations**

bscreservations@su.edu

## **Residence Life & Student Conduct**

Cooley Hall, Room 214  
Director of Residence Life & Student Conduct Life Sue O'Driscoll  
(540) 665-7399  
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  
 Wilkins Hall, Room 144  
 (540) 678-4444 for assistance 24/7  
 911 for true emergencies  
[safety@su.edu](mailto:safety@su.edu)  
 Director of Public Safety Robin Ebersole  
 (540) 545-7338

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.

## Shenandoah Outdoor Adventure & Recreation

Cooley Hall, Room 202  
 Shenandoah Outdoor Adventure & Recreation Coordinator Alice Morgan  
 (540) 542-6533  
[suoutdoors@su.edu](mailto: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. Outdoor programs throughout the year take students to wonderful locations throughout the Shenandoah Valley for a variety of adventures.

## Spiritual Life

Goodson Chapel Recital Hall, lower level  
 Dean of Spiritual Life Justin Allen  
 (540) 535-3546  
[spirituallife@su.edu](mailto:spirituallife@su.edu)

The great diversity of faith traditions 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 at University Chapel at noon and the weekly Wednesday Night Live service is held at 10 p.m.

## Student Government Association

Advisor Doug Stump, director of student engagement

(540) 665-5445

[sga@su.edu](mailto: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.

## Title IX Coordinator

Whitney Pennington

Cooley Hall, Room 206

(540) 665-4921

[nosexualmisconduct@su.edu](mailto:nosexualmisconduct@su.edu)

The University's Title IX Coordinator oversees compliance with all aspects of the sex/gender harassment, discrimination and misconduct policy. The coordinator reports directly to the director of student conduct and is housed in the Office of Residence Life and Student Conduct. Questions about this policy should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to discrimination or harassment may do so by reporting the concern to the university Title IX Coordinator.

## Wilkins Wellness Center

Racey Hall, ground floor overlooking quad

Director Ron Stickley

(540) 665-4530

[wwcenter@su.edu](mailto: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 Urgent Care. In the event of an emergency, the student will be referred to Winchester Medical Center emergency department.

**Counseling Center**

Cooley Hall, Room 301  
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 aromatherapy, 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](http://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.



# **COLLEGE OF ARTS & SCIENCES**

Jeff W. Coker, Dean  
Henkel Hall, Room 205  
(540) 665-4587, [jcoker2@su.edu](mailto:jcoker2@su.edu)

## **Statement of Purpose**

The College of Arts & Sciences supports the university's mission to prepare 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. The graduate mission of the College also promotes programs that will engage students in a student-centered, inquiry-driven, problem-oriented focus through course requirements, internships and field research.

## **Admission Requirements**

Applicants for admission to College of Arts & Sciences graduate programs must meet general university admission requirements (see Admissions) as well as the specific requirements listed under each degree program.

## **Transfer of Credits**

A maximum of nine semester hours may be accepted in transfer as per university policy (see Graduate Catalog, Academic Policies, Transfer Credit).

## **Graduation Requirements**

Students must meet the university Requirements for Degrees (see Academic Policies) as well as the specific requirements described in each degree program.

## Programs of Study

### Master of Science in Applied Behavior Analysis

Brandon Greene, Assistant Professor of Psychology  
Halpin-Harrison Hall

The Master of Science in Applied Behavior Analysis develops knowledge, skills, ethical standards and experiences in the diagnosis, evaluation and treatment of mental disorders, learning disabilities and cognitive, behavioral and emotional problems through observation, interviews and psychological testing.

Upon completion of the M.S. in Applied Behavior Analysis, students will:

1. Understand and apply ethical considerations in behavior analysis.
2. Master the concepts and principles of behavior analysis.
3. Identify and apply appropriate measurement systems of behavior.
4. Apply experimental design skills to behavior analysis.
5. Understand fundamental and specific elements of behavior change.
6. Design and apply procedures to evaluate the efficacy of their diagnoses and interventions.
7. Identify and apply intervention strategies, including plans for unwanted effects.
8. Apply behavior change systems.
9. Implement a behavior change management and supervision program.
10. Develop expertise in a behavior analytic application such as autism, organizational behavior management, behavioral pharmacology, etc.

### Admissions Requirements

In addition to university requirements, the following must also be met:

- Undergraduate major in psychology, special education, education, speech pathology, social work or similar discipline.
- Minimum undergraduate major grade point average of 3.0 on a 4.0 scale.
- An essay statement of the applicant's reasons for applying to the Applied Behavior Analysis program, including what factors influenced the decision and how this program will help the individual to reach professional goals.
- Three letters of recommendation written by professors, supervisors or other persons engaged in the practice of Applied Behavior Analysis or other human services professions.

This is a cohort program, and admission is limited to Fall semester only. Students complete the program in four semesters (Fall, Spring, Summer, Fall).

## Courses Required for the Master of Science in Applied Behavior Analysis

Course	Title	Credit Hours
PSY 501	Practica in Behavior Analysis (3 credits taken each term)	12
PSY 561	Concepts and Principles of Behavior Analysis	3
PSY 562	Research Methods in Behavior Analysis	3
PSY 563	Applied Behavior Analysis	3
PSY 564	Advanced Applied Behavior Analysis	4
PSY 571	Autism	3
PSY 572	Ethical, Legal and Professional Conduct in Behavior Analysis	3
PSY 595	Topics in Behavior Analysis	3
Elective	Graduate level course in Behavior Sciences (Special Education, Health Sciences)	3
	<b>Total</b>	<b>37</b>

### Fall I

Course	Title	Credit Hours
PSY 501	Practica in Behavior Analysis	3
PSY 561	Concepts and Principles of Behavior Analysis	3
PSY 571	Autism	3
	<b>Total</b>	<b>9</b>

### Spring I

Course	Title	Credit Hours
PSY 501	Practica in Behavior Analysis	3
PSY 562	Research Methods in Behavior Analysis	3
PSY 563	Applied Behavior Analysis	3
	<b>Total</b>	<b>9</b>

### Summer I

Course	Title	Credit Hours
PSY 501	Practica in Behavior Analysis	3
PSY 572	Ethical, Legal, and Professional Conduct in Behavior Analysis	3
PSY 595	Topics in Behavior Analysis	3
	<b>Total</b>	<b>9</b>

### Fall 2

Course	Title	Credit Hours
PSY 501	Practica in Behavior Analysis	3
PSY 564	Advanced Applied Behavior Analysis	4
	Graduate-level Elective in Behavioral Sciences (Special Education, Health Sciences)	3
	<b>Total</b>	<b>10</b>

# **SCHOOL OF EDUCATION & HUMAN DEVELOPMENT**

**Dennis Kellison, Director  
Bowman, Office 213A  
(540) 545-7324, [dkelliso@su.edu](mailto:dkelliso@su.edu)**

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.

## **Admission Process**

The minimum requirements for admission to the graduate programs in the School of Education & Human Development at Shenandoah University are those listed under the requirements for Standard Acceptance (domestic graduate applicants) or Full/Regular Admission (NNES graduate applicants).

Provisional Acceptance (domestic applicants) and Provisional Admission (NNES graduate students) are not offered by the School of Education and Human Development.

Please consult the Admissions section of this catalog.

Program-specific admissions requirements are listed in the program descriptions below. See also the section "Admission Requirements for All Candidates for Teacher Licensure" in the Admissions section of this catalog for general admissions requirements for these programs.

## **Application Deadlines**

Deadlines for applications are as follows (refer to degree and program title, as deadlines vary):

Programs admitting students only once an academic year:

Fall Semester Only: May 1

Doctor of Education (EdD): Administrative Leadership

Doctor of Professional Studies (DProf): Organizational Leadership

Spring Semester Only: October 15

Master of Science: Organizational Leadership (MS)

Programs Admitting Students by Semester (Multiple Admissions Deadlines):

Fall Semester: July 15

Master of Science in Education (MSEd):

Individual Focus

Emphasis in Teaching

Education Administration

Special Education (Northern Virginia Cohort Only)

Master of Science in Literacy Education (MS)

Professional Studies Certificate Programs:

Administration and Supervision

Initial Teacher Licensure

Reading Licensure

Special Education (Northern Virginia Cohort Only)

Spring Semester: October 15

Master of Science in Education (MSEd):

Individual Focus

Emphasis in Teaching

Master of Science in Literacy Education (MS)

Professional Studies Certificate Programs:

Initial Teacher Licensure

Reading Licensure

Summer Semester: February 15

Master of Science in Education (MSEd):

Individual Focus

Master of Science in Literacy Education (MS)

Professional Studies Certificate Program:

Reading Licensure

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

## **Programs of Study**

### ***Professional Certificates***

Initial Teacher Education (Elementary, Middle, Secondary)

PreK-12 Education:

Health and Physical Education

Music – Choral and/or Instrumental

Elementary Education:

PreK-6

Middle School Education (Grades 6 – 8)

Secondary Education:

Biology

Business Education

Chemistry

English

History/Social Studies

Mathematics

Spanish

Administration and Supervision

Reading Licensure

Special Education

### ***Masters' Degree Programs***

Master of Science in Education: Individualized Focus (MSEd)

Master of Science in Education: Emphasis in Teaching (MSEd)

Master of Science in Education: Special Education (MSEd)

Master of Science in Education: Education Administration (MSEd)

Master of Science: Organizational Leadership (MS)

Master of Science in Literacy Education (MS)

### ***Doctoral Programs***

Doctor of Education: Administrative Leadership

Doctor of Professional Studies: Organizational Leadership

## Professional Studies Certificate Programs for Initial Teacher Licensure

Karrin Lukacs, Associate 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. Recent changes made by the VDOE may not be reflected in this catalog.

Program entry requires minimum Praxis Academic Core or SAT/ACT scores. Passing Praxis Academic Core Math and VCLA scores may be taken in lieu of Praxis Academic Core. Applicants must submit three letters of recommendation and a writing sample. Applicants must have earned an undergraduate degree from an accredited college. Additional content course requirements depend 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. The five needed content area courses being solely in one area.

Students must have a minimum 3.0 GPA in PSC Elementary, Middle and/or Secondary Teacher Education Program coursework in order to enroll in EDU 690 Internship in Elementary/Middle Education or EDU 692 Internship in Middle/Secondary Education.

Students will need an iPad (model 2 or more recent) to complete the program.

### 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 (PreK-6)**

Course	Title	Credit Hours
First Semester		
PSYP 510	Human Growth and Learning	3
EDU 510	The Teaching Profession	3
Second Semester		
EDU 633	Integrated Language Arts	3
EDU 584	Classroom Management	3
Third Semester		
RDG 523	Foundations of Literacy	3
Fourth Semester		
EDU 639	Assessment of and for Learning PreK-6	3
EDU 648	Curriculum and Instruction PreK-6	3
Fifth Semester		
EDU 690	Internship in Elementary and Middle Education	6
or		
EDU 613	Management and Mentorship I (Fall only)	3
and		
EDU 614	Management and Mentorship II (Spring only)	3
Total		27

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

Course	Title	Credit Hours
First Semester		
PSYP/PSYC 510	Human Growth and Learning	3
EDU/EDUC 510	The Teaching Profession	3
Second Semester		
EDU 584	Classroom Management	3
EDU 633	Integrated Language Arts	3
Third Semester		
RDG 635	Literacy in the Content Area	3
Fourth Semester		
EDU 640	Assessment of and for Learning Mid/Sec	3
EDU 649	Curriculum and Instruction Middle/Secondary	3
Fifth Semester		
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 (Fall only)	3
and		
EDU 614	Management and Mentorship II (Spring only)	3
Total		27



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

Course		Title	Credit Hours
First Semester			
PSYP	510	Human Growth and Learning	3
EDU	510	The Teaching Profession	3
Second Semester			
EDU	584	Classroom Management	3
RDG	635	Literacy in the Content Area	3
Third Semester			
EDU	640	Assessment of and for Learning Mid/Sec	3
EDU	649	Curriculum and Instruction Mid/Sec	3
Fourth Semester			
EDU	692	Internship in Middle and Secondary Education	6
	or		
EDU	613	Management and Mentorship I (Fall only)	3
	and		
EDU	614	Management and Mentorship II (Spring only)	3
Total Credits			24

## Professional Studies Certificate Program for Health and Physical Education PreK-12

Cynthia Schendel, Associate Professor of Kinesiology

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

The Professional Studies Certificate Program (PSC) for Health and Physical Education serves students who want to obtain Virginia Teacher Licensure. This PSC Program is intended to meet the Virginia Department of Education (VDOE) requirements for licensure in the health and physical education PreK-12 endorsement area. 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 satisfactory Praxis Core, SAT or ACT scores, and completion of an undergraduate degree at a regionally accredited college or university. Passing Praxis Core Math and VCLA scores may be taken in lieu of Praxis Core. Applicants must also submit three letters of recommendation and a writing sample.

Program entry requires meeting the undergraduate Kinesiology Health and Physical Education PreK-12 content courses, as well as the following course:

KNS 481      Adapted Physical Education      3 credits

### PSC Program Completion

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

VCLA and Praxis II Health and Physical Education

### Professional Studies Certificate Program for Health and Physical Education (PreK-12) Education Foundation Courses Required for Initial Licensure

Course	Title	Credit Hours
PSYP 510	Human Growth and Learning	3
EDU 510	The Teaching Profession	3
RDG 635	Literacy in the Content Areas	3
	Subtotal	9
Health and Physical Education PreK-12 Requirements		
KNS 505	Materials and Methods in Teaching Elementary Health and Physical Education	3
KNS 506	Materials and Methods in Teaching Secondary Health and Physical Education	3
KNS 508	Materials and Methods in Teaching Health	3
KNS 562	Instructional Strategies for Team Sports and Activities	3
KNS 590	Physical Education Curriculum Models	3
KNS 652	Elementary School Student Teaching in Health/Physical Education	3
KNS 653	Secondary School Student Teaching in Health/Physical Education	3
KNS 654	Student Teaching Seminar in Health/Physical Education	0
	Subtotal	21
	Total	30

**Professional Studies Certificate Program PreK-12 Health and Physical Education**

Course		Title	Credit Hours
<b>First Year – Fall Semester</b>			
PSYP	510	Human Growth and Learning	3
EDU	510	The Teaching Profession	3
<b>First Year – Spring Semester</b>			
KNS	508	Materials and Methods in Teaching Health	3
KNS	562	Instructional Strategies for Team Sports and Activities	3
<b>Second Year – Fall Semester</b>			
KNS	505	Materials and Methods in Teaching Elementary Health and Physical Education	3
KNS	590	Physical Education Curriculum Models	3
<b>Second Year – Spring Semester</b>			
KNS	506	Materials and Methods in Teaching Secondary Health and Physical Education	3
RDG	635	Literacy in the Content Areas	3
<b>Third Year – Fall Semester</b>			
KNS	652	Elementary School Student Teaching in Health/Physical Education	3
KNS	653	Secondary School Student Teaching in Health/Physical Education	3
KNS	654	Student Teaching Seminar in Health/Physical Education	0

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

The entire Professional Studies Certificate for Special Education Teacher Education program consists of 36 credit hours. For students with the appropriate undergraduate or graduate preparation, the foundational courses may be waived. The remaining 27 credits are required. The waiving of foundation requirements is determined by the program director.

Students will need an iPad (model 2 or more recent) to complete the 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
Foundation Requirements (9 Credit Hours)			
PSYP	510	Human Growth and Learning	3
EDU	510	Foundations of Education	3
RDG	523	Foundations of Literacy	3
		Total	9
Core Curriculum (27 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	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 (Fall only)	3
	and		
EDU	614	Management and Mentorship II (Spring only)	3
		Total	27

## Professional Studies Certificate Program in Administration and Supervision

Dennis Kellison, Assistant Professor of Education Leadership  
Bowman Building, Office 213A; (540) 545-7324; dkelliso@su.edu

Graduates may qualify for a provisional PreK-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
ADM	626	Practicum in Educational Leadership	3
		Total	21

## Professional Studies Certificate Program for Reading Licensure

Karen T. Huff, Professor of Curriculum and Instruction  
Bowman Building, Office 110; (540) 545-7215; khuff@su.edu

The Professional Studies Certificate (PSC) Program for Reading Licensure serves teachers 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 University's Master of Science in Literacy Education: Reading Concentration Degree.

This PSC Program is designed to meet the current and changing needs of regional teachers as they strive to upgrade professional skills and teaching effectiveness in reading. Students completing the requirements for the PSC Program for Reading Licensure will meet the Virginia Department of Education (VDOE) approved program requirements for licensure. The PSC courses use research-based best practices to inform the teachers' decisions, provide guidance in addressing problems they will encounter in reading specialist roles and present opportunities to effect change in the environment in which they work.

### Admissions Requirements

Applicants must possess an undergraduate and a master's degree prior to admission to this program. Additionally, applicants for graduate Professional Studies Certificates in education are required to submit satisfactory grades in prior coursework, and may be required to submit scores on standardized tests. Applicants for this Virginia licensure concentration must hold the appropriate and valid teaching license. For further information, contact the School of Education & Human Development.

### Degree Requirements

The certificate requirements are the completion of the 21-semester hour Professional Studies Certificate Program for Reading Licensure (see below) with a grade point average of 3.0 or better and a passing score on the Reading for Virginia Educators (RVE) exam.

Course		Title	Credit Hours
<b>First Year – Fall Semester</b>			
RDG	523	Foundations of Literacy Instruction	3
<b>First Year – Spring Semester</b>			
RDG	524	Diagnostic Reading	3
<b>First Year – Summer</b>			
RDG	530	Clinical Diagnosis of Reading Difficulties	3
ENG	503	Children's Literature Conference: Literature Class	3
<b>Second Year – Fall Semester</b>			
RDG	535	Language Development	3
<b>Second Year – Spring Semester</b>			
RDG	635	Literacy in the Content Areas	3

**Second Year – Summer**

RDG 602	Literacy Leadership and Coaching the Reading Program	3
	Pass the Reading for Virginia Educators (RVE) Exam for Reading Specialists	
	Total	21

PSC 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's 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. The MS degrees require completion of a 30-33 semester-hour program with a grade point average of 3.0 or better, as well. Detailed programs of study follow.

### Master of Science in Education: Individualized Focus

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

#### 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.

Students will need an iPad (model 2 or more recent) to complete the program.

#### 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

Bowman Building, Office 111; (540) 545-7277; [mbowser@su.edu](mailto:mbowser@su.edu)

The Master of Science in Education: Emphasis in Teaching concentration is designed for licensed teachers who wish to prepare for graduate study. Through advanced coursework and research, the programs help teachers develop in such areas as planning, instruction, assessment and professionalism through the application of relevant theory, best practices and appropriate pedagogy. The program is designed to facilitate success in the pursuit of National Board Certification (NBPTS). Cohorts are accommodated, as well as individuals. The Gifted Education Concentration is designed to meet Virginia Licensure Regulations for the add-on endorsement in Gifted Education, K-12.

New cohorts are established annually. Shenandoah University supports study at the masters level through a substantial tuition fellowship for Graduate Education students. Students not currently employed in a school system must undergo a Criminal Background Check in order to complete field placements required by this program.

### Admissions Requirements

Applicants must possess an undergraduate degree and current teaching credentials (domestic or international) prior to admission to the program. International applicants must meet Shenandoah University admissions and language certification requirements. Applicants for graduate degrees in education are required to submit satisfactory grades in prior undergraduate coursework. 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. This Master of Science in Education 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 topics in courses that guide teachers' professional development, provide insights for solving issues they will encounter and present mentor-teacher and teacher-leader strategies for improving student achievement and faculty effectiveness.

#### Professional Teacher Core

Course	Title	Credit Hours
EDU 652	The Professional Teacher: Teaching and Learning	3
EDU 653	The Professional Teacher: Professional Portfolio Development	3
	Total	6

**Concentrations (pick one)**

Course		Title	Credit Hours
<b>Mentor/Lead Teacher Concentration</b>			
ADM	640	Curriculum Development and Evaluation	3
ADM	641	Supervision and Evaluation of Instruction	3
EDU	650	Major Issues in Education	3
EDU	651	Methods of Instruction	3
		Total	12
<b>Gifted Education Concentration*</b>			
GTD	611	Understanding and Education of the Gifted Learner	3
GTD	612	Curriculum Development for Gifted Students	3
GTD	613	Social and Emotional Issues of Gifted Children	3
GTD	615	Strategies for Gifted Learners	3
		Total	12

\*Virginia-licensed teachers completing this concentration may submit documentation to VDOE for the Add-on Endorsement in Gifted Education.

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

**Inquiry Core**

Course		Title	Credit Hours
EDU	585	Educational Technology Applications	3
EDU	647	Projects in Curriculum and Instruction	3
RST	671	Using Educational Measurement and Statistics	3
RST	672	Outcomes Assessments and Statistical Applications in Organization	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: Special Education

Diane D. Painter, Associate Professor of Education (Special Education)  
Bowman Building, Office 119; (540) 678-4304; dpainter@su.edu

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 Core, SAT, or ACT scores, and completion of an undergraduate degree at a regionally accredited college or university. Passing Praxis Core Math and VCLA scores may be taken in lieu of Praxis Core. 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 master's program.

Students will need an iPad (model 2 or more recent) to complete the 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	Human Growth and Learning	3
EDU	510	Foundations of Education	3
RDG	523	Foundations of Literacy	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 (Fall only)	3
	and		
EDU	614	Management and Mentorship II (Spring only)	3
		Total	30

# Master of Science in Education: Education Administration

Dennis Kellison, Assistant Professor of Education Leadership  
Bowman Building, Office 213A; (540) 545-7324; dkelliso@su.edu

## Licensure Concentration: Option I

This degree is designed to meet the current and changing administrative needs of educators and school leaders. This concentration is for those seeking a public school license in Virginia or surrounding states. The program incorporates the Virginia Licensure Regulations for School Personnel and the approved program standards for Virginia.

## Admissions Requirements – Licensure Concentration

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 write a two- to three-page typed essay that includes educational goals and interest in the program. 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 30 hours (minimum) in the program (see below) with a grade point average of 3.0 or better. The Shenandoah University computer competency requirement is met within the courses required for this degree.

### Program Core – Licensure

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	3
ADM 625	Seminar in Education Leadership	3
ADM 623	School Law	3
ADM 624	School Finance Theory and Practice	3
	Elective approved by Advisor	3
	Total	27

### Research Core

Course	Title	Credit Hours
RST 684	Introduction to Research Literacy	3

Program Total 30

To qualify for an endorsement in Virginia, graduates must successfully pass the School Leaders Licensure Assessment (SLLA) required by the state of Virginia.

## Non-licensure Concentration: Option 2

The Non-licensure Concentration is designed for individuals working in educational or equivalent settings who desire to know more about schools and school leadership but do not want to pursue a public school license. Those from private or independent schools or international students may have an interest in the non-licensure option of this degree.

### Admissions Requirements – Non-licensure Concentration

Applicants must have earned a Bachelor's Degree, obtain 3 letters of recommendation, write a two- to three-page typed essay that includes their educational goals and interest in the program, and have experience in an educational setting or its equivalent. International students must meet Shenandoah University admissions and language certification requirements..

### Degree Requirements

The degree requires the completion of 30 hours (minimum) in the program (see below) with a grade point average of 3.0 or better. The Shenandoah University computer competency requirement is met within the courses required for this degree.

#### Program Core – Non-licensure Concentration

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 625	Seminar in Education Leadership	3
ADM 623	School Law	3
ADM 624	School Finance Theory and Practice	3
	Six hours of Elective Credit approved by the Program Head/Advisor	6
	<b>Total</b>	<b>27</b>

#### Research Core

Course	Title	Credit Hours
RST 684	Introduction to Research Literacy	3
	<b>Program Total</b>	<b>30</b>

Graduates with this concentration will not qualify for an administrative/supervision license in Virginia or surrounding states.

## Master of Science: Organizational Leadership

John R. Goss III, Professor of Research Studies  
Bowman Building, Office 216B; (540) 678-4447; [jgoss@su.edu](mailto:jgoss@su.edu)

*Dr. Goss will be on sabbatical Fall 2016/Spring 2017. Dr. Catherine Shiffman will be contact during this time. She can be reached at [cshiffma@su.edu](mailto:cshiffma@su.edu).*

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.

Shenandoah University supports study at the master's level through a substantial tuition fellowship.

Students in the Master of Science in Organizational Leadership program must adhere to regulations regarding academic standing in the university graduate catalog; specifically not more than six (6) credits of course work passed with the grades of "C+", "C", or "C-" will be permitted. All students must attain a cumulative grade point average of 3.0 to graduate. Any student receiving a grade below a "C-" in any course will receive a letter of concern from the program head. Remediation plans may result.

### 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 the program head.
- 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	Practitioner Research I	3
RST	684	Introduction to Research Literacy	3
		Total	9

**Capstone**

RST	679 or	Practitioner Research II	3
RST	693 or	Directed Study I	3
RST	694	Directed Study II	3
		Total	3

**Concentration****Graduate-level (500 or 600)**

A minimum of nine (9) graduate credits related to study in subfield of organizational leadership shall comprise a concentration in this program. Common concentration areas include higher education administration, public sector leadership, nonprofit management, health care management, and student affairs administration. Guidelines for concentrations are commonly accepted field/profession/discipline define knowledge areas germane to the student's professional and/or academic objectives and are determined jointly by the student and the academic advisor, informed by the student's professional and/or academic objectives.

**Transfer Credits**

A maximum of nine (9) of these credits may be transferred from another institution. Credits earned at Shenandoah University as a non-degree graduate student may apply to this program or in a professional studies certificate comprised of coursework bearing regular academic credit are not considered to be "degrees" and will be applied to the degree's concentration (or to core courses if the content is equivalent), based on a recommendation of the advisor. These credits are not considered "transfer credits."

## Master of Science in Literacy Education

Mary Bowser, Professor of Curriculum and Instruction  
Bowman Building, Office 111; (540) 545-7277; mbowser@su.edu

Karen Huff, Professor of Curriculum and Instruction  
Bowman Building, Office 110; (540) 545-7215; khuff@su.edu

The Master of Science in Literacy Education prepares teachers to implement best practices in literacy teaching and learning through collaboration, reflection, critical thinking, coaching, data analysis and authentic assessments. It is designed to meet the current and changing needs of regional teachers and school systems as they strive to upgrade professional skills and teacher effectiveness. This degree is flexible enough to adapt to individual school or teacher needs. It is also designed to meet state endorsement requirements in individual endorsement areas as noted in the Degree Requirements section below.

This masters program is a teacher-oriented and inquiry-centered program that addresses the complex field of literacy by offering three core literacy courses for all participants in the program, and then choices of concentrations in writing, reading, and early childhood education, designed to explore literacy areas in depth. These courses use research-based best practices to inform the teachers' decisions, provide guidance in addressing problems they will encounter in educational roles, and present opportunities to effect change in the environment in which they work.

### Admissions Requirements

Applicants must possess an undergraduate degree 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. Applicants for Virginia licensure concentrations must hold the appropriate and valid teaching license. International applicants must meet Shenandoah University admissions and language certification requirements. 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 9-credit Literacy Core and one of the Literacy Concentrations for 21 credits. One class must be designated a Residency Course.

Residency Courses are summer classes synergistically grouped with the Children's Literature Conference, the Shenandoah Valley Writing Project/Project Write, Inc., and the Reading Clinic. These include weeks of instruction involving collaborative teams designing literacy lessons and implementing best practice strategies and technologies while working with partner schools' children in summer programs to improve literacy scores and reduce "summer decline" in reading and writing.

Teachers interested in obtaining Virginia's Reading Specialist endorsement must have three years' teaching experience, finish all courses in the Reading Concentration, as well as pass the Reading for Virginia Educators (RVE) exam and complete the master's degree. Teachers interested in obtaining Virginia's add-on endorsement in Early Childhood Education must be

currently licensed in Elementary or Special Education teaching. (For details, refer to the current Virginia Licensure Regulations for School Personnel Guidelines on the VDOE website.)

### Literacy Core Courses (9 credits)

Course		Title	Credit Hours
EDU	580	Collaboration in Teaching, Learning and Literacy	3
EDU	581	Issues in Literacy Education	3
RDG	648	Collaborative Projects in Literacy	3

### Concentrations (Select one)

#### Early Literacy Concentration (Core plus 21 credits)

Teachers need Elementary Education or Special Education Early Childhood endorsements in order to use these courses to gain Add-on Virginia Licensure in Early Childhood for three- and four-year-olds.

Course		Title	Credit Hours
<b>First Year – Fall Semester</b>			
RDG	523	Foundations of Literacy	3
<b>First Year – Spring Semester</b>			
RDG	610	Early Literacy Development	3
<b>First Year – Summer</b>			
ENG	503	Children's Literature Conference: Literature Class	3
EDU	580	Collaboration in Teaching, Learning and Literacy	3
<b>Second Year – Fall Semester</b>			
RDG	535	Language Development	3
<b>Second Year – Spring Semester</b>			
RDG	611	Assessment and Instruction in Early Literacy	3
<b>Second Year – Summer</b>			
RDG	613	Family Literacy: Home, School and Community Partnerships	3
RDG	614	Field Experience in Early Literacy (Residency)	3
<b>Third Year – Fall Semester</b>			
EDU	581	Issues in Literacy Education	3
<b>Third Year – Spring Semester</b>			
RDG	648	Collaborative Projects in Literacy	3
		<b>Total</b>	<b>30</b>

**Reading Concentration Licensure Track (Core plus 21 credits plus RVE exam)**

Teachers wanting Virginia's Reading Specialist endorsement must have three years of teaching experience, complete these courses, pass the RVE for Reading Specialists and complete the MSLE degree.

Course		Title	Credit Hours
<b>First Year – Fall Semester</b>			
RDG	523	Foundations of Literacy	3
<b>First Year – Spring Semester</b>			
RDG	524	Analysis and Remedial Techniques in Reading	3
<b>First Year – Summer</b>			
RDG	530	Clinical Diagnosis and Treatment of Reading Difficulties (Residency)	3
ENG	503	Children's Literature Conference: Literature Class	3
<b>Second Year – Fall Semester</b>			
RDG	535	Language Development	3
<b>Second Year – Spring Semester</b>			
RDG	635	Literacy in the Content Areas	3
<b>Second Year – Summer</b>			
EDU	580	Collaboration in Teaching, Learning and Literacy	3
RDG	602	Leadership in Literacy Programs	3
<b>Third Year – Fall Semester</b>			
Pass the Reading for Virginia Educators (RVE) Exam for Reading Specialists			
EDU	581	Issues in Literacy Education	3
<b>Third Year – Spring Semester</b>			
RDG	648	Collaborative Projects in Literacy	3
<b>Total</b>			<b>30</b>

**Reading Concentration Non-licensure Track (Core plus 21 credits)**

Teachers wanting to increase their knowledge and skills in the teaching of reading, but who do not want the reading endorsement should take this concentration.

Course		Title	Credit Hours
<b>First Year – Fall Semester</b>			
RDG	523	Foundations of Literacy	3
<b>First Year – Spring Semester</b>			
RDG	524	Analysis and Remedial Techniques in Reading	3
<b>First Year – Summer</b>			
RDG	530	Clinical Diagnosis and Treatment of Reading Difficulties (Residency)	3
ENG	503	Children's Literature Conference: Literature Class	3
<b>Second Year – Fall Semester</b>			
RDG	535	Language Development	3

**Second Year – Spring Semester**

RDG	635	Literacy in the Content Areas	3
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**Second Year – Summer**

EDU	580	Collaboration in Teaching, Learning & Literacy	3
		Elective in Literacy	3

**Third Year – Fall Semester**

Pass the Reading for Virginia Educators (RVE) Exam for Reading Specialists

EDU	581	Issues in Literacy Education	3
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**Third Year – Spring Semester**

RDG	648	Collaborative Projects in Literacy	3
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**Third Year – Summer**

		Elective in Literacy (if not taken earlier)	
		Total	30

**Writing Concentration (Core plus 21 credits)**

Teachers who want to increase their knowledge and skills in the teaching of writing should take this concentration.

Course	Title	Credit Hours
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**First Year – Fall Semester**

RDG	523	Foundations of Literacy	3
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**First Year – Spring Semester**

EDU	580	Collaboration in Teaching, Learning and Literacy	3
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**First Year – Summer**

EDU/WR/EDUC/ WRC	637	Intensive Writing Workshop (Residency)	6
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**Second Year – Fall Semester**

WR/WRC	640	Teaching Grammar & Linguistics Through Writing and Reading	3
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**Second Year – Spring Semester**

EDU/WR/EDUC/ WRC	636	Writing and Learning Across the Curriculum	
	or		
RDG	635	Literacy in the Content Areas	3

**Second Year – Summer**

WR/WRC	641	Literacy Leadership: Coaching and Evaluating Writing	3
ENG	502	Children's Literature Conference: Writing Class	3

**Third Year – Fall Semester**

EDU	581	Issues in Literacy Education	3
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**Third Year – Spring Semester**

RDG	648	Collaborative Projects in Literacy	3
		Total	30

### Individualized Design Concentration (Core plus 21 credits)

Teachers wanting to increase their knowledge and skills across the breadth of the literacy field should take this concentration. Courses are selected in consultation with advisor. Courses are offered in the rotation schedules for the single Concentrations.

### Literacy Core Courses (9 credits)

Course	Title	Credit Hours
EDU 580	Collaboration in Teaching, Learning & Literacy	3
EDU 581	Issues in Literacy Education	3
RDG 648	Collaborative Projects in Literacy	3

*Plus*

Note: Choice of the Intensive Writing Workshop (6 credits) in Category D will limit the choice to one course in Category B.)

RDG 523	Foundations of Literacy	3
Category A: Choose two from the following:		
RDG 610	Early Literacy Development	3
RDG 524	Analysis and Remedial Techniques in Reading	3
RDG 535	Language Development	3
RDG 635	Literacy in the Content Areas	3

Category B: Chose two from the following:

RDG 611	Assessment and Instruction in Early Literacy	3
WR/WRC 640	Teaching Grammar and Linguistics Through Writing and Reading	3
EDU/WR/EDUC/		
WRC 636	Writing and Learning Across the Curriculum	3
WR/WRC 641	Literacy Leadership: Coaching and Evaluating Writing	3

Category C: Choose one from the following:

ENG 502	Children's Literature Conference: Writing Class	3
ENG 503	Children's Literature Conference: Literature Class	3

Category D: Choose one from the following:

RDG 614	Field Experience in Early Literacy (Residency)	3
RDG 530	Clinical Diagnosis and Treatment of Reading Difficulties (Residency)	3
EDU/WR/EDUC/		
WRC 637	Intensive Writing Workshop (Residency)	6
	Total	30

Participants who take a leave from the MSLE 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.

## Doctoral Programs

### Doctor of Education (EdD) in Administrative Leadership

Catherine Dunn Shiffman, Associate Professor of Leadership Studies  
Bowman Building, Office 216A; (540) 535-3542; cshiffma@su.edu

Advanced study in the Doctor of Education in Administrative Leadership program is designed to serve learners with career goals related to PreK-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 PreK-12 Leadership (non-licensure).

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 must contact and schedule an interview with the head of the Ed.D program.
- 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 of Education in Administrative Leadership is a 60-credit degree. With approval from the director 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: Theory and Application	3
LST 720	Societal Factors: Influences on Policy, Programs and Practice	3
LST 735	Organizational Theory and Behavior	3
LST 740	Governance and Public Policy	3
LST 750	Contemporary Issues in Leadership	3
	<b>Total</b>	<b>15</b>

### Research Core

Course	Title	Credit Hours
RST 684	Introduction to Research Literacy	3
RST 775	Quantitative Research Design and Data Analysis	3
RST 776	Advanced Quantitative Research Design and Data Analysis	3
RST 784	Qualitative Methods for Doctoral Research	3
	<b>Total</b>	<b>12</b>

### 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
	<b>Total</b>	<b>6</b>

### 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

#### Leadership in Education (non-licensure PreK-12 and postsecondary)

Twelve (12) graduate or doctoral level credits related to study in a subfield of administrative leadership will comprise a concentration in PreK-12 Administration (not leading to licensure) or in postsecondary education leadership (non-academic roles, e.g., student life, student support services). Guidelines for concentrations are commonly accepted field/profession/discipline-defined knowledge areas relevant to the student's professional and/or academic objectives, and are determined jointly by the student and the academic advisor.

<b>Total</b>	<b>12</b>
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**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 PreK-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
		Total	18

## Doctor of Professional Studies (DProf) in Organizational Leadership

John R. Goss, III, Professor of Research, Organizational and Leadership Studies  
Bowman Building, Office 216B; (540) 678-4447; [jgoss@su.edu](mailto:jgoss@su.edu)

*Dr. Goss will be on sabbatical Fall 2016/Spring 2017. Dr. Catherine Shiffman will be contact during this time. She can be reached at [cshiffma@su.edu](mailto:cshiffma@su.edu).*

Advanced study in Organizational Leadership at Shenandoah University offers learners the opportunity to think deeply, examine thoughtfully, and understand theoretical challenges and problems facing educational and other public organizations. The Doctor of Professional Studies (DProf) degree is appropriate for professionals with substantive experience in their respective professional fields, 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 professions. The flexibility in design of a learner's concentration courses allows for optimal learning in one's specific area of interest.

DProf students adhere to regulations regarding academic standing and program time limits published in the university graduate catalog. In addition to these standards, any DProf student receiving a grade below a "C" in any course will receive a letter of concern from the program head. DProf students receiving a failing grade in any course will be required to meet with the program head to discuss the circumstances leading to the awarding of that grade. Remediation plans may result. DProf students with a failing grade in any course may not sit for the qualifying examinations and may not begin or continue dissertation research until the failing grade is remediated. Doctoral students with two or more grades of "C" or below will be placed on academic probation.

### Admissions Requirements

Applicants must have a minimum of 3.5 GPA in the master's degree.

Applicants must submit an essay, not to exceed three pages, that summarizes intentions and proposed focus of study within the program.

Applicants must submit all graduate transcripts.

Applicants must submit a one-page resume.

Applicants must contact and schedule an interview with the head of the DProf program.

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 applicant's ability in the chosen field of concentration.

## Transfer Credits

The DProf in Organizational Leadership is a 66-credit degree. Up to 15 transfer credits are permitted into SU doctoral programs; transfer credits are approved in consultation with the program director and/or advisor and with the Director of the School of Education and Human Development and program faculty. Students may substitute graduate courses taken at a regionally-accredited institution other than Shenandoah University for courses in the doctoral program. Such substitutions are meant to acknowledge the duplication of content only; additional courses may be required to create a viable degree program. These transfer credits are approved in consultation with the program director and/or advisor and may not have been applied in earning a previous graduate degree. Credits earned at Shenandoah University as a non-degree graduate student or in a professional studies certificate may apply to this program, based on a recommendation of the advisor. Applicants needing foundational coursework will be so advised of the necessity before they will be permitted to take advanced-level coursework.

## Program Requirements

### Program Core

Course	Title	Credit Hours
LST 710	Leadership: Theory and Application	3
LST 720	Societal Factors: Influences on Policy, Programs and Practice	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	Quantitative Research Design and Data Analysis	3
RST 776	Advanced Quantitative Research Design and Data Analysis	3
RST 784	Qualitative 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	Directed Study in Organizational Leadership I	3
LST	694	Directed Study in Organizational Leadership II	3
		Approved graduate-level coursework	12
		Total	18

Guidelines for concentrations are commonly accepted field/profession/discipline defined knowledge areas germane to the student's professional and/or academic objectives and are determined jointly by the student and the academic advisor, informed by the student's professional and/or academic objectives.

**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**

Miles K. Davis, Dean  
Halpin-Harrison Hall, Room 104  
(540) 665-4572, mdavi3@su.edu

Bogdan Daraban, Associate Dean  
Halpin-Harrison Hall, Room 157  
(540) 542-6268, bdaraban@su.edu

Michael Magro, MBA Program Director  
Halpin-Harrison Hall, Room 211  
(540) 535-3537, mmagro@su.edu

## **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:

- I. 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

Michael Magro, MBA Program Director

Halpin-Harrison Hall, Room 211; (540) 535-3537; mmagro@su.edu

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 (grade of "C" or better) of appropriate undergraduate coursework in the subject area within the previous 10 years 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	502	Business Statistics (May be waived if the student has completed the equivalent of Statistics and Data Analysis)	1.5
QM	504	Business Analytics (May be waived if the student has completed the equivalent of Quantitative Methods)	1.5
		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	535	Human Resource Management, Employment Law and Ethics	3
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
<b>Total</b>	<b>36</b>

*\*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.



## Certificate Programs

Michael Magro, MBA Program Director

Halpin-Harrison Hall, Room 211; (540) 535-3537; mmagro@su.edu

### MBA Essentials Certificate

The MBA Essentials Certificate is a 15 credit-hour program designed for individuals who possess an undergraduate degree and are seeking further training in business but are unable to commit to the completion of a full MBA. The program is constructed so that its coursework will be useful to any student who may later decide to complete his/her MBA. The coursework for the MBA Essentials Certificate consists of the MBA Foundation courses ACCT 501, BAFI 502, ECN 501, MKT 502, QM 502 and QM 504 as well as 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. Admission to this program involves the same process and requirements as admission to the MBA program. BUS 509 Business Applications and at least 6 credit hours of the foundations courses must be completed at the Byrd School of Business with the student maintaining a grade point average of 3.0 or higher and receiving a grade of "C" or lower in no more than one course.

### Certificate of Healthcare Management

This interdisciplinary certificate exposes students to issues in management, social policy and decision analysis that are unique to the health care industry. Upon the successful completion of the required 12 credit hours, students enrolled in the Master of Business Administration program are also eligible to receive the Certificate of Healthcare Management by taking two additional elective courses. The four-course certificate consists of three management courses (MGT 525, MGT 527 and MGT 571) and one course in economics (ECN 571). ECN 501 – Foundations of Economics – or equivalent is the prerequisite for ECN 571. This certificate can be completed simultaneously with the MBA degree or as a stand-alone certificate.

Course		Title
MGT	525	Current Issues in Health Care Management
MGT	527	Health Care Management
MGT	571	Health Care Law and Compliance
ECN	571	Health Care Economics

### Specialized Admissions Requirements

The certificate is available to all graduate students from Shenandoah University. It is also available to the general public, in which case a bachelor's degree is required. Institution requirements can be found below.

### 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: May 1st (International Applicants – April 15th)
- Spring admission: November 1st (International Applicants – October 15th)
- Summer admission: March 1st (International Applicants – February 15th)

### **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 course is a graduate course at an AACSB International-accredited institution.
2. If taken prior to admission to the Byrd School, the course was taken within three years of admission.
3. The student earned a minimum grade of "B-" in the course.
4. The course is compatible with the MBA program at Shenandoah University. The student shall be responsible for providing a detailed description of each course (i.e., syllabus or catalog entry). Final determination of the transfer of credit at the time of admission will be made by the Graduate Admissions Committee.
5. Current students must obtain prior approval from the MBA director to complete courses at other institutions; such approval for MBA core courses is to be given only in extenuating circumstances.

## 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 dismissed 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 his/her student advisor 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 108, (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. Pre-screening and performance audition
2. Portfolio review
3. Writing sample
4. Personal essay
5. Transcript review
6. Personal interview
7. Letters of Recommendation

For specific requirements visit [www.su.edu/admissions](http://www.su.edu/admissions).

## 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

New Conservatory graduate students are required to take diagnostic examinations. These examinations are designed to assess student preparation for required graduate courses in music literature and music theory. 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.

- The diagnostic exam in music theory is divided into three components: diatonic theory, chromatic theory and form. Students who do not pass the diatonic or the chromatic theory portion must enroll in MUTC 503 Theory Review: Diatonic Harmony or MUTC 504 Theory Review: Chromatic Harmony, respectively, and attain a minimum grade of C.

If both courses are required, they must be taken in sequence. All remediation must be completed before registering for any graduate-level courses in music theory.

- Students who do not pass the portion on musical form must take MUTC 501 before registering for any music theory seminars (MUTC 590, MUTC 595, MUTC 790, MUTC 795).

In addition, both master's and doctoral students in Conducting and Voice are required to take a diagnostic examination in diction.

Performing Arts Leadership and Management, Artist Diploma, Master of Music Therapy and Professional Studies Program for Music Therapy Certification Eligibility students are exempt from taking diagnostic examinations.

Diagnostic examinations are administered at the beginning of the summer and fall terms. Examinations are graded pass/fail.

All identified deficiencies must be fulfilled.

## Transfer of Credits

### Master's Degree

A minimum of 30 credits is required in the master's program. 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. Applied instruction in all performance areas must be taken for credit at Shenandoah Conservatory.

### Doctor of Musical Arts Degree

The DMA in Pedagogy –Voice requires a minimum of 60 credits. DMA Pedagogy –Voice students may transfer in up to twelve graduate credits beyond the master's degree when earned at an accredited university or institution.

The DMA in Performance requires a minimum of 54 credits. DMA Performance students may transfer in up to ten graduate credits beyond the master's degree when earned at an accredited university or institution.

All transfer credit beyond the master's degree must fulfill curricular requirements in the DMA Performance or Pedagogy degree. Deficiencies will be identified through a thorough academic transcript review. Successful fulfillment of deficiencies and required remediation are a condition of degree completion.

All applied instruction must be completed at Shenandoah Conservatory.

The associate dean for graduate studies makes all final decisions regarding transfer credit and curricular deficiencies.

## 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 requirements 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 MUPP 853 Career Navigation for the Artist Teacher, dissertation credit (CONR 899), doctoral lecture recital (MUPP 898) and lecture recital document (CONR 893).

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. See "Student Participation in Commencement Ceremony."

### **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.

# Certificate in Church Music

J. Thomas Mitts, Associate Professor of Music  
 Ruebush Hall, Room 140, (540) 665-4633, tmitts@su.edu

The graduate Certificate in Church Music is designed to develop basic skills for church musicians and is offered in two sessions each summer; each one week in length, during three consecutive summers.

## Program Outcomes

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.

## Degree Requirements

The requirement is 18 credit hours and an overall grade point average of 3.0.

### 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



## Professional Studies Program for Music Therapy Certification Eligibility

Anthony Meadows, Associate Professor of Music  
Ruebush Hall, Room 206; (540) 665-4583; ameadows2@su.edu

The Professional Studies Program for Music Therapy Certification Eligibility prepares students with an undergraduate degree in music or a related field for practice as a music therapist [Music Therapist-Board Certified (MT-BC) eligible]. Through an integrated series of courses, students develop foundational knowledge of theories and practices in music therapy, learn methods and techniques for a range of settings and populations, and integrate personal experiences and philosophies while discovering what it means to be a reflexive, ethical therapist.

### Program Outcomes

Students completing the Professional Studies Program for Music Therapy Certification Eligibility will be able to:

- apply comprehensive knowledge of music therapy theories, methods and techniques to clinical practice settings;
- assess, integrate and interpret client's history, needs and behaviors to develop a comprehensive treatment program;
- access, interpret and utilize current research to inform clinical decision-making processes; and
- demonstrate integrated music skills that meet the diverse musical needs of clients.

### Degree Requirements

The requirement is 39 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
<b>First Year – Fall Semester</b>		
MUTH 513	Theoretical Foundations of Music Therapy	3
MUTH 514	Performing Therapy: An Experiential Orientation	2
CONR 590	Music Therapy Research: Contemporary Overview	2
	Semester Total	7
<b>First Year – Spring Semester</b>		
MUTH 523	Developmental Music Therapy Practices	3
MUTH 524	Professional Orientation to Music Therapy	2
MUTH 535	Music Therapy Practicum: Developmental Disabilities	2
MUTH 531	Psychology of Music	3
	Semester Total	10
<b>Second Year – Fall Semester</b>		
MUTH 536	Music Therapy Practices in Medical Settings	3
MUTH 537	Music Therapy Practices in Mental Health Settings	3
MUTH 544	Music Therapy Practicum: Mental Health	2
MUTH 545	Music Therapy Practicum: Medicine/Rehabilitation	2
	Semester Total	10

**Second Year – Spring Semester**

MUTH	583	Music Therapy Internship I	3
MUTH	584	Music Therapy Internship II	3
		Semester Total	6

**Second Year – Summer Semester**

MUTH	585	Music Therapy Internship III	3
MUTH	586	Music Therapy Internship IV	3
		Semester Total	6
		Program Total	39

# Master of Music Education

Jeffrey Marlatt, Associate 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 Outcomes

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.

## 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 Electives	6
	(to include at least 4 credits in music theory and/or literature)	
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. 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 Church Music

J. Thomas Mitts, Associate Professor of Music  
 Ruebush Hall, Room 140, (540) 665-4633, tmitts@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 Outcomes

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.

## 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 in Church Music Degree (Organ Applied Emphasis)

Course	Title	Credit Hours
APOG 501	Applied Organ (two semester sequence)	2
APOG 601	Applied Organ (two semester sequence)	2
APVO 501	Applied Voice (two semester sequence)	2
APCN 501	Applied Conducting (two semester sequence)	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 601	Bibliography and Research	3
MUPP 531	Graduate Half Recital (in 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 502 Oratorio/Choral 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
APVO	501	Applied Voice (two semester sequence)	2
APVO	601	Applied Voice (two semester sequence)	2
APOG	501	Applied Organ (two semester sequence)	2
APCN	501	Applied Conducting (two semester sequence)	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)	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	
		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
APCN	501	Applied Conducting (two semester sequence)	2
APCN	601	Applied Conducting (two semester sequence)	2
APVO	501	Applied Voice (two semester sequence)	2
APOG	501	Applied Organ (two semester sequence)	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	
		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

Jonathan Newman, Assistant Professor of Music  
 Ruebush Hall, Room 139, (540) 665-4630, jnewman2@su.edu

The Master of Music in Composition curriculum is designed to enhance the skills of the composer of serious art music.

## Program Outcomes

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.

## Degree Requirements

The degree requirement is 30 credit hours and an overall 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 semester sequence)	4
APMC 602	Applied Composition (two semester sequence)	4
CONR 601	Bibliography and Research	3
CONR 694	Culminating Project	4+
	Music Theory electives	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, Professor of Music  
 Armstrong Hall, Room 19; (540) 665-1291; [jwagner@su.edu](mailto: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, Orchestra, Choral and Musical Theatre conducting.

## Program Outcomes

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.

## Degree Requirements

The degree requirement is 30 credit hours and an overall grade point average of 3.0.

Students must complete MUPP 640 Masters Performance Recital (2 credits).

Students in the Band/Wind Ensemble, Orchestra 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 semester sequence) (includes performance requirements)	4
APCN 602	Applied Conducting (two semester sequence) (includes performance requirements)	4
MUCO 563 or	Advanced Choral Conducting	
MUCO 564	Advanced Instrumental Conducting	
CONR 601	Bibliography and Research	3
MUPP 640	Graduate Performance Recital	2
	Music Theory electives	4
	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 – Voice

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 Outcomes

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.

***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 an overall 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
MUPP 511	Repertoire for the Singing Teacher	2
MUPP 538	Business of Studio Teaching	1
MUPP 547	Supervised Private Teaching	2
MUPP 600	Comparative Vocal Teaching Methods	2
MUPP 635	Technology for the Teaching Studio	1
MUPP 636	Technology Laboratory	1
APVO 502	Applied Voice (Two semesters)	4
APVO 602	Applied Voice (One semester)	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
MUPP 640	Graduate Performance Recital	2
MUTC	Music Theory Elective	2

Classical Voice focus applied majors:

Music elective	I
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Contemporary Commercial Music (CCM):

MU PP	506	Contemporary Commercial Music (CCM) Styles I: Musical Theatre	I
MU PP	557	Contemporary Commercial Vocal Pedagogy III	I
		Comprehensive Examination (all majors)	Pass/Fail
		Total Classical Majors	30
		Total CCM Majors	31

A minimum of three semesters language study at the undergraduate or graduate level is required for all entering master's students in Voice Pedagogy; one semester each of French or German with an additional semester of either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies.

# Master of Music in Performance

Instrumental/Keyboard: Timothy Roberts, Associate Professor of Music  
Armstrong Hall, 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 Outcomes

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.

## Degree Requirements

The degree requirement is 30 to 31 credit hours and an overall grade point average of 3.0.

## Course and Credit Requirements for the Master of Music in Performance Degree

### All Applied Majors

Course	Title	Credit Hours
AP** 502	Applied Music (two semester sequence)	4
AP** 602	Applied Music (two semester sequence)	4
CONR 601	Bibliography and Research	3
MUPP 640	Graduate Performance Recital	2
MUPP 640	Graduate Performance Recital (second completion)	2
	Music Theory Electives	4

### 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	

*A minimum of three semesters language study at the undergraduate or graduate level is required for all entering master's students in Voice Performance: one semester each of French or German with an additional semester of either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies.*

**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
Total Instrumental Majors	31

# Master of Music in Collaborative Piano

Ieva Jokubaviciute, Assistant Professor of Music  
Ruebush Hall, Room 200; (540) 665-4640; ijokubav@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 Outcomes

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.

## Degree Requirements

The degree requirement is 30 credit hours and an overall 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 semester sequence)	4
APAC	602	Applied Accompanying (two semester sequence)	4
CONR	601	Bibliography and Research	3
MUPP	640	Graduate Performance Recital	2
MUPP	640	Graduate Performance Recital (a second completion)	2
		Music Theory electives	4
		Music Literature electives	6
		Electives	5
		A maximum of four credit hours of ensemble may be applied toward degree requirements	
		Comprehensive Examination	Pass/Fail
		Total	30

# Master of Music Therapy

Anthony Meadows, Associate Professor of Music  
 Ruebush Hall, Room 206; (540) 665-4583; ameadows2@su.edu

The Master of Music Therapy program develops reflexive, advanced-practice clinicians equipped with integrated clinical decision-making skills. As informed consumers of research, students design and implement practice-based research that advances the field.

## Program Outcomes

Students completing the Master of Music Therapy degree will be able to:

- work at an advanced level, with a wide range of clients, across various clinical settings;
- demonstrate understanding of client needs from a variety of theoretical perspectives and clinical models;
- practice music therapy with greater self-awareness, and engage in ongoing personal development; and
- utilize the scholarly literature effectively, understand and conduct research, and produce scholarly writing, in music therapy.

## Degree Requirements

The degree requirement is 34 credit hours and an overall grade point average of 3.0.

### Course and Credit Requirements for the Master of Music Therapy Degree

Course		Title	Credit Hours
<b>First Year – Fall Semester</b>			
CONR	590	Music Therapy Research I: Contemporary Overview	2
MUTH	603	Advanced Theoretical Foundations of Music Therapy	2
MUTH	604	Assessment and Evaluation in Music Therapy Practice	3
MUTH	625	Advanced Supervision: Orientation	1
		Semester Total	8
<b>First Year – Spring Semester</b>			
CONR	595	Music Therapy Research II: Topic Development	2
MUTH	607	Advanced Clinical Practice: Resource Development	2
MUTH	626	Advanced Supervision: Resource Development	1
		Semester Total	5
<b>First Year – Summer Semester</b>			
CONR	600	Music Therapy Research III: Colloquium	2
		Semester Total	2
<b>Second Year – Fall Semester</b>			
CONR	699	Thesis (first of two semester sequence)	1
MUTH	609	Verbal Skills for Music Therapists	2
MUTH	615	Advanced Clinical Practice: Contemporary Receptive Methods	2
MUTH	627	Advanced Supervision: Receptive Methods	1
		Semester Total	6

**Second Year – Spring Semester**

CONR	699	Thesis (second of two semester sequence)	1
MUTH	616	Advanced Clinical Practice: Contemporary Improvisational Practices	2
MUTH	620	Music Therapy Professional Practices	2
MUTH	628	Advanced Supervision: Supervising Students	1
		Semester Total	6
		Subtotal	27
		Electives	7
		(Electives to be chosen in coordination with academic advisor according to student learning needs and interests.)	
		Comprehensive Examination	Pass/Fail
		Total	34

*+After initial registration in 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 two credits may be used to fulfill degree requirements. Extra CONR credits may not be used as elective credits.*



# Master of Science in Performing Arts Leadership and Management

David Edelman, Associate Professor of Arts Management  
Ruebush Hall, Room 118; (540) 542-6527; dedelman@su.edu

The Master of Science in Performing Arts Leadership and Management curriculum is designed to provide future performing arts executive and artistic leaders with the industry skills required in the 21st century. The program provides classroom, community-based and internship training that prepares students to find meaningful professional careers in the arts. The program is designed for students who already hold a baccalaureate degree in music, dance, theatre or related fields. An accelerated track in Performing Arts Leadership and Management is available to current Shenandoah Conservatory undergraduates who wish to obtain a Master of Science in Performing Arts Leadership and Management in one year, after completion of their undergraduate degree. Students who are accepted into the accelerated track will take 9 credits of arts leadership and management courses during their undergraduate studies and 3 credits of internship during the summer between their senior year and their year of graduate study.

## Program Outcomes

Students completing the Master of Science in Performing Arts Leadership and Management will be able to:

- demonstrate knowledge of current policies and practices in arts management;
- demonstrate knowledge of management skills and responsibilities within an arts setting; and
- demonstrate leadership in the arts.

## Degree Requirements

The degree requirement is a minimum of 36 credit hours and an overall grade point average of 3.0.

### Course and Credit Requirements for the Master of Science in Performing Arts Leadership and Management

Course	Title	Credit Hours
<b>Fall Semester</b>		
PALM 509	Foundations of Arts Management	3
PALM 519	Fundraising in the Arts	3
PALM 525	Governance of Arts Organizations	3
PALM 526	Leadership in the Arts	3
ACCT 501	Foundations of Accounting	3
QM 502	Business Statistics	1.5
<b>Spring Semester</b>		
PALM 512	Arts Marketing and Audience Engagement	3
PALM 517	Financial Management for Arts Organizations	3
PALM 520	Institutional Planning in the Arts	3
PALM 527	Collaborative Arts Leadership in Practice	3
PALM 529	Grant Writing for the Arts	1.5

CONR	602	Arts Management Research and Writing	2
CONR	689	Arts Management Culminating Project	1
<b>Summer Semester</b>			
PALM	698	Internship in Arts Management	3
Total			36

*Current Shenandoah Conservatory students who are accepted into the accelerated Master of Science in Performing Arts Leadership and Management program will take PALM 509 and PALM 512 during their undergraduate studies and will complete PALM 698 Internship during the summer between their senior year and their year of graduate study. QM 502 Business Statistics may be waived for students completing MATH 207 Introduction to Statistics with a minimum grade of "C."*

## **Doctor of Musical Arts in Music Education**

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

Instrumental/Keyboard: Timothy Roberts, Associate Professor of Music

Armstrong Hall, 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

Conducting: Jan Wagner, Professor of Music

Armstrong Hall, Room 19; (540) 665-1291; jwagner@su.edu

The Doctor of Musical Arts in Performance degree prepares individuals for meaningful and satisfying careers as artist teachers in higher education. Through a rigorous sequence of applied study and degree recitals, students refine their musical artistry and performance skills. Targeted course work in career skills, pedagogy, music literature and music theory strengthen knowledge in areas required to successfully obtain a position in higher education.

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 Outcomes

Students completing the Doctor of Musical Arts in Performance degree will be able to:

- perform at a level commensurate with a national or international performance career;
- apply pedagogical knowledge necessary to function effectively as a university-level teacher;
- employ research and writing skills to communicate to both a general and professional community; and
- demonstrate use of strategies for navigating the hiring process in order to secure a teaching position in higher education.

### 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.

### Degree Requirements

A minimum of 54 credits is required in the DMA Performance program. Shenandoah Conservatory will accept ten graduate credits beyond the master's degree when earned at an accredited university or institution. All transfer credit beyond the master's degree must fulfill curricular requirements in the DMA Performance degree. Deficiencies will be identified through a thorough academic transcript review. Successful fulfillment of deficiencies and required remediation are a condition of degree completion.

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. An overall grade point average of 3.0 ("B") is required for graduation.

## Course and Credit Requirements for the Doctor of Musical Arts in Performance Degree (Voice Applied Emphasis)

Course		Title	Credit Hours
APVO	703	Applied Music (two semester sequence)	6
APVO	753	Applied Music (two semester sequence)	6
APVO	803	Applied Music (two semester sequence)	6
APCH	701	Applied Vocal Coaching	1
APCH	801	Applied Vocal Coaching	1
MUPP	895	Doctoral Performance Recital	3
MUPP	895	Doctoral Performance Recital	3
(Voice majors, with appropriate approvals, may fulfill the requirements for one performance recital with a major opera role.)			
MUPP	896	Doctoral Lecture Recital with document	3
MUTC	790	Graduate Theory Seminar	2
MUTC	790	Graduate Theory Seminar	2
MULT	795	Special Topics	2
MULT	795	Special Topics	2
CONR	701	Advanced Research and Writing	3
CONR	893	Lecture Recital Document (4 credits over 2 semesters)	2
CONR	893	Lecture Recital Document	2
APRP	701	Applied Teaching Repertoire	1
MUPP	735	The Artist Teacher in the Classroom	2
MUPP	853	Career Navigation for the Artist Teacher	3
		Electives (MUPP, MULT, MUTC)	4
		Qualifying Examination	Pass/Fail
		Total	54

A minimum of three semesters language study at the undergraduate or graduate level is required for all entering doctoral students in Voice Performance: one semester each of French or German with an additional semester of either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies.

+Continuous enrollment of CONR 893 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 four 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**	703	Applied Music (two semester sequence)	6
AP**	753	Applied Music (two semester sequence)	6
AP**	803	Applied Music (two semester sequence)	6
MUPP	895	Doctoral Performance Recital	3
MUPP	895	Doctoral Performance Recital	3
MUPP	896	Doctoral Lecture Recital with document	3
MUTC	790	Graduate Theory Seminar	2
MUTC	790	Graduate Theory Seminar	2
MULT	795	Special Topics	2
MULT	795	Special Topics	2
CONR	701	Advanced Research and Writing	3
CONR	893	Lecture Recital Document (4 credits over 2 semesters)	2
CONR	893	Lecture Recital Document	2

APRP	701	Applied Teaching Repertoire	1
MUPP	735	The Artist Teacher in the Classroom	2
MUPP	853	Career Navigation for the Artist Teacher	3
		Electives (MUEN, MUPP, MULT, MUTC)	6
		Comprehensive Examination (Instrumental)	Pass/Fail
		Qualifying Examination (Keyboard)	Pass/Fail
		Total	54

+Continuous enrollment of CONR 893 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 four 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 703	Applied Conducting (two semester sequence)	6
APCN 753	Applied Conducting (two semester sequence)	6
APCN 803	Applied Conducting (two semester sequence)	6
MUPP 895	Doctoral Performance Recital	3
MUPP 895	Doctoral Performance Recital	3
MUPP 896	Doctoral Lecture Recital with document	3
APSR 701	Applied Score Reading	1
APSR 801	Applied Score Reading	1
MUTC 722	Instrumentation	2
MUTC 790	Graduate Theory Seminar	2
MUTC 790	Graduate Theory Seminar	2
MULT 795	Special Topics	2
MULT 795	Special Topics	2
CONR 701	Advanced Research and Writing	3
CONR 893	Lecture Recital Document (4 credits over 2 semesters)	2
CONR 893	Lecture Recital Document	2
APRP 701	Applied Teaching Repertoire	1
MUPP 735	The Artist Teacher in the Classroom	2
MUPP 853	Career Navigation for the Artist Teacher	3
	Electives (MUEN, MUPP, MULT, MUTC)	2
	Comprehensive Examination	Pass/Fail
	Total	54

+Continuous enrollment of CONR 893 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 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 Pedagogy –Voice

Kathryn Green, Professor of Music

Ruebush Hall, Room 238; (540) 665-4556; kgreen@su.edu

The Doctor of Musical Arts in Pedagogy –Voice 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 Outcomes

Students completing the Doctor of Musical Arts in Pedagogy –Voice 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.

### Degree Requirements

A minimum of 60 credits is required in the DMA Pedagogy program. Shenandoah Conservatory will accept twelve graduate credits beyond the master's degree when earned at an accredited university or institution. All transfer credit beyond the master's degree must fulfill curricular requirements in the DMA Pedagogy degree. Deficiencies will be identified through a thorough academic transcript review. Successful fulfillment of deficiencies and required remediation are a condition of degree completion.

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. An overall grade point average of 3.0 ("B") is required for graduation.

### Course and Credit Requirements for the Doctor of Musical Arts in Pedagogy – Voice Degree

Course		Title	Credit Hours
APVO	702	Applied Voice 2 (two semester sequence)	4
APVO	802	Applied Voice 2 (two semester sequence)	4
CONR	701	Advanced Research and Writing	3
CONR	899	Dissertation	9+
MUPP	827	Research Methods and Biostatistics	3
MULT		Period Music Literature Courses	6
MULT		Vocal Literature Electives (choose from two of the following):	4-5
		MULT 720 Opera Literature (3)	
		MULT 821 German Vocal Literature (2)	
		MULT 822 Italian/Spanish Vocal Literature (2)	
		MULT 823 French Vocal Literature (2)	
		MULT 824 British/American Vocal Literature (2)	
MUPP	706	Contemporary Commercial Music (CCM) Styles I: Musical Theatre	1
MUPP	757	Contemporary Commercial Music Vocal Pedagogy: Level III	1
MUPP	795	Special Topics Seminar	1
MUPP	798	Internship	1
MUPP	833	Voice Disorders	3
MUPP	834	Body Awareness for Musicians	2
MUTC		Music Theory Elective	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)	
		Qualifying Examination	Pass/Fail
		Total	60

A minimum of three semesters language study at the undergraduate or graduate level is required for all entering doctoral students in Voice Pedagogy: one semester each of French or German with an additional semester of either language. Deficiencies in this area will be identified in the initial transcript analysis by the associate dean for graduate studies.

+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 nine credits may be used to fulfill degree requirements. Extra CONR culminating research credits may not be used as elective credits.



## Artist Diploma

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.

### Outcomes

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.

### 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.

A minimum 3.0 grade point average is expected for all Artist Diploma students.

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

Course	Title	Credit Hours
AP** 704	Applied Music (two semester sequence)	8
AP** 804	Applied Music (two semester sequence)	8
MUEN	Ensemble/Production	2
MUEN	Ensemble/Production	2
MUEN	Ensemble/Production	2
MUEN	Ensemble/Production	2
MUPP 640	Master's Performance Recital	2
MUPP 640	Master's Performance Recital	2
MUPP 640	Master's Performance Recital	2
MUPP 640	Master's Performance Recital	2
	Total	32

# **SCHOOL OF HEALTH PROFESSIONS**

**Division of Athletic Training • Division of Occupational Therapy  
Division of Physical Therapy • Division of Physician Assistant Studies**

**Timothy E. Ford, Dean  
Health Professions Building, Suite 220  
(540) 542-6209**

## **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 graduate health professionals in the disciplines of Athletic Training, Occupational Therapy, Physical Therapy, and Physician Assistant Studies 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

Health & Life Sciences Building, Office 353, (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 297.
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.

Processing of applications to the MSAT program is through the Athletic Training Centralized Application Service (ATCAS) at [www.atcas.org](http://www.atcas.org). Although these applications are processed through ATCAS, they are held to the same standards as Shenandoah University's other graduate programs. All offers of admission into the MSAT program are determined by the Division of Athletic Training Admissions Committee.

## 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.
4. Criminal Background check form.

## Prerequisite Courses

### Credits required (34 total):

English	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 Guaranteed Admissions Program**

The purpose of the SU undergraduate guaranteed admissions 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 taken prior to March 2016. For those SATs taken in March 2016 or after, the minimum score is 1080.
3. Submit an application for admission to SU as an undergraduate student in one of the following programs: Exercise Science or Kinesiology.



4. Submit the forms for the MSAT Guaranteed Admissions 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 I

Course		Title	Credit Hours
AT	501	Risk Management and Emergency Care for Athletes	3
AT	511	Advanced Athletic Training Techniques	1
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	13

#### Fall, Year I

Course		Title	Credit Hours
AT	504	Psychological Intervention/Referral In Athletic Training	3
AT	505	Evidence-Based Practice in Athletic Training	1
AT	562	Imaging in Athletic Training	1
AT	571	Sports Nutrition	3
AT	581	Clinical Field Experience I	4
		Subtotal	12

#### Spring, Year I

Course		Title	Credit Hours
AT	533	Clinical Medicine	3
AT	621	Functional Human Anatomy II	3
AT	653	Ethics/Professionalism in Athletic Training	2
AT	582	Clinical Field Experience II	4
		Subtotal	12

**Summer, Year 2**

Course		Title	Credit Hours
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	11

**Fall, Year 2**

Course		Title	Credit Hours
AT	614	Pharmacology in Athletic Training	2
AT	664	Clinical Research II	3
AT	670	Health Care Administration	2
AT	681	Clinical Field Experience III	4
		Subtotal	11

**Spring, Year 2**

Course		Title	Credit Hours
AT	745	Industrial Rehabilitation/Ergonomics	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 October 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.

### Pre-Clinical Screening

The Pre-Clinical Screening is conducted at the end of the first semester of study in the Physical Therapy curriculum. Students will be asked to demonstrate understanding of medical terminology and proficiency in medical documentation. Faculty will evaluate each student's mastery of these topics at the end of the first year fall semester, prior to being approved for matriculation into the physical therapy integrated clinical experiences.

Students must complete the following requirements:

- Pass a medical terminology competency exam with a grade of 70% or higher;
- Pass a medical documentation competency exam with a grade of 70% or higher; and
- Successfully document a patient experience with a grade of 70% or higher.

Students who do not satisfy the Pre-Clinical Screening requirements will not matriculate to the physical therapy integrated clinical experiences.

## Physical Therapy Comprehensive Examination

The physical therapy comprehensive examination is administered at the end of the fall semester of the third year and is intended to identify the student's preparedness to enter his/her full-time clinical internships. Prior to the final two full-time clinical internships, students are required to pass the written and oral components of the comprehensive examination. Successful completion of both components of the comprehensive examination is required of all students as a condition for continued progress through the curriculum.

### 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	1
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	13

#### Fall, Year I

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
	Pre-Clinical Screening	
PT 761	Clinical Conference I	1
AT 591	Clinical Field Experience I for Dual Degree MSAT/DPT	2
	Subtotal Hours	20

#### Spring, Year I

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	Integrated Clinical Experience I	1
PT 672	Functional Neuroanatomy	3
PT 685	Psychosocial Aspects of PT Practice I	2
PT 694	Medical Fundamentals	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	Integrated Clinical Experience 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 734	Professional Issues II for Dual Degree DPT/MSAT	1
PT 752	Integrated Clinical Experience III	1
PT 797	Evidence Based Practice II	1
PT 890	Advanced Medical Fundamentals for Dual Degree DPT/MSAT	3
AT 533	Clinical Medicine	3
AT 594	Clinical Field Experience IV for Dual Degree MSAT/DPT	2
	Subtotal Hours	19

**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 893	Evidence Based Practice III	2
AT 504	Psychological Intervention/Referral in Athletic Training	3
	Subtotal Hours	14

**Spring, Year 3**

Course		Title	Credit Hours
PT	832	Establishing a Physical Therapy Practice/Direct Access	3
PT	856	Culminating Clinical Experience	3
AT	691	AT Clinical Field Experience V for Dual Degrees	6
AT	711	Theories and Practice of Conditioning Athletes	3
AT	745	Industrial Rehabilitation/Ergonomics	2
		Subtotal Hours	17

**Summer, Year 4**

Course		Title	Credit Hours
PT	856	Culminating Clinical Experience	3
		Subtotal Hours	3

**Fall, Year 4**

Course		Title	Credit Hours
AT	692	Clinical Field Experience VI for Dual Degrees	4
AT	670	Healthcare Administration	2
AT	774	Senior Seminar	1
		Subtotal Hours	7
		Total Semester Hours	144

**MSAT Program Expenses (beyond tuition and lab fees)**

ATCAS Application Fee	\$85
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](http://www.su.edu) under Student Life and then Health & Wellness Health Services.

Students must participate in the SU iM Learning 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](http://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 15-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 Track I, retention in the PAM program is dependent upon successful matriculation and/or completion of a health professional program. For all tracks, in order to be retained in the curriculum, all courses must be passed with a grade of "C" or higher and a minimum GPA of 2.5 must be maintained at the time of program completion. All coursework must be successfully completed within four years of the start date of the program. 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 license/credential to practice in their 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.

***Track II will no longer be available after the 2016-17 Academic Year.***

### Additional Program Requirements

1. This program is offered as a hybrid of online learning coupled with three mandatory onsite seminar weekends (Friday through Sunday sessions) that will occur Fall year one, Spring year one and Spring year two.
2. In order to complete PAM 708, the student will be required to find approved locations for clinical internship hours with a performing arts population. Hours can be acquired at Shenandoah University.
3. Students need to have updated software/hardware that is Mac compatible as online lectures use Powerpoint and Keynote.

### Curriculum Sequence

#### Track I for Health Professionals

#### Summer, Year 1

Course	Title	Credit Hours
PAM 700	Performing Arts Terminology	1

#### Fall, Year 1

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 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	15

**Track II for Performing Arts Educators**

**Summer, Year 1**

Course	Title	Credit Hours
PAM 701	Musculoskeletal Terminology for Performing Arts Related Injuries	1

**Fall, Year 1**

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 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	15

## Division of Occupational Therapy

Dr. Cathy Shanholtz, Interim Director

Health Professions Building, 1775 North Sector Court, Suite 265-A, (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, Suite 200, Bethesda, MD 20814-3449. 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, and two references from two of these three people: a licensed occupational therapist OTR (not an assistant), a professor or an employer. In addition, applicants must supply documented evidence of a minimum of 40 hours of observation under qualified occupational therapists in practice. For additional information, check the website at [www.su.edu/ot](http://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
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*\*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

Sheri A. Allen, Interim Director

Health Professions Building, 1775 North Sector Court, Suite 219, (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](http://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 40 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, Virginia Tech University and West Virginia Wesleyan College. 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](http://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 on versions taken prior to March 2016. For SATs taken in or after March 2016, the minimum score needed is 1170.

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](http://www.su.edu/pt) or [www.ptcas.org](http://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*.

# Pre-Clinical Screening

The Pre-Clinical Screening is conducted at the end of the first semester of study in the Physical Therapy curriculum. Students will be asked to demonstrate understanding of medical terminology and proficiency in medical documentation. Faculty will evaluate each student's mastery of these topics at the end of the first semester; prior to being approved for matriculation into the physical therapy integrated clinical experiences.

Students must complete the following requirements:

- Pass a medical terminology competency exam with a grade of 70% or higher;
- Pass a medical documentation competency exam with a grade of 70% or higher; and
- Successfully document a patient experience with a grade of 70% or higher.

Students who do not satisfy the Pre-Clinical Screening requirements will not matriculate to the physical therapy integrated clinical experiences.

# Comprehensive Examination

The comprehensive examination is administered at the end of the fall semester of the third year and is intended to identify the student's preparedness to enter his/her full-time clinical internships. Prior to the final two full-time clinical internships, students are required to pass the written and oral components of the comprehensive examination. Successful completion of both components of the comprehensive examination is required of all students as a condition for continued progress through the curriculum.

## Year I, 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 761	Clinical Conference I	1
	Pre-Clinical Screening	
	Subtotal	18

## Year I, 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	Integrated Clinical Experience I	1
PT 672	Functional Neuroanatomy	3
PT 682	Introductory Therapeutic Interventions	1
PT 685	Psychosocial Aspects of Physical Therapy	2
PT 694	Medical Fundamentals	1
	Subtotal	18

**Year 2, Fall**

Course	Title	Credit Hours
PT 709	Musculoskeletal System II	3
PT 721	Pathology	3
PT 751	Integrated Clinical Experience II	1
PT 762	Clinical Conference II	1
PT 771	Adult Neurotherapeutics	4
PT 781	Gait Analysis and Biomechanics	3
PT 782	Therapeutic Interventions I	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	Integrated Clinical Experience III	1
PT 783	Therapeutic Interventions II	1
PT 792	Physical Agents	3
PT 797	Evidence Based Practice II	1
PT 896	Advanced Medical Fundamentals	3
	Subtotal	18

**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 893	Evidence Based Practice III	2
	Comprehensive Examination	
	Subtotal	11

**Year 3, Spring**

Course	Title	Credit Hours
PT 832	Establishing a Physical Therapy Practice/Direct Access	3
PT 854	Clinical Internship II	6
PT 856	Culminating Clinical Experience	3
	Subtotal	12

**Year 3, Summer**

Course	Title	Credit Hours
PT 856	Culminating Clinical Experience	3
	Subtotal	3
	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. Only courses in which the student has earned the equivalent of a "B" or higher will be considered for transfer credit.

### 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. Only courses in which the student has earned the equivalent of a "B" or higher will be considered for transfer credit.

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:

1. Completed Shenandoah University graduate school application including the \$30 application fee.
2. All official higher education transcripts.
3. Copy of current U.S. licensure as a physical therapist.
4. Completed Program Information Form indicating desired track to follow.
5. Foreign-educated students must submit above information as well as 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 834	Professionalism in Physical Therapy	1
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

### Spring Term

Course	Course Title	Credit
PT 842	Medical Screening/Differential Diagnosis	2
PT 846	Emerging Clinical Practice I	1
PT 899	Pharmacology in Physical Medicine	2

### Summer Term

Course	Course Title	Credit
PT 848	Emerging Clinical Practice II	2
PT 849	Contemporary Practice in PT - The Doctoring Profession	2
PT 825, 826, 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 834	Professionalism in Physical Therapy	1
PT 835	Incorporating Evidence into your Daily Practice	2

**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 846	Emerging Clinical Practice I	1

**Summer Term, Year Two**

Course	Course Title	Credit
PT 848	Emerging Clinical Practice II	2
PT 849	Contemporary Practice in PT - The Doctoring Profession	2
PT 825, 826, 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	2

**Fall Term, Year One**

Course	Course Title	Credit
PT 834	Professionalism in Physical Therapy	1
PT 835	Incorporating Evidence into your Daily Practice	2

**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 4 courses:		
PT 825	Billing and Reimbursement	1
PT 826	Management and Leadership	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	846	Emerging Clinical Practice I	1

**Summer Term, Year Three**

Course		Course Title	Credit
PT	848	Emerging Clinical Practice II	2
PT	849	Contemporary Practice in PT - The Doctoring Profession	2
		Total	20



## Division of Physician Assistant Studies

TBD, Director (Position open at press time)

Health Professions Building, 1775 North Sector Court, Suite 200

(540) 542-6208, pa@su.edu

## Master of Science in Physician Assistant Studies

Physician Assistants (PAs) are health care professionals who practice as part of a team with a physician. PAs exercise autonomy in decision-making and provide a wide range of diagnostic and therapeutic services with physician supervision. The role of the PA includes provision of primary and specialty care in medical and surgical practices located in rural, urban and suburban areas. PA practice is patient-care centered but may include education, research and administrative duties. (Adapted from AAPA, 2013)

The Shenandoah University Physician Assistant Program is a graduate entry-level professional course of study enabling individuals who hold baccalaureate degrees to become PAs. 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 PA 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 AAPA/PAEA/NCCPA/ARC-PA "Competencies for the Physician Assistant" document, 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 following curricular goals.

The graduate of the Shenandoah PA Program will demonstrate the following:

1. Entry-level proficiencies necessary for high-quality, cost-effective practice as a primary care PA 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 critically read and interpret the literature, leading to enhanced delivery of health care.
3. An ability to incorporate the basic principles of patient that benefit patients, caregivers, families and communities.
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 PA profession.

7. A team and community-oriented approach to the delivery of health care utilizing appropriate modern technologies for the benefit of patients, caregivers, families and communities.

## **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 PAs 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 patients and communities through service and a broad-based humanistic approach to the practice of their profession.

## **Curriculum Design**

The curriculum design, offered in didactic and experiential components, 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 PA. The didactic curriculum offers multiple modalities for learning, which include self-directed study, recitation, lecture, integrated clinical cases and laboratory experiences. These modalities assist students in developing 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 Shenandoah University PA Program is offered on a full-time basis only. The 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. Delivery of content includes face-to-face, asynchronous online, and video-teleconferencing. Learning is accomplished through independent study and preparation, lecture and discussions, small-group case-based exercises, and practical application. 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.

Because the PA Program uses 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, an iPad, and technology support to each student. Participation in this program is mandatory.

Students are expected to adjust their non-curricular demands in order to complete the degree requirements. Employment is not recommended while attending the Shenandoah University PA Program.

## **Entrance Requirements**

The Shenandoah University PA Program's Admissions Committee determines admission to the Physician Assistant Program. Entrance requirements include: a bachelor's degree, a 3.0 cumulative grade point average, a 3.0 BCP (Biology, Chemistry, Physics) 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.physician-assistant.su.edu](http://www.physician-assistant.su.edu)). Health care experience is not required but highly suggested and considered by the Admissions Committee. 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, meeting minimal requirements is usually insufficient to qualify for an interview or admission to the program.

The Shenandoah University PA Program admits students for the summer semester only. Early application is encouraged and applications are reviewed as they are deemed complete. Visit [www.physician-assistant.su.edu](http://www.physician-assistant.su.edu) for the application deadline. PA 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 which is also available on the program's website. Please note: Shenandoah University's PA Program participates in the Central Application Service for Physician Assistants (CASPA). All applications must be submitted through this service at [www.caspaonline.org](http://www.caspaonline.org).

## **Advance Placement/Transfer and Credit for Experiential Learning**

The Division of Physician Assistant 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 within the past three years 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). Competency on the subject material will be assessed in accordance with the course requirements prior to the acceptance of transfer credit.

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.

The program does not offer academic credit for experiential learning.

## 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.physician-assistant.su.edu](http://www.physician-assistant.su.edu).

### Requirements for the Master of Science in Physician Assistant Studies Degree

Course		Title	Credit Hours
<b>Summer I</b>			
PA	504	Medical Physiology and Genetics	3
PA	507	Neuroscience	1
		Subtotal	4
<b>Fall I</b>			
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
<b>Spring I</b>			
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
<b>Summer 2</b>			
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*	10
PA	600	Rotation Seminar I	1
		Subtotal	11

**Summer 3**

PA		Clinical Rotations*	5
PA	601	Rotation Seminar II	.5
		Subtotal	5.5

**Fall 3**

PA		Clinical Rotation*	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

**Nonspecific Term**

HP		Graduate Professional Elective**	3
		Total	86

\*Sequence of clinical rotations will vary by student.

\*\*Additional requirement: Each student is required to take at least one 3-credit didactic 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

# **ELEANOR WADE CUSTER SCHOOL OF NURSING**

**Kathleen B. LaSala, Dean**  
**Health & Life Sciences Building, Office 115**  
**(540) 678-4374, [klasala@su.edu](mailto:klasala@su.edu)**

## **Mission**

To educate lifelong learners who provide holistic care and promote wellness, inspired by global health ideals.

## **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 School of Nursing at Shenandoah University has developed an innovative framework for graduate study. Based on knowledge, skills, values, meanings and experiences, it centers on 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.

## **Master of Science in Nursing (MSN) Objectives**

Graduates 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 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 on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036; (202) 887-6791; [www.aacn.nche.edu](http://www.aacn.nche.edu).

## Nursing Policies and Procedures

In addition to policies and procedures of the university as identified in this catalog, nursing students are responsible for reading, understanding and implementing policies and procedures found in the *School of Nursing Student Handbook* and/or the *DNP Student Handbook*, which enrolled students may access via the university learning management system. Students must meet the Technical Standards for Nursing as described in the *School of Nursing Student Handbook* and listed below.

## Essential Qualifications for Candidates for Admission, Progression and Graduation

Nursing technical standards for admission establish expectations and abilities considered essential for students admitted to the nursing program in order to meet theoretical and clinical course objectives required to achieve the level of competency necessary for graduation and practice of essential functions as a registered nurse. All students admitted to nursing are expected to be able to demonstrate the abilities specified throughout their program of study.

Students must demonstrate the ability to function competently in a variety of clinical situations and to provide a broad spectrum of care. Students who require technological support or other accommodations must be able to perform in a reasonably independent and timely manner that does not affect the quality of care, the safety of patients or other individuals, and in a manner that does not impose undue hardship on the School of Nursing or other members of the health care team.

Use of trained intermediaries to carry out functions described in technical standards is not permitted. A student's judgment and skills may not be mediated by reliance upon someone else's power of selection, observation, or clinical ability.

Students must satisfy the following with or without reasonable accommodation, in order to be admitted, progress, and graduate:

***Sensory/Observation***

- Must have functional use of the senses of touch, speech, smell, hearing, and vision.
- Must be able to observe patients to assess their health status accurately, including verbal and nonverbal signals such as facial expressions, gestures, temperature, position, equilibrium, and movement.
- Must hear and see signals from monitoring equipment.
- Must be able to elicit, transmit, and record patient data and other information from faculty, classmates, clinicians, and other personnel, and family members using the English language orally and in writing.

***Motor Skills***

- Must demonstrate sufficient manual dexterity and other motor skills to execute movements reasonably required to engage in assessment and patient care procedures, including palpation, auscultation, percussion, administration of medication, and emergency interventions such as cardiopulmonary resuscitation, application of pressure to stop bleeding, and suction of obstructed airways.
- Clinical settings may require the ability to carry and lift loads from the floor; from 12 inches from the floor; to shoulder height and overhead.
- Must be able to occasionally lift 50 pounds, frequently lift 25 pounds, and constantly lift 10 pounds.
- Must be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.
- Must have the capability to navigate easily and quickly in small spaces in order to execute appropriate care to a patient.
- Must have the ability, within reasonable limits, to safely assist a patient in moving, for example from a chair to a bed, or from a wheel chair to a commode.
- Must have a reliable means of transportation in order to travel to educational experiences off campus for clinical experiences.

***Cognitive***

- Must be able to measure, calculate, analyze, integrate, and synthesize data accurately and make decisions that reflect consistent and thoughtful deliberation of appropriate data.
- Must be able to quickly read and comprehend extensive written material.
- Must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.



**Communication**

- Must possess interpersonal skills sufficient to communicate effectively with students, patients, families, faculty, colleagues, and other professionals of diverse religious, cultural, or social backgrounds.
- Must be able to clearly express his or her ideas and feelings and demonstrate a willingness and ability to give and receive feedback.
- Must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post treatment.
- Must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. Appropriate communication may rely on the individual's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

**Behavioral/Emotional**

- Must possess the emotional health required for the full utilization of his or her intellectual abilities, exercise good judgment, and provide prompt completion of all responsibilities related to the diagnosis and care of patients and families.
- Must be able to maintain mature, sensitive, and effective relationships with patients, family, other students, faculty, staff and other professionals under all circumstances including stressful situations.
- Must have the emotional stability to function effectively under stress and able to adapt to an environment that may change rapidly without warning or in unpredictable ways.
- Must be able to experience and effectively communicate empathy in sharing the situations and experiences of others.
- Must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with patients, families, and others. The student must be able and willing to examine and change his or her behavior when it interferes with productive individual and/or team relationships.
- Must possess skills and experience necessary for effective relationships in diverse academic and working environments.

**Professional Conduct**

- Must possess the ability to reason morally and practice nursing in an ethical manner.
- Must be willing to learn and abide by professional standards of practice.
- Must possess personal qualities that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
- Must be able to engage in patient care delivery in all settings and to all patient populations regardless of age, ethnicity, gender, disability or any other basis protected by law.

All students must meet the essential requirements of the program as outlined in the Technical Standards for Nursing. Reasonable accommodations will be granted to qualified students with disabilities to the extent the accommodation will enable them to perform the essential functions of the program and will not create an undue hardship – however no accommodations are given that will alter the essential program requirements. Therefore all students must pass all courses at an acceptable level and master all essential clinical competencies as established by the nursing program. Questions regarding the technical standards for nursing should be directed to the Dean of the School of Nursing.

While the nursing program requires students to have essential skills for the program, the program has a duty to accommodate where accommodations can be had, and that accommodation process is based upon an individualized assessment of the applicant/student. Therefore, it is advised that students with disabilities must register with the Office of Learning Resources and Services before any accommodations can be granted to the student. Revealing a disability is voluntary and student disability information is handled in a confidential manner. Reasonable accommodations will be made to comply with the university's responsibilities to facilitate equal access to university programs, events, activities, and services for students with disabilities according to the legal, ethical, and philosophical principles of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For any questions regarding disability service, please contact the Director of Learning Resources and Services ([www.su.edu/departments-offices/academic-enrichment-center](http://www.su.edu/departments-offices/academic-enrichment-center)).

For further information contact [nursing@su.edu](mailto:nursing@su.edu).

## **Master of Science in Nursing (MSN)**

The Graduate Program in Nursing offers several options to obtain an MSN or Post Graduate Certificate in the following advanced practice registered nurse (APRN) roles: Nurse-Midwifery (NM), Family Nurse Practitioner (FNP) and Psychiatric Mental-Health Nurse Practitioner (PMHNP). The MSN 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, a post graduate certificate in NMW and PMHNP is available to qualified applicants who are current MSN students in a university participating in either the SU Midwifery Initiative or PMHNP Initiative program. Other post graduate certificate options include Health Systems Leadership, Nursing Education, and Health Informatics.

*\*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 and PMHNP advanced practice specialties and a DNP in Health Systems Leadership (HSL). A Doctor of Nursing Practice degree (BSN-DNP or Post Graduate DNP) prepares the nurse with the necessary skills and knowledge to assume the role of a primary health care provider or a leader in health systems administration 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 are prepared to practice as FNP's or PMHNP's and are eligible to take the FNP or PMHNP certification exams. HSL graduates are eligible to take the appropriate national executive certification exam.

## Application Process for the Graduate Program

Priority Application Guidelines:

Most graduate nursing programs admit for the Fall semester only. Priority consideration for Fall admission is April 15. If Spring semester admission is offered, the priority application deadline is November 1.

Summer admission is available to PMHNP Initiative students *only* and by prior arrangement.

## General Information

### Application Process

All students must complete the Shenandoah University Graduate Application and the Eleanor Wade Custer School of Nursing Supplemental Application Packet. 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 unless the applicant is licensed in a compact state with multi-state privilege. Applicants must have a minimum undergraduate cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Applicants to the Doctor of Nursing Practice and the Post Graduate Certificate programs must have a minimum graduate cumulative GPA of 3.0 on a 4.0 scale.
2. Submit three recommendations (Post Graduate Certificate applicants submit 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 nurse with at least a baccalaureate degree, 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. All applicants must submit an essay. DNP applicants must also submit an additional essay on a specified topic.
4. DNP and MSN applicants must have earned a B.S. in Nursing degree from an ACEN, NLNAC or CCNE-accredited program. RN-MSN applicants must have earned an ASN or diploma in nursing from an ACEN, NLNAC or regionally accredited program. Post Graduate Certificate applicants must have earned a MSN degree from an ACEN, NLNAC or CCNE-accredited program. If the degree is not from an ACEN, NLNAC or a CCNE-accredited program, the applicant is evaluated on an individual basis.
5. FNP, PMHNP and NM MSN and Post Graduate Certificate applicants must have a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) within the preceding five- year period before entering the APRN specialty clinical courses. 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 School of Nursing. Students requesting

consideration of equivalency should do so in writing and provide rationale for this request.

6. Applicants to the Post Graduate Certificate PMHNP who hold a PMHCNS must present transcript evidence of a minimum of 320 supervised 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. 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 Graduate NP or NM Certificate applicants must provide evidence of successful completion of a MSN degree as well as graduate level physical assessment, pharmacology, and pathophysiology courses with a grade of "B" or better within the past five years. Applicants may be offered provisional acceptance moving to full acceptance upon completion of advanced physical 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. Nurse Practitioners who are applying for the Post Graduate DNP 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. Nurse Practitioners who are applying for the Post Graduate DNP must provide evidence of successful completion of MSN courses in advanced physical 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. All qualified graduate program applicants are invited for a personal interview with the School of Nursing graduate faculty.
13. Applicants who have been dismissed from any graduate program of nursing are not eligible for admission or readmission to the Shenandoah University School of Nursing.
14. Upon acceptance to the graduate program, an applicant can defer admission only one time. Deferral after one year requires a new application.
15. International applicants for graduate nursing programs must follow the guidelines for Non-Native English Speaking (NNES) graduate students as detailed in the graduate catalog under Admission of International Students.

All international students applying to be considered for a graduate degree in nursing must hold a baccalaureate degree in nursing and be currently licensed as a Registered Nurse within the United States. If not already licensed in the U.S., due to clinical experiences required in the graduate program, applicants must take the NCLEX in a compact state or apply for reciprocity in Virginia prior to entering the program. For

more licensure information, please see the website [www.dhp.virginia.gov/nursing](http://www.dhp.virginia.gov/nursing). Applicants for licensure in Virginia may be required to have their international transcripts evaluated, course-by-course, by the Commission on Graduates of Foreign Nursing Schools (CGFNS).

All international applicants and all applicants whose first language is not English must submit official copies of the Test of English as a Foreign Language (TOEFL). 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](http://www.ets.org/toefl). The date of taking the TOEFL should not be more than 12 months prior to the date of enrollment. The minimum score acceptable for admission to the School of Nursing is 83 or higher for the Internet-based TOEFL. NOTE: applicants with successful completion of a higher education degree in the U.S. may not be required to take the TOEFL. Please consult with the Office of Admissions.

## Academic Progression

For SON graduate academic progression policies please refer to *School of Nursing Student Handbook* and the *School of Nursing DNP Handbook*.

## 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. Visiting students must be eligible for admission and may enroll only as space is available.

## Graduate Courses for Transfer Credit

Graduate applicants may transfer up to 12 semester hours of equivalent courses into the graduate program. Post Graduate Certificate and Post Graduate 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

Once admitted, students must complete degree requirements within the following timeframes:

MSN	5 years
RN-MSN	6 years
DNP	6 years

## Graduate Student Computer Requirements

For current technology requirements please click on the links below:

[www.su.edu/institutional-computing](http://www.su.edu/institutional-computing) and

[www.su.edu/institutional-computing/files/2015/08/Computer-Recommendations.pdf](http://www.su.edu/institutional-computing/files/2015/08/Computer-Recommendations.pdf)

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 *School of Nursing Student Handbook*.

## Licensure Considerations

Students and graduates are subject to the current Commonwealth of Virginia Board of Nursing Statutes regarding legal limitations of licensure and professional advanced practice.

[www.vdh.state.va.us/OLC/Laws/documents/nurse%20hiring%20guide%20updated%202006.pdf](http://www.vdh.state.va.us/OLC/Laws/documents/nurse%20hiring%20guide%20updated%202006.pdf)

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 Dean of the School of Nursing and for contacting the Board of Nursing regarding their ability to practice. Criminal background checks are required of all accepted nursing students prior to enrollment in classes.

## Fees

The School of 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 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. Students will be billed by the university and are automatically enrolled in a liability insurance policy.
- Complete and maintain a Shenandoah University Health Form. Student immunization requirement information may be found on the university website.

[www.su.edu/nursing/about-nursing/experience](http://www.su.edu/nursing/about-nursing/experience) and click on Health and Insurance Requirements.

- Complete and maintain a criminal background check according to current university and clinical site requirements.
- Complete and maintain a urine drug screening according to current university and clinical site requirements.

Didactic 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	NM	FNP	AGNP	PMHNP
N 506	Data Analysis and Interpretation I		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	3
N 560	Advanced Concepts in Physiology and Pathophysiology		3	3	3	3
N 580	Advanced Health Promotion and Assessment Across the Lifespan		4	4	4	4
	Total Core Credits		22	22	22	22

Students enrolled in the Nursing Education Certificate must take Advanced Pharmacology, Advanced Concepts in Physiology and Pathophysiology, and Advanced Physical Assessment.

## RN to MSN Degree (Fall entry only)

Janice Smith, Professor, Associate Dean of Student Affairs and Professor  
Health & Life Sciences Building, Office 161, (540) 665-5504, jsmith9@su.edu

The RN to MSN degree in the School of Nursing enables students who are registered nurses without a BSN to obtain an MSN degree within one of three roles: Nurse-Midwifery, Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner. Students pursuing the RN to MSN degree complete 13-17 credits of undergraduate nursing bridge courses and between 36-48 credits of graduate courses depending on their role. Students must have completed all required undergraduate prerequisite courses to be considered for admission.

Students admitted for the RN-MSN degree 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 the RN to MSN degree program are taught competencies in their chosen role areas. The Nurse-Midwifery, Family Nurse Practitioner and Psychiatric Nurse Practitioner graduates are eligible to take the appropriate national certification exams. 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.

Bridge courses must be successfully completed prior to enrolling in any graduate level MSN courses.



## BSN Completion Option for Registered Nurse (RN) to MSN

Janice Smith, Professor, Associate Dean of Student Affairs and Professor

Health & Life Sciences Building, Office 161, (540) 665-5501, jsmith9@su.edu

Graduates in the Nurse-Midwifery, Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner roles who have completed the credit requirements 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 degree program 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

## Advanced Practice Roles

### Nurse-Midwifery\*

Karen Johnson Feltham, Assistant Professor and Program Director; Nurse-Midwifery Programs  
Health & Life Sciences Building, Office 110, (540) 678-4374

The Nurse-Midwifery Master's Degree Program 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. Faculty, staff and students work together to obtain and finalize clinical placements. 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 emphasized in the Spring and Summer semesters when students begin the intrapartum clinical placements and are explained to students upon entry into the program. Graduates of the Nurse-Midwifery Master's Degree 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 Master's Degree and Post Graduate Certificate Programs are accredited by the Accreditation Commission for Midwifery Education (ACME). For inquiries about accreditation, please contact ACME at 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; [www.midwife.org/acme](http://www.midwife.org/acme), or email [acme@acnm.org](mailto:acme@acnm.org).*

### Nurse-Midwifery Objectives

By the completion of the Midwifery Program curricula, 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.
11. Additionally, graduates of the post graduate program in Midwifery will be able to lead nurse-midwifery and potential interprofessional student colleagues in the following core competencies for basic midwifery practice: "incorporation of scientific evidence into clinical practice," "development of leadership skills" and "participation in self-evaluation, peer review, lifelong and other activities that ensure and validate quality practice."

## Nurse-Midwifery 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	651 Integrated Midwifery Practicum	(5)*	Clinical becomes competency-based due to intrapartum
NM	652 Evidence Based Practice Project	1	
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 (2012)" as outlined by the ACNM.*

## Family Nurse Practitioner

Elizabeth Courts, Assistant Professor and Director, Family Nurse Practitioner Program  
Health & Life Sciences Building, Office 159, (540) 665-5502, [ecourts@su.edu](mailto:ecourts@su.edu)

The FNP Program 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 student. There are approximately 700 clinical hours in the program.

### Family Nurse Practitioner Courses

Course		Title	Credit Hours
NP	570	Applied Pharmacology and Therapeutics (taken concurrently with NPLB 570)	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.

## Primary Care Adult Geriatric Nurse Practitioner

Director TBA

Program to be based in Northern Virginia

Available beginning Fall 2017

The Primary Care Adult-Geriatric Nurse Practitioner (AGNP) Program is designed to provide the nurse with the necessary knowledge, skills, values, meanings and experiences to assume the role of AGNP in a variety of clinical settings. The program consists of didactic and clinical course content essential to provide care to young adults (including adolescents and emancipated minors), adults, and older adults (including young-old, old and old-old adults). Preparation of the graduate includes entry-level competencies appropriate for diagnosis, treatment and referral across the adult and older adult spectrum. The focus of the Primary Care AGNP is to provide evidence-based, patient-centered quality care to the adult and older adult population.

Upon completion of the program, graduates will be able to:

1. Analyze the various types of health care needs for the adult-geriatric population.
2. Critically analyze challenges across the healthcare system in caring for the adult-geriatric population.
3. Identify resources available and needed in the care of the adult-geriatric population.
4. Assess the preparedness of the healthcare system to manage and care for the adult-geriatric population.
5. Describe the effects of caring for the adult-geriatric population on the community, nation and world.
6. Demonstrate collaboration with healthcare team members in caring for the adult-geriatric population.
7. Demonstrate competency in managing psychosocial impacts of caring for the adult-geriatric population on individuals, families and communities.
8. Critically analyze policies and recommendations from national, state and local agencies associated with healthcare of the adult-geriatric population.
9. Evaluate parameters of practice and altered standards of care for the various roles of healthcare providers in caring for the adult-geriatric population.
10. Analyze examples of legal and ethical issues associated with caring for the adult-geriatric population.
11. Demonstrate responsibility and accountability in preparing for and caring for the adult-geriatric population.
12. Evaluate one's own personal feeling and insight in caring for the adult-geriatric population.
13. Provide critical analysis of how personal feelings impact care decisions of the adult-geriatric population.

## Adult-Geriatric Nurse Practitioner Courses

In addition to the 22 credits of MSN Core Courses, the AGNP requires 22.

Course		Title	Credit Hours
HP	576	Substance and Relationship Abuse	3
NP	570	Applied Pharmacology and Therapeutics	
		(taken concurrently with NPLB 570)	2*
NPLB	580	Advanced Assessment Lab	1*
NP	610	Primary Care of Families I	3
NPLB	650	Primary Care of Families Practicum I	3*
NP	660	Primary Care of Geriatrics	3
NPLB	665	Primary Care of Geriatrics Practicum	4*
NPLB	675	End of Life Transitions	4*
NP	690	Advanced Nurse Practitioner Role Development	1
PMH	685	Geriatric Psychiatric Mental Health Nursing Theory	3
		Total	27
		AGNP MSN Program Total	49

\*Denotes the course has a clinical experience.

## Full-time Curriculum Plan for AGNP MSN

### First Year – Fall Semester

Course		Title	Credit Hours
N	512	Theory, Research and Reasoning I	3
N	560	Advanced Concepts in Physiology and Pathophysiology	3
		Total	6

### First Year – Spring Semester

Course		Title	Credit Hours
N	506	Data Analysis and Interpretation	3
N	521	Theory, Research and Reasoning II	3
N	550	Advanced Pharmacology and Therapeutics	3
N	580	Advanced Health Promotion and Assessment	
		Across the Lifespan	4
		Total	10

### First Year – Summer Semester

Course		Title	Credit Hours
N	532	Roles and Issues in Advanced Practice	3
NP	570	Applied Pharmacology and Therapeutics with lab (NPLB 570)	2
NPLB	580	Advanced Assessment Lab	1
		Total	6

### Second Year – Fall Semester

Course		Title	Credit Hours
NP	610	Primary Care of Families I	3
NPLB	650	Primary Care of Families Practicum I	3
PMH	685	Geriatric Psychiatric Mental Health Nursing Theory	3
		Total	9

**Second Year – Spring Semester**

Course		Title	Credit Hours
HP	576	Substance and Relationship Abuse	3
NP	660	Primary Care of Geriatrics	3
NP	690	Advanced Nurse Practitioner Role Development	1
		Total	7

**Second Year – Summer Semester**

Course		Title	Credit Hours
NPLB	665	Primary Care of Geriatrics Practicum	4
NPLB	675	End of Life Transitions	4
		Total	8
		Program Total	49

**Part-time Curriculum Plan for AGNP MSN****First Year – Fall Semester**

Course		Title	Credit Hours
N	512	Theory, Research and Reasoning I	3
N	560	Advanced Concepts in Physiology and Pathophysiology	3
		Total	6

**First Year – Spring Semester**

Course		Title	Credit Hours
N	506	Data Analysis and Interpretation	3
N	550	Advanced Pharmacology and Therapeutics	3
		Total	6

**First Year – Summer Semester**

Course		Title	Credit Hours
N	532	Roles and Issues in Advanced Practice	3
NP	570	Applied Pharmacology and Therapeutics with lab (NPLB 570)	2
		Total	5

**Second Year – Fall Semester**

Course		Title	Credit Hours
N	580	Advanced Health Promotion and Assessment Across the Lifespan	4
PMH	685	Geriatric Psychiatric Mental Health Nursing Theory	3
		Total	7

**Second Year – Spring Semester**

Course		Title	Credit Hours
HP	576	Substance and Relationship Abuse	3
N	521	Theory, Research and Reasoning II	3
NPLB	580	Advanced Assessment Lab	1
		Total	7

**Second Year – Summer Semester**

Course		Title	Credit Hours
NPLB	675	End of Life Transitions	4
		Total	4



**Third Year – Fall Semester**

Course		Title	Credit Hours
NP	610	Primary Care of Families I	3
NPLB	650	Primary Care of Families Practicum I	3
		Total	6

**Third Year – Spring Semester**

Course		Title	Credit Hours
NP	660	Primary Care of Geriatrics	3
NPLB	665	Primary Care of Geriatrics Practicum	4
NP	690	Advanced Nurse Practitioner Role Development	1
		Total	8
		Program Total	49

## Psychiatric Mental-Health Nurse Practitioner

Marian Newton, Professor and Assistant Dean of Advising, Retention and Progression  
Health & Life Sciences Building, Office 156, (540) 665-5509, mnewton@su.edu

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Program 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 program consists of didactic and clinical course content essential to provide psychotherapy to individuals, families and groups within hospitals and 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 program are eligible to take the American Nurses Credentialing Certification PMHNP exam. The PMHNP student will complete approximately 700 clinical hours during this program of study. Shenandoah University collaborates with other universities to complete coursework in the role of PMHNP.

### 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 (taken concurrently with NLAB 580)	4
NP 690	Advanced Nurse Practitioner Role Development	1
NP 570	Applied Pharmacology and Therapeutics (taken concurrently with NPLB 570)	2*
NPLB 580	Advanced Health Assessment Lab	1*
	Total	14

### PMHNP Courses

Course	Title	Credit Hours
PMH 645	Psychiatric Mental-Health Nursing: Individual Therapy Theory (taken concurrently with PMHL 645)	3*
PMHL 650	Psychiatric Mental-Health Nursing: Individual Therapy Practicum	3*
PMH 665	Psychiatric Mental-Health Nursing: Group, Family and Community Theory (taken concurrently with PMHL 665)	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 (taken concurrently with PMHL 695)	4*
HP 576	Substance and Relationship Abuse	3
	Total	25
	Program Total Hours	
	Core	12
	PMH Courses	25
	NP Courses	14
	Total	51

\*This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = four clock hours.

# Health Informatics Certificate

Karen Kellison, Professor

Health & Life Sciences Building, Office 166; (540) 678-4383; [kkelliso2@su.edu](mailto:kkelliso2@su.edu)

## ***Program no longer available after Fall 2016.***

The Health Informatics Certificate consists of 12 graduate credits and provides an opportunity to acquire knowledge, skills, values, meanings and experiences for assuming the role of the informatics health professional. Health Informatics combines information science, computer science and the sciences supporting health care. Knowledge generation acquired in this certificate will provide the skills to access and use the resources, devices and methods needed to acquire, store, retrieve and use information in health. Students will explore the concepts of the evolving roles, competencies and skills of health care informatics professionals. Students will compare system models, integrate up-to-date technologies in the practice setting, examine human-technology interface problems with health care and examine the ethical and legal challenges in health care informatics. Students will identify and apply the interrelated components of media and multimedia integration in health care education and practice, research and education, and analyze the impact of technology on health information management and service delivery. Students will be able to select an education, practice or research emphasis for papers and projects in all informatics courses.

Completion of this Certificate will allow RNs to meet the requirement of the American Nurses Credentialing Center (ANCC) Nursing Informatics Certification Examination.

Applicants to the Health Informatics Certificate may transfer in up to three semester credit hours into this certificate program. Permission from faculty must be obtained.

## **Course of Study**

Course	Title	Credit Hours
N 511	Informatics and Technology in Health Care	2*
N 513	Seminar in Health Information Technology	1
N 545	Roles, Trends and Issues in Health Informatics	3
N 608	Health Informatics System Development	3*
N 615	Health Informatics System Dissemination	3*
	Total	12

*\*This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.*

## Post Graduate Nursing Certificates

### Post Graduate Certificate Primary Care Adult-Geriatric Nurse Practitioner

Director TBA

Program to be based in Northern Virginia

Available beginning Fall 2017

The Primary Care Adult-Geriatric Nurse Practitioner (AGNP) Post Graduate Certificate program is designed to provide the Master's level trained nurse with the necessary knowledge, skills, values, meanings and experiences to assume the role of an AGNP in a variety of clinical settings. The program consists of didactic and clinical course content essential to provide care to young adults (including adolescents and emancipated minors), adults, and older adults (including young-old, old and old-old adults). Preparation of the graduate includes specialized education in the adult-geriatric population. The focus of the Primary Care AGNP is to provide patient-centered, quality care to the adult and older adult population. The AGNP applies evidence in practice designed to improve quality of care and health outcomes.

### Postgraduate Certificate AGNP Curriculum Plan

#### First Year – Fall Semester

Course		Title	Credit Hours
NPLB	675	End of Life Transitions	4
PMH	685	Geriatric Psychiatric Mental Health Nursing Theory	3
		Total	7

#### First Year – Spring Semester

Course		Title	Credit Hours
NP	660	Primary Care of Geriatrics	3
NPLB	665	Primary Care of Geriatrics Practicum	4
NLAB	699	Independent Study: Practicum	
		(as needed depending on prior clinical hours)	1-3
		Total	8-10
		Program Total	15-17

## Post Graduate Certificate Family Nurse Practitioner

Elizabeth Courts, Assistant Professor and Director, Family Nurse Practitioner Program  
Health & Life Sciences Building, Office 159, (540) 665-5502, [ecourts@su.edu](mailto:ecourts@su.edu)

The School 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 graduate 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. Approximately 700 clock hours are spent in faculty or preceptor-supervised settings. Graduates of the FNP Certificate program are eligible to take 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, and three credits of a general physical 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.

## Post Graduate Certificate in Health Systems Leadership

Jennifer Matthews, Professor and Director, Health Systems Leadership

Health & Life Sciences Building, Office 157, (540) 665-5556, jmatthew@su.edu

The 14-credit Post Graduate Certificate in Health Systems Leadership is designed to provide the health professional with essential knowledge and experiences to expand his/her role in leadership in healthcare settings. Four didactic courses and one practicum course focus on role development for professionals working in high-performance organizations. Emphasis includes assessing, developing and measuring quality indicators in healthcare settings; health systems leadership; negotiations and mediation; human resources, legal and ethical considerations; and planning for population management. A practicum includes 120 hours during one semester of supervised experiences provided in a variety of healthcare settings appropriate for the health professional.

This certificate program may be individualized to the student and is designed to be two or three semesters in length. Two schedule options are presented; course offering and sequence may vary slightly depending on course enrollment.

### Post Graduate Certificate in Health Systems Leadership Courses

Course		Title	Credit Hours
HSL	740	Healthcare Quality Measurement and Methods	3
HSL	760	Health Systems Leadership and Theory in High-Performance Organizations	3
HSL	768	Negotiations Mediation and Conflict Resolutions in Healthcare	3
HSL	798	Populations Theory and Collaboration in Care Across Settings in Healthcare	3
HSL	808	Health Systems Leadership Practicum in the Healthcare Setting	2*
		Total	14

\*Denotes the course has a clinical experience.

### Two-Semester Curriculum Plan

#### First Semester – Fall

Course		Title	Credit Hours
HSL	740	Healthcare Quality Measurement and Methods	3
HSL	760	Health Systems Leadership and Theory in High-Performance Organizations	3
HSL	798	Populations Theory and Collaboration in Care Across Settings in Healthcare	3
		Total	9

#### Second Semester – Spring

Course		Title	Credit Hours
HSL	768	Negotiations Mediation and Conflict Resolution in Healthcare (immersion)	3
HSL	808	Health Systems Leadership Practicum in the Healthcare Setting (120 practicum hours)	2*
		Total	5
		HSL Certificate Total	14

## Three-Semester Curriculum Plan

### First Semester – Fall

Course		Title	Credit Hours
HSL	760	Health Systems Leadership and Theory in High Performance Organizations	3
		Total	3

### Second Semester – Spring

Course		Title	Credit Hours
HSL	740	Healthcare Quality Measurement and Methods	3
HSL	768	Negotiations Mediation and Conflict Resolution in Healthcare (immersion)	3
		Total	6

### Third Semester – Summer

Course		Title	Credit Hours
HSL	798	Populations Theory and Collaboration in Care Across Settings in Healthcare	3
HSL	808	Health Systems Leadership Practicum in the Healthcare Setting (120 practicum hours)	2*
		Total	5
		HSL Certificate Total	14

## **Post Graduate Certificate Psychiatric Mental-Health Nurse Practitioner**

Marian Newton, Professor and Assistant Dean of Advising, Retention and Progression  
Health & Life Sciences Building, Office 156, (540) 665-5509, mnewton@su.edu

The School of Nursing offers a Psychiatric Mental-Health Nurse Practitioner (PMHNP) Post Graduate Certificate for RNs who hold a Master of Science in Nursing Degree or the Clinical Nurse Specialist (CNS) with a MSN in psychiatric and mental-health nursing. The certificate 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. It consists of didactic and clinical course content essential to provide psychotherapy to individuals, families, and groups. Content is also provided for psychotropic medication management across the continuum of care throughout the lifespan. Differential diagnosis, pathophysiology, pharmacotherapy, and physical assessment/health promotion are required. In addition so that PMHNP students are equipped with knowledge of NP requirements, four credits of NP coursework are required. 700 clock hours are completed in a variety of faculty or preceptor-supervised settings. Coursework can be completed in four semesters of study. Some applicants may be eligible for summer admission. Graduates are eligible to take the American Nurses Credentialing Certification (ANCC) Family PMHNP examination.

Students who enter the PMHNP Post Graduate Certificate program as post graduate clinical nurse specialists (CNS) in psychiatric mental health nursing will complete 21 credits of NP courses to include PMH and PMHL 695 and PMH 686. These PMHNP courses focus on the prescriptive role. Students who enter as post graduate nurse practitioners (such as FNP) will complete 25 hours of psychiatric mental health nursing. Post graduate students without CNS or NP preparation will take the 39 credit hour PMH post graduate certificate course work as listed.

This Psychiatric Mental-Health Nurse Practitioner (PMHNP) program also has an initiative (collaborative relationship) between the SU SOB PMHNP and other schools of nursing. Through this arrangement, the graduate nursing student attending collaborative agreement schools will receive a graduate degree from the home university and a post graduate certificate in PMHNP from SU SON.

Students will complete core requirements from the home university before entering the PMHNP Program of Study.

### **Collaborative Schools**

Marshall University School of Nursing  
West Virginia Wesleyan Department of Nursing



## Post Graduate Certificate PMHNP 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	570	Applied Pharmacology and Therapeutics	2*
NPLB	580	Advanced Health Assessment Lab	1*
NP	690	Advanced Family Nurse Practitioner Role Development	1
PMH	645	Psychiatric Mental-Health Nursing: Individual Therapy Theory (taken concurrently with PMHL 645)	3*
PMHL	650	Psychiatric Mental-Health Nursing: Individual Therapy Practicum	3*
PMH	665	Psychiatric Mental-Health Nursing: Group, Family and Community Theory (taken concurrently with PMHL 665)	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 (taken concurrently with PMHL 695)	4*
HP	576	Substance and Relationship Abuse	3
		Total	39

\*This course includes clinical experiences. The ratio of clinical to clock hours is 1 clinical hour = 4 clock hours.

## Post Graduate Certificate in Midwifery

Karen Johnson Feltham, Assistant Professor and Program Director, Nurse-Midwifery Programs  
Health & Life Sciences Building, Office 110, (540) 678-4374

The School of Nursing offers a Post Graduate Certificate in Nurse-Midwifery for RNs who already hold a graduate degree (MS, MSN, DNP or PhD) in Nursing. The Post Graduate Certificate in Midwifery includes the knowledge, skills, values, meanings and experiences needed to educate new midwives in the full scope of the Midwifery Management Process that encompasses primary healthcare for women, the normal newborn for the first 28 days, and the treatment of male partners for sexually transmitted infections. It integrates independent, collaborative, consultative and referral-based midwifery management within an interprofessional healthcare environment. The Midwifery Management Process is included in the American College of Nurse-Midwives' (ACNM) "Core Competencies for Basic Midwifery Practice (2012)" that serves as curricular guidelines to assure that quality education for midwives occurs within the certificate program. The program is also based on the ACNM Standards for the Practice of Midwifery, the Philosophy of ACNM and the ACNM Code of Ethics to assure that all graduates assume responsibility for the concepts and skills associated with the Midwifery Management Process. Shenandoah University's mission and goals provide the context for this program's curricular delivery.

The certificate is designed to meet the needs and be sensitive to the graduate RN who is a highly motivated adult learner. Course work can be completed in 12 months of study. Although there is a minimum of 660 hours in the nurse-midwifery specialty courses, completion is based on competency attainment 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 this certificate program will be eligible to take the national certification examination given by the American Midwifery Certification Board (AMCB). Successful completion of this examination allows the practitioner to use the professional title, "Certified Nurse-Midwife."

### Post Graduate Certificate in Midwifery Program Objectives

Graduates of the Post Graduate Certificate in Midwifery will be able to:

1. Accomplish the Nurse-Midwifery Master's Program Objectives, and
2. Lead nurse-midwifery and potential interprofessional student colleagues in the following Core Competencies for Basic Midwifery Practice: "incorporation of scientific evidence into clinical practice," "development of leadership skills" and "participation in self-evaluation, peer review, lifelong learning and other activities that ensure and validate quality practice."

### Post Graduate Certificate in Midwifery 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	651	Integrated Midwifery Practicum	(5)*	Clinical becomes competency-based due to intrapartum**
NM	652	Evidence Based Practice Project	1	
NM	660	Advanced Nurse-Midwifery Role Development	1	
		Total	19	

\*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 (2012)” as outlined by the ACNM.*

## Post Graduate Certificate in Midwifery: Midwifery Initiative

The Midwifery Initiative is a collaborative arrangement between the Nurse-Midwifery Programs and other schools of nursing. Through this arrangement, the graduate nursing student attending those schools will receive a certificate in nurse-midwifery after completing the 19 credit hours of graduate nurse-midwifery courses from Shenandoah University after 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 a Post Graduate Certificate in 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](http://www.su.edu/nurse) for details.

## Requirements for Post Graduate Certificate in Midwifery: Midwifery Initiative

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:

George Washington University School of Nursing

James Madison University

Johns Hopkins School of Nursing

Marshall University School of Nursing

Old Dominion 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 Program. Upon completion of these requirements, the student will be required to enroll and successfully complete the following nurse-midwifery 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	651	Integrated Midwifery Practicum	(5)*	Clinical becomes competency-based due to intrapartum**
NM	652	Evidence Based Practice Project	1	
NM	660	Advanced Nurse-Midwifery Role Development	1	
		Total	19	

\*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 (2012)” as outlined by the ACNM.

## Post Graduate Certificate in Nursing Education

Pamela Cangelosi, Associate Dean for Academics and Associate Professor  
Health & Life Sciences Building, Office 164, (540) 665-5496, pcangelo86@su.edu

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. Graduate students enrolled at SU must complete the requirements for their degree to be awarded 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; and 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 take 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. Advanced Pharmacology (N550), Advanced Concepts in Physiology and Pathophysiology (N560), and Advanced Health Promotion and Assessment Across the Lifespan (N580) are required co/prerequisites for this certificate. 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

Roberta McCauley, Assistant Professor and Director, Doctor of Nursing Practice Program  
Health & Life Sciences Building, Office 158, (540- 545-7267 , [rmccaule87@su.edu](mailto:rmccaule87@su.edu))

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 School of Nursing offers the Doctor of Nursing Practice (DNP) at two levels: BSN to DNP and Post Graduate DNP.

### BSN to DNP

This program is available to the BSN graduate seeking a terminal practice degree in nursing. The DNP program can be completed in three years of full time study (including summers) for 77 to 83 credits, dependent upon program track. Upon completion of the program of study, Advanced Practiced Registered Nurse (APRN) graduates will be eligible to take the certification exam appropriate for the specialty. APRN applicants must have completed at least 2080 hours of practice as a registered nurse prior to entering the role and population courses. Applicants to the DNP-HSL program are encouraged to have clinical practice experience and leadership experience in healthcare. Students can complete an APRN credential in FNP or PMHNP. Additionally, the DNP in Health Systems Leadership (HSL) is offered for registered nurses seeking to advance a career in leadership.

### Post Graduate DNP

The Post Graduate DNP can be completed by FNP, PMHNP and certain leadership graduates (MSM-MBA for example) in five consecutive semesters, including summer. The Post Graduate DNP-HSL may require five to seven semesters to complete. Cohorts are established and begin in the fall only. Didactic courses use distance technology in a synchronous, asynchronous, or ground (face to face) format. The DNP-HSL is online except for the orientation/immersion sessions in September and January. Twice per year, students may be required to come to campus for an immersion session or a one day retreat. Clinical placement is arranged by faculty and will be scheduled at the convenience of the facility hosting the student.

At the completion of the program, students in the Post Graduate 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 graduate certificate study. Additional clinical hours will be earned by enrolling in N699 as needed.

## Post Graduate DNP APRN Curriculum Plan

### First Year – First Semester

Course		Title	Credit Hours
N	705	Epidemiology and Biostatistics	3
N	715	Emergency Preparedness and Disaster Nursing	3**
		Total	6

### First Year – Second Semester

Course		Title	Credit Hours
N	725	Integration of Health Care Research and Statistics	3
N	732	Roles and Issues in Advanced Practice Management	3
		Total	6

### First Year – Summer

Course		Title	Credit Hours
N	771	Clinical Research Proposal	3
N	760	Complex Diagnostics in Primary Care (includes NLAB 760)	3*
		Total	6

### Second Year – First Semester

Course		Title	Credit Hours
N	710	Grant Writing	1
N	711	Informatics and Technology in Health Care (includes NLAB 711)	2*
N	800	Clinical Research Implementation	3
N	770	Complex Pharmacology (includes NLAB 770)	1*
NLAB	784	Advanced Practice Synthesis	1.5*
		Total	8.5

### Second Year – Second Semester

Course		Title	Credit Hours
NLAB	785	Advanced Practice Synthesis	1.5
N	583	Applied and Interactive Genetics	3**
N	801	Clinical Research Implementation***	1***
		Total	5.5
		Program Total	32

\*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.

# Doctor of Nursing Practice in Health Systems Leadership

Jennifer Matthews, Professor and Director, Health Systems Leadership  
Health & Life Sciences Building, Office 157, (540) 665-5556, jmatthew@su.edu

The Doctor of Nursing Practice in Health Systems Leadership is designed to provide the learner with the knowledge, skills, values, meanings and experiences to assume the role of an executive administrator (nurse executive, healthcare professional or business professional) in healthcare settings. Didactic and clinical course content focus on role development in high-performance organizations with integrated health systems. Emphasis includes assessing, developing and measuring quality indicators in healthcare settings; business plans; budgeting and operations; health systems leadership; negotiations and mediation; human resources; legal and ethical considerations; planning for population management; and decision making. Clinical experiences are provided in a variety of healthcare settings appropriate for the nurse administrator. Clinical hours from prior graduate education or national executive certification may be eligible to combine with the clinical DNP Health Systems Leadership experiences to total 1,000 hours. Some clinical courses are offered with variable credit for two, three or four credits as needed by the student.

Graduates of the Doctor of Nursing Practice in Health Systems Leadership will be able to:

1. Synthesize and utilize knowledge associated with expert nursing practice in management, administration, health systems leadership and planning in healthcare settings.
2. Demonstrate expert skills in health systems leadership to design, develop, implement, manage and administer the provision of care of diverse populations across healthcare settings.
3. Demonstrate values in health systems leadership consistent with the creation of a culture of excellence.
4. Demonstrate and verbalize specific meanings associated with expert administration and health systems leadership in the profession and in healthcare.
5. Actively engage with expert health systems leadership executives to gain expertise in creating environments of excellence for healing, supporting employee empowerment, nurturing therapeutic relationships and expanding innovative patient care practices.
6. Conduct a scholarly investigation of a clinically-based issue. Present outcomes of scholarly investigation through written and oral scholarly venues.

## DNP Health Systems Leadership Required Courses

Course	Title	Credit Hours
N 705	Epidemiology and Biostatistics	3
N 710	Grant Writing	1
N 711	Informatics Technology in Healthcare (with lab NLAB 711)	2* (1/1)
N 715	Emergency Preparedness and Disaster Response Systems Focus	3
N 725	Interpretation of Healthcare Research	3
N 771	Clinical Research Proposal	3
N 800	Clinical Research Implementation DNP	3
HSL 740	Healthcare Quality Measurements and Methods	3



HSL	750	Healthcare Quality and Measurement Methods Practicum	3*
HSL	758	Supply Chain and Operations Management for Health Systems	3
HSL	760	Health Systems Leadership in High Performance Organizations	3
HSL	768	Negotiations Mediation and Conflict Resolutions in Healthcare	3
HSL	770	Health Systems Leadership in High Performance Organizations Practicum	3*
HSL	778	Business Forecasting in Healthcare and Accountable Care Organizations	3
HSL	788	High Performance Organization Decision Making for Quality Healthcare	3
HSL	798	Populations Theory and Collaboration Across Settings in Healthcare	3
HSL	808	Health Systems Leadership Practicum in Healthcare Settings	3*
		HSL DNP Program Total	48

\*Denotes the course has a clinical experience.

## DNP Health Systems Leadership Curriculum Plan

### First Semester

Course	Title	Credit Hours
N 705	Epidemiology and Biostatistics	3
N 711	Informatics Technology in Healthcare (with lab NLAB 711)	2* (1/1)
N 715	Emergency Preparedness and Disaster Response Systems Focus	3
	Total	8

### Second Semester

Course	Title	Credit Hours
HSL 740	Healthcare Quality Measurements and Methods	3
HSL 750	Healthcare Quality and Measurement Methods Practicum	3*
N 725	Interpretation of Healthcare Research	3
	Total	9

### Third Semester

Course	Title	Credit Hours
HSL 758	Supply Chain and Operations Management for Health Systems	3
HSL 798	Populations Theory and Collaboration Across Settings in Healthcare	3
N 771	Clinical Research Proposal	3
	Total	9

### Fourth Semester

Course	Title	Credit Hours
HSL 760	Health Systems Leadership in High Performance Organizations	3
HSL 770	Health Systems Leadership in High Performance Organizations Practicum	3*
N 710	Grant Writing	1
N 800	Clinical Research Implementation DNP	3
	Total	10

**Fifth Semester**

Course		Title	Credit Hours
HSL	768	Negotiations Mediation and Conflict Resolutions in Healthcare	3
HSL	778	Business Forecasting in Healthcare and Accountable Care Organizations	3
HSL	788	High Performance Organization Decision Making for Quality Healthcare	3
		Total	9

**Sixth Semester**

Course		Title	Credit Hours
HSL	808	Health Systems Leadership Practicum in Healthcare Settings	3*
		Total	3
		HSL DNP Program Total	48

\*Denotes the course has a clinical experience.

# **BERNARD J. DUNN SCHOOL OF PHARMACY**

**Robert DiCenzo, Dean**  
**Health Professions Building – Pharmacy**  
**(540) 665-1282, [rdicenzo@su.edu](mailto:rdicenzo@su.edu)**

**Dawn Havrda, Interim Associate Dean, Academic Affairs**  
**Health Professions Building – Pharmacy**  
**(540) 678-4398, [dhavrda@su.edu](mailto:dhavrda@su.edu)**

## **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 63 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](http://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 147 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

### First Professional Year – Fall

Course	Title	Credit Hours
PHAR 500	Introduction to the Pharmacy Profession	1.5
PHAR 508	Pharmaceutics I (Calculations)	2
PHAR 516	Introductory Pharmacy Practice Experience I	2
PHAR 519	Introduction to Physical Assessment	1
PHAR 521	Biomedical Sciences I	2
PHAR 522	Biomedical Sciences II	3
PHAR 533	Communications in Pharmacy Practice	2.5
PHAR 549	Nonprescription Products	3
PHAR 550	Outpatient Pharmacy Practice Lab	1
	Subtotal	18

### First Professional Year – Spring

Course	Title	Credit Hours
PHAR 512	Pharmaceutics II	4
PHAR 513	Pharmaceutics and Compounding (Sterile and Nonsterile) Laboratory	1
PHAR 517	Introductory Pharmacy Practice Experience II	2
PHAR 520	Physical Assessment Lab	1
PHAR 534	Essentials of Pharmacogenomics	2
PHAR 537	Integrated Pathophysiology I	3
PHAR 538	Integrated Pathophysiology II	3
PHAR 552	Drug Information Skills	2
	Subtotal	18

### Second Professional Year – Fall

Course	Title	Credit Hours
PHAR 600	Pharmacokinetics Principles	3
PHAR 662	Drug Literature Analysis & Interpretation	4
PHAR 663	Drug Literature Analysis & Interpretation Lab	1
PHAR 664	Pharmacy Law	3
PHAR 665	Introduction to Patient Assessment	1
PHAR 667	Introductory Pharmacy Practice Experience III	1
PHAR 668	Pharmacology	4
	Subtotal	17

### Second Professional Year – Spring

Course	Title	Credit Hours
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 669	Health Information Technology and Practice Management	3

PHAR	670	Introductory Pharmacy Practice Experience IV	1
PHAR	671	Toxicology	2
		Professional Elective(s)	3
		Subtotal	18

**Third Professional Year – Fall**

Course		Title	Credit Hours
PHAR	709	Integrated Pharmaceutical Care and Science (Hematology/Oncology)	3
PHAR	723	Patient Assessment I	2
PHAR	733	Applied Pharmacokinetics and Pharmacogenomics II	1
PHAR	736	Pharmacy Administration I	2
PHAR	741	Integrated Pharmaceutical Care and Science (Endocrine/Reproduction)	3
PHAR	742	Integrated Pharmaceutical Care and Science (Infectious Diseases)	4
		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	720	Integrated Pharmaceutical Care and Science (Neuro/Psychiatry)	3
PHAR	724	Patient Assessment II	2
PHAR	734	Applied Pharmacokinetics and Pharmacogenomics III	1
PHAR	737	Pharmacy Administration II	3
PHAR	738	Introductory Pharmacy Practice Experience V	1
		Professional Elective(s)	3
		Subtotal	17

**Fourth Professional Year – Fall**

Course		Title	Credit Hours
PHAR	811	APPE I	5
PHAR	812	APPE II	5
PHAR	813	APPE III	5
PHAR	814	APPE IV	5
PHAR	825	Pharmacy Practicum APPE	1
		Subtotal	21

**Fourth Professional Year – Spring**

Course		Title	Credit Hours
PHAR	815	APPE V	5
PHAR	816	APPE VI	5
PHAR	817	APPE VII	5
PHAR	8184	APPE VIII	5
		Subtotal	20
		Total	147

\*APPE is Advanced Pharmacy Practice Experience.

## Non-Traditional Doctor of Pharmacy Pathway

Alla Marks, Director, Division of Professional Education

Health Professions Building, Office 269, (540) 678-4451, [amarks@su.edu](mailto:amarks@su.edu)

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 53 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 portion of the curriculum.

### NTDP Pathway - Curriculum

#### Term 1

Executive Weekend One: Overview of technology, software, internet applications, the School of Pharmacy home page.

Course	Title	Credit Hours
PHRN 600	Pharmacokinetic Principles	3
PHRN 650	Evaluation Skills	2
PHRN 669	Health Information Technology	1

#### Term 2

Course	Title	Credit Hours
PHRN 607	ICARE - Respiratory	2
PHRN 619	ICARE - Cardiovascular	4

**Term 3**

Course		Title	Credit Hours
PHRN	608	ICARE - Renal	2
PHRN	632	Applied PK and PGx I	1
PHRN	709	ICARE - Hematology/Oncology	3

**Term 4**

Course		Title	Credit Hours
PHRN	700	ICARE - Gastrointestinal/Nutrition	2
PHRN	733	Applied PK and PGx II	1
PHRN	742	ICARE - Infectious Disease	4

**Term 5**

Course		Title	Credit Hours
PHRN	708	ICARE - Musculoskeletal	2
PHRN	720	ICARE - Neurosensory/Psychiatry	3
PHRN	734	Applied PK and PGx III	1

**Term 6**

Course		Title	Credit Hours
PHRN	534	Essentials of Pharmacogenomics	2
PHRN	723	Patient Assessment	2
PHRN	741	ICARE - Endocrine/Reproduction	3

Executive Weekend Two: Patient and physical assessment

**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			53
Total time to complete NTDP			2.5 Years

## Dual Doctor of Pharmacy (PharmD)/Master of Business Administration (MBA)

Alla Marks, Director; Division of Professional Education  
Health Professions Building, Office 269, (540) 678-4451, [amarks@su.edu](mailto:amarks@su.edu)

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 Dual 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 Dual 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 with a grade point average of 3.0 or better; possession of an undergraduate degree from a regionally/nationally accredited college/university; submission of an MBA application by March 1 of the first professional year (application materials can be found at [www.su.edu/admissions/graduate-students/business-application-information](http://www.su.edu/admissions/graduate-students/business-application-information)), a potential interview with the MBA Admissions Committee, 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 ten years prior to admission in order to be waived and must be approved by 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 502 Business Statistics (1.5 credits)  
Equivalent to undergraduate Statistics and Data Analysis for Business (3 credits)
- QM 504 Business Analytics (1.5 credits)  
Equivalent to undergraduate Quantitative Methods (3 credits)



## Degree Requirements

Students who are jointly enrolled in the Dual 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 three PharmD courses accepted as three MBA electives.

Students should have an overall 3.0 GPA in all PharmD courses and 3.0 GPA in all MBA courses, including the PharmD courses accepted as MBA electives. All MBA courses are offered on a semester/term basis, similar to PharmD courses. The academic year for the Dual PharmD/MBA program consists of fall, spring and summer terms.

Each MBA course meets on one of the following days: Friday evening for 4 hours, Saturday morning for four hours, or Saturday afternoon for four hours. Summer term MBA courses are held on alternating weekends on the days indicated above. Students enrolled in the Dual 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 for Dual PharmD/MBA Degree

### P2 Year Spring

Course		Title	Credit Hours
ACCT	511	Accounting for Decision Making and Control (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
BAFI	517	Financial Management (Substitutes for PharmD elective)	3

### P3 Year Spring

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	535	Human Resource Management/Employment Law/Ethics	3
MGT	611	Integrative Management	3

## **MBA Advanced Pharmacy Practice Experience (APPE)**

A 5-week MBA APPE will be completed during the fourth professional year as a substitute for one Selective APPE in the PharmD program and one MBA elective in the MBA program. This APPE will be structured so that the student will: obtain a basic understanding of technical, managerial, and operational aspects of the organization; complete organizational projects; and make a worthwhile contribution to the organization.

# **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 fosters transformative intercultural experiences by leading the integration of global learning throughout the university community. The Center for International Programs 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](http://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](http://www.su.edu/cip).

# PROFESSIONAL DEVELOPMENT AND COMMUNITY PROGRAMS

## Shenandoah Conservatory Arts Academy (SCAA)

Jennifer Green-Flint, Director

John Kerr Building, (540) 665-4602

### Purpose and Mission Statement

The Shenandoah Conservatory Arts Academy (SCAA) was founded in 1977 with two piano teachers to provide enrichment opportunities in the fine arts for area students of all ages. Today, SCAA has over 80 faculty members of professionally trained musicians, dancers, artists and educators with many faculty members serving on both the Shenandoah University Conservatory faculty and the faculty of SCAA. The student body of SCAA includes over 1,100 students weekly. Instruction serves two purposes; community introduction and outreach in the arts for students of all levels and ages who may not have art instruction as part of their K-12 education, or desire to learn recreationally, as well as serving students who have a desire to pursue the performing arts in a conservatory collegiate environment.

Central to the SCAA mission is developing the next generation of performers, arts educators, arts patrons and audience members. Many SCAA students begin classes or lessons at the Arts Academy as young children and remain active students until they graduate from high school. The Arts Academy is an avenue for adult learners as well, whether they are re-visiting an instrument from their past, or exploring one for the first time.

SCAA offerings during the academic year (September- May) meet weekly in dance, theater, fencing, fitness, choirs, youth and chamber orchestras and early childhood music classes. The Academy also offers applied instrumental and vocal instruction in over 35 instruments. The Early Childhood Music program fosters a love of arts and music instruction for the Academy's youngest learners, beginning as early as infants. Summer instruction (June-August) focuses on dance and theater intensives as well as light-hearted musical exploration classes designed for all learners with a passion for the arts. Performing opportunities on the campus of Shenandoah University and in the community are numerous.

Learn more about the Shenandoah Conservatory Arts Academy by visiting the website at [scartsacademy.org](http://scartsacademy.org) or by visiting our facility at 203 South Cameron Street in downtown Winchester.

## Intensive English as a Second Language (IESL) Program

Dr. Steven Humphries, Director of Intensive ESL Program and Associate Professor, ESL  
Gregory Hall, Room 113, (540) 535-3574, [shumphri@su.edu](mailto:shumphri@su.edu)

The Shenandoah University Intensive English as a Second Language program offers rigorous academic instruction in listening, speaking, reading, writing, and grammar-in-use to intermediate and advanced nonnative speakers of English. Students who meet the minimum language proficiency requirements (see below) may take one or more of the following courses: reading, writing, oral communication, or grammar-in-use.

IESL employs highly qualified instructors and the latest in innovative technologies and teaching methods to ensure that students' experiences are productive and pleasant. At IESL you will learn English and make friends that will last a lifetime.

### Who May Apply/How It Works

Admission to IESL is open to nonnative English speaking students age 18 and older with minimum scores of 45 on iBT (Internet TOEFL), 450 on Paper TOEFL, or 5.0 on IELTS (International English Language Testing System). Priority will be given to those who study full time.

Courses are taught at the intermediate and advanced levels only and are not credit bearing. To best tailor instruction to individual needs, IESL administers placement exams to determine students' English proficiency levels in the courses they choose.

Classes meet five days per week for 50 minutes each. Skill classes run concurrently so that students can take from one to four classes, depending on availability.

### Our Curriculum

IESL offers 15-week sessions each fall and spring semester and an eight-week session each summer. Classes meet five days each week, from 10 a.m. until approximately 3 p.m.

	INTERMEDIATE LEVEL CLASSES	ADVANCED LEVEL CLASSES
10 a.m. to 10:50 a.m.	Reading	Reading
11 a.m. to 11:50 a.m.	Writing	Writing
1 p.m. to 1:50 p.m.	Grammar-in-Use	Grammar-in-Use
2 p.m. to 2:50 p.m.	Oral Communication	Oral Communication

### Our Teachers

All IESL instructors have advanced degrees in the field of Teaching English as a Second Language or a closely related field, and many years' experience teaching in the United States and around the world.

For more information, please see our website at [www.su.edu/esl](http://www.su.edu/esl). You may also direct questions to Dr. Steven Humphries at [shumphri@su.edu](mailto:shumphri@su.edu). We look forward to welcoming you to the great experience that is Shenandoah University IESL!

## The Center for Lifelong Learning

Jo Miller, Coordinator

Bowman Building, Room 121, (540) 665-5442, [jmille3@su.edu](mailto:jmille3@su.edu)

[www.su.edu/academics/academic-centers/center-for-lifelong-learning-cll](http://www.su.edu/academics/academic-centers/center-for-lifelong-learning-cll)

### Purpose and Mission Statement

The purpose of the Center for Lifelong Learning is to serve Shenandoah University's campus, its students and its local community to engage them in educational development. The Center has three major focuses in creating knowledge, promoting public awareness and maintaining a strong association with its community and alumni.

The Center for Lifelong Learning, created in 1995, seeks to make learning an important and enriching aspect of the lives of all people. The courses offer a wide range of knowledge within various disciplines, cultures and eras without the formality of having any collegiate background or training.

The Center for Lifelong Learning online catalog and registration details are available at [www.su.edu/academics/academic-centers/center-for-lifelong-learning-cll](http://www.su.edu/academics/academic-centers/center-for-lifelong-learning-cll) or search "lifelong learning."



# The Center for Public Service and Scholarship

Karen Schultz, Director

Gregory Hall, Room 120, (540) 678-4385; [kschultz@su.edu](mailto:kschultz@su.edu)

## Purpose and Mission Statement

The Center for Public Service and Scholarship supports the entire Shenandoah University community by furthering its commitment to prepare students and the broader community to become active, informed citizen-leaders. We promote engagement in community service, scholarly understanding of the role of public service, and civility in all public actions.

The Center serves as a resource for faculty, staff, and community members for the integration of engaged teaching, research, and Service-Learning. It supports students in their development as active citizens and scholars and develops partnerships with communities in support of the university's mission.

We facilitate engaged learning activities such as Public Service recognitions, AmeriCorps VISTA, faculty and student development that foster an exchange of ideas and that create opportunities for our Shenandoah University to be in community.

## Goals

- Engagement in Public Service: Serve as a center for facilitating community-campus exchanges for community service and scholarship opportunities.
- Future Citizen Leaders: Provide students and community members with opportunities to participate in activities for gaining experience and rich understanding of leadership, public service, advocacy and civic responsibility.
- Scholarship through Public Service: Increase student participation in community engagement with scholarly projects and outcomes in support of the university-wide mission statement.

For more information, please visit our website at [www.su.edu/arts/special-programs/center-for-public-service-and-scholarship](http://www.su.edu/arts/special-programs/center-for-public-service-and-scholarship).

## Office of Education Outreach

Dennis L. Keffer; Director

Bowman Building, School of Education and Human Development

(540) 535-3544 or (540) 535-3552

### What is the Office of Education Outreach (OEO)?

The Office of Education Outreach is a department within Shenandoah University's School of Education and Human Development (SEHD) which provides professional and licensure courses approved by the Virginia Department of Education (VDOE) for teacher licensure and recertification. Many of these courses are available in Winchester and Leesburg; a variety of licensure and recertification distance courses are also available via distance learning each trimester.

### Initial Teacher Licensure Courses (graduate credit)

Students may enroll in OEO initial licensure courses as a Visiting Student. These courses are beneficial, allowing students to enroll at an affordable tuition rate as they select the licensure program that best fits their needs.

OEO initial licensure courses will transfer into PSC (Professional Studies Certificate) or M.S.Ed. (Masters of Education) programs. It is important that students apply for admission to the university once they are enrolled in their first OEO licensure course, since the number of credits that transfer does vary by program. OEO course offerings and registration information may be found at [www.su.edu/o eo](http://www.su.edu/o eo).

### School Development and Partnerships

OEO is able to offer individualized courses for school districts to meet specific needs the district may have. School divisions may also contract with OEO to arrange sponsored sections.

Teachers for Tomorrow — EDU 201

Advanced Academic Dual Enrollment

Four Hours of Undergraduate Credit

OEO also offers the Teachers for Tomorrow Dual Credit program to high schools participating in the “grow your own” program. This program is designed to attract teacher candidates from high school to the field of education through exposure to a world-class curriculum and hands-on experiences that focus on teaching.

This course is offered to high school seniors through the dual enrollment process. Students are awarded four hours of undergraduate credit upon successful completion of the program. In keeping with the challenge to increase the pool of highly qualified teachers, the purposes of the Virginia Teachers for Tomorrow Program are:

- to identify, train and nurture high school students interested in a teaching career;
- to support the efforts of Virginia's school divisions to meet hiring targets by cultivating an effective “grow your own” recruitment program;
- to create a high school curricular experience designed to foster student interest, understanding and appreciation of the teaching profession; and

- to attract students to teaching in critical shortage and high needs areas of the state.

For information on either individualized courses or greater details of the Teachers for Tomorrow program, please contact the Director of the Office of Education Outreach.

## Shenandoah University Youth Theological Institute (SUYTI)

Rev. Colleen Preuninger, Director of the SUYTI

Institute for Church Professions

Goodson Chapel, Room 5, (540) 665-5453, [cpreunin@su.edu](mailto:cpreunin@su.edu)

### Purpose and Mission

The purpose of the Shenandoah University Youth Theology Institute (SUYTI) is to educate and inspire young Christian leaders through dialogical, immersive, and experimental learning in intentional community, both in urban and rural settings, to empower the leaders to discern their vocation in the midst of a changing world.

### Program Description

SUYTI is an intensive two-week institute designed to help high school students become better leaders in their local congregations through deep and thought-provoking experiences. Throughout the two weeks of the institute, daily rhythms of academic study and religious reflection will be balanced with immersive experiences. Students will be exposed to different faith traditions, service opportunities, and a mixture of rural, wilderness and urban contexts at Shenandoah's Winchester campus, Shenandoah's River Campus at Cool Spring, and Wesley Theological Seminary's campus in Washington D.C.

### Goals

- Engage students in a dialogical learning process by developing critical thinking skills for theological reflection to create responses to contemporary justice issues.
- Immerse students in experiences that create opportunities for engagement with multiple perspectives.
- Students will develop, grow, and learn as leaders through experimentation, vocational discernment, and self-reflection.

### Curriculum

SUYTI constitutes an intensive 3-credit undergraduate course (FSJ 105), taught by engaging religion faculty and focused on exploring Christian vocation in the 21st century. Upon successful completion of SUYTI, students will receive credit for the course at Shenandoah University.

#### **FSJ 105 Christianity in the 21st Century**

This course combines academic study, immersive learning and experimental practice with reflective classroom dialogue to explore contemporary issues of Christian faith and practice. The course will examine how contemporary issues such as pluralism, sustainability and diversity shape Christian communities and invite students to develop resources for their communities to respond to these important issues. This course will only be offered through the Shenandoah University Youth Theology Institute. Three credits.

# 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**

This course is 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. Not open to students who took BA 411. Prerequisite: ACCT 501. Three credits.

### **ACCT 513 Income Tax I**

This course is an analysis of tax laws as applied to individuals. Topics include individual tax determination, gross income, deductions, business expenses, employee expenses and depreciation. Not open to students who took BA 414. Prerequisite: ACCT 501. Three credits.

### **ACCT 515 Income Tax II**

This course is 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. Not open to students who took BA 415. 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**

This course is 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. Not open to students who took BA 418. Prerequisite: ACCT 511. Three credits.

### **ACCT 519 Advanced Accounting Theory**

This course is 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. Not open to students who took BA 412. 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\*\* 703                      Applied \*\*\*\***

First-year doctoral applied major study for students entering in Fall 2016 or later; one-hour lesson per week. Prerequisite: Successful audition in area of study. Three credits..

### **AP\*\* 704                      Applied \*\*\*\***

First-year doctoral applied major study for students who entered prior to Fall 2016; one-hour lesson per week. Prerequisite: Successful audition in area of study. Four credits.

### **AP\*\* 753                      Applied \*\*\*\***

Second-year doctoral applied major study for students entering in Fall 2016 or later; one-hour lesson per week. Prerequisite: Two semesters of study in applied area. Three 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\*\* 803                      Applied \*\*\*\***

Third-year doctoral applied major study for students entering in Fall 2016 or later; one-hour lesson per week. Prerequisite: Four semesters of study in the applied area. Three credits.

### **AP\*\* 804                      Applied \*\*\*\***

Second-year doctoral applied major study for students who entered prior to Fall 2016; one-hour lesson per week. Prerequisite: Two semesters of study in the applied area. Four credits.

## APPLIED MAJOR STUDY (APVO)

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.

### **APRP 701 Applied Teaching Repertoire**

Applied repertoire study for DMA; 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 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 APSQ 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 APSQ 704. Four 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.

### **APSR 701 Applied Score Reading**

Applied score reading for DMA; one half-hour lesson per week. One credit.

## 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.

## 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 505 Evidence-based Practice in Athletic Training**

This course is designed to provide students with foundational knowledge in evidence-based practice as it relates to athletic training practice. Students will learn how evidence affects clinical decision-making, how to ask and answer critically relevant questions affecting patient care, and how to examine and compile current research evidence to apply to clinical practice. One credit.

### **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. 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). One credit.

**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 533 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 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. Three credits.

**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 614 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 621 Functional Human 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. The biomechanics of the throwing shoulder will be covered. During laboratory experiences students will have access to a cadaver laboratory for observation and dissection. Clinical laboratories will include surface palpation of the upper quarter; joint range of motion assessment, and throwing analysis on a laboratory partner. Three 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 643 Advanced Rehabilitation of Athletic Injury**

This course is an in-depth study of the rehabilitation of athletic injuries to the spine and extremities. Principles including managing soft tissue and joint injuries from the acute stage through the chronic stage of healing are followed. Common surgical procedures for the spine and extremities and their respective rehabilitation protocols are discussed. Laboratory sessions involve learning manual therapy techniques such as joint mobilizations (manual and instrument-assisted) and exercise approaches, with emphasis on proper progression and functional activities needed for return to participation. 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**

This course is 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. The class meets three hours per week for seven weeks. Corequisites: ACCT 501 and QM 502. One and one-half credits.

### **BAFI 513 Investment and Portfolio Management**

This 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. Not open to students who took BA 420. Prerequisite: BAFI 517. Three credits.

### **BAFI 517 Financial Management**

This course is an 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. This course makes extensive use of the case method. Prerequisite: MBA Foundation. 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, sustainability, the global economy, business strategy and leadership. Prerequisites: MBA Foundation courses. 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**

This course is 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: MBA Foundation. 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: MBA Foundation. 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 530 Sustainable Business Strategy**

Sustainability means choosing business models that perform along three key dimensions - economic, environmental and social -- over the long haul. The course provides a comprehensive overview of the issue, covering the spectrum from broad ecological, ethical, social, political, legal and economic considerations, down to firm level strategies and tactics at all levels and across all functional areas. Prerequisite: MBA Foundation requirements. 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.

**MUCO 795 Special Topics**

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

**MUCO 799 Individual Directed Research**

A private instruction setting for individual projects in conducting. May be used to fulfill DMA 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 590 Music Therapy Research I: Contemporary Overview**

In this course, students develop an understanding of qualitative, quantitative and mixed methods research, including epistemological and methodological foundations, methods for evaluating quality and current applications in music therapy research. Two credits.

**CONR 595 Music Therapy Research II: Topic Development**

Through lectures and workshops, students identify a research topic, explore the related literature and develop at least one way of researching their topic. The basic purpose and/or research questions are identified and informed by an understanding of the research literature. An outline of a proposed method and data analysis is also completed. Prerequisite: CONR 590. Two credits.

**CONR 600 Music Therapy Research III: Colloquium**

Through a series of lectures and workshops, students further develop their research topic, with a particular emphasis on the quality of the research questions, method and data analysis procedures. A clear purpose statement and research questions, well-defined method and data analysis, and a timeline for data collection are completed through this process. Prerequisite: CONR 595. Two credits.

**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 602 Arts Management Research and Writing**

This course is designed to develop the problem-based, applied research and writing skills of the arts management student. Students will research an approved topic leading to the creation of a culminating project proposal. Corequisite: CONR 689. Two credits.

**CONR 689 Arts Management Culminating Project**

This course is designed as a capstone to the Master of Science in Performing Arts Leadership and Management. In this course, the student applies the research, topic creation and proposal writing work undertaken in CONR 602 Arts Management Research and Writing to the creation of an arts management culminating project document. Corequisite: CONR 602. 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 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 893 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 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

This course is 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 512 Business Forecasting

This course 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 502. One and one-half credits.

### ECN 513 Managerial Economics

This course develops 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 504. Three credits.

### ECN 514 Essentials of International Economics

This course is 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 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.

### ECN 571 Topics in Healthcare Economics

The purpose of this course is 1) to provide an overview of the economic analysis for decision making related to healthcare issues and 2) to discuss the contemporary challenges facing the American healthcare sector. This course is designed for students with sufficient knowledge in price and cost theories. Building atop these economic foundations, the course intends to examine the efficiency of healthcare delivery and its financing, demand for healthcare and insurance, government intervention and healthcare reform. An issue of this course is how healthcare markets contrast with other markets in the economy and economic analysis of the Patient Protection and Affordable Care Act (PPACA). Prerequisite: ECN 501. 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 The Teaching Profession**

This course helps students understand the historical, social and philosophical foundations underlying the role, development and organization of U.S. public education and instructional design based on assessment data. The legal status of teachers and students including federal and state laws and regulations, school as an organizational culture and contemporary issues in education are addressed. In practice, students observe and participate in limited ways in the activities of the school. 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 580 Collaboration in Teaching, Learning and Literacy**

Students will examine their own teaching and learning experiences, as well as research-based best practices for PreK-12 literacy education. Through collaborative activities and assignments, students will examine and assess the impact of collaboration on literacy teaching and learning. Three credits.

### **EDU 581 Issues in Literacy Education**

Students will investigate and critique major issues in current literacy publications and curricula. Students will identify research interests in literacy education and conduct in-depth inquiries in order to propose action plans for the targeted problems. 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. Course includes field placement in area elementary/middle/secondary school. 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 595 Best Practices in Higher Education Online Teaching**

This course provides an in-depth examination of modern distance education practices in higher education. Students will demonstrate competency in using distance education-related technologies to create learning activities. The class will emphasize strategies and technologies that allow students to develop rich learning activities to achieve deeper learning. Prerequisite: EDU 585. Three credits.

### **EDU 596 Best Practices in K-12 Online Teaching**

This course provides in-depth examination of modern distance education practices in K-12 teaching. Students will investigate the populations that will benefit from online learning and their needs. Students will demonstrate competency in using distance education-related technologies and assessment techniques. The class will emphasize strategies and technologies that allow students to develop rich learning activities to achieve deeper learning. Prerequisite: EDU 585. 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 is one of two courses designed for provisionally licensed teachers to take during their Professional Studies Program. This course 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. Prerequisite: Admission to teacher licensure program or permission of the director of teacher licensure. Three credits.

**EDU 614 Management and Mentorship II**

This is one of two courses designed for provisionally licensed teachers to take during their Professional Studies Program. This course 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: Admission to teacher licensure program or permission of the director of teacher licensure. Three credits.

**EDU 633 Integrated Language Arts**

This course is an overview of curriculum and instruction in the elementary and middle school language arts programs. This course integrates current theory and research in language development, reading methods and diagnostic procedures with specific methods for teaching reading, writing, spelling, grammar, listening and speech in PreK-6 and 6-8 classrooms. Skills in this area are designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include phonemic awareness, phonics, fluency, vocabulary development and comprehension strategies for elementary and adolescent learners. Three credits.

**EDU 636 Writing and Learning Across the Curriculum**

This course assists instructors in learning research-based strategies and best practices for using writing as a valuable instructional and assessment tool across the curriculum. As teacher-writers, participants will work on their own writing in mentorship sessions instructed by Shenandoah Valley Writing Project (SVWP) Teacher Consultants. Participants should be practicing teachers. Three credits.

**EDU 637 Intensive Writing Workshop**

This course brings together up to 25 distinguished local teachers from public and private schools, K-University levels, who have been invited by their institutions to participate in this four-week intensive summer experience to become Shenandoah Valley Writing Project (SVWP) Teacher Consultants. Students will examine issues in the teaching of writing; compare theories and research studies in the field; compose analytical and persuasive papers; and design, develop and present lessons demonstrating best practices. Participants are required to provide in-service workshops to their individual institutions for course completion. Course participation is by invitation only. Six credits.

**EDU 638 Advanced Workshop in Writing with English Language Learners**

This elective course is designed to advance practicing National Writing Project (NWP) Teacher Consultants in their development of strong instructional practice that improves learning by engaging students who are English Language Learners (ELLs). NWP Teacher Consultants will be prepared to share lessons and adaptations in their classroom practice with peers in their schools and across districts. Participant status as Shenandoah Valley Writing Project (SVWP) Teacher Consultant with Demonstration Lesson or position equivalent from another NWP site is required. One credit.

**EDU 639 Assessment Of and For Learning PreK-6**

This course focuses on the best practices of evaluating all learners' performance, including the relationships among assessment, instruction, monitoring student progress and adapting assessments for diverse learners in PreK-6 classrooms. This course includes field practicum in an area school and meets the requirements for PreK-6 initial teacher licensure as outlined by the Virginia Department of Education. Three credits.

**EDU 640 Assessment Of and For Learning Middle/Secondary**

This course focuses on the best practices of evaluating all learners' performance, including the relationships among assessment, instruction, monitoring student progress and adapting assessments for diverse learners in middle/secondary classrooms. Course includes field practicum in an area school and meets the requirements for middle and secondary initial teacher licensure as outlined by the Virginia Department of Education. 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 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 648 Curriculum and Instruction PreK-6**

This course focuses on principles of learning, application of pedagogical skills in PreK-6 settings and selection and use of materials including technology. Research-based best practices for large group, small group, individualized instruction and students with diverse and/or special needs are discussed. This course includes practicum placement in an area school. This course meets the requirements for PreK-6 initial teacher licensure as outlined by the Virginia Department of Education. Three credits.

**EDU 649 Curriculum and Instruction Middle/Secondary**

This course focuses on principles of learning, application of pedagogical skills in middle and secondary settings and selection and use of materials including technology. Research-based best practices for large group, small group, individualized instruction and students with diverse and/or special needs are discussed. This course includes field practicum in an area school and meets the requirements for middle/secondary initial teacher licensure as outlined by the Virginia Department of Education. 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 wish 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 Ed.D. 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.



## EDUCATION 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 under the supervision of a practicing school administrator and a university professor. Students are expected to complete a minimum of 330 clock hours total (55 clock hours per credit earned) of a deliberately structured supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, and agency) with diverse student populations. Must be approved by the student's advisor. Offered in increments of one, two and three credits with six credits the maximum to be earned.

### **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.

## GENDER AND WOMENS STUDIES (GWST)

### **GWST 500 Graduate Seminar in Women's Studies**

This course provides an in-depth introduction to feminist theory and methodology. It is a comprehensive and critical survey of the major theoretical perspectives in feminist thought encompassing both humanities and the sciences. The course emphasizes the diversity and multiplicity of feminist theories and the challenges feminist theories pose to traditional paradigms and research methods. Three credits.

### **GWST 600 Special Topics in Gender and Women's Studies**

This course provides opportunity for critical reading, discussion and analysis of a selected topic in gender and women's studies. The course meets three hours each week with students arriving in class prepared to discuss readings and other assigned learned activities. Topics vary depending on the instructor. Prerequisite: GWST 500. 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 501 Cultural Competency and Health Care**

This course facilitates development of knowledge, skills, values, meanings and experiences related to delivering competent cultural care to the clients. Emphasis is also on developing mindful interaction skills with other health care workers through deep exploration of self and interaction with individuals and groups with diverse backgrounds. Three credits.

### **HP 502 Cross Cultural Communication for the Health Care Professional**

This course combines beginning language instruction with the study of cultural norms in order to facilitate interaction between health care providers and their non-English-speaking patients. Of primary concern is the real-life application of conversation, understanding non-verbal behavior to enhance the development of effective therapeutic relationships and fostering of cultural sensitivity. Enrollment is limited to graduate students in the School of Health Professions programs. It is recommended that students have successfully completed at least one college level course in the appropriate language or the equivalent. Three credits.

### **HP 503 Chronic Disease Care: Evaluation and Improvement**

This course is designed to increase health profession students' understanding of chronic illness in the U.S., address a variety of problems around chronic illness (e.g., burden on population health, caregiver burden, etc.) and give them the skills to improve the quality of care delivered to patients with chronic illness. The course will emphasize epidemiology, population trends, evidence-based models of care, policy and social-behavioral aspects of chronic disease. Three credits.

### **HP 512 Care of Vulnerable Populations**

This course is an exploration of issues, policies and politics that impact the health and welfare of individuals, families and communities. There is a special emphasis on potential roles healthcare providers can play to impact the health status of vulnerable populations and remediation of health disparities in the United States. Enrollment is limited to graduate students in the School of Health Professions. Three credits.

### **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 601 Digital Citizenship in Health Sciences**

This course provides in-depth, hands-on learning to promote effective application of social media tools for health-related purposes. The course explores professional expectations and behaviors regarding social media tools and healthcare. This course explores the practical and ethical implications of the blurred lines of personal and professional life online for healthcare professionals. One and one-half credits.

**HP 612 Interprofessional Education for Healthcare Providers**

This course provides an opportunity for learners to acquire the knowledge, skills, values, meanings and experiences associated with working in interprofessional healthcare teams. Learning activities are disseminated through the online Shenandoah University Virtual Interprofessional Education (VIPE) Learning Center. The learner will access learning activities on the management of Rural Healthy People 2020 priority health conditions utilizing the "Interprofessional Education Collaborative" and "Institute of Medicine" competencies. Instructional contact hours may be accumulated over more than one semester. Students are advised to enroll in this course in the semester when the requirements will be completed. 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 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.

**HEALTH SYSTEMS LEADERSHIP (HSL)****HSL 740 Healthcare Quality Measurements and Methods**

This course allows learners to advance their knowledge and experiences associated with quality measures and methods in healthcare services and delivery. The focus is on the health systems leadership roles of the nurse executive, healthcare executive and lead administrators to assess and analyze needs in patient care delivery to implement and be engaged in quality measures to improve patient care and deliver safe and effective targeted healthcare. Three credits.

**HSLL 750 Healthcare Quality Measurements and Methods – Practicum**

This clinical practicum provides experiences to apply foundational concepts associated with quality measures and methods in healthcare services and delivery. The clinical focus is on development of a quality improvement plan for health quality measures, applying evidence-based interventions, clinical integration and collaboration across a continuum of care. The focus is on the systems leader roles in planning, implementing and measuring quality patient care delivery. Three or four credits.

## **HSL 758 Supply Chain and Logistics Management for Healthcare Systems**

This course is designed to provide learners from a variety of disciplines with an overview of general concepts in service supply operation in the healthcare marketplace. Concentration is on the supply chain and logistics of procurement, the purchasing processes, development of strategic sources and the related contracting. Contributing concepts are forecasting for short-range and long-range supply chain logistics including capital budgeting and finance. There is an emphasis on inventory management and developing operations metrics for the healthcare system and units using technology and resources for distribution to the point of service. Specialty units include the surgical suites, emergency department suite, diagnostic suites, nursing care units, the hospital pharmacy and community-based ambulatory care settings. Throughout, the focus includes quality processes, customer service and expectations, and management of variances. Included will be supply chain considerations in planning for emergency preparedness and disaster responses. Global and international supply operations for large organizations are considered. Three credits.

## **HSL 760 Health Systems Leadership in High-performance Organizations**

This course provides the learner with advanced knowledge and skills associated with health systems leadership to transform care delivery for optimal patient care experience and to lead in building a reliable high-performance organization (HPO). The focus is on the health systems leadership roles of the nurse executive, healthcare executive and administrator in leading and creating quality patient care services, collaborating with multiple stakeholders and professionals, embracing cultural diversity, care coordination, influencing legislation, ethical and legal dimensions of care service, data collection and analysis, and the use of outcomes data to improve patient care. Three credits.

## **HSL 768 Negotiations Mediation and Conflict Resolution in Healthcare**

This course provides learners advanced knowledge and skills associated with the principles and theories of conflict management. Emphasis includes the application of the negotiation processes across and among employees and professionals that result in enhanced positive culture and healthy work environments in healthcare settings. The healthcare leaders will integrate principles from human resources, ethical and legal aspects throughout the processes. Three credits.

## **HSLL 770 Health Systems Leadership in High-performance Organizations – Practicum**

This practicum provides the learner with advanced knowledge, skills, values, meanings and experiences associated with health systems leadership professionals to transform care delivery and optimize patient care experiences in building high-performance organizations. The focus is on the clinical role and practice of the systems leader in creating quality patient care services, collaborating with multiple stakeholders and professionals, influencing legislation and policy, ethical and legal dimensions of care service, data collection and analysis, and use of outcomes data to improve patient care. Three or four credits.

## **HSL 778 Business Forecasting in Healthcare and Accountable Care Organizations**

This course addresses concepts from general economics that impact the healthcare system. It focuses on healthcare economics as the demand and costs for healthcare in the U.S. are examined and analyzed. There will be analysis and comparison of the health system in the U.S., Canada and lead European countries in relation to effectiveness, efficiency, equity, safety and consumer satisfaction. Costs of healthcare production, the supply of healthcare and technology and the costs of healthcare delivery will be examined, including an analysis of the social determinants of health that impact the complexity and costs of healthcare in terms of the Triple Aim (cost effectiveness, patient-centered and improved health). Learners will analyze the impact of the insurance industry related to costs, healthcare delivery and the reimbursement mechanisms. The role of the government policy and law in healthcare delivery and price setting are included. Prerequisite: 500-level Economics course or above. Three credits.

**HSL 798 High-performance Organization Decision-making for Quality in Healthcare**

This course provides the learner with advanced knowledge, skills, values, meanings and experiences associated with decision-making in high-performance organizations (HPO). The health systems leader focuses on self as a transformational role model and on developing skills as a visionary participating on the executive team making key decisions to gain quality outcomes for an HPO. The focus will include analyses of data from finance, human resources, quality indicators and survey results, patient population needs and nursing and healthcare literature. Factors such as legislation and policy, ethical and legal dimensions of care, regulatory requirements and the Affordable Care Act (ACA) and its impact are included. Three credits.

**HSL 798 Populations Theory and Collaboration Across Settings**

This course provides the learner with advanced knowledge and skills necessary to collaborate with disciplines to manage patient care services for aggregate patient populations along the lifespan and across the continuum of care. The focus is on the health systems leadership roles of the nurse executive and healthcare administrators in the dimensions of population services and care management. This includes care coordination, collaboration, legislation and policy, ethical and legal components, data collection and analyses and use of outcomes data to improve patient population care across the continuum of acute and chronic disorders, as well as prevention and wellness. Three credits.

**HSL 808 Health Systems Leadership Practicum in Healthcare Settings**

This practicum is conducted under the supervision of SU SON faculty and a highly-qualified preceptor. It is the capstone practicum course and has variable credits as needed by the learner. With the expert guidance of faculty, the learner has the opportunity to design an individualized experience to highlight the learner's unique requirements. The practicum is the application of concepts and content provided throughout the health systems leadership program. The outcome will demonstrate a level of expertise in executive leadership in quality measures, population management, interdisciplinary collaboration and the ethical and legal parameters imperative of a leader in healthcare systems. This course may be repeated for credit. Two, three or four 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 PreK-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 508 Materials and Methods in Teaching Health**

This course is designed to familiarize candidates with various modes of course organization, class preparation and instructional methods suitable for teaching health in the secondary school. Students will engage in a 60-hour supervised methods experience in an assigned school and participate in a weekly seminar. Prerequisite: Acceptance into the Professional Studies Certificate Program PreK-12 Health and Physical Education. 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 PreK-12 program required. Health and Physical Education certificate program graduate students only. Three credits.

**KNS 590 Physical Education Curriculum and Administration**

This course presents extensive physical education curriculum models. Students are exposed to various models, who created the model, where the model originated, the various philosophies associated with each model, the strengths and weaknesses of each model and school districts who use the model. Students will create their own in-depth curricular model. 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. Three 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. Three 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. No 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 626 Change in Public Sector and Nonprofit Organizations**

This course examines the complexity of change and reform in public sector and nonprofit organizations. Particular consideration is given to the political, social and economic context in which organizations of public trust experience change and reform, as well as the history of change and reform in these organizations. The course also explores the nature of the change process from diverse perspectives, and considers the role of individuals who are involved in and impacted by change and reform efforts. The course highlights specific cases of change and reform for closer study. 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: Theory and Application**

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 (Administrative Leadership) or Doctor of Professional Studies (Organizational Leadership) degree program required. Three credits.



**LST 720 Societal Factors: Influence on Policy, Programs and Practice**

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. Admission to the Doctor of Education (Administrative Leadership) or Doctor of Professional Studies (Organizational Leadership) degree program required. 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**

This course is 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 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**

This 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: MBA Foundation. 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. Not open to students who took BA 431. Prerequisite: MBA Foundation. 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 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 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 571 Healthcare Law and Compliance**

This course surveys current legal, administrative-regulatory and ethical responsibilities of healthcare managers/governance and provides. Emphasis is placed upon institutional defensive law (medical negligence and torts), healthcare regulation (administrative law), patient confidentiality, informed consent and advanced directives, professional discipline, healthcare access, government healthcare policies, managed care, criminal fraud and abuse, patient rights, labor and employment law, environmental regulation, insurance law, public safety and homeland defense/terrorism. The diverse legal and ethical responsibilities of healthcare facilities in many ways define current healthcare law, policy and practices. A fundamental knowledge and understanding of law, regulations and compliance is essential for all students interested in pursuing a career in the healthcare field. 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**

This course is 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. Not open to students who took IST 411. 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**

This course is 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. Not open to students who took IST 410. 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. Not open to students who took IST 354. 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 V-casting, 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. Not open to students who took IST 458. Prerequisite: MIS 514. Three credits.

## **MIS 527 Operations Management**

This course provides: 1) an overview of issues and problems that frequently occur in the management of business processes, operations and systems, 2) general strategies for managing such operations and 3) quantitative and qualitative tools that can be fruitfully used in conjunction with those management strategies. The emphasis of this course is business applications, not mathematics and statistics. Prerequisite: QM 504. Three credits.

## **MARKETING (MKT)**

### **MKT 502 Foundations of Marketing**

This course is 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**

This course provides 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.

**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 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 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**

This course is an introductory survey of the study of chamber music for strings and winds from the middle of the 18th century through the 21st century. Emphasis will be placed on stylistic evolution in chamber music as made manifest in representative compositions by major composers. Individual research resulting in a term paper; or the equivalent, is expected. Three 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.

**MULT 701 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 702 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 720 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 751 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 752 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 753 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 754 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 756 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 795 Special Topics**

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

**MULT 799 Individual Directed Research**

A private-instruction setting for individual projects in music literature. May be used to fulfill DMA 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 821 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 822 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 823 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 824 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.

## MUSIC PEDAGOGY AND PERFORMANCE (MUPP)

### **MUPP 503      Guitar Pedagogy**

This course surveys 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 511      Repertoire for the Singing Teacher**

This course provides a survey of standard vocal repertoire appropriate for teaching singing in class settings and to individual voice students of all ages, including children's voices and the changing adolescent female and male voices. The course includes review of beginning- through intermediate-level repertoire and performance of that repertoire to identify mastery problems. Two credits.

### **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**

This course places 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. Students will study 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. Included is an analysis of the voice as an acoustic chain. The course requires 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 538      The Business of Studio Teaching**

This course introduces the basic principles of small business management appropriate for an independent music studio. Topics include accounting, billing, development of studio policies and intake forms, contracts, market research, and the design of print and online marketing materials. Students will create a studio website, develop a social media strategy and create a short- and long-term business plan. 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 547      Supervised Private Teaching**

This course consists of supervised teaching of beginning and intermediate applied music students with periodic seminars to discuss relevant teaching techniques and solutions. The course may be repeated with a different instructor or in a different applied field. Two credits.

**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 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 in Pedagogy - Voice. 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 634 Body Awareness for Musicians**

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**

This course explores technologies useful in the applied teaching studio, with an emphasis on their pedagogical application. Topics explored 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**

This course provides 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. Document preparation retitled as CONR 693 Lecture Recital Document. Two credits.

**MUPP 703 Guitar Pedagogy**

This course surveys teaching methods and materials for private instruction. Individual research resulting in a term paper; or the equivalent, is expected. Two credits.

**MUPP 706 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 711 Repertoire for the Singing Teacher**

This course provides a survey of standard vocal repertoire appropriate for teaching singing in class settings and to individual voice students of all ages, including children's voices and the changing adolescent female and male voices. The course includes review of beginning- through intermediate-level repertoire and performance of that repertoire to identify mastery problems. Two credits.

**MUPP 733 Anatomy and Function of the Singing Voice**

This course places 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. Students will study 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. Included is an analysis of the voice as an acoustic chain. The course requires 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 735 The Artist Teacher in the Classroom**

This course examines instructional techniques and methods for classroom teaching in a collegiate academic setting. Course content includes design of effective syllabi, learning outcomes, lesson planning, distance learning models, review of governmental policies and peer teaching experiences. Two credits.

**MUPP 738 The Business of Studio Teaching**

This course introduces the basic principles of small business management appropriate for an independent music studio. Topics include accounting, billing, development of studio policies and intake forms, contracts, market research, and the design of print and online marketing materials. Students will create a studio website, develop a social media strategy and create a short- and long-term business plan. One credit.

**MUPP 747 Supervised Private Teaching**

This course consists of supervised teaching of beginning and intermediate applied music students with periodic seminars to discuss relevant teaching techniques and solutions. The course may be repeated with a different instructor or in a different applied field. Two credits.

**MUPP 755 Contemporary Commercial Music Vocal Pedagogy: Level I**

This course is an 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 756 Contemporary Commercial Music Vocal Pedagogy: Level II**

This course is a continuation of MUPP 755 with emphasis on balancing age, vocal quality, style demands, timeframe and other factors including vocal health. The course includes practical experience working with students. Students with deficiencies in content covered by MUPP 755 will be required to take that course before enrolling in MUPP 756. One credit.

**MUPP 757 Contemporary Commercial Music Vocal Pedagogy: Level III**

This course is a continuation of MUPP 756 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. Students with deficiencies in content covered by MUPP 755 and/or MUPP 756 will be required to take the appropriate course(s) before enrolling in MUPP 757. One credit.

**MUPP 795 Special Topics**

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

**MUPP 798 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 799 Individual Directed Research**

A private-instruction setting for individual projects in performance practice or pedagogy. May be used to fulfill DMA 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 800 Comparative Vocal Teaching Methods**

This is a required course for the Doctor of Musical Arts in Pedagogy - Voice. 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 801 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 802 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 827 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 833 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 834 Body Awareness for Musicians**

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 835 Technology for the Teaching Studio**

This course includes 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 836 Technology Laboratory**

This course provides practical application of the technology studied in MUPP 635 or MUPP 835 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 or MUPP 835. Prerequisite: MUPP 635 or MUPP 835. One credit.

**MUPP 853 Career Navigation for the Artist Teacher**

This course examines myriad aspects of career navigation in the current arts and higher education marketplace. These aspects include skills and tools essential for arts entrepreneurs, navigation of the hiring process, the role of arts faculty in higher education, as well as job search strategies and procedures. Enrollment is limited to students who have successfully completed the appropriate DMA comprehensive or qualifying examination. Three credits.

**MUPP 895 Doctoral Performance Recital (DMA curricula 2016 FA or later)**

This course is a doctoral-level presentation of a full solo classical recital 60 to 70 minutes in length. Corequisite: Applied study. Three credits.

**MUPP 896 Doctoral Lecture Recital (DMA curricula 2016 FA or later)**

This course is a doctoral-level presentation of a 60 to 70 minute public lecture and recital of related music with a supporting Lecture Recital Document. Corequisites: AP\*\* 803 and CONR 893. Three credits.

**MUPP 897 Doctoral Performance Recital (DMA curricula prior to 2016 FA)**

Presentation of a full solo classical recital. Concurrent enrollment in applied study is required. Four credits.

**MUPP 898 Doctoral Lecture Recital (DMA curricula prior to 2016 FA)**

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 893 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 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 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 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 551 Popular Song and Jingle Writing I**

This course addresses the techniques of composing music in the "pop" idiom, including analysis of harmonic and melodic structures, lyrics, and instrumentation. Students will explore the industry, including writing techniques of radio and 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 Popular Song and Jingle Writing II**

This course is a continuation of MUTC 551, with an emphasis on video techniques and the use of Society of Motion Picture and Television Engineers (SMPTE) standards. Assignments include writing and research projects. Individual research resulting in a project or the equivalent is expected. Prerequisite: MUTC 551. One credit.

**MUTC 590 Music Theory Seminar**

This course offers traditional seminars that explore various analytical approaches and theories of musical meaning. Through discussion, presentation and participation in group projects, students take leadership roles in directing inquiry. Prerequisites: MUTC 501, MUTC 503 and MUTC 504 or successful completion of the graduate music theory diagnostic. 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 Post-Tonal Analysis**

This course provides 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.

**MUTC 722 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 790 Music Theory Seminar**

This course offers traditional seminars that explore various analytical approaches and theories of musical meaning. Through discussion, presentation and participation in group projects, students take leadership roles in directing inquiry. Prerequisites: MUTC 501, MUTC 503 and MUTC 504 or successful completion of the graduate music theory diagnostic. Two credits.

**MUTC 795 Special Topics**

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

**MUTC 799 Individual Directed Research**

A private-instruction setting for projects in theory and musicology. May be used to fulfill DMA 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 801 Post-Tonal Analysis**

This course provides an examination of compositional materials and techniques of art music from circa 1900 to the present day. Two credits

**MUSIC THERAPY (MUTH)****MUTH 513 Theoretical Foundations of Music Therapy**

In this course, students develop a comprehensive understanding of the music therapy discipline and profession. Areas addressed include defining music therapy; educational and training requirements in music therapy; historical and philosophical underpinnings of the music therapy field; psychological bases of music as therapy; major theories, models and methods of music therapy; the music therapy process (including assessment, planning, implementation, and therapeutic dynamics); and exploration of one's identity through music-centered self-inquiry. Clinical decision-making is emphasized throughout. Corequisites: MUTH 514 and CONR 590. Three credits.

**MUTH 514 Performing Therapy: An Experiential Orientation**

In this course, students develop an understanding of disability and difference through experiential tasks and performances that enhance their understanding of the transformative nature of music. Students write and perform music in a range of modalities and settings and meet with and interact with people who have different learning needs and methods of communication. Corequisite: MUTH 513. Two credits.

**MUTH 523 Developmental Music Therapy Practices**

In this course, students synthesize developmental theories and treatment knowledge based on current research to design didactic methods of clinical practice. Particular emphasis is placed on understanding and constructing music therapy experiences for persons with developmental difficulties. Special attention is given to the role of music experiences in clients' assessment and treatment across various populations and settings. Theoretical, clinical and research literature pertaining to these practices are reviewed, with consideration given to multiple therapeutic orientations. Students will explore pertinent research literature, plan and implement simulated music therapy processes, and develop resources for future use. Prerequisites: MUTH 513 and CONR 590. Corequisite: MUTH 524. Three credits.

**MUTH 524 Professional Orientation to Music Therapy**

In this course, students develop an understanding of the music therapy profession, including professional organizations, ethics, licensure and self-care. Students also examine current issues and trends in music therapy research and clinical practice. Prerequisite: MUTH 513. Corequisite: MUTH 523. Two credits.

**MUTH 531 Psychology of Music**

In this course, students develop an understanding of the physiological, neurological, psychological, developmental and social foundations of music. This includes auditory processing and music perception, music cognition, developmental foundations of music learning, and disorders specifically related to music perception and processing. A study of the acoustics of music is incorporated into the course. Research in the psychology of music is surveyed and evaluated. Prerequisites: MUTH 513 and CONR 590. Three 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 536 Music Therapy Practices in Medical Settings**

In this course, students examine practices in which music experiences and therapeutic relationships promote physiological and psychological well-being. Students develop their understanding of clinical practice by applying knowledge of music therapy assessment, treatment and evaluation to work with children and adults in medical settings. By focusing on physiological and biopsychosocial theories, students develop their knowledge of the influence of music on the human body and the interplay between mind, body and spirit. The theoretical, clinical and research literature pertaining to these practices are reviewed, with consideration given to multiple therapeutic orientations. Special attention is given to the role of music experiences in client assessment and treatment across various populations and settings. Students explore pertinent case studies, plan and implement simulated music therapy processes and cultivate resources for future use. Prerequisite: MUTH 523. Corequisite: MUTH 545. Three credits.

**MUTH 537 Music Therapy Practices in Mental Health Settings**

In this course, students develop an understanding of psychotherapeutic practices in music therapy, with specific applications of music therapy in mental health settings. Theoretical, clinical, and research literature pertaining to these practices are reviewed, with consideration given to multiple therapeutic orientations. Students explore pertinent literature, plan and implement simulated music therapy processes and develop resources for future use. Students participate in verbal discussion and dialogue, as well as live, interactive music experiences as a part of developing an understanding of concepts and techniques featured in the course. In addition, students conduct simulated psychotherapeutic music therapy processes involving class peers. Prerequisite: MUTH 523. Corequisite: MUTH 544. Three 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****MUTH 584 Music Therapy Internship II****MUTH 585 Music Therapy Internship III****MUTH 586 Music Therapy Internship IV**

Through the completion of a comprehensive, supervised training experience of a minimum of 250 hours, students further their knowledge of clinical practice by: 1) applying their comprehensive knowledge of the foundations and principles of music therapy to clinical practice, synthesizing and differentiating this knowledge as it applies to their clients and setting; 2) analyzing and applying knowledge of the music therapy literature to their practice; 3) adapting assessment and evaluation procedures to these client populations; responding to the dynamics of musical and interpersonal relationships that emerge at different stages of the therapeutic process; 5) applying verbal and non-verbal interpersonal skills; and 6) adhering to the American Music Therapy Association's, Inc. (AMTA) Code of Ethics. In addition, students attend periodic seminars to focus on topics related to clinical practice. Prerequisite: MUTH 545. Three credits.

**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 603 Advanced Theoretical Foundations of Music Therapy**

This course provides an orientation to contemporary theories and practices in music therapy, constructed around the Wilber's Integral Approach. Students develop a model of thinking in music therapy clinical practice, with an emphasis on shifting consciousness and the importance of perspective in clinical decision making. Corequisites: CONR 590 and MUTH 625. Two credits.

**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 607 Advanced Clinical Practice: Resource Development**

In this course, students survey current music resources and develop new resources for clinical practice. Emphasis is placed on multiple methods (improvisational, recreative and receptive) as they pertain to a range of clinical settings. Corequisite: MUTH 626. Two credits.

**MUTH 609 Verbal Skills for Music Therapists**

In this course, students develop their knowledge of verbal interventions in music therapy clinical practice. Students develop a wide range of verbal techniques through experiential exercises and learn to verbally process musical interventions related to singing, improvising, composing and receptive experiences in music therapy. A range of theoretical perspectives is presented to contextualize verbal processing in music therapy. Corequisites: MUTH 615 and MUTH 627. Two credits.

**MUTH 615 Advanced Clinical Practice: Contemporary Receptive Methods**

In this course, students advance their understanding of receptive methods of music therapy, with an emphasis on music and imagery. Students develop skills in structuring, implementing and adapting receptive methods for various populations, integrating clinical and research literature, and designing novel interventions for clinical practice. Corequisites: MUTH 609 and MUTH 627. Two credits.

**MUTH 616 Advanced Clinical Practice: Contemporary Improvisational Practices**

In this course, students advance their understanding of improvisational methods with an emphasis on group work. Students develop skills in structuring, implementing and adapting improvisational methods for various populations, integrating clinical and research literature and designing novel interventions for clinical practice. Corequisite: MUTH 628. Two credits.

**MUTH 620 Music Therapy Professional Practices**

Through lectures, workshops and group discussions, students advance their understanding of professional and business practices, with an emphasis on private practice. Students develop a business plan, learn the fundamentals of billing and reimbursement and develop an understanding of contemporary developments in related areas. Two credits.

**MUTH 625 Advanced Supervision: Orientation**

In this course, students advance their clinical practice through individual and group supervision. This includes an orientation to models and practices of music therapy clinical supervision and the application of these models to clinical work. Corequisites: CONR 590 and MUTH 603. One credit.

**MUTH 626 Advanced Supervision: Resource Development**

In this course, students advance their clinical practice through individual and group supervision. This includes advanced study of models and practices of music therapy clinical supervision, including resource development, and the application of these models to clinical work. Corequisite: MUTH 607. One credit.

**MUTH 627      Advanced Supervision: Receptive Methods**

In this course, students advance their clinical practice through individual and group supervision. This includes advanced study of models and practices of music therapy clinical supervision, including contemporary receptive methods, and the application of these models to clinical work. Corequisites: MUTH 609 and MUTH 615. One credit.

**MUTH 628      Advanced Supervision: Supervising Students**

In this course, students develop skills necessary for supervising music therapy students during clinical training placements. Supervision models are presented and integrated through experiential activities and small group discussions. 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 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 Healthcare**

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 513      Seminar in Health Informatics Technology**

This course is designed to assist students in attaining the knowledge, skills, values, meanings and experiences associated with synthesizing the impact of technology, information management and knowledge generation, professional roles, trends and issues, ethics and system life cycle development through seminars in these topic areas. This course assists in developing an overview of current information systems and its effects on the future of health care practice, research and education. Corequisite: N 511. One credit.



## **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 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 545      Roles, Trends and Issues in Health Informatics**

This course provides an opportunity to acquire the knowledge, skills, values, meanings and experiences for students to apply and synthesize the concepts of health professional roles in the health informatics field. Leadership and organizational management in technology-rich practice, research and education environments will be emphasized. Students will gain the experience needed to develop guidelines for distance learning, e-portfolios, electronic health records and telehealth. Ethics, trends and issues relevant to the present and future of health professional practice, research and education will be discussed. Three 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 Introduction to Forensic Nursing**

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 608 Health Informatics System Development**

This course provides an opportunity to acquire the knowledge, skills, values, meanings and experiences for students to create informatics projects in practice, research or education. In this course, students use the System Life Cycle (NI Competency I) to plan, analyze and design their own informatics projects. The System Life Cycle process will be continued in N 615 towards completion. Sixty hours of clinical is associated with this course. Prerequisite: N 545. 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 615 Health Informatics System Dissemination**

This course builds on N 608 to provide an opportunity to acquire the knowledge, skills, values, meanings and experiences for students to complete informatics projects in practice, research or education. In this course, students use the System Life Cycle (NI Competency I) to implement, test, evaluate, maintain and support their own informatics projects. Dissemination of the project in a public forum is expected. One hundred twenty clock hours of clinical is associated with this course. This course is offered in the second eight weeks of a 16-week semester. Prerequisite: N 608. 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 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.

## **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 705 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 biostatistical 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 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 711 Informatics and Technology in Healthcare**

This course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with healthcare 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 711 is required. Two credits.

## **N            715            Emergency Preparedness – Disaster Response Health Systems Focus**

This course focuses on incident management and leadership roles of healthcare administrators and professionals in natural or human-made incidents, infectious diseases, toxic exposures, mass casualty events and public health emergencies. Each phase of the disaster cycle (mitigation, preparedness, response and recovery) are discussed to ensure that the health needs of individuals, families and communities are effectively and safely met during a disaster. Three credits.

## **N            725            Integration of Healthcare Research and Statistics**

This course requires the student to integrate and organize relevant research literature, design an appropriate study methodology and select a statistical analysis for a research plan. The value of triangulation is introduced, while emphasis is placed on understanding the strengths and weaknesses of quantitative and qualitative research methods. Prerequisite: N 705. Three credits.

## **N            732            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            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.

## **N            770            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 770 is required. One credit.

## **N            771            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 725. Three credits.

## **NLAB    784            Advanced Practice Synthesis I**

This course is an integrative clinical course that encompasses the students' previous education and allows them to begin to develop expertise in their selected specialty track. Prerequisites: NPLB 680 or PMH 695 for BSN-DNP only. One and one-half credits.

## **NLAB    785            Advanced Practice Synthesis II**

This course is an integrative clinical course that encompasses the students' previous education and allows them to achieve expertise in their selected specialty track. NLAB 784 must be taken prior to or in conjunction with NLAB 785. One and one-half credits.

## **N            800            Clinical Research Implementation I**

This course is intended to assist the DNP student in implementing his/her previously completed research proposal. Individual tutorial assistance is given to the student in the research project stage of his/her program. The student in N 800 will work toward final committee approval of the project, IRB approval and initial and mid-stages of data collection and analysis. Prerequisite: N 771. Three credits.

## **N            801            Clinical Research Implementation II**

This course is intended to assist the DNP student in implementing his/her previously approved research proposal and proceeding until completion and dissemination of the project. Individual tutorial assistance is given to students in the research project stage of their program. The student in N 801 will work toward final data collection, analysis and dissemination of results. The student may enroll in N 801 for subsequent semesters until the scholarly clinical project requirements have been completed and the student is ready for graduation. Prerequisite: N 800. One credit.

## NURSE PRACTITIONER (NP)

### **NP 570 Applied Pharmacology and Therapeutics**

The intent of this course is to assist the student 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 NPLB 570 is required. Pre- or corequisites: N 550 and N 560. 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.

**NP 660 Primary Care of Geriatrics**

In this course, students will explore the common chronic health and illness patterns presented by geriatric clients accessing care in a primary care setting. Students will analyze health patterns and synthesize therapeutic nursing interventions including pharmacotherapeutics, appropriate diagnostic tests and health promotion strategies to positively manage health in partnership with clients. Students enrolled in the MSN program have the following prerequisites: NP 570 and NPLB 580. There are no prerequisites for students enrolled in the Post Graduate Certificate program. Three credits.

**NPLB 665 Primary Care of Geriatrics Practicum**

This course provides the opportunity for the student to apply advanced, specialized nursing knowledge, skills, values, meanings and experiences gained in the core nurse practitioner courses. The clinical hours will take place with geriatric clients in a primary care setting. Practicum experiences assist in the development of the adult-geriatric nurse practitioner (AGNP) role while under the mentorship of experienced nurse practitioner preceptors. Students enrolled in the MSN program have the following prerequisites: NP 570 and NPLB 580. There are no prerequisites for students enrolled in the Post Graduate Certificate program. Four 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 675 End of Life Transitions**

Students will explore various end-of-life transitions being navigated by geriatric clients accessing care in the primary care setting. Students will use critical thinking skills to understand insurance, advanced directives and other information needed when caring for the geriatric population. This course will also have students synthesize their communication skills in order to assist geriatric clients and their families in making care decisions at the end of life. Four 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 – 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 of 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 651 Integrated Midwifery Internship

This final clinical course in the Midwifery program provides the opportunity for the student to integrate and influence the knowledge, skills, values and meanings related to the nurse-midwifery management process in primary care, comprehensive antepartal care and comprehensive perinatal care. The number of clinical hours associated with this five credit course will be at least 300 hours but will be dependent upon the number of clinical experiences in full-scope midwifery practice necessary to attain competency as assessed by nurse-midwifery faculty. Prerequisite: NM 640. Five credits.

### NM 652 Evidence-Based Practice Project

This is the capstone course for the graduate credential in the Nurse-Midwifery program. It provides the opportunity for students to integrate and influence the knowledge, skills, values, meanings and experiences related to the documentation and analysis of evidence-based and interprofessional practice in primary care and comprehensive perinatal care. The evidence-based practice project will utilize perinatal case studies to analyze the relationship between evidence-based practice and the optimality of outcomes. Prerequisite: NM 640. One credit.

### 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 requirement for the American Nurses Credentialing Certification PMHNP exam. Concurrent enrollment in PMHL 695 is required. Prerequisites: N 550 and NPLB 580. Four credits.

**PMH 700 Depth Psychotherapy: Caring for the Soul**

This course provides a re-visioning of mental health care that moves beyond the medical model of symptom management to identifying the underlying issues in the basic structures of the individual personality. An introduction to depth psychology provides an understanding of deeper levels of experience within the therapeutic interaction, as well as the individual self of both therapist and client. The therapeutic space, therapeutic relationship, early developmental traumas, display of affect, dream interpretation, mythology, body-oriented therapy and expressive therapy are essential components to process-oriented depth psychotherapy. Permission of instructor is required for students outside of the graduate nursing programs. Prerequisite: PMH 645. Three credits.



## OCCUPATIONAL THERAPY (OT)

### **OT 522 Foundations of Occupational Therapy**

This course introduces students to the profession of occupational therapy through the 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 through the use of the cadaver lab, skills lab, and lecture. 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. In addition to the foundational elements of movement and how they influence occupation, students also examine how various conditions (orthopedic 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 site facilitators and faculty members will help an individual 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, public health, and health changes. The impact of various conditions on occupational performance is discussed. 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 management and leadership as they relate to the management of services. In addition, the role of the occupational therapy supervisor/manager this course 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. 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 various medical 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 with implementation of the occupational therapy process for clients with a variety of mental health conditions across the lifespan. Applications to assessment and treatment within various psychiatric treatment settings are emphasized while utilizing both occupation and non-occupation-based frameworks to guide clinical reasoning, including Person-Environment-Occupation (PEO) and Recovery models. Individual and group programming modalities will be understood in the context of the lived experience of individuals with mental illness and their families to prepare students for delivery of effective client and family-centered care in traditional and non-traditional behavioral health environments. 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 630 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. 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 LEADERSHIP AND MANAGEMENT (PALM)****PALM 509 Foundations of Arts Management**

This 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.

**PALM 512 Arts Marketing and Audience Engagement**

This course is designed to provide students with an in-depth understanding of nonprofit performing arts marketing and audience engagement. 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.

**PALM 517 Financial Management for Arts Organizations**

This 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.

**PALM 519 Fundraising in the Arts**

This course is designed to provide students with the tools necessary to understand philanthropic giving in the arts, how to plan effective fundraising efforts and how to solicit gifts from varying sources. Specific topics covered include sources of contributed income (individuals, foundations, corporations, government agencies), fundraising planning and strategy development (donor motivations, cultivation and stewardship techniques, research and revenue projections), forms of solicitation (individual "asks," proposal writing, direct marketing campaigns), budget preparation, and monitoring and reporting for fundraising purposes. Prerequisites: PALM 509 and PALM 512. Three credits.

**PALM 520 Institutional Planning in the Arts**

This course is designed to introduce students to organizational strategic, project and annual planning in the nonprofit performing arts field. The course will examine such topics as the concepts and processes of collaborative planning in the arts, analysis and decision-making, organizational alignment, the role of mission and vision in planning, and the design of measurement, evaluation and feedback tools. Prerequisite: PALM 509. Three credits.

**PALM 525 Governance of Arts Organizations**

This 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.

**PALM 526 Leadership in the Arts**

This course is designed to examine the leadership skills required of management and artistic leaders of professional arts organizations. The course will cover such topics as the relationship between the creative self and the leader; emotional intelligence and its role in leadership; leadership, communication, and audiences; and working with boards of directors and other key stakeholders. Three credits.

**PALM 527 Collaborative Arts Leadership in Practice**

This course is a seminar that will examine how leadership in the arts is practiced by engaging students in the governance, planning and evaluation of Shenandoah Conservatory's Organization of Arts Management Students. Students will work collaboratively in the design and implementation of initiatives and activities for OAMS while maintaining individual responsibilities within the organization's framework. Successful management of OAMS and integration of Web 2.0 tools are essential elements of this seminar. Three credits.

**PALM 529 Grant Writing for the Arts**

This course is designed to develop the student's applied research and writing skills that are required to create grant proposals for funding in the arts. Prerequisite: PALM 519. One and one-half credits.

**PALM 595 Special Topics**

This topics course investigates a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

**PALM 599 Individual Directed Research**

Individual directed research provides a setting for individual projects in arts management. Research may be used to fulfill arts management electives only. A 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.

**PALM 698 Internship in Arts Management**

Internships in arts management are practical managerial experiences in an arts setting. The internship placement must be secured and approved by program director prior to registration for PALM 698. 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 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 the students' understanding of evidence-based practice for performing artist educators and health care providers. For this course, each student will initiate a research project as part of the evidence-based practice requirement of the program. This project will be a case study, literature review or perspectives manuscript. 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 500 Introduction to the Pharmacy Profession**

This course orients first professional-year student pharmacists to the evolving role of the pharmacist in the healthcare system. Students will be introduced to the attributes, attitudes and ethical standards expected of the profession. Students will expand their self-awareness of personal strengths and limitations to further their professional development. The concepts of patient-centered care, collaborative care and the pharmacist as an advocate, educator and health promoter will be explored. During this course, students will gain familiarity with a variety of pharmacy career paths. One and one-half credits.

**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 and Compounding (Sterile and Nonsterile) Laboratory**

This course introduces and develops skills and techniques required to formulate, evaluate and prepare compounded pharmaceutical preparations and manufactured products. Enrollment 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. Two credits.

**PHAR 519      Introduction to Physical Assessment**

This is part one of a two-part sequence in which students will understand the role of the pharmacist in utilizing physical assessment in the patient care process. The course is designed to introduce students to the fundamentals of physical assessment needed in the practice of pharmacy. Students will be introduced to medical terminology, medical abbreviations, documentation of physical assessment findings and wellness and preventive health. One credit.

**PHAR 520      Physical Assessment Lab**

This is part two of a two-part sequence in which students will actively participate in laboratory activities designed to introduce physical assessment skills that pertain to the practice of pharmacy and reinforce and enhance Integrated Pathophysiology course material. The laboratory will build on the Introduction to Physical Assessment course to practice and apply physical assessment skills and enhance critical thinking in patient care. Prerequisite: PHAR 519. One credit.

**PHAR 521      Biomedical Sciences I**

This course provides students with an overview of advanced biomedical science topics such as biochemistry, molecular biology and cell biology that will serve as a foundation for immunology, medical microbiology, pathophysiology, toxicology, pharmacogenomics, pharmacology and pharmacotherapeutics as relevant to pharmacy students. This course will appraise how these biomedical processes apply to healthcare professions. This course is limited to first-year pharmacy students. Two credits.

**PHAR 522      Biomedical Sciences II**

This course builds upon the foundational knowledge presented in Biomedical Sciences I and explores advanced biomedical science topics such as immunology, oncology and medical microbiology that will serve as a foundation for pathophysiology, toxicology, pharmacogenomics, pharmacology and pharmacotherapeutics as relevant to pharmacy students. This course will appraise how these biomedical processes apply to healthcare professions. This course is limited to first-year pharmacy students. Three credits.

**PHAR 533      Communications in Pharmacy Practice**

This course provides the opportunity for students to develop and apply communication skills needed to effectively interact in today's changing healthcare environment. Students will learn how to communicate with patients and healthcare providers through development of oral and written communication skills. Students will develop an understanding of cultural issues, psychological and social challenges and healthcare disparities that affect communication with patients. Students will participate in class lectures, discussions and labs to learn needed communication, interpersonal and psychosocial skills. This course is limited to first professional-year student pharmacists. Two and one-half credits.

**PHAR 534      Essentials of Pharmacogenomics**

The rapidly emerging discipline of pharmacogenomics addresses the heritable variability in the way a person, based on their genetic makeup, responds to drugs. This 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 521. Two credits.

**PHAR 537      Integrated Pathophysiology I**

This course builds on the foundational knowledge presented in Biomedical Sciences I and II. Student pharmacists will be provided with the pathophysiology of the endocrine, nervous, GI and musculoskeletal systems, as well as other topics as appropriate. These topics will serve as a foundation for pharmacology, therapeutics and pharmacogenomics as relevant to future pharmacists. This course is limited to first year pharmacy students. Three credits.

**PHAR 538      Integrated Pathophysiology II**

This course builds on the foundational knowledge presented in Biomedical Sciences I and II and Integrated Pathophysiology I. Student pharmacists will be provided with the pathophysiology of the cardiovascular, renal, respiratory and reproductive systems, as well as other topics as appropriate. These topics will serve as a foundation for pharmacology, therapeutics and pharmacogenomics as relevant to pharmacy students. This course is limited to first year pharmacy students. 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 552      Drug Information Skills**

This course will introduce student pharmacists to the fundamentals of drug information and enable them to apply drug information skills in the delivery of pharmaceutical care. Topics include drug information retrieval, proper use of electronic resources, assessment of the reliability of drug information resources, and formulation and dissemination of evidence-based information to patients, caregivers and healthcare providers. Two credits.

**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 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 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 I**

This course consists of project studies in pharmacy education, basic research or practice. This course will enable the student pharmacist to gain fundamental experience with the scientific inquiry process and to further develop critical thinking, problem solving, and oral and written communication skills while assisting with research. This course may be used for basic research-related activities, such as assistance with literature review, protocol design, IRB submission, data collection, data analysis and scientific reports. 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 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 657 Healthcare Disparities**

This course will expose student pharmacists to health disparities existing among the medically underserved in a variety of pharmacy settings and specialties. Although the focus of the course will be health disparities within the United States, other countries' health care systems will be compared and discussed. Students will begin to develop the skills necessary to build pharmacy services and interventions targeting underserved priority populations. This course is available for second and third professional year pharmacy students. One and one-half credits.

**PHAR 658 Global Medicine**

This course will introduce the basics of global health issues in improving health and reducing the burden of disease in the most vulnerable populations. The class will review the complexities of global health delivery, health education and health promotion within the context of varying cultural constructs. This course will be open to second and third professional year pharmacy students. One and one-half 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 661      Emergency Preparedness**

This course is designed to provide student pharmacists with an understanding about the importance of emergency preparedness in pharmacy. Health care professionals need to be able to respond efficiently in the face of disastrous situations. This course will cover several aspects of emergency preparedness at the regional, state and national level. This course will also cover specific topics selected from various natural disasters, outbreaks, mass casualty, bioterrorism, chemical and radiation emergencies. This course is open to second and third professional year pharmacy students. Three credits

**PHAR 662      Drug Literature Analysis and Interpretation**

The staggering size and varying quality of the clinical literature require that the pharmacy student develop sophisticated methods for managing the literature and critically evaluating the data that they often represent. This course will present the student with the knowledge and tools necessary to manage this area of practice.

Corequisite: PHAR 663. Four credits.

**PHAR 663      Drug Literature Analysis and Interpretation Lab**

This course will reinforce the concepts taught in PHAR 662 by giving the students hands-on laboratory practice with the concepts. Corequisite: PHAR 662. One credit.

**PHAR 664      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 665      Introduction to Patient Assessment**

This course is the first part of the patient assessment course sequence in which students will be introduced to the patient medical chart and medical documentation. The process of interpreting lab values, reading a medical chart/dictation, as well as being able to analyze a patient drug regimen will be reviewed. The students will gain practical knowledge in obtaining medical information from a patient and writing SOAP note cases related to self-treatment illnesses. One credit.

**PHAR 667      Introductory Pharmacy Practice Experience III**

Students will perform patient care and pharmacist functions under the direct supervision of the pharmacist preceptor for their introductory pharmacy practice experience in the health-system pharmacy. Students will gain a total of 40 hours in the health-system pharmacy setting. This course is limited to second professional-year student pharmacists. One credit.

**PHAR 668      Pharmacology**

This course is designed to focus on physical and chemical properties, mechanism of action, physiological actions, and therapeutic uses of drugs. Pharmacology topics covered in this course are intended to provide students with an introductory exposure to the pharmacological impact of autonomic, CNS, endocrine and other agents. This will provide a foundational framework for application in the Integrated Pharmaceutical Care and Science sequence. Four credits.

**PHAR 669      Health Information Technology and Practice Management**

This course will present second year professional pharmacy students with the fundamentals of health information technology (HIT) and its impact on the practice of pharmacy. Topics include basic terminology, the use of data in quality improvement initiatives and information systems currently used in health care. This is the first of three courses in the Pharmacy Administration sequence. Three credits.

**PHAR 670      Introductory Pharmacy Practice Experience IV**

Students will provide direct patient care and pharmacist functions under the direct supervision of the pharmacist preceptor for their introductory pharmacy practice experience in a community pharmacy. Students will gain a total of 20 hours in the community pharmacy setting and 40 hours either in a community pharmacy or a direct patient care or specialty pharmacy site. This course is limited to second professional-year student pharmacists. One credit.

**PHAR 671 Toxicology**

Toxicology is the study of the adverse effects of chemicals on living organisms and includes the study of symptoms, mechanisms, treatments and detection of toxic agents. The course is designed to include information on both environmental toxins and the most common drug overdoses. Through this course, students will gain an understanding of how toxic agents affect physiological systems and potential treatment options. Prerequisite: PHAR 668. Two credits.

**PHAR 672 Bioethics in Film**

This course is designed to provide second and third year pharmacy students with an introduction to various philosophies in bioethics and ethical issues faced in everyday practice in the healthcare setting. Lecture, class discussions and film will be used to help students apply these philosophies, critically evaluate various medical ethical situations, and develop self-awareness about their own values, as well as others. One and one-half credits.

**PHAR 673 Introduction to Pharmacogenomic Research**

This course provides students with an introduction to various techniques and skills required to conduct basic pharmacogenomics research. Lectures, discussions, case studies and laboratory sessions will be utilized to help students learn and apply these skills. A final course research project integrating the skills and techniques will be required of all students. Prerequisite: PHAR 534. Three credits.

**PHAR 675 Geriatrics Pharmacotherapy and Assessment**

This course will demonstrate how to provide comprehensive care to the geriatric patient. Topics discussed will include common geriatric conditions and their assessments, the biology of aging and pharmacotherapy. Emphasis will also be placed on further development of communication skills and empathy towards the life complexities faced by older adults. This course will utilize a hands-on learning approach. This course is available for second and third professional-year pharmacy students. Three credits.

**PHAR 676 Advanced Self-Care**

This course will use an evidence-based approach to determine best practices in advising patients seeking self-care. Students will be required to apply and communicate self-care recommendations. This elective builds on the knowledge taught and acquired in PHAR 549 Nonprescription Products. Prerequisite: PHAR 549. Three credits.

**PHAR 677 Community Pharmacy Management**

This course is designed to give the student pharmacist an overview of the duties and responsibilities of a community pharmacy manager. Student pharmacists will learn effective strategies for daily pharmacy operations and personnel and inventory management. The course will serve to strengthen situational analysis and decision-making skills regarding customer service relations and legal and regulatory issues. Student pharmacists will also evaluate the development and marketing of community-based patient care services. One and one-half 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 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 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**

In this course which compliments PHAR 724, students will integrate assessment skills and Integrated Pharmaceutical Care and Science (ICARE) course material in order to enhance patient assessment and pharmaceutical care skills. 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 will employ various active learning methodologies to refine critical thinking, pharmacy practice and patient care skills and develop written communication skills necessary for the practice of pharmacy. This course is available for third professional year pharmacy students who have successfully completed their first and second year. Two credits.

**PHAR 724 Patient Assessment II**

In this course which compliments PHAR 723, students will integrate assessment skills and Integrated Pharmaceutical Care and Science (ICARE) course material in order to enhance patient assessment and pharmaceutical skills. 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 will employ various active learning methodologies to refine critical thinking, pharmacy practice and patient care skills and develop written communication skills necessary for the practice of pharmacy. This course is available for third year professional pharmacy students who have successfully completed their first and second year. Two credits.

**PHAR 726 Special Problems in Pharmacy II**

This course consists of advanced project studies in pharmacy education, research or practice. It will enable the student pharmacist to apply the scientific inquiry process and to utilize critical thinking, problem solving, and oral and written communication skills while conducting research. This course may be used for advanced research-related activities, such as the development of a protocol and IRB submission, the completion of data collection and analysis and/or manuscript generation. Prerequisite: PHAR 622. One-and-one-half or three credits.

**PHAR 728 Introduction to Ambulatory Care**

This course introduces ambulatory care pharmacy to third professional-year pharmacy students. The purpose of this elective is to provide the skills needed to design, implement and maintain an ambulatory care practice site. Students will also have the opportunity to apply knowledge from previous therapeutics courses to patient cases and utilize the literature and evidence that help guide clinical decisions in an ambulatory care practice setting every day. Completion of the second professional-year is required. Three credits.

**PHAR 733 Applied Pharmacokinetics and Pharmacogenomics II**

Applied Pharmacokinetics and Pharmacogenomics II will build on the concepts presented in PHAR 600 and complement PHAR 709, PHAR 741 and PHAR 742. It will focus on specific pharmacokinetic and pharmacogenomic issues of individual antibiotics, hormonal and oncology drugs and their clinical applications. Prerequisite: PHAR 600. Corequisites: PHAR 709, PHAR 741 and PHAR 742. 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 600. Corequisites: PHAR 700, PHAR 708 and PHAR 720. One credit.

**PHAR 736 Pharmacy Administration I**

This course provides an overview of the structure, organization and financing of the U.S. health care system with an emphasis on the implications of the complex social and economic environment on the practice of pharmacy. Two credits.

**PHAR 737 Pharmacy Administration II**

This is a pharmacy management skills course that is designed to enhance the professional effectiveness of students and provide them with a broad information base essential to efficient resource allocation in professional practice settings. Three credits.

**PHAR 738 Introductory Pharmacy Practice Experience V**

Students will perform patient care and pharmacist functions under the direct supervision of the pharmacist preceptor for their introductory pharmacy practice experience in an acute care or ambulatory care clinical practice. Students will gain a total of 40 hours of experience in the acute care or ambulatory care settings. This course is limited to third professional-year student pharmacists. One credit.

**PHAR 739 Preparation for Postgraduate Education**

This course introduces third year pharmacy students to postgraduate training opportunities. Students will be introduced to different types of residency and fellowship training programs and to the application and interview process. Students will be taught how to develop a curriculum vitae (CV) and letter of intent; how to prepare for residency showcases, the ASHP Match, onsite interviews and presentations; how to apply through PhORCAS; how to apply to a fellowship; and more. One and one-half credits.

**PHAR 740 Evidence-Based Medicine**

This is an advanced elective course designed to give students further experiences in utilizing the best evidence to current practice. The course will provide students the practice of not only evaluating literature but also analyzing it according to practical decisions that need to be made for individual patients. This course will be open to third professional year pharmacy students. One-and-one-half credits.

**PHAR 741 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. Prerequisites: PHAR 607, PHAR 608 and PHAR 619. Enrollment limited to third year professional students. Three credits.

**PHAR 742 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. Prerequisites: PHAR 607, PHAR 608 and PHAR 619. Enrollment limited to third year professional students. Four credits.

<b>PHAR 811</b>	<b>Advanced Pharmacy Practice Experience I (APPE I)</b>
<b>PHAR 812</b>	<b>Advanced Pharmacy Practice Experience II (APPE II)</b>
<b>PHAR 813</b>	<b>Advanced Pharmacy Practice Experience III (APPE III)</b>
<b>PHAR 814</b>	<b>Advanced Pharmacy Practice Experience IV (APPE IV)</b>
<b>PHAR 815</b>	<b>Advanced Pharmacy Practice Experience V (APPE V)</b>
<b>PHAR 816</b>	<b>Advanced Pharmacy Practice Experience VI (APPE VI)</b>
<b>PHAR 817</b>	<b>Advanced Pharmacy Practice Experience VII (APPE VII)</b>
<b>PHAR 818</b>	<b>Advanced Pharmacy Practice Experience VIII (APPE VIII)</b>

Students will be assigned to a practice site and a preceptor for an Advanced Pharmacy Practice Experience (APPE). Each equivalent week of experience shall contain an average of 40 hours of practice, and students will complete five weeks for a total of 200 hours. Students will perform activities in various pharmacy and healthcare settings and will work with a pharmacist preceptor as part of the healthcare team. Enrollment is limited to students in the fourth professional year. 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. Two credits.

### PHRN 600 Principles of Pharmacokinetics

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.

### 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. 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 presents an overview of the analytical skills and tools needed to read, review, and understand the medical literature. The course will focus on research design, statistics, drug literature evaluation, and drug information requests. Two credits.

### PHRN 669 Health Information Technology

This course will present the fundamentals of health information technology (HIT) and its impact on the practice of pharmacy. Topics include basic terminology, the use of data in quality improvement initiatives, and information systems currently used in health care. One credit.

### 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. Two credits.

## **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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. Three credits.

## **PHRN 723 Patient Assessment**

Patient Assessment will introduce students to assessment skills pertaining to the practice of pharmacy and pharmaceutical care. This course is correlated with the Integrated Pharmaceutical Care and Science (ICARE) courses. In order to apply, refine and demonstrate interpersonal verbal and written skills, critical thinking, and assessment skills, students will participate in a mandatory applications laboratory during a live Patient Assessment Skills Weekend in Term 6 in addition to didactic coursework. Two 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 741 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. Three credits.

## **PHRN 742 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. SOAP note assignments will enable the student to apply the information received through the lectures to a specific patient case. Four credits.

## **PHRN 800 Ambulatory Care Advanced Pharmacy Practice Experience**

Students will be responsible for finding an appropriate 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 be responsible for finding an appropriate 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 be responsible for finding an appropriate 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 840 Non-Traditional Community Advanced Pharmacy Practice Experience**

Students will be responsible for finding an appropriate practice site. Students will perform community pharmacist functions while under the supervision of the pharmacist and complete no less than 80 hours of practice. The student will gain experience in a community practice setting. Grade of "S" or "U" only. No credit.

**PHRN 841 Non-Traditional Institutional Advanced Pharmacy Practice Experience**

Students will be responsible for finding an appropriate practice site. Students will perform institutional inpatient pharmacist functions while under the supervision of the pharmacist and complete no less than 80 hours of practice. The student will gain 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 620 Introductory Therapeutic Interventions**

This course is the first of a series of three courses that covers the principles of therapeutic exercise prescription and soft tissue mobilization in physical therapy practice. Theory and practice of the following exercise domains are discussed: range of motion; stretching and resisted exercises; and endurance, balance, coordination and proprioceptive training. Appropriate exercise prescription including frequency, intensity, volume and duration of activity are also be discussed. One credit.

**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.

<b>PT</b>	<b>656</b>	<b>Integrated Clinical Experience I</b>
<b>PT</b>	<b>751</b>	<b>Integrated Clinical Experience II</b>
<b>PT</b>	<b>752</b>	<b>Integrated Clinical Experience III</b>

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 three 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            694            Medical Fundamentals**

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 734 Professional Issues II for Dual Major DPT/MSAT**

This course is the second of three courses of lecture and discussion of ethical, professional and leadership issues encountered in physical therapy and athletic training practice, administration, billing/reimbursement and management. Within this course, the student will be introduced to the process necessary for identifying and resolving issues of ethical and/or professional problems in a variety of traditional and non-traditional physical therapy and athletic training settings. It will include an introduction of the standards of legal and ethical practice and conduct for dual credentialed physical therapists/athletic trainers. The legal and ethical impact of confidentiality and accountability will be stressed along with the introduction of other current topics of interest to the professions of athletic training and 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 and athletic training services, as well as the promotion of these professional disciplines. Enrollment limited to second year status in the dual degree DPT/MSAT program. 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 student's 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 in the Canvas course 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 782 Therapeutic Interventions I**

This course covers the principles of therapeutic exercise prescription and soft tissue mobilization in physical therapy practice. Theory and practice of the following exercise domains are discussed: range of motion, stretching, resisted exercises, endurance training, balance, coordination, proprioceptive training and aquatic exercise. Appropriate exercise prescription including frequency, intensity, volume and duration of activity will also be discussed. One credit.

**PT 783 Therapeutic Interventions II**

This course is a continuation of PT 782 and covers the principles of therapeutic exercise prescription and soft tissue mobilization in physical therapy practice. Theory and practice of the following exercise domains are discussed: range of motion, stretching, resisted exercises, endurance training, balance, coordination, proprioceptive training and aquatic exercise. Appropriate exercise prescription including frequency, intensity, volume and duration of activity will also be discussed. Prerequisite: PT 782. One credit.

**PT 792 Physical Agents**

This course covers the physical modalities, electrodiagnostic techniques, hydrotherapy, massage, myofascial release, trigger point therapy, and acupuncture/acupressure. 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**

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 856 Culminating Clinical Experience**

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. Three 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 890 Advanced Medical Fundamentals for Dual Major MSAT/DPT**

This course is designed as three mini-courses for second year dual major (athletic training/physical therapy) students. 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 and/or athletic trainer. During this mini-course, the dual degree student will also learn the governing regulations relevant to treating the injured or ill athlete or active person. In the third mini-course, students will learn more advanced skills to screen for non-musculoskeletal conditions. Enrollment is limited to second year students enrolled in the dual degree DPT/MSAT program. Three credits.

**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 Advanced Medical Fundamentals**

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 826 Management and Leadership**

This course is designed to educate physical therapists on the elements of practice management and professional leadership. Students will explore the importance and application of various management and leadership roles and responsibilities through both individual and group activities. The course activities are targeted for students that currently hold or are intending to seek a position of management or leadership. Enrollment is limited to students enrolled in the Transitional Doctor of Physical Therapy program. One credit.

**PT 834 Professionalism in Physical Therapy**

This post-graduate course is designed to educate physical therapists on the elements of professionalism in physical therapy. Students will explore the importance and application of various aspects of professionalism and professional development through both individual and group activities. 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 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 846 Emerging Clinical Practice I**

This course is the first of a two-part course that is designed as a culmination of the Shenandoah University tDPT program of study. Mastery of applied knowledge from all prior coursework will be demonstrated through the development of a patient case study report. This first section will focus on the development of an in-depth understanding of the elements of writing a publishable-quality case report through self-directed learning activities. A suitable patient case of either retrospective or prospective study will be selected and an abstract summary of the case will be submitted at the end of the term. Prerequisites: PT 834, PT 835, PT 836 and PT 838. Pre/corequisites: PT 842 and PT 899. One credit.

**PT 848 Emerging Clinical Practice II**

This course is designed as a culmination of the Shenandoah University tDPT program of study. Mastery of applied knowledge of all prior coursework will be demonstrated through the development of a patient case study. In this section, students will be mentored through completion of their faculty-approved case study report. Prerequisite: PT 846. Two credits.

**PT 849 Contemporary Practice in PT – 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. Prerequisites: PT 834, PT 835, PT 838 and PT 842. Two credits.

**PT 860 Advanced Human Anatomy**

This 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, 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**

This course provides an overview of physiological processes that influence the human organism at the cellular, organ and systemic levels. It 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. It also 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 systems 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: PAL 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 develops 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**

This is 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 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. Students 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. Students 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. Students 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. Students 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. Students 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. Students 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 designing and implementing pharmacotherapeutic and non-pharmacotherapeutic treatment plans that include appropriate follow-up measures. These skills will be obtained through patient contact experiences supervised by community health care providers and guided by specific objectives. 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**

This course examines the fundamental elements of behavior change and specific behavior change procedures. 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 Human Growth and Learning**

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 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.

## QUANTITATIVE METHODS (QM)

### **QM 502 Business Statistics**

The purpose of this course is to introduce basic concepts of statistics. The course is designed to help students apply statistical methods to solve business problems. The course covers descriptive statics, probability distributions and inferential statistics. One and one-half credits.

### **QM 504 Business Analytics**

This course provides analytical tools beyond statistics to support business decision-making. Business analytics is an interactive process of analyzing and exploring enterprise data to gain valuable insights on business practices. The course covers predictive analytics and prescriptive analytics including, but not limited to, linear regression and linear programming. Prerequisite: QM 502. One and one-half credits.

## READING (RDG)

### **RDG 523 Foundations of Literacy**

This course is designed to impart a thorough understanding of the Virginia English Standards of Learning as well as the reciprocal nature of reading and writing. Reading instruction includes phonemic awareness, concept of print, phonics, fluency, vocabulary development and comprehension strategies. Writing instruction includes writing strategies and conventions that support the composing/writing expression and usage/mechanics domains. This course includes proficiency in understanding the stages of spelling development, the writing process and fostering appreciation of a variety of fiction, non-fiction text and independent reading. 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 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 Leadership in Literacy Programs**

This course examines central issues related to literacy instruction, assessment and leadership. Emphasis is placed on the use of assessment data to plan literacy instruction and to organize school-wide reading programs. In addition, the course presents an overview of the literacy coach's role in improving the literacy performance of students, as well as effective coaching practices and strategies related to improvements and innovations in classroom teaching and literacy instruction. Three credits.

**RDG 610 Language and Literacy Development in Early Childhood**

This course examines issues, theories, processes and contexts involved in oral language and early literacy development. Additionally, this course explores the implications for curriculum and instruction in early childhood settings for children from birth through grade two, including the role of English language learners and language development for exceptional learners. Students will develop competencies in the components of emergent literacy, which include oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. Three credits.

**RDG 611 Assessment and Instruction in Early Literacy**

This course is a study of research-based literacy assessment and instructional practices useful in guiding developmentally appropriate learning for emergent readers. The course will provide participants with instruction and experience in the evaluation of abilities and achievement in literacy using formal and informal assessment procedures. Participants will design instructional programs based upon identified needs of individual children. Prerequisite: RDG 610. Three credits.

**RDG 613 Family Literacy: Home, School and Community Partnerships**

This course examines effective family involvement programs and current research underscoring the interaction among families, schools and the community and the impact of these factors on the academic success of preschool children. Participants will have opportunities to examine different approaches to and programs for family literacy. Emphasis is placed on developing understandings of cultural diversity and ethics when working with families and children. Three credits.

**RDG 614 Field Experience in Early Literacy**

This course is a study of research-based literacy assessment and instructional practices useful in guiding developmentally appropriate learning for emergent readers. Through field experiences, students will improve their instructional and assessment practices by evaluating abilities and achievement in literacy using formal and informal assessment procedures. Students will design instructional programs based upon identified needs of individual children. Prerequisites: RDG 610, RDG 611 and RDG 613. Three credits.

**RDG 635 Literacy in the Content Areas**

This course includes a study of the teaching and learning strategies necessary for developing basic literacy skills in the content areas. Teacher candidates will focus on assessing and improving PreK-12 student achievement in content disciplines by implementing effective, research-based practices for teaching reading and writing. In practice, teacher candidates will tutor children struggling with literacy. Three credits.

**RDG 648 Collaborative Projects in Literacy**

Students will conduct collaborative projects focused on identified PreK-12 literacy achievement concerns. In order to increase peer knowledge and professional development, students' projects will implement research-based best practices in teaching and assessment. Prerequisites: EDU 580 and EDU 581. Three credits.

**RESEARCH STUDIES (RST)****RST 671 Using Educational Measurement and Statistics  
(Some Sections Remote)**

This course serves as an introduction to 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 learner 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 (Some Sections Remote)**

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 676 Survey Design and Analysis**

This course will provide the background, knowledge, tools and critical thinking skills needed to build and analyze a survey. Specifically, it will provide the basic knowledge for identifying and developing specific survey objectives, writing a survey instrument, developing a reliable and valid self-administered survey, selecting the most appropriate mode, making decisions about design elements to increase participation and data quality, selecting a sample and administering surveys. Three credits.

**RST 678 Practitioner Research I**

This course 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 Practitioner Research II**

This course builds upon the practitioner research proposal developed in RST 678 Practitioner Research I, and 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. Prerequisite: RST 678. 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 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). 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 Quantitative Research Design and Data Analysis**

This is an introductory course in quantitative research design and data analysis procedures. It includes sampling procedures, quantitative statistics analysis procedures, and non-parametric procedures. Emphasis is placed on the application of computer programs designed to perform statistical analysis. Instruction includes the proper interpretation of the results obtained from computer analysis. Admission to EdD or DProf program required. Three credits.

**RST 776 Advanced Quantitative Research Design and Data Analysis**

This is a course in the analysis of complex quantitative research data used in the social sciences. The content of the course includes both parametric and non-parametric multivariate analysis procedures. It includes the use of analysis software. This course provides the analysis procedures needed for the completion of the dissertation. Prerequisite: RST 775. Three credits.

**RST 784 Qualitative Methods for Doctoral Research**

This course is designed to provide both a theoretical foundation in qualitative methods in social science research and in-depth training in qualitative data collection, analysis, interpretation and presentation. The course focuses on how to frame research questions and design appropriate research strategies that incorporate qualitative methods. The ethics of conducting this kind of research will be examined in depth. The methods studied will include participant observation, in-depth interviews, historical analysis, focus group and other emerging techniques. Prerequisites: RST 684 and admission to EdD or DProf program. 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 covers an overview of supply chain strategy, design, planning and implementation. Supply chain management integrates labor; materials, capital invested and information to effectively and efficiently deliver goods and service from point-of-origin to point-of-consumption. In addition, supply chain coordination, sustainable operations, business model innovation and supply chain risks are covered. Prerequisite: QM 504. 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. Not open to students who took BA 442. 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. Not open to students who took BA 446. Prerequisite: SCM 530. 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.

### WR 636 Writing and Learning Across the Curriculum

This course assists instructors in learning research-based strategies and best practices for using writing as a valuable instructional and assessment tool across the curriculum. As teacher-writers, participants will work on their own writing in mentorship sessions instructed by Shenandoah Valley Writing Project (SVWP) Teacher Consultants. Participants should be practicing teachers. Three credits.

### WR 637 Intensive Writing Workshop

This course brings together up to 25 distinguished local teachers from public and private schools, K-University levels, who have been invited by their institutions to participate in this four-week intensive summer experience to become Shenandoah Valley Writing Project (SVWP) Teacher Consultants. Students will examine issues in the teaching of writing; compare theories and research studies in the field; compose analytical and persuasive papers; and design, develop and present lessons demonstrating best practices. Participants are required to provide in-service workshops to their individual institutions for course completion. Course participation is by invitation only. Six credits.

### WR 640 Teaching Grammar and Linguistics Through Reading and Writing

This class examines and implements research-based best practices in learning and teaching grammar and linguistics as integrated with writing and reading instruction. This course includes strategies, workshops and assessments to help participants understand how to improve oral and written performance. Three credits.

### WR 641 Literacy Leadership: Coaching and Evaluating Writing

Participants will follow National Writing Project (NWP) protocols as they learn to examine, implement and reflect on best practices as writing coaches. In both field and class settings, participants will demonstrate research-based best practices in evaluating writing to increase student skills and achievement. Three credits.

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# ADMINISTRATION

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Clarresa Moore Morton, Vice President for Enrollment Management & Student Success; B.A. Oral Roberts University; M.A. and Ph.D., Virginia Polytechnic Institute and State University

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## Administrative Officers

Sheri A. Allen, Interim Director of the Division of Physical Therapy; B.S., Pennsylvania State University; M.P.T., University of Pittsburgh; Ph.D., Pennsylvania State University

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Quaiser Absar, Director of Institutional Computing; B.S., M.S., University of Evansville

Howard M. Ballentine, Director of Institutional Research and Assessment; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

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Jennifer Bousquet, Director of Foundation Relations; B.A., University of Arkansas; J.D., University of Arkansas at Little Rock

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Emily Burner, Director of Media Relations; B.A., Randolph-Macon College; M.S., Syracuse University

Jeff W. Coker, Dean of the College of Arts & Sciences; B.A., University of Texas at Austin; M.A., Texas State University-San Marcos; Ph.D., Ohio University

Stephanie U. Cross (2010), Director of the Division of Respiratory Care; A.S., B.S., Shenandoah University; M.S., Old Dominion University

Miles K. Davis, Dean of the Harry F. Byrd, Jr. School of Business; B.A., Duquesne University; M.A., Bowie State University; Ph.D., The George Washington University

Robert DiCenzo, Dean of the Bernard J. Dunn School of Pharmacy; B.S., University of Buffalo; Pharm.D., Albany College of Pharmacy

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Holli Phillips, Director of Learning Resources and Services; B.S., Old Dominion University; M.A., American Public University

Jane D. Pittman, Associate Vice President for Alumni Affairs; B.A., Findlay College; M.B.A., Shenandoah University  
 Amy Sarch, Associate Vice President for Academic Affairs and 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  
 Barry G. Schnoor, Director of Physical Plant; B.A., University of Nebraska; M.U.E.P., University of Virginia  
 Karen K. 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  
 Cathy F. Shanholtz, Interim Director of the Division of Occupational Therapy; B.S., M.Ed., Pennsylvania State University; O.T.D., George Washington University  
 Jennifer Spataro-Wilson, Director of Career Services; B.A., Campbell University; M.A., West Virginia University  
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 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  
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 Ron Stickley, Director of Wilkins Wellness Center; B.S., Eastern Mennonite University; M.S., Shenandoah University  
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 Sherry D. Whitelaw, Director of Student Accounts; B.S., Bridgewater College  
 Andrew B. Woodall, Executive Director of Recruitment and Admissions; B.S., George Mason University; M.S.W., University of Maryland - Baltimore  
 Douglas W. Zipp, Director of Intercollegiate Athletics; B.S. Elmira College; M.S., University of Rochester

Director of the Division of Physician Assistant Studies; position open at press time

# FACULTY

This list includes those full-time and part-time faculty members who taught during the 2015-16 academic year and who are expected to continue, and new full-time faculty hired as of January 1, 2016, for the 2016-17 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 appointments with part-time teaching assignments are designated by a caret symbol (^).

+ Full-time 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

^\*Jeff W. Coker (2015), Dean of the College of Arts & Sciences and Professor; History; B.A., University of Texas at Austin; M.A., Texas State University – San Marcos; Ph.D., The Ohio State University

Cindia Stewart (1985), Associate Dean and Associate Professor; Mathematics; B.S., Shenandoah University; M.S., Shippensburg University; Ph.D., University of Virginia

=\*Anne E. Schempp (2009), Director of Pre-health and Interprofessional Education and Associate Professor; Physician Assistant Studies; B.S., M.S., Saint Francis University

### Full-time Faculty

Dana N. Baxter (2016), Assistant Professor; Criminal Justice; B.A., M.A., Ph.D., Indiana University of Pennsylvania

^Adrienne Bloss (2013), Vice President for Academic Affairs and Professor; Mathematics; B.S., University of Virginia; M.S., M.Phil., Ph.D., Yale University

Darren D. Bly (1997), Assistant Professor; Physics; B.S., The University of Sussex (United Kingdom); M.S., Ph.D., University of Maryland-Baltimore County

Adela Borralló-Solis (2015), Assistant Professor; Hispanic Studies; B.A., Universidad de Extremadura (Spain); M.A., Michigan State University; Ph.D., University of Colorado at Boulder

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), Associate Professor; Psychology; B.S., University of Massachusetts; M.A., Ph.D., University of Mississippi

Michelle L. Brown (2010), Associate Professor; English; B.S., M.A., James Madison University; Ph.D., University of Maryland

Diep Vu Ca (2005), Professor; Chemistry; B.S., M.S., Vietnam National University (Vietnam); M.E., University of New England (Australia); Ph.D., Miami University

Sarah Canfield Fuller (2014), Assistant Professor; English; B.A., Ph.D., Indiana University; M.A., Temple 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., University of Kansas

Matthew Corr (2015), Visiting Instructor; Mass Communications; B.A., Hiram College; M.A., Kent State University; Ph.D., Duquesne University

Kelley Crowley (2011), Associate Professor; Mass Communications; B.A., Point Park College; M.A., Ph.D., Duquesne University



- Gina C. 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; Exercise Science (Kinesiology); B.S.E., State University of New York at Cortland; M.S., Ph.D., University of Illinois
- William Douglas Enders (2005), Director of the Writing Center and Professor; English; A.B., University of Michigan; M.A., Ph.D., University of Toledo
- Casey Robert Ericksen (2016), Visiting Assistant Professor; Hispanic Studies; B.A., The College of New Jersey; M.A., Ph.D., University of Virginia
- 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
- Ashley Gabriel (2015), Visiting Assistant Professor; Psychology; B.S., Birmingham-Southern College; M.A., Ph.D., University of Alabama
- Jon B. Gettman (2009), Associate Professor; Criminal Justice; B.A., The Catholic University of America; M.S., The American University; Ph.D., George Mason University
- Alida D. Gibson (2015), Visiting Instructor; Psychology; B.A., M.A., Hood College; M.S., McDaniel College
- Audra L. Gollenberg (2010), Associate Professor; Public Health; B.S., Rensselaer Polytechnic Institute; Ph.D., University of Massachusetts
- Paula Grajdeanu (2011), Associate Professor; Mathematics; B.S., M.S., University of Iasi; Ph.D., Durham University
- Brandon F. Greene (2013), Associate Professor; Psychology; B.S., University of Alabama; M.S., University of Kansas; Ph.D., Florida State University
- Jennifer L. Gyuris (2009), Visiting Assistant Professor; English; B.A., M.A., Hollins University; M.A., Virginia Polytechnic Institute and State University
- Rachael W. Hammond (2007), Assistant Professor; English; B.A., University of Virginia; M.A., James Madison University
- Laura L. Haubrick (2007), Assistant Professor; Biology; B.S., Indiana University of Pennsylvania; Ph.D., Pennsylvania State University
- Julie A. Hofmann (2006), 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
- \*Steven E. Humphries (2007), Director of Intensive ESL Program and Associate Professor; ESL; B.A., Auburn University; M.S., Ph.D., Florida State University
- Joanne Jacobs (1983), Associate Professor; English; B.A., Marymount Manhattan College; Ph.D., University of Notre Dame
- Veronyka J. James (2016), Assistant Professor; Criminal Justice; B.A., University of Redlands; M.A., Ph.D., Indiana University of Pennsylvania
- Geraldine W. Kiefer (2003), 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), Associate Professor; Psychology; B.A., Beloit College; M.A., Ph.D., Loyola University
- Brett L. Kite (2007), Assistant Professor; Chemistry; B.S., Ph.D., Virginia Polytechnic Institute and State University
- Jessica L. Kutz (2015), Assistant Professor; Exercise Science (Kinesiology); B.S., Ph.D., The Pennsylvania State University
- Eric K. Leonard (2003), Henkel Family Chair in International Affairs and Professor; Political Science; B.S., William Paterson College; M.A., Ph.D., University of Delaware
- Brian W. Lipscomb (2008), Assistant Professor; Biology; B.A., University of Kansas; Ph.D., Yale University

- +Anne Marchant (2011), Director of Center for Teaching, Learning and Technology and Professor; Interdisciplinary Studies; B.A., University of New Hampshire; M.A., Ph.D., University of California
- Kevin Minister (2014), Assistant Professor; Religion; B.A., Union University; M.T.S., Boston University; Ph.D., Southern Methodist University
- Meredith Minister (2014), Assistant Professor; Religion; B.A., Union University; M.T.S., Boston University; Ph.D., Southern Methodist University
- Kimberly S. Orrell (2007), Assistant Professor; Biology; B.S., Central Michigan University; M.S., Ph.D., Virginia Polytechnic Institute and State University
- Jessica O'Shaughnessy (2013), Assistant Professor; Mathematics; B.A., St. Mary's College of Maryland; M.S., Ph.D., National University of Ireland
- Barry M. Parker (2013), Assistant Professor; Exercise Science (Kinesiology); B.F.A., University of Florida; M.S., Ph.D., Springfield College
- Nina Parker (1995), Associate Professor; Biology; B.A., M.S., University of Michigan; Ph.D., Ohio University
- Jessica C. Peacock (2014), Assistant Professor; Exercise Science; B.S., Virginia Polytechnic Institute and State University; M.A., M.S., Ph.D., West Virginia University
- Bryan R. Pearce-Gonzales (2005), Associate Professor; Hispanic Studies; B.A., Radford University; M.A., Ph.D., University of Kentucky
- Wendy E. Peiffer (2014), Visiting Assistant Professor; Biology; B.A., Cornell University; Ph.D., Michigan State University
- Barry Penn-Hollar (1989), Professor; Philosophy and Religion; M.Div., Duke Divinity School; M.A., Duke University; B.A., Ph.D., University of Virginia
- Arnaldo Robles (2016), Visiting Assistant Professor; Hispanic Studies; B.A., Chicago State University; M.A., Illinois State University; M.S., Ph.D., State University of New York
- Laurel S. Rodgers (2012), Associate Professor; Biology; B.S., Sweet Briar College; Ph.D., University of Arizona
- Michael K. Romano (2015), Assistant Professor; Political Science; B.A., Arizona State University; Ph.D., Western Michigan University
- ^Amy Sarch (2005), Associate Vice President for Academic Affairs, Director of General Education and Assistant Professor; Women's Studies; B.A., State University of New York at Binghamton; M.A., Ph.D., University of Pennsylvania
- Cynthia Schendel (2009), Associate Professor; Kinesiology; B.A., Ausburg College; M.S., Arizona State University; M.A., San Diego State University; Ed.D., Northern Illinois University
- Beverly Brown Schulke (2003), Associate Professor; Criminal Justice; B.S., M.A., University of North Dakota; Ph.D., George Washington University
- +\*Karen Kennedy Schultz (1981), Director of The Center for Public Service and Scholarship and Professor; Interdisciplinary Studies; B.A., College of William and Mary; M.B.A., Shenandoah University; Ph.D., Virginia Polytechnic Institute and State University
- Petra Schweitzer (2006), Professor; Comparative Literature; B.A., Maximilian University Munich (Germany); M.A., University of Georgia; Ph.D., Emory University
- Andrea Meador Smith (2009), Associate Professor; Hispanic Studies; B.A., M.T., M.A., Ph.D., University of Virginia
- Amanda K. Sutherland (2015), Director of Mathematical Enrichment and Assistant Professor; Mathematics; B.S., University of Louisville; M.S., Ph.D., (in progress), North Carolina State University
- Christin M. Taylor (2016), Assistant Professor; English; B.A. (English Language and Literature), B.A. (African American Studies), M.A., University of Virginia; Ph.D., University of Maryland
- Jason D. Weibel (2010), Assistant Professor; Chemistry; B.S., North Carolina State University; M.S., Wake Forest University; Ph.D., Carnegie Mellon University
- Sheara Williamson (2016), Assistant Professor; Exercise Science; B.S., East Stroudsburg University; M.Ed., Ph.D., Temple University
- Brooks D. Zielger (2014), Instructor; Mathematics; A.S., B.S., M.S. (in progress), Ohio University
- \*Laura K. Zimmermann (1998), Professor; Psychology; B.A., Emory University; M.S., Ph.D., University of New Mexico
- Michael R. Zimmermann (2014), Assistant Professor; Biology; B.S., Muskingum College; M.S., Ph.D., Wake Forest University

## Part-time Faculty

- Justin Allen (2011), Instructor; Religion; B.A., Greensboro College; M.Div., D.Min., Wesley Theological Seminary
- Karen Andersen (2005), Lab Coordinator; Biology; B.S., University of California at Los Angeles
- Kevin L. Anderson (2003), Adjunct Assistant Professor; Kinesiology; B.S.Ed., M.S., George Mason University
- 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., M.A., The George Washington University
- Jennifer D. Turman Bayliss (2004), Adjunct Instructor; Kinesiology; B.S., B.A., Shenandoah University
- Harold J. Boland (2014), Adjunct Assistant Professor; Foreign Languages (German); B.A., University of Virginia; B.A., University of Illinois; M.A., Middlebury College; M.Ed., Pennsylvania State University
- Nicholas Bongio (2013), Lab Coordinator; Biology; B.S., University of Rochester; Ph.D., Duquesne University
- Judy J. Bradley (2015), Adjunct Instructor; Foreign Languages; B.S., M.Ed., James Madison University
- Bruce C. Cameron (2008), Adjunct Instructor; Kinesiology and Study Skills; B.A., Concordia College, M.S., West Virginia University
- ^Rhonda VanDyke Colby (2006), Vice President of Student Life and Adjunct Assistant Professor; Religion; B.S., James Madison University; M.Div., Wesley Theological Seminary; D.Min., Baptist Theological Seminary
- Meredith K. Davis (2013), Adjunct Instructor; Public Health; B.A., Case Western Reserve University; M.P.H., University of North Carolina at Chapel Hill
- Barry W. Deuel (1987), Adjunct Assistant Professor; Kinesiology; B.S., West Virginia University
- Beth C. Dodson (2015), Adjunct Instructor; Mathematics; B.S., Shenandoah University; M.Ed., Jones International University
- Wendy T. Dorsey (2012), Adjunct Instructor; Psychology; B.S., Pennsylvania State University; M.S., Indiana State University
- William D. Duvall (2011), Adjunct Instructor; Mass Communications; B.A., George Mason University; M.S., West Virginia University
- Shaun Galang (2014), Adjunct Instructor; Mass Communications; B.S., James Madison University
- Bethany Galipeau-Konate (2010), Director of International Programs and Instructor; First Year Seminar; B.S., Northwestern College; M.B.A., Shenandoah University
- Gregory J. Gallagher (2008), Adjunct 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 Assistant Professor; First Year Seminar; B.A., Columbus State University; M.A., University of Houston
- +Karen Hattenback (2006), Adjunct Instructor; Kinesiology; Certified Franchised Jazzercise Instructor
- Harry C. Holloway (2014), 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
- Autumn L. Kaufman (2014), Adjunct Instructor; Psychology; B.A., Mount Union College; M.S., Southern Illinois University
- Marlena Kotynski-Neer (2015), Adjunct Instructor; Psychology; B.A., Seton Hall University; M.Ed., Rutgers University
- Diedra H. Kriewald (2016), Adjunct Professor; Religion; B.S., Northwestern University; M.A., Ph.D., Vanderbilt University; M.R.E., Union Theological Seminary
- Maggie Lien (2014), Adjunct Instructor; Study Skills; B.A., University of Kansas; Ph.D., Yale University
- Andrew B. Marrocco (2007), Adjunct Instructor; Kinesiology; B.S., M.S., Salisbury University
- Anderea N. Mason (2003), Adjunct Instructor; Psychology; B.S., Slippery Rock University; M.Ed., Edinboro University of Pennsylvania

- Teresa May (2015), Adjunct Assistant Professor; Sociology; B.A., Bethany College; M.A., Ph.D., The Catholic University of America
- Jonathan Noyalas (2015), Adjunct Assistant Professor; History; B.S., Shenandoah University; M.A., Virginia Polytechnic Institute and State University
- Suzanne M. O'Driscoll (2012), Adjunct Instructor; Mass Communication; B.A., Marist College; M.A., Iona College; D.Prof., Shenandoah University
- Domhnall O'Shaughnessy (2013), Adjunct Lab Coordinator; Chemistry; B.S., Ph.D., National University of Ireland (Ireland)
- +Sarah J. Pelster (2004), Adjunct Instructor; Kinesiology; B.S., Missouri Western State College; M.S., Eastern Kentucky University
- Elizabeth R. Pike (2013), Adjunct Instructor; Kinesiology; B.A., The American University; M.S., Shenandoah University
- Constance Richards (2013), Adjunct Assistant Professor; Psychology; B.A., George Mason University; M.S.W., Virginia Commonwealth University; Ph.D., Walden University
- Kimberlee Riordan (2014), Adjunct Lab Technician, Biology; B.S. James Madison University; M.S., Mississippi State University
- Jeffrey A. Rudy (2008), Adjunct Assistant Professor; English; B.A., M.F.A., University of Pittsburgh; M.F.A., Vermont College
- G. Brett Sabol (2015), Adjunct Instructor; Kinesiology; B.S., Towson University; M.A., Gardner-Webb University
- Jeremiah Santiago (2012), Adjunct Instructor; Study Skills; B.A., Wesley College; M.S., Shenandoah University
- =Joachim Schirmacher (2014), Adjunct Instructor; Mass Communications; B.A., California State University
- Amy B. Scott (2015), Adjunct Instructor; Study Skills; B.A., M.S.C., (in progress), Carson Newman College
- Michael Shade (2013), Visiting Instructor; Sociology; B.A., Shepherd University; M.A., West Virginia University
- Amanda Shenk (2014), Adjunct Instructor; Psychology; B.S., Shenandoah University; M.Ed., Liberty University
- Amy N. Sine (2015), Adjunct Instructor; Study Skills; B.M., Radford University
- Ashley M. Smeltzer (2016), Adjunct Instructor; Kinesiology; B.S., Michigan State University; M.S., University of Rochester
- Craig A. Smith (2011), Adjunct Instructor; Criminal Justice; B.S., James Madison University; M.A., The George Washington University
- Jennifer A. 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
- Frederick W. Turner, II (2014), Adjunct Assistant Professor; Criminal Justice; B.A., Saint Leo University; M.P.A., Troy University; Ph.D., NOVA Southeastern University
- Courtney Deal Vaughan (2014), Adjunct Instructor; Psychology; B.A., Meredith College; M.S., Southern Illinois University
- Kristin A. Whitesides (2013), Adjunct Instructor; Religion; B.A., University of Richmond; M.Div., Duke Divinity School
- Mary F. Wright (2013), Adjunct Instructor; Kinesiology; B.A., Stratford College; M.S., (Administration and Leadership), M.S., (Curriculum Development and Instruction in Health and Physical Education), M.S., (Supervision and Physical Education), Virginia Polytechnic Institute and State University
- Clayton Zuba (2015), Adjunct Assistant Professor; English; B.A., University of Illinois at Urbana-Champaign; M.A., University of Houston; Ph.D., University of Delaware

## **HARRY F. BYRD, JR. SCHOOL OF BUSINESS**

### **Academic Leadership**

- \*Miles K. Davis (2001), Dean and George Edward Durell Chair of Management and Professor; Management; B.A., Duquesne University; M.A., Bowie State University; Ph.D., George Washington University; Harvard Graduate School of Education
- \*I. Bogdan Daraban (2007), Associate Dean and Associate Professor; Economics; B.S., Polytechnic University (Romania); M.S., Ph.D., Florida State University

## Full-time Faculty

- \*Megan Carpenter (2016), Director of Entrepreneurship Institute and Professor; Management; B.A., M.A., J.D., West Virginia University; L.L.M., National University of Ireland (Ireland)
- \*J. Seth Chatfield (2013), Assistant Professor; Management; B.B.A., Bowling Green State University; M.B.A., Ph.D., The University of Toledo
- \*Yvonne Chen (2004), Professor; Economics; B.A., M.A., Ph.D., University of Wisconsin
- \*Sangdo Choi (2014), Assistant Professor; Supply Chain Management and Quantitative Methods; B.S., M.S., Seoul National University (South Korea); Ph.D., Texas A&M University
- \*Christine Custis (2015), Assistant Professor; Information Systems & Technology; B.S., Florida A&M University; M.S., Howard University; Ph.D., Morgan State University
- Edward J. Gawrysiak, III (2012), Assistant Professor; Sport Management; B.S.Ed., M.Ed., Ph.D., The University of Georgia
- \*Giles A. Jackson (1992), Director of Internship Program and Associate Professor; Marketing; B.A., Huddersfield Polytechnic (England); Ph.D., Virginia Polytechnic Institute and State University
- \*Sally Y. Kim (2003); 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
- \*Michael J. Magro (2011), Director of M.B.A. Program and Associate Professor; Information Systems and Technology; B.S., California State University; M.S., University of Redlands; Ph.D., University of North Texas
- \*Michael C. Malmfeldt (2013), Assistant Professor; Accounting; B.A., J.D., University of Oklahoma; M.A.F.M., DeVry Institute; M.P.A. (in progress), University of Southern California; Ph.D., University of Florida
- \*Gökçe Palak (2013), Assistant Professor; Supply Chain Management and Quantitative Methods; B.S., Boğaziçi University (Turkey); M.S., Colorado State University; Ph.D., Mississippi State University
- Fritz Polite (2014), Associate Professor; Sport Management; B.A., Simpson College; M.P.A., The University of Oklahoma; M.P.A., Troy State University; Ph.D., The Florida State University
- \*Bret Sanner (2015), Assistant Professor; Management; B.S., M.S., University of Pennsylvania; M.S., Ph.D., Washington University in St. Louis
- \*Wenbin Tang (2014), Assistant Professor; Accounting and Finance; B.A., The Renmin University of China (China); B.S., The University of Science and Technology (China); M.A., Ph.D., The University of Mississippi
- \*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
- Montressa L. Washington (2016), Assistant Professor; Management; B.A., University of Maryland; M.B.A., Johns Hopkins University, Carey Business School; Ph.D., Case Western Reserve University, Weatherhead School of Management
- Brian J. Wigley (2002), Director of B.B.A. Program and Associate Professor; Sport Management; B.S., University of Texas at Austin; M.S., Ed.D., Texas A & M University
- \*John I. Winn (2005), Professor; Business Law; B.A., Guilford College; L.L.M., Judge Advocate General's School, United States Army; J.D., Campbell University
- \*Lili Zhu (2008), Associate Professor; Finance; B.Eng., M.A., Zhejiang University (China); Ph.D., The George Washington University

## Part-time Faculty

- Theresa Golding (2015), Adjunct Assistant Professor; Business; A.A.S., Lord Fairfax Community College; B.B.A., M.B.A., Shenandoah University
- Joseli S. Hagemann (2015), Adjunct Assistant Professor; Business; J.D., Federal University of Goias; M.S.Ed., Shenandoah University
- \*Alesia Slocum (2013), Adjunct Associate Professor; Management; B.A., University of California at Berkeley; M.A., Johns Hopkins Nitze School of Advanced International Studies; D.B.A., Cranfield 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), Costume Designer and Associate Professor; Costume Design; B.F.A., Sarah Lawrence College; M.F.A., University of Illinois

Bob Boross (2013), Visiting Associate Professor; Jazz Dance; B.A., Denison University; M.A., New York University

Jacob Brent (2016), Assistant Professor; Jazz Dance; B.A., Empire State College; M.F.A., San Diego State University

\*Elizabeth Caluda (1978), Professor; Piano; B.M., Aquinas College; M.M., Northwestern University; D.M.A., The Catholic University of America

Tiffanie Carson (2013), Assistant Professor; Jazz Dance; B.F.A., Chapman University; M.F.A., New York University

\*Ting-Yu Chen (1997), Chair of Dance Division and Associate Professor; Dance; B.F.A., State University of New York-Purchase; M.F.A., The Ohio State University

Robert L. Cook (2015), Artist-in-Residence, Modern Dance; B.F.A., The Art Institute of Chicago; M.F.A., Bennington College

\*Carolyn Coulson-Grigsby (2008), Associate Professor; Theatre; B.A., Santa Clara University; M.A., Ph.D., University of Connecticut

Kevin Covert (2016), Director of Musical Theatre and Assistant Professor; Theatre; B.F.A., Florida State University

\*David Edelman (2009), Director of Performing Arts Leadership and Management Program and Associate Professor; Performing Arts Leadership and Management; B.A., Washington University; M.F.A., Rutgers University

Leonard F. Edinger, III (2016), Music Director and Assistant Professor; Theatre; B.M., M.A., City University of New York

Matthew Edwards (2010), Associate Professor; Voice; B.M., Cleveland Institute of Music; M.M., Louisiana State University; D.M.A., Shenandoah University

+Karen M. Follett (1992), Dance Accompanist and Musical Coordinator for Dance and Assistant Professor; 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

\*Julian Gray (2013), Director of Guitar Studies and Professor; Guitar; professional performing artist

\*Debra Kathryn Green (1999), Director of Graduate Vocal Pedagogy Programs, Director of CCM Institute and 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), Assistant Dean for Recruitment and Associate Professor; Dance; B.F.A., University of Hawaii; M.F.A., Southern Methodist University

William J. Ingham (1999), Technical Director; Chair of Theatre Division and Associate Professor; Theatre; B.A., B.S., Morehead State University; M.F.A., Florida State University

Ieva Jokubaviciute (2015), Assistant Professor; Piano; B.M., The Curtis Institute of Music; M.M., Mannes College of Music

\*Byron A. Jones (1998), Chair of the Voice Division and 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 L. Keating (1989), Professor; Choral Conducting and Choral Music; B.M., James Madison University; M.M., Hochschule für Musik und Darstellende Kunst "Mozarteum" (Austria); D.M.A., Shenandoah University

\*Robert P. 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 M. Lederer (2004), Director of Chamber Music and Professor; Viola and Chamber Music; Diploma, Curtis Institute of Music

Hakeem Leonard (2014), Assistant Professor; Music Therapy; B.A., Morehouse College; M.M., Ph.D., Florida State University

\*Jeffrey H. Marlatt (2006), Assistant Dean of Assessment, Charlotte A. & Verne E. Collins Endowed Professorship, Director of Music Education and Associate Professor; Music Education; B.M., Butler University; M.M., Northwestern University; Ph.D., Temple University

\*Laurie C. McManus (2011), Associate Professor; Music History and Literature; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill

\*Anthony Meadows (2014), Director of Graduate Music Therapy Studies and Associate Professor; Music Therapy; B.M., University of Melbourne (Australia); M.M.T., Ph.D., Temple University

\*David Meyer (2011), Director of the Janette Ogg Voice Research Center; Director of Vocal Pedagogy Research and Associate Professor; Voice and Vocal Pedagogy; B.M., University of Iowa; M.M., D.M., Indiana University

\*J. Thomas Mitts (2002), Director of Organ and Church Music and Associate Professor; Organ and Church Music; B.M., M.M., Louisiana State University; D.M.A., University of Iowa

\*Medea O. Namoradze-Ruhadze (1993), Professor; Voice; B.M., M.M., D.S.S., Tbilisi State Conservatory (Georgia)

\*Scott A. Nelson (1987), Conservatory Special Events Coordinator and Professor; Trumpet and Conducting; B.M.E., University of Akron; M.M., D.M.A., University of Cincinnati College-Conservatory of Music

Jonathan Newman (2015), Director of Composition, Coordinator of New Music and Associate Professor; Composition; B.M., Boston University; M.M., The Juilliard School

\*John O'Connor (2007), Distinguished Artist-in-Residence, Chair of Keyboard Division and Professor; Piano; 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; B.M., University College, Dublin; Mus.D., Trinity College Dublin

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), Director of Music Production and Recording Technology and Associate Professor; Music Production and Recording Technology; B.M., Berklee College of Music; M.M.E., Shenandoah University

William J. Pierson (1994), Scenic and Lighting Designer and Associate Professor; Theatre; B.A., Eastern Illinois University; M.F.A., Illinois State University

Timothy J. Robblee (2014), Director of Bands and Associate Professor; Conducting; B.A., Whitworth College; M.M., Northwestern University; Ph.D., University of Minnesota

\*Timothy Roberts (2007), Coordinator for Conservatory in the Community and Professor; Saxophone; B.M., Northwestern University; M.M., D.M.A., The Catholic University of America

\*Ryan Romine (2009), Associate Professor; Bassoon and Music Theory; B.M.Ed., Ohio State University; M.M., D.M.A., Michigan State University

James Ruscella (2012), Director of Acting and Associate Professor; Theatre; A.A., Seminole Community College; B.F.A., University of South Florida; M.F.A., Rutgers University

\*Keith P. Salley (2007), Coordinator of Music Theory and Associate Professor; Music Theory; B.M., University of Memphis; M.M., Tulane University; Ph.D., University of Oregon

\*Clyde Thomas Shaw (2004), Professor; Cello; B.M., Stetson University; M.M., State University of New York at Binghamton

Larry Silverberg (2014), Master Teacher in Acting and Professor; Theatre

\*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), Coordinator of Strings and Professor; Bass; B.M., Vanderbilt University; M.M., D.M., Indiana University

\*Daniel B. Tague (2012), Director of Undergraduate Music Therapy Studies and 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; String; Certificate, University of Wyoming; B.M., Toho School of Music; Diploma, M.M., Cleveland Institute of Music

Kirsten N. Trump (2003), Professor; Theatre; B.F.A., The Catholic University of America; M.F.A., West Virginia University

\*Jan G. Wagner (2002), Director of Orchestral Studies, Conductor; Chair of Instrumental Division and Professor; Conducting; Diploma and Korrepetitions Praxis, Academy of Music Hochschule (Austria)

Cheryl N. Yancey (1995), Costume Designer and Associate Professor; Costume Design; A.S., Lincoln Trail College; B.S., Indiana State University; M.F.A., George Washington University

\*Earl R. Yowell (2007), Professor; Percussion; B.M., Northwestern University; M.M., Cleveland Institute of Music

\*David S. Zerull (1990), Chair of Conservatory Academics Division and 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, Coordinator of Winds and Percussion and Associate Professor; Clarinet; B.M., The Juilliard School; M.M., Yale University

## Part-time Faculty

Sally Anderson (2002), Adjunct Assistant Professor; Theatre; B.A., B.Ed., University of Toronto; B.M.Ed., Shenandoah University; M.M., University of North Texas at Denton

Margaret Brooks Angermeier (2006), Adjunct Assistant Professor; Voice; B.A., University of North Carolina; M.M., East Carolina University

Marsha Barley (2012), Adjunct Assistant Professor; Music Education; B.M., M.M., Shenandoah 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

David E. Chavez (2012), Adjunct Assistant Professor; Music; B.M., M.M., Pennsylvania State University; D.M.A. (in progress), George Mason University

Hsin-Yi Chen (2013), Adjunct Assistant Professor; Piano; B.M., M.M., Shenandoah University; D.M.A., University of Maryland

Judy Connelly (1980), Adjunct Associate Professor; Music Theory and 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

+Alisa M. Daum (2014), Adjunct Instructor; Performing Arts Leadership and Management; B.A., Cedarville University; M.S., Shenandoah University

Kathryn DeBord (2007), Instructional Assistant; Dance; B.A., Shenandoah University

Paul DiFranco (2011), Distinguished Adjunct Assistant Professor; Music Production and Recording Technology; professional music supervisor; music publisher and record producer

Stephanie L. Dorrycott (2016), Adjunct Lecturer; Dance; B.F.A., Shenandoah University

Lee Ann Dransfield (1998), Auxiliary Adjunct Assistant Professor; Piano; B.M., Ohio University; M.M., University of Oregon

\*Craig C. Fraedrich (1989), Adjunct Associate Professor; Jazz and Trumpet; B.M., North Texas State University; M.M., Arizona State University

Linda Jean Gammon (2016), Adjunct Assistant Professor; Music Education; B.S., Clarion University; M.A., George Mason University

Paul Gillies (2015), Adjunct Instructor; Piano; B.M., University of North Carolina School of the Arts; M.M., Manhattan School of Music; D.M.A., Shenandoah University

Charles Goforth (2014), Auxiliary Adjunct Assistant Professor; Theatre; B.A., Williams College; M.F.A., Rutgers University

^Jennifer Green-Flint (2013), Director of Shenandoah Conservatory Arts Academy and Adjunct Assistant Professor; Arts Management; B.A., University of Mary Washington; M.S., D.Prof., Shenandoah University

=\*Rosemary A. Green (1982), Adjunct Professor; Conservatory Academics; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

Nancy Gustafson (2014), Opera Producing Director and Adjunct Artist-in-Residence; Voice; B.A., Mount Holyoke College; M.M., Northwestern University



- \*Matthew J. Herman (2010), Adjunct Associate Professor; Music Theory; B.M., The College of Wooster; M.M., Bowling Green State University; D.M.A., Temple University
- Luis Hernandez (2014), Adjunct Lecturer; Saxophone; B.A., University of North Texas
- Scott Allen Jarrett (2016), Artist-in-Residence, Choral Music; B.M., Furman University; M.M., D.M.A., Boston University
- Leigh E. Jenks (2013), Adjunct Instructor; Music Therapy; B.M., M.M.T., Shenandoah University
- Alan P. Johnson (2014), Adjunct Assistant Professor; Conducting; B.M., James Madison University; M.M., Shenandoah University
- +Michael Jones (2015), Adjunct Instructor; Theatre; A.A.S., Lord Fairfax Community College; B.F.A., Shenandoah University; M.F.A., University of Memphis
- \*Stephen Key (2012), Adjunct Assistant Professor; Oboe; Performance Diploma, Oberlin Conservatory of Music
- Michael G. Kramer (2014), Adjunct Instructor; Jazz Guitar; B.M., University of Maryland
- Brownen Landless (2013), Adjunct Instructor; Music Therapy; B.M.T., M.M.T., Shenandoah University
- \*Wendy DeLeo LeBorgne (2008), Adjunct Associate Professor; Vocal Pedagogy; B.F.A., Shenandoah University; M.A., Ph.D., University of Cincinnati
- \*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
- David T. Little (2012), Distinguished Guest Composer and Senior Lecturer in New Music, Composition; B.M., Susquehanna University; M.M., University of Michigan; M.F.A., Ph.D., Princeton University
- \*Joseph Lovinsky (2012), Adjunct Associate Professor; French Horn; Artist Diploma, The Julliard School
- Michael J. Maher (2003), Auxiliary Adjunct Assistant Professor; Music Theory and Jazz Piano; M.A., Rollins College; B.M., M.M., Oberlin Conservatory of Music
- Shylo Martinez (2015), Adjunct Lecturer; Dance; B.F.A., New York University
- Candice E. Mowbray (2007), Adjunct Assistant Professor; Guitar; A.A., Hagerstown Community College; B.A., Shepherd University; M.M., 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
- Andrew Nicolette (2015), Adjunct Assistant Professor; Music Therapy; B.A., Shepherd University; M.A., The Catholic University of America; Ph.D., Louisiana State University
- Matthew F. Niess (1991), Adjunct Associate Professor; Jazz and Classical Trombone; B.S., West Chester University; M.M., George Mason University; D.M.A., The Catholic University of America
- W. Dudley Oakes (2014), Adjunct Associate Professor; Music; B.M., University of Richmond; D.M.A., The University of Michigan
- Lynn Rechel (2014), Adjunct Assistant Professor; Music Education; B.M., Eastman School of Music; M.M., New England Conservatory; Ph.D., University of Hartford
- Courtney Reilly (2015), Managing Director; Artistic Director for Performing Arts Live and Adjunct Assistant Professor; Performing Arts Leadership and Management; B.A., The Catholic University of America
- Mary C. Robare (2014), Adjunct Assistant Professor; Dance; B.A., West Virginia University
- \*Christopher Ruth (2012), Auxiliary Adjunct Assistant Professor; Music History; B.F.A., Carnegie Mellon University; M.A., Ph.D., University of Pittsburgh
- =Joachim Schirmacher (2014), Adjunct Lecturer; Theatre; B.A., California State University
- O. Israel Schossev (2014), Adjunct Lecturer; Piano Technology; B.M., Jerusalem Academy of Music and Dance
- \*Robyn H. Schroth (1977), Auxiliary Adjunct Assistant Professor; Dance; B.A., Mary Washington College; M.A., The George Washington University
- Charles L. Seipp (2013), Adjunct Associate Professor; Trumpet; B.M.E., University of Kansas; M.M.A., D.M.A., The Catholic University of America
- Carly Shiner (2015), Auxiliary Adjunct Lecturer; Dance; B.F.A., Kent State 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

Christine Stanley (2015), Adjunct Assistant Professor; Performing Arts Leadership and Management; B.M., Grand Canyon University; M.F.A., Florida State University

Lisa Startzman (2014), Adjunct Assistant Professor; Dance; B.A., The University of Akron

\*Bridgett Stuckey (2008), Adjunct Associate Professor; Harp; B.S., Ball State University

Thomas Sweitzer (2015), Adjunct Associate Professor; Music Therapy; B.F.A., Master's Certificate, Shenandoah University; M.A., Berklee College of Music

\*Robert Thieme (2013), Adjunct Professor; Voice; B.M., M.M., West Virginia University

David Vogel (2015), Adjunct Assistant Professor; Theatre; B.A., University of Minnesota; M.F.A., Pennsylvania State University

\*Edrie Means Weekly (1995), Auxiliary Adjunct Associate Professor; Voice; B.M., Shenandoah University; M.M., University of Houston

Richard Whitehead (1987), Adjunct Assistant Professor; Jazz Guitar; B.A., University of Miami

Alphonso Young (1994), Adjunct Associate Professor; Jazz Percussion; B.M., Shenandoah University; M.M., University of Miami

## SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

### Academic Leadership

^\*Dennis Kellison (1995), Director of the School of Education and Human Development and Assistant Professor; Leadership; A.B., Fairmont State College, Certificate of Advanced Study, College of William and Mary; M.S., West Virginia University; Ed.D., Shenandoah University

### Full-time Faculty

\*Mary E. Bowser (1989), Director of Teacher Licensure and Professor; Curriculum and Instruction; B.S., M.S., State University of New York, College at Oneonta; Ed.D., University of Virginia

\*Sarah R. Daniel (2011), Associate Professor; Quantitative Methods; B.S., St. Andrews Presbyterian College; M.S., Augusta State University; M.A., Ph.D., University of Texas at Austin

\*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

\*Karrin S. Lukacs (2011), Associate Professor; Curriculum and Instruction; B.A., M.Ed., University of Maryland; Ph.D., George Mason University

^Clarresa Moore Morton (2005), Vice President for Enrollment Management and Student Success and Assistant Professor; Education; B.A., Oral Roberts University; M.A., Ph.D., Virginia Polytechnic Institute and State University

\*Diane DeMott Painter (2008), Associate Professor; Curriculum and Instruction; M.Ed., University of Maryland; B.S., Ph.D., George Mason University

Lisa Ann Varner Pluska (2015), Assistant Professor; Leadership; B.A., Ed.D., Virginia Polytechnic Institute and State University; M.A.T., Hollins University

\*Catherine Dunn Shiffman (2007), Associate Professor; Leadership; B.A., Middlebury College; Ed.M., Harvard Graduate School of Education; Ph.D., Vanderbilt University

\*Karen Huff Stewart (1981), Director of Children's Literature Program and Professor; Curriculum and Instruction; B.A., Shepherd College; M.Ed., Ed.D., University of Virginia

### Part-time Faculty

Osborne Abbey (2014), Adjunct Assistant Professor; Education; B.A., Waynesburg College; M.Ed., Ed.D., Columbia University

Barbara Agregaard (1991), Adjunct Associate Professor; Education; A.S., Lord Fairfax Community College; B.S., Shenandoah University; M.S., Marymount University

James F. Angelo (2009), Adjunct Associate Professor; Education; B.S., Edinboro University of Pennsylvania; M.Ed., Ed.D., The George Washington University

C. Yvonne Balfour (2010), Adjunct Associate Professor; Education Outreach; B.S., Bowling Green State University; M.S., James Madison University; Ph.D., George Mason University

Clark E. Bowers (2006), Adjunct Associate Professor; Education; B.M.Ed., James Madison University; M.Ed., Ed.D., Shenandoah University

- Nancy K. Bryant (2013), Adjunct Assistant Professor; Education; B.A., College of William and Mary; M.S., Ed.D., Shenandoah University
- Joan C. Burke (2015), Adjunct Assistant Professor; Leadership Studies; B.B.A., D.Prof., Shenandoah University; M.B.A., Frostburg State University
- 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
- Jason H. Craig (2014), Adjunct Assistant Professor; Education; B.S., University of Florida; M.S., University of Scranton; D.Ed., Nova Southeastern University
- Christyn N. Everly (2013), Adjunct Instructor; Education; B.S., University of Delaware; M.Ed., George Mason University
- Caroline Fuhrman (2012), Adjunct Instructor; Education; B.A., M.S., University of Wisconsin - Milwaukee
- Ann K. Gaynor (2011), Adjunct Instructor; Education; B.S., Virginia Commonwealth University; M.A., University of Virginia
- Judith P. Greathouse (2010), Adjunct Associate Professor; Education; B.S., Radford College; M.A.Ed., Virginia Polytechnic Institute and State University; Ed.D., Shenandoah University
- Sheila L. Huckestein (2006), Adjunct Assistant Professor; Education; B.A., The University of North Carolina at Wilmington; M.Ed., George Mason University; D.Ed., Shenandoah University
- Bethina Huddleston (2015), Adjunct Assistant Professor; Education; B.S., Radford University; M.Ed., Shenandoah University
- Jeffrey C. Jackson (2013), Adjunct Assistant Professor; Education; B.S., M.S., Old Dominion University; D.Ed., College of William and Mary
- Brenda B. Jones (2013), Adjunct Instructor; Education; B.A., Shepherd University; M.S. Education, M.S. Education Administration, Shenandoah University
- Kevin E. King (2011), Adjunct Associate Professor; Education; B.S., University of Delaware; M.Ed., Ed.D., Wilmington University
- Dianne S. Kinkhead (2015), Adjunct Associate Professor; Education; A.A., University of Bridgeport; B.S., Cameron University; M.S., Bridgewater State College; Ed.D., Boston University
- Erin K.B. Kirkland (2013), Adjunct Assistant Professor; Education Outreach; B.A., Washington & Jefferson College; M.S., Loyola College; Ed.S., James Madison University; Ph.D., George Mason University
- Buffie M. Kulton (2007), Adjunct Associate 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
- Nancy Lee (2012), Adjunct Assistant Professor; Education; B.A., St. Joseph College; M.Ed., University of Virginia; D.Ed., Shenandoah University
- Jeffrey Leone (2012), Adjunct Associate Professor; Education Outreach; B.A., University of Maryland; M.A., Ed.D., The George Washington University
- Brenda Jett Lewis (2012), Adjunct Instructor; Education; B.A., Virginia State University; M.Ed., George Mason University
- Theresa A. Manchey (2009), Adjunct Instructor; Education; B.A., Longwood College; M.A., University of Maryland
- Teresa S. Masiello (2013), Adjunct Assistant Professor; Education Outreach; B.S., George Mason University; M.S., Ed.D., Shenandoah University
- Susan E. McGilvray (2015), Adjunct Instructor; Education; B.A., College of Wooster; M.Ed., College of William and Mary
- Barbara McGonagill (2013), Adjunct Assistant Professor; Education Outreach; B.A., M.E., University of West Florida; Ed.D., University of Virginia
- Virginia Minshaw (2014), Adjunct Assistant Professor; Education; B.A., Lenoir Rhyne College; M.E., George Mason University; Ed.D., University of Virginia
- 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

Richard J. Pierce (2011), Adjunct Associate Professor; Education; B.A., Southern Methodist University; M.E., Ed.D., Texas A&M University

Jeremy Raley (2014), Adjunct Assistant Professor; Education; B.S., University of Virginia; M.S., Ed.D., Shenandoah University

Silvia Restivo (2012), Adjunct Assistant Professor; Education; B.S., Old Dominion University; M.A., West Virginia University; D.Prof., Shenandoah University

Gail W. Rush (2011), Adjunct Instructor; Education; B.S., Shippensburg State College; M.A., Virginia Polytechnic Institute and State University

B. Lynnette Smith (2004), Adjunct Associate Professor; Education Outreach; B.S., A. & T. State University; M.S., Arcadia University; Ed.D., Nova Southeastern University

Mary K. Tedrow (2015), Adjunct Assistant Professor; Education; B.A., Shepherd University; M.S., Shenandoah University

Cheryl L. Temple (2010), Adjunct Associate Professor; Education; B.S., Illinois State University; M.S., Ph.D., George Mason University

Stephanie J. Teri (2015), Adjunct Instructor; Education; B.S., East Tennessee State University; M.S., Virginia Commonwealth University

Laura G. Tucker (2015), Adjunct Instructor; Education; B.A., University of North Carolina at Charlotte; M.Ed., National-Louis University

Cynthia M. Whittle (2011), Adjunct Instructor; Education; B.S., James Madison University; M.S., Shenandoah University

Mark Whittle (2014), Adjunct Assistant Professor; Education; B.A., Randolph Macon College; M.A., Virginia Polytechnic Institute and State University

## **SCHOOL OF HEALTH PROFESSIONS**

### **Academic Leadership**

\*Timothy E. Ford (2014), Dean of the School of Health Professions and Professor; Health Professions; B.S., Sussex University (U.K.); Ph.D., University of Wales, Bangor (U.K.)

Michelle Gamber (2016), Director of Graduate Public Health Programs and Assistant Professor; Public Health; B.A., Rollins College; M.A., Western Michigan University; M.P.H., D.P.H., University of Arizona

=\*Anne E. Schempp (2009), Director of Pre-health and Interprofessional Education and Associate Professor; Physician Assistant Studies; B.S., M.S., Saint Francis University

## **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

### **Full-time Faculty**

\*John D. Hunt (2007), Academic Clinical Coordinator and Assistant Professor; Athletic Training; B.S., Ferrum College; M.S., D.P.T., Shenandoah University

Denise Massie (2009), Associate Program Director and 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

Kimberly Pritchard (2013), Assistant Professor; Athletic Training; B.S., University of Toledo; M.Ed., Ph.D., University of Virginia

Michele L. Pye (2015), Associate Director of the Performing Arts Management Program and Assistant Professor; Athletic Training; B.S., University of Pittsburgh; M.S., Illinois State University; Ph.D., University of North Carolina

### **Part-time Faculty**

Rebekah Dickerson (2014), Adjunct Instructor; Athletic Training; B.S., Old Dominion University; M.S., Shenandoah University

Jan Dommerholt (2012), Adjunct Instructor; Athletic Training; M.S., Lynn University; D.P.T., University of St. Augustine

Jennifer M. Gamboa (2012), Adjunct Instructor; Athletic Training; B.A., M.A., Smith College; D.P.T., Shenandoah University

Joel T. Grant (2007), Adjunct Assistant Professor; Athletic Training; B.A., University of Texas-Austin; M.D., The University of Texas Medical Branch at Galveston

Jessica E. Kotelnicki (2009), Adjunct Instructor; Athletic Training; B.S., M.Ed., University of Virginia

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

Shatora E. Lane (2014), Adjunct Instructor; Athletic Training; B.S., M.S., Shenandoah University

James Larson (2012), Medical Director and Adjunct Assistant Professor; Athletic Training; B.S., Pennsylvania State University; M.D., University of Pittsburgh Medical School

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 OCCUPATIONAL THERAPY**

### **Academic Leadership**

Cathy F. Shanholtz (2012), Interim Director; Director of Clinical Education and Experiential Learning and Assistant Professor; Occupational Therapy; B.S., M.Ed., Pennsylvania State University; O.T.D., George Washington University

### **Full-time Faculty**

Donna Colaianne (2015), Associate Professor; Occupational Therapy; B.S., University of Pittsburgh; M.S., University of Indianapolis; Ph.D., Duquesne University

Alicia L. Lutman (2010), Associate Professor; Occupational Therapy; B.S., Concordia College; M.S.O.T., Shenandoah University; OTD, University of St. Augustine

Autumn R. O'Hara (2012), Associate Director of Experiential Learning (Scholar Plaza), Associate Fieldwork Coordinator and Assistant Professor; Occupational Therapy; B.S., Virginia Polytechnic Institute and State University; M.S., Shenandoah University

Tara D. Summers (2015), Associate Director of Experiential Learning (Main Campus) and Assistant Professor; Occupational Therapy; M.S., Shenandoah University

### **Part-time Faculty**

Constance R. Kohler (2015), Adjunct Instructor; Occupational Therapy; B.S., Virginia Polytechnic Institute and State University; M.S., Shenandoah University

Terin M. Langley (2011), Adjunct Assistant Professor; Occupational Therapy; A.S., Allegany College of Maryland; M.S., Shenandoah University

Kerry Mader (2015), Adjunct Assistant Professor; Occupational Therapy; B.S., Boston University

Deborah A. Marr (2004), Adjunct Associate Professor; Occupational Therapy; B.S., Colorado State University; M.S., Michigan State University; Sc.D., Boston University

## **DIVISION OF PHYSICAL THERAPY**

### **Academic Leadership**

\*Sheri A. Allen (2004), Interim Director and Associate Professor; Physical Therapy; B.S., Pennsylvania State University; M.P.T., University of Pittsburgh; Ph.D., Pennsylvania State University

### **Full-time Faculty**

\*Karen Abraham-Justice (2001), Fellow for Academic Excellence and Professor; Physical Therapy; B.S., University of Maryland at Baltimore; Ph.D., East Carolina University

\*Megan R. Bureau (2013), Assistant Professor; Physical Therapy; B.S., James Madison University; D.P.T., Shenandoah University

\*Andrea Fergus (2002), Associate Professor; Physical Therapy; B.S., University of Vermont; Ph.D., University of Virginia

Aaron J. Hartstein (2014), Assistant Professor; Physical Therapy; B.A., M.P.T., West Virginia University

Cameron R. Jones (2016), Visiting Assistant Professor; Physical Therapy; B.S., The College of William and Mary; D.P.T., Shenandoah University

Arthur J. Lievre (2014), Assistant Professor; Physical Therapy; B.S., University of Maryland; M.P.T., t-D.P.T., Shenandoah University

\*Lisa W. 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

\*Thomas T. Turner (2006), Assistant Professor; Physical Therapy; B.S., Old Dominion University; M.S., Ph.D., PT, Virginia Commonwealth University

Michele Wiley (2014), Assistant Professor; Physical Therapy; B.S., Temple University; Ph.D., Drexel University

\*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

## 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

Kevin Forrer (2008), Adjunct Assistant Professor; Physical Therapy; B.S., Pennsylvania State University; D.P.T., Shenandoah University

Matthew Garber (2005), Adjunct Instructor; Physical Therapy; B.S., Bridgewater College; M.P.T., U.S., Army-Baylor University; D.Sc., Baylor University

Earl Larry 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

Kelly M. McGaughey (2012), Adjunct Assistant Professor; Physical Therapy; B.S., Virginia Polytechnic Institute and State University; D.P.T., Shenandoah University

Jamie Miner (2012), Adjunct Assistant Professor; Physical Therapy; B.S. University of North Carolina at Chapel Hill; D.P.T., Shenandoah University

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

Victor Vaughan (2013), Adjunct Assistant Professor; Physical Therapy; B.S., University of Vermont; M.S., University of Massachusetts – Amherst; D.P.T., Sacred Heart University

## DIVISION OF PHYSICIAN ASSISTANT STUDIES

### Academic Leadership

TBD, Director; Physician Assistant Studies; Position open at press time

\*J. Leocadia Conlon (2013), Assistant Director of Northern Virginia Campus at Scholar Plaza and Assistant Professor; Physician Assistant Studies; B.S., D'Youville College; M.P.H., Johns Hopkins University

### Full-time Faculty

\*Stephanie Carroll Bernard (2016), Assistant Professor; Physician Assistant Studies; B.S., Cornell University; M.S., Yale University School of Medicine

\*Shea Dempsey (2014), Director of Clinical Education and Assistant Professor; Physician Assistant Studies; B.S., University of Arkansas Monticello; M.P.A.S., Shenandoah University

\*Erika Francis (2016), Assistant Professor; Physician Assistant Studies; B.S., Salem College; M.S. Shenandoah University

\*Camilla Hollen (2013), Assistant Professor; Physician Assistant Studies; B.S., M.S., Wake Forest University

Morgan L. Nowak (2016), Assistant Professor; Physician Assistant Studies, B.S., University of North Carolina, Chapel Hill; M.S., Rutgers University

=\*Anne E. Schempp (2009), Director of Pre-health and Interprofessional Education and Associate Professor; Physician Assistant Studies; B.S., M.S., Saint Francis University

## Part-time Faculty

Richard J. Beargie (2013), Instructional Assistant, Physician Assistant Studies; B.S., John Carroll University; M.S., M.D., Loyola University

Suzanne M. Gongloff (2009), Instructional Assistant, Physician Assistant Studies; B.S., M.S., Saint Francis University

\*Anthony A. Miller (2000), Distinguished Professor and Adjunct Professor, Physician Assistant Studies; A.A.S., Cuyahoga Community College; B.S., University of Akron; M.Ed., Cleveland State 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

Amanda Wellbourne (2008), Instructional Assistant, Physician Assistant Studies; B.S., Bristol University; M.S., Shenandoah University

## ELEANOR WADE CUSTER SCHOOL OF NURSING

### Academic Leadership

Kathleen B. LaSala (2016), Dean and Professor; Nursing; B.S.N., Radford University; M.S.N., University of Virginia, Ph.D., George Mason University

\*Pamela R. Cangelosi (2012), Associate Dean of Academics, Project Director for the V-B.S.N. HRSA Grant and Professor; Nursing; A.S.N., B.S.N., Shenandoah University; M.S.N., Marymount University; Ph.D., George Mason University

\*Marian Newton (1996), Assistant Dean for Advising, Retention and Progression, Director of the Psychiatric Mental Health Nurse Practitioner Program and Professor; Nursing; B.S.N., M.S.N., University of Florida; Ph.D., University of Nebraska Medical Center

\*Janice Smith (1987), Associate Dean of Student Affairs and Professor; Nursing; A.S., Shenandoah University; B.S.N., M.S.N., George Mason University; Ph.D., The Catholic University of America

Jessica Webb (2008), Assistant Dean of the Northern Virginia Campus and Assistant Professor; Nursing; A.S.N., B.S.N., Marymount University; M.S.N., D.N.P., Old Dominion University

### Full-time Faculty

Nadia S. Ali (2012), Assistant Professor; Nursing; B.S.N., Aha Khan University Hospital (McMaster University, Canada); M.S.N., George Mason University

Helene Brierley (2007), Assistant Professor; Nursing; Diploma; Temple University; A.A., Northern Virginia Community College; M.S.N., George Mason University

Holly M. Bruehl (2015), Assistant Professor; Nursing; B.S.N., University of North Carolina at Charlotte; M.S.N., East Carolina University

Gretchen L. Burks (2005), Assistant Professor; Nursing; B.S.N., Shepherd University; A.S.N., M.S.N., Shenandoah University

Therese M. Collins (2015), Assistant Professor; Nursing; B.A., The College of William and Mary; B.S.N., University of Rochester; M.S.N.Ed., Georgetown University

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

Mary A. Dorsey (2014), Simulation Coordinator and Assistant Professor; Nursing; A.S.N., J. Sargeant Reynolds Community College; B.S.N., Virginia Commonwealth University; M.S.N., Old Dominion University

Kathleen Eid-Heberle (2012), Assistant Professor; Nursing; B.S.N., University of Scranton; M.S.N., University of North Carolina at Charlotte

Karen Johnson Feltham (2016), Director of Midwifery Program and Assistant Professor; Midwifery; B.S., State University of New York; M.S., Stony Brook University; B.S.N., Ph.D., Binghamton University

Gilda H. Gilbert (2009), Laboratory Coordinator and Assistant Professor; Nursing; L.P.N. Diploma, Massanutten VoTech; A.D.N., Shenandoah University; B.S.N., Old Dominion University; M.S.N., Walden University

Brenda Johnston (2013), Assistant Professor; Nursing; A.S.N., B.S.N., M.S.N., PMHNP, Shenandoah University

Lorena Jung (2013), Assistant Professor; Nursing; B.S.N., M.S.N., University of Virginia; Ph.D., George Mason University

\*Patricia B. Krauskopf (1998), Helen Zebarth Chair in Nursing, Director of Family Nurse Practitioner Program, Director of Doctor of Nursing Practice Program and Professor; Nursing; B.S.N., West Virginia Wesleyan; M.S.N., F.N.P., University of Colorado; Ph.D., University of Virginia

Lisa M. Levinson (2005), Assistant Professor; Nursing; B.S.N., Indiana University of Pennsylvania; M.S.N., University of Pennsylvania

\*Jennifer Matthews (1994), Professor; Nursing; B.S.N., M.S.N., Medical College of Virginia/Virginia Commonwealth University; M.S., Troy State University; Ph.D., George Mason University

Roberta McCauley (2012), Assistant Professor; Nursing; A.S.N., Allegany Community College; B.S.N., M.S.N., D.N.P., Shenandoah University

Naomi Pitcock (2012), Assistant Professor; Nursing; B.S.N., Old Dominion University; M.S.N., D.N.P., University of Virginia

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

Selena H. Truban (2005), Assistant Professor; Nursing; B.S.N., James Madison University; M.S.N., University of Virginia

\*Pamela B. Webber (1978), Professor; Nursing; A.S., Shenandoah University; B.S.N., M.S.N., Ph.D., George Mason University

Judith C. Wika (2013), Assistant Professor; Nurse Midwifery; B.S.N., Sacramento State College; M.S.N., University of Kentucky

## Part-time Faculty

Jessica Abernathy (2015), Adjunct Clinical Instructor; Nursing; B.S.N., Villanova University; M.S.N., Vanderbilt University

Deborah Adamski (2015), Adjunct Clinical Instructor; Nursing; B.S.N., Grand Canyon University

Tiffany M. Judd-Alishauskas (2016), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University

Beth E. Carpenter Allen (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Germanna Community College; M.S.N. (in progress), Shenandoah University

Diana Atkins (2011), Adjunct Clinical Instructor; Nursing; A.S.N., Northern Virginia Community College; B.S.N., M.S.N., George Mason University

Sara Bailey (2015), Adjunct Clinical Instructor; Nursing; B.S.N., York College of Pennsylvania; M.S.N., Walden University

Melissa Bates (2013), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; M.S.N., Shenandoah University

Rebecca A. Bates (2015), Auxiliary Adjunct Instructor; Nursing; B.A., Wittenberg University; B.S.N., University of Oklahoma; M.S.N., Saint Louis University

Nicole Beck (2013), Adjunct Clinical Instructor; Nursing; A.D.N., College of Southern Maryland; B.S.N., American Sentinel University

Blair S. Belkin (2005), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University

Claudia Bell (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Community College of Allegheny College; B.S.N., Duquesne University; M.A., West Virginia University

Jacqueline Bennett (2010), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; M.S.N., Shenandoah University

\*Cheryl Blanche (2007), Adjunct Assistant Professor; Nursing; B.S.N., M.S.N., Old Dominion University; D.N.P., Shenandoah University

Yvonne J. Braithwaite (2013), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd College; M.S. (in progress), Shenandoah University

Amy M. Brown (2011), Auxiliary Adjunct Instructor; Nursing; B.S.N., Shenandoah University; M.S.N., American Sentinel 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
- Ellen Cavanagh (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Lord Fairfax Community College; B.S., Frostburg State University; M.S.N., Walden University
- Karen F. Chapman (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Lord Fairfax Community College; M.S.N., Walden University
- 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
- Sharon K. Coriveau (2014), Adjunct Clinical Instructor; Nursing; B.S.N., University of Texas; M.S.N., Georgetown University; D.N.P., University of Virginia
- 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., George Mason University
- Lisa M. Darsh (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Lynchburg College; M.S.N., George Mason University
- Shelly M. Dean (2015), Adjunct Clinical Instructor; Nursing; A.D.N., Blue Ridge Community College; M.S.N., Spring Hill College
- Maureen Desena (2013), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., George Mason University
- Jean B. Devaney (2015), Adjunct Clinical Instructor; Nursing; B.S., B.S.N., George Mason University; M.S.N., Shenandoah University
- Teresa Kay Dienst (2013), Adjunct Clinical Instructor; Nursing; A.S.N., Shenandoah University; B.S.N., Mountain State University; M.S.N., Walden University
- Susan Francis (2015), Adjunct Clinical Instructor; Nursing; A.D., Lord Fairfax Community College; A.S.N., B.S.N., Shenandoah University; M.S.N., George Mason University
- Barbara A. Frechette (2016), Adjunct Clinical Instructor; 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
- Louellen G. Fulk (2014), Adjunct Clinical Instructor; Nursing; B.S.N., Lynchburg College; M.S.N., George Mason University
- Carol Gavin (2009), Adjunct Clinical Instructor; Nursing; B.S.N., Shenandoah University; M.S.N., M.N.E., George Mason University
- Laura F. Geisen (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Radford University
- Katherine Gnegy (2015), Adjunct Clinical Instructor; Nursing; B.S.N., Shenandoah University; M.S.N., Walden University
- Amanda J. Golino (2014), Adjunct Clinical Instructor; Nursing; B.A., George Washington University; B.S.N., Shenandoah University; M.S.N., Liberty University
- Lynda N. Goodfriend (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Community Colleges of Baltimore; M.S.N., George Mason University
- Jollibyrd M. Gusto (2011), Adjunct Clinical Instructor; Nursing; B.S.N., M.A.N.U., Mariano Marcos State University
- Amanda Higgs (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Lord Fairfax Community College; M.S.N., Walden University
- A. Natasha Holloway (2016), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University
- Deborah Hunsucker (2014), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., Shepherd University
- Geentanjali Jain (2016), Adjunct Clinical Instructor; Nursing; B.S.N., Postgraduate Institute of Medical Education and Research (India); M.S.N., 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), George Mason University

- Thomas Kannon (2015), Adjunct Clinical Instructor; Nursing; B.S.N., Hampton University; D.N.P., Shenandoah University
- Karen F. Kellison (2013), Auxiliary Adjunct Instructor; Midwifery; B.A., M.Ed., Virginia Commonwealth University; Ed.D., University of Virginia
- Cheryl R. Kennedy (2016), Adjunct Clinical Instructor; Nursing; B.S.N., George Mason University; M.S.N., Shenandoah University
- Samantha Koontz (2016), Adjunct Clinical Instructor; Nursing; B.S.N., Shenandoah University; M.S.N., Grand Canyon University
- Denise Kozlowski (2015), Adjunct Clinical Instructor; Nursing; B.S.N., University of Scranton; M.S.N., University of Virginia
- Alyson J. Kreitzman (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Marymount University; B.S.N., M.S.N., Western Governors University
- Juanita Lee (2016), Adjunct Clinical Instructor; Nursing; A.S.N., Norfolk State College; B.A., Carolina University of Theology; M.S.N., George Mason University
- Judith A. Lewis (2014), Adjunct Clinical Instructor; Nursing; A.B., Ph.D., Brandeis University; B.S.N., Boston University; M.S.N., University of California at San Francisco
- Rosalie Lewis (2004), Auxiliary Adjunct Instructor; Nursing; B.S.N., University of Virginia; M.S.N., Shenandoah University
- Rose A. Livengood (2015), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University
- Hope Luong (2016), Adjunct Clinical Instructor; Nursing; B.S., B.S.N., George Mason University; M.S.N., Western Governors University
- Doreen Mattimiro (2015), Adjunct Clinical Instructor; Nursing; B.S.N., Southern Connecticut State University; M.S.N., Stanford University
- Helen Mautner (2015), Auxiliary Adjunct Instructor; Nursing; A.S.N., Shenandoah University; M.S.N., George Mason University
- Sarah McDonald (2012), Adjunct Clinical Instructor; Nursing; B.A., University of Maryland at College Park; B.S.N., The Johns Hopkins University; M.A., Duke University; M.S.N., Georgetown University
- Edythe McGoff (1996), Adjunct Clinical Instructor; Nursing; B.S.N., George Mason University
- Bethann Mendez (2016), Adjunct Clinical Instructor; Nursing; B.S.N., University of Delaware; M.S.N., Liberty University; D.N.P., (in progress), Walden University
- Shirley S. Montesclaros (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Divine Word University; M.S.N., Shenandoah University
- Shayne Morris (2012), Adjunct Clinical Instructor; Nursing; A.D.N., M.S.N., M.B.A., Kent State University; B.S.N., Youngstown State University
- Dana Morrison (2014), Adjunct Clinical Instructor; Nursing; A.S.N., Shenandoah University; B.S.N., George Mason University; M.S.N., Walden University
- Deanna Mulvihill (2016), Adjunct Clinical Instructor; Nursing; B.S., Ottawa University (Canada); M.S., Nova University (Canada); Ph.D., University of Western Ontario (Canada)
- Tina J. Myer (2009), Adjunct Clinical Instructor; Nursing; A.S.N., Shenandoah University; B.S.N., Old Dominion University; M.S.N., Walden University
- Rebecca A. Myers (2011), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University
- Patrick G. Northcraft (2006), Adjunct Clinical Instructor; Nursing; L.P.N., Dowell J. Howard; A.S.N., B.S.N., M.S.N., Shenandoah University
- Julie O'Brien (2016), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., Weber State University; M.S.N., University of Utah
- Bonnie J. Parker (2014), Adjunct Clinical Instructor; Nursing; M.S.N., University of Texas at Arlington; D.N.P., Marymount University
- 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

- Patricia Prahlad (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Misericordia University; M.S.N., Shenandoah University
- Stephanie Renner (2016), Adjunct Clinical Instructor; Nursing; A.A.S., Shenandoah University; B.S., James Madison University; M.S.N. (in progress), Grand Canyon University
- Margaret Riden (2013), Adjunct Clinical Instructor; Nursing; A.A.S., Marymount College of Virginia; B.S.N., University of Maryland; M.S.N., Walden University
- Stephanie N. Robbins (2012), Adjunct Clinical Instructor; Nursing; A.A.S., Tidewater Community College; B.S.N., M.S.N., Shenandoah University
- Elizabeth C. Robson (2014), Adjunct Clinical Instructor; Nurse Midwifery; B.S.N., University of Tulsa; M.S.N., Radford University
- Nancy Rutenberger (2016), Adjunct Clinical Instructor; Nursing; B.S.N., Boston College; M.S.N.Ed., Western Governors University
- Azman Sabet (2013), Adjunct Clinical Instructor; Nursing; A.D.N., Lord Fairfax Community College; M.S.N., George Mason 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
- Marietta Salisbury (2014), Adjunct Clinical Instructor; Nursing; B.S.N., Loyola University; M.S.N., University of Phoenix
- Cheryl Lynn Sharp (2014), Clinical Coordinator and Adjunct Clinical Instructor; Nurse Midwifery; B.S.N., M.S.N., University of Alabama
- Sherlyn Shaughnessy (1984), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., M.B.A., Shenandoah University; M.S.N., University of Virginia
- Linda Sibert (2014), Adjunct Clinical Instructor; Nursing; B.S.N., Gustavus Adolphus College; M.S.N., York College of Pennsylvania
- Stacey L. Smith (2015), Adjunct Clinical Instructor; Nursing; A.A.S., Cochise College; M.S.N., Shenandoah University
- Mary Spare (2016), Adjunct Clinical Instructor; Nursing; A.D.N., Maria College; B.S.N., University of Phoenix; M.S.N., Chamberlain College of Nursing
- Judith Stambaugh (2015), Adjunct Clinical Instructor; Nursing; A.S.N., Carroll County Vo-Tech; B.S.N., Shepherd University; M.S.N., Shenandoah University
- Pamela Storrs (2014), Adjunct Clinical Instructor; Nursing; B.S.N., George Mason University; M.S.N., Walden University
- John Sykes (2016), Adjunct Clinical Instructor; Nursing; B.S., George Mason University; M.S.N., University of Phoenix
- Teresa A. Wenner (2014), Adjunct Clinical Instructor; Nursing; A.S.N., Shepherd College; B.S.N. (in progress), Chamberlain College of Nursing
- Erika D. Whetzel (2013), Adjunct Clinical Instructor; Nursing; B.S.N., Clayton College and State University; M.S.N., Monmouth University
- Autumn Williams (2016), Adjunct Clinical Instructor; Nursing; B.S.N., Shenandoah University; M.S.N., James Madison 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 RESPIRATORY CARE**

### **Academic Leadership**

- Stephanie U. Cross (2010), Program Director and Assistant Professor; Respiratory Care; A.S., B.S., Shenandoah University; M.S., Old Dominion University

### **Full-time Faculty**

- Daniel Casey (2014), Medical Director; Respiratory Care; B.S., University of Notre Dame; M.S., M.D., Georgetown University
- Melissa M. Carroll (2013), Director of Clinical Education and Assistant Professor; Respiratory Care; B.S., Shenandoah University; M.H.Sc., St. Francis University

Ashley V. Petrolino (2015), Assistant Professor; Respiratory Care; A.A.S., Lord Fairfax Community College; B.S., Shenandoah University; M.P.H., Benedictine University

### Part-time Faculty

April Aquila (2014), Adjunct Clinical Instructor; Respiratory Care; A.A.S., Temple College

Addrece Bamby (2014), Adjunct Clinical Instructor; Respiratory Care; A.A.S., San Joaquin Valley College

Brandi Boyles (2015), Adjunct Clinical Instructor; Respiratory Care; B.S., Shenandoah University

Joe Cain (2015), Adjunct Clinical Instructor; Respiratory Care; A.A.S., Shenandoah University

Matthew Dennis (2014), Adjunct Clinical Instructor; Respiratory Care; B.S., Shenandoah University

Nathalie Grant (2015), Adjunct Clinical Instructor; Respiratory Care; A.S., A.A.S., Northern Virginia Community College

Raine Y. Reid (2015), Adjunct Clinical Instructor; Respiratory Care; A.S., Shenandoah University

Sherry Simmeth (2014), Adjunct Clinical Instructor; Respiratory Care; A.A.S., University of Southern Colorado; B.S., Bowdoin College

Lee Yambing (2015), Adjunct Clinical Instructor; Respiratory Care; A.A.S., Tidewater Community College

## BERNARD J. DUNN SCHOOL OF PHARMACY

### Academic Leadership

Robert DiCenzo (2016), Dean of the Bernard J. Dunn School of Pharmacy and Professor; Pharmacy Practice; B.S., University of Buffalo; Pharm.D., Albany College of Pharmacy

\*James S. Green (2006), Associate Dean at Innovation Hall and Associate Professor; Pharmacogenomics; B.S., United States Naval Academy; M.S.Ed., Old Dominion University; M.B.A., Pharm. D., Shenandoah University

\*Arthur F. Harralson (2002), Associate Dean for Research and Professor; Pharmacogenomics; B.A., California State University; Pharm.D., University of California

\*Teresa A. Schweiger (2014), Assistant Dean for Assessment and Associate Professor; Pharmacy Practice; B.S., Pharm.D., University of Maryland

### Full-time Faculty

\*Erin Adams (2004), Associate Professor; Clinical Sciences; Pharm.D., Medical College of Virginia of Virginia Commonwealth University

\*Deepak Bhatia (2014), Associate Professor; Pharmacogenomics; B. Pharm., Bangalore University (India); M.S., Ph.D., West Virginia 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

\*Kacey A. Carroll (2014), Assistant Professor; Pharmacy Practice; Pharm.D., Butler University

\*Wendell L. Combest (1998), Professor; Biopharmaceutical Sciences; B.S., Southern Methodist University; M.S., Ph.D., University of Arizona

\*Amber Y. Darr (2014), Online Clinical Coordinator and Assistant Professor; Pharmacogenomics; Pharm.D., Shenandoah University

\*Thomas M. Ellington (1997), Associate Professor; Pharmacy Practice; B.S., East Tennessee State University; Pharm.D., Mercer University; M.A.Min., Nashotah House Theological Seminary

\*Teresa Elsobky (2014), Assistant Professor; Clinical Sciences; Pharm.D., Massachusetts College of Pharmacy and Health Sciences

Rebecca A. Falter (2011), Associate Professor; Pharmacogenomics; Pharm.D., Shenandoah University

Brittany S. Finocchio (2015), Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

Jeremy R. Fox (2009), Associate Professor; Pharmacy Practice; Pharm.D., Shenandoah University

\*Dawn E. Havrda (2003), Chair of Pharmacy Practice and 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 Medical Branch
- \*Brandon T. Jennings (2015), Associate Professor; Pharmacy Practice; Pharm.D., Virginia Commonwealth University
- \*Mark S. Johnson (1999), Director of Post Graduate Education and Professor; Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia of Virginia Commonwealth University
- \*Robert Kidd (1998), Chair of Biopharmaceutical Sciences and Professor; Biopharmaceutical Sciences; B.S., University of Tennessee; Pharm.D., University of Tennessee Center for Health Sciences; Ph.D., The Ohio State University
- Jamie R. Klucken (2012), Assistant Professor; Clinical Sciences; B.A., George Fox University; M.B.A., Pharm.D., Idaho State University
- \*Alla Marks (2004), Director of Division of Professional Education and Associate Professor; Pharmacogenomics; B.S., University of Florida; M.B.A., University of South Florida; Pharm.D., Shenandoah University
- \*David E. Matthews (2014), Assistant Professor; Pharmacy Practice; B.S., Xavier University; Pharm.D., The Ohio State University
- Shahrazad Movafagh (2011), Associate Professor; Pharmacogenomics; B.S., University of Maryland; Pharm.D., University of California San Francisco; Ph.D., Georgetown University
- \*Amanda Munson (2008), Associate Professor; Pharmacogenomics; B.S., University of Michigan; Ph.D., Georgetown University
- \*David W. Newton (1996), Professor; Biopharmaceutical Sciences; A.A., St. Petersburg Junior College; B.S., M.S., Ph.D., University of Florida
- \*Tracey J. Nickola (2006), Associate 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
- \*Sarah Parnapy-Jawaid (2005), Vice Chair of Pharmacy Practice and Associate Professor; Pharmacy Practice; Pharm.D., Albany College of Pharmacy
- \*Isha Patel (2014), Assistant Professor; Biopharmaceutical Sciences; B.Pharm., Pune University; M.S., The Ohio State University; Ph.D., University of Michigan
- \*Regina F. Peacock (2001), Professor; Biopharmaceutical Sciences; B.S., Ph.D., University of Georgia
- Katerina Petrov (2015), Assistant Professor; Clinical Sciences; B.A., Pharm.D., Creighton University
- Danielle Przychodzin (2016), Assistant Professor; Pharmacy Informatics; B.A., University of Colorado at Boulder; Pharm. D., Shenandoah University
- \*Michelle L. Rager (2009), Associate Professor; Pharmacy Practice; B.A., Queens University of Charlotte; Pharm.D., University of Maryland
- \*Craig Richard (2003), Professor; Biopharmaceutical Sciences; B.S., University of Massachusetts-Amherst; M.S., Ph.D., Albany Medical College
- Katelyn M. Sanders (2012), Director of Admissions and Lecturer; Pharmacy Practice; B.A., Goucher College; M.B.A., Pharm.D., Shenandoah University
- Jennifer L. Trotter (2014), Assistant Professor; Pharmacy Practice; Pharm.D., Samford University
- \*Ranjani Varadarajan (2014), Assistant Professor; Clinical Sciences; B.S., Mumbai University (India); M.S., Ph.D., Auburn University
- Amber Wesner (2011), Associate Professor; Pharmacy Practice; Pharm.D., Shenandoah University

## Part-time Faculty

- Margaret R. Benn (2013), Adjunct Assistant Professor; Pharmacy Practice; B.S., James Madison University; Pharm.D., University of Maryland
- Stephen P. Boykin (2015), Adjunct Instructor; Pharmacy Practice; B.S., M.S., University of Maryland; M.B.A., New Hampshire College of Business
- Hewon Christina Chang (2014), Adjunct Assistant Professor; Pharmacogenomics; B.A., University of Virginia; Pharm.D., Massachusetts College of Pharmacy and Health Sciences
- Fred Davis Chatelain (2005), Adjunct Clinical Assistant Professor; Pharmacy Practice; B.S., University of Texas; M.S., National-Louis University
- Susan P. 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

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

Gretchen L. Johnson (1997), 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

Justin D. Miller (2010), Adjunct Instructor; Biopharmaceutical Sciences; A.A.S., Lord Fairfax Community College; Pharm.D., Shenandoah University

Roger Iain Pritchard (2016), Adjunct Assistant Professor; Pharmacy Practice; Pharm.D., Campbell University

\*Renee Ahrens Thomas (2012), Adjunct Associate Professor; Pharmacy Practice; M.B.A., Pharm.D., Drake University

Cynthia C. Winter (2001), Adjunct Instructor; Biopharmaceutical Sciences; B.S., M.A., Marshall University

## UNIVERSITY LIBRARIES

### Academic Leadership

Christopher A. Bean (1989), Director of University Libraries 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), Electronic Resources Librarian and Librarian III; B.S., M.B.A., East Carolina University; M.L.S., North Carolina Central University

Denise A. Blake (2002), Health Sciences Librarian and Librarian II; B.S., Auburn University; M.L.S., The Catholic University of America; Ed.D., Shenandoah University

=Rosemary A. Green (1982), Graduate Programs Librarian and Senior Librarian; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

Andrew P. Kulp (2015), Reference and Information Literacy Librarian and Librarian I; B.A., Columbia International University; M.L.S., University of Pittsburgh

Megan Williams (1996), Assistant Librarian for Technical Services and Librarian II; B.S.N., University of Maryland; M.S.L.S., The Catholic University of America

### Part-time Faculty

Lucinda Thomas (2000), Reference Librarian and Librarian I; B.S., Shippensburg State College; M.S.L.S., Drexel University

## FACULTY EMERITI

Charlotte Nelson Aiosa (1979), Professor Emeritus, Voice; B.S., M.M., University of Maryland, D.M.A., University of Michigan

Thomas R. Albert (1974), Professor Emeritus, Composition and Musical Theatre; A.B., Barton College; M.M., D.M.A., University of Illinois

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

Donald B. Black (1968), Professor Emeritus, Music Theory; B.S., Concord College; M.F.A., Ohio University

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

William M. Bozman (1975), Professor Emeritus, Theatre; B.A., Macalester College; M.F.A., Wayne State University

- Edward E. Brandt (1981), Professor Emeritus, Biology; B.A., Southern Illinois University; M.A., Florida State University; Ph.D., University of Sarasota
- Glenn Caluda (1975), Professor Emeritus, Guitar; M.A., University of Maryland; B.M.E., Ph.D., Louisiana State University
- 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
- Steven L. Cooksey (1972), Professor Emeritus, Organ and Church Music; B.M.E., Evansville College; M.M., Syracuse University; M.B.A., Shenandoah University; Ph.D., Washington University
- John D. Copenhaver (1987), Professor Emeritus, Philosophy and Religion; B.A., Washington and Lee University; M. Div., Fuller Theological Seminary; Ph.D., The Catholic University of America
- 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
- Juliana Van Olphen Fehr (1996), Professor Emeritus, Midwifery; B.S., Virginia Commonwealth University; B.S.N., University of Virginia; M.S., Georgetown University; Ph.D., George Mason University
- Bruce K. Gouldey (2002), Professor Emeritus, Finance; B.S., Brown University; Ph.D., University of Pittsburgh
- 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
- John T. Jacobs (1974), Professor Emeritus, English; A.B., Kings College; Ph.D., University of Notre Dame
- 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
- Ann St. Clair Lesman (1991), Professor Emeritus, Spanish; B.A., Rollins College; M.Ed., Duke University; M.A., Ph.D., University of Maryland
- 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
- Charles J. Pineno (2004), Professor Emeritus, Accounting; M.B.A., University of Scranton; B.S., Ph.D., Pennsylvania State 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
- Philip Sargent (1978), Professor Emeritus, Voice; B.M., Lawrence University of Wisconsin; M.M., D.M.A., University of Illinois
- Robert J. Shafer, Jr. (1983), Professor Emeritus, Choral Conducting and Choral Music; Artist Diploma, Conservatoire Americain, France; B.M., M.M., The Catholic University of America
- William Shendow (1984), Professor Emeritus, Political Science; B.A., Wake Forest University; M.A., Georgetown University; Ph.D., Virginia Polytechnic Institute and State University
- 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
- Marion Sung (1974), Professor Emeritus, Music Therapy; B.A., Taiwan Normal University (Taiwan), M.M.Ed., University of Kansas
- Elizabeth Temple (1962), Professor Emeritus, Piano; B.S., Indiana University of Pennsylvania; M.M., West Virginia University

Catherine A. Tisinger (1991), Distinguished Professor Emeritus, History/Geography; B.A., The College of Wooster; M.A., Ph.D., University of Pennsylvania

## DEAN EMERITUS

Calvin H. Allen, Jr. (2002), Dean Emeritus of the College of Arts & Sciences and Professor Emeritus, History; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington

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

Kathryn Ganske (1994), Dean Emeritus of the Eleanor Wade Custer School of Nursing and Professor Emeritus, Nursing; B.S.N., Indiana University; M.S.N., George Mason University; M.A., University of Virginia, Ph.D., University of Virginia

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

Alan B. McKay (1995), Dean Emeritus of the Bernard J. Dunn School of Pharmacy and Professor Emeritus, Pharmacy Practice; B.S., Mercer University; M.S., Ph.D., University of Mississippi

## 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



# ACADEMIC CALENDAR 2016-17

(SCHOOL OF PHARMACY CALENDAR ON NEXT PAGE)

## 2016 FALL SEMESTER

August 15	Payment due for 2016 Fall
August 15-19	Faculty meetings
August 16	New Student Convocation at 4 p.m.
August 19	Last day to register to avoid late registration fee
August 22	Fall semester classes begin
August 29	Last day to drop or add a course
September 5	Labor Day/Administrative offices closed Classes do not meet
October 1	Last day to apply for December Degree Conferrals
October 10-11	Fall break/Administrative offices open Undergraduate classes do not meet Some graduate classes meet
October 12	Midterm grades due by 5 p.m.
October 31- November 22	Online registration for 2017 Spring semester classes
November 16	International Convocation at 2 p.m.
November 22	Last day to withdraw from a semester course
November 23-26	Thanksgiving break for students Classes do not meet
November 24-25	Thanksgiving break/Administrative offices closed
December 5	Last day of semester classes
December 6-10	Semester examinations*
December 10	Semester ends/December Degree Conferrals
December 15	Payment due for 2017 Spring
December 19- January 13	Winter break for students Administrative offices open (unless noted)
December 23-27	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.

## 2017 SPRING SEMESTER

January 2	New Year's Day Observed Administrative offices closed
January 13	Last day to register to avoid late registration fee
January 14	Spring semester classes begin (Students with Saturday classes)
January 16	Martin Luther King Day of Service Classes do not meet/Service of Remembrance TBA
January 23	Last day to drop or add a course
March 1	Last day to apply for May Degree Conferrals
March 13-18	Spring break/Administrative offices open Classes do not meet
March 15	Midterm grades due by 5 p.m.
March 20- July 1	Online registration for 2017 Fall semester classes
April 14	Good Friday/Administrative offices closed Classes do not meet
April 24	Last day to withdraw from a semester course
May 4	Honorary Friday – Friday Class Schedule Meets/ Last day of semester classes
May 5-6	Apple Blossom/Administrative offices closed Classes do not meet
May 8-12	Semester examinations*
May 13	Semester ends/May Degree Conferrals
	Commencement rehearsal TBA for all graduating students participating in the commencement service
	Baccalaureate service TBA
	Hooding and pinning ceremonies TBA
May 13	Commencement ceremony at 10 a.m.
May 15-19	Faculty Assessment Week

## 2017 SUMMER SESSIONS

March 20-April 13	Online registration for 2017 Summer semester classes (SU & S2)
May 10	Payment due for 2017/SU Summer 1 session Classes beginning prior to June 30
May 22	2017/SU Summer 1 begins
*See left	Last day to drop or add a Summer course
May 29	Memorial Day/Administrative offices closed Classes do not meet
June 15	Payment due for 2017/S2 Summer 2 classes Beginning on or after July 1
July 1	Last day to apply for August Degree Conferrals
July 3	2017/S2 Summer 2 session begins
July 4	Independence Day/Administrative offices closed Classes do not meet
August 12	Summer (SU & S2) classes end* August Degree Conferrals

\*Grades are due three calendar days after final exams.

The academic calendar is accurate at the time of publication/posting, but may be subject to change. The most current version is available at [www.su.edu/academics/academic-resources-information/academic-calendars/](http://www.su.edu/academics/academic-resources-information/academic-calendars/)

# SCHOOL OF PHARMACY

## ACADEMIC CALENDAR 2016-17

### 2016/PF FALL SEMESTER

July 15	Payment due for 2016 Fall
August 12	Last day to register to avoid late registration fee
August 15-19	Faculty meetings
August 15	Fall semester classes begin
August 22	Last day to drop or add a course
September 5	Labor Day/Administrative offices closed Classes do not meet
October 1	Last day to apply for December Degree Conferral
October 3-4	Fall break/Administrative offices open First Professional classes do not meet
October 31-	
November 22	Online registration for 2017 Spring semester classes
November 15	Last day to withdraw from a semester course
November 16	International Convocation at 2 p.m.
November 23-26	Thanksgiving break for students Classes do not meet
November 24-25	Thanksgiving break/Administrative offices closed
November 28	Last day of semester classes
November 29-	
December 2	Semester examinations*
November 5-9	P3 IPPE (Week 17—P3 Class as assigned)
December 10	December Degree Conferral
December 12-16	P3 IPPE (Week 18—P3 Class as assigned)
December 15	Payment due for 2017 Spring
December 21-	Holiday break for students/Classes do not meet
January 3	Administrative offices open (unless noted)
December 23-27	Winter break/Administrative offices closed

### APPE 2015-2016 Blocks:

Block 4:	August 29-September 30, 2016 (P4)
Block 5:	October 3-November 4, 2016 (P4)
Block 6:	November 7-December 9, 2016 (P4)
Block 7:	January 9-February 10, 2017 (P4)
Block 8:	February 13-March 17, 2017 (P4)
Block 9:	March 20-April 21, 2017 (P4)
Block 1:	May 15-June 16, 2017 (Rising 2017-2018 P4)
Block 2:	June 19-July 21, 2017 (Rising 2017-2018 P4)
Block 3:	July 24-August 25, 2017 (Rising 2017-2018 P4)

### \*Summer Add/Drop Policy:

The last day to add/drop a course for summer is based on the duration of class. A student is entitled to a full refund when it is dropped prior to: APPE and courses meeting five to six weeks ... First day of class and the following two business days

PHRN 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 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.

### 2017/PS SPRING SEMESTER

January 2	New Year's Day Observed Administrative offices closed
January 6	Last day to register to avoid late registration fee
January 9	Spring semester classes begin
January 16	Last day to drop or add a course
January 16	Martin Luther King Day of Service Classes do not meet/Service of Remembrance TBA
March 1	Last day to apply for May Degree Conferral
March 6-10	P3 IPPE as assigned and Capstone Assessment Days
March 13-18	Spring break/Administrative offices open Classes do not meet for P1-P2 P3 IPPE Week as assigned or Capstone
March 20-	
June 15	Online registration for 2017 Fall semester classes
April 13	Last day to withdraw from a semester course
April 14	Good Friday/Administrative offices closed Classes do not meet
April 24	Last day of semester classes (P3)
April 25	P1 Capstone
April 25-30	Semester examinations (P3)*
April 28	Last day of semester classes (P1 & P2)
May 1-2	P3 Capstone
May 1-4	Semester examinations (P1 & P2)*
May 3	APPE Orientation (P3)
May 5-6	Apple Blossom/Administrative offices closed Classes do not meet
May 8-9	P2 Capstone
May 12	May Degree Conferral
	Commencement rehearsal TBA for all graduating students participating in the commencement service
	Baccalaureate service TBA
	Hoarding Ceremony TBA
May 13	Commencement ceremony at 10 a.m.
May 15-19	Faculty Assessment Week

### 2017/P1 SUMMER SESSION

#### For Rising P4/Pharm-MBA/Non-traditional Students

March 20-April 1	Online registration for 2017/P1 Summer session classes
April 20	Payment due for 2017/P1 Summer classes
May 15	2017/P1 Summer begins
May 29	Memorial Day/Administrative offices closed Classes do not meet
July 1	Last day to apply for August Degree Conferral
July 4	Independence Day/Administrative offices closed Classes do not meet
August 12	2017/P1 Summer MBA & Non-traditional classes end August Degree Conferral
August 25	APPE Block 3 ends for Rising 2017-2018 P4s

\*Grades are due three calendar days after final exams.

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# CONTACTING SU

<b>Main Campus Information/Switchboard</b>	(540) 665-4500
<b>Northern Virginia Campus</b>	(540) 545-7356
<b>Admissions</b>	(800) 432-2266 or (540) 665-4581
<b>Support Services</b>	
Academic Enrichment Center	(540) 665-4928
Center for International Programs	(540) 542-6285
Office of Enrollment Management and Student Success	(540) 665-4517
Financial Aid	(540) 665-4538
Hornet Central	(540) 665-4514
Registrar's Office	(540) 665-3499
Residence Life	(540) 665-4611
Security	(540) 678-4444
Student Accounts	(540) 542-6519
Office of Student Life	(540) 665-4862
Transfer Evaluation Office	(540) 545-7203
Wilkins Wellness Center	(540) 665-4530
<b>Academic Deans and Directors</b>	
College of Arts & Sciences	(540) 665-4587
Harry F. Byrd, Jr. School of Business	(540) 665-4572
Shenandoah Conservatory	(540) 665-4600
School of Education & Human Development	(540) 665-4643
School of Health Professions	(540) 542-6209
Division of Athletic Training	(540) 545-7385
Division of Occupational Therapy	(540) 665-5540
Division of Physical Therapy	(540) 665-5520
Division of Physician Assistant Studies	(540) 542-6208
Eleanor Wade Custer School of Nursing	(540) 678-4374
Division of Respiratory Care	(540) 678-4380
Bernard J. Dunn School of Pharmacy	(540) 665-1282