

ATSU

UNIVERSITY CATALOG



Quarterly Addendum No. 1
Effective October 3, 2016

A.T. STILL UNIVERSITY | ATSU

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16-17 ATSU University Catalog – Quarterly Addendum

Effective Date

The following additions, corrections, or edits are addendums to the 16-17 ATSU University Catalog and should be referenced in conjunction with the Catalog. The effective date of the catalog is July 1, 2016, and the effective date of the quarterly addendum is October 3, 2016 unless noted.

Corrections

ATSU-CGHS offers a grade of P for pass.

ATSU-SOMA's Doctor of Osteopathic Medicine's admission requirements (p. 259) include minimum technology specifications. The link to view these specifications for SOMA should be: <http://its.atsu.edu/knowledgebase/soma-technology-requirements/> Effective July 1, 2016

About ATSU

ATSU Board of Trustees

Chair G. Scott Drew, DO, FAOCD, '87 Marion, Ohio	Vice Chair Ann Thielke, RN, JD Houston, Texas
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Reid W. Butler, JD Phoenix, Ariz.	James D. Cannon, DHA, PA-C, MS, '97 Chesapeake, Va.
C. Lisette Dottavio, PhD, CPA Stephenville, Texas	Chester W. Douglass, DMD, PhD, MPH Waban, MA
Stanley E. Grogg, DO, FACOP, FAAP, '71 Tulsa, OK	Tisha R. Kice-Briggs, DDS Kirkville, MO
Robert L. King, JD Frankfort, KY	Paulina Vazquez Morris, JD, MBA, MHSA Phoenix, AZ
Bertha Thomas, BPhil Kirkville, MO	Robert W. Uhl Paradise Valley, AZ
Gary Wiltz, MD Franklin, LA	

State Licensure

Degree-granting authority for ASDOH, ASHS, and SOMA has been given by the Arizona State Board for Private Postsecondary Education, 1400 West Washington Rd., Room 260, Phoenix, AZ 85007. Phone: 602.542.5709. Website: www.azppse.gov. At the Arizona campus, if the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

A.T. Still University is an institutional participant in the National Council for State Reciprocity Agreement (NC-SARA) initiative. Our listing can be found under our main campus, A.T. Still University of Health Sciences in Missouri at <http://www.nc-sara.org/states/mo>.

ATSU Faculty Listing

A full listing of the faculty at ATSU on July 1, 2016 is now included with the Catalog. Please see Appendix A for the listing of faculty by school.

Arizona School of Health Sciences (ASHS)

Academic Warning

Students demonstrating unacceptable performance in any unit of study during any phase of their program may be notified of such performance by the instructor of the course, program director or department chair as soon as it becomes evident. The student may be notified verbally or in writing that continued poor academic performance could lead to academic probation and dismissal. The instructor will also discuss the resources available to students for academic assistance. Effective July 1, 2016

Orthopedic Physical Therapy Residency

The curriculum for the Orthopedic Physical Therapy Residency has been changed from ten 1 credit hour courses to two 5 credit hour courses.

Course Descriptions and Credit Values

Orthopedic Physical Therapy Residency 1 – PT851 – 5 credit hours: This course will begin by developing a framework to assist the resident in thinking about and discussing clinical reasoning during the orthopedic physical therapy residency. The framework for clinical reasoning will then be used to discuss the management of patients with orthopedic conditions of the following body regions: lumbo-pelvic, cervical thoracic, and shoulder. Current evidence supporting the management of patients with these conditions will be presented. Topics for each body region will include examination, evaluation, diagnosis, prognosis, interventions, and outcomes.

Orthopedic Physical Therapy Residency 2 – PT852 – 5 credit hours: The framework for clinical reasoning will be used to discuss the management of patients with orthopedic conditions of the following body regions: hip, knee, foot and ankle, elbow, wrist, and hand. Current evidence supporting the management of patients with these conditions will be presented. Topics for each body region will include examination, evaluation, diagnosis, prognosis, interventions, and outcomes. This course will also review the foundational knowledge and application of musculoskeletal imaging to orthopedic physical therapy. This course will also include a clinical education unit.

College of Graduate Health Studies (CGHS)

Grading

Incomplete Grade

Currently, the Catalog states that if there are additional extenuating circumstances, a student may request an extension of the “I” grade; but in no case will an extension be allowed for more than one calendar year following the end of the term in which the “I” grade was granted. The school has modified the rules to state that an extension of the “I” grade will not be allowed for more than two blocks.

Academic Probation

Phase I Academic Probation

The catalog currently states that a student on Phase I academic probation is limited to a maximum of two courses per semester. The school has modified this requirement to a maximum of two courses per semester block.

Course(s) or Program of Study Withdrawal

CGHS students in poor academic standing when withdrawing from all courses in a semester block are required to petition the program chair for re-entry.

CGHS students not enrolled for an entire semester will be withdrawn from the program of study. In most instances, students withdrawn from ATSU, regardless of the reason, must apply for re-admission, consistent with University policy. Students who have been withdrawn for less than one semester may re-enter by contacting their Academic Advisor prior to the registration deadline.

Doctor of Education [in Health Professions Education]

CGHS is now offering a Doctor of Education (EdD) [in Health Professions Education] degree program. The EdD program complements the University's mission of encouraging its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the whole patient while helping to create the best health professions educators in the world. This program is for health professionals wanting to advance their careers in education, leadership, and scholarship. We provide graduates with the knowledge and skills to become successful educators, leaders, and researchers in the health professions. Our graduates are trained to perform with the highest ethical standards and sensitivity to cultural diversity. This program is one of few fully online doctorate degrees in health professions education and challenges students to examine the current state of health professions education and their individual roles and responsibilities within it. This program integrates web-based instructions, directed readings, and discussions among students and faculty. The College uses mission-driven, problem-based curriculum design and assesses student learning through authentic embedded assessments. Students complete a doctoral research project (DRP) within a structured approach that allows for faculty and student feedback along the way. Please see Appendix B for more information on the EdD program.

Master of Science in Kinesiology

Specialized Tracks and Courses

The Master of Science in Kinesiology degree program now offers an additional track. Beginning with the 16-17 Spring Block 1, students may elect to pursue the Adapted Sports Track.

Adapted Sports Track

Comprehensive Adaptive Sport and Activity Analysis – KINE6403 – 3 credit hours: Adaptive sports and activities will be examined in depth, including the rules, biomechanics, physiological demands, injury epidemiology, injury prevention, and high performance considerations. The capabilities, physical and psychological resources, assistance required, and other special considerations for physically challenged individuals will be examined.

Introduction to Paralympic and Adaptive Sport – KINE6400 – 3 credit hours: The history, philosophy, and organization of Paralympic and Adaptive sports will be examined. Students will also be introduced to various sociological, public health, and legal aspects of the adaptive sport movement.

Establishing and Managing an Adapted Sports Program – KINE6401 – 3 credit hours: Adaptive sport organizations will be examined, including their structure, staffing, and A.T. Still University of Health Sciences funding. Focus will be on integrating the student's professional education, experience, and goals into administrative aspects of adaptive sports.

Assessment of the Para Athlete – KINE6402 – 3 credit hours: Common adaptive sport participant medical diagnoses and functional limitations will be examined in depth. Focus will be on common sport-related assessments for these athletes to assist in proper program development. The capabilities, physical and psychological resources, assistance required, and other special considerations for physically challenged individuals related to their specific medical diagnosis will be examined in consideration of disablement models.

School of Osteopathic Medicine in Arizona (SOMA)

School Licensure

The following is a revised list of states that have given degree-granting authority to SOMA. Effective July 1, 2016

ATSU-SOMA has been given degree-granting authority by The Arizona State Board for Private Postsecondary Education. At the Arizona campus, if the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is 1400 W. Washington, Room 260, Phoenix, AZ 85007. Phone: 602.542.5709. Website: www.azppse.gov.

ATSU-SOMA has been granted a Certificate of License to Operate an Institution of Higher Education from the District of Columbia Education Licensure Commission in accordance with the provisions of Title 38, Chapter 13, of the District of Columbia Official Code (D.C. Official Code §38-1301 et seq.) and applicable regulations of the DC Education Licensure Commission. D.C. Higher Education Licensure Commission, 810 First Street, NE, 2nd Floor, Washington, DC 20002.

ATSU-SOMA is authorized to operate as a post-secondary degree-granting educational institution in the State of Hawaii by the Department of Commerce and Consumer Affairs (DCCA). Pursuant to Hawaii Revised Statutes (HRS) §305J-12(a), authorization by the DCCA is conditioned on the maintenance of accreditation by A.T. Still University and continuing compliance with HRS §305J-14 (financial integrity). Inquiries concerning the standards or school compliance may be directed to the 335 Merchant Street, Room 310, Honolulu, HI 96809.

ATSU-SOMA has been granted Operating Authority in the Chicago Region by the Illinois Board of Higher Education under the "Private College Act" (110 ILCS 1005) and "The Academic Degree Act" (110 ILCS 1010). This authorization is subject to implementation and maintenance of the conditions presented in the institution's application and that form the basis upon which the authorization is granted. Inquiries concerning the standards or school compliance may be directed to the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377.

ATSU-SOMA has been granted the authorization by the Ohio Board of Regent – University System of Ohio to offer clinical and practicum experience in Ohio to fulfill program requirements for the Doctor of Osteopathic Medicine degree. Inquiries concerning the standards or school compliance may be directed to the Ohio Board of Regents, 25 South Front Street, Columbus, OH 43215.

ATSU-SOMA is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degree described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 775 Course St NE, Salem, Oregon 97301.

ATSU-SOMA is licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201, Telephone 803.737.2260, www.che.sc.gov. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

A.T. Still University of Health Sciences is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes A.T. Still University of Health Sciences to offer specific degree programs. The Council may be contacted for a list of currently authorized

programs. Authorization by the Council does not carry with it endorsement by the Council of the institution or its programs. Any person desiring information that the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Missouri School of Dentistry & Oral Health (MOSDOH)

Program Accreditation

The Doctor of Dental Medicine (DMD) degree program has been granted the accreditation status of “initial accreditation” by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653.

Student Complaints

Student may file complaints about the four-year pre-doctoral dental program with the Associate Dean, Academic Affairs. The Academic Affairs Office will work with students to verify complaints and seek resolutions. All student complaints will be logged and made available onsite to the CODA visit committee at the next regularly scheduled CODA site visit.

Student Filing of Complaints to CODA

Students enrolled in the DMD program may file a complaint regarding the School's adherence to the Pre-doctoral Education Standards by contacting the Commission on Dental Accreditation at: Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, IL 60611, Phone: 312.440.4653.

Grading

Remediation Process

1. All students earning below 70% (unless requesting a grade of incomplete due to unforeseen or extenuating circumstances) will automatically be required to participate in course remediation with the grade of “F” granted as well as receiving Academic Warning.
2. To successfully complete the remediation process and remove the “F” grade, students must receive an equivalent of a 70% or higher on remediation project(s) and will earn a grade of RC- or RP.
3. Students, who do not successfully complete the remediation process, will have the “F” remain on their transcripts. Students must retake the course and will be placed on Academic Probation.
4. Student remaining on Academic Probation for a total of 6 consecutive months will be considered for dismissal.
5. Students requiring remediation in a third course will be considered for dismissal.
6. Students will be allowed to retake two courses while in dental school.
7. Students who fail two courses when retaking a course will be recommended for dismissal.
8. Students will be responsible for the cost of retaking a course.
9. Retaking a course may result in the delay of graduation.
10. If a student fails a course, the Academic Progress Committee will work with each student on a case-by-case basis to determine a plan of action. The student must then retake the course at his or her own expense. This fee is determined by the Controller's Office and is based upon a per credit equation.
11. Students who failed the National Board of Dental Examiners Part I/II, must work with the APC or designee to develop a remediation plan. The APC will approve the final plan. Students who fail a national dental board examination may delay graduation.

Appendix A

16-17 ATSU Faculty Listing

KCOM Faculty

James Adams, DO Assistant Professor Anatomy	Zulfiqar Ahmad, PhD Professor Biochemistry	Robert Baer, PhD Professor Physiology	Stephen Bergman, DO Assistant Professor OMM - Academic
John Bodell, DO Professor Regional Assistant Dean	Ralph Boling, DO Associate Professor Surgery - Academic	William Brechue, PhD Chair Physiology	E. Glenn Browning, DO Associate Professor Surgery - Academic
Kelly Burchett, DO Assistant Professor Surgery - Academic	Kent Campbell, DO Associate Dean Academic & Clinical Ed Affairs	Neal Chamberlain, PhD Professor Microbiology/Immunology	Yingzi Chang, MD, PhD Associate Professor Pharmacology
Lary Ciesemier, DO Chair Internal Medicine - Academic	David Cleaver, DO Assistant Professor Internal Medicine - Academic	Lloyd Cleaver, DO Assistant Vice President Internal Medicine - Academic	Maria Coffman, DO Adjunct Professor OMM - Academic
Janet Corbett, DO Assistant Professor Residency Supervisor	James Cox, PhD Associate Professor Biochemistry	Roy Danks, DO Assistant Professor Surgery - Academic	Jay Danto, DO Associate Professor OMM - Academic
John DeLeeuw, DO Assistant Professor Internal Medicine - Academic	Brent Dixon, DO Assistant Professor OMM - Academic	Jonathan Easterwood, DO Assistant Professor Surgery - Academic	Keith Elmslie, PhD Chair Pharmacology
Charles Fleschner, PhD Chairperson Biochemistry	Timothy Geisbuhler, PhD Associate Professor Physiology	Maura Gerdes, DO Assistant Professor Internal Medicine - Academic	David Goldman, JD, DO, FCLM Associate Professor Neurobehavioral Sciences
Melanie Grgurich, DO Assistant Professor Family Medicine - Academic	John Grider, DO Assistant Professor Internal Medicine - Academic	Anirudha Halder, MD Assistant Professor Internal Medicine - Academic	Richard Hall, PhD Assistant Professor Neurobehavioral Sciences
Kelly Halma, DO Associate Professor OMM - Academic	Jerry Haman, DO, AOBSPOMM Adjunct Assistant Professor OMM - Academic	Byunghee Han, PhD Associate Professor Pharmacology	Matthew Hardee, DO Assistant Professor Internal Medicine - Academic
Sherif Hassan, MD, PhD Associate Professor Anatomy	Jeremy Houser, PhD Associate Professor Anatomy	Shawnee Kellison, RN, MSN Instructor Family Medicine - Academic	Peter Kondrashov, PhD Chairperson Anatomy
Tatyana Kondrashova, Ph.D. Assistant Professor Family Medicine - Academic	Margaret Wilson, DO Dean KCOM	Howard Levine, DO Regional Assistant Dean New Jersey	Robert Ligorsky, DO Regional Associate Dean Arizona Region
Andrew Lovy, DO Adjunct Professor OMM - Academic	Terence McGarvey, PhD Associate Professor Anatomy	David Middlemas, PhD Associate Professor Pharmacology	Laurence Miller, DO Associate Professor Surgery - Academic
Brett Moore, D.O. Assistant Professor Family Medicine - Academic	Yohei Norimatsu, PhD Assistant Professor Physiology	Tim Ostrowski, PhD Assistant Professor Physiology	Carmen Perez-Munoz, PhD Adjunct Professor AHEC
Priscilla Phillips, PhD Assistant Professor Microbiology/Immunology	Raja Rachakatla, PhD Assistant Professor Anatomy	Pandurangan Ramaraj, PhD Assistant Professor Biochemistry	Kevin Rhodes, DO Assistant Professor Internal Medicine - Academic
G. Barry Robbins, DO Chair Neurobehavioral Sciences	Wesley Ryle, MD Residency Supervisor Kirkville Family Medicine	Neil Sargentini, PhD Chair Microbiology/Immunology	Robert Schneider, DO Residency Supervisor Kirkville Family Medicine

Benjamin Schrant, DO
Assistant Professor
Surgery - Academic

Eric Snider, DO
Chair
OMM - Academic

Robert Theobald, PhD
Professor
Pharmacology

Bruce Young, PhD
Associate Professor
Anatomy

William Sexton, PhD
Professor
Physiology

Brent Speak, DO
Chair
Surgery - Academic

David Todd, DO
Adjunct Assistant Professor
OMM - Academic

Guangwen Zhou, PhD
Associate Professor
Biochemistry

Patricia Sexton, DHEd
Associate Dean
Curriculum

Billy Strait, DO
Associate Professor
OMM - Academic

Lex Towns, PhD
Professor
Anatomy

Jerrod Zimmer, RPh
Adjunct Instructor
Pharmacology

Vineet Singh, PhD
Professor
Microbiology/Immunology

Melissa Stuart, PhD
Professor
Microbiology/Immunology

Rekha Yesudas, PhD, MPhil, MS, BS
Assistant Professor
Pharmacology

ASHS Faculty

James Abbas, PhD
Adjunct Professor
Physical Therapy

Brynn Aldini, MS
Adjunct Professor
Occupational Therapy

Amy Arnold, AuD
Adjunct Assistant Professor
Audiology

Steven Baca, BS
Adjunct Professor
Physician Assistant

Gregory Basye, PA-C
Adjunct Professor
Physician Assistant

Natalie Beltran, BS
Adjunct Professor
Physician Assistant

William Black, MHS, PA-C
Director
Physician Assistant

Jenny Bradley, DPT
Adjunct Professor
Transitional DPT

Brandi Buchanan, OTD,
OTR/L
Director
Occupational Therapy

James Burkett, MS, PA-C,
DFAAPA
Director
Advanced Physician Assistant

Michael Carter, MDiv
Adjunct Professor
Advanced OT

Debra Abel, AuD
Adjunct Assistant Professor
Audiology

Heather Allen, DPT, MPT
Adjunct Professor
Transitional DPT

Howard Asaki, PA-C
Adjunct Professor
Physician Assistant

Cailee Bacon, PhD, ATC
Assistant Professor
Athletic Training Prog

Heather Baty, AuD
Adjunct Assistant Professor
Audiology

Annette Bettridge, MS
Assistant Professor
Behavioral Health Cert for PA

Kellie Bliven, PhD, ATC
Associate Professor
Interdisciplinary Scences

Helle Brand, PA
Adjunct Professor
Physician Assistant

Tabitha Buck, AuD
Chair
Audiology

Josef Burwell, MPAS, MS
Adjunct Professor
Physician Assistant

James Cawley, MPH, PA-C
Adjunct Professor
Advanced Physician Assistant

Ingrid Abele, MSPT
Adjunct Professor
Physical Therapy

Bart Anderson, MS, AT, ATC
Associate Professor
Athletic Training Prog

Mary Ash, MS
Adjunct Assistant Professor
Audiology

Matthew Ballesteros, BS
Adjunct Professor
Physician Assistant

Jason Baxter, DHS, OTR/L
Adjunct Professor
Advanced OT

Erika Biggs, MPAS
Adjunct Professor
Physician Assistant

Lori Bordenave, DPT, M.Ed.,
PT
Director
Physical Therapy

Sara Brown, MS, ATC
Adjunct Professor
Athletic Training Prog

Ann Burch, EdD, MPH, PT
Vice Dean
ASHS Dean

Karen Bustillo, PT, OCS
Adjunct Professor
Physical Therapy

Daniel Cervonka, DHS,
MEM, PA
Adjunct Professor
Advanced Physician Assistant

Fadi Aboul Hosn, PT, DPT, OCS
Adjunct Professor
Physical Therapy

Julie Arndt,
Adjunct Professor
Physical Therapy

Johnnie Aven, PhD
Associate Professor
Advanced OT

Jessica Basha, DPT
Adjunct Professor
Physical Therapy

Ralph Bay, PhD
Professor
Interdisciplinary Scences

Norman Bizon,
Adjunct Professor
Physician Assistant

Elton Bordenave, MEd, CHC
Associate Professor
Audiology - Residential

Michelle Brown, MOT
Adjunct Professor
Advanced OT

Brent Burgett, MA
Adjunct Professor
Advanced Physician Assistant

Jeffrey Butler, DO
Adjunct Professor
Physician Assistant

Elliott Charrow, MS, PA-C
Adjunct Professor
Advanced Physician Assistant

Ji Chun, MPAS, PA-C Adjunct Professor Physician Assistant	Cynthia Churgin, FNP, CNM, PA-C Adjunct Professor Physician Assistant	Monica Cioffi, DPT, PT, MS Adjunct Professor Transitional DPT	Gail Clarin, AuD Adjunct Assistant Professor Audiology
Melissa Clark, DHSc, OTR/L, CES, CHT Assistant Professor Occupational Therapy	Sherron Cook, MS, PA-C Adjunct Professor Physician Assistant	Aaron Coon, PA-C , BS Adjunct Professor Physician Assistant	Marie Cooper, BA, BHSc, PT Adjunct Professor Transitional DPT
Cynthia Cooper, MFA, MA, OTR/L, CHT Adjunct Professor Occupational Therapy	Donna Costa, DHS Adjunct Professor Advanced OT	Karen Crawford, MEd Adjunct Professor Advanced Physician Assistant	Maria Daab, DPT, MPT, BA Adjunct Professor Transitional DPT
Patricia Dabrowski, AuD Associate Professor Audiology--Residential	Abigail Daley, MPAS, PA-C Adjunct Professor Physician Assistant	Jason Daley, MS, PA-C Adjunct Professor Physician Assistant	Randy Danielsen, PhD, PA-C Dean ASHS Dean
Christopher Davis, PA-C Adjunct Professor Physician Assistant	Zachary De Francis, MPAS Adjunct Professor Physician Assistant	Melinda Delbridge, MS Adjunct Professor Occupational Therapy	Timesha Delk, MS Adjunct Professor Physician Assistant
Rachel Diamant, PhD, OTR/L, BCP Acting Chair Occupational Therapy	Michelle DiBaise, DHSc, MPAS Professor Physician Assistant	Jay Dobbs, Adjunct Assistant Professor Audiology	Tonya Doty-Perez, MS Adjunct Professor Occupational Therapy
Nilma Elias-Santiago, PT, DPT Adjunct Professor Transitional DPT	Mary Erickson, MAOL, OTR/L Adjunct Professor Occupational Therapy	Eric Erlbaum, MD Adjunct Professor Physician Assistant	Susan Falsone, PT, MS Associate Professor Athletic Training Prog
Jim Farris, PT, PhD Chair Physical Therapy	Deanne Fay, PT, DPT, MS, PCS Professor Physical Therapy	Timothy Fearon, Pt, MS Adjunct Professor Physical Therapy	Jennifer Feirstein, MSPAS, PA-C Assistant Professor Physician Assistant
Michelle Finet, MS, OT/L Assistant Professor Occupational Therapy	Suzanne Foley, MS Adjunct Assistant Professor Audiology	Jeffrey Foucier, DPT, BS Adjunct Professor Physical Therapy	Laura Fox, MSPAS, PA-C Adjunct Professor Physician Assistant
George Fuzfa, MS, PA-C Adjunct Professor Physician Assistant	Gloria Garner, AuD Adjunct Assistant Professor Audiology	Erica Georges, MS, OTR/L Adjunct Professor Occupational Therapy	Lesley Gilmer, PhD Director Interdisciplinary Scences
Kimberly Gilmer, MS, PA-C Clinic Coordinator Physician Assistant	Brittney Gray, MS, MS Adjunct Professor Physician Assistant	Nancy Green, AuD Adjunct Associate Professor Audiology	Suzanne Greenwalt, DPT, MS Adjunct Professor Transitional DPT
Mary Greer, PhD, OTR/L Assistant Professor Occupational Therapy	Christina Griffin, PhD, MAEd, OTR/L, FAOTA Adjunct Professor Occupational Therapy	Jyothi Gupta, PhD Adjunct Professor Advanced OT	Feigi Halberstam, MS Adjunct Associate Professor Audiology - Residential
Troy Hale, AuD, CCC-A FAAA Director Audiology--Residential	Caitlin Haley, MS Adjunct Professor Physician Assistant	Thomas Hartman, PA-C Adjunct Professor Physician Assistant	Leslie Hathaway, OTR/L Assistant Professor Advanced OT
Elizabeth Heick, PT, CWS Adjunct Professor Transitional DPT	John Heick, PT, PhD, DPT, OCS, SCS, NCS Associate Professor Physical Therapy	Kelly Hernandez, AuD, MA Adjunct Assistant Professor Audiology - Residential	Janet Highhill, PA-C Adjunct Professor Physician Assistant
Jenna Hilton, PA-C, MPAS Adjunct Professor Physician Assistant	Danika Hines, DPT Adjunct Professor Physician Assistant	Cheri Hodges, PT, DPT Director Physical Therapy	Geoffrey Hoffa, DHSc, PA-C Adjunct Professor Physician Assistant

Megan Hoover, MSPAS Adjunct Professor Physician Assistant	Brenda Hubbell, MS, OTR/L, CEES Adjunct Professor Occupational Therapy	Malgorzata Imundi, PT, MS, MBA Adjunct Professor Physical Therapy	John Imundi, PT, DPT, CSCS Assistant Professor Physical Therapy
Nancy Ingram, AuD, F-AAA, CCC-A Adjunct Assistant Professor Audiology	Dalton Ishmail, BS Adjunct Professor Physician Assistant	Leslie Iverson, MMS, CDE, PA-C Adjunct Professor Physician Assistant	Amie Jasper, DPT Adjunct Professor Transitional DPT
Zachary Jeffrey, MS Adjunct Professor Physician Assistant	Elaine Johnson Siekmann, PT Adjunct Professor Transitional DPT	Monali Kadkade, MSOT, OTR/L Adjunct Professor Advanced OT	Hilary Keen, BS Adjunct Professor Physical Therapy
Gerald Keenan, MMS, PA-C Associate Professor Physician Assistant	Danielle Kempton, DHSc, MMS, PA-C Director Behavioral Health Cert for PA	Dana Kernan, PT, DPT, ATC, MTC Clinic Coordinator Physical Therapy	Arthur Kesh, PA-C Adjunct Professor Physician Assistant
Lana Khatib, MPH, MSPAS, PA-C Adjunct Professor Physician Assistant	Angela Kiselyk, MS, PA-C Adjunct Professor Advanced Physician Assistant	Amisha Klawonn, PT,DPT,OCS,FAAOMPT Assistant Professor Physical Therapy	Alison Klossner, PT, DPT Adjunct Professor Transitional DPT
Linda Knutson, PA-C, MEd Assistant Professor Physician Assistant	Lisa Koch, AuD Adjunct Associate Professor Audiology	Adair Kredit, MPT Adjunct Professor Physical Therapy	Jamie Kuettel, PT, DPT, NCS, GCS Adjunct Professor Physical Therapy
Devayani Kurlekar, DPT,MSPT,BPT Adjunct Professor Transitional DPT	Michael Labranche, PhD Adjunct Professor Transitional DPT	Kenneth Lam, ScD, ATC Associate Professor Interdisciplinary Scnces	Martha LaMarre, MSPAS, PA-C Adjunct Professor Physician Assistant
Jamie Larsen, MMS, PA-C Adjunct Professor Physician Assistant	Katherine Larson, PT, DPT, OCS Adjunct Professor Physical Therapy	R Laursen, Adjunct Professor Athletic Training Prog	Lauri Lazarus, PT Adjunct Professor Physical Therapy
Elizabeth Leigh-Paffenroth, PhD, MS Adjunct Associate Professor Audiology	Joy Levine, DPT Assistant Professor Transitional DPT	Leslie Levy, OTR/L Adjunct Professor Occupational Therapy	Jason Leyendecker, AuD Adjunct Professor Audiology
Scott Lightfoot, PA-C, MPAS Adjunct Professor Physician Assistant	Sarah Limberg, MS Adjunct Professor Physician Assistant	Robin Limmer Bibb, MMS, PA-C Adjunct Professor Physician Assistant	Chelsea Lohman, PhD, ATC, CSCS Director Interdisciplinary Scnces
Elizabeth Lopez-Murray, DHED, PA-C Adjunct Professor Advanced Physician Assistant	Chandrika Lotwala, DPT, PT Adjunct Professor Physical Therapy	Brenda Lowe, AuD Adjunct Professor Audiology - Residential	James Lynskey, PhD, PT Director Physical Therapy
Linda MacConnell, MSPA, MAEd Assistant Professor Physician Assistant	Sara Madderom, MS Adjunct Professor Occupational Therapy	James Manton, PT, DPT, OCS Assistant Professor Physical Therapy	Stacey Matson, AuD Adjunct Assistant Professor Audiology
Renee Mazurek, DPT Adjunct Professor Transitional DPT	Mary Mazza, DO Adjunct Professor Physician Assistant	Lisa McDaniel, MS, PA-C Adjunct Professor Physician Assistant	Daniel McDermott, MS, PA-C Adjunct Professor Advanced Physician Assistant
Mariel McDonald, MPAS Adjunct Professor Physician Assistant	Tara McIsaac, PT, PhD Associate Professor Physical Therapy	Andrea McKelvy, MPAS Adjunct Professor Physician Assistant	Ian McLeod, MEd, PA-C Adjunct Professor Physician Assistant

John McMullen, MS, PA-C, EdD Director Physician Assistant	Beatrice McNeff, PT, DPT Adjunct Professor Transitional DPT	Zarin Mehta, PhD Associate Professor Audiology - Residential	Brooke Menzie, MS, PA-C Adjunct Professor Physician Assistant
Philemon Merrill, PA-C, MEd Adjunct Professor Physician Assistant	Sheila Mick, MS, OTR/L Adjunct Professor Occupational Therapy	Bernadette Mineo, PhD, OTR/L Program Director Occupational Therapy	Leon Moak, MS, PA-C Adjunct Professor Physician Assistant
Chad Moeller, MS Adjunct Professor Athletic Training Prog	Marianne Mortera, PhD, OTR/L Adjunct Professor Occupational Therapy	Janet Mutschler, MHS Adjunct Professor Transitional DPT	Paul Nelson, MS Adjunct Professor Physical Therapy
Barbara Newman, DO Adjunct Professor Physician Assistant	Nicola Nicholson, MS Adjunct Professor Physician Assistant	Timothy Nicoletto, MS Adjunct Professor Athletic Training Prog	Kaylin Oddo, MS, PA-C Adjunct Professor Physician Assistant
Alaina O'Donnell, PA-C, BS, BGS Adjunct Professor Physician Assistant	Joel Olmstead, MPAS Adjunct Professor Physician Assistant	Jamie Ostdiek, Adjunct Professor Physician Assistant	Elizabeth Ortney, DO Adjunct Professor Physician Assistant
Lindsay Palisca, DPT Adjunct Professor Physical Therapy	Dana Palmer, DPT, BMRPT Adjunct Professor Transitional DPT	Adrienne Parry, DPT Adjunct Professor Transitional DPT	John Parsons, Ph.D., AT/L Adjunct Professor Athletic Training Prog
Brian Paulsen, MSOT Adjunct Professor Interdisciplinary Scnces	Stacy Payne, MA Adjunct Assistant Professor Audiology	David Perrin, PhD Adjunct Professor Athletic Training Prog	Kathleen Peterson, AuD Adjunct Assistant Professor Audiology
Seth Peterson, PT, DPT, CSCS, OCS Adjunct Professor Physical Therapy	Kathleen Petkovsky, PT, CHT Adjunct Professor Physical Therapy	Jessica Picinich, MS, BS Adjunct Professor Physician Assistant	Matthew Press, MHS, OTR/L, ATP Adjunct Professor Occupational Therapy
Fred Rahe, AuD Adjunct Assistant Professor Audiology	Cynthia Reilly, PA-C Adjunct Professor Physician Assistant	William Religo, MS, PA-C Adjunct Professor Physician Assistant	Robin Richmond, MPH Adjunct Professor Physician Assistant
Colin Rigney, PT, DPT, OCS Adjunct Professor Physical Therapy	Thomas Rigo, PhD Associate Professor Audiology - Residential	Tamara Roehling, PT, DPT Director Transitional DPT	Allen Rohe, AuD Adjunct Assistant Professor Audiology - Residential
Jacqueline Rohrbaugh, PA-C Adjunct Professor Physician Assistant	Sonya Romero, MA Adjunct Assistant Professor Audiology - Residential	Karen Roos, PhD, MSPT Adjunct Professor Athletic Training Prog	James Roush, PhD, PT, ATC, ATL Professor Physical Therapy
Makkeda Rubin Deloney, DPT Adjunct Professor Physical Therapy	Lindsay Ruder, MA Adjunct Professor Physician Assistant	Andrea Ruotolo, AUD, CCC-A Adjunct Assistant Professor Audiology - Residential	Bartley Rust, PA-C Adjunct Professor Physician Assistant
Shawna Sando, MMS Adjunct Professor Physician Assistant	Cecelia Sartor-Glittenberg, PT, PhD, NCS Director Physical Therapy	Tayler Sartorius, PA-C Adjunct Professor Physician Assistant	Eric Sauers, PhD, ATC Chair Interdisciplinary Scnces
Robert Scharber, AuD Adjunct Assistant Professor Audiology	Rene Scharber, BS Adjunct Assistant Professor Audiology - Residential	Leslie Schmeltz, AuD Associate Professor Audiology - Residential	Susan Schmidt, AuD Adjunct Assistant Professor Audiology
Emily Schulz, PhD, OTR, CFLE Associate Professor Advanced OT	Sarah Shuker, PA-C, BS Adjunct Professor Physician Assistant	Janet Simon, PhD Adjunct Professor Athletic Training Prog	Albert Simon, DHSc Chair Physician Assistant

Samantha Singler, MS Adjunct Professor Occupational Therapy	Kathryn Sledjeski, AuD Adjunct Assistant Professor Audiology	Kathy Slifer, AuD Adjunct Assistant Professor Audiology	Kathleen Smith, MA, BS Adjunct Professor Physical Therapy
Wayne Smith, DPT Associate Professor Transitional DPT	Gary Smith, MD Co-Director Physician Assistant	Jordan Spence, DPT Adjunct Professor Interdisciplinary Scences	Brian Stark, MS Adjunct Professor Physician Assistant
Corrie Stayner, MS Adjunct Professor Physical Therapy	Tracy Stevenson, MS Adjunct Professor Physician Assistant	Kimberly Steward, PT, DPT, OCS Adjunct Professor Physical Therapy	Martha Taylor, BS Adjunct Assistant Professor Audiology
Brian Taylor, AuD Adjunct Assistant Professor Audiology--Residential	Anna Thatcher, PT, DPT, SCS, OCS, ATC, CSCS Adjunct Professor Physical Therapy	Jesse Thompson, BS, EMT Adjunct Professor Physician Assistant	Scott Thompson, MA, MPAS Adjunct Professor Physician Assistant
Briana Thornton, AuD Adjunct Assistant Professor Audiology--Residential	Ashley Thrasher, EdD, MS Adjunct Professor Athletic Training Prog	Tessa Tibben, MS, PA-C Director Physician Assistant	Kyle Tisi, MPAS Adjunct Professor Physician Assistant
Michele Tourne, PT DPT PCS Assistant Professor Physical Therapy	Henry Trahan, AuD Assistant Professor Audiology - Residential	Stephanie Trigsted, PhD, MS Adjunct Professor Athletic Training Prog	Gerilyn Trulove-Mellor, MS, PA-C Adjunct Professor Physician Assistant
Alison Valier, PhD, ATC, FNATA Director Athletic Training Prog	Tamara Valovich McLeod, PhD, ATC Director Athletic Training Prog	Jeannette Vaughn-Dotterer, PA-C Adjunct Professor Physician Assistant	Mary Voytek, OTD, MC, OTR/L Assistant Professor Occupational Therapy
Michael Waits, DPT, BS Adjunct Professor Physical Therapy	Lorie Weber, PA-C, BS/MT Adjunct Professor Physician Assistant	Barbara Weinstein, PhD Adjunct Professor Audiology - Residential	Conny White, PT, MPT, ScD, OCS Adjunct Professor Orthopedic PT
Tawna Wilkinson, DPT, PT, PCS Director Physical Therapy	Richelle Williams, MS Adjunct Professor Athletic Training Prog	Wendy Williams, DPT Adjunct Professor Transitional DPT	Elizabeth Williams, PA-C Adjunct Professor Physician Assistant
Ronda Willmot, AuD Adjunct Associate Professor Audiology	Ryan Wilson, MS, PA-C Adjunct Professor Physician Assistant	Sara Wilson, MPAS, PA-C Assistant Professor Physician Assistant	Andrew Winterstein, PhD Adjunct Professor Athletic Training Prog
Laura Witte, PhD, PA-C Adjunct Professor Physician Assistant	Carla Zimmerman, Adjunct Assistant Professor Audiology - Residential		

CGHS Faculty

Katherine Adler, DHA Acting Dean	Jeffrey Alexander, PhD Associate Professor Doctor of Health Sciences	Donna Allen, PhD Associate Professor Doctor of Health Education	Donald Altman, DDS, DHSc, MPH, MBA, MA Dean
Candace Ayars, PhD Assistant Professor Doctor of Health Education	Shanna Barnett, MBA, MPH Adjunct Professor	Joshua Bernstein, PhD Assistant Professor Doctor of Health Education	Katharine Boggess, MA Adjunct Professor
Ray Borges, DHSc Adjunct Professor Doctor of Health Sciences	Stacy Braiuca, MPH Adjunct Professor Master of Public Health	Erin Breitenbach, BA, MA, PhD Chair Doctor of Health Education	Travis Bunker, MS Adjunct Professor Kinesiology

Eric Carver, DHSc, MPA, MABMH Adjunct Professor Doctor of Health Sciences	Jeffrey Chaffin, DDS, MPH, MBA, MHA Assistant Professor Master of Public Health - Dental Emphasis	Carol Chevalier, DHSc, MPH, MS, BS Adjunct Professor Doctor of Health Sciences	Suzanne Coleman, DHSc, RNC-OB, CRCP Adjunct Professor Doctor of Health Sciences
Thomas Colletti, DHSc, MPAS, PA-C Adjunct Professor Doctor of Health Sciences	Jo Conley, RN, DM Adjunct Professor	Brittani Cookinham, DPT Adjunct Professor Kinesiology	Jennifer Crotero, MS Adjunct Professor
Jack Daniels, PhD, MEd Associate Professor Kinesiology	Todd Dattoli, MS Adjunct Professor Kinesiology	James Davis, III, MS, PES, CES, NASM-CPT Adjunct Professor Kinesiology	Collin Del Balso, MS Adjunct Professor Kinesiology
Kathleen DiCaprio, PhD Chair Doctor of Health Sciences	Rita Dichele, PhD, MA Adjunct Professor Health Administration	Thomas DiDonna, DHSc, MSN Adjunct Professor Doctor of Health Sciences	Bernadette Discon, MBA Adjunct Professor
Lihua Dishman, PhD Assistant Professor Health Administration and Public Health	David Drachman, PhD Adjunct Professor Doctor of Health Sciences	Charles Elliott, DHSc, PA-C Adjunct Professor Doctor of Health Sciences	Margaret Evans, EdD, MS Adjunct Professor Master of Public Health - Dental Emphasis
John Fick, EdD Associate Professor Health Administration Programs	Arealle Franklin, DMD, MPH Adjunct Professor	Lisa Friedrich, MA Adjunct Professor	Paul Frizelle, MS Adjunct Professor Kinesiology
Gerald Gaggini, JD Adjunct Professor	Scott Gaines, MS, BS Adjunct Professor Kinesiology	Carey Gaukler, MPH Adjunct Professor	John Gaze, PhD Adjunct Professor
Jennifer Glenn, MS, BS Adjunct Professor Kinesiology	Noreen Goggin, PhD Adjunct Professor Kinesiology	Jaana Gold, DDS, PhD Associate Professor Master of Public Health - Dental Emphasis	Colleen Halupa, EdD Associate Professor Doctor of Health Education
J Hamblin, DHSc, MPA Adjunct Professor Doctor of Health Sciences	Rebecca Holt, MHA/ED, EdS Adjunct Professor Master of Public Health - Dental Emphasis	Chun-Jung Huang, PhD Adjunct Professor Kinesiology	Tracy Hultgren, MS, BFA Adjunct Professor Kinesiology
Kathy Johnson, MFA, BA Adjunct Professor	Sarah Johnston, PhD Assistant Professor Kinesiology	Mountasser Kadrie, PhD Adjunct Professor	Mary Kaylor, PhD, RN Adjunct Professor Doctor of Health Sciences
Lynda Konecny, DHed, MS, CHES Associate Professor Doctor of Health Education	Darren Krein, MS Adjunct Professor Kinesiology	Alicia Krueger, MSc Adjunct Professor Kinesiology	Joan Leafman, PhD Associate Professor Doctor of Health Sciences
Lorence Leaming, DHA, MS Adjunct Professor Master of Health Administration	Daniel Leask, MBA Adjunct Professor Master of Health Administration	Scot Liepack, PhD, MA Adjunct Professor	David Line, PhD Associate Professor Master of Public Health
Gregory Loeben, PhD Associate Professor Master of Public Health	Ashley Love, DrPH, MPH, MS Associate Professor Master of Public Health	Melissa Lux, MA, MSW Adjunct Professor	Donald MacLean, MBA Adjunct Professor Master of Health Administration
Ana Maldonado, DHSc, PA-C Adjunct Professor Doctor of Health Sciences	Rochelle Mascarenhas, MS, BS Adjunct Professor	Kathleen Mathieson, PhD, CIP Associate Professor Doctor of Health Sciences	Tracy Matthews, PhD Adjunct Professor Doctor of Health Sciences

Eric Matthews, PhD Associate Professor Doctor of Health Sciences	Michael McCuniff, DDS Adjunct Professor Master of Public Health - Dental Emphasis	Susan Miedzianowski, Ph.D, MS Adjunct Professor Master of Health Administration	James Mikeska, MS Adjunct Professor Kinesiology
Christopher Miller, DHSc Adjunct Professor Master of Public Health	Vincent Miller, MS Adjunct Professor Kinesiology	Ian Montel, MS Adjunct Professor Kinesiology	Larry Olsen, DrPH Professor Doctor of Health Education
Patrick Palmieri, DHSc, EdS, MBA, MSc, MSN Adjunct Professor Doctor of Health Education	Frederick Paola, MD, JD Adjunct Professor Doctor of Health Sciences	M. Dean Perkins, DDS, MPH Adjunct Professor Master of Public Health - Dental Emphasis	Kelsey Picha, BAT Adjunct Professor Kinesiology
Scott Rankin, DDS, MS Adjunct Professor Master of Public Health - Dental Emphasis	Matthew Rhea, PhD Professor Kinesiology	Tracie Rogers, PhD Chair Kinesiology	Helen Salisbury, PhD Assistant Professor Doctor of Health Sciences
Elizabeth Sambach, MS Adjunct Professor Kinesiology	Barbara Scott, PhD Adjunct Professor Doctor of Health Sciences	Keith Shah, MBA Adjunct Professor Master of Health Administration	Meg Sheppard, PhD Assistant Professor Doctor of Health Education
Emily Smith Adjunct Professor	Mary Smith, DrPH Chair Master of Public Health	Phillip Stephens, DHSc, PA-C Adjunct Professor Doctor of Health Sciences	Melanie Tidman, DHSc Adjunct Professor Doctor of Health Sciences
James Townsend, DHSc, MBA/HCM, MIS Adjunct Professor Doctor of Health Sciences	Cande Tschetter, PhD Adjunct Professor Master of Health Administration	Jeanine Tucker, DMD, MPH Adjunct Professor Master of Public Health - Dental Emphasis	Nancy Vokins, PhD Adjunct Professor
Lisa Wallace, PhD Adjunct Professor Doctor of Health Sciences	Sheri Walters, PT, DPT, MS, SCS, ATC/L, CSCS Assistant Professor Kinesiology	Michael Whitehead, DHSc, PA-C Adjunct Professor Doctor of Health Sciences	Letha Williams, PhD Chair Health Administration
Shannon Wills, PhD Adjunct Professor Master of Health Administration	James Wright, MBA, CPA Adjunct Professor	Marjorie Wright, DMD Adjunct Professor	Donald Altman, DDS, DHSc, MPH, MBA, MA Dean

ASDOH Faculty

Shreekrishna Akilesh, DMD, MPH Adjunct Professor Advanced Care Clinic - ACC	Charles Arcoria, DDS, MBA Adjunct Professor ASDOH - Dental	Joel Arthur, DDS Adjunct Professor ASDOH - Dental	Linda Bellisario, RDH, BS Adjunct Professor ASDOH - Dental
Barry Boughan, DDS Instructor ASDOH - Dental	James Brennan, DMD Assistant Professor ASDOH - Dental	Jonathan Brennan, MD, DMD, MPH Associate Dean ASDOH - Dental	Gary Brigham, DDS, MSD Adjunct Professor Orthodontics-Academic
Vishtash Broumand, DMD, MD Adjunct Professor Dental Care West	Mary Busch, RDH, MEd Director ICSP	Anthony Caputo, DDS Adjunct Professor ASDOH - Dental	Albert Carlotti, DDS, MD Adjunct Professor Orthodontics-Academic

Michael Cavender, DDS Adjunct Professor Advanced Care Clinic - ACC	Clark Chen, DMD Associate Director ASDOH - Dental	Khanh Chu, DDS Assistant Dean ASDOH - Dental	Richard Cohen, DDS Adjunct Professor Advanced Care Clinic-ACC
Roger Cooper, DDS, MA, MEd, PhD Adjunct Professor ASDOH - Dental	Ashley Cortright, RDH Adjunct Professor Dental Care West	Wayne Cottam, DMD, MS Vice Dean ASDOH - Dental	George Cramer, DDS Adjunct Professor ASDOH - Dental
Joseph Creech, DDS Director ASDOH - Dental	David Crouthamel, DDS Assistant Director ASDOH - Dental	Elizabeth Curran, CDT,DT Director ASDOH - Dental	Christopher DeMoss, DDS Adjunct Professor ASDOH - Dental
Jack Dillenberg, DDS, MPH Dean ASDOH - Dental	Enrico Divito, DDS Adjunct Professor Dental Care West	Roberto DiVito, DDS, PLLC Adjunct Professor ASDOH - Dental	Brian Dolberg, DDS Director ASDOH - Dental
Earl Duffy, DDS Adjunct Professor ASDOH - Dental	Janine Dumont, DDS Assistant Professor ASDOH - Dental	MaiLy Duong, DMD, MPH Assistant Professor Advanced Care Clinic-ACC	Tamer El-Gendy, DMD, BDS, MS Director ASDOH - Dental
Ryan Engelberg, DDS Adjunct Professor ASDOH - Dental	Robert Erickson, DDS Associate Director Dental Care West	Robert Erickson, DDS, MS Director ASDOH - Dental	Karen Fallone, RDH Instructor ASDOH - Dental
Irwin Feinberg, DDS Associate Director ASDOH - Dental	Blair Feldman, DMD, MS MEd Adjunct Professor Orthodontics-Academic	Philip Fernandez, PhD Adjunct Professor ASDOH - Dental	Andrew Forman, DDS, MS Adjunct Professor Orthodontics-Academic
Alison Fox, RDH, BS Adjunct Professor ASDOH - Dental	Barbara Giancola, DDS Adjunct Professor ASDOH - Dental	Patricia Glick, DMD Adjunct Professor ASDOH - Dental	Ellen Gohlke, RDH, BS Instructor Dental Care West
Bruce Goldstein, DDS, MS Adjunct Professor Orthodontics - Academic	Michael Goodman, DDS Adjunct Professor ASDOH - Dental	Saul Grajales, DMD, MSD Adjunct Professor Dental Care West	Jeffrey Greene, DDS Adjunct Professor ASDOH - Dental
John Grubb, DDS, MSD Adjunct Professor Orthodontics - Academic	Terri Hanger, RDH, MEd Technician ASDOH - Dental	Eric Harris, DDS Director ASDOH - Dental	Patricia Hart, DDS, MPH Adjunct Professor ASDOH - Dental
Shervin Tony Hashemian, DDS Associate Dean ASDOH - Dental	Emily Hawkins, RDH Adjunct Professor ICSP	Shauna Hayes, DMD, CPH, RDH Adjunct Professor ASDOH - Dental	Catherine Helzer, RDH, BS Dental Hygienist ASDOH - Dental
Laura Hendricks, RDH, MEd Director ASDOH - Dental	Cori Hendricks, RDH, BS Instructor ASDOH - Dental	Richard Hernandez, DDS Assistant Director ASDOH - Dental	Anthony Herro, DDS Adjunct Professor ASDOH - Dental
David Hoffman, DMD Adjunct Professor ASDOH - Dental	Jennifer Holden, DDS, MS Adjunct Professor ASDOH - Dental	Deborah Hoxea, RDH, BS, MAEd Adjunct Professor ASDOH - Dental	Roy Hoxea, DDS Director ASDOH - Dental
Kent Howell, DMD Adjunct Professor ASDOH - Dental	Scott Howell, DMD, MPH Assistant Professor ASDOH - Dental	Alice Hsieh, DDS Adjunct Professor ASDOH - Dental	Samuel Huang, DDS Director ASDOH - Dental
Steven Ingersoll, DDS Adjunct Professor ASDOH - Dental	Brian Jackson, PhD Adjunct Professor ASDOH - Dental	James Jaquith, RT-R Instructor ASDOH - Dental	Doody Jaquith, RDH, BS Instructor ASDOH - Dental
Eugene Jasper, DDS Co-Director ASDOH - Dental	Amy Jensby, DMD, CPH Instructor ASDOH - Dental	Michael Johnson, DDS Associate Director ASDOH - Dental	Heather Johnson, RDH, MEd Co-Director ICSP

Robert Jones, DMD Adjunct Professor ASDOH - Dental	Scott Josephson, DMD Adjunct Professor ASDOH - Dental	Matthew Kahn, DDS, MS Director ASDOH - Dental	Sabah Kalamchi, DDS Assistant Dean ASDOH - Dental
Sulieman Kassiseh, DDS, MS Adjunct Professor Orthodontics - Academic	Herb Kaufman, DDS Associate Dean ASDOH - Dental	Therin Keeling, Adjunct Professor ASDOH - Dental	Mark Kerr, DDS Adjunct Professor Advanced Care Clinic-ACC
Azam Khan, DDS Adjunct Professor ICSP	Mounir Kharchaf, BDS Adjunct Professor ASDOH - Dental	Michael LaCorte, DDS Adjunct Professor ASDOH - Dental	Darcy Lanz, Adjunct Professor ASDOH - Dental
Joseph Lanz, Adjunct Professor ASDOH - Dental	Michael Lazarski, DMD, MPH Adjunct Professor ASDOH - Dental	Dariene Lazore, DMD, MPH Adjunct Professor ASDOH - Dental	Anna Lee, DDS Adjunct Professor ASDOH - Dental
William Leibow, DDS, MSD Co-Director ASDOH - Dental	Alyssa Levin, DDS, MS Adjunct Professor Orthodontics-Academic	Robert Levine, DDS Director ASDOH - Dental	Arthur Levy, DMD Assistant Professor Advanced Care Clinic-ACC
Howell Lewis, DMD Adjunct Professor Orthodontics - Academic	Connie Lewis, RDH, MSEd Assistant Professor ASDOH - Dental	Roger Livingood, DDS Adjunct Professor ASDOH - Dental	Kimberly Lovell, RDH, BS Instructor ASDOH - Dental
Timothy Lukavsky, DDS Assistant Director ASDOH - Dental	Tom Maier, PhD Adjunct Professor ASDOH - Dental	Tannaz Malekzadeh, DMD, MAEd Associate Director ASDOH - Dental	Eric Marinoff, DDS Adjunct Professor ASDOH - Dental
Charles Matlach, DDS Associate Director Advanced Care Clinic-ACC	Tara Mattingly, DMD Adjunct Professor ASDOH - Dental	Margaret McDonald, RDH, MEd Instructor ASDOH - Dental	Katie Meier, RDH Adjunct Professor Advanced Care Clinic-ACC
Neisha Merrell, RDH, BS Instructor ASDOH - Dental	Leyla Meschi, DMD Adjunct Professor ASDOH - Dental	Victoria Michaels, LCSW Adjunct Professor ASDOH - Dental	Greeta Mills, RDH, BS Instructor ASDOH - Dental
Zahra Motahari, DMD Director ASDOH - Dental	Scott Myers, DMD Director ASDOH - Dental	Monica Nenad, RDH, MEd, DHEd Director ASDOH - Dental	Catherine Niewoehner, EdD Adjunct Professor ASDOH - Dental
Janet Nihill, RDH, BS Instructor ASDOH - Dental	James Osaki, DDS Adjunct Professor ASDOH - Dental	Matthew Pagani, DDS Adjunct Professor ASDOH - Dental	Sam Palmer, DMD Instructor ASDOH - Dental
Michael Papademetriou, MS, DMD Director Orthodontics - Academic	Jae Park, DMD, MSD, MS, PhD Director Orthodontics-Academic	Bharat Patel, DDS Adjunct Professor Dental Care West	Seena Patel, DMD, MPH Associate Director Dental Care West
Marcella Patton, RDH, BS Instructor ASDOH - Dental	John Payne, DDS Director ASDOH - Dental	Rita Perry, MPA Adjunct Professor ASDOH - Dental	Maureen Perry, DDS, MPA Associate Dean Advanced Care Clinic-ACC
Marco Pinto, DMD, CAGS Adjunct Professor Orthodontics - Academic	Jonetta Podmanik, RDH Instructor ICSP	Aristidis Pontikas, DMD, MS Adjunct Professor ASDOH - Dental	Robert Price, DDS Adjunct Professor ASDOH - Dental
Dawn Pruzansky, DMD Assoc. Administrative Director Orthodontics - Academic	Klud Razoky, BDS Associate Dean ASDOH - Dental	Bobbie Repp, RDH-AP, BS Adjunct Professor ASDOH - Dental	Leah Riggs Adjunct Professor ASDOH - Dental
Treven Rollins, DMD Adjunct Professor Orthodontics - Academic	Barnett Rothstein, DMD, MSD Adjunct Professor Orthodontics-Academic	Cliff Running, DDS Adjunct Professor Orthodontics-Academic	Traci Saito, DMD Adjunct Professor ASDOH - Dental

Phillip Santucci, DDS Adjunct Professor Orthodontics - Academic	Rebecca Schaffer, DDS Adjunct Professor Advanced Care Clinic-ACC	Lisa Schnaidt, DMD Assistant Professor ASDOH - Dental	John Sebanc, DDS, MS Adjunct Professor Orthodontics-Academic
James Seward, PhD Adjunct Professor ASDOH - Dental	Shanti Shanti, DDS, MPH, PhD Associate Professor ASDOH - Dental	Thomas Shipley, DMD, MS Adjunct Professor Orthodontics-Academic	Marc Shlossman, DDS, MS Assistant Professor ASDOH - Dental
Azfar Siddiqui, BDS, DMD, MSc Associate Professor Advanced Care Clinic - ACC	Larisa Smith, DMD Adjunct Professor ASDOH - Dental	Randy Smith, DMD Adjunct Professor Dental Care West	Hanieh Sobhi, RDH Adjunct Professor ASDOH - Dental
Richard Sparks, DDS, MS Adjunct Professor Orthodontics - Academic	Ann Spolarich, RDH, PhD Director ASDOH - Dental	George Spruce, DDS, MPH Assistant Dean ASDOH - Dental	Oksana Stoj, DMD Adjunct Professor ASDOH - Dental
Timothy Taylor, DDS Adjunct Professor ASDOH - Dental	Yvette Thornton, BS, RDH Co-Director ICSP	Hanann Tomeh, DDS Director ASDOH - Dental	Mari Trevino, RDH, BS Adjunct Professor ASDOH - Dental
Colleen Trombly, RDH, MHSA Assistant Professor ASDOH - Dental	Robert Trombly, DDS, JD Associate Dean ASDOH - Dental	James Tuohy, PhD Adjunct Professor ASDOH - Dental	Thomas Turner III, DDS Adjunct Professor ASDOH - Dental
Percy Twine, DMD, MS Adjunct Professor Dental Care West	Judy VanGheluwe, DDS, MS Adjunct Professor ASDOH - Dental	Richard Westergard, DDS Adjunct Professor ASDOH - Dental	Lynne Whitcomb, DDS Adjunct Professor ASDOH - Dental
Bruce White, DDS Adjunct Professor ASDOH - Dental	Thomas Wiand, Adjunct Professor ASDOH - Dental	Andrea Wilson, DDM Adjunct Professor ASDOH - Dental	Spencer Wilson, DDS Adjunct Professor ASDOH - Dental
Janet Woldt, PhD, MS Associate Dean ASDOH - Dental	John Wright, DDS Adjunct Professor ASDOH - Dental	Brian Yates, DMD Adjunct Professor ASDOH - Dental	Rodney Young, Adjunct Professor ASDOH - Dental

SOMA Faculty

Jacob Allgood, DO Assistant Professor Clinical Science Ed	Roger Andersen, DO Assistant Professor Clinical Science Ed	Eve Ashby, DO Adjunct Assistant Professor Clinical Science Ed	Thomas Bennett, DO Director Clinical Science Ed
Katherine Brown, PhD Assistant Professor Basic Medical Science	Stanley Brysacz, DO Assistant Professor Family & Community Medicine	Damian Bundschuh, DO Adjunct Assistant Professor OPP	Mark Burbidge, DO Adjunct Assistant Professor Clinical Science Ed
Thomas Byrnes, DO Assistant Professor OPP	Anna Campbell, PhD Assistant Professor Anatomy	Noel Carrasco, MD, FAAP, FAAIM Professor Clinical Science Ed	Robert Coppola, DO, MS Assistant Professor Clinical Science Ed
Courtney Cross, PhD Assistant Professor Basic Medical Science	Jay Crutchfield, MD, FACS Chair Anatomy	Angela Derosa, DO, MBA, CPE Adjunct Professor Clinical Science Ed	Bradley Downing, Jr., DO Assistant Professor OPP
Monica Fernandez, PA-C Education Specialist Clinical Science Ed	Mark Fischione, MD Professor Clinical Science Ed	John George, Ph.D Associate Dean SOMA	Kelli Glaser, DO, FACOFM Chair Family & Community Medicine
Carolyn Glaubenslee, PhD Associate Professor Basic Medical Science	Jeffrey Hansen, PhD Associate Professor Basic Medical Science	Deborah Heath, DO Co-Chair OPP	Lee Herskowitz, DO, MBA Associate Professor Clinical Education Dept

Derek Higgins, DO Assistant Professor OPP	Gregory Hollick, DO Assistant Professor OPP	Uzoma Ikonne, PhD Assistant Professor Basic Medical Science	Lawrence LeBeau, DO Program Director Graduate Med Education
Joy Lewis, DO, PhD, FACP Director Public Health	Inder Makin, MD, PhD Associate Professor OPP	Melchiorra Mangiaracina, DO Adjunct Assistant Professor Clinical Science Ed	Joel Mascaro, DO Assistant Professor Clinical Science Ed
Lauren McCarver, MD Assistant Professor Clinical Science Ed	Lise McCoy, EdD Director Medical Humanities	David Miller, DO Adjunct Assistant Professor OPP	Angelique Mizera, DO Assistant Professor OPP
Christine Morgan, EdD Assistant Professor Graduate Med Education	Jeffrey Morgan, DO, FACOI Dean SOMA	Edward Moticka, PhD Chair Basic Medical Science	Isaac Navarro, DMD, MPH Director Graduate Med Education
Sharon Obadia, DO Chair Clinical Science Ed	John Olson, PhD Professor Anatomy	Raymond Pavlick, PhD Associate Dean SOMA	Robin Pettit, PhD Director Basic Medical Science
Faith Polkey, MD, MPH, FAAP Adjunct Professor SOMA	Barbara Polstein, DO Adjunct Assistant Professor OPP	Milton Pong, PhD Associate Professor Basic Medical Science	Lorree Ratto, PhD Chair Medical Simulation
William Robinson, DPT, PhD Associate Professor Anatomy	Kenneth Root Jr., D.O., DO Adjunct Associate Professor Clinical Science Ed	Alan Schalscha, DO, MS Associate Professor Clinical Science Ed	Frederic Schwartz, DO Special Advisor to Dean Clinical Science Ed
Michael Seby, MD Adjunct Assistant Professor Clinical Science Ed	Ramakant Sharma, MD Adjunct Professor Clinical Science Ed	Valerie Sheridan, DO Director Clinical Education Dept	Shana Shosky, DO Assistant Professor OPP
Harvey Simon, MD, JD, FAAP Director Clinical Science Ed	Mark Slivkoff, PhD Director Basic Medical Science	Thomas Stason, DO Assistant Professor OPP	Susan Steffans, DO Assistant Professor Family & Community Medicine
Grace Stewart, MD Assistant Professor Family & Community Medicine	James Stoddard, DO Adjunct Professor Clinical Science Ed	Victoria Troncoso, DO Co-Chair OPP	Rupal Vora, MD, FACP Director SOMA
Allan Wachter, MD Adjunct Professor Clinical Science Ed	Harry Watters, DO, MPH, FACOG, FACS Adjunct Assistant Professor Clinical Science Ed	Lisa Watts, DO Associate Dean SOMA	Richard Wienke, MD Adjunct Professor Anatomy
William Wightkin, PharmD, MS Assistant Professor Basic Medical Science	Gene Winfield, DO Director Clinical Science Ed	Robert Woodbury, DO Adjunct Assistant Professor OPP	

MOSDOH Faculty

Michael Abels, DDS Adjunct Professor MOSDOH - St. Louis Clinic	Susan Adams, DMD, MS Assistant Professor MOSDOH - St. Louis Clinic	Rami Al Saidi, BDS Assistant Professor MOSDOH-Dental	Richard Allinson, DDS Adjunct Professor MOSDOH-Dental
Marwan Assaf, DMD, MS Assistant Professor MOSDOH - St. Louis Clinic	Paul Aubrey, Adjunct Professor MOSDOH - St. Louis Clinic	Joseph Boain, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Elizabeth Brack, DMD Adjunct Assistant Professor MOSDOH - St. Louis Clinic
David Brzezinski, MD Adjunct Professor MOSDOH-Dental	Terry Campbell, RDH Adjunct Professor MOSDOH-Dental	Robert Collinge, DDS Adjunct Professor MOSDOH-Dental	Parker Crutchfield, PhD Research Director MOSDOH-Dental

Allison Crutchfield, DMD, MPH Assistant Dean MOSDOH-Dental	Dale De Wan, DMD, MS Director MOSDOH-Dental	Shannon Dodson Adjunct Professor MOSDOH-Dental	Mitchell Esquibel Adjunct Assistant Professor MOSDOH - St. Louis Clinic
Forrest Farr, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Charles Fuszner, DMD Adjunct Professor MOSDOH - St. Louis Clinic	Susan Godwin, DMD Adjunct Professor MOSDOH - St. Louis Clinic	David Greaves, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic
Brittany Hatch, BS Adjunct Professor MOSDOH-Dental	Craig Hollander Adjunct Professor MOSDOH-Dental	Tara Huesgen Adjunct Professor MOSDOH-Dental	Patricia Inks, RDH, MS Associate Director MOSDOH - St. Louis Clinic
Ramya Kamath, DDS Adjunct Professor MOSDOH - St. Louis Clinic	Maria Kim, DMD Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Andrew Kim, DMD Adjunct Professor MOSDOH - St. Louis Clinic	Gary London, DDS Adjunct Professor MOSDOH - St. Louis Clinic
Marsha Marden, DMD Director MOSDOH - St. Louis Clinic	Dwight McLeod, DDS, MS Dean MOSDOH-Dental	Reza Movahed, DMD Adjunct Professor MOSDOH-Dental	Romana Muller, RDH, BA, MSDH Adjunct Professor MOSDOH - St. Louis Clinic
Ammar Musawi, BDS, MDS Assistant Professor MOSDOH-Dental	Hamid Nurrohman, PhD, DDS Assistant Professor MOSDOH-Dental	Melissa Olvera, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Marzban Patel, DDS Adjunct Professor MOSDOH - St. Louis Clinic
Ali Pourian, DDS, MS Adjunct Professor MOSDOH-Dental	John Preece, DDS Adjunct Professor MOSDOH-Dental	Robert Reti, HBSC, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Marco Rouman, DDS, MFDSRCS(Ed.) MFDS RCPSC Associate Dean MOSDOH - St. Louis Clinic
Robert Schmidt, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Joseph Shea, DDS Assistant Professor MOSDOH - St. Louis Clinic	Herbert Silva, DMD Director MOSDOH - St. Louis Clinic	James Sindad, DMD Assistant Professor MOSDOH - St. Louis Clinic
G. Smith, MSD Adjunct Professor MOSDOH-Dental	Kneka Smith, MPH Associate Dean MOSDOH-Dental	Thomas Taylor, DDS Adjunct Professor MOSDOH - St. Louis Clinic	Anthony Van Soest, DMD Adjunct Professor MOSDOH-Dental
Akshay Vij, DDS Director MOSDOH - St. Louis Clinic	Eric von Hoven, DMD Adjunct Assistant Professor MOSDOH - St. Louis Clinic	Timothy Walston, PhD Adjunct Professor MOSDOH-Dental	Robert Waxler, DMD, MS Adjunct Professor MOSDOH - St. Louis Clinic
Christine Wohlford, DMD, MS Adjunct Professor MOSDOH - St. Louis Clinic	Roger Zacher, DDS Adjunct Assistant Professor MOSDOH - St. Louis Clinic		

Appendix B

Doctor of Education [in Health Professions Education]

The Doctor of Education (EdD) [in Health Professions Education] program complements the University's mission of encouraging its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the whole patient while helping to create the best health professions educators in the world. This program is for health professionals wanting to advance their careers in education, leadership, and scholarship. We provide graduates with the knowledge and skills to become successful educators, leaders, and researchers in the health professions. Our graduates are trained to perform with the highest ethical standards and sensitivity to cultural diversity. This program is one of few fully online doctorate degrees in health professions education and challenges students to examine the current state of health professions education and their individual roles and responsibilities within it. This program integrates web-based instructions, directed readings, and discussions among students and faculty. The College uses mission-driven, problem-based curriculum design and assesses student learning through authentic embedded assessments. Students complete a doctoral research project (DRP) within a structured approach that allows for faculty and student feedback along the way.

About the EdD Program & Doctoral Research Project (DRP)

- Career options for EdD in Health Professions Education graduates may include:
 - Professor at a college or university in a multitude of health professions
 - Director of health education department or program
 - Director of community health services
 - Health professions clinical educator
- A student's doctoral research project (DRP) trains students in the application of research to professional practice. The DRP consists of five courses taken after the completion of the core courses.

Length of Program

The Doctor of Education program consists of 15 courses, or 55 credit hours.

Curriculum

Typical Course Schedule

A typical course schedule consists of the following (schedules can vary):

Year 1

- Cultural Competence and Multicultural Education
- Finance and Budgeting
- Innovative Teaching Strategies
- Instructional Design and Program Planning
- Qualitative Research
- Quantitative Research
- Technology and Educational Transformation
- Transformative Leadership and Ethics

Year 2

- Educational Program Evaluation
- Student Assessment
- Proposal Preparation for DRP
- Literature Review for DRP
- Research Design for DRP

- Data Analysis for DRP
- Publication of DRP

Course Descriptions and Credit Values

Core Courses

Cultural Competence and Multicultural Education – EDUC7300 – 3 credit hours: Students examine the influence of diversity, culture, ethnic origin, and societal change on educational and health care institutions. Students will learn how to teach and lead in the continuously changing global environment. Students explore how language, gender, race, tradition, education, economic structure, societal transitions, and global events affect how educational and organizational philosophies are developed. In addition, this course will concentrate on multicultural teaching and learning.

Educational Program Evaluation – EDUC8900 – 3 credit hours: Students will be introduced to educational program assessment and evaluation. Topics include meeting health programmatic accreditation requirements, creating academic institutional effectiveness plans, program creation and revision, curricular evaluation, and strategic program assessment at the college and university level. Other topics discussed include evaluating certification and licensure pass rates, retention and attrition statistics, and integrating advisory board guidance into educational programs.

Finance and Budgeting* – EDUC7700 – 3 credit hours: Students will examine financial concepts and theories that influence the budgets of higher education institutions. Topics include potential revenue sources, budgeting techniques, effect of legislative action on budgets of higher education institutions, cost sharing concepts, reallocation concepts, and downsizing.

*Students may take Healthcare Economics and Financial Management – DHAD8200 which focuses on finance and budgeting for health care organizations instead of higher education institutions if they prefer; however, they must notify their Academic Advisor before they begin their program since this may alter their academic degree plan.

Innovative Teaching Strategies in the Health Professions – EDUC8100 – 3 credit hours: Students will learn about traditional and emerging learning theories in pedagogy and andragogy. Topics discussed include student-centered learning, heutagogy, Pedagogy 2.0 and 3.0, problem-based learning, and transformative learning. Emphasis will be placed on teaching and learning in the face-to-face, hybrid, and online learning environments.

Instructional Design and Program Planning – EDUC8500 – 3 credit hours: Students will examine the use of a systematic process-based on learning theory to plan, design, and implement effective instruction for health professions education. Students will use educational taxonomies for the creation of instructional objectives for traditional and competency-based programs, and they will learn techniques for mapping curriculum.

Qualitative Research – EDUC8300 – 3 credit hours: Students will develop a theoretical framework for qualitative research. Topics include how to conduct various types of qualitative research projects through interviews, observations, and open-ended data, as well as how to analyze and report results. Students will conduct, analyze, and report qualitative data.

Quantitative Research – EDUC7900 – 3 credit hours: Students will be provided with an overview of the types of quantitative designs and statistical techniques. Students will learn about descriptive statistics; sampling techniques; statistical inference, including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA. Students will be required to do hands-on activities, and interpretation of data will be emphasized.

Technology and Educational Transformation – EDUC7500 – 3 credit hours: Students will examine how technology has transformed health care and educational environments. Topics include how to integrate technology into instructional design and how to evaluate the effectiveness of technology. Copyright, fair use, and the Teach Act will be discussed, and students will have the opportunity to experiment with some of the latest technology tools.

Transformative Leadership and Ethics – EDUC7100 – 3 credit hours: Students will be provided an introduction to the organization and governance of health care organizations, colleges, and universities. Faculty, academic and administrative contexts, and organizational cultures within which students may be employed will be explored. Topics discussed include organizational theory, employee evaluation, ethics, institutional effectiveness, and accreditation.

Student Assessment – EDUC8700 – 3 credit hours: Students will learn how to create authentic assessments within a health curriculum. Best practices in assessment will be discussed, and students will create problem-based, competency-based, and transformative assessments that provide them with critical thinking and career-specific skills to facilitate training and education in the workplace.

Doctoral Research Project Courses

The Doctoral Research Project (DRP) consists of five 5-hour courses that develop a research project from the stages of proposal to dissemination. The research project is a research based effort in an area chosen by the student. The goal of the DRP is to advance practical knowledge in health professions education based on research and analysis. Each student will be assigned a faculty member to approve the project and provide mentorship and supervision throughout the process.

1. **Proposal Preparation for DRP – EDUC9600 – 5 credit hours**
2. **Literature Review for DRP – EDUC9610 – 5 credit hours**
3. **Research Design for DRP – EDUC9620 – 5 credit hours**
4. **Data Analysis for DRP – EDUC9630 – 5 credit hours**
5. **Publication for DRP – EDUC9640 – 5 credit hours**