



Shepherd

UNIVERSITY

Graduate Studies Catalog 2009-10

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NOTICE

The Graduate Catalog of Shepherd University is a document of record issued for a one-year period. It contains, to the extent possible, current information concerning the University calendar, admissions and degree requirements, fees, regulations, and course offerings. The catalog does not constitute a contract between the University and an accepted applicant.

Students are advised that the information contained in this catalog is subject to change at the discretion of the University, which reserves the right to add, amend, or repeal any of its regulations, policies, and programs, in whole or in part, at any time. In any such case, the University will give appropriate notice as is reasonably practicable under the circumstances.

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POLICY OF NONDISCRIMINATION

The University provides opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, sex, sexual preference, religion, age, national origin, or disability. The University neither affiliates knowingly with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, color, age, religion, sex, sexual preference, national origin, or disability, as defined by applicable laws and regulations.

Shepherd University is required by Section 904, Title IX, Education Amendment of 1972, not to deny admission on the ground of blindness or severely impaired vision; by 45 CFR 84, Subpart E, Section 84.42, and by Section 504 Rehabilitation Act of 1973, nor to deny admission on basis of handicap; by 45 CFR 90, 91 not to discriminate on basis of age; and by 45 CFR 86, Subpart C, Section 86.21, not to deny admission on basis of sex. By Title VI of the Civil Rights Act of 1964, no person shall be subjected to discrimination on the ground of race, color, or national origin. Shepherd University is an equal opportunity-affirmative action employer in compliance with Title VII of the Civil Rights Act; West Virginia Human Rights Act; Title IX (Education Amendments of 1972); Section 504, Rehabilitation Act of 1973; American with Disabilities Act; and other applicable laws and regulations.

This Catalog is an interpretive rule as defined in Chapter 29A, article 1, section 2(c) of the Code of West Virginia. It is published under the authority of the Code of West Virginia, Chapter 18B, article 1, section 1, et seq.

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ACADEMIC YEAR CALENDAR

First Semester Fall 2009

8/13/09	Thu	New Freshmen/Transfer Orientation; Faculty Report for Fall Semester; Faculty Meetings
8/14/09	Fri	Orientation, Academic Advisement; Registration/Payment for New Freshmen, Transfers and Readmits
8/14/09	Fri	Add/Drop and Late Registration (Late Fee Applies) via RAIL begins at 5 p.m. (All hours except 4-8 a.m.)
8/14/09	Fri	New Student Convocation
8/17/09	Mon	Classes Begin
8/17/09	Mon	Add/Drop and Late Registration (Late Fee Applies), via RAIL or at Ikenberry Hall, 9 a.m.-4 p.m.—Consult Advisor
8/21/09	Fri	Last Day to Add/Drop or Late Register via RAIL or at Ikenberry Hall, 9 a.m.-4 p.m.—Consult Advisor
8/28/09	Fri	Last Day to Change a Course from Credit to Pass/Fail Status
9/4/09	Fri	Last Day to Change a Course from Credit to Audit Status
9/7/09	Mon	Labor Day—Holiday
9/25/09	Fri	Last Day to Withdraw from First 8-Weeks Class—See Advisor by Noon
10/1/09	Thu	First Day of Midterm Exams
10/2/09	Fri	Last Day to Apply for May 2010 Graduation (Registrar’s Office)
10/7/09	Wed	Last Day of Midterm Exams
10/9/09	Fri	Midterm Grades Due—9 a.m.
10/12/09	Mon	Fall Break
10/13/09	Tue	Fall Break
10/14/09	Wed	Second 8-Weeks Classes Begin; Midterm Grades Available on RAIL (tentative)
10/28/09	Wed	First Day of Academic Advisement for Continuing Students for Spring 2010
11/6/09	Fri	Last Day to Withdraw from a Full Semester Class—See Advisor by Noon
11/9/09	Mon	First Day of Spring 2010 RAIL Registration for Continuing Students, 9 a.m.-4 p.m.
11/11/09	Wed	Last Day of Academic Advisement for Continuing Students for Spring 2010
11/20/09	Fri	Last Day to Withdraw from Second 8-Weeks Class—See Advisor by Noon
11/22/09	Sun	First Day of Thanksgiving Recess
11/29/09	Sun	Last Day of Thanksgiving Recess
12/8/09	Tue	Last Day of Classes; Last Day for Complete Withdrawal from Semester
12/9/09	Wed	Study Day
12/10/09	Thu	First Day of Final Exams
12/16/09	Wed	Last Day of Final Exams
12/18/09	Fri	First Semester Grades Due 9 a.m.—End of First Semester
12/21/09	Mon	Grades will be available via RAIL (tentative)

Second Semester Spring 2010

1/8/10	Fri	Faculty Report; Orientation, Academic Advisement, Registration/Payment for New Freshmen, Transfers, and Readmits
1/11/10	Mon	Classes Begin
1/11/10	Mon	Add/Drop and Late Registration (Late Fee Applies), via RAIL or at Ikenberry Hall, 9 a.m.-4 p.m.–Consult Advisor
1/15/10	Fri	Last Day to Add/Drop or Late Register via RAIL or at Ikenberry Hall, 9 a.m.-4 p.m.–Consult Advisor
1/18/10	Mon	Martin Luther King, Jr. Day–No Classes
1/25/10	Mon	Last Day to Change a Course from Credit to Pass/Fail Status
2/1/10	Mon	Last Day to Change a Course from Credit to Audit Status
2/19/10	Fri	Last Day to Withdraw from First 8-Weeks Class–See Advisor by Noon
3/1/10	Mon	First Day of Midterm Exams
3/5/10	Fri	Last Day of Midterm Exams; Last Day to Apply for August and December 2010 Graduation (Registrar’s Office)
3/8/10	Mon	Mid-term Grades Due–9 a.m.; Second 8-Weeks Classes Begin
3/10/10	Wed	Mid-term Grades Available on RAIL (tentative)
3/14/10	Sun	First Day of Spring Recess
3/21/10	Sun	Last Day of Spring Recess
3/29/10	Mon	First Day of Summer 2010 RAIL Registration for Continuing Students, 9 a.m.-4 p.m.
3/31/10	Wed	First Day of Academic Advisement for Continuing Students for Fall 2010
4/9/10	Fri	Last Day to Withdraw from a Full Semester Class–See Advisor by Noon
4/12/10	Mon	First Day of Fall 2010 RAIL Registration for Continuing Students, 9 a.m.-4 p.m.
4/14/10	Wed	Last Day of Academic Advisement for Continuing Students for Fall 2010
4/21/10	Wed	Last Day to Withdraw from Second 7-Weeks Class–See Advisor by Noon
4/22/10	Thu	First Day of Spring Weekend Recess (If no snow days used)
4/23/10	Fri	Second Day of Spring Weekend Recess (If no snow days used)
4/30/10	Fri	McMurrin Scholars Convocation
4/30/10	Fri	Last Day of Classes; Last Day for Complete Withdrawal from Semester
5/3/10	Mon	First Day of Final Exams
5/7/10	Fri	Last Day of Final Exams
5/10/10	Mon	Second Semester Grades Due 9 a.m.–End of Second Semester
5/11/10	Tue	Grades will be available via RAIL (tentative)
5/15/10	Sat	Commencement
5/31/10	Mon	Memorial Day

SECTION I

HISTORY AND MISSION

SCENIC AND HISTORIC LOCATION

Shepherd University is situated in the Shenandoah Valley, on the banks of the Potomac River, in historic Shepherdstown, West Virginia. The oldest town in the state, Shepherdstown is a quaint university community, with the town and campus combining to offer a unique learning-living environment.

Located in the Eastern Panhandle of West Virginia, Shepherdstown is within 20 miles of nearby Maryland, Pennsylvania, and Virginia. It is only 65 miles from the metropolitan areas of Washington, D.C., and Baltimore, Maryland. Within a short hike or drive of the campus are such well-known historic landmarks as Harpers Ferry and the Antietam Battlefield. Across the Potomac River from the campus is the Chesapeake and Ohio Canal National Historical Park. The C & O Canal National Historical Park, developed along the towpath of the old canal, is a beautiful recreational sanctuary, extending 184.5 miles from Cumberland, Maryland, to Georgetown, in the nation's capital. Richmond and Williamsburg, Virginia, as well as New York and Philadelphia, are all within a few hours drive of Shepherdstown. Guest lecturers and performers, field trips, internships, and career opportunities are advantages directly related to the location of Shepherd University.

HISTORY OF THE UNIVERSITY

Shepherd University began when the county seat of Jefferson County, West Virginia, was moved from Shepherdstown to Charles Town in July 1871. The people of Shepherdstown and vicinity decided to use the vacated courthouse for educational purposes. An article of incorporation for a school to be known as Shepherd College, designed to instruct students “in languages, arts and sciences,” was drawn up and signed by C.W. Andrews, A.R. Boteler, C.T. Butler, G.M. Beltzhoover, David Billmyer, Samuel Knott, and Henry Shepherd. This body of incorporators gave itself power to elect instructors, pay salaries, and prescribe courses of study. Professor Joseph McMurran was appointed first principal of the institution, which opened with 42 students in September 1871, under the authority of the Board of Trustees.

On February 27, 1872, the Legislature of West Virginia passed the following act: “That a branch of the State Normal School be and the same is hereby established at the building known as Shepherd College, in Shepherdstown, in the county of Jefferson.”

Shepherd became a four-year college for the training of teachers on July 1, 1930, at which time the institution began granting the bachelor of arts degree. Shepherd was authorized to implement liberal arts programs in 1943, and in 1950 the bachelor of science degree was added.

Also in 1950 Shepherd was accredited by the North Central Association of Colleges and Schools and in 1951 it became a member of the Association of American Colleges.

In the past two decades, Shepherd has added 12 new buildings, including the \$9 million Robert C. Byrd Science and Technology Center; the \$18 million addition to the Scarborough Library, which also houses the Robert C. Byrd Center for Legislative Studies; the \$10 million Erma Ora Byrd nursing classroom building; the \$10 million Center for Contemporary Arts; and the \$21.6 million Wellness Center.

MISSION STATEMENT AND STATEMENT OF CORE VALUES

Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

Core Values

Committed to excellence, Shepherd University embraces the following five core values:

Learning

Shepherd University creates a community of learners who integrate teaching, scholarship, and learning into their lives. In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and assesses student learning. We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.

Engagement

Shepherd University fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.

Integrity

Shepherd University strives for an environment of honesty and fairness in its actions. University officials seek input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.

Accessibility

Shepherd University provides services to all qualified students. Our staff and faculty are available to students and are committed to respecting and meeting individual needs. University governance and budgeting structures reflect our commitment to transparent processes and public access to information.

Community

Shepherd University comprises a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based on mutual respect and acceptance of differences.

THE RUTH SCARBOROUGH LIBRARY

The Ruth Scarborough Library collection contains varied materials, numbering 511,518 items. Printed and microtext materials compose the majority of the collection, including 164,206 printed books and bound periodicals as well as 200,474 in microfiche and microfilm. Other items in the collection include phonograph records, cassette tapes, DVDs, CDs, and video cassettes. The library currently subscribes to 521 periodicals and newspapers in paper, and it provides access to more than 12,000 periodicals in full-text. In addition, the library provides access to electronic databases and online indexing and abstracting services.

Since 1971, the library has been a selective repository for federal government publications and regularly receives West Virginia state government publications. The library houses a special collection of printed materials relating to state and regional history. The library's computerized catalog provides Web access to materials in the Scarborough collection, and the library maintains a Web site.

The Scarborough Library, originally built in 1965, was renovated in 2002-03. The library is a place of study and research for individual and groups. The 46,000 square foot expansion, dedicated in 2002, includes multimedia classrooms, additional reading areas and seating, and the Robert C. Byrd Center for Legislative Studies whose purpose is to promote an understanding of the United States Congress and the legislative process.

GRADUATE STUDIES STATEMENT OF PURPOSE

Graduate studies at Shepherd University have been designed to complement undergraduate programs by providing quality graduate study with a strong emphasis on career preparation. Graduate programs offered have been carefully selected in response to the career goals of area students, the needs of local employers for highly qualified professionals, and the ability of the University to provide excellent graduate education. Members of the graduate faculty, who are selected by a campus-wide Graduate Council, must be qualified in their subject matter—normally with a terminal degree in their field at the doctorate, or master's degree for specific programs only—and must demonstrate a pattern of continued peer-reviewed scholarship.

SECTION II

ADMISSIONS

APPLICATION PROCEDURES

Admission to graduate study at Shepherd University, with the exception of the M.A.T., is handled on a rolling basis. Students are eligible to register for courses once their applications have been processed and they have been accepted. Applications are considered complete when the application form, the application fee, and all supporting materials are on file with the Office of Graduate Studies. Please feel free to contact the Office of Graduate Studies in order to make sure that your application is complete.

The following deadlines apply to the Master of Arts in Teaching (M.A.T.) degree only:

Application Deadlines

Summer and Fall—February 1

Spring—October 1

Admission Deadlines

Summer—April 15

Fall—April 30

Spring—November 15

Those wishing to apply for admission to a graduate program at Shepherd University should do the following:

- Obtain an application form from the Office of Graduate Studies (304-876-5313) or the Office of Admissions (304-876-5212) or from the Graduate Studies Web site found at www.shepherd.edu/graduate-studies/application.html.
- Arrange to have official transcripts from all undergraduate and graduate studies sent directly to Shepherd University, Graduate Studies Office, P.O. Box 5000, Shepherdstown, West Virginia 25443-5000. No action will be taken on an application for which there is no official transcript.
- Submit a completed application form to the Office of Graduate Studies, with a nonrefundable application fee of \$40 in a check or money order payable to Shepherd University. If applying for the M.A.T. program you must remit an additional nonrefundable \$20 transcript analysis fee.
- Arrange for any required standardized tests for the program to which you are applying, if needed, be sent to the Graduate Studies Office. Scores may not be more than five years old unless they are on a regionally accredited university transcript where they will be accepted up to ten years.

It is the applicant's responsibility, including applicants who have graduated from Shepherd University, to arrange for all official undergraduate and graduate transcripts and other supporting admissions credentials to be sent directly to the Graduate Studies Office. No action will be taken on credentials that arrive for which there is no completed application for admission on file. No documents submitted as part of the application procedure will be returned.

CONTACTS:

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SECTION III

POLICIES

GRADUATE STUDENT ADMISSION CRITERIA

Applicants for admission to full graduate status at Shepherd University must have earned a baccalaureate degree from a regionally accredited institution of higher education with a minimum college grade point average of 2.75. Students who do not meet these standards may, at the discretion of the program director, be admitted on a provisional basis. Provisional admission normally requires a score of 390 or higher on the Miller Analogy Test or scores of 440 or higher on the verbal and 560 or higher on the quantitative section of the Graduate Record Exam.

Individual programs also have the following requirements:

Master of College Student Development and Administration (CSDA)

- See requirements for programs and assistantships at www.shepherd.edu/graduate-studies/csda.htm

Master of Arts in Curriculum and Instruction

- Applicants for the Master of Arts in Curriculum and Instruction must provide a copy of their teacher certification with their application.

Master of Business Administration (M.B.A.):

- Score 400 or more on GMAT OR
- Score 215 or more on M.B.A. Major Field Achievement Test (MFAT) or 140 on Business MFAT.

Master of Arts in Teaching (M.A.T.):

- Passing score on Praxis I Pre-Professional Skills Test, Math, Reading, and Writing
- Passing score on Praxis II content specialization test for the content area in which applicant will seek certification
- Completion of at least 50 percent of undergraduate coursework required for certification in the chosen area with a grade of C or better in all classes
- Grades of C or above on: ENGL 101, ENGL 102, and COMM 202 or equivalent courses.
- The lowest GPA accepted for the M.A.T. program under any circumstances is 2.50. Any applicant with a GPA below 2.75 must submit a score of 440 or higher on the verbal and 560 or higher on the quantitative sections of the Graduate Record Exam or a score of 390 or higher on the Miller Analogies Test.

The Shepherd University M.A.T. program is designed to provide teacher certification eligibility for each graduate. In the interest of the integrity of the academic program, its students, and the schools of West Virginia, it is necessary that every applicant meet Shepherd University's academic and professional standards. Any applicant who has previously applied to and/or been admitted to any accredited Teacher Education Program(s) but did not complete the program will be presumed to not meet the University's standards for admission. Such applicant will have the burden of affirmatively demonstrating eligibility for admission to the Shepherd University M.A.T. program.

Provisional Admission

Provisional status may be granted to applicants who do not qualify for full graduate status. Students admitted on provisional status must achieve a minimum GPA of 3.0 during their first six graduate credit hours in a graduate program, and specifically not including undergraduate classes taken to satisfy content deficiencies for teacher certification. Students admitted provisionally and who do not obtain full admission for the required grade point average will be dismissed from their program and considered ineligible for further graduate study at Shepherd. Provisional status does not apply to the Master of Arts in Teaching.

Non-Degree Admissions

Students seeking graduate studies without matriculating (meaning they are not yet admitted), may do so with permission of the dean of graduate studies and continuing education. A non-degree-seeking form must be filled out prior to the start of classes and a petition requested if starting after add/drop but before classes start. The ability to take and complete graduate courses as a non-degree-seeking student does not indicate that a student will be admitted to a graduate degree program.

Transient Admissions

Students seeking graduate studies without matriculating and wishing to transfer courses taken at Shepherd University to another university may do so with permission of the dean of graduate studies and continuing education. Transient students must fill out a non-degree-seeking form prior to start of classes and a petition requested if starting after add/drop but before classes start. A transient student may subsequently apply to a Shepherd University graduate program, but the ability to take and complete graduate courses as a transient student does not indicate that a student will be admitted to a graduate degree program.

International Applicants

International students are encouraged to apply to Shepherd University and must follow all international student requirements found in admissions requirements for undergraduate students. Please see the undergraduate catalog for international student admissions requirements.

Senior Shepherd University Students Taking Graduate Courses at Shepherd University

Any senior Shepherd University student (at 90 credits or more), may take a Shepherd University graduate course if they have a current GPA of 3.0 or more. Graduate courses taken may be used for a Shepherd University graduate degree on a case by case basis.

Veterans Benefits

All veterans, regardless of rank, branch, or active versus reserve/guard, are encouraged to take advantage of graduate courses at Shepherd University. Please see the veterans Web site found at www.shepherd.edu/veterans/ for full details on veterans benefits at Shepherd University.

Policies Governing Student Status

Academic Advising

The first point of contact for graduate studies advising is the graduate coordinator. Each graduate program may have specific graduate faculty advisors as well for specific content areas. At any time a student believes he/she needs additional advising and the graduate faculty advisor or graduate coordinator is not available, the student can contact the office of the dean of graduate studies and continuing education for advising.

Probation

When a graduate student's cumulative grade point average falls below 3.0 the student will be placed on probation. Students on probation must maintain a grade point average of 3.0 during the first six credit hours of their probationary status and must return their cumulative graduate GPA to 3.0

during the first 12 hours of their probationary status. Students who do not meet these criteria will be dismissed.

Progression

All graduate students are expected to complete their degrees in an appropriate time and manner. All incompletes must be completed by the next respective fall or spring semester (i.e., incompletes in fall must be complete the following spring semester, incompletes in spring must be complete in the following fall semester. Incompletes in the summer must be complete by the following fall semester).

Suspension/Dismissal

A student on probation will be dismissed when

- The student's GPA in the first six credit hours of probation falls below 3.0
- The student fails to achieve a minimum cumulative GPA of 3.0 after 12 credit hours of probation

Once a student is dismissed from a graduate program, the student may not enroll in any other graduate program at Shepherd University without explicit permission from the Graduate Council.

Appeals of Student Status

Students placed on provisional status, probation, or suspension may appeal that status to the Graduate Council by writing a letter to the dean of graduate studies and continuing education outlining the rationale for the appeal. Appeals denied by the Graduate Council may be appealed to the vice president of academic affairs. The vice president will only consider appeals that deal with substantial procedural errors in the decision of the Graduate Council.

Transfer of Credit into Shepherd Graduate Program

Up to six credit hours may be transferred to a Shepherd graduate program from another institution or program. These courses will be evaluated, at the time of admission, by the coordinator of the program to which the applicant is applying, or the chair of the department in which the course is offered. Credits may be transferred during the degree program, but no more than a total of nine credits may be transferred for any graduate degree.

Transferring from One Shepherd Graduate Program to Another

Students enrolled in one graduate program at Shepherd University may apply to transfer to another graduate program without applying for readmission to Graduate Studies. Students must fill out a Change of Program form and pay a fee of \$20. Students applying for a transfer must be in good standing (not on academic probation or suspension) in the graduate program that they are transferring from and must meet all requirements of, and be accepted by, the program to which they are transferring.

Repeating a Course

A student may repeat a course once without appeal. A student may not repeat that course a second time without a written appeal to and consent from the Graduate Council. When a course is repeated, the higher grade will be used in determining the grade point average. Both grades, however, will be recorded on the transcript.

Academic Dishonesty

Academic dishonesty in all its forms, including plagiarism on written or visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member.

Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of F in that course. Such action shall be taken by the instructor, with written notification to the vice president for academic affairs. Repeated offenses shall subject the student to suspension or dismissal from the University. Students involved in facilitating academic dishonesty

among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action beyond that called for by their own academic dishonesty in a course.

Plagiarism is “the act of stealing and using, as one’s own, the ideas, or the expression of the ideas of another.” Whether that other is another student or a published author, plagiarism is cheating.

Guidelines and policies affecting dishonesty and most other aspects of student life may be found in the *Shepherd University Student Handbook*.

Grading System

Summary of Grading System

<i>Grade</i>	<i>Explanation</i>	<i>Point Value per Semester Hour</i>
A	Superior	4
B	Acceptable	3
C	Minimum grade accepted for credit	2
D	Unacceptable; credit not accepted toward graduation	1
F	Failure	0
IF	Irregular withdrawal	0
I	Incomplete, must be completed by date registered on incomplete form*	-
W	Withdraw without grade point penalty*	-

*Not used in computation of grade point average

* Incomplete grades must be made up within one semester or the grade of I becomes a grade of F.

Summary of Withdrawal Dates

Action: Dropping a class.

Form required: None—drop course on RAIL

Date: First five class days.

Resulting Grade: Dropped course does not appear on the transcript.

Action: Withdrawing from a class.

Form required: Course Withdrawal Slip—obtain from advisor

Date: Sixth class day through Friday of the twelfth week of classes.

Resulting Grade: W.

Action: Complete withdrawal from the University.

Form required: Semester Withdrawal Form—obtain from Registrar

Date: From the sixth class day through the last class day of the semester.

Resulting Grade: W

The withdrawal procedure is incomplete until all necessary signatures have been secured and the appropriate forms returned to the Registrar’s Office and the Office of Graduate Studies by the specified time stated in the current academic year calendar.

Any counseling provided to a student from any employee of the University that is at a variance with established University policies, must be confirmed by the vice president for academic affairs. Although a student may receive advice from any agent of the University, the final responsibility for a decision concerning withdrawal rests with the student, in consultation with the course instructor, and in accordance with University policies.

Graduate Student Code of Conduct

The student code of conduct was enacted primarily to set forth in a clear and concise manner the rules and regulations expected of those who join the University campus and/or participate in any University-sponsored activity. Keeping the core missions of the University in mind, the code is

- to foster the scholarly and civic development of the University's students in a safe and secure learning environment,
- to protect the people, properties, and processes that support the University and its missions, and
- to preserve academic freedom and free and open exchange of ideas and opinions for all members of the University

All graduate students are subject to the provisions of the Shepherd University Guidelines and Policies as outlined in the *Shepherd University Student Handbook*. The handbook includes sections on academic code of conduct, community expectations, and the judicial process. Copies of the handbook are available from the Student Affairs Office in the Student Center. Guidelines and policies are also available in pdf format at www.shepherd.edu/students/.

Academic Rights and Responsibilities

I. Academic Rights and Responsibilities

- A. All students, faculty, and staff are responsible for understanding and complying with the University's stated academic requirements.
 1. Student grades are based solely on academic performance as measured by the standards set forth in the course syllabus.
 2. Students should feel free to express their thoughts and opinions in an academic forum.
 3. Assignments must be completed by the student for whom the work is assigned and in the absence of unauthorized aid of any kind
 4. Instructors shall encourage honest effort by exercising care in planning and supervising academic work.
 5. A student who does not comply with the University's honesty standard may be subject to appropriate penalties imposed by the instructor, and even to academic probation, suspension, or dismissal.
- B. Students who choose to enroll in graduate programs at Shepherd University have the following academic rights.
 1. The right of access to the *Shepherd University Graduate Catalog*, which describes all academic program requirements including required courses, total credit requirements, residence requirements, special program requirements, minimum grade point average requirements, probation standards, program requirements, and other pertinent information,
 2. The right to a written syllabus containing the academic requirements of and the instructor's expectations for the course.
 - a. Course syllabi will be distributed by instructors of record, and should contain information pertaining to attendance policies, grading procedures, course information, special requirements including field trips, extra costs, and other pertinent matters.
 - b. Students have the right of appeal if they are discriminated against due to race, color, national origin, age, gender, familial or associational status, disabilities, religion, or sexual orientation.

II. Academic Actions Imposed by the University

- A. Shepherd University will take appropriate academic action when a student fails to maintain the academic standards of the University or when there is evidence that a student has violated an academic policy. Students also have the right to appeal academic actions.
- B. Examples of situations requiring academic action would include the following.
 1. Infraction of institutional academic standards, rules, and regulations (required grade point averages, etc.) as stated in the *Shepherd University Catalog*.
 2. Final grade challenges.
 3. Academic dishonesty (e.g., plagiarism, cheating, falsifying records, etc.)

4. Failure to meet the standards required for continuing in a program of instruction, thus leading to dismissal from that program.
- C. For failure to maintain academic standards, the University may impose the following student sanctions.
 1. Instructor Imposed Sanctions: Sanctions such as the reduction of a grade or the failure of a course, all of which may be applied by an individual instructor. The maximum penalty a professor may impose is a failing grade in a course. Other offenses may be referred to the assistant dean of student affairs/judicial manager.
 2. Academic Probation is a sanction imposed for failure to meet academic standards (see the *Catalog*).
 3. Academic Suspension is the exclusion from all institutional activities for a definite stated period of time not to exceed one calendar year.
 4. Academic Dismissal is the termination of student status from some or all programs, including any right or privilege to receive a benefit, recognition, or certification.

III. Student Grade Appeals

- A. In any grade appeal procedure, the student has the burden of proof in establishing “good cause” for changing a final grade.
- B. Unless the student can offer convincing arguments to the contrary, good faith on the instructor’s part is presumed,
- C. When supported by sufficient evidence, any of the following reasons shall constitute “good cause” for challenging a final grade.
 1. The grade was the result of discrimination (as defined in I, B, 2, b).
 - a. A successful appeal must demonstrate that the instructor did not apply a consistent standard to all students in the classroom.
 - b. The student making the appeal must show that the instructor did not apply the same grading standard to the student making the appeal that was applied to other students in the course.
 2. The grade was awarded in an arbitrary or capricious manner.
 3. The grade was the result of an error on the part of the professor in calculating recording, or reporting a final grade.
- D. None of the following shall constitute “good cause” for appealing a final grade.
 1. Disagreement with the course requirements established by the professor.
 2. Disagreement with the grading standards established by the professor.
 3. Disagreement with the instructor’s judgment when applying grading standards, assuming that the instructor has made a reasonable effort to be fair and consistent in exercising that judgment.
 4. The desire or need of the student to attain a particular grade.
 5. Consequences that a student might face as the result of a grade award.
- E. What constitutes standing in a grade appeal case?
 1. In the grade appeal process, standing is defined as those parties who are directly linked to this action procedurally.
 - a. Those parties who have standing include the instructor and the student desiring a grade change.
 - b. Those parties who do not have standing include classmates, other instructors, other administrators, and family members.
 2. Parties with standing shall be all owed to present oral testimony to the appeals committee in the grade appeal process.
 3. Relevant testimony from parties who do not have standing in the grade appeal process should be presented in the form of written statements that shall be made part of the official appeal file.
 - a. Committee members may invite other parties to be interviewed or to give

testimony based on the written statements.

- b. All written statements shall become part of the appeal file.

IV. Grade Appeal Procedures

A. Step 1: Scheduling a Faculty-Student Conference.

1. A student wishing to appeal a grade shall first confer face-to-face with the instructor of record (here after referred to as instructor) who assigned that grade.
 - a. The instructor-student conference shall take place within the first 10 class days of the regular semester immediately following the semester that the disputed grade was assigned (summer sessions are not considered as regular semesters).
 - b. At the request of the student or the instructor, the program coordinator shall assign another departmental faculty member to witness the conference.
 - c. The reasons for questioning the grade shall be stated by the student, and the reasons for assigning that particular grade shall be explained by the instructor.
2. In a case where the instructor is not available for this conference (non-reappointment, retirement, death, extended absence from the area, or other debilitating circumstances), the program coordinator shall act as the instructor of record.
3. Outcome of the conference between instructor and student.
 - a. If the instructor finds that no grade change is justified, the student shall be so notified at the end of the conference.
 - b. If the instructor does decide to change the grade, the instructor shall complete a Change of Grade form and file it with the registrar within five class days from the time that the conference occurs,

B. Step 2: The Student Appeals to the Program Coordinator.

1. Following the instructor-student conference, a student receiving an unfavorable decision may file an appeal with the program coordinator.
 - a. The appeal to the program coordinator must be in writing and filed within five class days of the instructor-student conference, or within the first 15 class days of the semester that the grade is eligible for appeal.
 - b. If the student fails to contact the program coordinator within 15 class days of the beginning of the appropriate semester, the instructor's grade award shall be considered final.
2. The student's grade appeal to the program coordinator must be in the form of a written memo or letter.
 - a. The appeal memo or letter must be copied to the instructor.
 - b. The student's written statement must include a justification that should conform to at least one of the criteria listed above for making a grade appeal.
 - c. The appeal must include all completed assignments that have been returned to the student.
3. The instructor shall submit a written justification for the assigned grade with supporting documentation that includes any assignments that have not been returned to the student.
4. In order to make an equitable decision, the program coordinator may hold a hearing between the instructor and the student desiring a grade change.
5. If the instructor is the program coordinator, the initial conference with the instructor can be appealed directly to the dean of graduate studies and continuing education.
6. Within 10 class days of receiving the student's appeal, the program coordinator shall provide both the student and the instructor with a written notice of the decision.
 - a. The written notice should give the reasons for the decision and may be given to the parties directly or mailed by certified mail.
 - b. Following notification of the decision to all parties, the program coordinator shall forward the original grade appeal file to the dean of graduate studies and

continuing education.

- (i) The file should include a copy of the decision and all written materials including notes from oral investigations that were used for reaching the decision.
 - (ii) The program coordinator shall retain a copy of these files for five years.
7. Both the student and the instructor have the right to appeal the program coordinator's decision to the dean of graduate studies and continuing education.
 8. If the program coordinator's review decides that a change in grade is warranted, and the instructor agrees with the decision, the instructor shall file a Change of Grade form with the Registrar's Office within 10 class days of the date of the decision.
 9. If the program coordinator's review decides that a change in grade is warranted, but the instructor does not consent to the change, the program coordinator shall automatically forward the appeal to the dean of the graduate studies and continuing education.
- C. Step 3: The Student Appeals to the Dean of Graduate Studies and Continuing Education.
1. A student or an instructor may appeal the program coordinator's decision to the dean of graduate studies and continuing education within five class days of being notified of the program coordinator's decision.
 - a. The appeal memo or letter must be copied to the program coordinator and the instructor.
 - b. The appeal shall be in writing and shall contain the student's reasons for appealing the program coordinator's decision.
 - c. If the instructor is the dean of graduate studies and continuing education, the appeal should move directly from Step 2 to Step 4.
 2. In arriving at a decision, the dean should consider the written appeal, the instructor's written response, and the program coordinator's written report.
 3. The dean may also consider the student's written work for the course in question.
 4. In order to make an equitable decision, the dean may hold a hearing between the instructor and the student desiring a grade change.
 5. The dean shall communicate the reasoning for the decision and the decision to the student, the instructor, and program coordinator within 10 class days of receiving the student's appeal directly or by certified mail.
 - a. Both the student and the instructor have the right to appeal the decision of the dean to the Academic Appeal Committee.
 - b. If the dean's review decides that a change in grade is warranted, and the instructor is in agreement, the instructor shall file a Change of Grade form with the Registrar's Office within 10 class days of the date of the decision.
 - c. If the dean's review decides that a change in grade is warranted, but the instructor does not consent to the change, the dean shall automatically forward the appeal file to the Appeal Committee.
- D. Step 4: Petition to the Graduate Council
1. A student or instructor may appeal the dean's decision to the Graduate Council by filing a written statement with the Academic Affairs Office within five class days of receiving the dean's report
 - a. Within five class days of receiving the written appeal, the vice president for academic affairs shall notify the dean of graduate studies and continuing education, the program coordinator, the program coordinator, and the instructor that an appeal has been filed.
 - b. Within five class days of receiving an appeal, the vice president for academic affairs shall:
 - (i) Provide the student with a list of seven names chosen from the membership of the Graduate Council. The list shall not include the dean of graduate

- studies and continuing education.
 - (ii) The student shall be instructed to strike two names within three class days.
 - (iii) Next, the vice president for academic affairs shall submit the five names to the instructor asking that the instructor strike two names within three class days.
 - (iv) The three remaining names shall constitute the Academic Appeal Committee for the current grade appeal.
 - (v) The vice president for academic affairs shall appoint one of these three faculty members as chair for this appeal process.
2. The Academic Appeal Committee may consider all materials in the appeal file constructed by the dean, i.e., the student's original appeal, the instructor's written justification, the program coordinator's written report, the dean's written report, the student's written work for the course, and all other documents the dean may have used in reaching a decision.
- a. The student and the instructor shall each be entitled to submit additional written statements for consideration by the Academic Appeal Committee.
 - b. The Academic Appeal Committee shall hold a formal hearing, including all parties having standing (see above), and should address the following:
 - (i) Questions from members of the Academic Appeal Committee.
 - (ii) Cross examination of witnesses by both parties.
 - (iii) Additional inquiries that the Academic Appeal Committee feels are necessary or beneficial to determine a successful outcome.
3. The Academic Appeal Committee shall reach a decision no later than the last day of regular classes before the final exam period of the semester when the appeal was filed.
- a. Within three days following the decision, the student, the instructor, the program coordinator, the dean, and the University president shall be given written notice of the committee's decision.
 - b. If the Academic Appeal Committee decides that a grade change is justified, and with the instructor's agreement, the instructor shall complete and submit a Change of Grade form to the Registrar's Office within five class (or business) days following this decision.
 - c. If the Appeal Committee decides that a change in grade is warranted, but the instructor does not consent to the change, the Appeal Committee will meet in discussion with the instructor with regard to its decision. If the instructor again will not consent to the grade change, the Appeal Committee chair will instruct the registrar to make the appropriate grade change.
 - d. A decision of the Academic Appeal Committee may be appealed to the president of the University, whose decision will be regarded as final.
- E. Step 5: Unusual Circumstances in Processing Grade Appeals.
- 1. Some grade appeal cases may present practical obstacles for pursuing the procedures precisely, as outlined above.
 - a. An instructor may be absent from campus during the applicable appeal period or the student may have an overwhelmingly compelling reason for a rapid decision.
 - b. A student's ability to graduate may depend upon the outcome of a contested grade.
 - 2. In such circumstances, the vice president for academic affairs or the vice president's designee has the discretion to modify the procedures, as little as possible, to accommodate the special requirements of the situation.

- a. In exercising this discretion, the vice president for academic affairs must attempt to adhere to the spirit of the procedures outlined above.
- b. The vice president for academic affairs shall commit to writing and distribute these exceptional rules to parties having standing.

V. Academic Integrity Procedures

- A. Academic dishonesty includes, but is not limited to, cheating on examinations, falsifying records, submitting plagiarized work of any kind, or providing or receiving assistance in coursework in a manner not authorized by the instructor,
- B. Any student, administrator, staff, or faculty member may bring charges of academic dishonesty against a student.
 - 1. A student charged with academic dishonesty shall be accorded the presumption of innocence.
 - 2. The instructor should carefully evaluate the evidence of academic misconduct and the severity of the offense prior to imposing sanctions on a student.
 - a. The instructor of record should make a charge of academic dishonesty directly to the student involved and decide on the sanctions to be imposed.
 - (i) Instructor-imposed sanctions for academic dishonesty include: requiring work to be rewritten and resubmitted, lowering a grade, reducing the grade on the assignment, even to zero, and assigning a student a failing grade for the course in which the academic dishonesty occurred.
 - (ii) For a case of academic dishonesty, an instructor may impose a penalty no greater than a failing course grade.
 - (iii) If an instructor believes that a student penalty greater than a failing course grade is warranted by a particular case of academic dishonesty, the instructor should either arrange a conference among the student, the program coordinator, and the instructor, or submit a statement, in writing, to the assistant dean of student affairs/judicial manager requesting a hearing to consider suspension or expulsion.
 - b. The instructor should inform the student, orally or in writing, of the sanctions to be imposed, the reasons for those sanctions, the availability of the appeal process, and the need to file an appeal within five days.
 - (i) If the student admits responsibility and accepts the instructor-imposed sanctions, the instructor should submit a written description of the offense and the sanctions to the program coordinator, the registrar, and the assistant dean of student affairs/judicial manager.
 - (ii) If the charges are denied, the accused student has five class days to contact the instructor's program coordinator to request a conference.
 - (iii) If the student does not respond to the instructor's charges of academic dishonesty by contacting the program coordinator within five days, the instructor-imposed sanctions shall be imposed.
 - c. When dealing with a case of academic dishonesty, the instructor may request a conference with the program coordinator and the student charged with the offense.
 - d. A student who accepts a failing grade because of academic dishonesty shall not be permitted to withdraw from that course, even if the failing grade is given prior to that semester's official withdrawal deadline.
 - e. A student who receives a failing grade in a course as the result of a charge of academic dishonesty and chooses to appeal the grade shall not be allowed to withdraw from the course unless the appeal is resolved in the student's favor.
 - f. A student who is in the process of appealing a charge of academic dishonesty has the right to remain enrolled in the class in which the charge was made until

- the completion of the appeal process.
3. When brought by anyone other than the instructor of record, a charge of academic dishonesty involving a student or students in a specific course should be made to the instructor's program coordinator who may take one of two actions.
 - a. The program coordinator may refer the matter to the course instructor for appropriate action.
 - b. The program coordinator may contact the student and the instructor directly and initiate a conference.
 4. A charge of academic dishonesty that does not involve a regular academic course (e.g., falsifying records, cheating on a standardized test) should be made to the assistant dean of student affairs/judicial manager, who will either contact the appropriate academic units or initiate action through the Campus Judicial Board.
 5. A student who is guilty of more than one incident of academic dishonesty while matriculating at Shepherd may be referred to the assistant dean of student affairs/judicial manager for further disciplinary sanctions.
 6. Any individual making a charge of academic dishonesty has the responsibility to demonstrate that a preponderance of evidence indicates that a violation has occurred.
- C. Charges of academic dishonesty in a specific course that cannot be resolved by the instructor and the student involved should be referred to the instructor's program coordinator.
1. A program coordinator conference can be initiated by a request from either the student or the instructor involved, or by the program coordinator acting on a complaint from any member of the academic community,
 - a. The conference should take place in person within 10 days of the program coordinator's first receiving a request from either a student or an instructor to hold it.
 - b. This conference does not constitute a hearing on the student's responsibility for academic dishonesty.
 2. The purpose of the program coordinator conference shall be to clarify judicial procedures and possible sanctions for both the student and the instructor and to coordinate further appeals.
 - a. The program coordinator may review the evidence and recommend particular courses of action that are acceptable to both the student and the instructor.
 - b. The program coordinator may not overturn an instructor-imposed sanction without the instructor's consent.
 - c. The program coordinator conference cannot result in any penalties being imposed on a student beyond those previously described as "instructor-imposed sanctions."
 3. If, at the end of the conference, the student admits responsibility for the act of academic dishonesty and agrees to accept the sanctions proposed by the instructor and the program coordinator, no further action will be taken.
 - a. The program coordinator should obtain a written statement from the student who agrees to the sanctions that will be imposed as a result of the conference.
 - b. The program coordinator shall forward copies of this written statement, along with a description of the offense and the instructor-imposed sanctions, to the registrar and to the assistant dean of student affairs/judicial manager.
 4. If, at the end of the conference, the student denies responsibility for an act of academic dishonesty, the program coordinator shall contact the vice president for academic affairs to schedule a hearing by the Academic Appeal Committee.
 - a. The student may only appeal the charge of academic dishonesty itself and not the sanctions imposed for academic dishonesty once responsibility has been established.

- b. A student who admits responsibility in a case of academic dishonesty but disagrees with the instructor-imposed sanctions cannot appeal under the academic integrity policies.
 - (i) A student must appeal a disagreement with an instructor-imposed sanction under the grade appeal procedures.
 - (ii) The student's initial meeting with the instructor shall count as the meeting with the instructor under the grade appeal policy.
- 5. At the end of the conference if either the faculty member or the program coordinator deems that the case warrants further disciplinary procedures, the chair shall contact the assistant dean of student affairs/judicial manager to initiate a judicial action.
- 6. If the instructor involved in the academic dishonesty dispute is a program coordinator, the dean of graduate studies and continuing education shall act in the capacity of a program coordinator for the purposes of the conference.
- D. Academic dishonesty disputes that are not resolved by the conference with the program coordinator should be referred to the vice president for academic affairs.
 - 1. Upon receiving a request for a hearing, the vice president for academic affairs shall constitute a three-member hearing board from the pool of Graduate Council members composing the Academic Appeal Committee.
 - 2. The chair of the Academic Appeal Committee shall present, to the student and to the person making the charge of academic dishonesty, written notification of the charges, including at least the following items:
 - a. A written enumeration of the charges.
 - b. A statement that a hearing will be held together with a notice of the date, time, and place of the hearing.
 - c. A clear statement of the information, data, and evidence directly supporting the proffered charges.
 - d. A statement advising the student that student's rights, to include the following:
 - (i) The student has the right to the presumption of innocence until responsibility can be established through a preponderance of evidence.
 - (ii) The student has the right to bring witnesses, to question the accuser, and to question any of the accuser's witnesses.
 - (iii) The student has the right to bring an advisor to the proceedings to monitor due process.
 - (1) The advisor may consult with the student but may not speak on behalf of the student.
 - (2) The advisor may not otherwise participate directly in the proceedings unless given specific permission to do so by the Academic Appeal Committee.
 - 3. The Academic Appeal Committee shall review all relevant evidence in the case to determine if the student is "responsible" or "not responsible" for the act of academic dishonesty.
 - a. The committee shall interview the original instructor and the student against whom the charges have been brought.
 - b. The committee may seek additional information and may interview witnesses whose testimony is relevant to the charge of academic dishonesty.
 - c. The student and the instructor have the right to bring witnesses and to question witnesses brought by the other party or by the committee.
 - d. All proceedings in the hearing must be tape-recorded, and either party to the dispute may request a copy of the tape-recording at their own expense.
 - 4. Within ten days after the conclusion of the hearing, the Academic Appeal Committee shall send a written notice of its decision to both parties in the dispute, the VPAA,

and the appropriate program coordinator.

- a. If the committee determines that the student is “responsible” for the act of academic dishonesty:
 - (i) The instructor-imposed sanctions shall be imposed.
 - (ii) The committee chair shall send written notification to the registrar and to the assistant dean of student affairs/judicial manager.
 - b. If the committee determines that the student is “not responsible”, then the instructor shall be required to reevaluate the student’s work with the assumption that it is not the result of an act of academic dishonesty.
 - (i) An instructor who has awarded the student found “not responsible” a lowered or failing grade based on the charge of academic dishonesty shall be instructed to reevaluate the student’s final grade and, if necessary, submit a grade-change form.
 - (ii) A student found “not responsible” for an act of academic dishonesty shall be permitted to withdraw from the course in which the charge was made, even if the withdrawal deadline has passed or a final grade has been awarded.
 - (iii) The hearing may only rule on the factual question of whether or not an act of academic dishonesty has occurred.
 - (1) The committee is not authorized to rule on the appropriateness of instructor imposed sanctions once the student’s responsibility has been established.
 - (2) The committee is not authorized to impose any sanctions on the student beyond those initially imposed by the instructor.
5. Either the student or the faculty member may appeal the decision of the committee to the president of the University, whose decision shall be final.

SECTION IV

TUITION AND FEES

The West Virginia Higher Education Policy Commission regulations require the University to operate strictly on a cash basis with all payments and obligations being collected in advance. All tuition and fees must be collected in full for each semester on enrollment (registration) day.

If payment is made by check, registration will be considered incomplete until the check covering the required fees has cleared the bank on which it is written. The cashier will accept cash, money orders, credit cards (Visa, MasterCard, or Discover), or approved personal checks written for the exact amount of the obligation. All checks must be payable to Shepherd University, and third-party checks will not be accepted. A student's registration may be cancelled when payment is made by a check, which is dishonored by the bank. If the return check is in payment of tuition and fees, the business office is required to declare the fees unpaid and registration cancelled. The return of a check for any reason constitutes late registration, and the applicable late-registration fee shall be assessed. In such case the student may be reinstated upon redemption of the unpaid check, payment of the \$10 returned-check handling charge, and payment of the applicable late fee of \$25. The returned-check fee of \$10 will be collected for each check returned unpaid by the bank upon which it is drawn, unless the drawer obtains an admission of error from the bank.

All student charges are payable at the time of registration for each semester. Students in debt to the University from a previous semester or term will not be permitted to enroll until all obligations are paid. Any outstanding and unpaid financial obligation to the University can result in withholding the student's grades, transcript of credits, diploma, and official reports. Students will not be permitted to attend classes until registration has been completed.

If a student has a short-term loan or has had any other outstanding financial obligation with Shepherd University and has defaulted, i.e., the student's account has been referred to an attorney, the magistrate's court, or a collection agent, the student will not be eligible to borrow short-term loans in the future.

2009-10 Graduate Tuition and Fees

In-State Tuition:

1 Hour	\$305.00
2 Hours	\$610.00
3 Hours	\$915.00
4 Hours	\$1,220.00
5 Hours	\$1,525.00
6 Hours	\$1,830.00
7 Hours	\$2,135.00
8 Hours	\$2,440.00
9 Hours or more	\$2,745.00

Out-of-State Tuition:

1 Hour	\$440.00
2 Hours	\$880.00
3 Hours	\$1,320.00
4 Hours	\$1,760.00
5 Hours	\$2,200.00

6 Hours	\$2,640.00
7 Hours	\$3,080.00
8 Hours	\$3,520.00
9 Hours or more	\$3,960.00

Metro Rate Tuition*:

1 Hour	\$430.00
2 Hours	\$860.00
3 Hours	\$1,290.00
4 Hours	\$1,720.00
5 Hours	\$2,150.00
6 Hours	\$2,580.00
7 Hours	\$3,010.00
8 Hours	\$3,440.00
9 Hours or more	\$3,870.00

* For students living adjacent to West Virginia in the following states and counties: Maryland–Garrett, Allegany, and Washington; Virginia–Loudoun, Clarke, Frederick, Shenandoah, Rockingham, Augusta, Highland.

Refund Policy

Students who withdraw from all courses in accordance with University procedures may receive a refund of tuition and fees in accordance with the schedules outlined below. Refunds are determined from the first day of the school term, which officially begins with Orientation and Registration Days. The official withdrawal date is certified by the registrar. Refund checks are issues through the State Treasury and receipt of a refund may take up to six weeks. **THERE ARE NO REFUNDS ON PARTIAL WITHDRAWALS.**

Regular Session

During the first and second weeks	90%
During third and fourth weeks	70%
During fifth and sixth weeks	50%
Beginning with seventh week	No Refund

Summer Term

During first, second, and third class days	90%
During fourth, fifth, and sixth class days	70%
During seventh and eight class days	50%
Beginning ninth class day	No Refund

Students should go to the Registrar’s Office (110 Ikenberry Hall) to withdraw from the University. Irregular withdrawals yield failing grades in enrolled courses. Withdrawal from the University must be reported and financial clearance made at the Cashier’s Office.

Financial Aid

Students seeking financial aid are encouraged to submit their financial aid packages sufficiently in advance to their graduate studies so that funds will be available if awarded. Please seek financial aid support at www.shepherd.edu/faoweb/.

Policy for the Distribution of Graduate Tuition Waivers and Scholarships for all Graduate Programs

Graduate Student Tuition Waivers for Full-Time Faculty and Staff

Each year, Shepherd University awards a limited number of tuition waivers up to six credits per

semester to faculty or staff employees pursuing graduate degrees at Shepherd. Preference for tuition waivers will be given to employees pursuing degrees that are directly relevant to their employment at the University. Employees desiring a tuition waiver should send a letter of application to the Office of Graduate Studies. Supporting letters from colleagues, undergraduate professors, or supervisors are welcome but not required. The letter of application should contain the following information:

- A description of the applicant's current position at Shepherd University.
- The graduate program that the applicant is enrolled in or desires to apply to.
- Information about the relationship between the degree sought and the applicant's employment at Shepherd University.
- Information about the applicant's academic background and qualifications to pursue graduate studies.
- A statement about the applicant's ultimate career goals and the role of graduate study in those career goals.

Graduate Student Tuition Waivers (Non-Full Time Employees)

Each year, Shepherd University awards a limited number of tuition waivers for graduate students based on a competitive application. The waivers may be for partial or full time studies. Applicants need to submit the following information:

- The graduate program that the applicant is enrolled in or desires to apply to.
- A statement about the applicant's ultimate career goals and the role of graduate study in those career goals.

Graduate Student Tuition Waivers for Blue Ridge Community and Technical College (BRCTC) Employees

Each year, Shepherd University awards up to six employees at BRCTC an award up to three credit hours per semester. Applicants need to submit the following information:

- The graduate program that the applicant is enrolled in or desires to apply to.
- A statement about the applicant's ultimate career goals and the role of graduate study in those career goals.

Graduate Student Assistantship Waivers (Non-Full Time Employees)

Each year, Shepherd University awards Graduate Assistantship Waivers for graduate students working at Shepherd. Applicants need to submit the following information:

- The graduate program that the applicant is enrolled in or desires to apply to.
- A statement about the applicant's ultimate career goals and the role of graduate study in those career goals.

Graduate Research Assistantship Scholarships (Non-Full Time Employees)

For 2009-2010 (with potential funding afterwards), Shepherd University has created 60 one credit scholarships for graduate students who are not full time employees (or combinations of one credit scholarships not to exceed one credit per course). Applicants need to submit the following information:

- The graduate program that the applicant is enrolled in or desires to apply to.
- A statement about the applicant's ultimate career goals and the role of graduate study in those career goals.

Letters of application for tuition waivers and scholarships above, are due by July 1 for fall semesters, November 1 for spring semesters, and March 1 for summer terms. Letters should be addressed to:

Dr. Russell Porter, Ph.D., Ed.D.
 Dean of Graduate Studies and Continuing Education
 P.O. Box 5000
 Shepherd University
 Shepherdstown, WV 25443-5000

In addition, the Master of Arts in College Student Development Administration program (M.A.-CSDA) receives support through the Office of Student Affairs for several scholarships to those who are interested in or are already admitted to the respective graduate program. Please contact the Office of Student Affairs for the scholarships in the M.A.-CSDA in the Student Center, Suite 122.

Tuition Waivers for Graduate Teaching Assistants

Graduate students may qualify to be teaching assistants in one or more academic department on campus. Teaching assistants are hired by individual departments or academic units (such as Academic Support Services) and must meet all qualifications for instructional faculty in the department or unit. Graduate students who are employed as teaching assistants will receive a one-course tuition waiver for each course that they teach during a semester. These tuition waivers can only be used during the semester in which the graduate student is actually teaching.

Graduate Student Support Programs

The following programs help support graduate students during their graduate studies:

Graduate Student Organization (GSO)

This is an organization of graduate students created to help both on-campus and commuting students better interact with internal services. As an organization of and for graduate students, the primary objective is to help graduate students with their studies and also with the following: 1.) graduate student activities on and off campus; 2.) networking opportunities with current graduate students and graduated graduate students (alumni); 3.) enhanced health insurance options to graduate students; 4.) housing options both on and off campus; 5.) developing enhanced services for graduate student needs including longer hours for obtaining Rambler cards, library services, athletic and music/theater/art activities for graduate students; 6.) services provided by Student Affairs; and 7.) other services available such as the new Wellness Center.

Graduate Student Honor Societies

Potential memberships are in development with Phi Kappa Phi that bring potential scholarships both during and after graduate studies, as well as other honor society memberships including Who's Who memberships.

For more information on how you can interact with the organizations above, please contact:
Dr. Russell Porter, Ph.D., Ed.D.
Dean of Graduate Studies and Continuing Education
304-876-5313 or e-mail rporter@shepherd.edu

SECTION V

GRADUATE PROGRAMS OF STUDY

MASTER OF ARTS IN COLLEGE STUDENT DEVELOPMENT AND ADMINISTRATION

The Master of Arts (M.A.) in College Student Development and Administration is a 36 credit-hour program designed for students who have completed a baccalaureate degree and are interested in pursuing or advancing a career in student affairs or enrollment management. Courses are offered in the evenings or on weekends to accommodate students holding full-time jobs while completing the program. The program combines courses in student development theory, assessment, and research methodologies with practicum experiences in student affairs and enrollment services at both two- and four-year institutions. The program meets the Council for the Advancement of Standards recommendations for a master's degree in this field

Curriculum for Master of Arts, College Student Development and Administration

Total credit hours	36
Required courses	33
CSDA 501 Introduction to College Student Personnel	3
CSDA 510 History of Higher Education.....	3
CSDA 511 Governance and Administration in Higher Education.....	3
CSDA 525 Evaluation and Assessment Techniques.....	3
CSDA 550 Student Development Theory.....	3
CSDA 551 Multicultural Issues	3
CSDA 613 The Higher Education Student.....	3
CSDA 660 Legal and Ethical Accountability in Higher Education.....	3
CSDA 678 Interventions Capstone	3
CSDA 598 Practicum (must complete two).....	6
Elective courses	3
CSDA 503 Fundamentals of Enrollment Management	3
CSDA 599 Special Topics	3
CSDA 611 Women in Higher Education.....	3
CSDA 612 Sexual Orientation Issues in Higher Education	3
CSDA 699 Special Topics	3
CSDA 650 Advanced Student Development Theory	3
PSYC 501 Adolescent Psychology.....	3
PSYC 505 Social Psychology.....	3
PSYC 510 Psychology of Personality	3
PSYC 515 Tests and Measurements	3
PSYC 564 Lifespan Developmental Psychology	3

COURSE DESCRIPTIONS

CORE COURSES

CSDA 501 INTRODUCTION TO COLLEGE STUDENT PERSONNEL (3)

The historical and philosophical development of the profession will be explored. Students will examine key documents of the profession and reflect on their own personal philosophies. The course includes an exploration of departments typically in Enrollment Management and Student Affairs, and review of the APA publication style.

CSDA 510 HISTORY OF HIGHER EDUCATION (3)

This course will provide an overview of the history of higher education, specifically focusing on American higher education and the development of student affairs work.

CSDA 511 GOVERNANCE AND ADMINISTRATION IN HIGHER EDUCATION (3)

This course will critically analyze and understand colleges and universities as formal organizations. Drawing upon various metaphors, models, and frameworks in the organizational theory, academic governance, and organizational change literatures, the course will focus broadly on how different approaches to organizing and governing inform and animate administrative practice and organizational change in colleges and universities.

CSDA 525 EVALUATION AND ASSESSMENT TECHNIQUES (3)

This course is an overview of the fundamental principals of tests, assessment, and evaluations as they pertain to student affairs and enrollment management. Statistical measurement concepts, methodological principles in survey research, instrumentation, and broad assessment and evaluation issues will be explored

CSDA 550 STUDENT DEVELOPMENT THEORY (3)

This course will provide an introduction to student development in four major areas psychosocial and identity development theories, cognitive-structural theories, typological theories, and environmental theories. Application of these theories to work in higher education settings will be emphasized.

CSDA 551 MULTICULTURAL ISSUES (3)

This course will provide an introduction to multiculturalism and provide knowledge and skills to improve a student multicultural competency. It will provide an opportunity for students to explore their own attitudes, perceptions, and behaviors as they relate to multiculturalism. Identity development models will be included. A special emphasis is placed on the higher education setting. Prerequisite: CSDA 550 or permission of program coordinator.

CSDA 613 THE HIGHER EDUCATION STUDENT (3)

An examination is made of the culture of undergraduate students in American higher education to prepare professionals for the clients they will serve. Focus is given to the changing student clientele and its subgroups and cultures. Undergraduate characteristics, attitudes and values, and broad issues regarding their participation in the educational experience will be explored.

CSDA 660 LEGAL AND ETHICAL ACCOUNTABILITY IN HIGHER EDUCATION (3)

This course is designed to expose students to a variety of current legal and ethical issues in higher education that have a dramatic impact for the profession and on work as educators. Strategies to address major issues are discussed.

CSDA 678 INTERVENTIONS CAPSTONE (3)

This course provides a culminating experience for individuals in the College Student Development and Administration program. The course applies knowledge from other courses and contemporary higher education issues in the program to a semester-long project.

CSDA 598 PRACTICUM (3)

The practicum is designed to provide practical experience in a setting in Enrollment Management or Student Affairs at a two- or four-year institution. Within this context, supervision is provided by the site supervisor (host), and individual/group processing of the experience is provided by the faculty instructor.

ELECTIVE COURSES**CSDA 503 FUNDAMENTALS OF ENROLLMENT MANAGEMENT (3)**

This course will provide an in-depth introduction to enrollment management including the functions and roles of admissions, financial aid, and the registrar's office.

CSDA 599: SPECIAL TOPICS: CSDA (1-4; 9 maximum)

This course will examine in detail a specific subject or subject area in college student development or higher education administration.

CSDA 611 WOMEN IN HIGHER EDUCATION (3)

This course will explore the role of women in higher education, their historical contributions, legacies, and influence in higher education. The course will examine Title IX, single gender institutions, "chilly climate," and leadership in the student affairs profession. Issues of sexism and racism and other forms of discrimination are woven throughout the course.

CSDA 612 SEXUAL ORIENTATION ISSUES IN HIGHER EDUCATION (3)

This course will examine issues of sexual orientation at institutions. Student development and environmental theories will serve as lens for this examination. The course will review the role sexual orientation and issues of discrimination have played in the experiences of gay, lesbian, bisexual, and transgender students, faculty and staff.

CSDA 650 ADVANCED STUDENT DEVELOPMENT THEORY (3)

This course will further explore psychosocial, cognitive, and typological models and theories. An introduction to environmental theories will be explored. Application to work in student affairs and enrollment management is emphasized.

CSDA 699: SPECIAL TOPICS: CSDA (1-4; 9 maximum)

This course will examine in detail a specific subject or subject area in college student development or higher education administration.

PSYC 501 ADOLESCENT PSYCHOLOGY (3)

Designed for those with a professional interest in adolescence. Course content emphasizes cognitive, physical, and psychosocial-affective variables which affect adolescent development.

PSYC 505 SOCIAL PSYCHOLOGY (3)

A study of the interaction of individuals in group situations, the products of collective activity, and their influence upon the individual. Prerequisite: PSYC 101.

PSYC 510 PSYCHOLOGY OF PERSONALITY (3)

A study of a variety of theories of personality determinants, structure, and functioning. Prerequisite: PSYC 101.

PSYC 515 TESTS AND MEASUREMENTS (3)

A course designed to develop knowledge of psychological instruments available for the appraisal of human behavior and skill in administering and interpreting those tests and measurements. Prerequisite: PSYC 101.

PSYC 564 LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3)

This course consists of an introduction to the scientific study of human development over the lifespan. Prerequisite: PSYC 101.

Additional Elective Coursework: Additional 3 credit electives may be approved by the program coordinator. If a second practicum is waived, complete 3 additional credits of CSDA or approved elective course work.

Comprehensive Exams: CSDA students must complete and pass comprehensive exams during the last semester in the program in order to be eligible for graduation.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

The Master of Arts in Curriculum and Instruction is designed to help teachers enhance their professionalism, improve their quality of instruction, and better prepare them for leadership roles within their school districts. By integrating theory, practice, and research, the Master of Arts in Curriculum and Instruction provides teachers with opportunities to enhance their levels of professional knowledge, discover innovative and effective approaches to teaching and learning, and at the same time gain greater competency within their disciplines.

Each course within this Master of Arts in Curriculum and Instruction program will be three credit hours. Individual professors will determine the criteria for evaluation; however, it is expected that these professors will utilize varied methods of instruction and assessment including readings, online technology, examinations, research papers, and relevant field-based assignments. One consistent requirement across all courses within the program will focus on the need to meet program objectives. It is expected that all courses will also be theory-and-action-oriented. In addition, there will be a specific research course designed to familiarize students with the strategies they will need to successfully put the knowledge they have gained regarding theory and methodology into action by completing their capstone thesis experience.

The Master of Arts in Curriculum and Instruction is a 33-credit hour program of study. Students complete 15 credits in educational pedagogy, 15 credits in a discipline-specific content area, and 3 credits in an action research thesis.

Curriculum for a Master of Arts in Curriculum and Instruction

Core curriculum	15
EDUC 500 Advancing the Use of Technology in the Classroom.....	3
EDUC 501 Methods of Educational Research.....	3
EDUC 502 Curriculum and Pedagogy.....	3
EDUC 523 Diversity Awareness and the Contemporary Educator	3
EDUC 504 Structures of Effective Student Assessment.....	3
Content area curriculum	15
EDUC 580 Action Research Thesis	3

COURSE DESCRIPTIONS

CORE COURSES

EDUC 500 ADVANCING THE USE OF TECHNOLOGY IN THE CLASSROOM (3)

The focus of this course is the effective use of 21st-century technology in the modern classroom. This course helps educators view technology as a different way of thinking rather than simply as a more effective way of conducting traditional education. This course provides a critical analysis of the full range of educational technology and its use in the classroom. In this course educators will develop their visual literacy and talents and in turn improve their levels of instruction and effectiveness in an ever-changing technology-based classroom.

EDUC 501 METHODS OF EDUCATIONAL RESEARCH (3)

This required course guides educators through the process of creating a unique and valuable research study. This course will instruct educators on the proper methodology for defining an area of research, reviewing the related literature, and conducting an effective study. This course will develop the foundational basis for the capstone thesis experience.

EDUC 502 CURRICULUM AND PEDAGOGY (3)

The focus of this required course is the exploration of pedagogy and its relationship to the development of curriculum. Through a better understanding of key methodologies and strategies for developing an integrated curriculum, educators will learn the most effective methods for implementing such a curriculum into their daily classrooms. While studying these strategies and methodologies educators will learn how to better hone both their teaching and curriculum development skills.

EDUC 504 STRUCTURES OF EFFECTIVE STUDENT ASSESSMENT (3)

The focus of this required course is the study of the history, theory, and practice of student assessment within the classroom. Educators will explore the role of traditional assessment including testing as well as available alternative methods of assessment. Educators will examine current methods of effective assessment techniques and discuss how assessment can best be applied to today's curriculum.

EDUC 523 DIVERSITY AWARENESS AND THE CONTEMPORARY EDUCATOR (3)

This course is designed to better prepare teachers to meet the needs of an increasingly diverse classroom and educational practice. By 2020 it is expected that children of color will comprise 46 percent of the national student population. Using case studies, role-playing, technology, and current literature, teachers will be exposed to the dynamics of diversity and how that diversity affects their practice. Participants are expected to develop a Human Rights Action Plan incorporating principles of human and social justice into their area of practice.

EDUC 580 ACTION RESEARCH THESIS EXPERIENCE (3)

This required course is designed to allow educators to put into action the research thesis proposal they have developed. This study may take either a historical or action-based form of research. Through application and analysis of the knowledge they have gained as a result of this study, teachers will become better prepared, more effective educators both in and outside of the classroom. This is the very last course that students will take in the C&I program.

STRAND COURSES

In addition to the educational pedagogy courses, students will be required to complete 15 credit hours of study within one of the content areas below. These courses will allow teachers to enhance their knowledge within their field. Students will concentrate their 15 credits of study in one of the following areas:

Art
Elementary Education
English
General Science
Mathematics
Physical Education
Social Studies

Art *(Select 15 credits)***ART 510 GRADUATE LEVEL INTERDISCIPLINARY STUDIO (3)**

This cross-disciplinary studio class will expect students to work in multiple disciplines in order to achieve a concept-driven body of work which is not inhibited by the arbitrary boundaries of traditional painting, sculpture, drawing, photography, or printmaking. The course encourages a

contemporary approach to art making in which any medium or combination of media or processes may be combined to achieve the artistic goal established by each individual student. Prerequisites: 9-12 hours in a single studio area (painting, drawing, sculpture, printmaking, photography, graphic design, illustration, etc. May be repeated for up to nine hours of credit.

ART 511 DRAWING STUDIO (3)

The course will focus on developing rendering skills associated with drawing from life. Students will also be expected to generate a body of work outside of class worthy of contemporary art markets. These drawings may not necessarily adhere to the traditional modes and means of drawing and will anticipate a contemporary approach to subject, materials, and execution. Prerequisites: 9 hours in drawing. May be repeated for up to nine hours of credit.

ART 512 CURATORS AND EXHIBIT PROPOSALS (3)

During a one-week field trip to New York City, students will learn about different art venues, their purposes, and curatorial responsibilities. Upon their return, students will act as independent curators and respond with their own proposals for both group and one-person exhibits for the Shepherd University Gallery in response to a mock call for entries. Prerequisites: 9 hours art history, 3 hours aesthetics, criticism, or related course

ART 513 COMPUTER APPLICATIONS: GRAPHIC DESIGN PHOTOGRAPHY (3)

The continuation of developing a working relationship between graphic design and photography. Emphasis is upon developing professional projects and the integration of theory and practice.

ART 514 PROFESSIONAL PRACTICES IN ART (3)

Supervised project work experience in illustration, graphic design, photography, and computer imagery. Intended to provide a bridge between the classroom and the professional world. Topic and work required to be approved by the area coordinator.

ART 599 SPECIAL TOPICS: ART (1-4)

This course will examine in detail a specific subject or subject area in the discipline of art.

ART 699 SPECIAL TOPICS: ART (1-4)

This course will examine in detail a specific subject or subject area in the discipline of art.

Elementary Education *(Select 15 credits)*

EDUC 520 CONCEPTUAL DEVELOPMENT FOR INTEGRATING LANGUAGE ARTS AND SOCIAL STUDIES (3)

Students will explore concepts, techniques, and strategies for the effective teaching and integration of language arts and social studies. They will also investigate current issues, practices, materials, and curriculum development appropriate for teaching/learning in the elementary grades. The use of children's literature with language arts and social studies curricula will be emphasized. Course includes in-school field assignments.

EDUC 521 CONCEPTUAL DEVELOPMENT OF INTEGRATING MATHEMATICS AND SCIENCE (3)

This course will investigate and explore the conceptual basis for integrating mathematics and science in the elementary classroom. Students will explore instructional activities that integrate science and math across curricular areas, are applicable to daily life, are developmentally appropriate, and apply appropriate and varied assessment strategies. Students will understand and apply the National Council of Teachers of Mathematics Standards and National Science Education Standards in planning and delivering an integrated mathematics and science curriculum.

EDUC 522 CONTEMPORARY ISSUES IN EDUCATION (3)

This course examines current issues affecting schools and the impact these issues will have in the 21st century. Education has a long history of conflicting ideas. An effort will be made to explore critical issues from divergent points of view. Educators will question, analyze, and discuss these critical issues. In addition, teachers will become familiar with several models of school reform in order to more effectively deal with the crucial issues they must face as educators.

EDUC 524 INVESTIGATIONS OF LEARNING IN CONTEXT (3)

This course is designed to focus in on the social and psychological factors that affect the learning process. It explores the learning process as well as the learner. By gaining a better understanding of key social paradigms and critical psychological stages of developmental learning, educators are better able to determine the most effective teaching strategies.

EDUC 525 THE SPECIAL LEARNER IN THE REGULAR CLASSROOM (3)

This course is designed to help educators develop strategies and techniques for working with the exceptional child. Educators will develop an understanding of a wide range of exceptionalities, ranging from students with severe educational challenges to gifted and talented students. Research, attitudes, and current practices as they relate to exceptional children will be discussed and analyzed.

EDUC 526 TEACHER AS A CREATIVE CATALYST (3)

This course introduces educators to nontraditional modes of thinking and problem solving through the exploration of new and creative modes of planning and assessment. Educators will become familiar with the research on creativity and learn creative techniques to employ in their own classrooms. This course will focus on creativity as universal in children of all cultures.

EDUC 599 SPECIAL TOPICS: EDUCATION (1-4)

This course will examine in detail a specific subject or subject area in the discipline of Education.

English (*Select 15 credits*)**ENGL 530 THEORIES OF RHETORIC AND COMPOSITION (3)**

A graduate-level class that traces the connections between the contemporary discipline of rhetoric and composition to its roots in classical rhetorical theory. The course studies important statements on rhetoric by Plato, Aristotle, and Quintilian as a background for discussing how the five canons of ancient rhetoric (invention, arrangement, style, memory, delivery) have become key elements of contemporary composition theory and pedagogy.

ENGL 531 CHAUCER (3)

A study of Chaucer's language and art as they are revealed in his works, primarily in *Troilus and Criseyde* and *The Canterbury Tales*.

ENGL 532 SHAKESPEARE (3)

A course built around the life and times of William Shakespeare, concentrating on close readings of representative texts covering all the major genres of his works, including lyric and narrative poems, comedies, histories, tragedies, problem plays, and romances. The goal is to achieve a basic understanding and appreciation of Shakespeare's contribution to our literature.

ENGL 533 STUDIES IN MILTON (3)

An in-depth study and textual analysis of the lyric and epic poems of John Milton, including a detailed critical reading of *Paradise Lost*, with emphasis on the ideas and sources of Milton's Christian humanism and artistic achievement, viewed within the literary and historical contexts of Stuart and Commonwealth England.

ENGL 534 LITERATURE AND THE SEXES (3)

A study of American, British, and Continental literature exploring the image of woman, also with emphasis on the relationship between the sexes. The course includes works by Aemilia Lanyer, Aphra Behn, Jane Austen, George Bernard Shaw, Henrik Ibsen, Virginia Woolf, and others. Gynocritical, deconstructive, and traditional critical approaches to the works are investigated, along with the social and psychological dimensions of a variety of contemporary gender issues.

ENGL 535 AMERICAN ETHNIC LITERATURE (3)

American Ethnic Literature will provide students with graduate-level exploration and examination of the range of “ethnic” literatures throughout the United States. Students will explore ethnic literatures commonly associated with racial identity—African American, Native American, and Hispanic American—but will also consider the nonracial dimensions of ethnicity. The course will begin with a consideration of the oral backgrounds of ethnic literature and will move on to a consideration of emerging written literature in the nineteenth and twentieth centuries, with an emphasis on autobiographical writings. Finally, the course will provide a longer and more concentrated study of the ways twentieth-century ethnic writers bring their experience of cultural difference to fully developed fiction, poetry, and autobiography. Course assignments will include weekly reading analyses, online discussion, and research with a variety of sources, examinations, and an out-of-class research/analysis paper.

ENGL 536 THE INTERNET IN HUMANITIES EDUCATION (3)

This course will introduce participants to pedagogical strategies for technology integration in the grade 6-12 classroom. It will cover Web resources in language arts, social studies, and other humanities disciplines, standards-based lessons and Web-based activities created by grade 6-12 teachers nationwide, adaptations for a range of classroom technology configurations, and national standards and programs for technology integration. In addition to writing formal critiques of key theorists in educational technology and reviews of educational Web sites and lesson plans, each participant will create one technology-enhanced unit and one basic Web site for use with their students.

ENGL 537 HISTORY OF ENGLISH (3)

This course will explore the story of English, from Anglo-Saxon ties to present, with particular attention given to the interaction between historical and linguistic events as they have shaped the language and the literature of English-speaking people across the world and across time. The course engenders insights and understanding of the varieties of English within this country and around the globe.

ENGL 539 SEMINAR IN BRITISH LITERATURE (3)

ENGL 539 will be a seminar course in British literature focusing on a significant literary genre, movement, period, or author selected by the instructor and approved by the department.

ENGL 540 SEMINAR IN AMERICAN LITERATURE (3)

ENGL 540 will be a seminar course in American literature focusing on a significant literary genre, movement, period, or author selected by the instructor and approved by the department.

ENGL 599 SPECIAL TOPICS: ENGLISH (1-4)

This course will examine in detail a specific subject or subject area in the discipline of English.

ENGL 699 SPECIAL TOPICS: ENGLISH (1-4)

This course will examine in detail a specific subject or subject area in the discipline of English.

General Science *(Select 15 credits)*

GSCI 540 PRINCIPLES OF SCIENTIFIC INVESTIGATION (3)

This course addresses several themes related to the process of science. The main areas covered are

the philosophical and historical background of science, the processes and abilities required to conduct scientific inquiry, the written and oral presentation of data, the use and evaluation of scientific literature, the safe and appropriate use of chemicals and organisms in research, scientific ethics, and the role that science and scientists play in society. While the universality of the scientific approach to problem solving will be stressed rather than specific disciplines, most examples will come from the biological and chemical sciences. Readings will be assigned from several textbooks and journal articles and students will prepare and present a research paper. The prerequisite is a bachelor's degree with preparation in the sciences.

GSCI 541 HISTORICAL GEOLOGY (3)

This course emphasizes all major components included in historical geology focusing on the study of earth's evolution, which includes changes in the planet's crust, surface, atmosphere, and life through time. Topics covered include the evolution and characterization of life throughout geologic time, plate tectonic theory and changing continental position through geologic time, origin of life, major extinctions and their causes, taxonomy and paleobiology of fossils, classification of sedimentary rocks, and lithologic facies analysis.

GSCI 542 GENERAL ASTRONOMY (3)

Fundamental principles and findings of the major branches of modern astronomy. Topics include comparative planetology, stellar formation and evolution, structure and evolution of galaxies, and physical and observational cosmology.

GSCI 543 ENVIRONMENTAL CHEMISTRY (3)

Lecture topics in this course include stratospheric and tropospheric air chemistry and air pollution, the greenhouse effect and global warming, energy use and carbon dioxide emission, toxic organic and inorganic compounds, the chemistry of natural waters and water pollution, green chemistry, and waste management. In the laboratory volumetric and instrumental methods are used to measure environmentally important chemicals. The instrumental techniques include UV-VIS and IR spectroscopy, GC-MS, and HPLC.

GSCI 599 SPECIAL TOPICS: GENERAL SCIENCE (1-4)

This course will examine in detail a specific subject or subject area in the discipline of general science.

GSCI 699 SPECIAL TOPICS: GENERAL SCIENCE (1-4)

This course will examine in detail a specific subject or subject area in the discipline of general science.

BIOL 599 SPECIAL TOPICS: BIOLOGY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of biology.

BIOL 699 SPECIAL TOPICS: BIOLOGY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of biology.

Mathematics *(Select 15 credits)*

MATH 550 TEACHING PROBABILITY AND STATISTICS (3)

Investigation of fundamental concepts and principles of probability and statistics. Instructional materials and technology appropriate for probability and statistics. Emphasis on activities and applications appropriate for junior and senior high school classes. Pedagogical experiences to prepare teachers to integrate quantitative literacy accurately and effectively in classrooms. All students will be expected to do a special project. Prerequisite: Permission of department head.

MATH 551 ABSTRACT STRUCTURES IN SCHOOL MATHEMATICS (3)

Sets, functions and relations, natural numbers, whole numbers, integers, rational and irrational numbers. Prerequisite: Permission of department chair.

MATH 552 REAL ANALYSIS FOR TEACHERS (3)

This course examines topics that include integration, series of points and functions, and topology of the real line.

MATH 553 GEOMETRIC STRUCTURES IN SCHOOL MATHEMATICS (3)

Geometric concepts of proof, congruence, similarity, and geometric equalities and inequalities. Pedagogy, content, and instructional strategies for teaching school geometry. Content and issues relevant to the geometry curriculum. Instructional materials and technology appropriate for geometry. All students will be expected to do a special project. Prerequisite: MATH 200 or permission of department chair.

MATH 554 FUNCTIONS AND MODELING (3)

This course is an introduction to mathematical modeling of deterministic systems that can be represented by ordinary differential equations. The main thrust of the course is the study of the stability of models about equilibrium using Maple, which is introduced early in the course and seems to make phase-plane analysis very accessible. The student becomes familiar with the necessary background literature in ordinary differential equations to understand the different types and aspects of stability, Lyapunov functions, and a sufficient understanding of phase-plane analysis to make a complete analysis on nonlinear systems. Some of the models: predator/prey models, competition and combat models. In addition, students are required to make a presentation in class of a particular model with a detailed analysis furnished to the class. Prerequisite: MATH 310.

MATH 599 SPECIAL TOPICS: MATH (1-4)

This course will examine in detail a specific subject or subject area in the discipline of math.

MATH 699 SPECIAL TOPICS: MATH (1-4)

This course will examine in detail a specific subject or subject area in the discipline of math.

Physical Education (*Select 15 credits*)

PHED 560 ADVANCED MEASUREMENT AND ASSESSMENT FOR THE PHYSICAL EDUCATOR (3)

This course is intended to develop an accountable and dependable means of grade assignment in physical education rooted in a sound philosophy of skill/knowledge development. The course will further develop a sound assessment of program strategy that will incorporate both state and national intended goals and objectives. The course will be taught using PowerPoint presentation software and assignments will be made requiring presentation and statistical analysis on the computer. This course is intended to alleviate one of the most serious professional physical educator problems—grading accountability—in the discipline, while also providing a perspective of total program accountability through assessment.

PHED 561 PSYCHOSOCIAL ASPECTS OF PHYSICAL ACTIVITY (3)

This course examines the interrelationships among physical activity, physical education, sport and exercise, and psychosocial variables relating to these activities. Topics that may be included are socialization into sport, exercise, and physical activity; cultural values; aggression; motivation; and psychological benefits of physical activity, exercise adherence, and participation in physical education.

PHED 562 TEACHING BEHAVIOR IN HEALTH AND PHYSICAL EDUCATION (3)

This course is a study of research on teaching effectiveness in health and physical education. The

teaching and learning process is examined in order to identify critical elements of age-appropriate behavior specific to health and physical education.

PHED 563 ADMINISTRATION OF ATHLETES AND PHYSICAL EDUCATION (3)

This course will focus on policies and problems of organization and administration of physical education and athletic programs in schools and colleges with emphasis on the case study approach.

PHED 564 CURRICULAR MODELS IN TEACHING PHYSICAL EDUCATION (3)

An interactive, hands-on class that will examine previous, present, and future curricular models and issues, including situational areas related to legal, professional, administrative, and teaching. Discussion and design of programs related to health and physical education in K-12 schools will be included.

PHED 565 ADVANCED STRENGTH AND CONDITIONING FOR PHYSICAL EDUCATION AND ATHLETIC PROGRAMS (3)

This course introduces topics related to the physiological basis of designing strength and conditioning programs for physical education and athletic programs at the high school, collegiate, and elite training levels.

PHED 566 EXERCISE MANAGEMENT FOR SPECIAL POPULATIONS (3)

This course is designed to review the ACSM Standards and Guidelines for evaluating fitness levels and designing activity prescriptions for select special populations. Lecture and laboratory-experiences will expose the student to clients with a variety of chronic diseases and disabilities including the following conditions: pregnancy, diabetes, hypertension, obesity, elderly, arthritis, osteoporosis, children, pulmonary diseases (asthma, cystic fibrosis, chronic obstructive pulmonary disorders), cardiovascular diseases (hypertension, aneurysms, select syndromes, myocardial infarction, angina, pacemakers and defibrillators, coronary artery bypass graft, and angioplasty (STCA). Students will be encouraged to observe and, in select cases, participate in program prescriptive analysis, development, and delivery in specialized rehabilitative and therapeutic settings.

PHED 590 ADVANCED HUMAN DEVELOPMENT FOR HPERS PROFESSIONALS (3)

This course will familiarize HPERS professionals with the major theories of human growth and development and the continuing research in the field. Students will develop an understanding of human development including the cognitive, emotional, physical, and social domains of each stage of development. An emphasis will be placed on the role that developmental stages play in the teaching and leading of physical activities for all ages. (Students not in the physical education strand will complete assignments based on the role that developmental stages play on their teaching field.)

PHED 599 SPECIAL TOPICS: PHYSICAL EDUCATION (1-4)

This course will examine in detail a specific subject or subject area in the discipline of physical education.

PHED 699 SPECIAL TOPICS: PHYSICAL EDUCATION (1-4)

This course will examine in detail a specific subject or subject area in the discipline of physical education.

HLTH 599 SPECIAL TOPICS: HEALTH (1-4)

This course will examine in detail a specific subject or subject area in the discipline of health.

Social Studies *(Select 15 credits)*

SOCI 570 SOCIAL FORCES, EDUCATION, AND KNOWLEDGE (3)

This course will survey classical history of sociology emphasizing the evolution of social theory and

empirical research. After this foundation is covered the course will center on contemporary social forces related to educational problems and the accumulation and advancement of knowledge by focusing on the relationship between the school as an institution, the culture, and the society.

ECON 571 THE TEACHING OF ECONOMICS IN A GLOBAL ECONOMY: PRINCIPLES AND STRATEGIES (3)

The purpose of this course is to furnish the K-12 teacher with sufficient knowledge of the basic economic principles to teach economic concepts, recognize economic issues, and effectively integrate economics into the social studies curriculum. In addition to reinforcing basic economic principles, teaching strategies (including experiments and games) and curriculum materials will be examined for use in classroom presentation.

HIST 520 AMERICAN COLONIAL HISTORY (3)

This course examines the development of colonies in America, 1492-1763. Instead of seeing the history of the mainland North American colonies as the rise of the United States, this course places the Colonies in an Atlantic context. The multi-imperial, multi-ethnic, multi-cultural approach will focus on the political, cultural, social, and economic interactions between Indians, Africans, and Europeans throughout the New World. Students will undertake an intensive course of readings on historians' interpretations of the major political, social, and economic issues of the Colonial period.

HIST 521 AMERICAN REVOLUTIONARY ERA (3)

An intensive study of the years 1763-1815, this course focuses on the causes, nature, and consequences of the American Revolution and the formation of the United States through the War of 1812. This class does not assume the inevitability of the United States. Instead, it examines how all peoples living in the mainland colonies affected the creation and security of that new nation, and how that new regime in turn shaped their lives. Students will undertake an intensive course of readings on historians' interpretations of the major political, social, and economic issues of the Revolutionary era.

HIST 572 AMERICAN SOCIETY IN AN ERA OF CRISIS, 1917-1945 (3)

This course focuses on The United States during one of its most critical periods, from World War I through World War II. Focuses on the social, economic, and political aspects of America's participation in World War I; the decade of the Roaring Twenties with its attendant prosperity and social stresses; the Great Depression; and the impact of the New Deal and World War II.

HIST 573 HISTORY OF WOMEN IN EUROPE (3)

This course examines selected issues in the political, intellectual, social, and economic history of women in Europe from the Middle Ages through the Second World War. It devotes special attention to the study of historiography and the social construction of gender.

HIST 574 THE HISTORY OF MODERN EAST ASIA (3)

This course examines how the countries of East Asia responded to the twin challenges of modernization and Western encroachment during the 19th and 20th centuries. While concentrating on political developments, it also addresses issues in cultural and social history.

PSCI 575 THE POLICY AND POLITICS IN EDUCATION (3)

A study of: (1) the ways in which American society makes choices about matters of importance that affect the whole society, (2) the linkage between politics, policies, and American values, and (3) how policy is implemented and evaluated. Models of policy formation are examined and applied to current issues, especially in the field of education.

PSYC 576 PERSONALITY THEORIES (3)

The major theories of personality are surveyed along with relative psychotherapeutic application. Research in personality is also addressed relative to the determinants, structure and function of significant personality, cognition and behavioral variables.

ECON 599 SPECIAL TOPICS: ECONOMICS (1-4)

This course will examine in detail a specific subject or subject area in the discipline of economics.

ECON 699 SPECIAL TOPICS: ECONOMICS (1-4)

This course will examine in detail a specific subject or subject area in the discipline of economics.

HIST 599 SPECIAL TOPICS: HISTORY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of history.

HIST 699 SPECIAL TOPICS: HISTORY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of history.

PSCI 599 SPECIAL TOPICS: POLITICAL SCIENCE (1-4)

This course will examine in detail a specific subject or subject area in the discipline of political science.

PSCI 699 SPECIAL TOPICS: POLITICAL SCIENCE (1-4)

This course will examine in detail a specific subject or subject area in the discipline of political science.

PSYC 599 SPECIAL TOPICS: PSYCHOLOGY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of psychology.

PSYC 699 SPECIAL TOPICS: PSYCHOLOGY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of psychology.

SOCI 599 SPECIAL TOPICS: SOCIOLOGY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of sociology.

SOCI 699 SPECIAL TOPICS: SOCIOLOGY (1-4)

This course will examine in detail a specific subject or subject area in the discipline of sociology.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching Program is a 39-credit hour program of study that provides students with a comprehensive education that will enable them to become successful educators. This program will lay the foundation to produce graduates who are knowledgeable, competent, accountable, and ethical. The overall goal of this program is to provide an opportunity for prospective teachers to engage in professional education and decision-making based on inquiry and reflective practice in order to meet the challenges of the ever-expanding educational, social, and political responsibilities of the teaching profession.

Curriculum for a Master of Arts in Teaching—Elementary Strand

Total credit hours.....	39
Core courses.....	33
EDUC 500 Advancing the Use of Technology in the Classroom.....	3
EDUC 525 The Special Learner in the Regular Classroom	3

EDUC 560	Survey of Exceptionalities	3
EDUC 581	Social Foundations of American Education	3
EDUC 582	Learning in Contexts	3
EDUC 583	Planning, Conducting, and Assessing Instruction	3
EDUC 584	Classroom Ecology	3
EDUC 586	Literacy Acquisition and Developmental Reading.....	3
EDUC 587	Diagnosing and Correcting Reading Difficulties.....	3
EDUC 588	Integrated Pedagogy.....	3
EDUC 589	Reading and Responding to Children’s Literature OR	
EDUC 503	Reading in the Content Area.....	3
Student teaching		6
Pre-Student Teaching Field Experiences		
The State of West Virginia requires that each teacher candidate complete 125 hours of pre-student teaching field experiences.		

Curriculum for a Master of Arts in Teaching—Secondary Strand

Total credit hours		39
Core courses.....		27
EDUC 500	Advancing the Use of Technology in the Classroom.....	3
EDUC 503	Reading in the Content Area.....	3
EDUC 525	The Special Learner in the Regular Classroom.....	3
EDUC 560	Survey of Exceptionalities	3
EDUC 581	Social Foundations of American Education.....	3
EDUC 582	Learning in Contexts	3
EDUC 583	Planning, Conducting, and Assessing Instruction	3
EDUC 584	Classroom Ecology	3
EDUC 585	Content Pedagogy OR	
	Any graduate level Special Methods course.....	3
Electives (choose from the following list)		6
EDUC 520	Conceptual Development for Integrating	
	Language Arts and Social Studies	3
EDUC 521	Conceptual Development of Integrating	
	Mathematics and Science	3
	Any approved graduate level course in	
	candidate’s content area	3-9
Student teaching		6
Pre-Student Teaching Field Experiences		
The State of West Virginia requires that each teacher candidate complete 125 hours of pre-student teaching field experiences.		

COURSE DESCRIPTIONS

EDUC 500 ADVANCING THE USE OF TECHNOLOGY IN THE CLASSROOM (3) *

The focus of this course is the effective use of 21st-century technology in the modern classroom. This course helps educators view technology as a different way of thinking rather than simply as a more effective way of conducting traditional education. This course provides a critical analysis of the full range of educational technology and its use in the classroom. In this course educators will develop their visual literacy and talents and in turn improve their levels of instruction and effectiveness in an ever-changing technology-based classroom.

EDUC 503 READING IN THE CONTENT AREA (3) *

This course concentrates on reading instruction in the content areas of the curriculum. Attention is focused on the identification, understanding, and mastery of special reading abilities required

for specific subject areas. In this course students will explore current methodologies for effectively implementing subject-specific reading strategies into their classrooms.

EDUC 520. CONCEPTUAL DEVELOPMENT FOR INTEGRATING LANGUAGE ARTS AND SOCIAL STUDIES (3)*

Students will explore concepts, techniques, and strategies for the effective teaching and integration of language arts and social studies. They will also investigate current issues, practices, materials, and curriculum development appropriate for teaching/learning in the elementary grades. The use of children's literature with language arts and social studies curricula will be emphasized. Course includes in-school field assignments.

EDUC 521. CONCEPTUAL DEVELOPMENT OF INTEGRATING MATHEMATICS AND SCIENCE (3)*

This course will investigate and explore the conceptual basis for integrating mathematics and science in the elementary classroom. Students will explore instructional activities that integrate science and math across curricular areas, are applicable to daily life, are developmentally appropriate, and apply appropriate and varied assessment strategies. Students will understand and apply the National Council of Teachers of Mathematics Standards and National Science Education Standards in planning and delivering an integrated mathematics and science curriculum.

EDUC 525 THE SPECIAL LEARNER IN THE REGULAR CLASSROOM (3) *

This course is designed to help educators develop strategies and techniques for working with the exceptional child. Educators will develop an understanding of a wide variety of exceptionalities, ranging from students with severe educational challenges to gifted and talented students. Research, attitudes, and current practices as they relate to exceptional children will be discussed and analyzed.

EDUC 560 SURVEY OF EXCEPTIONALITIES (3)

A course to familiarize the student with the nature, etiology, specific characteristics, and needs of the exceptional child.

EDUC 581 SOCIAL FOUNDATIONS OF AMERICAN EDUCATION (3)

This foundational course will engage students in the critical examination of the psychosocial and sociopolitical relationships among schooling, educational policy, and leadership in the U.S. Elements regarding the origin, purposes, underlying philosophical assumptions, cultural contexts, and implications for schooling will be examined through research, analytical inquiry, critical thinking, and reflective dialogue.

EDUC 582 LEARNING IN CONTEXTS (3)

This course provides the opportunity for reflective inquiry into the nature of knowing. Learners actively and with determination construct an understanding of their world. This course delves into the social and psychological conditions that shape learners, as well as the conditions that teachers can create to maximize learners' development into empowered human beings who can live fruitfully in a democratic society.

EDUC 583 PLANNING, CONDUCTING, AND ASSESSING INSTRUCTION (3)

This course provides teacher candidates and practitioners with the opportunity to develop their ability to plan, conduct, and assess integrated lessons in their content area. Teacher candidates will develop their ability to teach content materials effectively by integrating state standards, instructional strategies for diverse learners, and appropriate and varied assessment strategies.

EDUC 584 CLASSROOM ECOLOGY (3)

This course introduces teacher candidates and practitioners to elements and dynamics of the ecology of the classroom, and helps teacher candidates manage and design the physical and social elements

of their classrooms. Language, literacy, identity, class, culture, and motivation for all learners in the classroom will be examined. Learning experiences include a field placement where social and physical ecological systems can be examined in the classroom and engineered to improve learning experiences for all learners.

EDUC 585 CONTENT PEDAGOGY (3)*

This course is designed to promote the development of a philosophical and principled understanding and a commitment to effective pedagogy and curriculum, as well as the practical strategies to implement such an educational program for learners. The course is organized around general pedagogical issues and then individualized to each of the teacher candidate's needs relative to his or her area of specialization.

EDUC 586 READING I: LITERACY ACQUISITION AND DEVELOPMENTAL READING (3)

This course is designed to be an initial study of language acquisition, emergent literacy, and the reading process with a focus on PreK-3 readers. In the course, students will also explore current methodologies and materials for effectively implementing subject specific-reading strategies into early elementary classrooms.

EDUC 587 READING II: DIAGNOSING AND CORRECTING READING DIFFICULTIES (3)

This course is designed as a continuation of EDUC 586 Reading I: Literacy Acquisition and Developmental Reading. The course provides prospective teachers with opportunities to develop and broaden their knowledge of language arts, to become informed in the strategies used to teach language arts, and to explore methods used in the implementation of those strategies. An emphasis is on diagnostic reading devices and techniques for upper elementary students. (Prerequisite: EDUC 586 Reading I: Literacy Acquisition and Developmental Reading)

EDUC 588 INTEGRATED PEDAGOGY (3)

This course is designed to promote the development of teachers who have a philosophical and principled understanding and a commitment to an integrated curriculum and the practical strategies to implement such an educational program for learners. The course focuses on making instructional decisions and selecting learning outcomes based on standards-based curricula, research-driven methodologies that grow out of the constructivist orientations, and the social and psychological conditions that impact learning.

EDUC 589 READING AND RESPONDING TO CHILDREN'S LITERATURE (3)

A course to familiarize the teacher candidate with the characteristics and wide array of children's literature and how it can be used to enhance reading programs as well as to encourage the development of reading skills in reluctant readers in the regular classroom.

EDUC 600 STUDENT TEACHING ELEMENTARY GRADES K-6 (6)

Provides an in-depth clinical experience in the public school at grade levels K-6, under the supervision of experienced and certified personnel. The experience provides opportunity to plan, teach, and manage a classroom to demonstrate competency related to knowledge, performance, and dispositions for the content area(s) taught and the developmental levels of public school students assigned.

EDUC 601 STUDENT TEACHING SECONDARY 5-12 (6)

Provides an in-depth clinical experience in the public school, at grade levels 5-12 under the supervision of experienced and certified personnel. The experience provides opportunity to plan, teach and manage a classroom to demonstrate competency related to knowledge, performance, and dispositions for the content area(s) taught and the developmental levels of public school students assigned.

EDUC 602 STUDENT TEACHING SECONDARY 9-12 (6)

Provides an in-depth clinical experience in the public school, at grade levels 9-12 under the supervision of experienced and certified personnel. The experience provides opportunity to plan, teach and manage a classroom to demonstrate competency related to knowledge, performance, and dispositions for the content area(s) taught and the developmental levels of public school students assigned.

EDUC 603 STUDENT TEACHING PRE-K-ADULT (6)

Provides an in-depth clinical experience in the public school, at grade levels Pre-K-12 under the supervision of experienced and certified personnel. The experience provides opportunity to plan, teach and manage a classroom to demonstrate competency related to knowledge, performance, and dispositions for the content area(s) taught and the developmental levels of public school students assigned.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (M.B.A.) program is designed to incorporate a curriculum with the scope and sequence of a Master of Business Administration degree that is both professionally challenging and academically rigorous. The program offers students specialized concentrations in its graduate elective offerings, including the health administration concentration (see below). The program will be a collaborative effort among the Business, Accounting, Economics, and Computer Science, Math and Engineering departments within the schools of Business and Social Sciences and Natural Sciences and Mathematics.

The Master of Business Administration is a 36-credit hour program. All students will be required to complete 27 credit hours in the business core and 9 elective credit hours in concentrated areas of study that include accounting, marketing, general management, or information technology. The health administration concentration is 9 credits in lieu of the elective credit hours and also requires a 120-hour internship. See the program director for information on the internship and costs (contact information is listed below).

Curriculum for a Master of Business Administration

Total credit hours	36
Core courses.....	27
MBA 500 Challenges to Modern Business.....	3
MBA 508 International Business	3
MBA 510 Advanced Management Theory	3
MBA 519 Business Ethics.....	3
MBA 540 Advanced Marketing Theory	3
MBA 560 Managerial Economics.....	3
MBA 570 Managerial Accounting	3
MBA 579 Advanced Financial Management	3
MBA 582 Management Information Systems.....	3
Elective courses	9

Health Administration Concentration (in lieu of the elective courses)

MBA 511 Health Administration and Strategy.....	3
MBA 512 Health Policy and Law.....	3
MBA 513 Health Economics and Finance.....	3
Health Administration Internship (120 hours total taken part-time or full-time)	

Students in the health administration concentration must take the 120-hour internship either during or subsequent to MBA 511, but not before. The internship is supervised by the program director below and is administered through the Division of Continuing Education. The cost for the internship is based on clock hours and is currently \$114 per 30-hour segment. The internship must be

in a health organization and is conducted with a preceptor on site within the health organization (typically a chief executive officer or chief financial officer).

Health Administration Concentration Program Director:
Dr. Russell Porter, Ph.D., Ed.D.
Dean of Graduate Studies and Continuing Education
Professor of Business Administration
Shepherd University
P.O. Box 5000
Shepherdstown, West Virginia 25443-5000
304-876-5313, e-mail rporter@shepherd.edu

Graduate Foundations

Because some foundational experience in business and economics is crucial to success in the Shepherd M.B.A. program, students admitted to the M.B.A. should meet certain content area prerequisites. These prerequisites can be met by successful completion of the following course work at the undergraduate level (these are recommended prerequisites):

Accounting and Economics

Statistics and Business Law

Introduction to Finance

Management and Marketing

Required foundation courses are: Accounting, Statistics, and Economics.

Applicants who lack this undergraduate course work can fulfill the foundational requirements in one of three ways:

- 1) Taking the appropriate graduate foundations course work at the graduate level (online MBA 599 courses: these do not count toward the M.B.A.).
- 2) Passing the appropriate CLEP test(s).
- 3) Submitting a portfolio of work-related experience or requesting an evaluation of academic course work by the M.B.A. coordinator.

Applicants may begin the M.B.A. program while completing their prerequisite courses.

COURSE DESCRIPTIONS

CORE COURSES

MBA 500 CHALLENGES TO MODERN BUSINESS (3)

An examination of how businesses function in the numerous environments that are in constant change. The political, social, economic, technological, and international environments challenge the various types of businesses from the small business to the large corporation. The course offers possible solutions to the many workplace challenges.

MBA 508 INTERNATIONAL BUSINESS (3)

This course examines the management challenges associated with entering markets outside the U.S. (or within the U.S. marketing to unique ethnic segments) and maintaining global operations. Topics covered include comparative systems, regional trade blocs, forms of foreign business involvement, international marketing/business tactics, geographic strategies, and functional management of the global enterprise including human resource management issues. Emphasis is given to the mechanics of entering global markets. Case studies are used to identify both unique and universal practices.

MBA 510 ADVANCED MANAGEMENT THEORY WITH INTRODUCTION TO THE M.B.A. (3)

This advanced course examines the philosophy and practice of managing organizations and their subunits in the context of a rapidly changing environment. Course focus will be upon management

and leadership philosophies; the structure, design, and operation of organizations; and the management of individuals within organizations, to include the human resource process. Topics covered will include organizational culture, change processes, team building, motivation, decision-making, and diversity. The course will also include a component whereby students will be introduced to the expectations and processes of becoming a scholar in business administration at the graduate level. The student will be introduced to the graduate faculty, graduate facilities, and comparative graduate education.

MBA 511 HEALTH ADMINISTRATION AND STRATEGY (3)

Examines the structure and functions of the health care industry, the concepts and processes of health illness, the institutional and individual providers of health services, and related concepts. It also focuses on the formulation, implementation, and evaluation of strategy in health care financing of organizations. The course emphasizes concepts dealing with health programs to sustain competitive advantage.

MBA 512 HEALTH POLICY AND LAW (3)

Focuses on the current policy and future political ideology as both impact care in health organizations. A clinical framework is used to present issues and policy outcomes. It also examines the basic principles and practices of law affecting health facilities and medical practice, patient care and treatment, and medical and health employment.

MBA 513 HEALTH ECONOMICS AND FINANCE (3)

A theoretical and practical study of organizations and functions of health care financial and economic administration. Emphases are on institutional fiscal policies, reimbursement, and internal/external resource limitations/expansion possibilities.

MBA 519 BUSINESS ETHICS (3)

An examination of how business people and commercial enterprises ought to act in order to be consistent with the norms of morality (pursuit of the good) proposed by various philosophical schools. Centering on the meaning of a just economy and social responsibility, the course examines topics such as fair competition, honesty in advertising, product and workplace safety, living wage, hiring practices, exporting of jobs, and accountability to stakeholders.

MBA 540 ADVANCED MARKETING THEORY (3)

A study of advanced marketing management with emphasis on product, price, promotion, and distribution problem solving. The organizational environment within which marketing problems occur will be explored. Advanced Marketing is a course of study that exposes the marketing practice of organizations in the context of a rapidly changing contemporary environment. The course will weave together a study of classical marketing theory, strategic planning, market research, segmentation, and the marketing mix, as well as the evaluation and control of the marketing plan. In addition, applied cases from each student's organization, text cases and personal profiles will be integrated with the weekly discussions, all of which will allow students to have a firm grip on foundational marketing management theory in their personal environment.

MBA 560 MANAGERIAL ECONOMICS (3)

The purpose of this course is to provide a foundation in economic principles that affect decisions in business administration. The focus will be on solving problems and analyzing issues and cases that deal with how decisions should be made to achieve the firm's goals.

MBA 570 MANAGERIAL ACCOUNTING (3)

To provide a detailed examination of accounting data and concepts for managerial planning and control, including cost accounting and responsibility accounting.

MBA 579 ADVANCED FINANCIAL MANAGEMENT (3)

This course will provide students with advanced applications of contemporary finance theory to the solution of management and marketing problems.

MBA 582 MANAGEMENT INFORMATION SYSTEMS (3)

An integration of the material covered in previous programming and systems courses. An examination of modern management information systems in a business setting. Topics include structured decision systems, decision support systems, information systems acquisition and management, database management systems, and the role of information processing systems in business decisions.

ELECTIVE COURSES (*Select 9 Credit Hours*)

MBA 505 BUSINESS IN WEST VIRGINIA (3)

An examination of the businesses that provided the economic staying power for the state of West Virginia over the history of its statehood. The course continues with an examination of the business environment transition from mining and manufacturing to the current service economy.

MBA 509 STATISTICAL ANALYSIS (3)

Basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability and its distributions, sampling, and estimation.

MBA 517 HUMAN RESOURCES (3)

A study of manpower planning, recruitment, selection, and development of employees. Examines compensation, employee appraisal, job analysis, collective bargaining, arbitration, and labor relations. Studies how global competition and rapid technological advances accelerate trends such as shared service centers, outsourcing, and just-in-time training. Case studies undertaken.

MBA 545 PROFESSIONAL SELLING AND SALES MANAGEMENT (3)

The purpose of this course is to introduce graduate students to the basic components of both the revenue generation and revenue enhancement processes and how to manage the revenue generation process (sales management). The perspective taken is that of a participant (sales person) for the sales portion of the class and as a sales manager/decision maker in an organization.

MBA 548 SELECT TOPICS APPLIED BUSINESS I (3)

The purpose of this unit is to expose practicing sales and marketing professionals in the graduate program to a series of new, academically challenging and pragmatic issues that they can apply in their chosen sales and marketing profession. This is an advanced unit, so it is expected that students will focus on their careers and apply sales and marketing tactics to stand out from the crowd. This unit will utilize a collage of the top academic theorists and professionals to cover the varying issues.

MBA 549 SELECT TOPICS APPLIED BUSINESS II (3)

Advanced sales management focuses on the students' sales management career and applying the theory and techniques to organizations where they are employed. This unit will utilize a collection of the top academic theorists and professionals to cover the differing issues students are expected to master over the semester.

MBA 572 PERSONAL FINANCIAL PLANNING (3)

To provide a comprehensive coverage of personal financial planning in the areas of money management, taxes, housing and other consumer decisions, legal protection insurance, retirement planning, and investing.

MBA 575 ADVANCED AUDITING (3)

This course will discuss and analyze problematic situations auditors confront regularly to enhance

the students' understanding of auditing concepts. It will increase the students' awareness of key ethical issues that audit practitioners face.

MBA 576 ADVANCED TAX STRATEGIES (3)

To explore the tax consequences of many sophisticated business, financial, and personal wealth-planning transactions. Each transaction is presented in an economic or legal context, and the non-tax motives of the transacting parties are examined before the tax issues are identified. The discussion of tax issues emphasizes the development and implementation of strategies to make the transactions as tax-efficient as possible to all parties involved. Tax strategies are analyzed in terms of their impact on net cash flows and on the income statements and balance sheets of the parties involved.

MBA 580 INTRODUCTION TO NETWORKING (3)

This course provides comprehensive coverage in networking and networking theory demonstrated by real-world examples with case studies and hands-on projects. To focus on fundamental principles and concepts of networking including the understanding, design, validation, and evaluation of current networked system and devices hardware, media, architectures, and protocols.

MBA 581 WEB PROGRAMMING (3)

This course examines Internet/Web concepts and high quality Web design. Students will develop an understanding of concepts that are essential to today's Web-based computing. Languages (HTML/XML, DHTML, JavaScript, etc.) and tools are covered with emphasis on client-side Web programming.

MBA 588 DATABASE MANAGEMENT SYSTEMS (3)

The design and maintenance of a computerized database management system. Includes all operations such as design, creation, searching, sorting, and editing that must be performed on both sequential and direct access files and sets of files. Examines advantages and disadvantages of tree, network, and relational data structures. Coverage of query languages, data dictionaries, and security and privacy considerations.

MBA 590 APPLIED RESEARCH PROJECT (3-6)

The student will identify a problem of interest, will analyze the problem as completely as possible, will offer the best alternative(s) for solution, and will describe the problem and the proposed solution(s) in a case study format.

MBA 599 SPECIAL TOPICS: M.B.A. SEMINAR (3)

This course will examine in detail a specific subject or subject area in the business field.

MBA 699 SPECIAL TOPICS: M.B.A. SEMINAR (3)

This course will examine in detail a specific subject or subject area in the business field.

MASTER OF MUSIC, MUSIC EDUCATION

The Master of Music in Music Education program is a 30-credit hour degree program that offers a high level of specialization designed with the needs of currently employed music educators in mind. The program can be completed in two years. All students in the program will take a nine-hour core that includes courses in musicology, theory, and research. Students will also be required to take nine hours in education, including two education courses and three hours of practicum (including portfolio review). Finally, students will choose an emphasis in elementary, choral, band, or orchestra and will complete the degree with nine credit hours in their area of specialization. A recital/project or a written thesis will be required as the culminating project for the degree. Projects can include conducting or accompanying performances. The graduate advisor will closely monitor the thesis.

Curriculum for a Master of Music, Music Education

Total hours.....	30
Music core courses.....	9
MUSC 500 Music Theory Pedagogy.....	3
MUSC 501 Research Methods in Music.....	3
MUSC 502 Graduate Seminary in Musicology.....	3
Education core courses.....	9
MUSC 503 Foundations of Music Education.....	3
MUSC 504 Learning and Teaching in Music Education.....	3
MUSC 505 Practicum in Music Education (3 @ one-hour each).....	3
Courses in concentration area.....	9
*General	
MUSC 506 Introduction to General Music Education.....	3
MUSC 510 Kodály I.....	3
MUSC 511 Kodály II.....	3
Choral	
MUSC 513 Choral Literature.....	3
MUSC 514 Choral Conducting.....	3
MUSC 515 Vocal Pedagogy.....	3
**Wind/Percussion	
MUSC 516 Wind Literature.....	3
MUSC 517 Instrumental Conducting.....	3
MUSC 518 Score Study and Analysis.....	3
***Strings	
MUSC 519 Orchestral Literature.....	3
MUSC 517 Instrumental Conducting.....	3
MUSC 518 Score Study and Analysis.....	3
Thesis/Recital.....	3
MUSC 650 Thesis OR.....	3
MUAP 603 Recital AND.....	1
MUSC 573 String Techniques (2x1) OR.....	2
MUAP 602 Accompanying Applied (2x1).....	2

* With advisor permission, any General Music Education concentration course can be replaced by MUSC 512, MUSC 514, or MUSC 517

** With advisor permission, any wind/percussion concentration course can be replaced by either MUSC 540 or any three of the following one-credit-hour courses: MUSC 570, MUSC 571, MUSC 572, MUSC 573, MUSC 574.

*** With advisor permission, any strings concentration course can be replaced by any three of the following one-credit-hour courses: MUSC 570, MUSC 571, MUSC 572, MUSC 573, MUSC 574. Any strings concentration course may also be replaced by any secondary instrument lesson.

COURSE DESCRIPTIONS**MUSC 500 MUSIC THEORY PEDAGOGY (3)**

This course examines basic theoretical constructs from voice-leading through structural forms, and examines a number of analytical techniques and explores how different authors have critically examined diverse types of music. In addition, music theory/aural skills pedagogy will be examined in depth, using current pedagogical texts and pedagogical theory.

MUSC 501 RESEARCH METHODS IN MUSIC (3)

This course provides a very thorough overview of music research resources and methodology. Students will learn how to use resources effectively as a first step in building the annotated bibliography for their master's thesis.

MUSC 502 GRADUATE SEMINAR IN MUSICOLOGY (3)

This seminar will explore various contemporary issues in the field of musicology ranging from topics in music psychology and ethnomusicology to women in music. The main objective of this seminar is to help music teachers enrich and diversify their own school curricula.

MUSC 503 FOUNDATIONS OF MUSIC EDUCATION (3)

Historical, philosophical, and psychological foundations of music education, with their application to current instruction and evaluation: the study, respectively, of the progress of music education from ancient times to the present, attempts to explain why music is taught, and psychological explanations for how it is that people can learn music.

MUSC 504 LEARNING AND TEACHING IN MUSIC EDUCATION (3)

Survey of major learning theorists and theories of learning, in application to past, but especially current trends in music curriculum, instruction, methods, and assessment.

MUSC 505 PRACTICUM IN MUSIC EDUCATION (1)

Clinical field experience in schools, through which they demonstrate a variety of competencies. Students demonstrate excellence in music teaching and documentation of the clinical experiences through journaling, self-critiquing, and critique from the instructor. Course may be repeated up to a maximum of three credits.

MUSC 506 INTRODUCTION TO GENERAL MUSIC EDUCATION (3)

Survey of major approaches and materials in general music education, pre-school through adulthood, particularly those of Dalcroze, Orff, Schulwerk, Kodály, and Comprehensive Musicianship. Students will explain and demonstrate skill in fashioning curriculum, unit and lesson planning, teaching lessons, and assessment.

MUSC 510 KODÁLY I (3)

Study of the philosophy, curricular ideals, materials, teaching strategies, and musicianship of Kodály music education, for teaching beginning learners; includes a lab component. Students develop their own musicianship in music literacy (including use of solfège, Curwen hand signs, and rhythm syllables) and score analysis; increase their repertoire of high-quality folk songs and other music, particularly choral music; and develop skill in analysis, classification, storage, and retrieval of folk songs by creating analyzed folk song collections.

MUSC 511 KODÁLY II (3)

Continuation of study of the philosophy, curricular ideals, materials, teaching strategies, and musicianship of Kodály music education, for teaching the next advanced learners; includes a lab component. Students continue to develop their own musicianship in music literacy (including use of solfège, Curwen hand signs, and rhythm syllables) and score analysis; increase their repertoire of high-quality folk songs and other music, particularly choral music; and develop skill in analysis, classification, storage, and retrieval of folk songs by adding to their analyzed folk song collections. Prerequisite: MUSC 510 Kodály I.

MUSC 512 KEYBOARD/GUITAR PEDAGOGY (3)

This course is designed for the advanced classroom teacher. The purposes are to obtain knowledge of piano and guitar teaching methods, develop further pedagogical skills, learn the evolution of piano and guitar techniques, increase knowledge of repertoire and interpretation of that repertoire. The student-pedagogue will simultaneously increase his or her own performance skills in applied lessons through developing further techniques, repertoire, multi-level analytical skills, and broad insights on style interpretation. In addition, each student-pedagogue will develop a group-teaching course in guitar or keyboard at their place of employment and also show evidence of applied teaching.

MUSC 513 CHORAL LITERATURE (3)

Students will examine numerous choral works from each of the major historical periods. Concentration will be given to a broad overview of those composers and compositions that can be performed by typical and higher-level high school and adult ensembles. Emphasis is on works of a practical nature that the student can bring to their current or future ensembles, to perform and to teach representative music of each composer and historical periods.

MUSC 514 CHORAL CONDUCTING (3)

Students will focus on the practical nature of conducting a choral score, taking a great choral masterwork, preparing it, and conducting the work in class. Class work consists of detailed score analysis and the demonstration of understanding of that score through physical gestures. Students will also address teaching aspects of conducting, the most effective ways for a choir to learn a piece, and the progression towards being ready for a concert.

MUSC 515 VOCAL PEDAGOGY (3)

Students will learn about vocal development from middle school through adulthood and all of the external factors that can affect vocal development. Students will also have a firm biological understanding of the structure of the human voice and all of the components, and how those components are used to make great sound. Strong emphasis will be placed on the care of the voice, how to recognize vocal problems when they arise, and where to go to help cure those vocal problems.

MUSC 516 WIND LITERATURE (3)

A survey of quality wind literature of all grade levels. Students will compile information on composers and works appropriate for ensembles of all levels. Students will undertake comprehensive analysis of several works and will compile a database of quality literature.

MUSC 517 INSTRUMENTAL CONDUCTING (3)

A study of the technique of instrumental conducting. Scores from MUSC 518 as well as current concert scores will be conducted in class. Specific, advanced conducting techniques and rehearsal strategies will be presented and discussed.

MUSC 518 SCORE STUDY AND ANALYSIS (3)

A thorough and exhaustive approach to score preparation including research, score mechanics and score marking is given in this course. Students will learn instrument transposition and clef substitution, and develop a solid philosophy of conducting, explaining the conductor's relationship and responsibility to the score.

MUSC 519 ORCHESTRAL LITERATURE (3)

A survey of quality orchestral literature of all grade levels. Students will compile information on composers and works appropriate for ensembles of all levels. Students will undertake comprehensive analysis of several works and will compile a database of quality literature.

MUSC 540 JAZZ HISTORY AND PEDAGOGY (3)

The course will be divided into separate segments reflective of the course title. Pedagogical techniques pursuant to the Jazz idiom will be examined and evaluated. This will be accomplished through the research of current pedagogical practices in Jazz education, a survey of improvisational pedagogy, score preparation, and the examination of specifically designated literature from the Jazz repertoire. Concomitant to this, the course will also include a detailed survey of the history of Jazz, from its origins as a folk and popular idiom, through its development as a vernacular music, to its evolution as art music. This survey will be principally a history of stylistic development, rather than a series of biographies and analogies that are so endemic to most historical treatment of the subject. Aspects of

Jazz theory will be presented as well, especially techniques that foster the development of structural improvisation in the student Jazz ensemble.

MUSC 570 GRADUATE WOODWIND TECHNIQUES I (1)

This course provides in-depth instruction on the instruments of the woodwind family. Students will develop the skills necessary to teach the technique involved in performing on these instruments, and associated challenges and problems therein. This course assists the modern band and orchestra director in dealing more intelligently with the woodwind section of the modern band or orchestra.

MUSC 571 GRADUATE WOODWIND TECHNIQUES II (1)

This course provides in-depth instruction on the oboe and bassoon. Students will develop the skills necessary to teach the technique involved in performing on these instruments, and associated challenges and problems therein. This course assists the modern band and orchestra director in dealing more intelligently with the woodwind section of the modern band or orchestra.

MUSC 572 GRADUATE BRASS TECHNIQUES (1)

This course provides in-depth instruction on the instruments of the brass family. Students will develop the skills necessary to teach the technique involved in performing on these instruments, and associated challenges and problems therein. This course assists the modern band and orchestra director in dealing more intelligently with the brass section of the modern band or orchestra.

MUSC 573 GRADUATE STRING TECHNIQUES (1)

This course provides in-depth instruction on the instruments of the string family. Students will develop the skills necessary to teach the technique involved in performing on string instruments. This course assists the modern band and orchestra director in realizing the skills necessary for the accurate and in-tune performance on each instrument.

MUSC 574 GRADUATE PERCUSSION TECHNIQUES (1)

This course provides in-depth instruction on the instruments of the percussion family. Students will develop the skills necessary to teach the technique involved in performing on percussion instruments, concentrating on those that are most common in today's elementary and high school band and orchestra literature. This course assists the modern band and orchestra director in reading idiosyncratic percussion notation and realizing the skills necessary for the production of sound on each instrument.

MUSC 650 THESIS (1)

These credits cover the completion of the master's project. Details about the master's project may be found in the Department of Music Graduate Handbook. Students are expected to meet once a week with their advisor; progress toward the completion of the thesis is also expected each week.

MUAP 601 APPLIED CONDUCTING (1)

This course is a weekly lesson in advanced conducting. Students will work one-on-one with the professor to hone the technique and craft of conducting. Students will employ techniques gained here in classroom experiences with their own ensembles. Reflections of this course will appear in the student's portfolio. Course may be repeated up to three times for credit.

MUAP 602 APPLIED ACCOMPANYING (1)

Applied accompanying is a course designed primarily for keyboard majors at the graduate level. The class will focus on the improvement on piano skills in the areas of vocal and instrumental collaboration in solo and ensemble literature, sight-reading and piano ensemble literature. In addition to required repertoire for the class, students will work with the instructor to select repertoire that they are currently using in their work environment. In addition to weekly lessons, students will also be

expected to attend appropriate concerts and master classes on campus, as well as four studio master class sessions throughout the semester. Course may be repeated up to a maximum of three credits.

MUAP 603 RECITAL (3)

In lieu of a thesis, this recital can be combined with two credits of MUAP 601 and used as a culminating project for the master's program. A minimum of sixty minutes of prepared music by the candidate's school ensemble, complete with prepared scores, program notes and other research is required. Course may be repeated up to a maximum of three credits.

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Mark McCoy, B.A., M.M., Ph.D.....	Master of Music in Music Education

GRADUATE FACULTY

The rights, privileges and responsibilities of graduate faculty are based on individual scholarship and are not directly related to professorial rank. The full graduate faculty position is the highest level of scholarship at Shepherd University for those who teach graduate courses and represents a current national or international reputation. Associate graduate faculty status conveys a current mature scholarship level, and assistant graduate faculty status represents a scholarship level that is current within the discipline. An honorary graduate faculty status represents a significant contribution to the literature over an entire career.

FULL GRADUATE FACULTY

- ALEXANDER, KEITH, B.A.**, Penn State University, 1992; M.A., University of Maryland, College Park, 1996; Ph.D., University of Maryland, College Park, 2003. (2006)
- BEARD, R. SCOTT, B.M.**, 1986, Peabody Institute, Johns Hopkins University; M.M., D.M.A., University of Maryland, College Park, 1990, 1996. (1999)
- BERENSCHOT, DENIS, B.A.**, University of Arkansas, Little Rock, 1988; M.A., Syracuse University, 1990; M.A., American University, 1992; Ph.D., University of Maryland, College Park, 1999. (2004)
- BEST, JASON, B.S.** Indiana University, 1992; Ph.D., Pennsylvania State University, 1997. (1997)
- CLAYTON, LAURA H., B.S.N.**, Alderson Broaddus College, 1983; M.S.N., F.N.P, West Virginia University, 1993; Ph.D., West Virginia University, 2006. (1993)
- CONLEY, RUTH, B.S.**, Miami University (Ohio) 1985; Ph.D., Wesleyan University, 1992. (2002)
- DILELLA, DAN**, Chair, Department of Chemistry. B.S., Rensselaer Polytechnic Institute, 1972; Ph.D., University of Massachusetts, 1978. (1994)
- GONZOL, DAVID, B.S.**, Messiah College, 1977; M.M.E., Temple University 1979; Ph.D., University of Maryland, College Park, 1995. (2005)
- HENRIKSSON, ANDERS H.**, Chair, Department of History. B.A., University of Rochester, 1971; M.A., University of Toronto, 1972; Ph.D., 1978. (1985)
- HICKS, VIRGINIA**, Dean, School of Education and Professional Studies. A.A., Kirkwood Community College, 1970; B.S., University of Iowa, 1972; M.A., University of Iowa, 1981; Ph.D., University of New Mexico, 1992. (2006)
- LANDOLT, JOHN, B.A.**, Austin College, 1965; Ph.D., University of Oklahoma, 1970. (1970)
- LIAO, WEIDONG, B.E.**, Northeastern University, China, 1991; M.E., Northeastern University, China, 1994; M.S., Kent State University, 1999; Ph.D., Kent State University, 2003. (2004)
- MAILEY, SHARON**, Chair, Department of Nursing Education. B.S.N., Berea College, 1969; M.S., University of North Carolina, 1976; Ph.D., University of North Carolina, 1993. (2008)
- MCCOY, D. MARK**, Chair, Department of Music. B.A., Shepherd College, 1987; M.M., Peabody Institute of Johns Hopkins University, 1992; Ph.D., Texas Tech University, 1995. (1995)
- NIXON, TIMOTHY, B.A.**, Belmont University, 1987; M.A., William and Mary, 1992; Ph.D., George Washington University, 2005. (2006)
- PATTON, MARK A., B.A.**, Spring Arbor, 1976; M.B.A., Wayne State University, 1977; D.B.A., Nova Southeastern, 1989. (2003)
- PORTER, RUSSELL DEAN**, Dean, Graduate Studies and Continuing Education. B.A., State University of New York at Binghamton, 1985; M.P.S., Lynn University, 1989; Ph.D., Medical College of Virginia-Virginia Commonwealth University, 1994; Ed.D., University of North Texas, 2004. (2008)
- SHURBUTT, SYLVIA BAILEY, B.A.**, West Georgia College, 1965; M.A., Georgia Southern College, 1974; Ph.D., University of Georgia, 1982. (1987)
- SIMPSON, PHILLIP D.**, Chair, Department of Biology. B.S., St. Mary's College of Maryland, 1972; Ph.D., University of Maryland, 1977. (1978)
- SMITH, DOUGLAS, B.A.**, University of Tampa, 1967; B.Ed., University of Tampa, 1967; M.A., University of North Carolina, 1969; M.A., Ph.D., West Virginia University, 1973, 1975; Ed.S., Litt.D., Columbia University, 1977, 1993; D.H.L. Glennville State University, 1999. (2007)
- SNELL, MARK**, Director, George Tyler Moore Center for the Study of the Civil War. B.A., 1977, York College; M.A., 1987, Rutgers University; Ph.D., 1999, University of Missouri, Kansas City. (1998)
- STEALEY, JOHN EDMUND III, A.B.**, West Virginia University, 1963; M.A., 1965; Ph.D., 1970. (1969)
- STERN, MARK, B.A.**, Brooklyn College, C.U.N.Y., 1965; Ph.D., University of Rochester, 1970. (1994)
- VOLKER, EUGENE J., B.S.**, University of Maryland, 1964; M.S., Massachusetts Institute of Technology, 1967; Ph.D., University of Delaware, 1970. (1969)

WANG, QING, B.S., Hunan Normal University, China, 1999; M.S., Hunan Normal University, China, 2002. (2007)

WANG, ZHIJUN, B.S., Tianjin University, China, 1993; M.S., Yale University, 1998; M.S., University of Alabama, 2002; Ph.D., University of Alabama, 2005. (2006)

ASSOCIATE GRADUATE FACULTY

ADAMS, JOHN, B.A., B.S. Shepherd College, 1970, 1973; M.S. Shippensburg University, 1976; Ph.D., Virginia Polytechnic and State University, 1997. (1971)

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BARNETT, ANDRO, Chair, Department of Health, Physical Education, Recreation, and Sport. B.S., Jackson State University, 1990; M.S., Mississippi State University, 1991; Ph.D., Temple University, 2005. (1999)

BENEDICT, LORENZODOW IV, Dean, School of Arts and Humanities. B.A., Central Methodist College, 1967; M.S., University of Missouri, 1970; M.F.A., West Virginia University, 1978. (1971)

BRASHER, SALLY M., Director of Honors Program. B.A., 1983, University of Colorado; M.A., 1994, Minnesota State University; Ph.D., 2001, Catholic University of America. (2004)

BRUNER, RICK, B.A., University of Northern Iowa, 1974; M.F.A., Wayne State University, 1983. (1990)

BURKE, DAWNE, B.A., Shepherd College, 1995; M.A., West Virginia University, 1998; Ph.D., Virginia Polytechnic Institute and State University, 2004. (2004)

COOK, MARK, B.M.E., Peabody Institute, Johns Hopkins University, 1978; M.A., Catholic University, 1990; Ph.D., Catholic University, 2004. (2005)

DAILY, LARRY, Chair, Department of Psychology, B.S., 1989, M.A., 1993, Ph.D., 1998, George Mason University. (2000)

DARBOE, MOMODOUN., Chair, Department of Sociology and Geography. B.S., Temple University, 1975; M.A., University of Pennsylvania, 1976, Ph.D., 1982. (1986)

DE VITO, ANNA, A.A., Jefferson Community College, 1978; B.A., New York State University College at Oswego, 1980; M.Ed., Bowling Green State University, 1986; Ph.D., Syracuse University, 2001. (1998)

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- RENNINGER, LAURA A.**, Dean, Teaching, Learning, and Instructional Resources. B.M., Miami (Ohio) University, 1991; M.M., Ph.D., University of Illinois, 1993, 1999. (1999)
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- SMITH, RHONDA J.**, Chair, Department of Contemporary Art and Theater. B.F.A., Eastern Kentucky University, 1974; M.F.A., University of North Texas, 1976. (1987)
- SNYDER, EDWARD**, Chair, Institute of Environmental Studies. B.S., Eastern Washington University, 1974; B.A., 1976; M.S., 1976; Ph.D., University of Illinois, Champaign-Urbana, 1984. (1986)
- STEVENS, RICHARD**, B.A., College of William and Mary, 1989; M.S. Iowa State University, 1991; Ph.D., University of Maryland, 2000.
- TOOLE, GEORGIANN**, B.A., Shepherd College, 1979; M.M., Shenandoah Conservatory of Shenandoah University, 1997; Ph.D., University of North Carolina at Greensboro, 2003. (2007)
- TUTTLE, JAMES II**, B.A., James Madison University, 1982; M.A., James Madison University, 1984; Ph.D., University of Virginia, 2001. (2003)
- VILA, PETER B.**, B.A., Wittenberg University, 1982; M.S., Indiana University, 1985; Ph.D., University of Georgia, 1996. (1998)
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- WEBB, JOYCE G.**, B.S., Eastern Michigan University; 1971; M.A., 1972; Ph.D., University of Michigan, 1981. (1979)

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WING, DAVID B., B.A., Columbia University, 1976; M.Sci., 1977; M.Phil., 1979; Ph.D., 1984. (1999)

ASSISTANT GRADUATE FACULTY

ANDERSON, CHARLOTTE R., A.A., Shenandoah College, 1971; B.S.N., Eastern Mennonite College, 1975; M.Ed., Madison College, 1976; M.S.N., George Mason University, 1982; Ph.D. 1993. (1975)

COLE, TAUNA, R.B.A., West Virginia University, 1990; M.A., West Virginia University, 1990, 1996, 1998; Ed.D., West Virginia University, 1998. (2006)

CRAWLEY-WOODS, GERALDINE, B.A., 1970, University of Rhode Island; M.S.W., 1974, Catholic University of America; Ph.D., 2000, University of Maryland. (1976)

DEMERRITT, E. GORDON, Chair, Business Administration and FACS. B.S., Valparaiso University, 1972; M.B.A., Averett University, 2000; Ph.D., Capella University, 2005. (2003)

DOBISH, HEIDI B., B.S. Northeastern University, 1994; M.S., Tufts University, 1999; Ph.D., Tufts University, 2004. (2005)

GOCMEN, TUNCER, B.A., Ankara University, 1994; M.A., Ohio University, 1998; Ph.D., West Virginia University, 2005. (2004)

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JENKINS, ELIZABETH, B.S., Ohio State University, 1968; M.A., Mary Grove College, 1999, Ed.D. (ABD) (2007)

KAINEG, KRISTIN, B.A., 1994, American University; M.F.A., Temple University, Tyler School of Art, 2004. (2005)

RITTERBUSCH, RACHEL, B.A., Grinnell College, 1988; M.A., University of Munich, Germany, 1993; Ph.D., University of Wisconsin-Madison, 2001. (2004)

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HONORARY GRADUATE FACULTY

BELL, CARL F., Muskingum College, 1955; M.S., Miami University, 1957; Ph.D., Ohio State University, 1961. (1961)

BERGMAN, ROLAND W., B.A., University of Minnesota, 1967; M.S., 1969; Ph.D., University of Wisconsin, 1974. (1974)

CARTER, CHARLES W., Chair, Department of English. B.A., University of North Carolina, Chapel Hill, 1965; M.A., 1966; Ph.D., 1972. (1972)

DUNN, LINDA S., B.A., Shepherd College, 1968; West Virginia University, 1971; Ed.D., Virginia Technical University, 1992.

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