



**Undergraduate
Course Catalog
2021-2022**

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The Mission of Wheeling University (WU)

Educating for Life

The Catholic traditions of educational excellence and service guide all programs at Wheeling University. By integrating learning, research, and economic development with classical knowledge and Christian revelation, the University seeks to foster competence, creativity, and innovation both throughout and beyond the campus community. Graduates of the University enter the world of work with socially responsible goals, a lifelong appetite for learning, and the desire to make our universe a better place.

Educating for Leadership

To model the Catholic concern for regional and global neighbors, the University welcomes people of all creeds, races, and nationalities to share in the intelligent pursuit of excellence. The University promotes close student-faculty contacts and encourages students to develop their full potential for leadership. Through a grounding in the liberal arts and, above all, the example of Jesus Christ, the University endeavors to produce intelligent, moral leaders who will champion the Catholic values of faith, peace and justice. Wheeling University envisions a dynamic leadership role for the University in the lives of its students and in the world at large.

Educating Men and Women for Others

In its faculty and students, its research, and its outreach, the University is national and international. Yet, as the only Catholic college in West Virginia, Wheeling University also values its distinctive mission to the immediate area, educating local men and women and returning them to enrich their own communities. Wheeling University firmly believes its graduates will enter into the professional world, prepared to use their God-given talents not solely for personal fulfillment but as men and women in service to others.

Wheeling University Mascot

The mascot of Wheeling University (WU) is “Iggy,” the Cardinal, named after the founder of the Society of Jesus (*i.e.* the Jesuits), Saint Ignatius of Loyola. The Cardinal is seen at various athletic events and on our athletic apparel, programs, gym floor, etc.

Wheeling University Motto

The University Motto – “*Luceat Lux Vestra – Let Your Light Shine*” – represents the opportunities for students to find their place here at Wheeling University and be the best they can be.

History of Wheeling University

On September 25, 1954, Wheeling College was incorporated in Wheeling, West Virginia. Bishop John J. Swint, the Bishop of the Diocese of Wheeling-Charleston, saw the need for Catholic higher education in West Virginia and the Ohio Valley region and asked the Society of Jesus of the Maryland Province to start a college in Wheeling. Workers laid the cornerstone for Donahue Hall on November 21, 1954. The College, staffed by 12 Jesuits and four lay professors, opened its doors to the first class of 90 freshmen on September 26, 1955. Formal dedication ceremonies for Wheeling College were held on October 23, 1955, with more than 2,000 people in attendance. Archbishop John J. Swint turned over the deed to all college properties and building to the Maryland Province of the Society of Jesus on February 11, 1957.

As Wheeling College grew over the years, more buildings were added, along with more academic programs, NCAA athletic programs, and student activities. In 1988, the name was changed from Wheeling College to Wheeling Jesuit College and then, in 1996, the name was changed again to Wheeling University.

In 2017, keeping with the original intention of Bishop Swint, the Diocese of Wheeling-Charleston once again demonstrated a commitment to Catholic higher education in West Virginia when Bishop Michael J. Bransfield partnered with the Society of Jesus, providing significant financial and administrative support, allowing the University to continue its mission of offering a quality Jesuit education to the people of the state of West Virginia and the Appalachian region.

General Information

Accreditation and Memberships

Wheeling University is accredited by the following accrediting entities:

- Association for Advancing Quality in Educator Preparation (AAQEP)
- Accreditation Council of Business Schools and Programs (ACBSP)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- The Higher Learning Commission (HLC)
- West Virginia Higher Education Policy Commission (WVHEPC)

Non-discrimination Policy

Wheeling University does not discriminate on the basis of race, creed, color, national origin, disability, sex, or marital status in the consideration of eligible students for admissions, scholarships, awards, and financial aid.

Adherence to Federal Guidelines

Wheeling University adheres to guidelines as mandated by the federal government.

Notice to all Current and Potential Students

This catalog attempts to provide accurate and up-to-date information concerning admissions requirements, curriculum, and the general rules and regulations of the University.

Wheeling University reserves the right to unilaterally make changes, at any time, in admissions requirements, curriculum and the general rules and regulations of the University that it believes, in its sole discretion, to be in the best interest of the University and students. Each student is responsible for his or her own educational progress in order to reach graduation or complete a certificate. If a student takes more than a semester off, the student may be under a new catalog when returning. In this case, the student should consult an advisor or the Registrar to plan his or her program. **The provisions of this catalog are not to be regarded as a contract between the student and Wheeling University. By enrolling in the University, the student explicitly acknowledges and accepts the provisions provided in this NOTICE.**

Campus Resources

Campus Ministry

Campus Ministry staff offer prayer and reconciliation, celebration of the sacraments, worship, retreats and spiritual direction. The Appalachian Institute coordinates service opportunities in Wheeling, throughout the United States, and abroad. Weekly Mass and various special Masses and events are held in the beautiful Chapel of Mary and Joseph. Through word and sacrament, prayer and service, reflection and action, students may experience the Catholic way of life, making our love of God in Christ active in our world.

Faculty and Teaching Excellence

A strong teaching faculty is the principal academic resource of Wheeling University. Full-time or adjunct faculty members teach all courses, providing a learning environment that is engaging, enriching, and thought provoking. Academic excellence is promoted through the teaching, scholarship, and service of the faculty who, in turn, encourage the student to participate in these academic endeavors. The faculty are guided in best practices in in-person, hybrid and online instructional excellence through a Teaching and Learning peer group. All full-time and adjunct faculty are also exceptional as they hold certification as Online Teaching Practitioners or have been fully trained under the Director of Distance Learning in Wheeling University's Blackboard Courses Learning Management System.

Information Technology Services

In addition to the computers in the library, computer laboratories are located throughout the academic buildings. Students use ITS labs to complete computer-related assignments, to check e-mail, or to access the Internet. Some classes meet regularly in ITS labs for computer-assisted instruction. Students' accounts for WU e-mail, Academus, and Blackboard are supplied by ITS. Residence halls are equipped for students to bring their own computers and access the Internet and network. The Media Services Information Technology Services department also provides multimedia equipment and services to faculty and administration. Audiovisual equipment can be reserved through the online ITS Helpdesk and will be delivered to instructional locations on campus. Various rooms in Donahue Hall and Acker Science Center have built-in media systems for computer demonstrations, video or Internet presentations. Helpdesk requests can be submitted at <https://tickets.wju.edu> or by email at tickets@wju.edu.

Student Success Center

The Student Success Center (SSC) provides a comprehensive range of academic, career, personal development, and information literacy skills-building services and activities. The SSC can be thought of as an extension of the classroom where student learning continues in collaborative environments involving interactions with peer to peer, faculty-guided, and external group including local and national companies, professional organizations, and international resources. The SSC also guides and monitors students in building and maintain their Cardinal E-Portfolio, which serves as a valuable tool for students to document and share with potential employers, graduate schools, and other life and career advancement entities during and after their time at Wheeling University.

The SSC is comprised of the following offices dedicated to delivering these valuable, specialized services for all Wheeling University students:

Academic Progress and Skills Support

The Office of Academic Support Services enables students to receive the academic skills services and academic progress assistance they need to move ahead in their studies. Academic skills development and assistance, including enhanced language skills support for English as a Second Language students, is available through SSC tutoring, study groups, workshops, and other forms of academic support. The Student Success Center (SSC) provides free academic-support services to all enrolled Wheeling University students with peer tutoring availability can be accessed through Blackboard.

The University is highly committed to advancing the academic progress of all of its students. As part of the SSC, the Director of Academic Student Success collaborates with the Offices of Academic Affairs, all academic programs, faculty committees, and other University units, to regular identify any students who are academically at risk and assist them with specialized training and plans targeted to improve their studies.

Accessibility and Disability Student Services

Wheeling University offers students with documented disabilities individual accommodations on a case-by case basis with confidentiality in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. In order to receive academic or physical accommodations, students with disabilities must provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability(ies). Applicants must communicate their needs to the Director of Student Academic Success, located in Kirby Hall, or call 304-243-2272. Students are required to meet with the director to develop accommodation plans that they will present to their course instructors at the beginning of each semester. Students with disabilities that require specific housing accommodations must contact both the Director of Residence Life and the Director of Student Academic Success. Forms and additional information can be found at: <https://wheeling.edu/student-life/student-support-services/disability-services/>

Bishop Hodges Library

The Bishop Hodges Library facility provides ample space for group learning and quiet study. The library's extensive collection of print, multimedia, and electronic resources serves our campus community both on campus and via a distance. The print book collection contains over 130,000 volumes. In addition, the library provides access to scholarly electronic resources which contain indexes, abstracts, or full-text to newspapers, research journals and other publications. The library has an extensive collection of eBooks

and unlimited access to SCOPUS and JSTOR online publications and eBooks. The library's multimedia collection provides access to physical DVDs and streaming visual items. The library maintains a collection of print serials, which is supplemented by a collection of microforms that provide access to archived periodicals. The library also has a Curriculum Resource Center with items Education majors can use to supplement resources for their classroom teaching experiences. The library has agreements with national and regional library consortia to provide access to materials unavailable at Bishop Hodges Library. Librarians and library assistants are available to provide students with assistance on the use of information resources. Assistance is available in person, phone, or email. The library provides desktop and laptop computers for student use in the library. In addition, wireless access is available throughout the library, as are copy machines, microform readers/printers, DVD/VCR player, a hole punch, staplers, and paper cutters. The library is available to meet the academic research needs of Wheeling University students. The library is open for an average of 85 hours per week during the Fall/Spring semesters with extended hours during finals weeks. However, the library's electronic resources are available 24/7 anywhere one has access to a computer. For more information on the library visit our web site at <http://libguides.wju.edu/bhl>.

Career Services, Prior Learning Assessment and Veterans Affairs:

Office of Career Services:

The mission of the SCC's Office of Career Services is to provide progressive services and resources that help students and alumni prepare for and manage their careers, learn job-seeking, and locate suitable internships as well as employment. Career Services offers many activities, services and resources to assist all students in their transition from college to post-graduation pursuits in the world of work or graduate school. Through one-on-one advising or workshops, students are assisted with basic career needs, including writing resumes, cover letters, and internship and job possibilities. Students are also encouraged to talk with faculty about job possibilities within their majors and about possible internship sites.

Prior Learning Assessment:

The Office of Career Services also assists returning adult learners to assess and receive credits for substantial work, volunteer, military services, and other forms of exam-based, corporate, workforce association, and other forms of nationally-certified learning credentials. Prior Learning Assessment: Policy and Submission guidelines are as follows:

General Guidelines for Prior Learning Assessment Credit Application:

Upon admission, students who demonstrate, document, and receive approvals, for a detailed portfolio of substantial career, military or community service experience, may also receive additional Prior Learning Assessment (PLA) credits. In general, PLA credits supplement transfer credits already gained at point of admission through existing University articulation agreements. In addition, students can only Like transfer credits, approved PLA credits are applied to satisfy Experiential and Service Learning general education, courses in a major and/or free elective in a student's chosen degree program.

- Credit petitioned via PLA must be for a specific university course within an academic program but cannot be applied toward seminar, capstone, and/or independent study courses.
- The University awards credit for undergraduate level learning that can be assessed and documented. Credit is awarded for learning combined with, but not solely based on, career experience and/or military service.
- PLA credits are considered "non-traditional" transfer credits. Accrediting guidelines limit the amount of non-traditional credit applied toward degree completion as follows: Associate - no more than 12 semester hours; Bachelor's - no more than 24 semester hours.

Wheeling University's Prior Learning Assessment program, credit-granting policies, and portfolio submission criteria and procedures are aligned with national standards set by the Council of Experiential and Adult Learning (CAEL) found at: www.cael.org. Students interested in pursuing PLA credits through portfolio submission should contact the Student Success Center staff and visit the Student Success Center website at <https://www.wju.edu/Student%20Success%20Center/student-success-center.html>.

Veteran Affairs

Educational Assistance Benefits including Prior Learning assessment credits are available for veterans, active-duty military, National Guard and selected reserve, and, in some instances, their qualified dependents. For additional information on specific programs, the Director of Career

Services and local Veterans' Office can be of assistance to student veterans. WU participates in the Yellow Ribbon program. The standards of Progress and Conduct as shown in this catalog are considered adequate for meeting the requirements of the Approving Agency and Department of Veterans' Affairs. VA students may not be continued in enrolled status beyond two consecutive terms while falling below the level of satisfactory academic progress necessary to graduate.

Experiential and Service Learning Services

A part of their value-added, unique educational experience at Wheeling University, all undergraduate students will complete at least one designated Experiential and Service Learning academic course or co-curricular activity in order to fulfill the University's General Education requirement. The requirement is intended to provide students with unique and essential opportunities to connect what they have learned in the classroom to external career-related experiences, such as internships (paid or unpaid), research opportunities, clinical practice, study abroad, etc. and to experience the lifelong benefits of serving communities as active and responsible citizens.

Through Experiential and Service Learning classes, projects and activities, Wheeling University students are able to explore and gain a deeper understanding of their future careers, lifestyles and societal responsibilities globally as well as locally. In general, students are also challenged to apply concepts and principles they have learned in their college coursework to their professional and service experiences as additional ways to gain critical and creative learning insights. Wheeling University's Experiential and Service-Learning activities also supports and fosters greater academic and personal growth, as students discover and understand other cultures, reflect upon personal service and professional development activities, and relate their experiences to life after graduation. Please visit the Experiential and Service Learning General Education Requirement section of this catalog for further information.

The SSC staff strives to encourage and support Wheeling University students to "live the mission" and become successful, life-long learners, highly prepared career professionals, and principled, active national and global leaders. Students may call the SSC or stop in to set up an appointment with a tutor or professional staff member for assistance.

The services provided by the SSC are available to Wheeling University students at no additional charge. Visit the Student Success Center to learn more about what the SSC has to offer. The SSC is located in Kirby Hall and is open seven days per week during the school year.

Please visit the SSC's website (readily accessible on the Cardinal homepage under "Quick Links") to learn about the SSC's services and to schedule appointments or contact the Student Success Center staff at StudentSuccess@wju.edu.

Additional Campus Resources

Clifford M. Lewis, SJ Appalachian Institute

The **Clifford M. Lewis, SJ Appalachian Institute** promotes research, service, and advocacy for and with the people of Appalachia. Wheeling University students and faculty and visiting schools from across the country participate in service and experiential learning immersion trips focusing on cultural awareness, direct service, and environmental and public health education. Students and faculty also focus on community-based research initiatives working in conjunction with the Appalachian Outreach and Advisory Committee. The Appalachian Institute offers a wealth of public programming for students and the general public that focuses on contemporary issues related to energy choices, healthy living, water quality, and cultural appreciation.

Challenger Learning Center

Wheeling University offers unique learning resources unlike anywhere else in the nation. In the Erma Ora Byrd Center for Educational Technologies (CET) you will find The Challenger Learning Center. In addition to offering award winning, state-of-the-art programs in a \$500,000 space simulator, the Challenger Learning Center, thanks to technology, brings its innovative programs to distant classrooms around the world through its electronic distance-learning programs, known as e-Missions. The CLC has flown more than 6,000 e-Missions to schools, many located in traditionally underserved districts, each year. The CLC provides FREE Teacher Training sessions via video conference for any of our distance learning programs.

The Challenger Learning Center® also offers adult and student learners the chance to climb aboard a space station and complete a mission in the role of astronauts, scientists, and engineers with its Corporate Missions. A successful mission requires critical thinking, leadership, cooperation, and problem solving.

Please contact the Challenger Learning Center 304-243-8740 or challenger@wju.edu. You can also book online at: <http://clc.cet.edu>

Campus Services

Athletic Activities

Intercollegiate Athletics

Wheeling University is a member of the Mountain East Conference, composed of 12-member institutions. A Division II member of the National Collegiate Athletic Association (NCAA), Wheeling University competes on the intercollegiate level in men's and women's basketball, men's and women's soccer, men's and women's track, men's and women's cross country, men's and women's golf, women's volleyball, men's and women's lacrosse, softball and baseball, wrestling, and football. Additionally, WU has a rugby team which competes in the Allegheny Rugby Union.

Intramurals

The University sponsors an intramural program with various sports throughout the year. Among the intramural sports are flag-football, soccer, volleyball, basketball, and softball.

Athletic Facilities

The Alma Grace McDonough Health and Recreation Center, completed in 1993, is the home of the "Cardinal" basketball, wrestling and volleyball squads and is also used for a variety of recreational activities. It features a 2,500-seat gymnasium with two full-size basketball courts, one main cross court for varsity games and an elevated jogging track with a warm-up area. The Health and Recreation Center also includes an indoor six-lane, 25-yard swimming pool, and a multi-purpose gymnasium. The James Trueman Fitness Center, which is equipped with Nautilus machines, free weights and cardiovascular equipment, is also housed in the Center.

The University Outdoor Athletic Complex includes the Bishop Schmitt Field, the Bill Van Horne Grandstand, and the Fitzsimmons Foundation Press Box. The field is used for soccer, rugby, football, and lacrosse matches as well as intramural events. The University encourages personal and group physical fitness. Sports programs help to develop leadership, teamwork and a positive attitude in student-athletes.

Campus Public Safety and Parking

The Campus Public Safety Office is responsible for vehicle registration, parking, and the security of the campus. A member of the campus public safety staff is available 24 hours a day. Any member of the community or guests on campus may contact the office to receive an escort from one place on campus to another. For a fee, students are permitted to have automobiles on campus; however, vehicles must be registered at the Campus Public Safety Office and follow regulations. The Director's office is located in Swint Hall. Officers on duty may be found patrolling or in the office near the coffee shop.

Counseling Center

The Counseling Center commits itself to the principles of holistic health and well-being by aspiring to provide services which support emotional health, personal growth, interpersonal development and academic success. The Counseling Center provides assessment, education, intervention, consultation, outreach and referral when necessary and is staffed by a licensed independent clinical social worker. Counseling services are free and available to all enrolled students.

Dining Services

The University's Dining Service is provided by Parkhurst Dining Services, which employs an experienced staff to deliver an authentic culinary experience. Parkhurst prides itself on serving fresh food, made from scratch, with as many local products as possible. The dining service features a dynamic program tailored to meet all WU students. While a campus meal plan is required for all undergraduate residential students (via the Office of Residence Life), all students can use "Flex Dollars," which is put on their Cardinal Card, to eat in the dining hall and the campus coffee shop. The campus coffee shop, also known as the Kiosk, located in the lower part of Swint Hall, is designed to cater to students on the run or seeking a coffee shop environment with a great view of the campus lawn. The Benedum Dining Room, also known as the BRoom, is located in Swint Hall and offers dining hours throughout the day. Students with special dining needs should contact Student Services.

Accessibility/Disability Services: Academic and Housing

Wheeling University offers students with documented disabilities individual accommodations on a case-by-case basis with confidentiality in compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services is available through the Student Success Center to assist students with their academic disabilities, individual accommodations requests and documentation requirements.

Ultimately, all students are responsible for their own academic achievement. They must attend classes, complete course assignments, and fulfill all University requirements for their chosen field of study. It is up to students with disabilities to seek out available assistance on campus and to utilize individual accommodations.

In order to receive accommodations under Section 504 and ADA, students with disabilities must self-identify to the University. They should provide current and comprehensive documentation concerning the nature and extent of the disability to the Disability Services Director before each semester begins. Additional documentation may be needed for students who wish to qualify for special medical housing accommodations as determined by the Director of Disability Services in consultation with the Health Center, and the Director of Residence Life.

Health Center and Campus Health Safety

The Health Center is staffed by a registered full-time nurse. The nurse is available to offer services of basic triage, minor first aide, some over the counter medications and other low intensity services at no extra charge. The Health Center provides healthcare resources internally and works as a liaison between external health care providers when needed. The Health Center is dedicated to promoting the Wheeling University mission for educational excellence and service to others by providing a holistic model of health care. All health records and visits are kept confidential unless otherwise directed by the student. Various medical records are required from the student and are managed

and monitored by the Health Center. Students should submit Health Records via the *Med Proctor* link at <http://secure.medproctor.com/>. In addition, the University is fully committed to the health and safety of all students and members of the campus community especially in the wake of the COVID-19 pandemic. WU's full COVID-19 Policies and Plans can be found at <https://www.wju.edu/coronavirus-disease-advisory-.html>

Residence Life

The majority of the University's undergraduate students reside on campus. There are five undergraduate residence halls: Campion, Ignatius, Kirby, McHugh, and Sara Tracy. All full-time undergraduate students are required to live in campus housing. Students may only live off-campus if they meet the criteria as outlined on the Off-Campus Residence Request form, which is available in the Office of Residence Life. It must be completed and submitted to the Office of Residence Life for approval. Graduate student housing is available at the Steenrod residence and information on rental units can be found at: <https://wheeling.edu/academics/graduate/graduate-housing/steenrod-apartments/>

The Residence Life staff informs students of University policies/procedures and assists them in their adjustment to the University environment. All students living in campus housing must utilize a campus meal plan. Contact the Office of Residence Life for more information about meal plans and to enroll.

On-campus living provides a balance of challenge and support for residents, allowing residents to learn about themselves and others and to take responsibility for themselves and their development. Therefore, the role of Residence Life is to contribute to the development of residents through the creation of diverse and positive living environments. The Director of Residence Life oversees the office and works closely with Area Coordinators, live-in professional staff that have responsibility for working closely with their residents. There are also student Resident Assistants who provide various programs and support to the residential students.

Student Government

Wheeling University Student Government Association (SGA) provides students with a means of participation in the engagement of students in the life of the University. Student Government conducts regular meetings. Officers are elected by the student body and various chairs are appointed by the officers. Board members serve on various committees, regularly communicate student issues to members of the University's administration and involve other students in the governance process of student life.

Senators are class officers and four are elected at large to represent their members in the Student Government. A Commuter Student Organization seeks to meet the special needs of commuting students. Each class elects its own officers for the purpose of promoting class unity through various activities.

Student Organizations

The University has a number of clubs and groups that meet the needs of a diverse student body. Students are also encouraged to start a club or groups of their choosing if there is something they would like to see on campus. Interested students should stop by the Office of Student Services for more information and to meet with the Campus Engagement and Activities Coordinator to set a plan of action together.

Honors based on exemplary student academic performance are also available and include groups that are local chapters of national honor societies. Academic honor societies are all managed through the appropriate academic department. See the "Awards" section of this Catalog for further details.

Campus Activities Board (CAB)

The Campus Activities Board (CAB) is a student organization sanctioned by SGA that works to bring performers, comedians, and a wide variety of entertainment and educational programs to the WU community. This organization also sponsors SGA dances and various other campus events. In addition to programming, CAB works with the Student Government Association and other campus organizations in hosting events such as New Cardinal Days,

Welcome Week, and Homecoming.

In cooperation with the Student Government association, the Office oversees the campus Intramural Program. The Intramural Program is directed by an elected SGA executive Board member who plans and implements the various offerings such as flag football, basketball, kick-ball or other seasonal sports and activities that students request.

All WU students are encouraged to participate in or take advantage of student activities. Most events are free of charge to WU students who pay a semester Student Activity Fee and can be found advertised in the online events calendar.

Student Services

Student Services staff are dedicated to assisting students by providing quality support, co-curricular activities and developmental programs. Wheeling University is committed to the academic and social development of each student including his or her intellect, values, emotions and purpose. Student Services staff strive to empower students to become ethical decision makers, spiritual life discerners, global leaders and engagers in the pursuit of personal knowledge that leads to community and self-fulfillment.

An integral part of the WU academic environment, Student Services provides a holistic view to educating students. By providing activities and leadership opportunities beyond the classroom, Student Services assists the University in producing students who can and will contribute to the community and helps each to become more competent, virtuous and responsible citizens. It is comprised of the following offices: Residence Life, Student Activities, Performing Arts, Campus Ministry, Health Center and Counseling Center.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

-Title IX of the Education Amendments of 1972

Title IX prohibits discrimination on the basis of sex (gender) in educational programs and activities receiving federal financial assistance. Wheeling University is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual harassment, sexual misconduct, sexual assault, relationship (dating and domestic) violence, and stalking. The University provides resources and reporting options to students, faculty, and staff to address concerns related to sexual harassment and sexual violence prohibited by Title IX and University policy. Please see <https://wheeling.edu/about/title-ix/> for more information regarding WU's Title IX policies and procedures.

Undergraduate Studies

Admission Procedures

First-Year Admissions

Candidates for admission to the first-year class must submit to the Admissions Office:

1. An official application
2. An official high school transcript
3. A copy of the SAT or ACT scores.

Transfer Admissions

Candidates applying for admission with advanced standing must submit to the Admissions Office:

1. An official application
2. Official transcripts of all previous college work from each institution attended.
3. Transfer Clearance Form from the most recent college/university attended.

Admission Requirements

First-Year Students

Requirements for admission to Wheeling University include:

1. A high school diploma or its equivalent
2. 16 units of high school academic courses
3. Optional submission of the official results of either the new Scholastic Assessment Test I (SAT) or the American College Testing Program (ACT).

The 16 units of high school courses should be distributed as follows:

| | |
|--|---|
| English | 4 |
| Mathematics | 3 |
| History/Social Sciences | 3 |
| Laboratory Science (Science Major–3 recommended) | 2 |
| Academic Electives | 4 |

Applicants for programs in the natural sciences should have completed one unit of biology and one unit of chemistry.

Transfer Students

General requirements for transfer students are as follows:

1. Cumulative college GPA of 2.0 or higher
2. Official transcripts of all previous college work from each institution attended must be submitted. Grades of C- or better are accepted.
3. Candidates may be asked to submit an official high school transcript upon request by the transfer counselor.
4. Transfer Clearance Form from the most recent college/university attended.

For those students who have earned an associate degree from a regionally-accredited institution with whom the University has an articulation agreement, the University will accept that associate degree as transfer credit per the appropriate articulation agreement. For those students who have earned an associate degree from a regionally-accredited institution, the University will accept that degree and all credits, but will also waive all core requirements except the senior-year Ethics course (may be transferred if an equivalent has been taken) and one writing intensive course. Evaluation of credits will be made by the Registrar at the time of acceptance. The University accepts credits only. The computation of a student's grade point average (GPA) will begin with courses taken at the University. Full-time students are classified as follows:

| | |
|------------|------------------------------|
| First Year | Less than 27 semester hours |
| Sophomore | Minimum of 27 semester hours |
| Junior | Minimum of 60 semester hours |
| Senior | Minimum of 90 semester hours |

Transfer students are bound by the academic requirements stipulated in the catalog in effect during their first semester at the University. Any students transferring in during a summer session will be guided by the catalog requirements of the following fall semester.

International Students

Wheeling University welcomes applicants from foreign countries. General admission requirements are as follows:

1. Students will satisfy acceptance standards listed above
2. A high school GPA of 3.0 and a high school diploma or equivalent
3. Certification of proficiency in English as a second language (ESL) is achieved by a 213 computer-based or 80 internet-based on the Test of English as a Foreign Language (TOEFL) or an IELTS Band of 6.5 or higher.
4. Additionally, since the U.S. Department of Immigration and Naturalization requires international students to certify financial responsibility, certification of financial resources sufficient to cover college costs must be submitted by the appropriate financial institution. Tuition, room and board and required fees must be paid in full

prior to beginning classes.

Special Nursing Departmental Regulations

Bachelor of Science in Nursing (BSN) – All nursing students, regardless of the number of transfer credits, must meet the requirements of the Nursing curriculum, including the prerequisite core and cognate courses. A student may apply appropriate courses taken at other accredited institutions of higher education toward these required courses or may meet some requirements by challenge exams.

Pre-Entrance Health Forms for all Wheeling University students

All entering students are required to return the WU pre-entrance health forms and verification of health insurance. The following are **mandatory requirements** prior to admission: Official documentation of a **PPD** (tuberculin skin test) within 12 months prior to start of classes. The TB test must be a two-step if the student has not had one performed annually. Hospitals require the two-step and then annually in subsequent years. **Tdap** (Tetanus-Diphtheria-Pertussis) within the last 10 years, and 2 **MMR** vaccines (Measles, Mumps and Rubella). Polio vaccination is required only for students that have resided outside the United States in wild poliovirus endemic countries in the past 12 months.

Students are **strongly recommended** to receive **Hepatitis B** vaccination (a series of 3 injections) or they must sign the WU waiver and **Meningococcal** vaccination (at least 5 years before starting college) or they must sign the WU waiver. If you are a health science major, you may be required to receive the Hepatitis B vaccine or your placement for clinical practice could be affected.

The following vaccines are recommended by the American College Health Association (ACHA) but not required: Varicella (if no previous history of chicken pox), Influenza (yearly, may be required if health science major), and HPV (Human Papillomavirus Vaccine).

Nursing students are required to follow the immunization requirements for each clinical hospital site in addition to other requirements.

Please do not forward any medical documents via e-mail to maintain privacy of your personal information. Documents can be mailed or faxed (304) 243-2035 to the Health Center. Please call the Health Center at (304) 243-2275 for any questions or concerns regarding requirements.

Immunization Policies for Nursing Students:

In addition to the requirements specified by the University, nursing students, prior to beginning the first clinical experience and/or annually, are required to have the following immunizations.

1. Hepatitis B Vaccine (3 dose series or titer showing immunity)
2. MMR (Measles, Mumps, Rubella) (2 doses or titer showing immunity)
3. Tuberculosis Mantoux Test (must be a 2-step initially unless there is proof of previous annual tests)
4. Tetanus, diphtheria, pertussis. (If your last Tdap vaccine was given more than ten years ago then you are required to get a Tdap booster. The booster must contain all three components.)
5. Meningococcal Vaccine or signed waiver
6. Varicella (or titer showing immunity)
7. Annual Influenza Vaccination (Certain clinical sites require ALL nursing students and faculty to have proof of vaccination). Proof of vaccination required yearly on November 1.

*Please note: Immunization requirements may also differ by clinical agency.

Special Admission Programs

Advanced Placement

Wheeling University will grant credit and advanced placement to applicants who have successfully completed college-level courses taken in high school. The applicants must take the Advanced Placement (AP) examination of the College Entrance Examination Board or the International Baccalaureate Program (IB) in the subject for which advanced placement is desired. The decision of the University is based on the nature of the course taken and a score of 3, 4 or 5 on the AP examination or 5, 6, or 7 on the IB examination. Please contact the Registrar's Office for more detailed information.

Dual Enrollment - Classes for Rising High School Students

Wheeling University will accept high school juniors and seniors on a special student basis at the special rate to be determined by the Board of Trustees. Course enrollments, however, are limited to the number of places available in the course, at a maximum of six credit hours per academic year at this special rate.

Upon successful completion of a course, the student earns regular college credit, applicable in a degree program at the University (provided the student is accepted by the University as a degree student) or used for transfer to another institution. In some cases, the high school student may be able to use the credit to fulfill a high school requirement, as well as have it recorded on a Wheeling University transcript.

High school students dropping from their class/classes in any given semester will follow the refund schedule listed in the catalog for all students.

Tuition, Fees, Room and Board

Tuition and Fees for undergraduate day students for the 2020-2021 year are:

| | |
|---------------------------------|--|
| Tuition: | \$29,090 (12-18 credits per semester) * |
| Mandatory Student Activity Fee: | \$ 200 plus applicable additional fees (see "Explanation of Fees") |
| Room/Board: | \$10,610-\$10,820 (See Room and Board section below.) |

Note: Tuition for fewer than 12 credits or for the number of credits over 18 credits: \$735 per credit
*Mandatory Health, Recreation and Technology Fees are included in Tuition charge

Learn Local Student:

| | |
|----------|--|
| Tuition: | \$12,000 (12-18 credits per semester) |
| Fees: | \$ 200, plus additional fees, if applicable (See "Explanation of Fees" below.) |

Note: Tuition for fewer than 12 credits or for the number of credits over 18 credits: \$735 per credit

There are many opportunities for scholarships, grants, or loan aid available to WU students. Please see the "Financial Aid" section of the Catalog or contact the Financial Aid office at 304-243-2304 for more information.

Explanation of Fees

Audit Fee

The audit fee must be paid to audit a class in any division.

Challenge Tests

This fee is assessed to test out of a nursing course. These tests are only available to students in the RN to BSN program.

Clinical Science Fee

Any student majoring in any health majors other than nursing must pay a clinical science fee every semester from their sophomore year until they graduate. This fee covers the additional expense of the health majors.

Exercise Science Fee for EXSC 313

This fee is associated with the field and laboratory tests conducted as part of the course.

Graduation Fee

A graduation fee is incurred by each graduating student regardless of the student's plans to participate in

commencement ceremonies. Students will incur the graduation fee with each degree awarded.

***Health Fee – Mandatory Fee**

To assist with providing health center services. This is a per term semester fee for day students and a per term fee for Physical Therapy doctoral students. Included in Tuition charge.

I.D. Card

An initial fee is charged for a WU identification card.

I.D. Card Replacement

A fee is assessed per occurrence to replace a WU identification card.

Laundry Fee \$60.00 per semester.

Residential students only. Included in the Room charge.

Late Registration Fee - \$50.00**New Student Fee**

The new student fee is a one-time fee charged to full-time day students to cover the cost of setting up a file and orientation.

NSF Fee

All returned checks will be assessed this fee.

Nursing Fee

The nursing fee is charged every semester to all nursing students from their sophomore year until they graduate. This fee covers the additional expense of the nursing program.

Over-Hours Charge

This charge is assessed when taking more than 18 credit hours per semester.

Parking Permit

A parking permit fee for registering an automobile on campus is assessed each fall and spring semester.

Psychology Fee

This fee is associated with all Psychology courses to cover the cost of disposable goods and services typically related to student research.

Science Lab Fee

A science lab fee is associated with any course that has a corresponding lab. The fee pays for additional supplies needed in the lab.

***Student Activity Fee – Mandatory Fee-** 100.00 per semester for all residential and commuter undergraduate students. This fee funds student activities through student government allocations. Student participation in activities is either free or in some cases at a very minimal cost (see Tuition, Fees, Room and Board section).

***Student Recreation Fee – Mandatory Fee**

This fee is dedicated to the maintenance, repair and replacement of student recreational facilities and/or equipment. It is applied to all full-time undergraduate day students. This is a semester charge for day students. Included in the Tuition charge.

Study Abroad Fee

This fee covers the administrative costs associated with setting up the abroad program. This fee is assessed to all students enrolled in a study abroad program in the fall and spring semesters.

***Technology Fee – Mandatory Fee**

The technology fee covers the cost of upgrading technology on campus. This is a semester charge for undergraduate residential and commuter students. Included in Tuition charge.

Room and Board

All full-time undergraduate students are required to live on campus per the University's Residency Requirement. Information regarding the exception to this requirement can be found within the Student Handbook or by contacting the Office of Residence Life.

All students living on campus are required to sign a housing contract that is legally binding for the entire academic year. Any student who moves off campus without prior permission from the Office of Residence Life is subject to pay the entire housing fee for the academic year. Any student who breaks a housing contract at any point during the academic year is subject to pay for the entire housing fee for the academic year.

Freshmen students are required to be on a specific meal plan during their first academic year. Sophomore, Junior and Senior students have meal plan options.

Residential students who withdraw will be refunded room/board costs based on the Financial Aid refund schedule. Only if a student's meal plan usage is more than the refund will it necessitate that the student be charged more for the meal plan usage.

Single rooms in the residence halls are only available when space permits. Single rooms carry an additional fee.

Tuition Deposit

Each entering new student is required to make a non-refundable tuition deposit, upon notice of acceptance, to secure a place at Wheeling University. The tuition deposit is credited to the student's account on the first billing of the corresponding semester.

Payments

All balances are due and payable from (4) weeks prior to the first day of class. Summer school classes are to be paid in full by the first day of class. Until payment is made, or an administered payment plan is accepted, registration will be incomplete and the student may not attend classes nor have access to the residence hall or meal plan.

The only alternative to payment in full, which includes financial aid, is through a contract with a payment plan through or endorsed by the University. Information regarding a payment plan may be obtained from the Student Accounts Office. Wheeling University will not issue transcripts and reserves the right to withhold diplomas, statements of honorable dismissals, viewing of grades, etc. for students whose accounts indicate an outstanding balance.

Accounts not paid in full by the required due dates may be assessed a late fee or a monthly finance charge of one and one quarter percent on the unpaid past due charges. The finance charge will not be assessed against those accounts that have contracted for a payment plan. During the period of registration (usually one month), interest for current semester charges will be suspended so that all the necessary paperwork relating to loans, federal grant programs, etc., can be processed.

Student financial aid cannot be credited to a student's account until the University's Financial Aid Office has certified aid and the student has completed all paper work, promissory notes and the entrance interview.

Students are responsible for all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Payment Plan Option

Wheeling University accepts monthly payments made by payment plan through or endorsed by the University. For detailed information regarding a payment plan, students should contact the Student Accounts Office.

University Withdrawal Refund Policy

NOTE: The refund policy and procedures for Financial Aid are separate and distinct from the University refund policy and procedures. The refund policy and procedures for Financial Aid can be found under the Financial Aid section of this Catalog. It is important to check with the Financial Aid office prior to withdrawing from the University as both the University refund policy and the Financial Aid refund policy may be applied.

The University Withdrawal Refund Policy applies to withdrawals from the University, not withdrawals from individual courses. Request for withdrawal from the University must be obtained from the Registrar's Office. Neither verbal communication nor failure to appear in class will be considered official notification of withdrawal. Refunds will be granted only to those students who have followed the procedural policy of completing the proper forms.

A student who withdraws from the University will have the tuition and mandatory fees refunded based the table below. No refund of tuition is made after the third week of a semester.

| Fall/Spring Semesters Refund | |
|------------------------------|------|
| Days 1-7 | 100% |
| Days 8-14 | 75% |

| | |
|-----------------|------|
| Days 15-21 | 50% |
| After Day 22 | 0% |
| Summer Semester | |
| Add-Drop Period | 100% |
| After Add-Drop | 0% |

The above refund applies to withdrawals from the University, not withdrawals from individual courses. Request for withdrawal from the University must be obtained from the Registrar’s Office. Neither verbal communication nor failure to appear in class will be considered official notification of withdrawal. Refunds will be granted only to those students who have followed the procedural policy of completing the proper forms.

Refund Checks

Students with an actual credit balance are issued an overage/refund check. These checks cannot be processed until a week after the add/drop period – typically the second Friday of each semester. The checks are written on a weekly basis thereafter. These checks can be picked up in the Business Office. Any checks not picked up within a two-week period will be mailed to the student’s home address. Students can request to have these checks mailed at any time.

Policy Concerning Students Affected by Military Mobilization

Students called to active duty military service will have one of two options:

1. If enough class instruction has occurred and the faculty member can justify giving a grade of incomplete, the student will have the option of taking an “I.” When the student returns, they will be allowed to finish the course work and have the grade changed to the appropriate letter grade. In this case, no tuition will be refunded.
2. If the first option is not available or if the student chooses not to take advantage of it, the student will be refunded full tuition and fees for the semester in which they are currently enrolled. If the student is a boarding student, the University will pro-rate their room and board charges for the amount used. Their financial aid package will be adjusted to reflect the lower charges.

*Notify the VA Certifying Official in the Registrar’s Office if you are receiving VA tuition benefits.

Cardinal Card/Flex Dollars

Money may be deposited on your Cardinal Card for purchases at the Kiosk and Coffee Shop and/or to use at the Benedum Room. Any money remaining in any of the accounts from the fall semester will be carried over to the spring semester. If you do not use all the money by the end of the spring semester, you will lose that amount. Remaining money at the end of the spring semester does not carry forward.

Financial Aid Information

The Financial Office coordinates the University, federal and state financial aid programs. This office also provides information regarding scholarships, loans and grants from private sources (non-institutional, non-governmental aid). Detailed information about the variety of aid opportunities and how to apply for them is described in the Financial Aid Programs section of this Catalog.

Financial Aid Programs

Financial aid is awarded on the basis of scholastic achievement, financial need, or a combination of both. Offers of assistance are designed to supplement the resources of the family and may vary per academic year or program. Financial assistance may be in the form of federal, state, University or private aid. There are three types of aid: gift aid (grants and scholarships), loans (federal and private) and work study opportunities.

For federal, University, state and most private aid, family resources are measured by the needs analysis formula of the Free Application for Federal Student Aid (FAFSA). All students are required to file the FAFSA if they wish to apply for federal, state, and University aid. The FAFSA is filed electronically at www.fafsa.gov, an official U.S. Department of Education Website. You can apply for your FSA ID by going to <https://fsaid.ed.gov/npas/index.htm>.

How to Apply

1. The student must be accepted for admission to the University in order to receive an official offer of financial aid. If applying after October 1 of the high school senior year, an applicant should apply for financial aid and for admission concurrently.
2. An applicant for aid must submit the Free Application for Federal Student Aid (FAFSA) and list Wheeling University's Federal school code: 003831. Most states use the FAFSA for their grant programs; check with your state grant agency for details. Once the FAFSA has been filed and processed, the Department of Education (DOE) will send the student and the University an electronic student aid report (SAR) provided the student listed the correct Federal school code and correct Social Security Number (SSN) on the admission application. Corrections to the FAFSA can be made electronically through the FAFSA website and submitted for DOE processing.
3. Wheeling University may be required to verify information submitted on the FAFSA at the request from the Department of Education. If additional information is requested the student will receive a letter, and subsequent emails requesting the documentation.

Wheeling University and Federal Aid Programs

Wheeling University aid will only be awarded for a total of four years. Federal aid will be awarded until the student has reached the aggregate loan & Pell Grant limits. Students who take longer than four years to complete a bachelor's degree may appeal to use Wheeling University aid for an additional semester. The Additional Semester Appeal form is located on the Financial Aid website at: <https://wheeling.edu/admissions/financial-aid/financial-aid-forms/>. The Financial Aid Committee will review and decide the outcome of the appeal request. Wheeling University aid requires full-time enrollment. Wheeling University aid will not be awarded in excess of any students' direct costs with the University.

Academic Scholarships

The Wheeling University Scholarship Program provides financial assistance to students who demonstrate potential for scholarship and leadership. These awards are based on demonstrated merit and may be unrelated to financial need. (However, the awards may affect other need-based aid in the aid packages.) For more information about our academic scholarships, please visit our website www.wju.edu/finaid/scholarships-grants.html.

Externally-Supported Scholarships

Diocesan Scholarship

Funded by donations of parishioners in the Wheeling–Charleston Diocese, these scholarships are based upon financial need and academic promise. Students apply to the Diocese.

Circle of Vision Scholarship Program

This was developed by the West Virginia Independent Colleges and Universities, Inc., which raises funds that provide support to students at member schools. Major contributors to this annual campaign will have named scholarships awarded to WU students who are residents of WV with demonstrated need and academic excellence.

Project Best Scholarship

This scholarship is funded by Project Best (Building Efficiency by Striving Together) for an employee (or spouse or child) working for a sponsoring company/labor union in the construction industry. Applications are available from and submitted directly to Project Best in Wheeling, WV, or the Follansbee, WV, Steubenville, OH area. One or two scholarships of \$1,000 each are awarded annually by the University. They are renewable if no new recipients are found in any year.

- Students and their families are also encouraged to use the free scholarship searches available on the internet to explore scholarship eligibility from various organizations that offer financial assistance to those meeting specific but extremely diverse criteria. Several scholarship searches are currently available on the internet.

Federal and State Aid Programs

Federal Pell Grant

This program is based upon financial need as determined by completing the FAFSA.

West Virginia Higher Education Grant

Awarded by the State of West Virginia, this grant is based upon financial need and a satisfactory academic record. The FAFSA must be submitted by April 15. For more information, please visit www.cfwb.com.

West Virginia Promise Scholarship

Awarded by the State of West Virginia, this is based on academic achievement in high school. Students must file the FAFSA form and meet the March 1 deadline. Recipients must complete 30 credit hours per academic year and maintain a 2.75 cumulative GPA in their first year and a 3.0 cumulative GPA thereafter. For more information, please visit www.cfwb.com.

West Virginia Health Sciences Service Program

The Health Sciences Service Program is a loan repayment program (not a financial aid scholarship) for health professions students interested in practicing in underserved communities in West Virginia. The program makes approximately 15 awards each academic year to students enrolled in West Virginia healthcare education degree programs. \$15,000 for students training to become nurse educators, nurse midwives, nurse practitioners, occupational therapists, pharmacists, physical therapists, physician assistants, clinical psychologists, public health practitioners, and clinical social workers.

Awards are made based on a competitive application process and the recommendations of an advisory committee. Funds are provided to participants once they begin practicing and provide documentation regarding their educational loan balances. For more information, please visit www.cfwb.com.

Other State Grants

Students may use Pennsylvania Grants (deadline May 1) at Wheeling University. Other states may permit the use of their state grants at Wheeling University. Check with the Financial Aid Office or your state grant agency.

Federal Supplemental Educational Opportunity Grant (SEOG)

This grant is awarded by the University on the basis of exceptional need and first given to students who have Pell Grant eligibility (limited funding).

Teach Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For eligibility requirements and a service agreement, please visit <https://studentaid.gov/understand-aid/types/grants/teach>

Federal Work Study

This program is based on need and is awarded to students to supplement other forms of financial assistance. Students earn minimum wage while working on-campus jobs or community-service jobs. Federal Work Study is awarded but is not guaranteed. It is not credited to the student's tuition account until the student acquires a job, works sufficient hours and signs a form with the payroll clerk to have the earnings credited to his/her tuition account. It is the student's responsibility to find a job (limited funding).

Federal Direct Loans

A low interest federal loan to students is available through the University on a need or a non-need basis. For details on this educational loan program, contact the Financial Aid Office.

Federal Direct PLUS Loans

The Federal Parent Loan for Undergraduate Students (PLUS) is a low-interest loan through the Department of Education to credit-worthy parents who may borrow cost of education minus any other aid received by the student. For details on this educational loan program, visit www.studentaid.gov.

Alternative Educational Loans

Alternative educational loans are offered through private lenders to supplement costs not covered by other financial aid programs. A student may borrow the cost of education minus any other aid resource. The application process and terms of these loans depend upon the borrower. For details on these loan programs, contact the Financial Aid Office.

Rights & Responsibilities of Financial Aid Recipients

As a consumer of a commodity (financial aid for a higher education), you have certain rights to which you are entitled and certain obligations for which you are responsible.

You have the right to know:

- The names of accrediting or licensing organizations
- Information about its programs; its instructional, laboratory and other physical facilities and its faculty.
- Special facilities and services available to persons with disabilities.
- What financial assistance is available, including information on federal, state, and institutional financial aid programs;
- The deadlines for submitting applications for the federal aid programs available;
- The cost of attending the University and its refund policy;
- The criteria used by the University to select financial aid recipients;
- How the University determines your financial need;
- What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need;
- How much of your financial need, as determined by the University, has been met;
- What portion of the financial aid you received is loan aid and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the repayment procedures, the length of time you have to repay the loan, and when the repayment is to begin;
- How the University determines whether you are making satisfactory academic progress and what happens if you are not.

It is your responsibility to:

- Review and consider all information about the University before you enroll;
- Complete all application forms accurately and submit them on time to the right place;
- Pay special attention to and accurately complete your application for financial aid. Errors can result in long delays in receiving financial aid. Intentional misreporting on application forms for federal financial aid is a violation of the law and is considered a criminal offense, subject to penalties under the U.S. Criminal Code;
- Submit all additional documentation, verification, corrections and/or new information requested by the Financial Aid Office;
- Read all forms that you are asked to sign and keep copies of them;
- Accept responsibility for all agreements that you sign;
- Notify the Financial Aid Office of changes in your name, address, housing or enrollment status. (This also applies to loan recipients after they leave the University);
- Perform the work agreed upon in accepting a work study award;
- Know and comply with the University's deadlines for application or reapplication for aid;
- Know and comply with the University refund procedures;
- Notify the Financial Aid Office in advance when your course load at the University may be less than full-time. Failure to do so will cause delay in the receipt of your funds;

- Notify the Financial Aid Office of any changes in financial status. Failure to do so can result in termination of financial assistance;
- Maintain satisfactory academic progress. Withdrawal from the University or never attending classes will result in partial or full repayment of aid disbursed for the semester involved.

Student Withdrawal - Financial Aid Refund Policy

Withdrawal from a class or from all classes may impact aid eligibility, both in the semester in which the withdrawal occurs and subsequent semesters. The University's refunds are made based on University Refund Withdrawal Policy as stated below:

- The University Withdrawal Refund Policy applies to withdrawals from the University, not withdrawals from individual courses.
- Request for withdrawal from the University must be obtained from the Registrar's Office or through submitting to registrar@wheeling.edu a Withdrawal form found at <https://wheeling.edu/academics/registrars-office/forms/>
- Neither verbal communication nor failure to appear in class will be considered official notification of withdrawal. Refunds will be granted only to those students who have followed the procedural policy of completing the proper forms.
- A student who withdraws from the University will have the tuition and mandatory fees refunded based the table below.
- No refund of tuition is made after the third week of a semester.

Fall/Spring Semesters Refund

| | |
|--------------|------|
| Days 1-7 | 100% |
| Days 8-14 | 75% |
| Days 15-21 | 50% |
| After Day 22 | 0% |

Summer Semester

| | |
|-----------------|------|
| Add-Drop Period | 100% |
| After Add-Drop | 0% |

Refunds to financial aid programs are made in compliance with the U.S. Department of Education Federal Title IV Refund Policy regulations, state program policies and University regulations.

Federal Return of Title IV Aid (R2T4)

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- TEACH Grants for which a Return is required
- Iraq and Afghanistan Service Grant for which a Return is required
- For other assistance under this "Title" for which a return of funds is required (e.g., LEAP)

In the case of expelled/suspended students who also receive Title IV federal aid, a Return of Title IV Refund Calculation will be completed; this may result in the expelled/suspended student owing an additional balance to the University. This information will be determined on an individual basis by the Financial Aid Office.

Renewal of Financial Aid

Students must reapply for financial aid each academic year. To process your renewal FAFSA online, go to on or after October 1. To remain eligible for aid, students must also maintain satisfactory academic progress. To renew most types of aid, a student must maintain a 2.0 minimum cumulative GPA and complete 67% of attempted credit hours. The Financial Aid Office reviews aid eligibility at the end of every semester. If a student's percentage of completed hours falls below 67% or GPA falls below the minimum requirements, financial aid may be withdrawn.

Satisfactory Academic Progress for Financial Aid

Satisfactory Academic Policies and Procedures: Federal regulations require that institutions monitor the academic progress of each student for federal financial aid assistance and that the institution certify that the student is making *satisfactory academic progress* toward earning his/her degree. The determination of progress is completed at the end of each semester. This must be completed before the Financial Aid Office releases any federal aid funds for the subsequent semester. Wheeling University will monitor credit hour completion requirements and grade point average at the end of each semester. Scholarships may require higher academic standards than those provided under the academic progress guidelines.

Requirements for Satisfactory Academic Progress

- Students must successfully earn 67% of cumulative, attempted credit hours.
- Undergraduate students must maintain a minimum, cumulative GPA of 2.0.
- Maximum Time: Students must not exceed the specified maximum number of attempted hours to complete their degree programs.

Maximum time frame to earn a degree:

To quantify academic progress, an institution must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted.

The majority of the undergraduate programs require 120 credit hours for graduation. The maximum time frame for students in the programs is 180 attempted credit hours ($120 \times 1.5 = 180$). Students whose programs require more

than 120 credit hours for a degree will have a higher limit. Students are normally expected to complete an undergraduate degree by the end of 4 years. Therefore, students will forfeit their eligibility to participate in federal financial aid programs after 6 years of full-time enrollment ($4 \times 1.5 = 6$).

Withdrawals and Pass/Fail (Credit/No Credit) Courses:

Grades of W and FA are counted as courses attempted and count toward the maximum time frame.

Incompletes or Grade Changes:

Grades of I and X are counted as courses attempted and count toward the maximum time frame. Students must report any grade change to the Financial Aid Office that may impact their financial aid eligibility.

Double Majors and/or Minors:

Students who receive approval to pursue a double major/minor will be expected to complete all degree requirements before reaching 180 attempted credit hours.

Change in Major:

Students who change their majors will be expected to complete all degree requirements before reaching 180 credit hours.

Transfer Credit Hours:

Students who transfer credit hours into Wheeling University will be counted as credit hours completed and count toward the maximum time frame.

Repetition of Courses:

If a student repeats a course, both grades will appear on the transcript, but only the most recent grade will be factored into the students adjusted GPA. Repeated courses will be counted as courses attempted and count toward the maximum time frame.

2nd Bachelor's Degree:

To earn a second bachelor's degree at Wheeling University, a student must fulfill the requirements of the new major and fulfill the residency requirements of two full semesters or thirty credit hours earned at WU. Some majors will involve substantially more than two semesters for completion. Students working towards a second degree are no longer eligible for Federal Pell Grant, Federal SEOG, state aid and institutional aid. Students are limited on how much they can borrow under the Federal Direct Loan Program.

Credit Hour Progression:

For students to earn a bachelor's degree they must successfully complete 120 credit hours within a limited time frame. Students are considered to be progressing normally or on pace towards degree completion as follows:

| | |
|------------|--|
| First Year | less than 27 completed semester hours |
| Sophomore | minimum of 27 completed semester hours |
| Junior | minimum of 60 completed semester hours |
| Senior | minimum of 90 completed semester hours |

To determine enrollment status of a student, the University will use the number of credit hours in which the student is enrolled for on the first day following the add/drop period each semester.

- Credit completion requirement for a full-time student (12 + credits/semester): the student is required to complete a minimum of 24 credit hours per academic year.
- Credit completion requirement for a three-quarter-time student (9-11 credits/semester): the student is required to complete a minimum of 18 credit hours per academic year.
- Credit completion requirement for a half-time student (6-8 credits/semester): the student is required to complete a minimum of 12 credit hours per academic year.

Note: A student who enrolls at different enrollment levels during the academic year will have the credit completion requirement pro-rated. Example, Full-time enrollment –fall semester and half-time enrollment –spring semester, the student must complete a total of 18 credit hours during the academic year.

Qualitative Standards-Grade Point Averages:

A student must maintain at least a 2.000 cumulative grade point average (GPA) to be considered making satisfactory academic progress. If the student's GPA falls below the cumulative 2.000 requirement for two consecutive semesters, the student will automatically lose federal financial aid eligibility.

Additionally, students must have a higher cumulative GPA in order to retain eligibility for the WV PROMISE Scholarship.

The required cumulative GPA is as follows according to the student's academic grade level:

- WV PROMISE Scholarship – First Year 2.75 and 3.0 thereafter.

Procedures: Students receiving financial aid will be evaluated at the end of each semester to determine that they are meeting the standards described above. If the student has reached the maximum number of credit hours without earning the degree, the student will no longer be eligible to participate in the federal financial aid programs.

Federal regulations require that these standards apply to all students. This includes first-time aid applicants, students who have previously enrolled at Wheeling University, or those who have not been formally placed on probation.

Financial Aid Warning:

The first time a student experiences academic difficulty, he or she will receive a "financial aid warning" letter. This letter will remind them of the minimum academic requirements for their financial aid programs and strongly recommend them to take advantage of the academic resources available to them. Students will be eligible to receive federal financial aid during the Financial Aid Warning semester. Students will be notified that their academic records will be checked again at the end of that semester. Further action may need to be taken if there are no significant improvements during their warning semester. *Students can only receive financial aid for one semester under this "warning" status.*

Financial Aid Probation:

If a student fails to reach the maximum number of scheduled hours, and/or the student has fallen below the completion ratio standards for satisfactory progress, and/or does not meet the minimum GPA requirement during the Financial Aid Warning term, the student will be placed on Financial Aid Probation. Students who fail to maintain the required minimum GPA will also be placed on Financial Aid Probation. Students on Financial Aid Probation will receive a separate letter that will outline the academic requirements they must meet in order to re-gain financial aid for the following semester. If the student on Financial Aid Probation meets the required conditions of the probation, then the student will be permitted to participate in the federal financial aid programs for subsequent semesters. Students that have been placed on probation have the right to appeal this determination. If the appeal is granted, the student will be eligible to receive federal financial aid for the subsequent semester. They will be considered as making satisfactory academic progress for the purpose of receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter.

The Financial Aid Office will review the academic records of each student on Financial Aid Probation at the end of each semester. If the student is not meeting the terms outlined on their probationary letter, the student will forfeit

their federal financial aid eligibility.

Lack of Satisfactory Progress Equals Loss of Federal Financial Aid Eligibility: Students who lost eligibility to participate in the federal financial aid programs for reasons of academic progress can regain that eligibility by enrolling at Wheeling University at their own expense (no financial aid assistance). Within the unfunded semester, the student is able to meet Satisfactory Academic Progress as set forth in the policy, they will be able to regain their financial aid eligibility.

Students who have been academically excluded from the University and decide to re-enroll are not automatically eligible to continue to participate in federal, state or institutional aid programs.

Right to Appeal

A student has the right to submit a written appeal to any decision of ineligibility to continue to receive financial aid. This appeal must be submitted in writing to the Director of Financial Aid within 30 days of notification that the student's aid eligibility has been lost. Appeal letters must be written by the student and submitted via US postal mail, fax or email. All appeal letters must have the student's signature. Appeal letters that are emailed must be submitted through their WU campus email account, which will represent the student's signature. The Financial Aid Committee will then review all financial aid appeals submitted to the Director of Financial Aid. The appeal cannot be based on the need for financial assistance or lack of knowledge that financial aid was at risk. The appeal needs to be based upon some extenuating circumstance or condition which prevented the student from successfully completing attempted credit hours and/or lack of GPA, or which necessitated that the student withdraw from class(es). Students must include in their appeal letter: 1.) Why the student failed to maintain satisfactory academic progress; and 2.) What has changed that will allow the student to make satisfactory academic progress during the next semester. Examples of possible situations include death of a family member, serious injury or illness, loss of job, etc.

Students will need to provide documentation along with their appeal letter within the 30 days of notification that the student's aid eligibility has been lost. Examples of possible documentation include death certification, copy of obituary, hospital bills, notification of job loss or overtime work on company letterhead, etc. If no proof of documentation was provided, the Financial Aid Committee will not evaluate the appeal letter; therefore, the student will forfeit any financial aid eligibility.

If the appeal is denied, the student may still be able to regain his or her eligibility for future semesters. The student will need to enroll at Wheeling University at his or her own expense (no financial aid assistance) and implement an academic plan with the Financial Aid Office and Director of Undergraduate for Success, in advance for the conditions under which eligibility can be regained.

Appeal Approval: Appeals can only be approved if the Financial Aid Appeals Committee determines:

- The student will be able to meet the University's satisfactory academic progress after the next payment period; or
- The student has agreed to follow an academic plan that, if followed, the student can meet the University's satisfactory academic progress guideline by a specific point in time.

Students whose appeals are granted will receive financial aid on a conditional basis for one semester. The conditions will be outlined in the letter sent to the student granting the appeal. The Financial Aid Committee will review the student's record at the end of each semester to determine their status for the following semester. Students who fail to meet the conditions outlined in their individualized academic plans during their semester will not be able to submit a subsequent appeal.

Academic Plan Procedure

In conjunction with the Director for Academic Student Success, students will be required to develop a written Academic Plan as part of any appeal process. The Academic Plan will include any of the following:

- Regular meetings throughout the semester with the Director of Student Academic Success.

- Specific steps that the student will take throughout the semester to address the academic difficulties that they encountered in previous semesters.
- Students may be referred to other on-campus departments to address any other problems that may have impacted the student's eligibility to succeed academically.
- Students may also be required to retake courses, review current academic major, faculty early monitoring/academic alerts, and/or conduct inventory on learning styles.

The student's financial aid eligibility will be reinstated for the upcoming semester upon approval of the student's appeal letter and a proposed academic plan. The Financial Aid Committee reserves the right to add additional requirements to the Academic Plan.

Resources Available for Students:

- Student Success Center
- WU Student Counseling Services – Health Center
- Campus Ministry

Student Information

Student Rights and Responsibilities

Wheeling University as an educational institution is committed to providing for its students a campus environment in which serious study and learning can take place. The University considers all students, residents, and non-residents as its partners in the responsibility of creating and maintaining that environment. All students are expected to conduct themselves accordingly and are expected to abide by all the policies and regulations of the University as a condition of academic acceptance to the University. While many such policies and regulations are discussed in this catalog, students are expected to be familiar with the University's academic catalog and other publications regarding such matters.

Judicial authority in non-academic affairs is vested in the Student Services through the Vice President for Student Services and his/her delegates. The Student Conduct process is described in the Student Code of Conduct and Sanctions section of the WU Student Handbook, available online or in hard copy through the Student Services.

Honor Code

As a Wheeling University student there is an ethical principle governing the community both academically and socially, the ideals of which constitutes honorable behavior within the community as a whole. To act honorably that community member is trusted to uphold values of integrity and accountability to the University community. All students are bound by the honor code because of their membership in the Wheeling University community. The value of integrity means to not lie, cheat, steal, or bring harm to others or their property. A value of accountability means to hold yourself to these ethical principles as well as not condoning the actions of others who violate these values. By not reporting violations one can be construed as condoning another's actions. Those who are in violation are subject to various sanctions, up to and including expulsion from the institution.

Academic honesty and integrity sit as the highest responsibility for all students. The Student Honor Code (adapted by Student Government) states: "We, as unique members of the Wheeling University community, strive for constant improvement of ourselves through discipline, honesty, and responsibility. While embodying the values of integrity, accountability, and respect for others, we wish to be instruments of hope, justice, and righteous action." Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. The quality of a Wheeling University education is dependent upon the community acceptance and enforcement of the Honor Code. For more information about academic honesty, a student may contact Academic Affairs, Student Services, or his or her department chair.

FERPA & Student Records Policy

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Private postsecondary schools generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the following rights:

- the right to have access to his or her education records;
- the right to seek to have the records amended;
- the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below);
- and the right to file a complaint with the Department.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in deciding that generated a protected education record.

Under FERPA, Wheeling University is not generally required to maintain particular education records or education records that contain specific information. Rather, it is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits Wheeling University to destroy such records without notice to the student.

Use of Directory Information

Wheeling University designates the following items as directory information: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, grade level, full or part-time status, most recent previous school attended and photograph. The University may disclose any of these items without prior written consent unless the Registrar is notified in writing to the contrary by the second week after the start of a term.

Access to Education Records

Under FERPA, Wheeling University must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. Wheeling University is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of Wheeling University.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in his or her education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the

right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records that contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

The Registrar will hear all student requests regarding a concern of a violation of FERPA. The Registrar will evaluate the record keeping of the item under concern and deliver a response to the student within two weeks of receipt of the concern. The response will either be a correction of the record keeping or a denial of the request. If the student is not satisfied with the decision of the Registrar he or she may submit a written appeal to the VP of Academic Affairs within two weeks of receiving the decision from the Registrar. The VP of Academic Affairs will hear the student concern, discuss the concern with the Registrar, and make a final determination within two weeks of receipt of the appeal. The decision of the VP of Academic Affairs is final.

Disclosure of Education Records

Under FERPA, Wheeling University may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. The following is general information regarding some of these exceptions.

1. School officials within Wheeling University, provided the school has determined that they have "legitimate educational interest" in the information. Wheeling University considers the following as school officials: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer, or other party to whom the school has outsourced institutional services or functions.
2. Other schools to which a student seeks or intends to enroll.
3. Financial aid officers in connection to financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.
4. Parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code.
5. Appropriate parties, including parents of an eligible student, in connection with a health or safety emergency.

Additionally, parents of a student at a postsecondary institution may receive information as follows:

1. The student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.
2. Information that has been deemed "Directory information" that would not generally be considered harmful or an invasion of privacy if disclosed. "Directory information" at Wheeling University includes the

following: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, grade level, full or part-time status, most recent previous school attended and photograph.

Wheeling University may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's right to restrict the disclosure of such information, and the period of time within which an eligible student has to notify the school that he or she does not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

1. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
2. To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
3. To comply with a judicial order or a lawfully issued subpoena;
4. To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and
5. To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

As stated above, conditions specified in the FERPA regulations at 34 CFR § 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Annual Notification of Rights

Under FERPA, Wheeling University must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review his or her education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA. It must also inform eligible students of the school's definitions of the terms "school official" and "legitimate educational interest."

FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school.

Law Enforcement Units and Education Records a "law enforcement unit" means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student.

"Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

Complaints of Alleged Failures to Comply with FERPA

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student have "standing," i.e., have suffered an alleged violation of his or her rights under FERPA, in order to file a complaint.

The Family Policy Compliance Office (FPCO) may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated.

If FPCO receives a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, FPCO may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that the eligible student should state his or her allegations as clearly and specifically as possible. To aid FPCO in efficiently processing allegations, FPCO asks that an eligible student only include supporting documentation that is relevant to the allegations provided. Otherwise, FPCO may return the documentation and request clarification. FPCO does not have the resources to review voluminous documents and materials to determine whether an allegation of a violation of FERPA is included. An eligible student may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, FPCO does not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that Wheeling University has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that Wheeling University has failed to comply with his or her request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that Wheeling University has improperly disclosed personally identifiable information from his or her education records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the FPCO, and other information regarding FERPA at: www.ed.gov/policy/gen/guid/fpc/index.html

If, after reading this guidance document, a student has questions regarding FERPA which are not addressed here, he or she may write to the Office at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Medical Leave of Absence Policy

Undergraduate students may request a Medical Leave of Absence (MLOA) in cases where the student's health hinders successful academic progress. The approval of MLOA for undergraduate students will come from the Director of Undergraduate Student Success (DUSS) and the Vice President for Academic Affairs (VPAA). The policy and subsequent procedure for requesting MLOA is as follows:

1. Student must submit a written letter requesting leave of absence for medical reasons. This letter must be addressed to the WU Director of Undergraduate Student Success. This letter must outline the need for the leave, the anticipated length of time for the leave and the anticipated time of return to academic studies, if known.
2. The physician or health care practitioner treating the student for said medical issue must submit written documentation to the WU Director of Undergraduate Student Success outlining the medical necessity for the requested medical leave and its anticipated duration.
3. Considering all information provided and any additional consultation needed, the WU Director of Undergraduate Student Success will rule on the requested medical leave. The decision will be communicated to the student in writing within and no longer than 10 working days of the completed request, which will not be considered as complete until all materials are submitted. This correspondence will also include the steps that the student must take to request re-enrollment after being released by the treating physician to return to academic studies.
4. The WU Director of Undergraduate Student Success will notify the Registrar of any student withdrawal due to medical leave of absence. The Director will also notify all necessary University departments (e.g., Registrar, Financial Aid, Student Accounts, IT, Student Housing, instructors, and academic advisors) of the student's leave so that appropriate actions can be taken within their domain.
5. Should the request be denied, the student can appeal the decision to the VPAA within 10 working days of

notification of the initial decision. The VPAA will compile all information necessary and make a ruling

within 10 working days of receiving the appeal. Written documentation of the decision will be provided to the student by the VPAA's office. The decision of the VPAA is final.

6. All correspondence regarding the request for MLOA will be maintained in the student's official academic record housed in the Registrar's Office.

Note: Medical leave may result in the grade of "W" for courses in progress.

Re-enrollment after MLOA

After being released by the treating physician or health care practitioner to return to academic studies, the following steps must be followed:

1. The student must apply for re-admission to the University.
2. The student must submit a written letter to the WU Director of Undergraduate Student Success requesting to return to academic studies at least 1 week before the requested return date.
3. The treating physician or health care practitioner must submit a letter to the WU Director of Undergraduate Student Success releasing the student to return to academic pursuits. Should any stipulations, on-going treatment or accommodations be applied to this return, they must be outlined in this letter or be provided by the practitioner in another written form to the Director stated above. Should conditions be placed on the student's return that fall under the Americans with Disabilities Act, all policies regarding requesting reasonable accommodations must also be followed as outlined in the Wheeling University Student Handbook. It is the student's responsibility to seek out the reasonable accommodations and provide all necessary documentation to receive the reasonable accommodation.
4. All above documentation regarding the student's eligibility for re-enrollment will be reviewed by the WU Director of Undergraduate Student Success. The Director will consult with other administrators on campus as necessary and will make the decision regarding re-enrollment and communicate this decision to the student within 10 working days of receiving the completed documentation. This response will include the allowable, reasonable accommodations.
5. Granting of the re-enrollment request will be communicated by the WU Director of Undergraduate Student Success to the Registrar's Office and all necessary University departments.
6. The actual point of re-enrollment with respect to course work will be decided upon by the Director of Undergraduate Student Success in consultation with the director of the student's program of study. In cohort programs, this may require that a student sit out until the next cohort of students comes through the program to the appropriate point of re-entry.
7. If the request for re-enrollment is denied, the student may appeal this decision to the VPAA in writing within 10 days of receiving the denial. The VPAA will review all documentation provided and render a decision that will be communicated to the student in writing within 10 days of receiving the appeal. The decision of the VPAA is final.
8. All correspondence regarding a request for re-enrollment will be maintained in the student's official academic record housed in the Registrar's Office.

Note that if the student has been away for more than one calendar year, the student enters under the Catalog currently in effect at readmission.

Academic Information

The University Catalog

Upon entering the University, a student is tied to the associated catalog year, which specifies the curriculum that is required for the student to follow and determines the necessary degree requirements to fulfill for graduation. Therefore, any changes to a student's catalog year may result in additional, reduced or updated requirements. Each catalog year is active for seven years. After seven years the catalog is retired and any student using that catalog year must select a more recent catalog year.

Academic Honesty and Integrity Policy

The academic community at Wheeling University prides itself not only on encouraging intellectual growth but also on fostering moral development by maintaining an environment of honesty, trust, and respect. The responsibility to maintain this environment rests with students as well as faculty members, staff and administration.

Graduates of Wheeling University place a high value on the education and degree they have received, which can be attributed to high standards of excellence and the aforementioned environment of honesty, trust, and respect. Students involved in academic dishonesty are contributing to the breakdown of this system. Failure to fulfill this responsibility can result in:

- Lack of trust in the student body;
- Loss of individual integrity;
- Loss of individual self-esteem;
- Loss of University integrity;
- Loss of value of a degree.

Wheeling University recognizes that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. The Student Honor Code (adapted by Student Government in spring 2002) states: "We, as unique members of the Wheeling University community, strive for constant improvement of ourselves through discipline, honesty, and responsibility. While embodying the values of integrity, accountability, and respect for others, we wish to be instruments of hope, justice, and righteous action." Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. The quality of a Wheeling University education is dependent upon the community acceptance and enforcement of the Honor Code. For more information about academic honesty, a student may contact Academic Affairs, Student Development, or his or her department chair.

Academic Honesty and Integrity Guidelines

What is academic honesty and integrity?

Academic integrity means giving credit where credit is due in an academic setting. It is an ethical obligation of all people who perform intellectual work, including students, faculty members, and administrators, to preserve the importance of academic integrity. If the source of intellectual work is not cited correctly, then the person who uses that source has engaged in theft of intellectual property.

Why is academic integrity important?

1. Lack of academic integrity is unfair to you. When you come to the University, you are committing yourself to engagement in learning and growth. If you commit an academic integrity violation, then you have cheated yourself out of important experiences that could change your life.
2. Lack of academic integrity is unfair to others. Other students will be disadvantaged if you have access to illicit information because it will diminish the meaning of grades. Grade inflation is detrimental to all students' grades. In addition, it is unfair to future employers and clients: if someone hires you as his/her accountant or nurse, he/she expects you to have the expertise in all areas of that field. You are cheating your employer or client by lacking the skills or knowledge that you claim to possess.
3. Lack of academic integrity lowers the reputation of the school. A poor reputation will make Wheeling University's degree less valuable. If grades are inflated because of cheating, then the grades earned will have little meaning to those organizations for which student grades are important. As a result, graduate programs, future employers, and University accreditation boards will question the viability of the school as a place of learning.

What constitutes a violation of academic integrity?

1. It is unethical to present the ideas, representations, or work of another as your own work.
2. In addition, if you permit someone else to present your ideas, representations, or work as his/her own intellectual property, then a violation of academic integrity has occurred.

What does “intellectual property” mean?

Intellectual property refers to “property (as an idea, invention, or process) that derives from the work of the mind or intellect” (<http://www.merriam-webster.com>). In other words, intellectual property refers both to one’s original ideas and to the manner in which one represents those ideas. Some concrete examples of intellectual property are: ideas, words, phrases from a document; an individual’s interpretation of—or argument about—a particular topic, work, etc.; a student’s original contribution to a classroom discussion; a published piece of work; a computer program; images on a web page; an oral presentation; a math problem; a lab report; a clinical assessment; and/or an answer on a test. If you are unsure of the originality of your idea or concept, consult your instructor for clarification and/or proper citation.

To what do the phrases “academic assignments” and “evaluation” refer?

“Academic assignments” and “evaluation” refer to the tools that your instructor may use to measure your intellectual growth and understanding. Examples include—but are not limited to—papers, exams, quizzes, and presentations.

What actions constitute a violation of academic integrity under the first definition above?

An academic integrity violation under Definition #1 involves the practice of any form of deceit in the proceeding of an academic evaluation. More specifically, if a student depends on the aid of others in a manner either expressly prohibited or not authorized by the instructor in the research, preparation, creation, writing, or publication of work submitted for academic credit or evaluation, the student has committed a violation of academic integrity.

Some examples of this type of academic dishonesty include:

- Using unauthorized “study guides,” websites, or databases in the preparation of a paper;
- Looking over others’ exams to see if they have transcribed similar answers;
- Using devices or referring to materials or sources not authorized by the instructor, including all types of technology (e.g., e-mail, websites, camera phones, or stored information on a calculator);
- Referring to literal or electronic “cheat sheets” during an exam;
- Possessing, buying, obtaining, or using a copy of any material intended to be used as an instrument of academic evaluation prior to its administration;
- Buying papers off the Internet;
- Asking a student in an earlier class for information on a quiz or assignment that you will take in the same class later that day/week;
- Submitting the work of another person in a manner that represents the work to be one’s own;
- Allowing one or two people in a group project do all of the work;
- Presenting as one’s own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources;
- Fabricating data from empirical research;
- Changing data on a lab report in order to demonstrate desired (but not actual) results;
- Fabricating sources and experts for a paper;
- Attempting to influence or change one’s official academic record (e.g., paying an employee of the Registrar’s office to change final grades).

What actions constitute a violation of academic integrity under the second definition above?

An academic integrity violation under Definition #2 involves active violations of academic integrity on another's behalf. If a student knowingly allows another student to cheat and/or assists another student in the practice of academic dishonesty, both students have violated academic integrity. More specifically, if a student provides aid to others in a manner either expressly prohibited or not authorized by the instructor in the research, preparation, creation, writing, or publication of work submitted for academic credit or evaluation the student has committed a violation of academic integrity.

Some examples of this type of academic dishonesty include:

- Letting someone look over your old paper for a class as he/she prepares a similar paper for his/her class;
- Allowing someone else to look at your exam to see if he/she has transcribed similar answers;
- Providing another student with a literal or electronic “cheat sheet” for an exam;
- Sending unauthorized content to a student during an exam or in-class assignment via cellular phone, email, etc.;
- Possessing, selling, obtaining, or giving a copy of any material intended to be used as an instrument of academic evaluation prior to its administration;
- Selling previously written papers;
- Sharing information with a student about a quiz or assignment in a class that you attended earlier that day/week;
- Knowingly permitting your ideas, representations, words, and/or written work to be submitted by another person in a manner that represents that work to be his/her own.

What if I reuse part—or all—of my own work from a previous class in order to complete a current assignment?

Unless your instructor sanctions this course of action, the act of resubmitting ideas, representations, or written work that has been submitted at any time in any form for credit in another course constitutes a violation of academic integrity. When an instructor expects each student to submit original work for a given academic assignment, it is academically dishonest to present as original content any ideas, representations, and/or written work that have been previously prepared and/or evaluated.

What are the consequences for violating academic integrity?

The sanctions that may be imposed upon finding that an offense related to academic integrity has been committed include, but are not limited to:

- A. Reduction in grade or a failing grade upon the assignment or examination where the offense occurred.
- B. Reduction in grade or a failing grade for the course where the offense took place.
- C. Suspension from the University for a specific period of time.
- D. Dismissal from the University without the expectation of re-admission.

These sanctions may be imposed individually, in whole, or in part, or in any combination.

Sanctions A and B are within the authority of the individual faculty member to impose, subject to appropriate discussion with the student or students. Should the student not agree with the faculty member’s decision, the student can appeal the decision following the Academic Appeal Process.

If the student does not begin the Academic Appeal Process within 5 calendar days from the date of the receipt of the faculty member’s final decision, the decision and sanction will stand and the matter concluded.

The Office of Academic Affairs will monitor the violations of academic integrity. If a student is found guilty of committing a third violation, the Vice President for Academic Affairs may impose an additional sanction including suspension or dismissal from the University. The student will be notified of the Vice President of Academic Affairs review of the violations. The final decision of the Vice President of Academic Affairs will be made and communicated to the student within 5 working days from the date of the notification. The Vice President of

Academic Affairs decision is final, and the matter concluded.

Academic Appeal Process

Students who believe they deserve an adjustment in a grade or academic status may appeal their situations, provided they follow proper procedure. In addition, students who wish to dispute that they committed a violation of academic integrity may appeal.

All ~~violations~~ appeals of an academic nature such as a grade or academic integrity violation must first be discussed with the faculty member prior to initiating an appeal. The outcome of those discussions will result in the final decision of the faculty member.

The Academic Appeal Process is followed when a student wishes to appeal the final decision of a faculty member.

1. This process must be initiated within five (5) calendar days from the date of receipt of the involved faculty member's final decision. The student must inform the relevant department chair, or designee, in writing, of the intent to appeal. If the student does not initiate the Academic Appeal Process within five (5) calendar days from the date of the receipt of the faculty member's final decision, the decision and sanction will stand and the matter will be concluded.
2. The student must submit a written appeal to the faculty member's department chair, or designee, within 10 calendar days from the date of receipt of the faculty member's final decision. This appeal must include the following items: student's name; student's email address; relevant faculty member and class; date of occurrence of alleged violation; student's response. A lack of understanding of the University's **Honor Code** policies or the **Student Handbook** <https://wheeling.edu/wp-content/uploads/2020/06/handbook18-19.pdf> is not an acceptable excuse for inappropriate behavior.
3. The Department Chair or designee, will provide the student and the faculty member with a written decision within 5 working days after the discussion with the student. The Department Chair's or designee's decision is final but can be appealed further to the Vice President for Academic Affairs and Chief Academic Officer. The decision of the Academic Vice President will be final and the matter concluded.

Grades

The number of grade points received in any one course is obtained by multiplying the course grade (in quality points) by the number of credits in the course; e.g., a grade "A-" in a three-credit course equals 11.1 quality points (3 x 3.7). The cumulative GPA (Grade Point Average) is computed by dividing the total of the quality points received in a specified number of courses by the total number of credits in those courses. Official grades used by Wheeling University and their grade point equivalents are as follows:

| | | |
|-----|--|--------------|
| A | 4.0 | Excellent |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Good |
| B- | 2.7 | |
| C+ | 2.3 | |
| C | 2.0 | Satisfactory |
| C- | 1.7 | |
| D+ | 1.3 | |
| D | 1.0 | Poor |
| F | 0.0 | Failure |
| I | Not computed: Incomplete (see Incomplete Grade Policy) | |
| W | Not computed: Approved withdrawal | |
| CR | Not computed: Credit for course | |
| P | Not computed: Passing for Pass/Fail use only | |
| NCR | Not computed: No credit for course | |
| AU | Not Computed: Audit | |

FA

Failure due to excessive absences

NOTE: While C-, D+, and D- may be passing for an individual performance, an AVERAGE of C (2.0) is required for graduation. Some majors have a GPA requirement higher than 2.0. Please check the program listing under the Academic Program section of this catalog.

Transcripts

Request for a transcript may be made in the Office of the Registrar or via Parchment and the National Student Clearinghouse portal found on the school's website <https://wheeling.edu/academics/registrars-office/student-records/>. A processing fee is charged for each official transcript requested to be sent in any format. Students with an outstanding financial obligation to the University will have all transcripts held until that obligation has been met. Current students may obtain their unofficial transcripts through their student portal on Self Service, which is also where they can obtain semester grade reports. The transcript is a student's official academic record of courses taken with final assigned grades, semester and cumulative GPAs, and any conferred degrees earned while attending the institution.

Transfer of Credit – while a current student

Wheeling University students who wish to take courses at another accredited institution need to consult the Registrar's office for necessary forms and procedures and for all necessary approvals regarding the transfer of credit. Transient forms must be completed and approved prior to taking the transfer course. The forms are available on the Registrar's website at <https://wheeling.edu/academics/registrars-office/>

Repetition of Courses

Students may repeat a course if they receive a grade of D+ or lower, or if they need a higher grade to meet the specifically-stated requirements to enter or continue in a major or a program. Students who choose this option must complete the identical course offered at WU. If a student repeats a course, all grades will appear on the transcript but only the most recent grade will be factored into the student's cumulative GPA. A grade earned at WU may not be replaced by a grade earned at another institution. Students may only repeat a course once.

Double-Counting Course Requirements

Several courses offered at Wheeling University fit more than one requirement. In some situations, a student taking such a course can count it toward multiple requirements. In other situations, such "double-counting," is not allowed. If you are confused about this policy or uncertain as to how it applies to your own situation, contact your advisor. A maximum of 2 courses (no more than 6-8 credit hours combined) are permitted to be double counted only between the core and a major or one course (3-4 credit hours) for a minor.

Prerequisites. A prerequisite is a course or its equivalent that normally must be taken and passed before admission to a given course can be approved. Prerequisites are listed at the end of a course description where needed.

Course Numbering

Courses are numbered in this way:

| | |
|---------------|---|
| 090-099 | Strengthening courses |
| 100-199 | Lower-division or introductory courses (In some cases, these may be taken by upper-class students.) |
| 200 and above | Upper-division courses |
| 300-489 | Upper-division courses; usually taken by majors |
| 500-699 | Graduate-level courses |

Each discipline's curriculum may include unlisted courses, offered should the need arise. They are commonly numbered in this way:

161, 261, 361,461 Experimental course offering (may be offered two times only)

Subject Abbreviations

The following abbreviations are used throughout the Catalog:

| | |
|------|---|
| ACCT | Accounting |
| ARTS | Fine Arts |
| BIOL | Biology |
| BUSN | Business |
| CHEM | Chemistry |
| CMGT | Construction Management |
| COMM | Communication |
| CRJU | Criminal Justice |
| ECON | Economics |
| EDUC | Education |
| ENGL | English |
| ENGR | Engineering |
| ENVS | Environment and Sustainability |
| EXSC | Exercise Science |
| EXSL | Experiential and Service Learning |
| GEOG | Geography |
| GIST | Geographic Information Systems Technology |
| GSCI | General Science |
| HCMT | Healthcare Management |
| HIST | History |
| HONR | Honors |
| HSMT | Healthcare Services Management |
| MATH | Mathematics |
| NURS | Nursing |
| PHIL | Philosophy |
| PSYC | Psychology |
| SOCI | Sociology |
| SPAN | Spanish |
| THEO | Theology |
| THMT | Tourism and Hospitality Management |

Academic Procedures & Regulations

Registration

Add/Drop Policy

Students may add courses prior to the end of the add/drop period as published in the University's current Academic Calendar.

Students may drop classes without academic or financial penalty prior to the end of the add/drop period as published in the University's current Academic Calendar. A course DROP is defined as occurring prior to the end of the add/drop period.

Course Withdrawal Policy (prior to the Withdrawal Date)

Students may officially withdraw from a course, without academic penalty, any time prior to the Withdraw Date as published in the University's current Academic Calendar. The course remains on the student transcript with a grade of "W" assigned. A course with a grade of "W" is not factored into the cumulative GPA. An official course withdrawal may be completed in the Registrar's Office.

Students are advised that never attending class or discontinued attendance does not constitute an official withdraw from a class. Failure to officially withdraw from a class will result in the grade of "F".

Students should refer to the Financial Information section of this catalog to determine the billing and financial impact, if any, of withdrawing from a course.

Students utilizing Financial Aid are urged, prior to initiating an official course withdrawal, to contact the Financial Aid Office to determine the effects, if any, of withdrawing from a course.

Course Withdrawal (after Withdrawal date) with Mitigating Circumstances

A student may petition to officially withdraw from a course after the withdrawal date and prior to taking the final exam and prior to the last day of the course only in mitigating circumstances. The student must have a verifiable mitigating circumstance that prevents him/her from utilizing the course Incomplete Grade Policy. All petitions to officially withdraw from a course must include documentation supporting the mitigating circumstance and be approved by the faculty member and the Vice President for Academic Affairs.

Incomplete Grade Policy

The incomplete ("I") grade is to be used only for verifiable mitigating circumstances where a student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must have satisfactorily completed more than 75 percent of the course requirements and attendance and provide the faculty member with documentation supporting the request. The faculty member has the discretion to determine whether the "I" grade will be awarded. The maximum time extension permitted for an incomplete is eight weeks after the course end date. At the end of the eight-week time period a grade of "I" will automatically be converted to the grade of "F".

University Withdrawal Refund Policy

The University Withdrawal Refund Policy applies to withdrawals from the University, not withdrawals from individual courses. Request for withdrawal from the University must be obtained from the Registrar's Office. Neither verbal communication nor failure to appear in class will be considered official notification of withdrawal.

Refunds will be granted only to those students who have followed the procedural policy of completing the proper forms.

A student who withdraws from the University will have the tuition and mandatory fees refunded based the table below.

No refund of tuition is made after the third week of a semester.

Fall/Spring Semesters Refund

Days 1-7 100%

Days 8-14 75%

Days 15-21 50%

After Day 22 0%

Summer Semester

Add-Drop Period 100%

After Add-Drop 0%

The above refund applies to withdrawals from the University, not withdrawals from individual courses. Request for withdrawal from the University must be obtained from the Registrar's Office. Neither verbal communication nor failure to appear in class will be considered official notification of withdrawal. Refunds will be granted only to those students who have followed the procedural policy of completing the proper forms.

Graduation Requirements

To be eligible for graduation, a student must:

1. Complete the required core curriculum courses;
2. Complete the requirements in at least one major;
3. Complete a minimum of 120 credit hours with a cumulative grade point average (GPA) of 2.00 or above;
4. Complete at the University not less than 18 credit hours required for the major;
5. Complete the residency requirement of at least 30 hours of the last 36 hours, required for a degree, at Wheeling University;
6. Satisfy all financial obligations to the University;
7. Complete assessment tests and interviews which may be required; and
8. Submit an application for graduation within the prescribed time frame as published by the Registrar's Office.

Students who plan to graduate by the last day of a Spring term and are no more than 6-8 hours short of meeting their degree requirements after the completion of the spring semester may petition the Registrar for permission to participate in the spring commencement ceremony. Please note, each student is responsible for ensuring he/she is meeting all requirements for graduation at WU. The graduation fee is required if approved to participate in Commencement.

Financial Requirements for Graduation

All balances are to be paid in full prior to graduation activities. If the student's account has an outstanding balance, he/she may not be permitted to participate in any or all graduation functions, including actual graduation ceremonies. Also, any student having a balance due on his/her account will be unable to receive his/her diploma or transcripts.

Academic Standing

Student Status

Students are classified as follows:

| | |
|---------------------|--|
| First-year students | less than 27 earned semester hrs. |
| Sophomores | between 27 and 59 earned semester hrs. |
| Juniors | between 60 and 89 earned semester hrs. |
| Seniors | 90 or more earned semester hrs. |

Satisfactory Academic Progress

Every student in the University must maintain a cumulative grade point average (GPA) as follows and in the major in order to be considered in good academic standing.

| Hours Attempted (to include transfer credit) | Required Minimum Cumulative GPA |
|--|---------------------------------|
| 0-29 | 1.6 |
| 30-59 | 1.8 |
| 60+ | 2.0 |

A student who holds a grant-in-aid must remain in good academic standing. A student who holds a scholarship must maintain at least the GPA specified by the conditions governing the scholarship in order for it to be renewed for subsequent years. The cumulative GPA is used for the purposes of academic warning, academic probation, academic suspension, and academic dismissal.

Additionally, certain majors/minors may have additional standards for admission to and/or advancement within their discipline. Students are responsible for knowing the specific requirements of their programs and are encouraged to seek clarification from their advisor when necessary.

Academic Warning

First time Freshmen students who fail to achieve the minimum cumulative GPA required for satisfactory academic progress at the end of their first semester, may be placed first on academic warning before being placed on academic probation. Academic warning gives the student one semester to meet the required GPA. If this is not achieved after one semester, the student will be placed on academic probation or academic suspension.

Academic Probation

Academic probation carries a serious warning to the student because unless improvement is noted during the probationary period academic suspension or dismissal may follow. Academic probation is assigned at the close of any semester (fall, spring or summer) in which the student fails to meet the minimum cumulative GPA requirement outlined above.

While on academic probation a student must meet with the Director of Student Success Center and major advisor at the start of the next semester to develop a binding academic improvement plan. It is advisable that the student only take 12-14 credit hours of course work while on probation.

A student on probation for longer than one semester may not:

1. Hold office in student government and may be prevented from participating in University activities, departmental clubs, or class boards;
2. Serve as an editor of any student publication; and
3. Practice or participate in intercollegiate athletics or major theatrical productions (unless required by the student's major program of study). Participation in intercollegiate athletics is also subject to the regulations of the National Collegiate Athletic Association (NCAA) and other athletic associations in which the University holds membership.

Students placed on probation are expected to attend all classes and must achieve the specified minimum cumulative GPA requirement after completing 12 credit hours. It is the student's responsibility to adhere to probationary restrictions. A student who fails to meet the probationary restrictions placed upon him or her is eligible for probation continuation with advisor permission for one additional semester, immediate suspension or dismissal. Students should be aware that academic probation and loss of financial aid eligibility are separate and distinct issues.

Academic Suspension

A student on academic probation who fails to meet the conditions of Academic Probation (see above) may be academically suspended from the University. A student placed on Academic Suspension may not continue enrollment at WU for at least one fall or spring semester. A suspended student may apply for readmission after a fall or spring semester has passed. The application must include written evidence that demonstrates the potential for future academic success. The application must be submitted to the Admissions Office and the Vice President for Academic Affairs at least four weeks prior to the start date of the semester for which the student wishes to return to WU. The application will be reviewed to determine if there is reason to expect academic success upon reinstatement.

Academic probation is not necessarily a prior condition for academic suspension. A student may be suspended for lack of progress if evidence of eventual academic success is lacking or if University personnel believe the student forfeited responsible academic citizenship, such as:

- ongoing failure to complete classroom assignments;
- excessive class absences;
- disruption and disturbance of fellow students;
- a violation of the Academic Integrity Policy.

Please note that students may also lose University housing during a semester if there is lack of academic progress.

If a student is suspended for judicial reasons during a semester, the student will be administratively withdrawn from all enrolled courses and the grade of "F" assigned.

Appeal Process for Academic Suspension

When notified, an academically-suspended student may appeal to the Vice President for Academic Affairs in writing. The written appeal should include any extenuating circumstances or other information to be considered. The appeal must be submitted within 10 days of the receipt of the notification of suspension. The decision of the Vice President for Academic Affairs will be final.

Academic Dismissal

If a student is suspended twice, the student will be dismissed and ineligible to return.

Evaluation of Part-time Students

If a student is enrolled at least half time, academic progress is evaluated. However, academic action is taken only when a part-time student has attempted a total of 12 semester hours of credit at WU. Academic status will be reviewed at the end of a term for which a student has accumulated at least 12 cumulative hours of attempted coursework.

Clinical Progression Policy: Nursing and Health Science Majors

Wheeling University students entering clinical sequences at area hospital and health agency affiliates are in a special situation: they are preparing themselves for certification/licensing examinations; they are given significant responsibility for the well-being of patients under their care; and they represent to their professional community the quality and ethical dimension of their education at WU.

Consequently, the University sets academic standards for progression in clinical work for each health-related major, as described under these headings later in the Catalog or in a handbook specifically prepared for each major. The University also reserves the right to exclude any student from clinical work who in the opinion of his/her instructors has demonstrated behavior or attitudes incompatible with safe, ethical and professional development or who does not successfully complete a criminal background check, which could seriously jeopardize the welfare of patients.

Additional Academic Regulations

Class Attendance

Prompt and regular attendance, whether in face to face, hybrid and online classes, laboratories and other activities that are part of a course is expected of every student. Failure to attend a class or a laboratory for any reason is counted as an absence; University policy does not differentiate ‘excused’ from ‘unexcused’ absences. In face to face classes, first-year and all students on academic probation are permitted no more than six absences in 3-credit courses that meet three times a week. For courses that meet fewer than three times weekly, or are taught for fewer credits, the number of allowed absences is proportionately reduced. In 4-credit courses or higher, the number of allowed absences is also determined proportionately. Late entry into a class either by adding the course or late enrollment constitutes absence from that class. Attendance policy for upper-class students is set in each course by the instructor, who will announce the policy at the first meeting of the course. Students in online courses at all levels must participate as frequently as required by the instructor to successfully complete all class performance expectations. The credit and grade which a student receives for a course should reflect the student’s active participation, as well as the ability to complete assignments and pass tests. Exceeding the maximum number of absences could result in a grade of “FA” (failure due to excessive absences).

Non-Degree Status

Persons who wish to take classes at WU but who do not want to seek a degree or who are unsure of their interest in earning a degree may do so by contacting the Admissions Office. Non-degree students are not required to submit high school or college transcripts; however, they must file an application and the \$25 application fee. Non-degree students must, after earning 12 semester hours at Wheeling University, either apply for admission to a degree program or declare themselves permanently as non-degree students. Students from other institutions must provide a transient form from their institution stating that they are in good academic standing and have permission to enroll in the course(s). Students pursuing non-credit continuing education credits, certificates or other programs over 12 credits are not required to apply for Admissions unless seeking conversion of non-credit courses into a degree program under a special University outside organizational articulation agreement or WU’s Prior Learning Assessment program.

Limitations on Courses: Regular, Summer and Winter Sessions

The normal course load for a **regular session** semester is 15-18 semester hours. Twelve (12) credits and above is considered full-time at the undergraduate level. Students with a cumulative GPA of 3.0 or better may be allowed to register for more than 18 credits. Students who want to take more than 18 hours must obtain the approval of their academic advisor as well as the Vice President for Academic Affairs. There is an additional fee applied to each credit hour over 18. Students should submit a Course Petition form to take more than 18 hours. This form is available on the Registrar’s webpage www.wju.edu/Registrar.

A Wheeling University student enrolled in **the summer session** may take no more than four courses (12 credit hours) per summer semester. No more than two courses may be taken in a single part of term. Students are limited to taking no more than two courses (6 credit hours) in the **winter session**.

A Wheeling University student who takes summer or winter session courses at another institution for transfer to the University may take no more than three courses (9 credit hours) and only at the 100-200 level. Students must complete all 300-400 level major and free electives courses at Wheeling University unless otherwise specified under an authorized special outside arrangement. Before registering elsewhere, students must complete a transient form with advisor, department chair, and Registrar approval. The form can be found on the Registrar’s website at: <https://wheeling.edu/academics/regisrars-office/student-records/>

Disciplinary Suspension

Disciplinary suspension is imposed by the Vice President for Student Services or his/her designee and is not in itself an

academic sanction. However, any student placed on disciplinary suspension with the provision that he or she may reapply

for admission to the University must secure the approval of the Vice President for Academic Affairs and Department Chair of the student's major before taking courses at another institution during the period of suspension. The Transient form for taking such courses is obtained on the Registrar's webpage, <https://wheeling.edu/academics/registrars-office>. (See the Student Handbook for more information about non-academic disciplinary proceedings.)

Readmitted Students

Students who have withdrawn from the University or take a Medical Leave of Absence must apply for readmission through the procedure outlined in the section titled, "Re-enrollment after MLOA." Readmitted students who have been away from the University for one calendar year or more will follow the catalog requirements in effect during their first semester of course work after readmission to the University.

Student Achievement

Graduation Honors

Students who have completed at least 60 graded semester hours at Wheeling University, and have obtained the qualifying cumulative GPA are awarded the following graduation honors:

| | |
|------------------------|-------|
| <i>Summa cum laude</i> | 3.900 |
| <i>Magna cum laude</i> | 3.700 |
| <i>Cum laude</i> | 3.500 |

For students with at least 30 but less than 60 graded semester hours, the honors average is:

| | |
|-------------------------|-------|
| With distinction | 3.500 |
|-------------------------|-------|

Computation of the average is based solely on courses completed at Wheeling University. Graduation honors are bestowed at the same time the student's degree is conferred. All graduation honors are initially awarded based on student's academic information from their last completed semester and awarded accordingly.

Awards for Student Achievement

Each year at commencement or the graduation banquet, awards are given to seniors who have distinguished themselves. Additionally, students may be elected to an honor society. Here is a listing of awards and honor societies.

The **Valedictorian** is selected on academic merits as that student who has earned the highest average GPA among the graduates. (At least 90 of the hours must be completed at Wheeling University.)

The **Katherine Fouts Award** is given for exceptional service to Wheeling University and significant contribution to the quality of campus life, without reference to academic performance.

Through a bequest of Emelda Elfrida Paul, **Henry F. Paul Silver Medals** are awarded to the two undergraduate students who earn the highest average in the Bachelor of Arts degree program and Bachelor of Science degree program from a minimum of 60 graded credit hours at Wheeling University. Medals are also awarded to the two undergraduate students who earn the second highest average from a minimum of 60 graded credit hours in the Bachelor of Arts degree program and the Bachelor of Science degree program at Wheeling University.

The **Archbishop John J. Swint and Mary Woomeer Medals**, reflecting both academic distinction and service to the University, represent the crowning achievement for a student at Wheeling University. A minimum "B" average (3.0) is required for eligibility, and selection is by full-time faculty and administrators of the University voting through confidential ballot.

The **University Activities Award** is given to the student whose participation in a variety of student activities has enriched the University community.

Edward J. Gannon, S.J., Collegian of the Year Award is given to one member of each class, voted upon by classmates.

The **Frank R. Haig, S.J., Award** of \$2,500 is given at commencement each year to the graduating senior in a science field (Biology, Chemistry, Mathematics, Physics, Psychology, Clinical Sciences or Computer Science) who most embodies the concept of “individual excellence for public usefulness.” Endowed by Mr. and Mrs. W. W. Holloway, Jr., the award honors the third president of WU, a distinguished nuclear physicist and civic leader.

The **Forrest Kirkpatrick Award** is given for high achievement in Economics.

The **Charles Currie Scholar Athlete Award** is given to the senior who has participated in intercollegiate athletics and has the highest GPA upon graduation.

The **Intercollegiate Athlete of the Year Award** is given to the outstanding intercollegiate athlete.

There are multiple **Departmental Awards** given by academic departments to the outstanding student from each discipline.

Laut Honors: Each student who completes the Stephen J. Laut, S.J., Honors Program will be recognized at Commencement as Laut Honors students and receive a diploma attesting to the distinction of the degree. For more information, please see the Laut Honors Program section of this catalog.

Gloriam Award for Leadership and Excellence is an honor awarded annually to a limited number of students in each class in recognition of outstanding leadership and service within the University community and attainment of academic excellence.

At the end of each semester, the Registrar’s Office and the Office of Academic Affairs compile the names of students who have earned placement on the **Dean’s List**. To be eligible for this distinction, a student must have completed and have been graded for at least 12 credit hours during the given semester and have earned a grade point average (GPA) of at least 3.5 for all courses taken that semester. Courses taken as pass/fail, audited courses, and grades of “I” or “X” do not count toward the minimum of 12 hours needed.

Alpha Epsilon Delta is national honorary society for Pre-Health Professions.

Alpha Mu Gamma is national honorary society open to students who have distinguished themselves in modern languages.

Alpha Phi Sigma is national honorary society for students in Criminal Justice.

Alpha Sigma Nu recognizes men and women who distinguish themselves in scholarly pursuits, loyalty and service to the University and community through membership in the National Honor Society.

Beta Beta Beta Biological Honor Society is a national honor society that recognizes students who have distinguished themselves in Biology.

Delta Mu Delta is an international honor society that recognizes Business majors who have distinguished themselves in academics and leadership.

Kappa Delta Pi is an international honor society in education.

Kappa Mu Epsilon is a national honor society open to students who have attained academic distinction in Mathematics.

Lambda Beta The national honor society that recognizes students who have distinguished themselves in Respiratory Therapy.

Lambda Pi Eta is a national honor society for students who have distinguished themselves in Communication.

Phi Sigma Alpha is a national honor society for students in Political Science.

Phi Alpha Tau is a national honor society open to students who have distinguished themselves in Philosophy.

Phi Sigma Theta is a national honor society for students with strong interest and proven track record in History.

Physical Therapy Honor Society is an honor society for students who have distinguished themselves in Physical Therapy.

Psi Chi is a national honor society open to students who have distinguished themselves in Psychology.

Sigma Beta Delta is an international honor society for students in Business, Management and Administration.

Sigma Iota Rho is a national honor society open to students who have distinguished themselves in the academic areas of International Studies, International Business or Peace Studies.

Sigma Pi Sigma is a national honor society awarding distinction to qualifying students of high scholarship and promise of achievement in Physics.

Sigma Tau Delta is an international honor society for those who have distinguished themselves in English.

Sigma Theta Tau International Nursing Honor Society is an international honor society for nurses who have distinguished themselves in Nursing scholarship and leadership.

Graduate and Professional Studies Preparation

Graduate School

Many of the undergraduate programs at Wheeling University are foundations for graduate study; some majors are designed specifically to fulfill the prerequisites of graduate schools in the arts, sciences and social sciences. When a student's needs cannot be fulfilled by an existing program, the independent major, along with faculty guidance and consultation with the director of the proposed graduate program, may be appropriate. Students should consult the appropriate graduate program director for information about graduate programs, procedures for applications and scholarship opportunities. Also, the Student Success Center career library has directories and a large collection of the catalogs of graduate schools around the country.

Pre-Law School

Various concentrations and majors at Wheeling University can serve as preparation for law school. The following relevant courses are recommended for students in order to successfully compete for admission: Philosophy, Political and Economic Philosophy, Political Science, Criminal Justice, History, Communications, and Business. The majority of the American Bar Association approved law schools grant or deny admission based on the Law School Admissions Test (LSAT) and undergraduate GPA, with the LSAT score as the most important criterion. Faculty in each of the listed departments are happy to speak to you about your plans and the available courses.

Health Pre-Professional Programs

Wheeling University offers a well-rounded science and liberal arts education for students seeking careers in health pre-professional. WU offers a well-rounded science and liberal arts education for students seeking careers in health or medical pre-professional disciplines or related fields of study. Students seeking health profession careers typically major in Biology or General Science; however, with appropriate prerequisites in the sciences met, alternative degrees may be pursued. Students are guided by their major advisors or other selected faculty when planning to complete the appropriate

courses required by their choice of professional school. Upon the request of a student, appropriate faculty can write a letter of assessment to support a graduate professional school application. The assessment includes not only GPA and scores on pre-professional examinations, but also other considerations related to student abilities to successfully complete an educational program at the professional level. As a result of such faculty help and support WU's well-prepared and motivated students hold an excellent record for acceptance into professional schools.

Physical Therapy Pre-Professional

Wheeling University offers a pre-physical therapy concentration to students interested in entering the WU or other Physical Therapy graduate program. Students pursue a baccalaureate degree in a major of their choosing in addition to completing the prerequisite courses in Biology, Anatomy/Physiology, Chemistry, Physics, Statistics, Math and Psychology. Although students are advised by faculty members in their chosen majors, information and guidance is provided by the WU Department of Physical Therapy. Access the following link for a listing of the recommended coursework in preparation for the WU Physical Therapy program:

<http://aptaapps.apta.org/ptcas/ProgramInformation.aspx?program=MVT>. Please note that completion of the prerequisites does not mean automatic admission into the WU Physical Therapy Program. To assure acceptance into the Doctorate of Physical Therapy program, WU undergraduate students must complete the Early Assurance Program, obtaining an undergraduate degree, holding a minimum of an overall 3.4 GPA, score 140 on the GRE and maintain good standing with the University's academic and behavior policies.

The graduate Physical Therapy program consists of two- and one-half years of intensive course work and clinical assignments spanning seven consecutive terms in residence plus one online term at the beginning of their studies. The graduate earns a Doctor of Physical Therapy degree. The Physical Therapy curriculum utilizes a problem-based learning (PBL) model rather than the traditional lecture method of presentation. The PBL approach prepares students exceptionally well to enter the clinical setting as creative, reflective and analytical problem solvers, and critical thinkers. This has been verified through our students' high rate of success in their clinical education courses and high passage rate on the licensure examinations.

The Wheeling University Doctor of Physical Therapy Program participates in the Physical Therapist Centralized Application Service (PTCAS). Applicants applying to the entry-level professional physical therapist program will apply online using the PTCAS application. The WU DPT program application soft deadline is December 1. The admission process for the Doctor of Physical Therapy Program cohort classes begins each summer. To learn more about the PTCAS application process, please visit the PTCAS web site at www.ptcas.org. You must be able to report grades from a minimum of 25 credits of the math/science prerequisite coursework at the time your application is submitted. Please feel free to contact the WU Physical Therapy Department at <https://wheeling.edu/academics/graduate/physical-therapy/> or 304-243-7201 with any questions.

Moving Students Forward: Undergraduate and Graduate Programs

Accelerated, Online, Dual Credit, Professional Certificates and Degree Undergraduate Completion Programs

Wheeling University also offers several accelerated and fully online undergraduate degrees and Professional Certificates to propel students forward especially adult and degree completion learners. Please see the Academic Programs of Study section in this catalog for more information. The University also offers dual undergraduate-graduate dual credit and undergraduate degree completion designed to meet the needs of academically advanced traditional students, the adult professional learner and working public. Undergraduates with a 3.0 or higher cumulative GPA may pursue, with permission of the Program faculty, up to two classes (six credit hours) in dual undergraduate-graduate study to satisfy specific graduation requirements. Students can then apply successfully obtained dual credits upon post-graduate admission into the associated graduate degree program. The University also offers special "2+2" degree completion programs including a BA in Liberal Arts and a BS in General Science for undergraduate students with various college credits entering with the goal to finish a degree.

Graduate and Professional Studies Degrees

Wheeling University also offers highly-valued, accredited masters and doctoral graduate degrees accelerated and online for the convenience of working professionals. Programs include:

MSA (Master of Science in Accountancy): Prepares students for the CPA exam.

MBA (Master of Business Administration) offers two tracks in Management and Healthcare Management

MSN (Master of Science in Nursing) offers tracks in Nursing Administration and Family Nurse Practitioner specialist.

MEL (Master of Science in Educational Leadership) offers two tracks in School or School System Leadership for principal or superintendent licensure and Instructional Leadership for teachers.

MS (Master of Science in Organizational Leadership)

DPT (Doctor of Physical Therapy): Focus on Problem-based Learning and Community Service

Please see the Graduate and Professional Studies section of this catalog for more information on all of WU's Graduate degree programs.

Academic Programs of Study

The undergraduate studies at Wheeling University engage students in learning through multiple approaches to learning, such as lecture, cases, research, presentations, group work, internships, applied practice, service projects, etc., depending on the discipline and the course. Faculty are teaching faculty at WU so students have a faculty member in each course. Faculty advisors and the Office of the Registrar are always available to assist students in selecting their majors, minors and courses.

In order to graduate, students must have a minimum of 120 credits in total and fulfill the requirements of a major concentration. Typically, a student must select a major no later than before registration in the spring semester of his/her sophomore year. Normally, students cannot switch majors beyond the fall semester of their junior year and/or the completion of 90 credit hours as completion of all the requirements of a major may not be possible. Again, an advisor or the Office of the Registrar staff are helpful to students who would like guidance.

Majors and Minors

Most majors consist of 30-45 credits in the field of study; minors usually consist of 18-21 credits in a discipline. Some disciplines have Concentrations and/or Professional Certificates, which normally consist of 12-15 credits in the discipline. Students should plan early in their programs to take advantage of major and free electives that can be taken to fulfill double majors, minors and certificates, which are valuable for future employment, graduate school and other professional advancement opportunities.

Majors

| | |
|--------------------------------------|--------------------------------|
| Accounting | Liberal Arts |
| Biology | Business Administration |
| Criminal Justice | Education |
| Engineering Science | English |
| Exercise Science | General Science |
| Healthcare Leadership and Management | Liberal Arts |
| Nursing | Organizational Leadership (MS) |
| Psychology | Theology |

Minors

In addition to completing the requirements of a major, a student may declare a minor in another academic discipline. Minors must be declared by registration in the spring semester of the student's junior year.

| | |
|-------------------------------------|---|
| Accounting | Biology |
| Business | Criminal Justice |
| Education Non-Certification Pathway | Special Education Non-Certification Pathway |
| Education Certification Pathway | Creative Writing |
| English | Psychology |

Double Major

Double majors are possible for some students and required for students in the secondary Teacher Education program. Major requirements are specified under discipline listings in this Catalog. For majors that have common courses, at least 18 credit hours must be earned from non-overlapping courses in each of the two major areas. Approval for a double major must be secured from the advisor of the first major and the Department Chair of the second major. Double majors may require more than the normal four years of attendance for completion.

Professional Certificates

When added to a major or a double major, a Professional Certificate positions student to advance on their careers with additional employment skills, competencies and abilities. WU Students are encouraged to add one or more of the following certificates in their programs of study as aligned with their future career choices.

- Construction Management Essentials
- Geographic Information Essentials
- Health Services Management
- Informational Technology Essentials
- Integrative Marketing Communications
- Nursing Management
- Pastoral Ministry
- Sales with Salesforce Training
- Spanish
- Sports Leadership Management
- Tourism and Hospitality Management

Special Academic Programs

Academic Internship Program

The Academic Internship Program is open to second semester juniors and seniors and is administered by the Office of Career Services in collaboration with faculty advisors. Internships provide a way for students learn and earn credit from out-of-the-classroom experiences in career-related environment. Students complete Academic Internships to explore career options, to gain experience in a chosen career field, to develop transferable skills, to learn by doing, and to establish future career networks.

To receive college credit for an Academic Internship, a student is expected to: 1) have completed at least one course directly related to his/her major; 2) be concurrently enrolled in at least two courses directly related to the major, or

have already completed 3 courses related to the major if the Internship is over the summer; and, 3) submit the Internship Registration to Career Services prior to beginning the internship. Students are required to work at the approved internship site for 120 hours for 3 credits. During the same semester the student is completing the internship, he or she is required to be enrolled in an Academic Internship course. This class provides the student with internship supervision, advising, and services for career planning. Students can register for an internship in any program at the 300 (i.e. THEO 373/374) and 400 level (i.e. THEO 473/474) for 1, 2, or 3 credits and repeat up to 6 credit hours in a degree program.

While students are expected to locate their own internship, Career Services can assist them with locating and applying for internships. Consult with the Office of Career Services for more information about the Academic Internship program and how to apply.

Experiential and Service Learning: Graduation Requirement and Fulfillment

As part of their value-added, unique educational experience at Wheeling University, all candidates for the baccalaureate degree must satisfactorily complete at least one designated Experiential and Service Learning academic course or co-curricular activity in order to fulfill the University's General Education requirement. The requirement is intended to provide students with unique and essential opportunities to connect what they have learned in the classroom to external career-related experiences, such as internships (paid or unpaid), research opportunities, clinical practice, study abroad, etc. and learn the lifelong benefits of serving communities as active and responsible citizens.

Through Experiential and Service Learning classes, projects and activities, Wheeling University students are able to explore and gain a deeper understanding of their future careers, lifestyles and societal responsibilities globally as well as locally. In general, students are also challenged to apply concepts and principles they have learned in their college coursework to their professional and service experiences as additional ways to gain critical and creative learning insights. Wheeling University's Experiential and Service-Learning activities also supports and fosters greater academic and personal growth, as students discover and understand other cultures, reflect upon personal service and professional development activities, and relate their experiences to life after graduation.

Students can register and complete the Experiential and Service Learning general education requirement through the following ways:

Experiential and Service Learning Courses:

Credit-bearing Experiential and Service Learning Courses are listed in the University's catalog each year and in degree plans as EXSL. These courses fulfill both the Experiential and Service Learning requirement as well as required courses, electives in a major, or as free electives as offered each semester. These courses typically include internships, practicums, fieldwork, clinical practice, research projects, student teaching, and service learning and volunteerism activities carried out as part of a credit-bearing course or set of courses. Please note that enrollment in certain EXSL courses may be restricted to or reserved for majors-only.

An EXSL designation can also be assigned to Internship, Independent Study, Study Abroad, and Honors credit-bearing courses arranged with and authorized by a supervising faculty member in coordination with the Student Success Center staff and/or the Office of the Registrar.

Co-Curricular Experiential and Service Learning Opportunities:

Students may also fulfill the requirement by enrolling in zero-based credit courses listed every semester in Academus. Interested students need to register in the following experiences under the EXSL code in selected (repeatable) course sections:

Sec 01: Appalachian Institute
Sec 02: Student Government

Sec 03: Athletic Leadership
Sec 04: Honors
Sec 05: Student Clubs
Sec 06: Peer Tutoring & Mentoring
Sec 07: Community Service
Sec 08: Environmental Sustainability Service
Sec 09: Career Development and Dinner
Sec 10: Residential Assistant
Sec 11: Jewelweed Student Literary Magazine
Sec 12: Fog Cutter Student Research Journal

Please note that students may need to receive prior approval by the Student Success Center and Student Affairs staff in order to register in certain EXSL course sections. Students will also need to document and complete a portfolio electronically of all hours, work and experiences achieved in a EXSL course equal to a minimum of fifty (50) hours and gain release to the Registrar of final accreditation approval by the Student Success Center and Student Affairs staff, in possible conjunction with other University departments and offices, in order to fulfill the requirement. Each year, the Academic Life Committee will review all EXSL Co-Curricular Experiential and Service Learning Opportunities as carried out to assess and recommend any additional activities or improvements necessary to continually maintain the integrity and value of student learning conducted through non-credit bearing coursework in the program.

Beyond satisfying the Experiential and Service Learning requirement, students are also encouraged to explore additional value-added career, service and life-development opportunities that emphasize the application of real-world knowledge and skills, critical thinking, social leadership, and responsible citizenry.

To further explore additional career, internship, service learning, and co-curricular, and beneficial life-development opportunities, students should contact the staff in the Student Success Center and in Student Affairs offices and their academic departments. To learn more about Study Abroad, students should contact staff in the Student Success Center and in their academic departments.

Adults, Veterans and Nontraditional Students:

Prior Learning Assessment: Credits by Portfolio Submission

Those students who have returned to school after gaining experience in the work world, the military or through active community service should inquire about satisfying the Experiential and Service Learning requirement, along with gaining additional course credits, through a Prior Learning Assessment Portfolio submission. Work experience (including military service) and community service that can be documented can serve as credit for the Experiential and Service Learning general education requirement.

The portfolio process was designed for the nontraditional student who has returned to school after substantial experience in the work world, military service, and through community service and volunteerism activities not recorded on an academic transcript. As an alternative path, students can document through a portfolio of examples of their lifelong experience in order to satisfy the experiential and service learning requirement. Please note that students cannot exercise the portfolio option if the department of their chosen academic studies requires certain Experiential and Service Learning courses as part of their major, which are outlined in associated degree curriculum plans.

Students who wish to submit a portfolio package for consideration in fulfillment of the Experiential and Service Learning general education will be assisted by the Wheeling University Student Success Center staff with their submissions.

In general, Prior Learning Assessment Learning Portfolio will include:

a. current resume; bachelor of arts, minimum 3-5-page academic piece, such as a short research paper or reflection journal on past learning activities, if the student did not carry out the internship/service learning activity for academic

credit or

under faculty supervision (from any post- secondary institution); it is recommended that students have engaged in a particular career or community service activity for at least two-four consecutive years. c.at least one company or organization letters that verify work experience for which the student is trying to get credit; and d. brief statement that outlines the time frame, circumstances, and manner under which the experience occurred;

Once completed, students will submit their portfolio and documentation electronically under the supervision of the Student Success Center staff, who will also coordinate with any reviewing academic department or associated faculty. Upon receiving all portfolio approvals, the Student Success Center staff will forward to the Registrar confirmation of student completion of all appropriate accreditation for fulfillment of the Experiential and Service Learning requirement.

Students who demonstrate through a detailed dossier a substantial background of career or community service experience may also receive additional Prior Learning Assessment credits applied to direct degree courses related to their chosen program of study. Please visit the catalog description of Wheeling University's Prior Learning Assessment Policy and Submission section for more information on this option. Students cannot exercise the portfolio option if the department of their chosen academic studies requires certain Experiential Education courses as part of their major.

Laut Honors Program

Outstanding Wheeling University students have the opportunity to explore and engage in their programs of study on a deeper level through a challenging, multi-faceted approach. The Honors Program introduces students to a plurality of voices and insights; During the first three years of the program, honors students have the opportunity to identify specific courses in their schedule that they would like to designate as honors. The faculty member of the course will work with the student and the Honors Program director to design an engaging honors curriculum for the course. During the final semester of the senior year, students will complete the Honors Capstone Seminar; various faculty members and other guests will visit the seminars and interact with students in the exploration of an intellectual topic. Honors students will also explore the world beyond the classroom via field trips and service engagement. Further information on the Honors Program includes the following:

1. Students have the opportunity to apply for the program during the first semester of their freshman year. Honors coursework begins in the second semester of the freshman year.
2. Admission to the Honors Program is based on the merit of students' high school GPA, Wheeling University first-semester GPA, recommendations of faculty members, and written performance on an essay assigned by the Honors Program.
3. Students must complete 12 credits of designated Honors academic coursework in courses selected by students with teaching faculty member approval at the 200 level or higher.
4. Students must complete a variety of designated non-credit Honors co-curricular activities.
5. Students must complete a 3-credit Capstone Seminar that will explore an intellectual topic through the lens of various disciplines, as well as experiential and service learning.
6. Students must maintain a minimum of a 3.3 cumulative GPA after the first semester of their freshman year (to be maintained throughout all subsequent semesters at the University). A student in the program whose credentials dip below minimum qualifications may petition for a probationary semester. Students who are not meeting minimum expectations of the Honors program in regard to their contribution to the program will be invited to improve their performance or resign.
7. For graduation, in addition to Honors requirements, students must fulfill University requirements as indicated by the core and their selected major.

Study Abroad Programs

Students have the opportunity to participate in an array of Study Abroad opportunities that will expand their education through travelling, living and studying in diverse academic and cultural communities worldwide. Extending Study Abroad opportunities to students is central to Wheeling University's international engagement and

global service mission. Students interested in this should consult the Student Success Center and the Financial Aid Office for more information.

Teacher Education

A Wheeling University student may follow an education sequence, which will result in recommendation for West Virginia Teacher Certification for grades K-12, if the student is able to demonstrate competencies at appropriate levels. The Teacher Education Department is open to students majoring in Elementary Education, English, General Science, Mathematics, Social Studies, and Special Education. A Special Education endorsement is also offered. Further information can be found in this catalog under the Education Department.

The Core Curriculum

The term “core” connotes the heart of the curriculum, which is centered on the human person. Its purpose is to give concrete expression to educating students for leadership, life, and to be men and women for others.

The Wheeling University core curriculum provides all students, regardless of their major, with the skills that will allow them to pursue their own integral development and to contribute to the common good. In the spirit of free inquiry, it teaches students to communicate effectively, through both writing and speech, a coherent vision of reality consistent with a framework of ethical principles. In so doing, it provides students with the critical faculties to evaluate, discover, reason, and discern that which is true, good and beautiful.

The Core Curriculum’s Primary Educational Goals:

1. The student can communicate effectively through the development and expression of ideas in writing using a variety of genres and styles.
2. The student can communicate effectively through the development and delivery of formal oral presentations to both general and discipline-specific audiences.
3. The student is a critical thinker who utilizes valid information and criteria, is reasonable, sensitive to context, mindful of alternatives, and can make prudent and logical decisions.
4. The student is an ethical decision-maker who can recognize moral issues and incorporate ethical principles in a course of action that supports the common good.

Core Requirements 33-35 cr.

Experiential and Service Learning (0 credits)

University graduation requirement fulfilled by taking at least one (1):

- (1) EXSL Cross-listed academic courses
- (2) EXSL Co-curricular course

First-Year Seminar (3 credits)

WUS 101 First-Year Seminar

Effective Communication (9 credits)

A. Writing-Intensive Course Sequence

- 1) First-Year Composition: ENGL 110
- 2) One Writing-Intensive Course (writing intensive is indicated by a “W” after the course #.)

B. Effective Speaking: COMM 115 Principles of Professional Speaking

Foundations & Integration (9 credits)

- A. Social Sciences (3 cr.; choose one):
- | | |
|----------|---|
| CRJU 120 | Survey of Criminology |
| CRJU 121 | Introduction to the Criminal Justice System |
| ECON 211 | Macroeconomics |
| POSC 120 | American Political Process |
| PSYC 110 | General Psychology |

- B. Humanities (3 cr.; choose one):
- | | |
|----------|------------------|
| PHIL 115 | The Human Person |
| THEO 115 | Religious Quest |
| THEO 117 | Catholicism |

- C. Ethics (3 cr.; choose one):
- | |
|--|
| PHIL 305 Ethics OR THEO 305 Theological Ethics |
|--|

Empirical Analysis (6-8 credits)

- A. Mathematical Reasoning (3-4 cr) (choose one):
- | | |
|----------|--|
| MATH 109 | College Algebra and Problem Solving |
| MATH 115 | Introduction to Statistics |
| MATH 151 | Pre-Calculus |
| MATH 191 | Calculus |
| PSYC 115 | Statistics for the Behavioral Sciences |
- B. Natural Sciences (3-4 cr) (choose one): any 3-4 credit course in BIOL, CHEM, ENVS, GSCI, or PHYS

Global Perspectives (6 credits)

- Two courses from the following:
- | | |
|--------------|------------------------------------|
| ENGL 150 | Culture and Conflict in Literature |
| ENGL 170 | World Myth & Folklore |
| GSCI 121 | World Geography |
| HIST 115 | Twentieth-Century World History |
| HIST 214 | History of Appalachia |
| SOCI 121 | World Community |
| SPAN 101/102 | Introduction to Spanish |
| THEO 252 | World Religions |

Program Curricula

Accounting (Bachelor of Science)

The accountancy program is designed to prepare for careers in public accounting, industry, not-for-profit organizations and government. The program provides students with sound preparation for successful graduate study in business, law and other areas. Courses represent rigorous examinations of accounting concepts, principles and applications which provide the foundation for professional accountancy careers.

The accountancy program is designed to prepare for careers in public accounting, industry, not-for-profit organizations and government. The program provides students with sound preparation for successful graduate study in business, law and other areas. Courses represent rigorous examinations of accounting concepts, principles and applications which provide the foundation for professional accountancy careers.

Core **33-35 credits**

Major **66 credits**

Accounting Requirements **36 cr**

| | | |
|----------|--|------|
| ACCT 201 | Principles of Accounting I | 3 cr |
| ACCT 202 | Principles of Accounting II | 3 cr |
| ACCT 311 | Intermediate Accounting I | 3 cr |
| ACCT 312 | Intermediate Accounting II | 3 cr |
| ACCT 321 | Accounting Information Systems | 3 cr |
| ACCT 331 | Individual Tax Accounting | 3 cr |
| ACCT 332 | Corporate Tax Accounting | 3 cr |
| ACCT 341 | Managerial Cost Accounting | 3 cr |
| ACCT 401 | Advanced Accounting Practice | 3 cr |
| ACCT 403 | Accounting for Government and Not-for-Profit Organizations | 3 cr |
| ACCT 406 | Auditing Theory and Practice | 3 cr |
| | Elective | 3 cr |

Business Requirements **30 cr**

| | | |
|------------|--------------------------------|------|
| MATH 115* | Statistics | 3 cr |
| ECON 211 | Macroeconomics | 3 cr |
| ECON 212 | Microeconomics | 3 cr |
| BUSN 201 | Quantitative Business Analysis | 3 cr |
| BUSN 211 | Principles of Management | 3 cr |
| BUSN 212 | Principles of Marketing | 3 cr |
| BUSN 213 | Principles of Finance | 3 cr |
| BUSN 331 | Information Systems | 3 cr |
| BUSN 355 | Business Law | 3 cr |
| BUSN 410** | Strategic Business Planning | 3 cr |

Electives **19-21 cr**

MBA 503*** The Ethical Environ of Business (3cr)

Total Credits **120 cr ******

* Accounting majors may double count MATH 115 Statistics and ECON 211 Macroeconomics in the Core and the Major.

**Seniors are required to take the ETS Major Field Test for Business. The test will be administered within the BUS 410 class. There is a charge for the test.

*** Students planning to sit for the CPA exam must take MBA 503 The Ethical Environment of Business as one of the elective courses. A cumulative GPA of 2.80 or higher is required.

**** Students who do not reach the 120-cr. minimum using all required course credits must take electives to reach the 120 cr. minimum.

Accounting 4-Year Plan of Study

Year 1

| | |
|------|--------|
| FALL | SPRING |
|------|--------|

| Course | Credits | Course | Credits |
|--------|---------|--------|---------|
|--------|---------|--------|---------|

| | | | |
|----------------|----|----------|----|
| BUSN 211 | 3 | BUSN 212 | 3 |
| SOCI 121 | 3 | MATH 115 | 3 |
| Core | 3 | Core | 3 |
| WUS 101 (Core) | 3 | Core | 3 |
| ACCT 201 | 3 | ACCT 202 | 3 |
| Total | 15 | Total | 15 |

Year 2

| FALL | | SPRING | |
|----------|---------|----------|---------|
| Course | Credits | Course | Credits |
| ACCT 311 | 3 | ACCT 312 | 3 |
| ECON 211 | 3 | ECON 212 | 3 |
| BUSN 201 | 3 | BUSN 213 | 3 |
| Core | 3 | Core | 3 |
| Elective | 3 | Elective | 3 |
| Total | 15 | Total | 15 |

Year 3

| FALL | | SPRING | |
|----------|---------|----------|---------|
| Course | Credits | Course | Credits |
| BUSN 331 | 3 | BUSN 355 | 3 |
| ACCT 331 | 3 | ACCT 332 | 3 |
| Core | 3 | Core | 3 |
| Core | 3 | Core | 3 |
| ACCT 341 | 3 | ACCT 321 | 3 |
| Total | 15 | Total | 15 |

Year 4

| FALL | | SPRING | |
|----------|---------|--|---------|
| Course | Credits | Course | Credits |
| ACCT 401 | 3 | ACCT 403 | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | BUSN 410 | 3 |
| Elective | 3 | ACCT 406 | 3 |
| Core | 3 | MBA 503 / Business Elective / Internship | 3 |
| Total | 15 | Total | 15 |

Accounting Minor

Accounting Minor (18 credits)

| | | |
|----------|-----------------------------|------|
| ACCT 201 | Principles of Accounting I | 3 cr |
| ACCT 202 | Principles of Accounting II | 3 cr |
| ACCT 311 | Intermediate Accounting I | 3 cr |
| ACCT 312 | Intermediate Accounting II | 3 cr |
| ACCT 341 | Managerial Cost Accounting | 3 cr |

* Business majors must complete ACCT 321 in addition to above list

Bachelor of Liberal Arts

The Bachelor of Liberal Arts degree provides students with general and multi-disciplinary knowledge, proficiency and skills related to a chosen field of study connected to humanistic-centered careers, life-learning goals, and social and cultural advancement efforts. It also serves students with various credits looking to complete an interdisciplinary degree in a shortened period of time.

Upon completion of this degree the student will be able to demonstrate the following:

1. Practical skills in effective oral and written communication and empirical analysis.
2. Proficiency in the general knowledge of the identified area of study.
3. Understanding of his or her individual social responsibility, including social engagement, ethical reasoning, cultural awareness, and the value of life-long learning.

To receive a Bachelor of Liberal Arts degree from Wheeling University, the student must complete a minimum of 120 credits. A written, self-designed, multi-disciplinary plan of study must be approved by the Program Director and submitted and filed with the Office of the Registrar. This plan must clearly state why the combination of courses and disciplines forms a coherent, cohesive program of study that meets the individual’s academic, professional, and personal goals, and is approved by the appropriate department chair.

| | |
|--|----------|
| Core | 33-35 cr |
| Major | 39 cr |
| <ul style="list-style-type: none"> • A maximum of 12 credits at the 100 level. • A minimum of 27 credits at 200 level or higher, of which a minimum of 18 hours must be WU courses | |
| Electives | 46-48 cr |
| Total credits | 120 cr* |

* Students who do not reach the 120-cr. minimum using all required course credits must take electives to reach the 120 cr. minimum.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| Year 1 | FALL | | SPRING | |
|--------|----------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3 | Core | 3 |
| | Core | 3 | Elective | 3 |
| | Elective | 3 | Plan Requirement | 3 |
| | Elective | 3 | Elective | 3 |
| | WUS 101 (Core) | 3 | Elective | 3 |
| | Total | | Total | |
| | | 15 | | 15 |

| Year 2 | FALL | SPRING |
|--------|------|--------|
|--------|------|--------|

| | Course | Credits | Course | Credits |
|--|------------------|---------|------------------|---------|
| | Core | 3-4 | Core | 3 |
| | Plan Requirement | 3 | Core | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15-16 | Total | 15 |

| Year 3 | FALL | | SPRING | |
|--------|------------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3-4 | Core | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Core | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15-16 | Total | 15 |

| Year 4 | FALL | | SPRING | |
|--------|------------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3 | Plan Requirement | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15 | Total | 15 |

Biology (Bachelor of Science)

Biology is the study of life. The Biology major is designed to awaken the student's interest in the living world; develop scientific habits and methods in the pursuit of knowledge; and train the student in preparation for careers in medicine, dentistry, pharmacy, research, teaching and other technical or biological vocations.

The Biology Department offers two tracks towards a baccalaureate degree. The traditional track broadly prepares the student to excel in a wide range of careers that are available in academia, government or the private sector. The pre-health professions track provides students with the appropriate preparation for medical, dental, and veterinary medicine, physician assistant (PA) and physical therapy programs, and the background to succeed in a graduate program leading to a doctoral degree in biomedical sciences. The program contains the basic science and mathematics components required for application to any of the above listed health professions, in addition to the University's core curriculum requirements.

Upon the completion of the biology program, students will demonstrate proficiency in:

1. Understanding the principles & concepts fundamental to biology
2. Performing laboratory techniques appropriate for entry-level biologists
3. Problem-solving and analytical thinking
4. Oral and written communication

Biology majors must have an overall Biology GPA at or above 2.0 and a D or better in all required Biology courses to graduate. Additionally, all Biology majors must have a grade point average at or above 2.0 in the sciences (Biology, Chemistry, Math and Physics) at the completion of their sophomore year in order to take upper-level (300-level and above) courses in Biology. Students who do not meet this requirement are not permitted to register for upper-level biology courses until their grade point average in the natural sciences is at or above 2.0. In 400-level elective courses that have a laboratory component, the laboratory component (1 credit) is required and may not be audited or taken as pass/fail.

No Biology major may receive Biology credit for a course that has been taken as an audit or as pass/fail. Laboratory instruction is a necessary component; therefore, no Biology student may audit or pass/fail any Biology laboratory course, regardless of whether the credits are needed to graduate.

No high school or AP course can be used to place out of a course at or above a 200-level. If a student wishes to use high school or AP courses to place out of a 100-level course, then the student must do so in the freshman year and have earned a score of 4. This will permit placing out of BIOL 120 or 125, but not 130.

Core **33-35 cr**

Major **57-58 cr**

A. Biology **37 cr**

| | | |
|---|--|-------|
| BIOL 120, 125, 130 | General Biology sequence | 9 cr |
| BIOL 140, 135 | General Biology Labs | 2 cr |
| BIO 215, 216 | Ecology with Laboratory | 4 cr |
| BIOL 340, 341 | Cellular and Molecular with Laboratory | 4 cr |
| BIOL Electives: five 300-400-level electives (must include at least 3 laboratory courses, 2 must be 400 level) | | 18 cr |

For Pre-med, take the following BIOL Electives:

| | | |
|----------------------|--|-------------|
| <i>BIOL 210, 211</i> | <i>Genetics with Laboratory</i> | <i>4 cr</i> |
| <i>BIOL 320, 321</i> | <i>Vertebrate Biology and Laboratory</i> | <i>4 cr</i> |
| <i>BIOL 330</i> | <i>Developmental Biology</i> | <i>3 cr</i> |
| <i>BIOL 414</i> | <i>Biochemistry</i> | <i>3 cr</i> |
| <i>BIOL 440, 441</i> | <i>Microbiology with Laboratory</i> | <i>4 cr</i> |

B. Chemistry **16 cr**

| | | |
|---------------|---|------|
| CHEM 141, 142 | General Chemistry I with Laboratory | 4 cr |
| CHEM 151, 152 | General Chemistry II with Laboratory | 4 cr |
| CHEM 221 | Organic Chemistry I | 3 cr |
| CHEM 231 | Organic Chemistry II (no laboratory required) | 4 cr |

C. Math and Physics **7-8 cr**

| | | |
|-----------------|---------------------------|--------|
| MATH 151 or 191 | Pre-calculus or Calculus | 3-4 cr |
| PHYS 141, 142 | Physics I with Laboratory | 4 cr |

Electives **27-30 cr**

For Pre-med take the following courses as part of your electives:

| | | |
|--|--|-------------|
| <i>CHEM 232: Organic Chemistry II Laboratory</i> | | <i>1 cr</i> |
| <i>PHYS 241, 242: General Physics II with Laboratory</i> | | <i>4 cr</i> |
| <i>MATH 204: Statistics</i> | | <i>3 cr</i> |

Total Credits **120 cr**

Notes: *Biology majors may double count up to two courses (6-8 credits) in the Core and the Major.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| | | |
|--------|------|--------|
| Year 1 | FALL | SPRING |
|--------|------|--------|

| | Course | Credits | Course | Credits |
|--|--------|---------|--------|---------|
|--|--------|---------|--------|---------|

| | | | | |
|--|----------------------|-------|-----------------|-------|
| | BIOL 125 | 3 | BIOL 120 | 3 |
| | BIOL 140 | 1 | BIOL 135 | 1 |
| | CHEM 141/142 | 4 | CHEM 151/152 | 4 |
| | WJUS 101 (Core) | 3 | Core | 3 |
| | Elective or MATH 101 | 3 | MATH 151 or 191 | 3-4 |
| | | | | |
| | | Total | Total | 14-15 |

| Year 2 | FALL | | SPRING | |
|--------|------------------------|---------|-----------------------|---------|
| | Course | Credits | Course | Credits |
| | BIOL 130 | 3 | BIOL 3xx Elective/Lab | 3-4 |
| | *BIOL 3xx Elective/Lab | 4 | CHEM 231 | 4 |
| | CHEM 221/222 | 5 | Core | 3 |
| | Core | 3 | Core | 3 |
| | | | | |
| | | Total | Total | 14-15 |

| Year 3 | FALL | | SPRING | |
|--------|-----------------------|---------|--------------|---------|
| | Course | Credits | Course | Credits |
| | BIOL 3xx Elective/Lab | 3-4 | BIOL 340/341 | 4 |
| | PHYS 141/142 | 4 | Core | 3 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | | | Elective | 3 |
| | | Total | Total | 16 |

| Year 4 | FALL | | SPRING | |
|--------|-----------------------|---------|------------------------|---------|
| | Course | Credits | Course | Credits |
| | BIOL 4xx Elective/Lab | 4 | BIOL 4xxx Elective/Lab | 4 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 2 | Elective | 2 |
| | | Total | Total | 15 |

Biology Minor

Biology minors must complete the following courses (21-23 credits)

| | | |
|---|---|--------|
| BIOL 120 | Evolution and Ecology | 3 cr |
| BIOL 125 | Form and Function | 3 cr |
| BIOL 130 | Cells and Chromosomes | 3 cr |
| BIOL 140, 135 | General Biology Labs | 2 cr |
| BIOL 340, 341 | Cell & Molecular Biology and Laboratory | 4 cr |
| Two Biology 300- or 400-level electives | | 6-8 cr |

In addition, the Biology minor requires the following coursework in Chemistry and Math:
 2 semesters of General Chemistry (CHEM 141/142, 151/152) and one semester of Pre-Calculus (MATH 151) or Calculus (MATH 191).

Business Administration (Bachelor of Science)

The Wheeling University Mission Statement has provided a primary foundation for the development of the Mission for the Department of Business. Students will be motivated to learn for life and become proficient leaders in their fields; will be competent, knowledgeable and ethical. The purpose of business education is to contribute to the development of individuals prepared for productive and socially responsible lives and for leadership in the world of business and non-profit organizations.

The Business curriculum consists of a broad exposure to the arts and sciences and a comprehensive education in business to include coursework in Accounting, Economics, Entrepreneurialism, Finance, International Business, Management, Marketing, and Personal Financial Planning.

The Business program is designed to meet two objectives: provide a basic understanding of the nature and purpose of business and its role in society; and create a comprehensive understanding of the structure and processes of business. It focuses on analytical skills, managerial practices, and the growing infusion of information technology/data analytics /artificial intelligence into the operation and decision making of businesses. Recognizing that businesses do not make decisions in a vacuum surrounded solely by market forces, the curriculum also addresses the dynamic global, social, political, economic and technical environments in which business operates and evolves. Communication, leadership and analytical skills, and experience in working effectively in teams, all qualities required for success in business, are fundamental elements of the program. Instruction is provided by faculty with extensive experience in business and related fields. Instruction is enhanced by applicable technologies, internships, and other experiential opportunities that are integral to the Business curriculum.

The Business degree will assist graduates in:

- Pursuing career opportunities in business and non-profit organizations.
- Contributing in all major functional areas of a business.
- Recognizing and dealing with issues of ethical and social responsibility in business.
- Effectively communicating orally and in writing.
- Applying computers and standard software.
- Pursuing graduate study in business, law and other fields.

The undergraduate and graduate business programs of Wheeling University are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This distinction means that in addition to University-wide accreditation by the Higher Learning Commission, the Business department programs have met the high standards of this international business-specific, professional accreditation association. We have sought and achieved this accreditation in order to ensure that our curricula, faculty, facilities and internal evaluation processes meet or exceed recognized national standards.

Core **33-35 credits**

Major **42 credits**

| | | |
|-----------|--------------------------------|------|
| SOCI 121* | World Community | 3 cr |
| MATH 115* | Statistics | 3 cr |
| ACCT 201 | Principles of Accounting I | 3 cr |
| ACCT 202 | Principles of Accounting II | 3 cr |
| BUSN 201 | Quantitative Business Analysis | 3 cr |
| ECON 211 | Macroeconomics | 3 cr |
| ECON 212 | Microeconomics | 3 cr |
| BUSN 211 | Principles of Management | 3 cr |
| BUSN 212 | Principles of Marketing | 3 cr |
| BUSN 213 | Principles of Finance | 3 cr |
| BUSN 331 | Information Systems | 3 cr |

BUSN 355

Business Law

3 cr

BUSN 410** Strategic Business Planning

3 cr

Business Concentrations (select one from below)

15 credits

General Business Concentration 15 credits

Select any five (5) business courses beyond the courses required in the major.

Entrepreneurship Concentration 15 credits

| | | |
|---|---|------|
| BUSN 301 | Conceptual Foundations of Business | 3 cr |
| BUSN 413 | Entrepreneurship and New Venture Management | 3 cr |
| BUSN 436 | Human Resources Management | 3 cr |
| BUSN 318 | Entrepreneurship and Ethics | 3 cr |
| Plus one additional course from BUSN 319, BUSN 480, BUSN 414 or an internship in entrepreneurship | | 3 cr |

Human Resources Concentration 15 credits

| | | |
|----------|---|------|
| BUSN 320 | Compensation and Benefits | 3 cr |
| BUSN 321 | Collective Bargaining and Labor Relations | 3 cr |
| BUSN 436 | Human Resources Management | 3 cr |
| BUSN 251 | Organizational Behavior | 3 cr |
| BUSN 415 | Employment Law | 3 cr |

Management Concentration 15 credits

| | | |
|--|--|------|
| BUSN 251 | Organizational Behavior | 3 cr |
| BUSN 301 | Conceptual Foundations of Business | 3 cr |
| BUSN 325 | Organizational Behavior and Leadership | 3 cr |
| BUSN 436 | Human Resources Management | 3 cr |
| Plus one 300-400-level Business elective | | 3 cr |

Marketing Concentration 15 credits

| | | |
|--|----------------------|------|
| BUSN 252 | Consumer Behavior | 3 cr |
| BUSN 310 | Marketing Research | 3 cr |
| BUSN 317 | Services Marketing | 3 cr |
| BUSN 420 | Marketing Strategies | 3 cr |
| Plus one 300-400-level Business elective | | 3 cr |

Financial Management Concentration 15 credits

| | | |
|--|---|------|
| BUSN 150 | Personal Financial Management | 3 cr |
| BUSN 316 | Investment and Portfolio Management | 3 cr |
| BUSN 411 | Tax, Estate, Trust, & Retirement Planning | 3 cr |
| BUSN 412 | Risk Management & Insurance | 3 cr |
| Plus one 300-400-level Business elective | | 3 cr |

Electives

28-30 credits

Total Credits

120 cr ***

* Business majors may double count SOCI 121 World Community and MATH 115 Statistics in the Core and the Major.

**Seniors are required to take the ETS Major Field Test for Business. The test will be administered within the BUS 410 class. There is a charge for the test.

*** Students who do not reach the 120 cr. minimum using all required course credits must take electives to reach the 120 cr. minimum.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| Year 1 | FALL | | SPRING | |
|--------|----------------|---------|----------|---------|
| | Course | Credits | Course | Credits |
| | BUSN 211 | 3 | BUSN 212 | 3 |
| | SOCI 121 | 3 | MATH 115 | 3 |
| | Core | 3 | Core | 3 |
| | WUS 101 (Core) | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | | | | |
| | Total | | Total | |
| | | 15 | | 15 |

| Year 2 | FALL | | SPRING | |
|--------|----------|---------|----------|---------|
| | Course | Credits | Course | Credits |
| | ACCT 201 | 3 | ACCT 202 | 3 |
| | ECON 211 | 3 | ECON 212 | 3 |
| | BUSN 201 | 3 | BUSN 355 | 3 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | | | | |
| | Total | | Total | |
| | | 15 | | 15 |

| Year 3 | FALL | | SPRING | |
|--------|------------------------|---------|------------------------|---------|
| | Course | Credits | Course | Credits |
| | BUSN 331 | 3 | BUSN 331 | 3 |
| | Concentration Course I | 3 | Concentration Course 2 | 3 |
| | Core | 3-4 | Core | 3 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | | | | |
| | Total | | Total | |
| | | 15-16 | | 15 |

| Year 4 | FALL | | SPRING | |
|--------|------------------------|---------|------------------------|---------|
| | Course | Credits | Course | Credits |
| | Concentration Course 3 | 3 | Concentration Course 5 | 3 |
| | Concentration Course 4 | 3 | BUSN 410 | 3 |
| | Core | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | | | | |

| | | | | |
|--|-------|----|-------|----|
| | Total | 15 | Total | 15 |
|--|-------|----|-------|----|

Business Minor (18 credits)

Students majoring in disciplines other than Business and Accounting may earn a minor in Business by completing the following courses (18 credits)

| | | |
|-------------|----------------------------|------|
| ACCT 201 | Principles of Accounting I | 3 cr |
| BUSN 211 | Principles of Management | 3 cr |
| ECON 211 | Macroeconomics | 3 cr |
| BUSN 212 | Principles of Marketing | 3 cr |
| BUSN 213 | Principles of Finance | 3 cr |
| Select one: | | 3 cr |
| BUSN 331 | Information Systems | |
| BUSN 436 | Human Resources Management | |

Business Professional Certificates

Integrative Marketing Communications [Professional Certificate] (18 credits)

Prepares Business, English, Liberal Arts or any major to pursue a career that involves managing public and employee communications, materials, processes and systems. This includes producing and managing associated print, digital and multi-media materials and organizing and implementing internal and external communication flows, work projects, applications, and management systems.

Required Courses:

- BUSN 211 Principles of Marketing 3 cr.
- COMM 258 Public Relations Writing 3 cr.
- COMM 259 Advertising Communication 3 cr.
- BUSN 316 Consumer Behavior 3cr.
- BUSN 310 Marketing Research 3cr.
- COMM 351 Integrated Marketing Communication 3 cr.
- BUSN 420 Marketing Strategies 3cr.

Sales with Salesforce™ Training [Professional Certificate] (18 credits)

Provides certification in Salesforce™, a state-of-the-industry Customer Relations Management software system. Marketing students will simultaneously receive this important Salesforce™ certification with their BS in Business Administration: Marketing Concentration degree. Any other WU major can also enter in on the certificate and complete it in their program of study. All Professionals with an AA/AS or BA/BS degree can also gain this national Salesforce™ Training certification.

Required Courses:

BUSN 212 Principles of Marketing 3 cr
BUSN 252 Consumer Behavior 3 cr
BUSN 310 Marketing Research 3 cr
BUSN 317 Services Marketing 3 cr
BUSN 420 Marketing Strategies 3 cr
BUSN 430 Mastering CRM: Salesforce™ Trailhead Training and Certification 3 cr

Sports Leadership and Management [Professional Certificate] (15 credits)

The Sports Leadership and Management Certificate prepares students for careers related to intercollegiate athletics, professional sport, major sports events, community-based sport, adaptive sports for persons with disabilities/physical challenges, community relations, sports facilities management and sports communications, marketing, ticket sales, and promotion. Students learn to assume the responsibilities for developing and leading professional and amateur athletes and managing sports programs in a variety of academic, public and private sectors.

Required Courses:

EXSC 250 Sports Leadership (3 cr)
MGMT 220 Sports Management (3 cr)

And 9 credits of electives:

EXSC 401 Sports Facility and Event Management (3 cr)
MGMT 402 Sports Law (3 cr)
MKMT 318 Sports Marketing (3 cr)
PSYC 250 Sports Psychology (3 cr)
EXSC 261 Adaptive Sports (3 cr)

OR

Up to 9 credits of MBA/MSL credits by permission

MBA 561 Sports Industry
MSL 520 Foundations of Interscholastic Athletic Administration (3 cr)
MSL 522 Facility and Event Management in Interscholastic Athletic Administration (3 cr)
MSL 523 Governance and Legal Regulation for Interscholastic Athletics (3 cr)
MSL 524 Operations Management in Athletic Administration (3 cr)
MSL 586: Advanced Strength, Speed and Conditioning (Prepares students for the Certified Strength and Conditioning Specialist (CSCS) certification exam – an essential credential to coach at the NCAA Division I and II levels).

Tourism and Hospitality Management [Professional Certificate] (15 credits)

The Tourism and Hospitality Management Certificate program prepares students for entry- to mid-level positions in

various segments of tourism and hospitality industry such as cruise lines and tour companies, hotels and resorts, restaurants and other foodservice companies, attractions and gaming, meeting and event planning, transportation, and destination management. Today's tourism and hospitality, as one of the fastest growing industries in the world, extends from small independent operations to globally-connected, multi-site organizations transcending geographical boundaries. This program aims to prepare students for employment in management positions in the tourism and hospitality industry and/or to provide supplemental training for persons who previously or currently employed in these occupations. This program also creates a pathway for exciting career opportunities for those who are passionate about interacting with people, creating exceptional experiences and thrive in an environment where no two days are the same.

Required Courses:

THMT 125 Introduction to Tourism and Hospitality Management: 3 cr

SOCI 121 World Community: 3cr

BUSN 265/THMT 265 Strategic and Risk Management in the Tourism and Hospitality Industry: 3 cr

BUSN/THMT 225 Tourism and Hospitality Marketing: 3 cr

BUSN/THMT 403 Legal and Ethical Issues in the Tourism and Hospitality Industry: 3 cr

BUSN/THMT 471 Internship in Tourism and Hospitality Management: 3 cr

Criminal Justice (Bachelor of Arts)

Wheeling University's major in Criminal Justice prepares students for a broad range of careers that demand effective writing, speaking and critical thinking skills. This major offers a solid, rigorous course of instruction in criminal justice that will allow students to successfully compete after graduation, whether in graduate school, law school, or employment opportunities.

Upon completion of the Criminal Justice program, students will demonstrate the ability to:

1. Exhibit familiarity with basic concepts, such as justice, crime and criminality.
2. Explain the operations of the Criminal Justice System and how the various subsystems are interrelated.
3. Explain the theoretical underpinnings of crime, victimization and punishment.
4. Explore in detail the processes and professional roles found within criminal justice organizations.
5. Analyze and evaluate contemporary issues in the criminal justice field that profoundly impact American society.

Core

33-35 cr

Major

36 cr

| | | |
|----------|--|------|
| CRJU 121 | Introduction to the Criminal Justice System | 3 cr |
| CRJU 120 | Criminology | 3 cr |
| CRJU 212 | Criminal Law and Procedure | 3 cr |
| CRJU 215 | Law Enforcement | 3 cr |
| CRJU 250 | Criminal Investigations | 3 cr |
| CRJU 312 | Juvenile Justice System | 3 cr |
| CRJU 318 | Occupational Crime | 3 cr |
| CRJU 321 | Corrections | 3 cr |
| CRJU 327 | Comparative Systems of Justice and Social Control | 3 cr |
| CRJU 340 | Issues in Criminal Justice | 3 cr |
| CRJU 410 | Ethics | 3 cr |
| CRJU 421 | Management and Administration in Criminal Justice Organizations | 3 cr |

Electives

52-54 cr

Total

120 cr *

Notes : *Students who do not reach the 120 cr. minimum using all required course credits must take electives to reach the 120 cr minimum.

4- Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| Year 1 | FALL | | SPRING | |
|--------|----------|---------|----------|---------|
| | Course | Credits | Course | Credits |
| | CRJU 101 | 3 | CRJU 120 | 3 |
| | Core | 3 | Core | 3 |
| | Core | 3 | Core | 3 |
| | Core | 3 | Core | 3-4 |
| | WUS 101 | 3 | Elective | 3 |
| | Total | 15 | Total | 15-16 |

| Year 2 | FALL | | SPRING | |
|--------|----------|---------|----------|---------|
| | Course | Credits | Course | Credits |
| | CRJU 212 | 3 | CRJU 250 | 3 |
| | CRJU 215 | 3 | CRJU 312 | 3 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15 | Total | 15 |

| Year 3 | FALL | | SPRING | |
|--------|----------|---------|---------------|---------|
| | Course | Credits | Course | Credits |
| | CRJU 318 | 3 | CRJU Elective | 3 |
| | CRJU 321 | 3 | Elective | 3 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |

| | | | | | |
|--------|-------------|---------|----------|---------|----|
| | Total | | 15 | | 15 |
| Year 4 | FALL | | SPRING | | |
| | Course | Credits | Course | Credits | |
| | CRJU 410 | 3 | CRJU 480 | 3 | |
| | CJ Elective | 3 | Elective | 3 | |
| | Elective | 3 | Elective | 3 | |
| | Elective | 3 | Elective | 3 | |
| | Elective | 3 | Elective | 3 | |
| | Total | | Total | | 15 |

Criminal Justice Minor (18 credits)

| | | |
|------------------|---|-------|
| CRJU 120 | Criminology | 3 cr |
| CRJU 121 | Introduction to the Criminal Justice System | 3 cr |
| 4 CRJU Electives | | 12 cr |

Education (Bachelor of Arts)

The Education Department (Teacher-Preparation Program) is designed for students who wish to pursue certification leading to licensure in Elementary Education (K-6, Multi-Subjects), Secondary Education (5-Adult Content Specialization), and/or Special Education. Students pursuing secondary certification (Grade 5-Adult) complete coursework in three areas: (1) core curriculum, (2) the professional education component, and (3) content specialization. The student will receive will choose to major in Secondary Education with an emphasis in English, General Science, Math, OR Social Studies. Those who wish to pursue certification in Elementary Education will major in Elementary Education (LSEE). Early field experiences in local schools complement content-rich University coursework, leading successful candidates to initial certification in West Virginia with reciprocity to most other states.

*Licensure Offerings include the following:

- Elementary Education (K-6, Multi-Subjects)
- Secondary Education (5-Adult): English; General Science; Math; Social Studies
 - Teacher Candidates seeking licensure in English and General Science will complete a dual major. One in Secondary Education and the other in English or General Science.
- Special Education – Multi-Categorical (K-6 or 5-Adult)

*Endorsement Offerings include the following:

- Special Education – Multi-Categorical (K-6 or 5-Adult)- may be added onto any content license major or may be a stand-alone major.

Admission to Education Program Requirements:

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Also, prior to student teaching, students must pass the praxis content exams.

*In order to obtain teacher certification in West Virginia, students must successfully complete all required national

Praxis examinations through the Educational Testing Service (ETS) and complete an undergraduate teacher preparation program.

Upon completion of the program the student will be able to demonstrate competency in the following standards:

- West Virginia Professional Teaching Standards
- International Society for Technology in Education Standards
- Interstate Teacher Assessment and Support Consortium

Praxis Testing and Exemptions as Regulated by the West Virginia Department of Education (Policy 5100)

Persons who meet one or more of the following criteria may be exempt from the Praxis® Core Academic Skills for Educators (Core).

1. hold certification through the NBPTS
2. hold or have held a West Virginia Professional Certificate
3. hold a master's degree from an accredited institution of higher education
4. attained, from a single administration, a qualifying score on the American College Test (ACT®) or Scholastic Achievement Test (SAT®) or Graduate Record Examinations (GRE®) as listed below:
 - a. ACT
 - i. a composite score of 25 (prior to November, 1989)
 - ii. a composite score of 26 on the ACT enhanced (effective November 1989),
 - b. SAT
 - i. a combined score of 1035 (prior to April 1995)
 - ii. a combined score of 1125 on the re-centered SAT (effective April 1995),
 - iii. a score of 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005)
 - iv. a score of 1240 on the New SAT using the combined Evidence-Based Reading and Writing score and Math score (effective May 2016-the Present)
 - c. GRE
 - i. a score of combined score of 800 verbal and quantitative (prior to November, 2011)
 - ii. at least a score of 286 (November, 2011 – the present)
5. hold a valid out-of-state certificate in the content area
6. successfully completed three years of experience within the last seven years in one or a combination of specializations recognized on an out-of-state professional certificate valid during those three years

****Required PRAXIS I and PRAXIS II Required Test Codes and Qualifying Scores***

1. Core Academic Skills for Educators (CASE) (P r a x i s I) AND

| Required Tests | Current Score | Previous Score |
|---|---------------|----------------|
| CASE ² | | |
| 5712 Reading (Available until August 31, 2020) | 156 | |
| 5713 Reading (Available Beginning September 1, 2019) | 156 | |
| 5722 Writing (Available until August 31, 2020) | 162 | |
| 5723 Writing (Available Beginning September 1, 2019) | 162 | |
| 5732 Mathematics (Available until August 31, 2020) | 150 | |

| | | |
|--|-----|--|
| 5733 Mathematics (Available Beginning September 1, 2019) | 150 | |
|--|-----|--|

2. Praxis II Content Test (see applicable endorsement area in table below); AND

| ELEMENTARY EDUCATION (K-6) | | | | |
|--|--|---|---|--|
| Required Praxis II Content Test and Score | | Current Score Effective September 1, 2015 | Previous Score ¹ Effective Until August 31, 2015 | |
| | 5001: Elementary Education: Multiple Subjects | **Must obtain a passing score in each subsection | | 5031 Elementary Education: Multiple Subjects** |
| | | 157 | 165 | 5032 Reading and Language Arts |
| | 5003: Mathematics | 157 | 164 | 5033 Mathematics |
| | 5004: Social Studies | 155 | 155 | 5034 Social Studies |
| | 5005: Science AND | 159 | 159 | 5035 Science |
| | 5203: Teaching Reading: Elementary Education (Available until September 1, 2020) (*A passing score on the 5301 Reading Specialist exam exempts this additional reading exam requirement. Educator must have the Reading Specialist Endorsement) | 162 | | |
| 5205: Teaching Reading: Elementary Education (Available after September 1, 2019) (*A passing score on the 5301 Reading Specialist exam exempts this additional reading exam requirement. Educator must have the Reading Specialist Endorsement) | 159 | | | |

| ENGLISH (5-Adult) | | |
|--------------------------|---------------|-----------------------------|
| | Current Score | Previous Score ¹ |
| | | |

| | | |
|---|-----|--|
| 5038 English Language Arts: Content Knowledge | 167 | |
| | | |

| GENERAL SCIENCE (5-Adult) | | |
|---|---------------|-----------------------------------|
| | Current Score | <i>Previous Score¹</i> |
| 5435 General Science: Content Knowledge | 153 | |
| | | |

| MATHEMATICS (5-Adult) | | |
|---|---------------|-----------------------------------|
| | Current Score | <i>Previous Score¹</i> |
| 5161 Mathematics: Content Knowledge (Calculator Required) | 160 | |

| SOCIAL STUDIES (5-Adult) | | | |
|---|--|---------------|-----------------------------------|
| Required Praxis II Content Test and Score | | Current Score | <i>Previous Score¹</i> |
| | 5081 Social Studies: Content Knowledge | | 148 |
| | | | |

| Multi-Categorical Special Education (BD , MI, SLD, EXCLUDING AUTISM) | | |
|---|---------------|-----------------------------------|
| | Current Score | <i>Previous Score¹</i> |
| 5543 Education of Exceptional Students: Mild to Moderate | 153 | |
| | | |

3. Praxis PLT (Applicants must take the appropriate programmatic level test)²

| Praxis Test ³ (See Requirements on Previous Page) | | <i>Previous Score</i> |
|--|-----|-----------------------|
| 5622 Principles of Learning & Teaching (K-6) OR | 160 | |
| 5623 Principles of Learning & Teaching (5-9) OR | 160 | |

Elementary Education Major

Core 33-35

Major 90 Credits

| | |
|-------------|--|
| HIST 211 | Hist American People I |
| or HIST 212 | Hist American People II |
| HIST 214 | History of Appalachia |
| POSC 120 | American Political Process |
| *GSCI 115 | Integrated Sciences I (may be taken after GSCI 120) |
| GSCI 120 | Integrated Sciences II (may be taken before GSCI 115) |
| PSYC 110 | General Psychology |
| PSYC 212 | Developmental Psychology |
| PSYC 220 | Educational Psychology |
| *MATH XXX | Math elective |
| MATH 109 | Math |
| MATH XXX | Math elective |
| EDUC 210 | Educational Technology |
| EDUC 231 | Schools & Communities – Class and Field |
| EDUC 232 | Classroom & Teacher Roles – Class and Field |
| EDUC 320 | The Special Education Process |
| EDUC 333C | Exceptionalities & Diversity –Class and Field |
| EDUC 316 | Grammar |
| EDUC 223 | Teaching Methods: Physical Education, Health & Safety |
| EDUC 322 | Literacy: Teaching Reading & Phonics in Elem. School – Class and Field |
| EDUC 323 | Teaching Methods: Art Through Children’s Literature |
| EDUC 324 | Teaching Methods: Math & Science – Class and Field |
| EDUC 325 | Diagnosis & Correction: Mathematics – Class and Field |
| EDUC 327 | Teaching Methods: Music for Elementary Teachers |
| EDUC 334 | Reading in Content Areas – Class and Field |
| EDUC 341 | Teaching Methods: Language Arts & Social Science |
| EDUC 441 | Diagnosis & Correction: Reading & Language Arts – Class and Field |
| EDUC 473 | WVTPS: Action Research (while student teaching) |
| EDUC 475 | Seminar (while student teaching) |
| EDUC 476 | Evaluation (while student teaching) |
| EDUC 481 | Student Teaching |

Total 123-125 cr.

* Elementary Education majors may double count GSCI 115 and MATH elective in both the core and the major.

4-Year Plan of Study – Elementary Education

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| <i>Year 1</i> | FALL | | SPRING | |
|---|-----------|---|-----------|--|
| Course | Credits | Course | Credits | |
| EDUC 231 Schools and Communities | 2 | EDUC 232 Classroom and Teacher Roles | 3 | |
| PSYC 110 General Psychology (Foundations & Integration-Social Sciences) | 3 | PSYC 212 Developmental Psychology or PSYCH 214 Adolescent Psychology | 3 | |
| POSC 120 American Politics | 3 | EDUC 316 Grammar | 3 | |
| MATH 109 College Algebra and Problem Solving (Core Empirical Reasoning) | 3 | Core (Effective Communication- Writing Intensive Sequence Part II) | 3 | |
| ENGL 110W (Core Effective Communication- Writing Intensive Sequence Part I) | 3 | Core (Global Perspectives) | 3 | |
| WJUS 103 (Core Seminar) | 3 | | | |
| Total | 17 | Total | 15 | |

SUMMER: Praxis CORE Exam or Exempt from Praxis with ACT=26 or SAT=1170

| <i>Year 2</i> | FALL | | SPRING | |
|--|-----------|---|-----------|--|
| Course | Credits | Course | Credits | |
| EDUC 210 Educational Technology | 3 | EDUC 333C Exceptionality & Diversity in the Classroom | 3 | |
| HIST 211 American History I or HIST 212 American History II | 3 | EDUC 223 Curriculum Development & Methods: Physical Education, Health, and Safety | 2 | |
| EDUC 320 The Special Education Process | 3 | GSCI 120 Integrated Sciences II | 3 | |
| GSCI 115 Integrated Sciences I Core (Empirical Analysis-Natural Science) | 3 | EDUC 334 Reading In Content Areas | 3 | |
| Core (Effective Communication-Effective Speaking) | 3 | Core (Foundations & Integration-Social Sciences) | 3 | |
| Total | 15 | Total | 14 | |

| <i>Year 3</i> | FALL | | SPRING | |
|---------------|---------|--------|---------|--|
| Course | Credits | Course | Credits | |

| | | | |
|--|----|--|----|
| EDUC 322 Teaching Reading & Phonics in the Elementary School | 4 | EDUC 323 Curriculum Development & Methods: Art Through Children's Literature | 2 |
| PSYC 220 Educational Psychology | 3 | EDUC 325 Diagnosis & Correction: Mathematics | 3 |
| Core (Foundations & Integration-Ethics) | 3 | EDUC 341 Curriculum Development & Methods: Language Arts and Social Studies | 3 |
| MATH Elective | 3 | EDUC 441 Diagnosis & Correction: Reading and Language Arts | 2 |
| | | MATH Elective | 3 |
| Total | 13 | Total | 13 |

YEAR 3: Praxis Content Knowledge Exam

| Year 4 | FALL | | SPRING | |
|--|---------|--------------------------------------|---------|--|
| Course | Credits | Course | Credits | |
| EDUC 324 Curriculum Development and Methods: Mathematics and Science | 3 | EDUC 473 (WVTPA) | 1 | |
| EDUC 327 Curriculum Development and Methods: Music for Elementary Teachers | 2 | EDUC 475 Student Teaching Seminar | 1 | |
| HIST 214 History of Appalachia | 3 | EDUC 476 Evaluation | 2 | |
| Core (Foundations & Integration-Humanities) | 3 | EDUC 481 (Student Teaching) | 11 | |
| Core (Global Perspectives) | 3 | | | |
| Total | 15 | Total | 15 | |

****Year one must complete Praxis I-CORE tests or exempt with ACT=26 or SAT=1170 **Year three must complete Praxis II Content**

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Prior to student teaching, students must pass the Praxis Content Exams. In order to obtain teacher certification, students must successfully complete all required national Praxis Examinations through the Educational Testing Service (ETS).

Secondary Education Major

| | | |
|----------|--------------------------|------|
| PSYC 110 | General Psychology | 3 cr |
| PSYC 212 | Developmental Psychology | 3 cr |
| PSYC 220 | Educational Psychology | 3 cr |
| EDUC 210 | Educational Technology | 3 cr |

| | | |
|---------------------|---|-------|
| EDUC 231 | Schools & Communities –Class and Field | 2 cr |
| EDUC 232 | Classroom & Teacher Roles –Class and Field | 3 cr |
| EDUC 310/311/312 | Curriculum Development and Methods –Class and Field | 3 cr |
| EDUC 320 | The Special Education Process – Class and Field | 3 cr |
| EDUC 333C | Exceptionalities & Diversity- Class and Field | 3 cr |
| EDUC 334 | Reading In Content Areas- Class and Field | 3 cr |
| EDUC 473 | WVTPA/Action Research (while student teaching) | 1cr |
| EDUC 475 | Seminar (while student teaching) | 1 cr |
| EDUC 476 | Evaluation (while student teaching) | 2 cr |
| EDUC 481 | Student Teaching & Seminar | 11 cr |

**Total
44**

* Secondary Education majors may double count GSCI 115 in the both the core and the major.

**The number of credits in the content major is defined by the secondary major. (See the appropriate section of this Catalog.) For example, a student who wants to teach high school History must have a “Content Major” in History, which requires 39 credits, plus complete the Core Curriculum (40-42 credits), the Secondary Education Major (46 credits).

English Education Major: Literature Courses [39 credits total]

Foundations in Language and Literature [15 credits]

COMM 115 Principles of Professional Speaking
 ENGL 110 Process of Composition
 ENGL 115W Explorations in Literature
 ENGL 286W Life and Times of Famous Authors: Research Methods
 ENGL 325 Introduction to Literary Theory

Major Literary Authors and Periods [15 credits]

ENGL 275W Shakespeare
One of the following courses:
 ENGL 215 Children’s Literature
 ENGL 216 Young Adult and Children’s Literature
 British Lit Survey; One of the following courses:
 ENGL 301W British Literature I
 ENGL 302W British Literature II
 American Lit Survey; One of the following courses:
 ENGL 303W American Literature I
 ENGL 304W American Literature II
 World Lit Survey; One of the following courses:
 ENGL 270 Classical Myth
 ENGL 271 Norse Myth
 ENGL 305 World Literature

General Electives in Literature, Language, and Writing [6 credits]

One of the following courses:
 ENGL 150 Culture and Conflict
 ENGL 170 Introduction to World Myth and Folktales
 ENGL 205W Thematic Topics in Literature I

ENGL 206W Thematic Topics in Literature II

One of the following courses:

- ENGL180W Intro to Creative Writing
- ENGL 281W Fiction Writing Workshop
- ENGL 282W Literary Nonfiction
- ENGL 283W Poetry Writing Workshop
- ENGL 285W Nature Writing Workshop
- Literature Capstone [3 credits]
- ENGL 486 Senior Thesis I
- ENGL 487 Senior Thesis II

Secondary Education ENGLISH Major

| <i>Year 1</i> | FALL | | SPRING | |
|---|-------------------|---------|--|---------|
| Course | | Credits | Course | Credits |
| EDUC 231 Schools and Communities | | 2 | EDUC 232 Classroom and Teacher Roles | 3 |
| PSYC 110 General Psychology (Foundations & Integration-Social Sciences) | | 3 | PSYC 212 Developmental Psychology or PSYCH 216 Adolescent Psychology | 3 |
| ENGL 110W (Core Effective Communication- Sequence Part I) | Writing Intensive | 3 | ENGL 115 W Explorations in Literature Core (Effective Communication- Intensive Sequence Part II) | 3 |
| COMM 115 Professional Speaking (Core) | | 3 | ENGL 215/16 Children's or Young Adult Literature General Literature Elective | 3 |
| WJUS 103 (Core Seminar) | | 1 | Core (Global Perspectives) | 3 |
| Elective | | 3 | | |
| | Total | 15 | Total | 15 |

SUMMER: Praxis CORE Exam or Exempt from Praxis with ACT=26 or SAT=1170

| <i>Year 2</i> | FALL | | SPRING | |
|---|------|---------|---|---------|
| Course | | Credits | Course | Credits |
| PSYC 220 Educational Psychology | | 3 | Creative Writing Elective | 3 |
| ENGL 286/7W Life and Times | | 3 | MATH 109 College Algebra and Problem Solving (Core Empirical Reasoning) | 3 |
| Core (Effective Communication-Effective Speaking) | | 3 | Core (Global Perspectives) | 3 |

| | | | |
|------------------------------------|----|--|----|
| American Literature Survey | 3 | Core (Foundations & Integration-Ethics) | 3 |
| EDUC 210 Educational Technology | 3 | ENGL 275W Shakespeare | 3 |
| Total | 15 | Total | 15 |

| Year 3 | FALL | | SPRING | |
|--|---------|--|---------|--|
| Course | Credits | Course | Credits | |
| EDUC 310/311/312 Curriculum and Development | 3 | World Literature Survey | 3 | |
| Philosophy/Theology Core | 3 | EDUC 334 Reading In Content Areas | 3 | |
| British Literature Survey | 3 | EDUC 333C Exceptionality & Diversity in the Classroom | 3 | |
| General Literature Survey | 3 | Core (Foundations & Integration-Humanities) | 3 | |
| EDUC 320 The Special Education Process | 3 | Core (Global Perspectives) | 3 | |
| Total | 15 | Total | 15 | |

YEAR 3: Praxis Content Knowledge Exam testing

| Year 4 | FALL | | SPRING | |
|--|---------|--------------------------------------|---------|--|
| Course | Credits | Course | Credits | |
| Literary Theory ENGL 425 | 3 | EDUC 475 Student Teaching Seminar | 1 | |
| Senior Thesis I ENGL 486 | 1 | EDUC 476 Evaluation | 2 | |
| Core (Empirical Analysis-Natural Science) | 3 | EDUC 481 (Student Teaching) | 11 | |
| Elective (EDUC 422) | 3 | EDUC 473 (WVTPA) | 1 | |
| Elective (Criminal Justice) | 3 | Senior Thesis II ENGL 487 | 2 | |
| Total | 13 | Total | 17 | |

**Year one must complete Praxis I-CORE tests or exempt with ACT=26 or SAT=1170

**Year three must complete Praxis II Content

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Prior to student teaching, students must pass the Praxis Content Exams. In order to obtain teacher certification, students must successfully complete all required national Praxis Examinations through the Educational Testing Service (ETS).

Secondary Education GENERAL SCIENCE

| | |
|----------|----------------------------|
| BIOL115 | The Process of Biology |
| BIOL135 | General Biology II Lab |
| BIOL140 | The Methods of Biology Lab |
| CHEM141 | General Chemistry I |
| CHEM142 | General Chemistry Lab |
| CHEM151 | General Chemistry II |
| CHEM152 | General Chemistry Lab II |
| PHYS141 | College Physics I |
| PHYS142 | College Physics Lab |
| BIOL 150 | Human Anatomy and Phy I |
| BIOL 151 | Anatomy Lab |
| BIOL 152 | Human Anatomy and Phy II |
| BIOL 125 | Form & Function of Bio Org |
| BIOL 130 | Cells & Chromosomes |

Total 48 Credits

4 Year Plan of Study – Secondary General Science Education

SUMMER: Praxis CORE Exam or Exempt with ACT=26 or SAT=1170

4 Year Plan of Study – Secondary General Science Education

SUMMER: Praxis CORE Exam or Exempt with ACT=26 or SAT=1170

4 Year Plan of Study – Secondary General Science Education

| Year 1 | FALL | | SPRING | | |
|--------|---|---------|--|---------|--|
| | Course | Credits | Course | Credits | |
| | BIOL 115 The Process of Biology | 3 | EDUC 232 Classroom and Teacher Roles | 3 | |
| | EDUC 231 Schools and Communities | 2 | PSYC 212 Developmental Psychology or 216 Adolescent Psychology | 3 | |
| | ENGL 110W (Core Effective Communication-Writing Sequence Part I) | 3 | MATH 115 Introduction to Statistics AND OR MATH 151 Pre-Calculus | 3 | |
| | BIOL 140 (1) The Methods of Biology Lab | 1 | Core (Effective Communication-Writing Intensive Sequence Part II) | 3 | |
| | Math 109 (3) (Core) College Algebra and Problem Solving (Empirical Reasoning) | 3 | PSYC 110 (Core) General Psychology (Foundations & Integration-Social Sciences) | 3 | |
| | WJUS 103 (Core) | 3 | | | |
| | | | | | |
| | Total | 15 | Total | 15 | |

| Year 2 | FALL | | SPRING | | |
|--------|--------------------------------|---------|---------------------------------|---------|--|
| | Course | Credits | Course | Credits | |
| | PHYS 141 College Physics I | 3 | PSYC 220 Educational Psychology | 3 | |
| | PHYS 142 College Physics Lab I | 1 | Elective | 3 | |

| | | | | | |
|--|-------------------------------------|----|---|----|--|
| | BIOL 150 Human Anatomy and Phy I | 3 | BIOL 152 (3) Human Anatomy and Phy II | 3 | |
| | BIOL 151 Anatomy Lab | 1 | BIOL 130 (3) Cells & Chromosomes | 3 | |
| | BIOL 125 Form & Function of Bio Org | 3 | BIOL 135 (1) General Biology II Lab | 1 | |
| | EDUC 210 Educational Technology | 3 | Core (Effective Communication-Effective Speaking) | 3 | |
| | Total | 17 | Total | 17 | |

| Year 3 | FALL | | SPRING | | |
|--------|--|---------|---|---------|--|
| | Course | Credits | Course | Credits | |
| | EDUC 311 Curriculum Development & Methods: Secondary Mathematics & Science | 3 | EDUC 333C Exceptionality and Diversity in the Classroom | 3 | |
| | Core (Empirical Analysis-Natural Science) | 3 | EDUC 334 Reading in Content Areas | 3 | |
| | EDUC 320 The Special Education Process | 3 | Core (Foundations & Integration-Ethics) | 3 | |
| | CHEM 141 General Chemistry I | 3 | CHEM 151 General Chemistry II | 3 | |
| | CHEM 142 General Chemistry Lab I | 1 | CHEM 152 General Chemistry Lab II | 3 | |
| | Core (Foundations & Integration-Humanities) | 3 | | | |
| | Total | 16 | | 15 | |

YEAR 3: Praxis Content Knowledge Exam testing

| Year 4 | FALL | | SPRING | | |
|--------|-----------------------------|---------|-----------------------------|---------|--|
| | Course | Credits | Course | Credits | |
| | EDUC 375 Special Projects | 1-3 | EDUC 475 (WVTPA) | 1 | |
| | Core (Global Perspectives) | 3 | EDUC 476 Evaluation | 2 | |
| | PSYC 115 Statistics for the | 3 | EDUC 481 (Student teaching) | 11 | |

| | | | | | |
|--|----------------------------|----|------------------|----|--|
| | Behavioral Sciences | | | | |
| | Core (Global Perspectives) | 3 | EDUC 473 (WVTPA) | 1 | |
| | Elective | 3 | | | |
| | | | | | |
| | Total | 15 | Total | 15 | |

SUMMER: Praxis CORE Exam or Exempt with ACT=26 or SAT=1170

**Year one must complete Praxis I-CORE tests or exempt with ACT=26 or SAT=1170

**Year three must complete Praxis II Content

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Also, prior to student teaching, students must pass the praxis content exams.

In order to obtain teacher certification, students must successfully complete all required national Praxis examinations through the Educational Testing Service (ETS).

| Year 1 | FALL | | SPRING | | |
|--------|---|---------|--|---------|--|
| | Course | Credits | Course | Credits | |
| | BIOL 115 The Process of Biology | 3 | EDUC 232 Classroom and Teacher Roles | 3 | |
| | EDUC 231 Schools and Communities | 2 | PSYC 212 Developmental Psychology or 216 Adolescent Psychology | 3 | |
| | ENGL 110W (Core Effective Communication-Writing Sequence Part I) | 3 | MATH 115 Introduction to Statistics AND OR MATH 151 Pre-Calculus | 3 | |
| | BIOL 140 (1) The Methods of Biology Lab | 1 | Core (Effective Communication-Writing Intensive Sequence Part II) | 3 | |
| | Math 109 (3) (Core) College Algebra and Problem Solving (Empirical Reasoning) | 3 | PSYC 110 (Core) General Psychology (Foundations & Integration-Social Sciences) | 3 | |
| | WJUS 103 (Core) | 3 | | | |
| | | | | | |
| | Total | 15 | Total | 15 | |

| Year 2 | FALL | | SPRING | | |
|--------|----------------------------------|---------|---------------------------------------|---------|--|
| | Course | Credits | Course | Credits | |
| | PHYS 141 College Physics I | 3 | PSYC 220 Educational Psychology | 3 | |
| | PHYS 142 College Physics Lab I | 1 | Elective | 3 | |
| | BIOL 150 Human Anatomy and Phy I | 3 | BIOL 152 (3) Human Anatomy and Phy II | 3 | |
| | BIOL 151 Anatomy Lab | 1 | BIOL 130 (3) Cells & Chromosomes | 3 | |

| | | | | | |
|--|-------------------------------------|-------|---|-------|----|
| | BIOL 125 Form & Function of Bio Org | 3 | BIOL 135 (1) General Biology II Lab | 1 | |
| | EDUC 210 Educational Technology | 3 | Core (Effective Communication-Effective Speaking) | 3 | |
| | | Total | | Total | 17 |

| Year 3 | FALL | | SPRING | | |
|--------|--|---------|---|---------|--|
| | Course | Credits | Course | Credits | |
| | EDUC 311 Curriculum Development & Methods: Secondary Mathematics & Science | 3 | EDUC 333C Exceptionality and Diversity in the Classroom | 3 | |
| | Core (Empirical Analysis-Natural Science) | 3 | EDUC 334 Reading in Content Areas | 3 | |
| | EDUC 320 The Special Education Process | 3 | Core (Foundations & Integration-Ethics) | 3 | |
| | CHEM 141 General Chemistry I | 3 | CHEM 151 General Chemistry II | 3 | |
| | CHEM 142 General Chemistry Lab I | 1 | CHEM 152 General Chemistry Lab II | 3 | |
| | Core (Foundations & Integration-Humanities) | 3 | | | |
| | | Total | | 15 | |

YEAR 3: Praxis Content Knowledge Exam testing

| Year 4 | FALL | | SPRING | | |
|--------|---|---------|-----------------------------|---------|----|
| | Course | Credits | Course | Credits | |
| | EDUC 375 Special Projects | 1-3 | EDUC 475 (WVTPA) | 1 | |
| | Core (Global Perspectives) | 3 | EDUC 476 Evaluation | 2 | |
| | PSYC 115 Statistics for the Behavioral Sciences | 3 | EDUC 481 (Student teaching) | 11 | |
| | Core (Global Perspectives) | 3 | EDUC 473 (WVTPA) | 1 | |
| | Elective | 3 | | | |
| | | | | | |
| | | Total | | Total | 15 |

**Year one must complete Praxis I-CORE tests or exempt with ACT=26 or SAT=1170

**Year three must complete Praxis II Content

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Also, prior to student teaching, students must pass the praxis content exams.

In order to obtain teacher certification, students must successfully complete all required national Praxis examinations through the Educational Testing Service (ETS).

Secondary Education MATH Major

- PSYC 110 General Psychology
- PSYC 212 Developmental Psychology
- MATH 109 Algebra And Problem Solving
- MATH 115 Introduction To Statistics
- MATH 215 Scientific Statistics
- MATH 250 Geometry
- MATH 151 Pre-Calculus
- MATH 191 Calculus I
- MATH 192 Calculus II
- MATH 212 Ordinary Differential Equations
- MATH 235 Discrete Math
- EDUC 313 Mathematics Education Residency I
- EDUC 314 Mathematics Education Residency II
- PSYC 220 Educational Psychology
- EDUC 210 Educational Technology
- EDUC 231 Schools & Communities –Class and Field
- EDUC 232 Classroom & Teacher Roles –Class and Field
- EDUC 311 Curriculum Development and Methods –Class and Field
- EDUC 320 The Special Education Process – Class and Field
- EDUC 333C Exceptionalities & Diversity- Class and Field
- EDUC 334 Reading In Content Areas- Class and Field
- EDUC 473 WVTPA/Action Research (while student teaching)
- EDUC 475 Seminar (while student teaching)

4-Year Plan of Study – Secondary MATH Education

| <i>Year 1</i> | FALL | | SPRING | |
|---|---------|---|---------|--|
| Course | Credits | Course | Credits | |
| EDUC 231 Schools and Communities | 2 | EDUC 232 Classroom and Teacher Roles | 3 | |
| PSYC 110 General Psychology (Foundations & Integration-Social Sciences) | 3 | PSYC 212 Developmental Psychology or PSYCH 216 Adolescent Psychology | 3 | |

| | | | |
|---|----|--|----|
| ENGL 110W (Core Effective Communication- Writing Intensive Sequence Part I) | 3 | Core (Effective Communication- Writing Intensive Sequence Part II) | 3 |
| MATH 109 College Algebra and Problem Solving (Core Empirical Reasoning) | 3 | MATH 250 Geometry | 3 |
| MATH 115 Introduction to Statistics | 3 | MATH 151 Pre-Calculus | 3 |
| WJUS 103 (Core Seminar) | 3 | | |
| Total | 17 | Total | 15 |

SUMMER: Praxis CORE Exam or Exempt from Praxis with ACT=26 or SAT=1170

| Year 2 | FALL | | SPRING | |
|--|---------|--|---------|--|
| Course | Credits | Course | Credits | |
| PSYC 220 Educational Psychology | 3 | MATH 192 Calculus II | 4 | |
| Math 191 Calculus I | 4 | EDUC 333C Exceptionality & Diversity in the Classroom | 3 | |
| EDUC 210 Educational Technology | 3 | Core (Empirical Analysis-Natural Science) | 3 | |
| EDUC 320 The Special Education Process | 3 | Core (Foundations & Integration-Humanities) | 3 | |
| Core (Effective Communication-Effective Speaking) | 3 | | | |
| Total | 16 | Total | 13 | |

| Year 3 | FALL | | SPRING | |
|---|---------|--|---------|--|
| Course | Credits | Course | Credits | |
| EDUC 313 Mathematics Education Residency I | 4 | EDUC 314 Mathematics Education Residency II | 4 | |
| MATH 212 Ordinary Differential Equations | 3 | EDUC 334 Reading In Content Areas | 3 | |
| MATH 235 Discrete Mathematics | 3 | MATH 215 Applied Probability and Statistics | 3 | |
| Core (Foundations & Integration- Ethics) | 3 | Core (Global Perspectives) | 3 | |
| Elective | 3 | Elective | 3 | |

| | | | |
|-------|----|-------|----|
| Total | 16 | Total | 16 |
|-------|----|-------|----|

YEAR 3: Praxis Content Knowledge Exam

| Year 4 | FALL | | SPRING | |
|--|---------|--------------------------------|---------|--|
| Course | Credits | Course | Credits | |
| EDUC 475 Student Teaching Seminar | 1 | EDUC 473 (WVTPA) | 1 | |
| EDUC 476 Evaluation | 2 | EDUC 375 Special Projects | 2 | |
| EDUC 311 Curriculum Development & Methods: Secondary Mathematics and Science | 3 | EDUC 481 (Student Teaching) | 6 | |
| EDUC 481 (Student Teaching) | 5 | Elective | 3 | |
| EDUC 375 Special Projects | 1 | Core (Global Perspectives) | 2 | |
| Total | 12 | Total | 14 | |

**Year one must complete Praxis I-CORE tests or exempt with ACT=26 or SAT=1170

**Year three must complete Praxis II Content

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Prior to student teaching, students must pass the Praxis Content Exams. In order to obtain teacher certification, students must successfully complete all required national Praxis Examinations through the Educational Testing Service (ETS).

SPECIAL EDUCATION (Multi-categorical) Major Content Courses:

MATH 109 or Higher Algebra and Problem Solving
 PSYC 110 General Psychology
 PSYC 212 or 214, or 216 Developmental Psychology, Child, or Adolescent

PSYC 220 Educational Psychology
 EDUC 210 Educational Technology
 EDUC 231 Schools & Communities –Class and Field
 EDUC 232 Classroom & Teacher Roles –Class and Field
 EDUC 316 Grammar
 EDUC 320 The Special Education Process –Class and Field
 EDUC 322 Literacy: Teaching Reading & Phonics in Elem. School –Class and Field
 EDUC 325 Diagnosis and Correction: Mathematics –Class and Field
 EDUC 333C Exceptionalities & Diversity –Class and Field
 EDUC 333F Exceptionalities & Diversity – Field
 EDUC 334 Reading In Content Areas –Class and Field
 EDUC 361 Overview of Autism Spectrum Disorder –Class and Field
 EDUC 375 Special Projects

| | |
|---------------------|---|
| EDUC 422 | Special Education: Assessment and Methods I –Class and Field |
| EDUC 423 | Special Education: Assessment & Methods II –Class and Field |
| EDUC 441 | Diagnosis & Correction: Reading & Language Arts –Class and Field |
| EDUC 461 | Curriculum Development and Methods for Special Education –Class and Field |
| EDUC 473 | WVTPA/Action Research (while student teaching) |
| EDUC 475 | Seminar (while student teaching) |
| EDUC 476 | Evaluation (while student teaching) |
| EDUC 481 | Student Teaching & Seminar (while student teaching) |
| Total Credits 74 cr | |

4-Year Plan of Study – Special Education (Multi-categorical) Major

| Year 1 | FALL | | SPRING | |
|--------|------------------------------|---------|------------|---------|
| | Course | Credits | Course | Credits |
| | EDUC 231 | 2 | EDUC 232 | 3 |
| | PSYC 110 | 3 | EDUC 316 | 3 |
| | Math 109 (Core) | 3 | PSYC 212 | 3 |
| | Core | 3 | Core | 3 |
| | WJUS 103 (Core) | 3 | Core | 3 |
| | Total | 14 | Total | 15 |
| Year 2 | FALL | | SPRING | |
| | Course | Credits | Course | Credits |
| | EDUC 210 | 3 | EDUC 333C* | 3 |
| | EDUC 320 | 3 | EDUC 333F* | 3 |
| | PSYC 220 | 3 | EDUC 334 | 3 |
| | Core | 3 | Core | 3 |
| | Math Course (Above Math 109) | 3 | Elective | 3 |
| | Total | 15 | Total | 15 |
| Year 3 | FALL | | SPRING | |
| | Course | Credits | Course | Credits |
| | EDUC 322 | 4 | EDUC 325* | 3 |
| | Core | 3 | EDUC 461* | 3 |
| | EDUC 422* | 3 | EDUC 423 | 3 |
| | PSYC 216 | 3 | EDUC 441* | 2 |
| | Core | 3 | Core | 3 |
| | | | Elective | 1-3 |
| | Total | 16 | Total | 15 |

| Year 4 | FALL | | SPRING | |
|--------|-----------------------------|---------|------------------------------|---------|
| | Course | Credits | Course | Credits |
| | EDUC 361 | 3 | EDUC 473 | 1 |
| | Core | 3 | EDUC 475* | 1 |
| | EDUC 375 | 3 | EDUC 476* | 2 |
| | Elective (Criminal Justice) | 3 | EDUC 481* (Student teaching) | 11 |
| | Elective (PSYC 221) | 3 | | |

| | | | | | |
|--|-------|----|-------|----|--|
| | Total | 15 | Total | 15 | |
|--|-------|----|-------|----|--|

Total Credits 120

SPECIAL EDUCATION (Multi-categorical) (K-6 AND 5-ADULT) Endorsement [30 credits total]

Teacher Education students may also complete coursework for an endorsement in Special Education if completing the Elementary Education or Secondary Education programs.

**MATH 109 or Higher

- * EDUC 320 The Special Education Process
- **EDUC 322 Literacy: Teaching Reading & Phonics in Elem. School – Class and Field
- **EDUC 325 Diagnosis and Correction: Mathematics – Class and Field
- * EDUC 333C Exceptionalities & Diversity – Class and Field
- EDUC 333F Exceptionalities & Diversity – Field
- * EDUC 334 Reading In Content Areas – Class and Field
- EDUC 422 Special Education: Assessment and Methods I – Class and Field
- EDUC 461 Curriculum Development and Methods for Special Education – Class and Field
- **EDUC 441 Diagnosis & Correction: Reading & Language Arts – Class and Field

Note: *Courses completed within the Professional Education Core.

Note: **Courses completed with Elementary Education Content Requirements

Secondary Education Major: Social Studies Concentration [48 credits total]

Rationale: The state of WV requires either a B.A. in history/social studies or a minimum of 48 credit hours in social studies course. Students will need knowledge of history, government/political science, geography, economics, and the behavioral sciences. The questions on the Praxis test are categorized as follows:

- U.S. History: 26 questions; 20%
- World History: 26 questions; 20%
- Government/Civics/Political Science: 26 questions; 20%
- Geography: 19 questions; 15%
- Economics: 20 questions; 15%
- Behavioral Science: 13 questions; 10%

Required Courses:

History [18 credits]

HIST 110 World History I [new course]: GP core

HIST 115 World History II: GP core

HIST 211 History of the American People I: EC core Intensive Writing

HIST 212 History of the American People II: EC core Intensive Writing

HIST 214 History of Appalachia: GP core

HIST 351 Topics in the Western Tradition: FI core Humanities

Government/Civics/Political Science [9 credits]

[American Politics] POSC 120 American Political Process: FI core Social Science

[Political Theory] POSC 211 Comparative Politics: FI core Social Science

[Comparative Politics] POSC 212 Global Politics: GP core

Geography [6 credits]

The following are course required for the Social Studies concentration at West Liberty

GEO 205 Introduction to Geography FI core Social Science

GEO 206 World Regional Geography GP core

GEO 310 Geography of U.S. and Canada

Economics [6 credits]

ECON 211 Macroeconomics: Social Science core

ECON 212 Microeconomics: Required for business major

Behavioral Science [6 credits]

SOCI 110 Introduction to Sociology [new course]: FI core Social Science

SOCI 121 World Community: GP core

Grammar: EDUC 316 Grammar [3 credits]

4 Year Plan of Study Secondary Education SOCIAL STUDIES Major

| Year 1 | FALL | | SPRING | |
|---|---------|---|---------|--|
| Course | Credits | Course | Credits | |
| EDUC 231 Schools and Communities | 2 | EDUC 232 Classroom and Teacher Roles | 3 | |
| PSYC 110 General Psychology (Foundations & Integration-Social Sciences) | 3 | PSYC 212 Developmental Psychology or PSYCH 216 Adolescent Psychology | 3 | |
| HIST 110 World History | 3 | HIST 214 History of Appalachia | 3 | |
| ENGL 110W (Core Effective Communication- Writing Intensive Sequence Part I) | 3 | MATH 109 College Algebra and Problem Solving (Core Empirical Reasoning) | 3 | |
| POSC 120 American Politics | 3 | EDUC 316 Grammar | 3 | |
| WJUS 103 (Core Seminar) | 3 | | | |
| Total | 17 | Total | 15 | |

SUMMER: Praxis CORE Exam or Exempt from Praxis with ACT=26 or SAT=1170

| Year 2 | FALL | | SPRING | |
|---|---------|--|---------|--|
| Course | Credits | Course | Credits | |
| HIST 211 American History I | 3 | EDUC 333C Exceptionality & Diversity in the Classroom | 3 | |
| SOCI 121 World Community | 3 | Core (Effective Communication- Writing Intensive Sequence Part II) | 3 | |
| EDUC 210 Educational Technology | 3 | SOCI 110 Introduction to Sociology | 3 | |
| ECON 211 Macroeconomics | 3 | ECON 212 Microeconomics | 3 | |
| EDUC 320 The Special Education Process | 3 | Core (Global Perspectives) | 3 | |

| | | | |
|--|-------|-----------------------------|----------|
| | | POSC 212 Global Politics | 3 |
| | Total | 15 | Total 18 |

| Year 3 | FALL | | SPRING | |
|---|---------|--|----------|--|
| Course | Credits | Course | Credits | |
| EDUC 312 Curriculum Development & Methods: Secondary Social Studies | 3 | EDUC 334 Reading In Content Areas | 3 | |
| HIST 115 World History II | 3 | POSC 211 Comparative Politics | 3 | |
| POSC 120 American Politics | 3 | GEOG 1XX World Geography | 3 | |
| HIST 212 American History II | 3 | Core (Foundations & Integration-Humanities) | 3 | |
| GEOG 1XX Introduction to Geography | 3 | Core (Global Perspectives) | 3 | |
| | Total | 15 | Total 15 | |

YEAR 3: Praxis Content Knowledge Exam testing

| Year 4 | FALL | | SPRING | |
|--|---------|--------------------------------------|----------|--|
| Course | Credits | Course | Credits | |
| HIST 351 Topics in Western Tradition | 3 | EDUC 475 Student Teaching Seminar | 1 | |
| PSYC 220 Educational Psychology | 3 | EDUC 476 Evaluation | 2 | |
| Core (Empirical Analysis-Natural Science) | 3 | EDUC 481 (Student Teaching) | 11 | |
| Core (Foundations & Integration-Ethics) | 3 | EDUC 473 (WVTPA) | 1 | |
| Core (Effective Communication-Effective Speaking) | 3 | | | |
| | Total | 15 | Total 15 | |

**Year one must complete Praxis I-CORE tests or exempt with ACT=26 or SAT=1170

**Year three must complete Praxis II Content

Student must pass the Praxis Core Academic Skills for Educators Exams in order to be accepted into the Education Department. Additionally, students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses. Prior to student teaching, students must pass the Praxis Content Exams. In order to obtain teacher certification, students must successfully complete all required national Praxis Examinations through the Educational Testing Service (ETS).

Education Program Non-Certification Pathway Minors

Students majoring in disciplines other than EDUCATION may earn a minor in general education or special education by completing the following courses (18 credits)

General Education Minor: NON-CERTIFICATION PATHWAY

| | | |
|-----------|--------------------------------|--------|
| PSYC 220 | Educational Psychology | 3 cr |
| EDUC 210 | Educational Technology | 3 cr |
| EDUC 231 | Schools and Communities | 2 cr |
| EDUC 232 | Classrooms and Teacher Roles | 3 cr |
| EDUC 320 | The Special Education Process | 3 cr |
| EDUC 333C | Exceptionalities and Diversity | 3 cr |
| EDUC 375 | Special Projects | 1-3 cr |

Special Education Minor: NON-CERTIFICATION PATHWAY

| | | |
|-----------|--|--------|
| PSYC 220 | Educational Psychology | 3 cr |
| EDUC 231 | Schools and Communities | 2 cr |
| EDUC 320 | The Special Education Process | 3 cr |
| EDUC 333C | Exceptionalities and Diversity | 3 cr |
| EDUC 333F | Exceptionalities and Diversity Field | 2 cr |
| EDUC 375 | Special Projects | 1-3 cr |
| EDUC 422 | Special Education Assessment and Methods I | 3 cr |

Education Program Certification Pathway Minors

Teacher Education students may also complete coursework for an endorsement in Special Education if completing the Elementary Education or Secondary Education programs.

Special Education (Multi-categorical) (K-6 and 5-Adult): Certification Pathway

| | |
|----------------------|--|
| **MATH 109 or higher | |
| *EDUC 320 | The Special Education Process |
| **EDUC 322 | Literacy: Teaching Reading & Phonetics in Elem School – Class and Field |
| **EDUC 325 | Diagnosis and Correction – Mathematics – Class and Field |
| *EDUC 333C | Exceptionalities and Diversity |
| EDUC 333F | Exceptionalities and Diversity Field |
| *EDUC 334 | Reading in Content Areas – Class and Field |
| EDUC 422 | Special Education Assessment and Methods I |
| EDUC 450 | Curriculum Development and Methods for Special Education – Class and Field |
| **EDUC 441 | Diagnosis and Correction: Reading & Language Arts – Class and Field |

Note: *Courses completed within the Professional Education Core.

Note: **Courses completed with Elementary Education Content Requirements.

Engineering Science (Bachelor of Science)

Wheeling University Engineering Science program offer students the best of two worlds: liberal arts and technology. In contemporary society, engineers are expected to be professionally competent; they must also be aware of the ethical dimension of their work and its impact on the quality of human life. Moreover, those aspiring to management positions will need to be articulate and precise in spoken and written communication. The combination of a strong scientific background with a liberal arts core gives Wheeling University students and graduates a competitive edge for career advancement. The engineering science major is structured around electrical, industrial and mechanical engineering topics. The curriculum combines mathematics and sciences with fundamental engineering courses that stress analytical study with hands-on laboratory work. The curriculum is designed to allow students to seek professional licensure while working as engineers or enter graduate study in a variety of engineering fields.

The engineering science program provides a rigorous and challenging curriculum which prepares students for successful careers in engineering. Within a few years of graduation our graduates are expected to be successful professionals in diverse engineering fields or engaged in graduate study; pursue lifelong learning; assume increasing levels of responsibility on technical or managerial projects within their work organizations; use their knowledge and skills in service to their professions and communities, drawing upon their Catholic educational experience to serve the needs of humankind.

Student outcomes are knowledge, skills, and/or behaviors that prepare students to attain the program educational objectives. By the time of graduation, our students will have demonstrated the following:

- 1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science and, mathematics
- 2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well, as global, cultural, social, environmental, and economic factors
- 3) an ability to communicate effectively with a range of audiences
- 4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- 5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- 6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions
- 7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Core Curriculum 33 cr

Major 82 cr

| | | |
|---------------|---------------------------------|------|
| *CHEM 141/142 | General Chemistry I and lab | 4 cr |
| CHEM 151/152 | General Chemistry II and Lab | 4 cr |
| *MATH 191 | Calculus I | 4 cr |
| MATH 192 | Calculus II | 4 cr |
| MATH 193 | Calculus III | 4 cr |
| MATH 212 | Ordinary Differential Equations | 4 cr |
| MATH 215 | Scientific Statistics | 3 cr |
| PHYS 141/142 | Physics I and Lab | 4 cr |
| PHYS 241/242 | Physics II and Lab | 4 cr |
| ENGR 111 | Engineering Orientation I | 3 cr |
| ENGR 112 | Engineering Orientation II | 3 cr |
| ENGR 484 | Engineering Capstone Project | 3 cr |

Mechanical Engineering Discipline

| | | |
|----------|---------------------------------|------|
| ENGR 243 | Engineering Mechanics, Statics | 3 cr |
| ENGR 244 | Engineering Mechanics, Dynamics | 3 cr |
| ENGR 245 | Strength of Materials with Lab | 4 cr |
| ENGR 346 | Thermodynamics | 3 cr |
| ENGR 347 | Fluid Mechanics | 3 cr |
| ENGR 448 | Materials Science | 3 cr |

Industrial Engineering Discipline

| | | |
|----------|----------------------------|------|
| ENGR 470 | Advanced Economic Analysis | 3 cr |
| ENGR 475 | Project Management | 3 cr |
| ENGR 476 | Operations Management | 3 cr |

Electrical Engineering Discipline

| | | |
|--------------------|--|------|
| ENGR 350 | Electric Circuits & Electronics with Lab | 4 cr |
| ENGR 352 | Mechatronics and lab | 4 cr |
| ENGR 454 | Control Systems | 3 cr |
| *General Electives | | 5 cr |

Total 120 cr

Note: *ENGR students may double count CHEM 141/142 and MATH 191 in both the core and the major.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements. This 4-year plan double counts CHEM 141/2 and MATH 191 and therefore requires 13 cr of general electives.

| Year 1 | FALL | | SPRING | |
|--------|--------------|---------|--------------|---------|
| | Course | Credits | Course | Credits |
| | MATH 191 | 4 | MATH 192 | 4 |
| | CHEM 141/142 | 4 | CHEM 151/2 | 4 |
| | ENGR 111 | 3 | PHYS 141/142 | 4 |
| | Core | 3 | ENGR 112 | 3 |
| | WJUS 101 | 1 | | |
| | Total | 15 | Total | 15 |

| Year 2 | FALL | | SPRING | |
|--------|--------------|---------|----------|---------|
| | Course | Credits | Course | Credits |
| | MATH 193 | 4 | MATH 212 | 3 |
| | PHYS 241/242 | 4 | ENGR 244 | 3 |
| | ENGR 243 | 3 | ENGR 245 | 4 |
| | Core | 3 | Core | 3 |
| | | | Core | 3 |
| | Total | 14 | Total | 16 |

| Year 3 | FALL | | SPRING | |
|--------|----------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | ENGR 350 | 4 | ENGR 347 | 3 |
| | ENGR 346 | 3 | ENGR 352 | 4 |
| | Core | 3 | MATH 215 | 3 |
| | Core | 3 | Core | 3 |
| | Core | 3 | General Elective | 3 |
| | Total | 16 | Total | 16 |

| Year 4 | FALL | SPRING |
|--------|------|--------|
|--------|------|--------|

| Course | Credits | Course | Credits |
|------------------|---------|------------------|---------|
| ENGR 454 | 3 | ENGR 448 | 3 |
| ENGR 470 | 3 | ENGR 484 | 3 |
| ENGR 475 | 3 | ENGR 476 | 3 |
| General Elective | 3 | General Elective | 3 |
| General Elective | 3 | General Elective | 1 |
| Total | 15 | Total | 13 |

Construction Management Essentials [Professional Certificate] (15 credits)

Prepares student in and out of the Construction Management industry for job opportunities as residential builders and contractors; trade contractors, in civil, mechanical, electrical engineering, and plumbing firms or other companies, government agencies, and organizations involved in the construction of the built environment. It also provides a pathway for completing a BS in Construction Management, BS in Engineering Science, BS in Business Administration, and in related career fields in the construction and management of the built environment.

Required Courses:

- INFO 110 Introduction to Information Technology Systems and Professional Applications 3cr
Or any approved INFO course
- CMGT 110 Introduction to Construction Management 3 cr.
- CMGT 210 Construction Materials and Methods 3 cr.
- CMGT 373/34 Internship: Applied Practice in Construction Management 3 cr.
- ENGR 475 Project Management 3cr.

Geographic Information Systems [Professional Certificate] (15 credits)

Students will learn how to create digital maps and analyze data using industry-standard GIS software and open source platforms, e.g., Esri ArcGIS and QGIS. Students will also learn how to think spatially, produce maps, conduct data analysis with GIS, and communicate effectively with cartography. They will also learn how to design, develop, and manage geospatial databases, including multi-user enterprise geodatabases. Overall, students will understand and be able to use advanced spatial analysis and data visualization methods and models used to solve real-world problems in multiple corporate, government, organizational and non-profit work settings.

Curriculum

- GEOG/GIST 110 Introduction to Geographic Information Systems (GIS) 3 cr
- GEOG/GIST 120 GIS Databased and Enterprise GIS 3 cr
- GEOG/GIST 210 Cartography 3 cr
- GEOG/GIST 220 Intermediate Geographic Information Systems (GIS) 3 cr
- GEOG/GIST 310 Advanced Geographic Information Systems (GIS) 3 cr

*Suitable for any majors to couple through degree directed and/or free electives

Informational Technology Essentials [Professional Certificate] (15 credits)

The certificate is designed to provide undergraduate students and those who have earned a bachelor's degree to gain the technical and management knowledge required for IT-connected careers and operations. The certificate allows students to augment and deepen the knowledge gained through their major-related courses with a foundation in information technology and its business and organization applications. By completing this certificate, students gain the necessary skills to improve their attractiveness to employers in our technology-driven society.

Required Courses: 15 cr.

INFO 110 Introduction to Information Technology Systems and Professional Applications 3 cr. (was CSC 110)

INFO 210 Computing and Coding 3 cr. (was CSC 210)

INFO 306 Networking and Network Security 3 cr (was CSC 306)

INFO 330 Database Design and Management 3 cr. (was CSC 330)

INFO 420 Real World IT: Computer Systems/Cloud Computing Administration (was CSC 420)

OR

INFO 435 Real World IT: Software Engineering 3 cr. (was CSC 435)

Program Outcomes:

Students completing the program will gain:

- An ability to apply knowledge of computing and mathematics appropriate to Information Technology.
- An ability to communicate effectively with a range of audiences, both in written and oral forms.
- An ability to use current techniques, skills, and tools necessary for Information Technology.

English (Bachelor of Arts)

As an integral part of the liberal arts tradition at the heart of the University, the curriculum of the major in English develops students' skills in effective reading, writing, listening and speaking through an emphasis upon the rich expressive and aesthetic potential of the English language.

English majors think critically, a skill valued by employers in all fields. Students will learn to analyze materials and situations and then communicate findings effectively, either verbally or in writing. The program in English is interconnected with course work in creative writing and communication studies. Majors will have the opportunity to learn and refine very specific skills, gain practical experience, and enhance their understanding of the applicability of their language and critical thinking skills in the "real" world beyond academics.

At Wheeling University, students will work towards defining literature for themselves in order to see reading as a vital activity that results in the enhancement of the human experience. The program is committed to diversity and inclusion and reinforces that commitment by helping students find their place within the larger community through texts that examine global values. Throughout the program, students will have the opportunity to hone their skills in the following areas: 1) critical thinking; 2) written communication; 3) oral communication; 4) information literacy; and 5) identification of literary elements, authors, and periods.

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| | | |
|-------------------------|-------------------------------------|-------------|
| Core Foundations | | 6 cr |
| ENGL 110 | Process of Composition | 3 cr |
| COMM 115 | Principles of Professional Speaking | 3 cr |

Major 33 cr

Writing (12 credits)

ENGL 115W Explorations in Literature: Fiction, Poetry, and Drama 3 cr

One of the following courses: 3 cr

ENGL 286W Life and Times of Famous Authors: Research Methods I

ENGL 287W Life and Times of Famous Authors: Research Methods II

One of the following courses: 3 cr

ENGL 180W Intro to Creative Writing

ENGL 281W Fiction Writing Workshop

ENGL 282W Literary Nonfiction Writing Workshop

ENGL 283W Poetry Writing Workshop

ENGL 285W Nature Writing Workshop

ENGL 486 Senior Literature Thesis I: Proposal and Research 1 cr

ENGL 487 Senior Literature Thesis II: Revision and Presentation 2 cr

Literature (21 credits)

ENGL 275 Shakespeare 3 cr

ENGL 425 Literary Theory 3 cr

One of the following courses: 3 cr

ENGL 215 Children's Literature

ENGL 216 Young Adult Literature

One of the following courses: 3 cr

ENGL 301W British Literature I

ENGL 302W British Literature II

One of the following courses: 3 cr

ENGL 303W American Literature I

ENGL 304W American Literature II

One of the following courses: 3 cr

ENGL 270 Classical Myth

ENGL 271 Norse Myth

ENGL 305 World Literature

One of the following courses: 3 cr

ENGL 150 Culture and Conflict

ENGL 170 Introduction to World Myth and Folktale

ENGL 205W Thematic Topics in Literature I

ENGL 206W Thematic Topics in Literature II

Notes: Six credits in the Core may count toward the English major (ENGL 115W and ENGL 286W).

Students who do not reach the 120 cr. minimum using all required course credits must take electives to reach the 120 cr minimum.

English majors seeking Teacher Education certification should begin major course work no later than

Sophomore year in order to complete the coursework and student teach.

Credit for ENGL 115W may be granted for an AP score of 4 or higher in English Literature and Composition.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| Year 1 | FALL | | SPRING | |
|--------|-----------------|---------|--------------|---------|
| | Course | Credits | Course | Credits |
| | ENGL 110 (Core) | 3 | ENGL 115W | 3 |
| | COMM 115 (Core) | 3 | ENGL 215/216 | 3 |
| | ENGL 150 | 3 | Core | 3 |
| | Core | 3 | Core | 3 |
| | Core | 1 | Elective | 3 |
| | WJUS 101 | 1 | | |
| | Total | 16 | Total | 15 |

| Year 2 | FALL | | SPRING | |
|--------|---------------|---------|------------------------------|---------|
| | Course | Credits | Course | Credits |
| | ENGL 286/287W | 3 | ENGL 205/206 | 3 |
| | ENGL 303/304 | 3 | ENGL 275 | 3 |
| | Core | 3-4 | Creative Writing Elective | 3 |
| | Core | 3 | Core | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15-16 | Total | 15 |

| Year 3 | FALL | | SPRING | |
|--------|--------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | ENGL 286/287 | 3 | ENGL 270/271/305 | 3 |
| | ENGL 301/302 | 3 | Core | 3 |
| | Core | 3 | Elective | 3 |
| | Core | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15 | Total | 15 |

| Year 4 | FALL | | SPRING | |
|--------|-----------|---------|-----------|---------|
| | Course | Credits | Course | Credits |
| | ENGL 425 | 3 | ENGL 487 | 2 |
| | ENGL 486 | 1 | Electives | 12 |
| | Electives | 12 | | |
| | Total | 15 | Total | 15 |

Creative Writing Minor (18 Credits)

The Wheeling University Creative Writing Program fosters the creative process and provides students with a broad and diverse grounding in several of the genres of written expression: poetry, fiction, and literary nonfiction. Students majoring in a variety of disciplines may add the minor in creative writing to diversify their portfolios in preparation for graduate school, teaching, or other professional vocation. Creative writing minors will also have the opportunity to hone their expertise by working on the editorial staff of the *Jewelweed*, Wheeling University's annual fine arts magazine.

| | |
|--|-------|
| ENGL 180W Intro to Creative Writing | 3 cr. |
| ENGL 281W Fiction Writing Workshop | 3 cr. |
| ARTS 282W Literary Nonfiction Workshop | 3 cr. |
| ARTS 283W Poetry Workshop | 3 cr. |
| ENGL 285W Nature Writing Workshop | 3 cr. |
| ENGL 484 Creative Writing Capstone Portfolio | 3 cr. |

English Minor (18 credits)

The English minor provides students the opportunity to gain expertise in writing and giving formal presentations, as well as to enrich their cultural knowledge of classic and contemporary authors, literary texts, and film. Because employers in a wide range of fields actively seek graduates who are culturally literate and who can speak and write professionally, minoring in English is especially complementary to a variety of degrees, such as business, criminal justice, and psychology.

| | |
|---------------------------------|-------|
| ENGL 110 Process of Composition | 3cr |
| ENGL Electives | 15 cr |

(Only one ENGL elective may be a creative writing course.)

Spanish Minor/Certificate

Provides specialized language and literacy proficiency in Spanish suited for working professionals as well as students of Spanish heritage and culture. Students in the Spanish Minor/Certificate will develop in-depth content knowledge about Hispanic cultures, literatures, and linguistics. They will also gain advanced skills in the areas of intercultural competence, critical thinking, collaborative problem-solving, and language proficiency (speaking, listening, reading, and writing). The Spanish curriculum provides students with the valuable opportunity to develop a cross-culture perspective and proficiency through taking a wide variety of application courses in Spanish language, conversation, cultural and literary studies, linguistics, business, and health professions. Students also can engage in experiential learning opportunities through internship and study abroad courses placing them in Hispanic community and support service settings.

Curriculum

| | |
|---|------|
| SPAN 101 Introduction to Spanish I | 3 cr |
| SPAN 102 Introduction to Spanish II | 3 cr |
| SPAN 161 Hispanic Civilization and Culture | 3 cr |
| SPAN 203 Intermediate Spanish I | 3 cr |
| SPAN 204 Intermediate Spanish II | 3 cr |
| SPAN 221 Spanish for Medical Professional | 3 cr |
| SPAN 224 Business Spanish | 3 cr |
| SPAN 230 Spanish Conversation and Composition | 3 cr |

Exercise Science (Bachelor of Science)

Exercise Science is the study of human movement in order to improve or maintain fitness, body composition, or the general health and well-being of the person. This is achieved through the development and implementation of healthy exercises, physical activities, and lifestyle management strategies for individuals of all ages. A primary goal of the Exercise Science degree program at WU is to develop professionals who are effective in helping all individuals achieve an optimal level of health, fitness, and well-being.

The WU program in Exercise Science prepares students for immediate entry-level positions within business and

industry or in clinical settings. The degree also provides a secure foundation for advanced degrees and/or certifications in healthcare including, but not limited to, Physical Therapy, Athletic Training, and Physician Assistant professions.

The program enriches students in the Catholic tradition and mission of developing men and women for life, leadership, and service with and among others.

Upon completion of Exercise Science program, students will be able to demonstrate the ability to:

1. Understand the principles and concepts fundamental to Exercise Science
2. Apply lab techniques appropriate for an entry-level Exercise Science major
3. Display critical thinking and problem-solving skills
4. Be proficient in written and oral communication

Core Curriculum

33-35 cr

Major

55 cr

| | |
|---|------|
| PSYC 110 General Psychology | 3 cr |
| PSYC 250 Sport Psychology | 3 cr |
| *MATH 115 Statistics OR PSYC 115 | 3 cr |
| *BIOL 150/151 Human Anatomy & Physiology I/Lab | 4 cr |
| BIOL 152 Human Anatomy & Physiology II | 3 cr |
| CHEM 115 Intro to Chemistry (no lab) OR CHEM 141 General Chemistry | 3 cr |

| | |
|---|------|
| EXSC 120 Intro to Exercise Science | 2 cr |
| EXSC 212 Motor Development | 3 cr |
| EXSC 222 Biomechanics / Applied Kinesiology | 3 cr |
| EXSC 231 Emergency Care and 1st Aid | 2 cr |
| EXSC 312/313 Exercise Physiology I/Lab | 4 cr |
| EXSC 321 Principles of Strength & Conditioning | 3 cr |
| EXSC 325 Sports Rehabilitation | 2 cr |
| EXSC 330 Nutrition in Human Performance | 3 cr |
| EXSC 431 Cardiovascular Assess. & Cardiac Rehab | 3 cr |
| EXSC 441 Ex. Prescription for Special Populations | 3 cr |
| EXSC 451/452 Exercise Physiology II / Lab | 4 cr |
| EXSC 453 Special Topics in Exercise Science | 1 cr |
| EXSC 483 Exercise Science Practicum | 3 cr |

Electives

30-32 cr

Total Credits

120 cr **

Notes: *EXSC majors may double count MATH 115 and BIOL 150 in the Core and the Major.

**Students who do not reach the 120-cr. minimum using all required course credits must take electives to reach the 120-cr. minimum.

Optional Preparation for Graduate Study (24 cr)

Students who wish to continue on to graduate school may wish to replace their electives with any or all of the following courses. It is the student's responsibility to check all Prerequisites for any Graduate program to which they apply as all programs will not have the exact same Prerequisites requirements.

| | |
|---|------|
| BIOL 125/140 Form & Function & lab | 4 cr |
| BIOL 130/135 Cells & Chromosomes & lab | 4 cr |
| CHEM 141/142 General Chemistry I & Lab | 4 cr |
| CHEM 151/152 General Chemistry II & lab | 4 cr |
| PHYS 141/142 College Physics I & lab | 4 cr |
| PHYS 241/242 College Physics II & lab | 4 cr |

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements totaling a minimum of 120 credit hours.

| Year 1 | FALL | | SPRING | |
|--------|--------------------------|---------|--------------------------|---------|
| | Course | Credits | Course | Credits |
| | BIOL 150/151 | 4 | BIOL 152 | 3 |
| | PSYC 110 | 3 | EXSC 212 | 3 |
| | EXCS 120 | 2 | Core | 3 |
| | Core | 3 | Core | 3 |
| | WJUS 101 (Core) | 3 | Elective | 3 |
| | | | | |
| | Total | 15 | Total | 15 |
| Year 2 | FALL | | SPRING | |
| | Course | Credits | Course | Credits |
| | EXSC 231 | 2 | EXSC 325 | 2 |
| | EXSC 222 | 3 | MATH 115 or PSYC 115 | 3 |
| | Chem 115 or CHEM 141/142 | 3-4 | Core | 3 |
| | Core | 3 | Core | 3 |
| | PSYC 250 | 3 | Elective (*CHEM 151/152) | 4 |

| | Total | 14-15 | Total | 15 |
|--------|--------------------------|---------|--------------------------|---------|
| Year 3 | FALL | | SPRING | |
| | Course | Credits | Course | Credits |
| | EXSC 312/313 | 4 | EXSC 321 | 3 |
| | Core | 3 | EXSC 330 | 3 |
| | Core | 3 | EXSC 451/453 | 4 |
| | Elective (*BIOL 125/140) | 4 | Core | 3 |
| | Elective | 2 | Elective (*BIOL 130/135) | 4 |
| | Total | 14 | Total | 17 |
| Year 4 | FALL | | SPRING | |
| | Course | Credits | Course | Credits |
| | EXSC 431 | 3 | EXSC 453 | 1 |
| | EXSC 441 | 3 | EXSC 483 | 3 |
| | Core | 3 | Core | 3 |
| | Core | 3 | Elective (*PHYS 241/242) | 4 |
| | Elective (*PHYS 141/142) | 4 | Elective | 3 |
| | Total | 16 | Total | 14 |

* Replace electives with these courses if you are pursuing preparation for graduate study.

General Science (Bachelor of Science)-

This major prepares students to acquire a background in the natural and physical sciences to facilitate a variety of professional careers. In conjunction with the Teacher Education Program, the program offers training for a career in K-12 teaching.

| | | |
|---|-------------------------------------|----------|
| General Science Core* | | 45-46 cr |
| BIOL XXX | Approved Electives | 9 cr |
| CHEM 141 | General Chemistry I | 4 cr |
| CHEM 142 | General Chemistry I Lab | 1 cr |
| PHYS 141 | College Physics | 3 cr |
| PHYS 142 | College Physics Lab | 1 cr |
| | | |
| MATH 109 | College Algebra and Problem Solving | 3 cr |
| Or | | |
| MATH 151 | Pre-calculus | 3 cr |
| Or | | |
| MATH 191 | Calculus | 3 cr |
| | | |
| General Science Core Electives** | | 22-23 cr |
| Courses in BIOL, ENGR, ENVS, GEOG and PHYS with 10-15 credits at the 200 level and the remaining credits at the 300 and 400 level | | |
| | | |
| Electives*** | | 40-42 cr |
| Course in a single discipline from approved General Science elective courses with 20-25 credits at the 300 level and the remaining credits at the 400 level | | |
| | | |
| Total credits | | 120 cr |

Notes: *Students should consult with an Education advisor, if pursuing a licensure.

**Students should consult their Faculty Advisor to determine the appropriate electives.

***Students pursuing an education licensure will have to take the necessary education courses instead of electives.

Healthcare Leadership and Management (Bachelor of Science)

The Bachelor of Science in Healthcare Leadership and Management (BS in HCLM) program provides an innovative program for career-driven students interested in leading and managing hospitals, medical laboratories, clinical care facilities, physician and dental offices, medical and financial records units, biomedical, information technology, technical support operations and other healthcare administration fields. Offered online and in person, the program provides both the specific scientific and technical knowledge and best business practices approach needed to be successful in Health Sciences clinical and operational management. Executive leadership acumen, skills development and professional application training are also embedded in the program in a Certificate in Health Services Management, which is bundled with the BS HCLM or also available as a standalone professional credential. The BS HCLM also contains an abbreviated completion pathway into the MBA Degree: Healthcare Management Concentration.

Program Learning Objectives/Outcomes:

1. Understand, exhibit, and apply ethical leadership approaches to business and clinical decision making in healthcare management.
2. Learn and apply scientific theories and principles, medical terminology, epidemiology, the structure and function of the human body as a critical dimension of healthcare organization and health services management.
3. Learn and interpret management theories and principles and applications in healthcare settings and organizations.
4. Manage administrative, clinical, and financial systems including appropriate leadership skills and behavior and quantitative and qualitative tools for project and fiscal management.
5. Understand and apply evidence-based valuations in relation to the major components of the U.S. healthcare delivery system and related organizations.
6. Understand the processes and forces involved in health policy making, governance, and legal regulation and evaluate current health policy.
7. Understand and evaluate how socio-cultural, economic, and political factors affect health conditions and trends in diverse populations
8. Learn to procure and analyze data to identify trends and model management solutions and systems that demonstrate the delivery of quality, safe, and effective healthcare.

Program Assessment:

Student performance will be assessed through PEG rubrics, course competencies rubrics aligned with CAHME standards, research projects, experiential and professional practice and other course performance measures necessary to assess student achievement of program objectives and outcomes.

Transfer Students: Liberal Arts Core for BS in HCLM Program

Every student admitted to the BS HLM program must complete or have transferred courses that meet the following University Core Curriculum requirements:

Core Requirements 33-35 cr.

Experiential and Service Learning (0 credits)

University graduation requirement fulfilled by taking at least one (1):

- (1) EXSL Cross-listed academic courses
- (2) EXSL Co-curricular course
- (3) Career Experience Portfolio

First-Year Seminar (1 credit)

WUS 101 First-Year Seminar or Transfer Waiver

Effective Communication (9 credits)

A. Writing-Intensive Course Sequence

1) First-Year Composition: ENGL 110

2) One Writing-Intensive Course (writing intensive is indicated by a “W” after the course #.)

B. Effective Speaking: COMM 115 Principles of Professional Speaking

Foundations & Integration (9 credits)

A. Social Sciences (3 cr.; choose one):

CRJU 120 Survey of Criminology
CRJU 121 Introduction to the Criminal Justice System
ECON 211 Macroeconomics
POSC 120 American Political Process
PSYC 110 General Psychology

B. Humanities (3 cr.; choose one):

PHIL 115 The Human Person
THEO 115 Religious Quest
THEO 117 Catholicism

C. Ethics (3 cr.; choose one):

PHIL 305 Ethics OR THEO 305 Theological Ethics

Empirical Analysis (6-8 credits)

A. Mathematical Reasoning (3-4 cr) (choose one):

MATH 109 College Algebra and Problem Solving
MATH 115 Introduction to Statistics
MATH 151 Pre-Calculus
MATH 191 Calculus
PSYC 115 Statistics for the Behavioral Sciences

B. Natural Sciences (3-4 cr)

(Choose one): any 3-4 credit course in BIOL, CHEM, GSCI, GEOG/GIS, GEOL, or PHYS

Global Perspectives (6 credits)

Two courses from the following:

ENGL 150 Culture and Conflict in Literature
ENGL 170 World Myth & Folklore
GSCI 121 World Geography
HIST 115 Twentieth-Century World History
HIST 214 History of Appalachia
SOC 121 World Community
SPAN 101/102 Introduction to Spanish
THEO 252 World Religions

Major Requirements (51 cr)

Ethics in business & healthcare decision-making (3 cr)

PHIL-115-01 Phil. of the Human Person

OR

PHIL-305-80 Ethics

Financial analysis and management/ Operations assessment and improvement (3 cr)

BUSN-201-80 Quantitative Business Analysis

Governance & Health policy/Healthcare economics/Healthcare law (3 cr)

HCMT 200 Healthcare Policy, Law and Governance (3 cr)

OR
ECON-211-01 Macroeconomics (3 cr)

Info systems management & assessment (3 cr)

BUSN-331-80 Information Systems
OR
BUSN-361-80 Sp T: Prctl Database Sql Management

Leadership (3 cr)

BUSN 325 Organizational Leadership (3 cr)

Management of healthcare organizations (6 cr)

HCMT 320 Management Techniques – Health Sciences (3 cr)
AND
HCMT 410 Healthcare Services Management: Trends and Issues
OR
BUSN-317-01 Services Marketing

Mgmt of human resources & health professionals/ Org development/org behavior theory (3 cr)

BUSN 251 Organizational Behavior (3 cr)
OR
BUSN-436-01 Human Resource Management
OR
HCMT 410 Healthcare Services Management: Trends and Issues

Managerial Epidemiology/ Strategy formulation and implementation (6 cr)

BIOL 101 80 Medical Terminology
OR
GSCI-215-01 Concepts of Microbiology & Epidemiology
AND
HCMT 410 Healthcare Services Management: Trends and Issues

Population/community health (6 cr)

BIOL-152-01 Human Anatomy & Physiology
AND
NURS 201 Pathophysiology (3 cr)
OR
NURS 235 Community and Public Health Nursing (3cr)
OR
HCMT 200 Introduction to Public Health (3 cr)
OR
EXSC 120 Introduction to Exercise Science
OR
EXSC 212 Motor Development
OR

EDUC-223-01 Phys. Edu., Health & Safety

OR
PSYC-161-80 Human Development & Family Studies

Quality assessment for patient care improvement (6 Cr) (2 two courses)

PSYC-238-80 Psychopharmacology
PSYC-335-01 Psychotherapy
GSCI-215-01 Concepts of Microbiology & Epidemiology
NURS-227 Clinical Nutrition

Research Methodology (3 cr)

HCMT 321 Introduction to Research in Health Care (3crs) F,S

OR

HCMT 335 Literature Review and Proposal (3 cr)

Statistical Analysis & Application to decision making (3 cr)

MATH-115-80 Intro. to Statistics

OR

MATH-215-01 Scientific Statistics

OR

PSYC 115 Statistics for the Behavioral Sciences (permission only)

US Healthcare System (3 cr)

HCMT 410 Healthcare Services Management: Trends and Issues (3 cr)

OR

HCMT 425 Hospital Trends and Issues (3 cr)

OR

HCMT 487 Healthcare Management Internship/Practicum (1-3 cr) D

Abbreviated Degree Completion Pathway: MBA Degree Concentration: Healthcare Management

Students in the BS HCLM degree can take up to 6 graduate level in the MBA Healthcare Management concentration to complete their undergraduate degree and advance into an abbreviated pathway for MBA completion. Students in the MBA: HCM concentration further specialize in the business management of healthcare services, companies, hospitals, and other services/insurance provider organizations. This concentration is composed of MBA Core courses that provide students with graduate-level business management knowledge and skills, along with MSN Core courses, which focus broadly on health care management knowledge required to lead services-delivery units in healthcare organizations. The new concentration allows post-graduate Nursing professionals to capture an MBA as the MSN is increasing less preferred by hospitals and care provider organizations for achieving a higher level of management knowledge, skills and performance development especially related to multi-departmental and diversified employee-base administration.

Students may select any 6 credits to complete BS HCLM as well as MBA: HCM concentration degree:

MBA 500 Organizational Behavior and Leadership 3 cr

MBA 502 Marketing Management 3 cr

MBA 503 The Ethical Environment of Business 3 cr

MBA 505 Quantitative Business Analysis 3 cr

MBA 508 Management of Financial Resources 3 cr

MBA 520 Management Policy and Strategy for Decision Making 3 cr

MBA 531 Effective Managerial Communications 3 cr

MBA 539 Management of Information Systems 3 cr

MBA 547 Contemporary Economic Challenges 3 cr

MSN 503 Health Care Policy 3 cr

MSN 525 Health Care Delivery Systems & Economics 3

MSN 533 Health Promotion 3

Liberal Arts (Bachelor of Arts)

The Bachelor of Liberal Arts degree provides students with general and multi-disciplinary knowledge, proficiency and skills related to a chosen field of study connected to humanistic-centered careers, life-learning goals, and social and cultural advancement efforts. It also serves students with various credits looking to complete an interdisciplinary degree in a shortened period of time.

Upon completion of this degree the student will be able to demonstrate the following:

1. Practical skills in effective oral and written communication and empirical analysis.
2. Proficiency in the general knowledge of the identified area of study.
3. Understanding of his or her individual social responsibility, including social engagement, ethical reasoning, cultural awareness, and the value of life-long learning.

To receive a Bachelor of Liberal Arts degree from Wheeling University, the student must complete a minimum of 120 credits. A written, self-designed, multi-disciplinary plan of study must be approved by the Program Director and submitted and filed with the Office of the Registrar. This plan must clearly state why the combination of courses and disciplines forms a coherent, cohesive program of study that meets the individual's academic, professional, and personal goals, and is approved by the appropriate department chair.

| | |
|---|----------|
| Core | 33-35 cr |
| Major | 39 cr |
| <ul style="list-style-type: none">• A maximum of 12 credits at the 100 level.• A minimum of 27 credits at 200 level or higher, of which a minimum of 18 hours must be WU courses | |
| Electives | 46-48 cr |

Total credits

120 cr*

* Students who do not reach the 120-cr. minimum using all required course credits must take electives to reach the 120 cr. minimum.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| Year 1 | FALL | | SPRING | |
|--------|----------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3 | Core | 3 |
| | Core | 3 | Elective | 3 |
| | Elective | 3 | Plan Requirement | 3 |
| | Elective | 3 | Elective | 3 |
| | WUS 101 (Core) | 3 | Elective | 3 |
| | Total | | Total | |
| | | 15 | | 15 |

| Year 2 | FALL | | SPRING | |
|--------|------------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3-4 | Core | 3 |
| | Plan Requirement | 3 | Core | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | | Total | |
| | | 15-16 | | 15 |

| Year 3 | FALL | | SPRING | |
|--------|------------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3-4 | Core | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Core | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | | Total | |
| | | 15-16 | | 15 |

| Year 4 | FALL | | SPRING | |
|--------|------------------|---------|------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3 | Plan Requirement | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Plan Requirement | 3 | Plan Requirement | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | | Total | |
| | | 15 | | 15 |

Nursing (Bachelor of Science)

The Department of Nursing, an integral part of Wheeling University, seeks to fulfill the Catholic tradition of educational excellence and service to others. The mission of the Department of Nursing is to provide baccalaureate

and graduate nursing education and service to the community. Through an integrated program of classroom and clinical practice, the graduate is prepared as a professional nurse to promote health/wellness in a variety of settings.

The goals of the Department of Nursing are:

1. To provide the following educational programs based on professional nursing standards and guidelines of the American Association of Colleges of Nursing (AACN) and the West Virginia Nurse Practice Act.
 - A. A baccalaureate program that prepares graduates to enter professional nursing practice and function competently at the entry level.
 - B. A baccalaureate program that is accessible to registered nurses in the community and builds upon their knowledge.
 - C. A graduate program that prepares registered nurses for professional leadership and advanced practice roles and to contribute to the development of nursing and health care knowledge.
2. To serve the campus community, the local community, and the nursing community.

The baccalaureate program reflects the AACN Essentials of Baccalaureate Education and the standards of the West Virginia Nurse Practice Act. These standards were developed from those of the American Nurses Association. The graduate programs reflect the AACN Essentials of Master's Education. The Family Nurse Practitioner Program also follows the National Organization of Nurse Practitioner guidelines and the American Academy of Nurse Practitioner's Standards of Practice.

Nurses are key to the health of a nation. Nurses are in every community providing expert care from birth to end of life. A registered nurse (RN) with a BSN prepares the graduate for many rewarding career opportunities. Numerous employers prefer applicants who have a 4-year BSN degree versus applicants with diplomas or associate degrees. Nurses' roles range from direct patient care and case management to establishing nursing practice standards, developing quality assurance policies and directing complex nursing care systems. Potential job opportunities upon graduation include: staff nurse, home health or hospice nurse, nurse manager, case manager, nurse researcher, information technologist, flight nurse, military nurse, public health nurse, legal consultant, insurance review, pharmaceutical sales, and nurse educator. The BSN degree also leads the way for a nurse to seek further education for a career in nursing administration or an Advanced Practice Specialist Role such as: nurse practitioner, nurse anesthetist, clinical nurse specialist or certified nurse midwife.

The Nursing faculty believe in preparing their graduates for the "real world". Based on this philosophy, clinical courses are designed to give the student practical experience in a variety of nursing settings. The faculty have expertise in the clinical setting where students practice, and many faculty members continue to practice in their specialties in addition to teaching in the classroom and clinical setting. Specific methods that prepare the nursing graduate to enter the work force and add marketability are: emphasis on the development of strong assessment skills; continual NCLEX review using computer-based software and testing; diverse clinical experiences in medical/surgical units, critical care units, emergency, obstetrics, pediatrics, school health, psychiatry, community health clinics, operating room, recovery room, and ambulatory care centers.

Outcomes of the Baccalaureate Curriculum

The graduates of the BSN nursing program will be expected to:

1. Synthesize knowledge from the sciences and the humanities as a basis for theory and practice in nursing within an evidence-based practice framework.
2. Communicate both written and orally with patients and with members of the interprofessional team in the promotion of health/wellness.
3. Provide leadership for decision making related to safe, quality care following ethical principles.
4. Integrate information management and patient care technologies into the delivery of safe, quality care.
5. Synthesize altruism, autonomy, human dignity, integrity and social justice in nursing practice.
6. Achieve a passing score on the NCLEX exam upon completion of the program.

Nursing Curriculum:

Completion of the core curriculum must be done before entrance into the nursing program. Also, to be admitted into the nursing program, all pre-requisite classes that are listed below must be completed and the student must have achieved a “C” or better in each course:

NURS 227 Clinical Nutrition, CHEM 141 General Chemistry I and CHEM 142 General Chemistry I Lab, BIOL 150 Anatomy and Physiology I, BIOL 152 Anatomy and Physiology II, GSCI 215 Concepts of Epidemiology and Microbiology, MATH 115 Statistics or PSYC 115, PYSC 110 General Psychology, PSYC 212 Developmental Psychology, and PHIL 305 Ethics or THEO 305 Theological Ethics.

| | |
|--------------|-----------------|
| Core | 33-35cr. |
| Major | 87 cr |
| Total | 120 cr |

| | | |
|-----------------|---|------|
| *CHEM 141 & 142 | General Chemistry I and General Chemistry I Lab | 3 cr |
| BIOL 150 | Human Anatomy & Physiology I | 3 cr |
| BIOL 152 | Human Anatomy & Physiology II | 3 cr |
| *MATH 115 | Introduction to Statistics | 3 cr |
| PSYC 110 | General Psychology | 3 cr |
| PSYC 212 | Developmental Psychology | 3 cr |
| GSCI 215 | Concepts of Epidemiology and Microbiology | 2 cr |
| NURS 201 | Pathophysiology | 2 cr |
| NURS 203 | Health Assessment | 2 cr |
| NURS 227 | Clinical Nutrition | 2 cr |
| NURS 230C | Fundamentals of Nursing clinical | 2 cr |
| NURS 230D | Fundamentals of Nursing | 3 cr |
| NURS 309C | Introduction into Nursing clinical | 3 cr |
| NURS 309D | Introduction into Nursing | 3 cr |
| NURS 319C | Maternal Health clinical | 2 cr |
| NURS 319D | Maternal Health | 3 cr |
| NURS 320C | Medical/Surgical Nursing I clinical | 2 cr |
| NURS 320D | Medical/Surgical Nursing I | 3 cr |
| NURS 326C | Mental Health Nursing clinical | 2 cr |
| NURS 326D | Mental Health Nursing | 3 cr |
| NURS 327 | Elements of Nursing Research | 3 cr |
| NURS 329 | Pharmacology | 3 cr |
| NURS 405C | Medical/Surgical Nursing II Clinical | 4 cr |
| NURS 405D | Medical/Surgical Nursing II | 3 cr |
| NURS 406C | Pediatrics/Genetics Clinical | 2 cr |
| NURS 406D | Pediatrics/Genetics | 2 cr |
| NURS 422C | Critical Care Nursing Clinical | 2 cr |
| NURS 422D | Critical Care Nursing | 3 cr |
| NURS 423C | Leadership & Role Development/Precepting Clinical | 4 cr |
| NURS 423D | Leadership & Role Development | 2 cr |
| NURS 426 | Nursing Trends and Issues | 2 cr |
| NURS 480 | NCLEX Prep I | 2 cr |
| NURS 481 | NCLEX Prep II | 2 cr |

Notes: * Nursing majors may double count CHEM 141 AND MATH 115 in the core and in the major.

Additional Notes:

1. Nursing majors must provide their own transportation to clinical sites and are billed for liability insurance for clinical experiences.

2. Declared nursing majors must have the WU CORE requirements completed at the end of their sophomore year. Completion of these CORE courses is a consideration for admission to the nursing program. To enter the nursing program and progress to junior year nursing courses, the student must have:
 1. an overall, cumulative GPA of 3.2 or higher.
 2. completed and achieved a “C” or better in each of the prerequisite courses, NURS 227, CHEM 141 & CHEM 142, BIOL 150, BIOL 152, GSCI 215. PSYC 110, PSYC 212, PHIL 305, and MATH 115 are also needed.
 3. achieved a minimum score of 68% on the TEAS test.
 4. completed a background check and drug screen with clean results
3. Nursing students must receive a grade of “C+” or higher in all science and nursing courses in order to progress.
4. Nursing majors will receive a separate handbook which outlines specific policies for them, including the progression policies of the major. The Nursing faculty also reserves the right to exclude or remove from the clinical setting any student who, in the opinion of the instructor, has demonstrated behavior or attitudes incompatible with safe, ethical, or professional development and which, therefore, could jeopardize the welfare of patients.
5. Each clinical credit is equivalent to 2 hours a week of clinical experience.

Accelerated BA/BS to BSN (Second Degree Nursing)

The Accelerated BA/BS to BSN program at Wheeling University provides a pathway for individuals who are looking to make a career change into the field of nursing. The program is structured to allow those who currently hold a bachelor’s degree in another major to complete Wheeling University’s nursing curriculum without repeating general education requirements. Students complete the Second-Degree nursing curriculum in 4 semesters.

Admission Requirements:

To be admitted to the accelerated nursing program, the student must have:

1. a diploma from an accredited college/university with an overall, cumulative GPA of 3.0 or higher
2. completed and achieved a “C” or better in each prerequisite science course: chemistry, anatomy and Physiology, microbiology/epidemiology, general psychology, developmental psychology, and statistics.
3. achieved a minimum score of 68% on the TEAS test
4. completed an online application

Tuition and Fees:

Tuition \$9,000 per semester (4 semesters). Graduation fee: \$265. ATI testing and malpractice insurance fees should be obtained from the nursing department and added to the program cost. ATI testing is billed once each semester.

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years (traditional students) or accelerated (BA/BS to BSN). To graduate, all students must fulfill the core, major, and elective (if applicable) requirements.

Freshman Year:

| Fall Semester | Cr. | Spring Semester | Cr. |
|-------------------------------------|------------|---|------------|
| WJUS 101 First Year Seminar | 1 | BIOL 152 Anatomy & Physiology II | 3 |
| BIOL 150 Anatomy & Physiology I | 3 | GSCI 215 Intro to Epidemiology and Microbiology | 2 |
| BIOL 151 Anatomy & Physiology I Lab | 1 | PSYC 212 Developmental Psychology | 3 |
| PSYC 110 General Psychology | 3 | Core | 3 |
| Core | 3 | Core | 3 |
| Core | 3 | | |
| | | | |
| Total credits: | 14 | | 14 |

Sophomore Year

| Fall Semester | Cr. | Spring Semester | Cr. |
|---------------------------------|------------|---|------------|
| MATH 115 or PSYC 115 Statistics | 3 | NURS 201 Pathophysiology | 2 |
| CHEM 141 Chemistry | 3 | NURS 203 Health Assessment | 2 |
| CHEM 142 Chemistry Lab | 1 | NURS 227 Clinical Nutrition | 2 |
| PHIL 305 or THEO 305 Ethics | 3 | BIOL 101 Medical Terminology (elective) | 2 |
| Core | 3 | Core | 3 |
| Core/Elective | 2 | Core/Elective | 3 |
| | | | |
| Total credits: | 15 | | 14 |

Junior Year Traditional Students

| Fall Semester | Cr. | Spring Semester | Cr. |
|--------------------------------------|------------|---|------------|
| NURS 329 Pharmacology I | 2 | NURS 326D Mental Health Nursing | 3 |
| NURS 335 Community and Public Health | 2 | NURS 326C Mental Health Nursing Clinical | 2 |
| NURS 230D Fundamentals | 3 | NURS 319D Maternal Health | 3 |
| NURS 230C Fundamentals Clinical | 2 | NURS 319C Maternal Health Clinical | 2 |
| NURS 309D Intro to Nursing | 3 | NURS 320D Medical/Surgical Nursing | 3 |
| NURS 309C Intro to Nursing Clinical | 3 | NURS 320C Medical/Surgical Nursing Clinical | 2 |
| | | NURS 330 Pharmacology II | 2 |
| | | | |
| Total credits | 15 | Total credits | 17 |

Senior Year Traditional Students

| Fall Semester | Cr. | Spring Semester | Cr. |
|---|------------|---|------------|
| NURS 327 Elements of Nursing Research/EBP | 3 | NURS 422D Critical Care Nursing | 3 |
| NURS 405D Med/Surg II | 3 | NURS 422C Critical Care Nursing Clinical | 2 |
| NURS 405C Med/Surg II Clinical | 4 | NURS 423D Leadership and Role Development | 2 |
| NURS 406D Pediatrics/Genetics | 2 | NURS 423C Leadership and Role Development /Precepting | 4 |
| NURS 406C Pediatrics/Genetics Clinical | 2 | NURS 481 NCLEX Prep II | 2 |
| NURS 480 NCLEX Prep I | 2 | NURS 426 Nursing Trends and Issues | 2 |
| | | | |
| Total credits | 16 | Total credits | 15 |

Junior Year Accelerated BA/BS to BSN Students

| Fall Semester | Cr. | Spring Semester | Cr. |
|--|-----|-------------------------------------|-----|
| NURS 201 Pathophysiology | 2 | NURS 326D Mental Health | 3 |
| NURS 203 Health Assessment | 2 | NURS 326C Mental Health Clinical | 2 |
| NURS 329 Pharmacology | 2 | NURS 319D Maternal Health | 3 |
| Fall Session 1 | | NURS 319C Maternal Health Clinical | 2 |
| NURS 230D Fundamentals of Nursing | 3 | NURS 320D Med/Surg Nursing | 3 |
| NURS 230C Fundamentals of Nursing Clinical | 2 | NURS 320C Med/Surg Nursing Clinical | 2 |
| Fall Session 2 | | NURS 330 Pharmacology II | 2 |
| NURS 309D Intro to Nursing | 3 | | |
| NURS 309C Intro to Nursing Clinical | 3 | | |
| | | | |
| Total credits | 17 | Total credits | 17 |

Senior Year Accelerated BA/BS to BSN Students

| Summer Semester | Cr. | Fall Semester | Cr |
|---|-----|--|----|
| NURS 327 Elements of Nursing Research/EBP | 3 | NURS 422D Critical Care Nursing | 3 |
| NURS 405D Med/Surg II | 3 | NURS 422C Critical Care Nursing Clinical | 2 |
| NURS 405C Med/Surg II Clinical | 4 | NURS 423D Leadership and Role Development | 2 |
| NURS 406D Pediatrics/Genetics | 2 | NURS 423C Leadership and Role Development/Precepting | 4 |
| NURS 406C Pediatrics/Genetics Clinical | 2 | NURS 481 NCLEX Prep II | 2 |
| NURS 480 NCLEX Prep I | 2 | NURS 426 Nursing Trends and Issues | 2 |
| | | NURS 335 Community and Public Health | 2 |
| | | | |
| Total credits | 16 | Total credits | 17 |

RN to BSN/MSN (Online)

Wheeling University's online RN-BSN/MSN degree program is accredited by CCNE and designed for the professional Registered Nurse. The program provides an integrated curriculum of liberal arts and nursing courses to meet the needs of Registered Nurses who graduated from diploma or associate degree programs. The online program enables students to complete their degree while maintain work and family responsibilities. The program can be completed in 3 semesters (providing pre-requisites are met). Clinical requirements can be met in your local community.

Communication, critical thinking and leadership skills are essential components of WU's RN-BSN program. These skills are required to move into higher paying jobs with more responsibility. The American Association of the Colleges of Nursing (AACN) has collected extensive research that indicates higher nursing education makes a major difference in clinical outcomes. Having a bachelor's degree is essential to be admitted to graduate nursing programs.

An RN student may take designated graduate nursing courses to fulfill requirements in the RN-BSN program. Upon completion, the student will not only have attained a BSN degree, but also will have fulfilled the foundation courses for the MSN program at Wheeling University and may then choose a specific track within the MSN degree program.

Eligibility and Admission Requirements:

Students who have completed either an associate degree in nursing or a diploma in nursing are eligible for this program (LPN grads are not eligible).

1. Complete a free application online at www.wju.edu/apply
2. Provide a copy of a valid registered nursing license
3. Request official transcripts from all nursing programs, colleges or universities you have attended and have them sent electronically to the admissions office at Wheeling University.
4. Complete a background check.

Note: A stop-out at the completion of the BSN degree must be completed first before advancing to the MSN degree. To be eligible for the Master of Science in Nursing program, students must have a 3.0 undergraduate cumulative GPA (GRE may be required for students who do not meet the GPA requirements). Applicants must submit 2 letters of recommendation to the program. Applicants must also submit an essay that: 1. indicates which MSN track you intend to pursue (Family Nurse Practitioner or Nursing Administration), 2. identifies your career goals and decision to seek graduate education, and 3. describes your personal attributes that will contribute to your success as a master's prepared nurse.

Tuition and Fees:

| | |
|---------------------------------|-----------------------------|
| Tuition (undergraduate courses) | \$400 per credit hour |
| Tuition (graduate courses) | \$550 per credit hour |
| Technology fee | \$130 per semester |
| New Student fee | \$130 first non-summer term |
| ID card | \$35 first semester only |
| Graduation fee | \$265 per occurrence |

Plan of Study

RN-BSN Curriculum (24cr.)

| | | | |
|----------|---|-------|------------------|
| NURS 361 | Concepts of Nursing Practice | 3 cr. | Fall |
| NURS 328 | Evidence Based Nursing Research and Informatics | 3 cr. | Fall |
| NURS 435 | Nursing in Chronic Care | 4 cr. | Fall |
| NURS 445 | Population Health Nursing | 2 cr. | Spring Session I |

| | | | |
|-----------|---|-------|-------------------|
| NURS 455* | Nursing in Healthcare Systems | 2 cr. | Spring Session II |
| NURS 460 | Comprehensive Assessment | 3 cr. | Spring |
| NURS 440* | Health Promotion and Disease Prevention | 2 cr. | Summer Session I |
| NURS 503 | Health Care Policy | 3 | Summer Session I |
| NURS 450 | Nursing Leadership and Management | 2 cr. | Summer Session II |

*optional: MSN 525 Health Care Delivery Systems and Economics instead of NURS 455, MSN 533 Health Care Promotion instead of NURS 440. MSN 525 and MSN 533 count toward the MSN degree.

Liberal Arts Core (35cr.). These credits may be transferred from a previous college/university.

| | WU Core Credits |
|---|-----------------|
| ENGL 110 | 3 |
| ENGL 115 | 3 |
| PHIL 305 | 3 |
| MATH 115 | 3 |
| HIST/Literature | 3 |
| PSYC 110 | 3 |
| PSYC 212 | 3 |
| Global Perspectives | 3 |
| *NURS 280 Chemistry | 3 |
| *NURS 282 Anatomy | 3 |
| *NURS Physiology | 3 |
| *NURS 284 Epidemiology and Microbiology | 2 |

*Courses that may be challenged.

These course credits are awarded based on prior RN training program (60cr. awarded)

| | |
|---|------|
| NURS 201 Pathophysiology | 2 cr |
| NURS 203 Health Assessment | 2 cr |
| NURS 227 Nutrition | 2 cr |
| NURS 230C Fundamentals of Nursing clinical | 2 cr |
| NURS 230D Fundamentals of Nursing | 3 cr |
| NURS 309C Introduction into Nursing clinical | 3 cr |
| NURS 309D Introduction into Nursing | 3 cr |
| NURS 319C Maternal Care/Gender clinical | 2 cr |
| NURS 319D Maternal Care/Gender | 3 cr |
| NURS 320C Medical/Surgical Nursing I clinical | 2 cr |
| NURS 320D Medical/Surgical Nursing I | 3 cr |
| NURS 326C Mental Health Nursing clinical | 2 cr |
| NURS 326D Mental Health Nursing | 3 cr |
| NURS 329 Pharmacology I | 2 cr |
| NURS 330 Pharmacology II | 2 cr |
| NURS 405C Medical/Surgical Nursing II Clinical | 4 cr |
| NURS 405D Medical/Surgical Nursing II | 3 cr |
| NURS 406C Pediatrics/Genetics Clinical | 2 cr |
| NURS 406D Pediatrics/Genetics | 2 cr |
| NURS 422C Critical Care Nursing Clinical | 2 cr |
| NURS 422D Critical Care Nursing | 3 cr |
| NURS 423C Leadership & Role Development/Precepting Clinical | 4 cr |
| NURS 423D Leadership & Role Development/Precepting | 2 cr |

RN-BSN Degree Completion Requirement Overview:

| | |
|---------------------------------------|---------|
| RN-Prior Training Courses Awarded | 60 cr. |
| Liberal Arts Core/Transferred credits | 36 cr. |
| RN-BSN Curriculum | 24 cr. |
| | |
| Total credits for Degree completion | 120 cr. |

Health Services Management [Professional Certificate] (15 credit hours)

Prepares any potential student/major that wants to pursue a career path in Health Services Management, e.g. hospitals, clinics, medical services, insurance companies, etc., either as part or separately from the completion of their specific degree plan. The program is also intended to provide a baseline of industry knowledge in Health Services along with basic management skills transferable into any corporate/non-profit organizational setting.

Required Courses: (12 credits)

BUSN 211 Principles of Management 3 cr
 HCMT 320 Management Techniques – Health Sciences 3 cr.
 BUSN 325 Organizational Behavior and Leadership 3 cr
 HCMT410 Health Services Management Trends and Issues 3 cr.

Nursing Management [Professional Certificate]

Prepares nurses to pursue a career in a managerial position in hospitals, clinics, healthcare organizations, health insurance companies, and other health services operations and agencies. The certificate focuses on basic health care management knowledge required to lead nursing and health services units in healthcare organizations. The certificate can be completed separately or as part of a Nursing degree program.

Required Courses: (13 credits)

HCMT 320 Management Techniques – Health Sciences 3 cr.
 BUSN 325 Organizational Behavior (3)
 NURS 440 Clinical Practicum (2)
 NURS 455 Complex Care II (2)
 MSN 503 Health Care Policy (3) *

*Gateway to BSN if take whole certificate and/or MSN with MSN 503 only

Organizational Leadership (Master of Science)**Program Focus**

Through this program, individuals distinguished by their caring concern for and commitment to helping others will gain the valuable professional knowledge and leadership skills to achieve mission accomplishment and impactful management in community, faith-based, human protection, social services, and athletic organizations. Achievable within 12-16 months, the Wheeling University Master of Science in Organizational Leadership degree also empowers graduates as fully prepared, mission-focused professionals to assume the leadership and management of government, secular, faith-based, and athletic organizations worldwide.

Career Focus

The program is ideal for entry-level and working professionals seeking to serve and advance organizations as:

- Practitioners in and Directors of community, human protection, and social services agencies and consultant groups.

- Practitioners in and Directors of local and world-wide government-based and non-government-based (NGO) agencies and organizations.
- Founders, managers, or supervisors of nonprofit, religious, charitable, and other 501(c)(3) organizations.
- Sports and Athletic Administration professionals seeking coursework leading to NIAAA certification.

Curriculum Focus

Curriculum Length: 36 credits total (or 30 credits with 6 credits of transfer graduate level coursework)

Curriculum Tracks

- Community, Social, Government and Faith-Based Services
- Athletic Administration

| | | |
|----------------------------------|--|-------|
| Core Required Courses | | 12 cr |
| MSL 500 | Organizational Leadership | 3 cr |
| MBA500/MSL503 | The Ethical Environment of Organizations | 3 cr |
| MSL 515 | Leadership: Mission and Spirituality | 3 cr |
| MSL521 | Building Multicultural Communities and Organizations | 3 cr |
| Required Capstone Courses | | 6 cr |
| MSL 518 | Leadership Project I: Research and Proposal | 3 cr |
| MSL 519 | Leadership Project II: Project Completion and Presentation | 3 cr |
| Cores Course Electives | | 6 cr |
| MSL/MBA 508 | Management of Financial Resources | 3 cr |
| or | | |
| MSL/MBA 531 | Effective Managerial and Public Communications | 3 cr |
| or | | |
| MSL517/MBA 5 | Project Management | 3 cr |
| or | | |
| MSL/MBA XXX | Human Resource Management | 3 cr |

| | | |
|--|---|-------|
| Social, Government and Faith-Based Services Track | | 12 cr |
| MSL 503 | Human Protection Services and Law Enforcement: Issues, Practice and Policy | 3 cr |
| Or | | |
| MSL 504 | Governmental/Non-Governmental Public Policymaking, Legal and Services Framework | 3 cr |
| Or | | |
| MSL 505 | Community Organization Building: Opportunities/Challenges | 3 cr |
| Or | | |
| MSL 506 | Topics, Methods and Practice in Community and Social Services Administration | 3c` |
| Or | | |
| MSL 511 | Public Mission Services: Operations Management | 3 cr |
| Or | | |
| MAL 516 | Leading and Managing Faith-Based Organizations and Charitable Foundations | 3 cr |

| Athletic Administration Track (Aligned with NIAAA certifications (RAA, CAA and CMAA) and required NIAAA Leadership Training (LTI)) | | |
|---|--|--------------|
| Required Courses | | 12 cr |
| MSL 520 | Foundations of Interscholastic Athletic Administration | 3 cr |
| MSL 522 | Facility and Event Management in Interscholastic Athletic Administration | 3 cr |
| MSL 523 | Governance and Legal Regulation for Interscholastic Athletics | 3 cr |
| MSL 524 | Operations Management in Athletic Administration | 3 cr |
| | | |
| *Additional Course | | 3 cr |
| | | |
| **MSL 586 | Advanced Strength, Speed and Conditioning | 35 |

* Prepares students for gaining certification in ACSM, NSCA, or personal fitness

** Prepares students for the Certified Strength and Conditioning Specialist (CSCS) certification exam – an essential credential to coach at the NCAA Division I and II levels).

The NIAAA is the leading national association for athletic directors and serve as a tremendous resource for our students, future athletic directors and current athletic directors. Ohio University has partnered with NIAAA to provide some NIAAA leadership courses within some of our coursework. While the leadership training materials are only a part of the educational materials that are used in the MAA program, they provide a tremendous value for our students by serving as a foundation for athletic administration principles and by preparing students for NIAAA certifications (RAA, CAA and CMAA), which are strongly encouraged. After completing the MAA program, students will have also earned LTC credit for the following NIAAA Leadership Training Courses:

LTC 501 Guiding Foundations and Philosophies

LTC 502 Strategies for Organization Management

LTC 503 Enhancing Organization Management

LTC 504 Legal issues I (Liability for Sports Injuries & Risk Management)

LTC 506 Legal Issues II (Title IX & Sexual Harassment)

LTC 508 Legal Issues III (Hazing, Constitutional Law, Disabilities Law & Employment/Labor Law)

LTC 511 Concepts and Strategies for Interscholastic Budgeting and Finance Using Excel Spreadsheets

LTC 611 Concepts and Strategies for Interscholastic Fundraising, Marketing, Promotions and Booster Clubs

LTC 630 Interscholastic Contest Management – Planning, Preparation & Methods

LTC 707 Assessment of Interscholastic Athletic Programs and Personnel

LTC 719 Leadership, Management

<https://members.niaaa.org/page/UniversityPrograms>

Morningside College, Sioux City, Iowa

Twenty-four LTI courses are bundled into six 3-credit on-line graduate courses, taught by experienced and respected Athletic Directors. The courses may be taken individually, or as a complete series, and may count toward a Master of

Arts in Teaching: Athletic Program Management degree. The six AD courses cover the content required to test for the NIAAA CAA exam and prepare for a CMAA level. For further information, contact the Graduate Education program at gradeduc@morningside.edu or 712-274-5375.

Psychology (Bachelor of Science)

The goals of the Psychology Department are to provide a strong curriculum that helps students learn the most current and empirically sound principles of behavior; to equip students for success in a variety of graduate programs and employment settings; to offer opportunities for experience in human service, research, and other psychology-related internships; and to help students realize the many ways through which Psychology can address human social/ethical concerns. This is accomplished through the curriculum, the directed research and/or internship programs, the honor society and student club, and through informal mentoring by the faculty (both within the department and in the University at large). All of efforts are grounded in the Ignatian tradition of the pursuit of excellence in the context of service with and among others.

| | | |
|-------------------------|--|----------|
| Core Curriculum | | 33-35 cr |
| Psychology Core | | 45 cr |
| PSYC 110 | General Psychology | 3 cr |
| PSYC 115 | Statistics for the Behavioral Sciences | 3 cr |
| PSYC 211 | Experimental Psychology | 4 cr |
| PSYC 420 | History & Systems of Psychology | 4 cr |
| PSYC 381 | Junior Seminar | 1 cr |
| PSYC 481 | Senior Seminar | 1 cr |
| PSYC | Research Electives (2) | 8 cr |
| *PSYC | Psychology Electives (6) | 18 cr |
| **BIOL | Any Human Biology course | 3 cr |
| Electives | | 42-44 cr |
| ***Total Credits | | 120 |

Note:

* A student may elect to do a concentration as part of the 18 credits in Psychology Electives or take a variety of Psychology Electives. The concentrations are listed below.

****PSYC majors may double count PSYC 115 and BIOL Elective in the Core and the Major.

*** Students who do not reach the 120-cr. minimum using all required course credits must take electives to reach the 120-cr. minimum

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| | | |
|--------|------|--------|
| Year 1 | FALL | SPRING |
|--------|------|--------|

| Course | Credits | Course | Credits |
|----------------|---------|---------------|---------|
| PSYC 110 | 3 | PSYC 115 | 3 |
| Core | 3 | PSYC Elective | 3 |
| Core | 3 | PSYC Elective | 3 |
| Elective | 3 | Core | 3 |
| WUS 101 (Core) | 3 | Core | 3 |
| Total | | Total | |
| 15 | | 15 | |

| Year 2 | FALL | | SPRING | |
|-------------------------------|---------|---------------|---------|--|
| Course | Credits | Course | Credits | |
| PSYC 211 | 4 | PSYC Elective | 3 | |
| PSYC Elective | 3 | PSYC Elective | 3 | |
| BIOL Elective (Human Biology) | 3 | Core | 3 | |
| Core | 3 | Core | 3 | |
| Core | 3 | Elective | 3 | |
| Total | | Total | | |
| 16 | | 15 | | |

| Year 3 | FALL | | SPRING | |
|------------------------|---------|----------|---------|--|
| Course | Credits | Course | Credits | |
| PSYC Research Elective | 4 | PSYC 388 | 1 | |
| PSYC Elective | 3 | PSYC 420 | 4 | |
| Core | 3 | Core | 3 | |
| Elective | 3 | Elective | 3 | |
| Elective | 2 | Elective | 4 | |
| Total | | Total | | |
| 15 | | 15 | | |

| Year 4 | FALL | | SPRING | |
|------------------------|---------|-----------------|---------|--|
| Course | Credits | Course | Credits | |
| PSYC Research Elective | 4 | PSYC Elective 3 | | |
| PSYC 488 | 1 | Elective | 3 | |
| Elective | 3 | Elective | 3 | |
| Elective | 3 | Elective | 3 | |
| Elective | 3 | Elective | 3 | |
| Total | | Total | | |
| 14 | | 15 | | |

Psychology Minor (18 credits)

| | | |
|----------|----------------------|-------|
| PSYC 110 | General Psychology | 3 cr |
| PSYC XXX | Psychology Electives | 15 cr |

Theology (Bachelor of Arts)

A Theology major provides students with an opportunity to explore the nature of faith, reason, tradition, religious experience, literature, ethical inquiry, and the relationship between religion and culture while developing skills in critical analysis, communication, and leadership. This program also provides an integrative perspective that allows students to examine fundamental questions of value, meaning, and identity. In addition to entering professional ministry and education, graduates of the Theology program find careers in social work, counseling, coaching, law, and diverse other ways of contributing to the common good, a foundational concern of Theology. The program is an academic partnership between Wheeling University (WU) and Catholic Distance University (CDU).

Core Curriculum

Theology Core*

Required:

33-35 cr

40-42 cr

| | | |
|----------|-------------------------|------|
| THEO 106 | The Religious Quest | 3 cr |
| THEO 107 | Catholicism | 3 cr |
| THEO 241 | Catholic Social Thought | 3 cr |
| THEO 236 | The Church | 3 cr |
| Or | | |
| THEO 252 | World Religions | 3 cr |
| PHIL 305 | Ethics | |
| Or | | |
| THEO 305 | | 3 cr |
| | Theological Ethics* | |

At 400 level: 3 cr. Capstone

Course:

THEO 480: Pastoral Practicum**

Theology Required WU-CDU Course Electives:

At the 300-400 level: At least 21 elective courses with at least 9 cr at the 400 level (Students can choose courses selections offered through WU and/or Catholic Distance University at: <https://cdu.edu/bachelor-of-arts-in-theology/> as a route to completing 21 elective credits or more at the 200-400 level).

University Free Electives: 12 cr.

Total Credits 120 cr+

+ Students who do not reach the 120-cr. minimum using all required course credits must take electives to reach the 120-cr. minimum.

| | | |
|---|---|----------|
| Core Curriculum | | 33-35 cr |
| Theology Core | | 40-42 cr |
| THEO-106 | Religious Quest | 3 cr |
| THEO-107 | Catholicism | 3 cr |
| THEO-241 | Catholic Social Thought | 3 cr |
| | | |
| THEO-236 | The Church | 3 cr |
| Or | | |
| THEO-252 | World Religions | 3 cr |
| | | |
| PHIL-305 | Ethics | 3 cr |
| Or | | |
| THEO-305 | Theological Ethics | 3 cr |
| | | |
| At the 300-400 level: 24 elective courses with at least 9 credit hours at the 400 level | Courses selections offered through Catholic Distance University at: https://cdu.edu/bachelor-of-arts-in-theology/ | |
| THEO-483 | Pastoral Practicum (arranged through WU and can be repeated up to 6 | 9 cr |

| | | |
|--|---------------|--|
| | credit hours) | |
|--|---------------|--|

4-Year Plan of Study

This plan is an overview of the recommended course sequence to earn this degree in 4 years. To graduate all students must fulfill the core, major, and elective requirements.

| Year 1 | FALL | | SPRING | |
|--------|---------------------------------|---------|---------------------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3 | Core | 3 |
| | Core | 3 | Elective | 3 |
| | Plan Requirement (THEO 106/107) | 3 | Plan Requirement (THEO 106/107) | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective (optional) | 3 | Elective | 3 |
| | WUS 101 (Core) | 1 | | |
| | Total | 13-16 | Total | 15 |

| Year 2 | FALL | | SPRING | |
|--------|---------------------------------|---------|----------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3-4 | Core | 3 |
| | Plan Requirement (THEO 241) | 3 | Core | 3 |
| | Plan Requirement (THEO 236/252) | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Elective | 3 | Elective | 3 |
| | Total | 15-16 | Total | 15 |

| Year 3 | FALL | | SPRING | |
|--------|---------------------------------------|---------|------------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3-4 | Core | 3 |
| | Plan Requirement (PHIL 305/THEO 305*) | 3 | Plan Elective (CDU/WU) | 3 |
| | Plan Elective (CDU/Wu) | 3 | Plan Elective (CDU/WU) | 3 |
| | Core | 3 | Plan Elective (CDU/WU) | 3 |
| | Plan Elective (CDU) | 3 | Plan Elective (CDU/WU) | 3 |
| | Total | 15-16 | Total | 15 |

| Year 4 | FALL | | SPRING | |
|--------|------------------------|---------|--------------------------------|---------|
| | Course | Credits | Course | Credits |
| | Core | 3 | Plan Requirement (THEO 480**) | 3-6 |
| | Plan Elective (CDU/WU) | 3 | Plan or Free Elective (CDU/WU) | 3 |
| | Plan Elective (CDU/WU) | 3 | Plan or Free Elective (CDU/WU) | 3 |
| | Plan or Free Elective | 3 | Plan or Free Elective | 3 |
| | Plan or Free Elective | 3 | Elective | 3 |
| | Total | 15 | Total | 15 |

*Students must take THEO 305 to satisfy Pastoral Ministry Concentration and/or Certificate in Pastoral Ministry.

**Arranged through WU and can be repeated up to 6 cr.

**Pastoral Ministry Concentration and/or Certificate: 18 cr. (achieved in/separately from the Major)

Pastoral Ministry [Professional Certificate] [Concentration]

The Pastoral Ministry program is designed to prepare students for work in various church-related religious ministry, social service, administration fields, and pastoral care programs. The program is also aligned with the United States Conference of Catholic Bishops (USCCB) and the professional knowledge and praxis requirements issued by its

Secretariat of Catholic Education Subcommittee of Certification for Ecclesial Ministry and Service. Students pursuing Pastoral Ministry certification will think critically and engage directly in the practical application of theology and religious studies in service and justice to the common good through organizations and society at large. The program culminates in the pastoral practicum designed to give the students direct experience in pastoral work and to provide opportunities for critical reflection on their work. These praxis takes place at churches, schools, faith-based service organizations, human service agencies, and social justice organizations. Working in collaboration with their instructors, students tailor the Pastoral Ministry practicum to apply to their own interests and professional goals. All Concentration/Certificate students will take the following required 3 cr. courses for a total of minimum of 18 cr:

| | | |
|-----------|-------------------------|------|
| THEO 106 | The Religious Quest | 3 cr |
| THEO 107 | Catholicism | 3 cr |
| THEO 241 | Catholic Social Thought | 3 cr |
| THEO 236 | The Church | 3 cr |
| THEO 305: | Theological Ethics* | 3 cr |
| THEO 483 | Pastoral Practicum | 3 cr |

Course Descriptions

Typical Course Distribution

The course listings offer an idea of how courses might be distributed over four years. The key is as follows:

| | |
|-------------|--|
| EXSL | Indicated with * to satisfy EXSL Core Requirement |
| F | Every Fall |
| S | Every Spring |
| FO | Fall of every odd year |
| FE | Fall of every even year |
| SO | Spring of every odd year |
| SE | Spring of every even year |
| D | On Demand |
| SU | Summer |

Since exceptions and variations are likely to occur, some rearrangement is inevitable, and WU reserves the right to make changes. In many major concentrations, it is advisable to begin the major in the first-year; such is not possible, however, when the major has prerequisites in the core curriculum. While the normal student course-load is five courses each semester, some programs may require additional credits in a semester from time to time, especially in certain majors.

ACCT 201 Principles of Accounting I (3 cr)

This course introduces students to basic financial accounting theory and practice. Areas covered include: the accounting cycle, measuring business income, cash, receivables, inventory, investments, long-term assets, liabilities, and stockholders' equity. F, S

ACCT 202 Principles of Accounting II (3 cr)

This course introduces students to management accounting concepts for decision making. The course is concerned with examining and applying methods for analyzing and accumulating data to provide information to managers. The emphasis is on identifying what information is needed, designing systems to get the required information, and using the information to make decisions. Prerequisite: ACCT 201 F, S

ACCT 311 Intermediate Accounting I (3 cr)

This is the foundational course for financial accounting and reporting. It is the first of two intermediate accounting courses that covers accounting theory and principles for defining, measuring, and reporting

financial information. This course emphasizes assets. It includes discussions of the conceptual framework, regulatory environment, and ethical issues. Provides an opportunity to understand the challenges and limitations of generally accepted accounting standards. Considers alternative practices often suggested for use but not generally accepted. Co-requisite: ACCT 202. F

ACCT 312 Intermediate Accounting II (3 cr)

This is the second of two intermediate accounting courses. It continues the coverage of the content and presentation of corporate financial statements. Emphasis in this course is on liabilities and equity. It also covers earnings per share. Topics covered are relatively more complex and more detailed. Prerequisite: ACC 311. S

ACCT 321 Accounting Information Systems (3 cr)

This course is a practicum in commercial accounting systems. Students will perform general ledger, accounts payable, accounts receivable, billing, purchase order, inventory, payroll and job costing functions using a commercial software package. The software will be used to design specialized reports for budgeting, financial analysis, product costing and for analyzing cost management techniques. Another package designed specifically for activity-based costing will be used to learn how this method of managing overhead can enhance a business's performance. Student learning will be developed and measured through computer intense projects, class discussion, library and field research. Systems theory and information technology topics are also discussed. Prerequisite: ACCT 202. FO

ACCT 331 Individual Tax Accounting (3 cr)

This course addresses taxation of individual income. Basic tax concepts are examined along with tax rules and regulations. Tax preparation and tax research software are used extensively. Prerequisite: ACCT 311. FE

ACCT 332 Corporate Tax Accounting (3 cr)

This course is designed to teach students to recognize major tax issues inherent in business and financial transactions. Federal taxation acquaints the student with the social and economic policy implications of the Tax Code. The course focuses on fundamental tax concepts, the mastery of which will enable students to incorporate tax factors into business and investment decisions. ACCT 311. SO

ACCT 341 Managerial Cost Accounting (3 cr)

A critical analysis of cost concepts as they relate to the administrative process. Includes the presentation of case studies and the use of electronic spreadsheets. Prerequisite: ACCT 311. FE

ACCT 401 Advanced Accounting Practice (3 cr)

An advanced study in the theory and related problems applicable to specialized topics in advanced financial accounting. Topics include: partnerships, business combinations, installment sales, consignments, foreign operations and estates and trusts. Prerequisite: ACCT 311. SE

ACCT 403 Accounting for Government and Not-for-Profit Organizations (3 cr)

Deals with financial accounting and reporting for federal, state and local governments and for medical, educational, religious, human services, charitable and other non-business organizations. Topics include: fund accounting; financial reporting and budgetary control for not-for-profit organizations; program-planning-budgeting systems; and governmental and institutional auditing. Prerequisite: ACCT 311. SE

ACCT 406 Auditing Theory and Practice (3 cr)

Examination of the philosophy, concepts and techniques pertaining to the auditing process. Prerequisite: ACCT 311. SO

ACCT 473/74 Internship in Accounting: 1, 2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. Crosslisted BUSN 471. *EXSL. Repeat up to 6 cr.

BIOL 115 The Process of Biology (3 cr)

(Meets the first core science requirement). An introduction to biology as a way of knowing and communicating about living systems. The themes are how living systems process energy and information, ecologically relate to their environments and evolve over time. The goal of this course is for the student to gain an increased level of proficiency in scientific literacy; including theory application, evaluating evidence and manipulating concepts. FS

BIOL 120 Evolutionary and Ecological Biology: The Dynamic Environment (3 cr)

An exploration of how living things relate to each other in both space (ecology) and time (evolution). Included is an overview of the history and diversity of life on earth, an examination of representatives of various taxonomic groups

as well as a study of taxonomy itself. BIOL 120, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIOL 125 The Form & Function of Biological Organisms (3 cr)

An overview of the anatomy and physiology of plants and animals, with an emphasis on human structures. The interrelationships of the hierarchical levels of biological organization will be discussed. BIOL 120, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIOL 130 Cells and Chromosomes (3 cr)

An exploration of variations on the themes of biology at the cellular level, including subcellular architecture and ultrastructure; metabolism; molecular biology; cell signaling; cellular reproduction; and an introduction into the concepts of genetics and development. Since this course will involve the examination of living systems at the molecular level, this course should only be taken after students have had at least one semester of college-level chemistry. Students should have had a successful experience in chemistry at the college level prior to taking BIOL 130. Prerequisite: CHEM 142. FS

BIOL 135 General Biology II Laboratory (1 cr)

(Is required of all biology majors in conjunction with BIOL 120, 125 or 130) This is the spring semester lab that is meant to accompany biology lectures. Topics include numerous dissections, taxonomic identifications, a systematic survey of the five kingdoms and ecological studies. S

BIOL 140 The Methods of Biology Lab (1 cr)

(Is required of all biology majors in conjunction with BIOL 120, 125 or 130) This fall semester lab is meant to accompany the general biology lectures. The lab is designed to provide intensive training in laboratory techniques that are involved in cell biology. Laboratory exercises include microscopy, genetics, enzymology, biological chemistry and animal behavior. Students will also gain experience in developing critical thinking skills, scientific writing, computer applications and statistical analysis of data. F

BIOL 150 Human Anatomy and Physiology I (3 cr)

The first course in a two course sequence that examines the anatomy and physiology of the human body. This course begins with the study of the levels of structural organization and proceeds with an in-depth study of the integumentary, musculoskeletal, nervous and endocrine systems. F

BIOL 151 Anatomy Lab (1 cr)

This lab features dissection of the organ systems of the cat, with supporting dissections of some other animal organs, including the heart, brain and kidney. Structures of the organs and systems will be correlated with human structures. Corequisite: BIOL 150 or 152. F

BIOL 152 Human Anatomy and Physiology II (3 cr)

This is the second course in a two-course sequence that examines the anatomy and physiology of the human body. This course provides an in-depth study of the cardiovascular, respiratory, lymphatic, immune, digestive, urinary and reproductive systems. Prerequisite: BIOL 150 S

BIOL 153 Anatomy and Physiology II Lab (1 cr)

This lab provides a hands-on learning experience for exploration of human system components and basic physiology. Systems to be studied include cardiovascular, respirator, digestive, immune, urinary, and reproductive. Prerequisite: BIO 152, FS

BIOL 210 Genetics (3 cr)

A thorough familiarization with the principles of classical genetics of representative organisms in all kingdoms, with special emphasis on humans. The function of genes in developmental systems is emphasized. Special topics include consideration of ethical issues. Prerequisite: Successful completion of a core course in mathematics and BIOL 130. S

BIOL 211 Genetics Laboratory (1 cr)

A hands-on, practical series of experiments and computer simulations in the analysis of heredity. Corequisite: BIOL

310. Prerequisite: BIOL 130. SO

BIOL 215 Ecology (3 cr)

Ecology is an introduction to biological organization at the population, community, and ecosystem level. This course explores the interrelatedness of the biological, chemical, and physical world. Topics include experimental

design, mathematical modeling, climate, water balance, energy flow, nutrient cycling, adaptation, community succession, and symbiosis. Prerequisite: BIOL 120, 125, 130. FO

BIOL 216 Ecology Laboratory (1 cr)

Ecology Laboratory involves the practice of designing field experiments for measuring plant and animal communities. In this course students will compile databases, conduct statistical analyses, and present the results of field experiments in both written and oral formats. Field trips and field work are required. Corequisite: BIOL 315. Prerequisite: BIOL 120. FO

BIOL 320 Comparative Vertebrate Anatomy (3 cr)

An in-depth study of the comparative anatomy and systematic physiology of the vertebrate organisms, with emphasis on evolutionary relatedness. Prerequisite: BIOL 120, 125, 130. Corequisite: BIOL 321 SE

BIOL 321 Comparative Vertebrate Anatomy Laboratory (1 cr)

Experimental, observational and comparative studies of the structure and function of organ systems in vertebrates. Corequisite: BIOL 320. SE

BIOL 330 Developmental Biology (3 cr)

A detailed study of the mechanisms of development, from gametogenesis through organogenesis, with particular emphasis on gene action, induction, cell movements, adhesion and pattern development. Special topics include regeneration and cancer. Prerequisite: Any300-level biology course. Corequisite: BIOL 331 FE

BIOL 331 Developmental Biology Laboratory (1 cr)

Experimental study and embryology of the principles of development in selected invertebrates, amphibians, avians and mammals. Corequisite: BIOL 330. FE

BIOL 340 Cellular and Molecular Biology (3 cr)

A detailed exploration of the physical and chemical processes and the ultrastructure underlying the functional activities of cells; aspects of molecular biology, immunology, programmed cell death, signaling systems and gene regulation in prokaryotes and eukaryotes Prerequisite: BIOL 120, BIOL 125, BIOL 130, and CHEM 231. Corequisite: BIOL 341 S

BIOL 341 Cellular and Molecular Biology Laboratory (1 cr)

Extensive use of basic and advanced instrumentation and the development of laboratory skills in the physiological and biochemical study of the activities of cells and organelles. Topics include subcellular fractionation, techniques used in cell and tissue culture research, and the isolation, purification and characterization of biological macromolecules. Special emphasis is placed on the evaluation and interpretation of lab data, correlation with library research and presentation of data in a scientific report format. Corequisite: BIOL 340. S

BIOL 375 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. Prerequisite: Junior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. F

BIOL 376 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. This course may be taken as a continuation from the previous semester, or may be limited to only the Spring semester. Prerequisite: Junior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. S

BIOL 475 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. This course may be taken as a continuation from the junior year, or may be limited to only a single semester or the senior year. Prerequisite: Senior standing. Note: A research project manual describing the

requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. F

BIOL 476 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. This course may be taken as a continuation from the previous semester, or may be limited to only the Spring semester. Prerequisite: Senior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. S

BIOL 401 Animal Behavior (3 cr)

An evolutionary approach to the study of animal behavior. The course will address the adaptive significance of animal behavior focusing on how and why various behaviors have developed. D

BIOL 402 Animal Behavior Laboratory (1 cr)

A study of animal behavior in the laboratory and field. This course, designed to accompany BIOL 401 Animal Behavior, will provide students with hands-on experience in studying animal behavior from a nonanthropomorphic point of view. The course will include field trips, laboratory studies, and a personal research project. Regular laboratory reports will be required. D

BIOL 414 Biochemistry (3 cr)

An intermediate-level course in the description of macromolecular structure and function. Topics include an in-depth study of the four classes of Biological macromolecules, enzyme kinetics and metabolic pathways. Emphasis is placed on metabolic processes, their regulation and integration in living systems. Prerequisite: BIOL 120, 125, 130, and CHEM 231. F

BIOL 420 Toxicology (3 cr)

General principles of toxicology, including dose-response mechanisms, metabolism, distribution and the elimination of toxicants. Emphasis is placed upon various mechanisms of toxicity in a diverse representation of chemical substances, carcinogens, mutagens and teratogens. Prerequisite: BIOL 340. D

BIOL 434 Invertebrate Zoology (3 cr)

Invertebrates compose the vast majority of the animal kingdom. Students will acquire a fluency in speech and writing for the major facts and concepts of the science of invertebrate zoology and will appreciate the diversity of animal life, its underlying unity, and the difficulty of discerning the evolutionary history and phylogenetic relationships of the animal kingdom. D

BIOL 436 Physiological Ecology (3 cr)

The application of ecological principles to problem solving at the organismal, population and ecosystem levels. Emphasis is placed on human interactions. Topics include organismal responses to stressors, human population dynamics, ecosystem responses to disturbances and global environmental change. Prerequisites: BIOL 315 and BIOL 221. Co-requisite: BIOL 437. D

BIOL 437 Physiological Ecology Laboratory (1 cr)

Field and laboratory training in the measurements of the chemical, physical and biological attributes of ecosystems. The ecosystems studied include forests, streams, lakes, wetlands and mesocosm ecosystems. One weekend field trip is required in addition to regularly scheduled outings. Students are also required to design and conduct an individual research project. Prerequisite: BIOL 316. Corequisite: BIOL 436. D

BIOL 440 Microbiology (3 cr)

The focus of this course is in the classification and major characteristics of bacteria, viruses and microscopic eukaryotes. Emphasis will be placed upon microbes that are responsible for infectious diseases in humans. Topics include microbial metabolism and genetics, basic concepts of epidemiology and immunology. Corequisite: BIOL 441. Prerequisite: Any 300-level BIOL course. FO

BIOL 441 Microbiology Laboratory (1 cr)

A practical, hands-on course that provides training in commonly used techniques of microbe identification and microbiology research. Laboratory sessions include training in preparing sterile media, aseptic technique in the culturing of microbial cultures, the use of biochemical techniques to identify bacteria, microscopy and staining techniques, and fermentation in food and beverages. Corequisite: BIOL 440. Prerequisite: Any 300 level BIOL course. FO

BIOL 462 Cancer Biology (3 cr)

The purpose of this course is to provide the student with the underlying principles, concepts and molecular mechanisms of cancer. The theme of cancer as a genetic disease will be studied in detail. Emphasis will be placed upon an understanding of signaling mechanisms, and how aberrant signal transduction pathways affect cell architecture and function. Students are required to register as student members to the American Association of Cancer Research (student membership is free). Students must also keep a journal on a specific type of cancer of their choice. Prerequisites: BIOL 120; BIOL 125; BIOL 130; BIOL 310. D

BIOL 473/74 Internship in Biology: 1,2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cs.

BUSN 150 Personal Financial Planning (3 cr)

This course is designed to examine budgeting and sound financial decisions when buying homes, investments, insurance, etc. FO

BUSN 201 Quantitative Business Analysis (3 cr)

This course addresses the vital tools of business management such as statistical applications, sampling, data collecting, simple linear regression, ANOVA, Chi Square. Prerequisite: MATH 115 F,S

BUSN 211 Principles of Management (3 cr)

Management is the process of working with and through people to obtain organizational objectives. The introductory level survey course examines the management functions of organization, controlling, leading and planning. General Systems Theory will be emphasized as an analytical tool. Supervisory behavior and skills will be key topics. F, S

BUSN 212 Principles of Marketing (3 cr)

An examination of the fundamental concepts of marketing activities. Takes a managerial perspective to introduce product, price, place and promotion elements of the marketing mix. F, S

BUSN 213 Principles of Finance (3 cr)

A basic study of organizational and financial practices and problems which arise in connection with business organizations, especially the corporation. Topics include: the time value of money, basic capital budgeting, basic long-term financing decisions and working capital policy. Prerequisites: ECON 211, ACCT 201 F, S

BUSN 225 Tourism and Hospitality Marketing: 3 credit hours

This course is about the successful marketing principles employed in the tourism and hospitality industry. Demand variables, distribution channels, communications, promotions, research, packaging, collateral materials, pricing strategies, the marketing plan, and enhancing internal sales may be covered.

BUSN 252 Consumer Behavior (3 cr)

Designed to integrate theories of consumer behavior that impact upon an organization's marketing activities. Explores individual and group behavior factors. Prerequisites: BUSN 212. S

BUSN 251 Organizational Behavior (3 cr)

A survey course that examines individual and group behavior in an organizational context. The underlying thesis of this course is that an increased understanding of the human system can result in an organization that is more effective at meeting both the organization's objectives and the goals of the individual employees. Major topics

include: motivation, leadership, group processes and attitudes. S

BUSN 265 Strategic and Risk Management in the Tourism and Hospitality Industry: 3 credit hours

This course examines risk management concepts and strategies within tourism and hospitality industry. Risk management helps employees to identify, analyze, assess, and hopefully, avoid or mitigate risks coming from a variety of sources, such as financial upset, legal ramifications, accidents, natural disasters, data or cyber security breaches, and many more.

BUSN 301 Conceptual Foundations of Business (3 cr)

This course embraces the major ideas and institutions that make up an important part of the environment within which business transactions take place. The ideas are those philosophical concepts which have helped to shape business and society. The institutions include not only business institutions but also those legal and political institutions which have a major bearing on business. Prerequisite: junior standing.

BUSN 310 Marketing Research (3 cr)

The methods and techniques of securing, analyzing and interpreting data for effective managerial decision-making will be explored. Focuses on the conceptual design of marketing research studies and the interpretation of data. Prerequisites: BUSN 212, BUSN 201. F

BUSN 316 Investments and Portfolio Management (3 cr)

Introduction to financial markets, security analysis and valuation, and portfolio management; primary focus from an individual investor viewpoint. Prerequisite: BUSN 213. FO

BUSN 317 Services Marketing (3 cr)

Over half of the GDP in the U.S. comes from service related businesses. Nonprofit organizations (schools, hospitals, churches, etc.) view marketing as an increasingly important function. This course applies marketing principles and techniques to the unique needs of these organizations. Prerequisite: BUSN 212. F

BUSN 318 Entrepreneurship and Ethics (3 cr)

This course provides a philosophical, cultural, and historical portrait of the role and importance of honorable entrepreneurship in society. Ideas from the humanities and the social sciences are explored and related to the study and practice of entrepreneurship. The world view underpinning this course is that the inherently moral nature of entrepreneurship requires a free capitalist political economy. It studies the connection between entrepreneurship and morality and addresses ethical behavior toward customers, competitors, employees, and so on.

BUSN 319 Managing Creativity and Innovation (3 cr)

This course examines the role of innovation in gaining sustainable advantages in the market. Students will investigate the process of converting ideas, technologies, and customer needs into new processes, products, and services. The course will cover the nature and types of innovation and the implications of various types of innovation for developing new process, products, and services.

BUSN 320 Compensation and Benefits (3 cr)

This course will examine all aspects of compensation and benefits practices. The course will help human resources managers understand how they can utilize compensation and benefits to create a strategic advantage. The course will cover topics in wage and salary, employee benefits, rewards systems, and the design and implementation of total compensation systems as well as challenges employees face with compensation and benefits management.

BUSN 321 Collective Bargaining and Labor Relations (3 cr)

Student will learn the history of labor relations primarily in the United States, but global labor relations will also be covered. Students will examine the effectiveness of labor organizations in today's society. Students will learn about the processes of labor organizations, including the formation, operations, and legal aspects. The course will explain the influence of labor organizations have on various business environments. The course will explain and describe aspects of the collective bargaining process.

BUSN 323 Marketing and Electronic Commerce (3 cr)

In this course, students will learn the application of marketing mix (i.e. product, price, distribution and promotion) decisions to electronic commerce. Students will also gain an insight in consumer behavior regarding the use of electronic commerce in purchase decisions. Prerequisite: BUSN 212.

BUSN 325 Organizational Leadership (3 cr)

After examining the evolution of leadership theory, this course focuses on a contemporary leadership model. The student's leadership style will be determined and personal development opportunities will be provided. F

BUSN 331 Information Systems (3 cr)

This course addresses systems in an operations environment, including computer hardware, software, communications, data bases, data warehousing, data mining, enterprise systems, e-commerce, IS acquisition, product/service development, process analysis, forecasting, capacity and aggregate planning, scheduling, MRP, JIT, inventory management. Prerequisites: ACCT 202, BUSN 201. F,S

BUSN 355 Business Law (3 cr)

Study of the bases of the law and the Uniform Commercial Code, which is most likely to be encountered in a business environment. Topics include contracts, personal property, bailments, sales, torts, government regulation, administrative agencies, corporations, partnerships, commercial paper, insurance, bankruptcy, real property, estates and trusts. F,S

BUSN 373/74 Internship in Entrepreneurship (3 cr)

Students will be placed in a company in which they will work on aspects of starting a new business of bringing a new idea to market.

BUSN 403 Legal and Ethical Issues in the Tourism and Hospitality Industry: 3 credit hours

This course is an introduction to the legal and ethical principles that affect the hospitality and tourism industry. Students will review theory and application of general and contract law as they relate to business, employee, and public management regulations. Students will also learn the legal and ethical issues as they relate specifically to the travel and tourism industry. Crosslisted BUSN 403

BUSN 410 Strategic Business Planning (3 cr)

This capstone course is concerned with the development of approaches for defining, analyzing and resolving complex strategic problems of profit and not-for-profit organizations. The course should be taken in the last year of the student's program. Prerequisite: senior standing. F,S

BUSN 411 Tax, Estate, Trust, and Retirement Planning (3 cr)

An examination of planning for and treatment of various estate avenues including wills and trusts, legal and taxation implications, laws of descent and distribution, etc. Prerequisite: BUSN 213. On-line

BUSN 412 Risk Management & Insurance (3cr)

This course combines major risk management and insurance principles with consumer considerations. Students will study concepts of risk and insurance, basic topics in risk management, functional operations of insurers, legal principles, life and health insurance, auto insurance, property and liability insurance, employee benefits, and social insurance. Prerequisite: BUSN 213. SO

BUSN 413 Entrepreneurship and New Venture Management (3 cr)

This core course in the major examines the nature of entrepreneurship and the entrepreneurial process. It broadly explains a variety of issues surrounding new venture creation and management including the business plan, determining resources needs, acquiring resources, marketing requirements, ethical issues, and more.

BUSN 414 Venture Capital and Private Equity Investing (3 cr)

The focus of this course is on financial issues and needs of facing start-up entrepreneurs and entrepreneurs attempting to expand their small businesses. The course looks at the internal financial operations of a venture and the nature and mechanisms of venture financing.

BUSN 415 Employment Law (3 cr)

This course will help students understand legal issues affecting human resources in the United States. Students will get a basic framework of employment law. Students will be able to identify and recognize legal problems, and conflicting views on legal issues. Students will be able to evaluate the impact of laws on both individuals and

organizations as well as how to apply the laws to various organizations.

BUSN 420 Marketing Strategies (3 cr)

The study of essential aspects of effective marketing strategy formulation and implementation. An appreciation of the complexity of managerial decision-making will be stressed. Emphasis will be on case studies to more fully demonstrate segmentation, targeting, positioning and other marketing mix strategies. Prerequisite: BUSN 212 and senior standing. S

BUSN 430 Mastering CRM: Salesforce™ Trailhead Training and Certification 3 cr

The Salesforce certification training course is designed to ensure that students learn and master the concepts of being a Salesforce Administrator and App Builder. This course provides training in Salesforce configuration to collect, analyze, and retrieve vital customer information and create applications using Salesforce Lightning.

BUSN 436 Human Resource Management (3 cr)

This course examines the functions performed by human resource professionals in the dynamic environment of the 21st century. Major topics include human resource planning, job analysis, recruitment, selection, compensation, benefit administration, performance evaluation and training. Special emphasis will be given to the ethical considerations and legal issues impacting on employment decisions. Prerequisite: BUSN 211. SBUSN

473/74 Internship in Business: 1,2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cr.

CHEM 109 Intro. Chemistry for Non-science Majors (3 cr)

Introductory chemistry course for the non-science major emphasizing applications of chemistry to problems involving environmental pollution, sources of energy, radioactivity and human health. D

CHEM 115 Intro. General, Organic & Biochemistry (3 cr)

A one-semester introduction to fundamental chemical principles necessary to describe the behavior of matter. Biochemical concepts and medical applications included as needed. Required for BSN majors. Priority given to health science majors. F,S

CHEM 141 General Chemistry I (3 cr)

Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry, chemical equilibrium and kinetics. Satisfies the general chemistry requirements for chemistry and biology majors as well as prerequisites for medical, veterinary and other health related graduate programs. Placement into MATH 151 or higher required. CHEM 142 is a corequisite. A drop or withdrawal in the lecture must be matched by a drop or withdrawal in the corresponding laboratory course. CHEM 142 is a corequisite. F

CHEM 142 General Chemistry Lab I (1 cr)

Qualitative and quantitative studies of chemical systems. Introduction to basic synthetic and instrumental chemical methods. Placement into MATH 151 or higher required. CHEM 141 is a corequisite.

CHEM 151 General Chemistry II (3 cr)

Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry, chemical equilibrium and kinetics. Satisfies the general chemistry requirements for chemistry and biology majors as well as prerequisites for medical, veterinary and other health related graduate programs.

A drop or withdrawal in the lecture must be matched by a drop or withdrawal in the corresponding laboratory course. S CHEM 141/142 are prerequisites. CHEM 152 is a corequisite. F

CHEM 152 General Chemistry Lab II (1 cr)

Qualitative and quantitative studies of chemical systems. Introduction to basic synthetic and instrumental chemical methods. CHEM 141/142 are prerequisites. CHEM 151 is a corequisite. S

CHEM 221 Organic Chemistry I (4 cr)

The study of the structure and reactions of organic compounds as described by modern theories of bonding and reactivity. CHEM 151 and CHEM 152 are prerequisites. CHEM 222 is a corequisite. F

CHEM 222 Organic Chemistry Lab I (1 cr)

The techniques necessary to synthesize and identify organic compounds by both chemical and instrumental methods. CHEM 151 and CHEM 152 are prerequisites. CHEM 231 is a corequisite. F

CHEM 231 Organic Chemistry II (4 cr)

The study of the structure and reactions of organic compounds as described by modern theories of bonding and reactivity. CHEM 221 and CHEM 222 are prerequisites. CHEM 232 is a corequisite. S

CHEM 232 Organic Chemistry Lab II (1 cr)

The techniques necessary to synthesize and identify organic compounds by both chemical and instrumental methods. CHEM 221 and CHEM 222 are prerequisites. CHEM 231 is a corequisite. S

CHEM 314 Biochemistry (3 cr)

A basic course which develops concepts necessary for a description of macromolecular structure, biological regulatory processes and chemical biodynamics. Prerequisite: CHEM 231 D

CHEM 315 Quantitative Analysis (3crs)

Principles of quantitative analysis with a general introduction to instrumental methods. Emphasis on development of analytic skills as currently employed. Prerequisite: CHEM 221, 222, 231, 232. Corequisite: CHEM 316. FO

CHEM 316 Quantitative Analysis Lab (1 cr)

A laboratory course involving the principles of quantitative analysis and an introduction to instrumental methods. Prerequisites: CHEM 151, 152, 231, and 232. Corequisite: CHEM 315. FO

CHEM 317 Instrumental Analysis (3 cr)

A lecture course in the theory and application of modern instrumental methods of separation and analysis. Prerequisites: CHEM 315, 316, PHYS 141/142, PHYS 241/242. Corequisite: CHEM 318. SE

CHEM 318 Instrumental Analysis Lab (1 cr)

A laboratory course in the theory and application of modern instrumental methods of separation and analysis. Prerequisites: CHEM 315, 316, PHYS 141/142, PHYS 241/242. Corequisite: CHEM 317. SE

CHEM 319 Environmental Chemistry (3 cr)

Basic chemistry of soils, atmosphere and natural waters. Changes resulting from pollution discharges. Chemical perspectives on environmental problems. Prerequisite: CHEM 221 and 222. D

CHEM 321 Physical Chemistry I (4 cr)

Modern concepts of molecular structure, chemical thermodynamics, equilibrium and kinetics. CHEM 151, 152, 231, and 232, and MATH 192 are prerequisites. CHEM 322 is a corequisite. FE

CHEM 322 Physical Chemistry Lab I (1 cr)

Experiments in physical-chemical measurements with an emphasis on instrumental methods. CHEM 151, 152, 231, and 232, and MATH 192 are prerequisites. CHEM 321 is a corequisite. FE

CHEM 331 Physical Chemistry II (4 cr)

Modern concepts of molecular structure, chemical thermodynamics, equilibrium and kinetics. CHEM 321 and 322 are prerequisites. CHEM 332 is a corequisite. SO

CHEM 332 Physical Chemistry Lab II (1 cr)

Experiments in physical-chemical measurements with an emphasis on instrumental methods. CHEM 321 and 322 are prerequisites. CHEM 331 is a corequisite. SO

CHEM 382 Junior Research Project I (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Junior standing as a chemistry major. F

CHEM 383 Junior Research Project II (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Junior standing as a chemistry major. S

CHEM 482 Senior Research Project I (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Senior standing as a chemistry major. F

CHEM 483 Senior Research Project II (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Senior standing as a chemistry major. S

CHEM 401 Inorganic Chemistry (3 cr)

Modern concepts of bonding and structure in inorganic compounds, reactivity and reaction mechanisms, acid-base and solid state chemistry. Prerequisite: CHEM 231. Corequisite: CHEM 402. FE

CHEM 402 Inorganic Chemistry Lab (1 cr)

A laboratory course providing experience in the synthesis of significant inorganic compounds and the techniques of various experimental and spectroscopic methods. Corequisite: CHEM 401. FE

CHEM 481 Seminar (1 cr)

Seminar presentations by faculty and chemists from industry and other academic institutions; student presentations on their undergraduate research and literature topics. Prerequisite: Senior standing as major or permission. FO

CMGT 110 Introduction to Construction Management 3 cr.

This course introduces students to the construction industry with emphasis on the principles of construction management.

CMGT 210 Construction Materials and Methods 3 cr.

A study of the origins, production and uses of construction materials such as concrete, steel, aluminum, wood, brick, and stone. A combination of structural and non-structural, interior and exterior materials and assemblies will be examined.

CMGT 273/74 Internship: Applied Practice in Construction Management 3 cr.

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cr.

COMM 115 Principles of Professional Speaking (3 cr)

This course provides an overview of effective speaking techniques in a variety of settings and emphasizes communicating messages to different audiences. Students demonstrate public speaking concepts and principles to compose informative and persuasive speeches. While primarily performance based, students also critique memorable speeches through their observation and application of course content. FS Core: EC

COMM 120 Principles of Communication (3 cr)

This course provides an overview of the field of communication and how scholars analyze concepts and principles of human communication. Students understand how verbal and nonverbal messages communicate meaning in relationships, small group settings, and other cultures. Students examine their perceptions of themselves and others, effective listening techniques, and the role of media in their lives. Finally, public speaking ideas, such as audience analysis, informative and persuasive speaking, and delivery are also addressed. Offered: FO

COMM 121 Persuasion (3 cr)

Students in this course survey mass communication strategies and modern communication, and theories of communication failure. This class builds practical persuasive skills by teaching students to analyze and understand persuasive discourse, broadly considered. Students examine propaganda, twentieth-century marketing strategies, and demagoguery. FE

COMM 131 Media and Culture (3 cr)

Using theories and research methods from cultural studies and rhetorical studies, students learn to critically analyze culture and its textual artifacts to understand how texts and culture shape and inform one another. Students study media production, representation, and audience responses when analyzing and critically evaluating media. The course considers books, magazines, newspapers, music, film, television, advertising, and the Internet. SE

COMM 142 Digital Photography

This course introduces students to the history, aesthetics, and principles of photography with an emphasis on the rhetoric of digital photography. Students will explore the creation of their photography by learning the principles of composition, lighting, exposure, and special effects. This course has no prerequisites but requires the use of a digital camera with manual settings. Prerequisites: None. Offered: Fall only. Core: CC.

COMM 151 Fundamentals of Interpersonal Communication (3 cr)

This course introduces students to the theoretical perspectives and relational dynamics of interpersonal communication. Students emphasize building, maintaining, and sustaining familial, business and professional, friendly, and romantic relationships through verbal and nonverbal communication. They will also analyze the presence of conflict and discuss conflict management techniques. Finally, consideration of how social media has altered how we communicate with others will also be addressed. SO

COMM 161 Fundamentals of Journalism (3 cr)

Students study the principles and practices of journalism in a democratic society through the use of various platforms. This course examines and practices the skills of gathering information and writing ethical news and feature stories with precision, balance, and insight. This course emphasizes reporting techniques including investigative reporting, observing, interviewing, and broadcasting, as well as producing journalism stories for print and online, journalism blogs, and television broadcasts. Students produce several stories for their portfolios. FO

COMM 204 Argumentation & Debate (3 cr)

In this speech-based class, students learn and evaluate the types of arguments and how to build them using credible evidence. Using claims, propositions, credible evidence and reasoning, students examine how to improve their arguments. Recognizing opposing viewpoints and considering how to create refutations are also examined. In this primarily performance-based course, students professionally debate each other using a variety of topics and contexts. Prerequisite: COMM 115. FE

COMM 208 Intercultural Communication (3 cr)

This course examines the core concepts, principles, and theoretical history of intercultural communication. Students examine how a culture is contextualized, constructed, and transformed. Cultural beliefs and values are also

considered, as well as how dynamics in communication and cultural diversity are present in the global world.

Students recognize how rhetoric, media messages, interpersonal relationships, and political contexts affect intercultural communication. SO

COMM 221. Topics in Communication I (3 cr)

This course focuses on selected topics or subject areas within the Communication field. Topics may derive from Communication subjects such as, but not limited to, media studies, critical/cultural studies, media production, rhetoric, and persuasive messages. FO

COMM 222. Topics in Communication II (3 cr)

This course focuses on selected topics or subject areas within the Communication field. Topics may derive from Communication subjects such as, but not limited to, media studies, critical/cultural studies, media production, rhetoric, and persuasive messages. FE

COMM 232 Visual Design (3 cr)

In this process-based, workshop-style course, students will learn the basics of creating visual design in the areas of page layout, typography, and digital image editing. Students will learn how to use graphic elements such as geometric primitives, line, shape, texture, value, color, positive and negative space, foreshortening, and perspective. SE

COMM 259 Advertising (3 cr)

Students study and practice advertising as a critical element of an organization's total marketing plan. This course emphasizes the analysis and critique of previous advertisements and their effectiveness in message creation, audience analysis, persuasion, and ethical considerations. Students produce ads for print, broadcast and other media by creating effective and ethical examples of advertisements. FO

COMM 303 Race, Gender, and Class in Media (3 cr)

This media studies course examines representations of race, gender, and class in the media. Students study how race, gender, and class are portrayed in media texts such as film, television, advertisements, and music videos. This course examines how the dominant ideologies associated with these media messages influence our cultural beliefs, perceptions of others, and broader hegemonic themes in society. Students consider to what extent media portrayals participate in the larger discussion of these themes in a democratic society. Pre-requisites: COMM 120; COMM 131. SE

COMM 311 Public Relations (3 cr)

Students in this course study and produce the kinds of planning and writing required for effective public relations, including story pitches, news releases, brochures, public service announcements, presentations, speeches, Web sites, and media kits. This course emphasizes not only the various tools available to the public relations practitioner but also the rhetorical process of deciding and justifying which tools are most effective for moving target audiences from initial ignorance to the appropriate intended action. Pre-requisites: COMM 120; COMM 121. SO

COMM 330 Communication Research Methods (3 cr)

This course introduces students to the methods and analysis techniques utilized by Communication researchers. Students examine social scientific, interpretive/humanistic, and critical perspectives through quantitative and qualitative research methods. Finally, students critique previous Communication research as well as develop their own research proposal. Pre-requisites: COMM 120; COMM 131. FE

COMM 351 Integrated Marketing Communication (3 cr)

This advanced course seeks to develop critical thinking skills through the examination of audience-centered case studies of how professionals in public relations and integrated communications develop objectives that translate into communication campaigns. The course emphasizes illustrations of theoretical applications in real-life situations. The development of analytical skills, ethical guidelines, and issues of diversity in communications practice are emphasized.

COMM 473/74 Internship in Communications: (1.2, or 3 cr)

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cr.

COMM 481 Senior Seminar (3 cr)

This course is a guided experience creating a senior capstone project that is the culmination of the student's studies in the Communication major. A project will be related to the student's post-graduation roles and will be presented at Research Day in the spring. Students also finalize a professional portfolio of work that they can show to potential employers or use for graduate school applications. Prerequisites: COMM 120. S

CRJU 120 Survey of Criminology (3 cr)

Looks at theoretical approaches to criminal behavior and the controversies arising from them. Modern criminal justice policies and the ideologies that lie behind them are applied to the problems of crime control and the sentencing of criminal offenders. F

CRJU 121 Introduction to the Criminal Justice System (3 cr)

Surveys patterns of crime and the processes of the American justice system. Crime, law enforcement, judicial process and corrections are examined from political, sociological and psychological perspectives. S

CRJU 212 Criminal Law and Procedure (3 cr)

The basic principles of substantive criminal law are illustrated through analysis of cases. Topics include the elements of crimes against persons and property, the fundamentals of criminal liability and justifications and excuses such as self-defense and insanity. Problems of advocacy at both trial and appellate levels are also explored. D *EXSL.

CRJU 215 Law Enforcement (3 cr)

Provides a social science perspective on the training and socialization of police, police corruption, police community relations and the pressures of police work. The fundamentals of criminal procedure are also covered, including arrest, search and seizure and the use of deadly force. Prerequisite: CRJU 120 D

CRJU 216 Justice and Diversity (3 cr)

An introduction to basic terminology and theories of justice, gender, race, and identity, with particular attention to the voices and experiences of those whose difference from a dominant social identity has been a factor in their marginalization.

CRJU 250 Criminal Investigations (3 cr)

This course examines the roles played by criminal investigators, with emphasis on legal restrictions and principles. Students will apply laws and court decisions to the tasks that comprise criminal investigations, such as interrogation, evidence collection, and surveillance. This course examines special investigative challenges such as death investigations and arson cases. The course also allows students to develop and practice certain skills commonly possessed by professional investigators. Prerequisite: CRJU 121

CRJU 312 The Juvenile Justice System (3 cr)

Analyzes theories of the causes of juvenile crime and the processes of the juvenile justice system, including a critical look at juvenile correctional policies. Prerequisite: CRJU 120 D

CRJU 315 Victimology (3 cr)

This course will examine victim-offender relationships, the interaction between victims and the criminal justice system, and the individual as a victim.

CRJU 318 Occupational Crime (3 cr)

Examination of conduct in violation of the law that is committed through opportunities created in the course of a legal occupation. Methods for counting and regarding occupational crimes and criminals. Theories and

explanations of these behaviors. Sanctioning and social control of occupational crime. FE

CRJU 320 Drugs (3 cr)

This course examines the impact of illegal drugs on both the individual and the overall criminal Justice system. Students will consider the physiological impact of illegal drugs on the user, and will review the different categories

of drugs. Students will explore the mechanics of the illegal drug trade, with an eye toward understanding how drug trafficking organizations work, and how drugs move from place to place. The course will conclude with a look at law enforcement efforts, and the movement to legalize.

CRJU 321 Corrections (3 cr)

Examines American correctional policies and their historical development. Provides a close look at both community-based and institutional corrections, as well as the processes of probation and parole and the legal rights of prisoners. Prerequisite: CRJU 120 D

CRJU 327 Comparative Systems of Justice and Social Control (3 cr)

Introduction to the concepts of justice, law, deviance and social control. Examination of information and formal systems of justice and social control, including traditional systems, common law, civil law, Marxist law and Islamic law. D

CRJU 330 Criminal Profiling (3 cr)

This course examines the techniques and processes involved in the investigation of unusually violent crimes, with a focus on the process of criminal profiling. Students will explore a wide range of crimes with multiple victims, and investigate the motivations and causes behind these tragedies. Students will conduct several in-depth case studies, with a goal of developing investigative profiles of the perpetrators. Course Prerequisites: CRJU-120 or PSYC-110

CRJU 333 Organized Crime (3 cr)

This course reviews the history of organized crime groups in America. Students will explore the structure of various types of organized crime groups, including the ethnic organizations in New York, Boston, and other cities, as well as drug cartels and international smuggling organizations. The course will also examine the legal and law enforcement efforts to combat organized crime, including RICO prosecutions.

CRJU 340 Issues in Criminal Justice (3 cr)

Analysis of specific topics, depending on student interest and current importance; examples include the international war on drugs, causes and effects of domestic violence. Prerequisite: CRJU 120 FO

CRJU 350 Terrorism and Homeland Security (3 cr)

This course examines the agencies tasked with the mission of protecting America from threats, and the methods these agencies employ. Threats include terrorism as well as natural disasters, disease, and other large-scale threats. Students will examine major terrorist groups, including domestic groups. Students will also examine several terrorist incidents as case studies, to consider terror groups' motivations and methods, as well as investigative strategies.

CRJU 410 Ethics (3 cr)

This course introduces the student to prominent ethical systems, then applies those concepts to specific aspects of the Criminal Justice field. Students will analyze the ethical challenges that arise in the fields of law enforcement, courts, and corrections in particular, and explore the methods designed to mitigate ethical problems in these areas. Prerequisites: CRJU-121, CRJU-212, CRJU-215 CRJU-321

CRJU 421 Theories of Management and Administration in Criminal Justice Organizations (3 cr)

Focus on the complex theories and related issues of management and administration within the criminal justice system. Problems of communication, motivation, leadership, organizational effectiveness and innovation. Prerequisites: CRJU 120 D

CRJU 450 The Supreme Court and Criminal Justice (3cr)

This course examines the role of the Supreme Court and its impact on the Criminal Justice system. Students will explore how the Court is structured and how it operates. The course reviews landmark decisions that have shaped the modern system with regard to law enforcement, corrections, and criminal procedures. Students will also monitor present-day cases being argued before the Court and analyze their potential impacts.

CRJU 473/74 Internship in Criminal Justice: 1,2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of

employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cr.

ECON 211 Macroeconomics (3 cr)

A presentation of basic macroeconomic relationships. Topics emphasized are: the determination of income and employment, monetary and fiscal policies, inflation, interest rates and economic growth. F, S

ECON 212 Microeconomics (3 cr)

A presentation of basic theories of consumer behavior and of the firm. Other topics include: study of elasticity, firm and industry equilibrium under various market structures and international trade. Prerequisite: ECON 211 F, S

EDUC 210 Educational Technology (3 cr)

Experiences in teaching in technology, with technology, and through technology by incorporating hands-on work with computers and associated peripherals, the Internet, and content software. Strategies for effective integration of technology and the security and ethical issues associated with technology are included.

EDUC 223 Curriculum Development & Methods: Physical Education, Health, and Safety (2 cr)

Experiential examination of physical and emotional fitness, contemporary health issues, and the integration of physical education, health, and safety in multi-subject, K-6 classrooms.

EDUC 231 Schools and Communities (2 cr)

Introduction to teaching as a profession with an emphasis on exploring various perspectives on education through dialogue and activities related to current issues relevant to today's classroom teachers. Topics include teacher dispositions, challenges teachers and schools face, influence of the law on education, standards and assessment, and the global educational context. The field component involves tutoring and/or leading learning activities with children. (10 Hours Field Placement in Schools Required)

EDUC 232 Classroom and Teacher Roles (3 cr)

Study of teaching, focusing on classroom pedagogical and management strategies, development of objectives, and lesson planning, as well as discussion of the various roles of a teacher. Attention also given to co-teaching and collaboration. The field component involves observation and teaching experience under the guidance of a K-12 mentor teacher. There is a focus on reflections related to planning, pacing, and teaching strategies. (30 Hours Field Placement in Schools Required)

*****In order to complete 300 and 400 Level coursework teacher candidates must be admitted to the education program.**

Admission Requirements:

- Possess and maintain a minimum of 2.5 GPA overall
- Junior Status
- Passing score on Praxis Core Academic Skills for Educators Test in Reading (156), Writing (162), and Math (150)

EDUC 310 Curriculum Development & Methods: Secondary English/Language Arts (3 cr)

Study of English/Language Arts curriculum, incorporating specific methods to prepare students to teach secondary English/Language Arts. (40 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 311 Curriculum Development & Methods: Secondary Mathematics & Science (3 cr) 117 Study of mathematics and science curriculum, incorporating specific methods to prepare students to teach secondary math and science. (20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 312 Curriculum Development & Methods: Secondary Social Studies (3 cr)

Study of Social Studies curriculum incorporating specific methods to prepare students to teach secondary Social

Studies. (20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 313 Mathematics Education Residency I- (4 cr)

This course will focus on the West Virginia College - and Career - Readiness Standards for Mathematics (2520.2B) and the National Council of Teachers of Mathematics CAEP Standards. Students will study and practice the mathematical standards in the following areas: algebra, geometry, trigonometry, probability, statistics, and calculus. Students will complete math assignments, Discussion Board posts, and reflections. In addition to observing lessons, students will assist the mentor teacher with classroom tutoring. Tutoring will involve helping individual and small groups completion or of students with homework other support activities assigned by the classroom teacher. (60 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 314 Mathematics Education Residency II – (4 cr)

This course will focus on the West Virginia College - and Career - Readiness Standards for Mathematics (2520.2B) and the National Council of Teachers of Mathematics CAEP Standards. Students will study and practice the mathematical standards in the following areas: algebra, geometry, trigonometry, probability, statistics, and calculus. Students will complete math assignments, Discussion Board posts, and reflections. In addition to observing lessons, students will assist the mentor teacher with classroom tutoring. Tutoring will involve helping individual and small groups completion or of students with homework other support activities assigned by the classroom teacher. (60 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 316 Grammar (3 cr)

Study of grammar and instructional strategies for teaching the conventions of language. Focus is on integrating the teaching of grammar in the context of writing activities. Students will analyze their own writing and develop instructional strategies for incorporating grammar into the K-6 curriculum. Required of all Elementary Education and secondary English majors.

EDUC 320 The Special Education Process (3 cr)

Study of the history of special education incorporating significant legislation, litigation, and trends. Important practices, including the referral process, functional behavior assessments, transition plans, 504 plans, IEPs, and the continuum of classroom services. Prerequisite: Admitted to Education Program. (30 Hours Field Placement in Schools Required).

EDUC 322 Teaching Reading & Phonics in the Elementary School (4 cr)

Theories and strategies of the teaching of reading grounded in field experiences with emphasis on techniques for thematic teaching of reading/language arts. The course includes the assessment and instruction process through construction, administration, and interpretation of authentic reading and written language assessments. Diagnostic and corrective reading techniques are integrated into the instructional process. Field experience includes observation and teaching experience under the guidance of a mentor teacher and University supervisor with a focus on teaching practice in reading and language arts. . (20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 323 Curriculum Development & Methods: Art Through Children’s Literature (2 cr)

Integrated theoretical and hands-on experience designed to prepare a student to work in a multi-subject, K-6 classroom. The course provides application of visual art by drawing examples from and parallels to children’s literature and the theories of each. Projects integrate visual arts into all content areas. Prerequisite: Admitted to Education Program.

EDUC 324 Curriculum Development and Methods: Mathematics and Science (3 cr)

Theories and strategies of the teaching of mathematics grounded in field experiences with emphasis on techniques for thematic teaching of integrated Math and Science. The course includes the diagnostic and corrective assessment and instruction process and error analysis. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Mathematics and Science. (20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

EDUC 325 Diagnosis and Correction: Mathematics (3 cr)

Advanced strategies to support teaching to foster school age students' mastery of mathematical concepts and skills through multiple representations of concepts, remediation to correct misconceptions or gaps in knowledge and error analysis. **(20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.**

EDUC 327 Curriculum Development and Methods: Music for Elementary Teachers (2 cr)

Integrated, hands-on study of music and theory with parallels to the arts through a diverse selection of cultures designed to prepare the student to work in a multi-subject, K-6 classroom. **Prerequisite: Admitted to Education Program.**

EDUC 333C Exceptionality and Diversity in the Classroom (3 cr)

Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration. **Co-requisites: In the event a teacher candidate is completing coursework leading toward a multi-categorical endorsement SPED 333C and SPED 333F are to be completed concurrently. Prerequisite: Admitted to Education Program.**

EDUC 333F Exceptionality and Diversity in the Classroom Practicum (2 cr)

Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration. **Co-requisites: In the event a teacher candidate is completing coursework leading toward a multi-categorical endorsement SPED 333C and SPED 333F are to be completed concurrently. (20-40 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.**

*EXSL

EDUC 334 Reading in Content Areas (3 cr)

Systematic introduction to current theory, research, and practice in the integration of literacy activities across content areas. Student work in cooperative groups to design, publish, and present a unit of study (or unit plan) using literacy strategies to address and assess content standards and objectives. The course involves simulated teaching, discussion, position papers, reflective papers, and peer response. **(30 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.**

EDUC 341 Curriculum Development & Methods: Language Arts and Social Studies (3 cr)

Study of Language Arts and Social Studies curriculum incorporating specific methods to prepare students to integrate Language Arts into K-6 content areas. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Language Arts and Social Studies. **(10 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.**

EDUC 361 Overview of Autism Spectrum Disorders (3 cr)

This course provides an overview of Autism Spectrum Disorders with an emphasis on instructional and behavioral strategies and practical theories for classroom management. An emphasis will be placed on current research. A field component provides experiential learning. **(20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.**

EDUC 375 Special Projects (Variable 1-3 cr)

Development of a student-selected and instructor-approved project directly related to the teaching process, which may incorporate field and University activities. This may include a course with specific content in public school governance. **Prerequisite: Admitted to Education Program.**

EDUC 422 Special Education: Assessment & Methods – I (3 cr)

Intensive study of assessment and instructional methods targeting behavior, reading, and spelling. Content will focus on these strategies that facilitate the use of the clinical teaching model with students with mild to moderate mental impairments, emotional and behavioral disorders, and specific learning disabilities. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of behavior interventions and

reading and spelling strategies. **Prerequisite: EDUC 320 and admitted to Education Program. (20 Hours Field Placement in Schools Required)**

EDUC 423 Special Education: Assessment & Methods – II (3 cr)

Continued study of assessment and instruction of students with mild to moderate mental impairments, emotional and behavioral disorders, and specific learning disabilities. Content will focus on written language, mathematics, social skills, functional behavior assessments, life skills, curriculum, and general content strategies. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of strategies for increasing written language, mathematical, and social skills, as well as the evaluation of a variety of life-skills curricula. Prerequisite: **EDUC 422 and admitted to Education Program. (20 Hours Field Placement in Schools Required)**

EDUC 441 Diagnosis and Correction: Reading and Language Arts (2cr)

Lab-based extension of the assessment and instruction process through construction, administration, and interpretation of authentic reading and written language assessments; planning, teaching, and evaluating lessons that incorporate the instructional strategies acquired and practiced during class time. Prerequisite: **EDUC 322 and admitted to Education Program. (20 Hours Field Placement in Schools Required)**

EDUC 461 Curriculum Development and Methods for Special Education in the Classroom (3 cr)

This course emphasizes specific instructional strategies, methods, curricula, and classroom management for teaching students with moderate mental impairments, emotional and behavioral disorders, specific learning disabilities, and autism spectrum disorder. Students will study procedures for specialization, modification and/or adaptation of materials and curriculum for these students, as well as learn how to develop and teach programs for individualized instruction. Knowledge of theory and practical experience will be applied through the required field component. Prerequisites: **EDUC 361 and admitted to Education Program. (20 Hours Field Placement in Schools Required)**

EDUC 473 WVTPA/Action Research (1 cr)

Capstone activity in which students work with children in specific and assigned classes in a K-12 school in the licensure content and programmatic area(s), develop action research projects. They will prepare and present a summary of research-related activities and their results. Prerequisite: Department approval.

EDUC 475 Student-Teaching Seminar (1 cr)

Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of a professional portfolio. This class is taken in conjunction with student teaching. Corequisites: EDUC 475 and EDUC 481. Prerequisite: Department approval. *EXSL

EDUC 476 Evaluation (2 cr)

Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment, and current reform movements. Also presented will be classroom, program, individual, formative, summative, traditional, and alternative assessment models. Prerequisite: Senior standing.

EDUC 481 Student Teaching (Variable 3 [ACT] – 11 cr)

A full semester (14 weeks) of teaching experience in specific and assigned classes in a K-12 school in the licensure content and programmatic area(s) under the direct supervision of a cooperating teacher selected by University faculty. Prerequisite: Department approval.

ENGL 102 College Writing (3 cr)

Review of basic writing skills, stressing the elements of clear and effective writing. By placement; does not satisfy core curriculum requirement. Fall only.

ENGL 110 Process of Composition (3 cr)

Elements of expository and persuasive essay writing; research techniques; revising prose for accuracy, precision and

effective style. By placement. Fall and Spring. Core: EC.

ENGL 115W Explorations in Literature: Fiction, Poetry, and Drama (3 cr)

This course will introduce students to various concepts and techniques of literary study using the genres of fiction, poetry and drama. Applying these fundamental tools of literary analysis, students will produce a variety of writing assignments. Prerequisite: ENGL 110. Fall and Spring. Core: EC.

ENGL 150 Culture and Conflict in Literature (3 cr)

Students will examine selected topics related to global perspectives within literary studies. Assigned literary texts must include a variety of perspectives of characters and authors from different ethnic and cultural backgrounds. Course topics will vary by section. Fall and Spring. Core: GP.

ENGL 170 World Myth and Folktale (3 cr)

Students will survey myths and/or folktales rooted in the oral tradition from a variety of world cultures representing broad regions in such places as Africa, the Americas, Asia, Australia, and Europe. The course will frame our contemporary understanding of world myth and folktale through an examination of literary works and/or films that have adapted earlier myth and folktale in order to appeal to a modern audience. Course topics will vary by section. Fall and Spring. Core: GP.

ENGL 180W Introduction to Creative Writing (3 cr)

In this course, students receive an introduction to several forms of creative written expression through the study of outstanding examples of published craft and the drafting of original work. Creative media may include creative nonfiction, dramatic writing for the stage or the screen, fiction, and poetry. Fall only. Core: EC.

ENGL 205/6W Thematic Topics in Literature (3 cr)

This writing-intensive core course will rotate every two years among several topics, such as "Literature of the Supernatural" (a historical and generic survey of literature that features supernatural elements), and "Literature and Nature" (literature that focuses upon human relationships to the natural world from the classical to contemporary eras). Prerequisite: ENGL 110; Spring Odd. Core: EC.

ENGL 207W All the World's a Stage: Studies in Drama (3cr)

This writing intensive core course will provide an in-depth examination of the elements of drama and the cultural experience of the theater. Topics will vary from a survey of historical periods and genre of drama to a focused study of one period, genre, or playwright. Prerequisite: ENGL 110. Core: E.C.

ENGL 215 Children's Literature (3 cr)

This course will focus on the historical and cultural exploration of the concepts of the child and childhood in literature written both for and about children. Survey of dominant trends in British and American literature as reflected in the writings of the Romantic Period, the Victorian and Edwardian "Golden Age" of children's literature, and the multiculturalism of the twentieth and twenty-first centuries. Prerequisite: ENGL 110. Spring even.

ENGL 216 Young Adult Literature (3 cr)

This course will focus on the development of the young adult literary genre in the twentieth century. Readings will include primarily prose works related to gender, race, and cultural diversity, as well as thematic topics involving various issues such as coming of age, technology, and dystopia. The course will also explore critical approaches to identifying reading material determined to be appropriate for secondary English Language Arts classrooms. Prerequisite: ENGL 110. Spring even.

ENGL 270 Classical Myth (3 cr)

Students will examine the nature and function of myth in the ancient Mediterranean world, focusing upon the narrative and symbolic structure of myths, the cultural contexts of myths and the influence of myth upon later literature. Texts will include Greek and Roman epic, Greek drama and myths as represented in ancient and modern art. Prerequisite: ENGL 110 or permission of instructor. Spring only.

ENGL 271 Norse Myth (3 cr)

Students will examine the nature and function of myth in the medieval Northern European world, focusing upon the narrative and symbolic structure of myths, the cultural contexts of myths (particularly in terms of religious and

philosophical belief), and the influence of myth upon later literature. Texts will include the *Poetic* and *Prose Eddas*, as well as later works that draw directly and indirectly from Norse myth, such as Wagner's *Ring Cycle*, *Beowulf*, and Tolkien's *The Hobbit*. Spring odd. Core: H.

ENGL 275W Shakespeare (3 cr)

This course will center on the life and works of Renaissance poet and playwright William Shakespeare. Students will study selected works—including sonnets, tragedies, comedies, and histories—with a particular focus on the dramatic, literary, historical, and cultural dimensions of Shakespeare’s art. Prerequisite: ENGL 110. Fall only.

ENGL 281W Fiction Workshop (3 cr)

Stephen King argues that to write well, one must first “read a lot.” This course and its requirements are divided roughly into two halves: reading exemplary works of fiction in order to learn the tools of the fiction writer’s craft and writing and revising original work in a workshop setting, where the work is discussed around a table with one’s peers. Spring only. Core: EC.

ENGL 282W Literary Nonfiction Workshop (3 cr)

The first half of this course will be spent in studying exemplary works of creative nonfiction. In the second half of the course, emphasis will be placed on writing and revising original work in a workshop setting. Fall only. Core: EC.

ENGL 283W Poetry Workshop (3 cr)

This course begins with an exploration of the various formal approaches the poet can take in creative composition. Students will be required to write in several different forms as a way of experimenting with the discipline of line and meter, ultimately compiling a small portfolio (3-5 poems) of revised, polished work. Spring only. Core: EC.

ENGL 284W Nature Writing Workshop (3 cr)

This course focus on producing works of literary nonfiction and poetry that explore depictions of and ideas about the natural world. The emphasis of the course will be on writing and revising original work in a workshop setting. Fall only. Core: EC.

ENGL 286/7W Life and Times of Famous Authors: Research Methods I/II (3 cr)

This writing-intensive core course will rotate every two years among several single-author studies, focusing upon a selection of works by a famous literary author. Students will study the author’s social, cultural, historical, and literary contexts while engaging in ethical research methods and implementing advanced writing skills. Prerequisite: ENGL 110. Fall only. Core: EC.

ENGL 301/302 Topics in British Literature (3 cr)

This course will examine the literary figures and movements from select periods within British literature, with a focus on the manner in which cultural, historical, and social elements influence the genres and themes within the literary period(s). It will rotate every two years between LIT 301 (Early British Literature) and LIT 302 (Later British Literature). Prerequisite: ENGL 110;

ENGL 303/304W Topics in American Literature (3 cr)

This course will examine the literary figures and movements from select periods within American literature, with a focus on the manner in which cultural, historical, and social elements influence the genres and themes within the literary period(s). It will rotate every two years between LIT 303 (Early American Literature) and LIT 304 (Later American Literature). Prerequisite: ENGL 110; Fall only.

ENGL 305 World Literature (3 cr) Students will read significant works of world literature by a variety of writers that represent different geographical areas, authors, texts, contexts, and topics. Prerequisite: ENGL 110. Spring only.

ENGL 425 Introduction to Literary Theory (3 cr)

This course will introduce students to various literary theories and to strategies for applying these theories to specific literary texts. Survey will range from early writings on literature by Plato and Aristotle to the proliferation of theory in the twentieth century, including psychoanalytic criticism, formalism, reader-response theory, deconstruction and new historicism. Prerequisite: ENGL 110; ENGL 115W; or permission of instructor. Fall only.

ENGL/W 473/74 Internship in English/Writing: 1, 2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of

employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship.*EXSL Repeat up to 6 cr.

ENGL 486 Senior Literature Thesis I: Proposal and Research (1 cr)

In this course, students will undertake the beginning stages of a major project requiring extended research and writing. This initial segment of the project requires a written proposal, an annotated bibliography, a progress report, and a rough draft. All phases will be supervised and evaluated by a faculty member in the literature program.

Prerequisite: ENGL 110; ENGL 115W; ENGL 286W or 287W; and senior standing. Fall only.

ENGL 487 Senior Literature Thesis II: Revision and Presentation (2 cr)

In this course, students will complete the major project they began in ENGL 487. This concluding segment of the project requires a second revised draft, a public presentation of the project's results, and a final polished revision of the paper at the end of the semester. All phases will be supervised and evaluated by a faculty member in the literature program. Prerequisite: ENGL 110; ENGL 115W; ENGL 286W or 287W; ENGL 486; and senior standing.

Spring only.

ENGR 110 Structured and Object-Oriented Programming 3 cr.

Introduces algorithm and problem-solving methods. Emphasizes structured and especially object oriented programming concepts, I/O, control structures, functions and/or methods, data abstraction, data structures, and the study and use of an object technology high-level programming language.

ENGR 111 Engineering Orientation I (3 cr)

The first course in a two-course sequence designed to orient students to the engineering profession. The first course covers 'what is engineering?' and the various engineering fields. Students use spreadsheets, word processors and presentation software as they learn to solve engineering problems, write technical reports, and prepare and give presentations. Students will practice ethical decision making while examining engineering issues and learn to work in teams. F

ENGR 112 Engineering Orientation II (3 cr)

The second course in a two-course sequence designed to orient students to the engineering profession. Solving engineering problems using computer software applications is emphasized. Students will further develop their problem solving and design skills by developing algorithms and converting them into MATLAB programs. S

ENGR 243 Engineering Mechanics, Statics (3 cr)

Statics of particles and rigid bodies, vector operations, equivalent systems, equilibrium, centroids and center of gravity, analysis of structures, shear and moment diagrams, bending stress and shear stress in structural members, loads, strain, friction and moments of inertia. Prerequisite: MATH 191 and PHYS 151. F

ENGR 244 Engineering Mechanics, Dynamics (3 cr)

Kinematic and kinetic analysis of particles and rigid bodies, as well as an introduction to mechanical vibrations of simple systems. Topics include kinematics in 2- and 3-dimensions using Cartesian, path, and polar coordinates; kinetics using force-mass- acceleration, work-energy, and impulse-momentum methods; introduction to single degree of freedom vibration. Prerequisite: ENGR 243. S

ENGR 245 Strength of Materials with Lab (4 cr)

Fundamental principles of mechanics of materials including: stress-strain curves, deformation, and failure of solid bodies under the action of forces, Mohr's circle, and mechanical properties of materials. Course will emphasize strength and elastic deflection of engineering materials due to loads applied axially, in torsion, in bending and in shear. Students will conduct basic experiments in strength of materials, including mechanical properties, stress-strain curves of materials and analyze beams under tension, compression and bending. Prerequisite: ENGR 243. S

ENGR 346 Thermodynamics (4 cr)

An intermediate treatment of thermodynamics: Thermodynamic systems, work, heat, the first and second laws of thermodynamics, equations of state, entropy and exergy analysis of engineering systems. Prerequisite PHYS 251. F

ENGR 347 Fluid Mechanics (4 cr)

Description of fluid matter kinematics of fluid flow and similarity concepts. Derivation of the governing equations. Application to hydrostatics, boundary layers, separation, wakes and drag, pipe flow, compressible flow, and introduction to turbomachinery (with emphasis on pumps). Normal shocks and isentropic flow. Prerequisite ENGR 244. SO

ENGR 350 Electric Circuits with Lab (4 cr)

An introduction to analog and digital electronics. Topics include basic circuit theory and the application of Ohm's and Kirchhoff's Laws; time-domain and frequency domain responses for passive and active circuits; Boolean algebra and logic circuits; and analog-to-digital and digital-to-analog converters. Prerequisite: PHYS 251. F

ENGR 352 Mechatronics with Lab (4 cr)

Synergistic integration of mechanical engineering with electronics and intelligent computer control in designing and manufacturing machines, products and processes; semiconductor electronics, analog signal processing, with op amps, digital circuits, Boolean algebra, logic network designs, Karnaugh map, flip-flops and applications, data acquisition, A/D and D/A, interfacing to personal computers, sensors and actuators, microcontroller programming and interfacing. Prerequisite: PHYS 251. S

ENGR 447 Project Management (3 cr)

First course in the two-semester engineering capstone design sequence for Engineering Science majors. Presents methods essential to the design, planning, and execution of complex engineering projects. Includes instruction in contemporary project management methods and techniques, the organization of requirements and specifications, and the project manager's role in project life cycle. The initiation and planning phases of a capstone engineering design project is completed in this course. Prerequisite: senior standing. F

ENGR 448 Materials Science (3 cr)

Survey of engineering applications of non-ferrous and ferrous alloys, polymers, ceramics and composites. Basic crystallographic notation and molecular structure of common engineering materials. Principles of metallurgical thermodynamics and kinetics applied to phase transformations and strengthening mechanisms. Prerequisite: ENGR 245. SE

ENGR 454 Systems Modeling and Control (4 cr)

Introduction to control techniques. Dynamic analysis of linear feedback systems in the time and frequency domain, with emphasis on stability and steady-state accuracy. Includes modeling of electrical and mechanical systems; characterization of physical systems using linear, constant-coefficient differential equations and state-space models; Convolution using Laplace transform techniques; identification of system response using frequency response and Bode plots; specification of design criteria in the s-domain; and modification of system parameters to satisfy design requirements. MATLAB is used as simulation tools and as a computer interface for analysis and design.

ENGR 470 Advanced Economic Analysis (3 cr)

Emphasizes the systematic evaluation of the costs and benefits associated with proposed technical projects. The student will be exposed to the concepts of the "time value of money" and the methods of discounted cash flow. Students are prepared to make decisions regarding money as capital within a technological or engineering environment. Topics include: analysis of engineering projects; interest rate factors, methods of evaluation, depreciation, replacement, breakeven analysis, after tax analysis, decision-making under certainty and risk. Prerequisite: junior standing. SE

ENGR 473/4 Engineering Internship (1, 2, or 3 cr)

Selection and direction of the internship will involve interaction with local communities or industries. Consent of the department required. *EXSL Repeat up to 6 cr.

ENGR 475 Project Management (3 cr)

Presents methods essential to successful execution of projects, from initiation, to planning, to execution, monitoring and controlling, and to closure. Topics include organizational structures, management functions, planning tools, scheduling techniques, pricing and estimating, cost control, trade-off analysis, and risk management. This course aligns with the Project Management Institute (PMI) standards for professional certification as a certified Project

Management Professional (PMP). Prerequisite: senior standing. F

ENGR 476 Operations Management (3 cr)

This course is an introduction to the field of operations management and focuses on how organizations transform inputs to products and services. Topics include: modeling and analysis of operations; supply chain analysis and planning; inventory control and warehouse management; logistics network design; and supply chain coordination. Prerequisite: junior standing. SO

ENGR 484 Engineering Capstone Project (3 cr)

Second course in the two-semester engineering capstone design sequence for Engineering Science majors. Continues study of the system software and hardware lifecycle. Emphasis is placed on system design, appropriate implementation in hardware and software, analysis, testing and evaluation, quality assurance, and documentation. The execution and closure phases of a capstone engineering design project is completed in this course. S

ENVS 115 Environmental Conservation and Energy Sustainability 3 cr.

An introduction to the study of energy for electrical power generation and transportation, including sustainable and non-sustainable energy sources. The social, economic and environmental impacts and effectiveness of these alternatives will be evaluated.

EXSC 120 Introduction to Exercise Science (2cr)

Survey of environmental science, ecosystems and human impact. This is the gateway course for Exercise Science. This course covers the initial beginnings of modern day exercise science disciplines, professionalism, organizations related to the field, certifications, academic progression beyond the undergraduate degree, and opportunities existing upon graduation, and legal/liability issues. Some anatomy and physiology as it relates to exercise will also be addressed. This course is the pre-requisite course to all other EXSC classes.

EXSC 212 Motor Development (3cr)

This course is a view of the processes and mechanisms underlying the development of motor skills. Topics such as progressive motor patterns, cognitive, emotional, and physiological development, as well as fundamental motor development milestones in children will be discussed. In addition, this class also looks at motor activity across the lifespan inclusive of infancy, childhood, adolescence, adulthood, and old age. Pre-req: EXSC 120

EXSC 222 Kinesiology (3cr)

Heavy emphasis on applied kinesiology pertaining to general musculoskeletal anatomy and joint dynamics related to degrees-of-freedom, planes of motion, arthrokinematics and osteo-kinematics will be addressed. The student will learn muscle origins, insertions, and nerve innervations of key muscles that promote movement as well as bony landmarks with regards to the skeletal system. The student will gain a very thorough foundation of the muscles responsible for human movement. Pre-req: EXSC 120; EXSC 212

EXSC 231 Emergency Care and 1st Aid/CPR (2cr)

This course is designed to prepare the student to be able and capable in emergency situations, whether in an athletic environment or day-to-day life situations. Roles played by EMT's / Paramedics / Athletic Trainers will be addressed as well as the legalities and potential liabilities that may exist when providing emergency care as a good Samaritan. The student will be required to certify in CPR/AED. First Aid certification will be recommended and encouraged. Pre-req: BIOL 150/151, BIOL 152, EXSC 120

EXSC 250 Sports Leadership (3 cr)

Focus is on exploring various leadership styles and examining how leadership operates in the sport domain, both from a coaching/administration and athlete viewpoint.

EXSC 312 Exercise Physiology I (3cr)

Exercise physiology is a foundational course in all matters of exercise science. An understanding of how the body is affected by acute increases in activity (i.e., physical labor, physical activity, exercise, etc.), as well as the chronic changes that occur with exercise and the factors that affect positive changes to those who consistently are physically active will be addressed. EXSC 313 EP Lab is to be taken in conjunction with this course as a Co-Requisite. Pre-

requisite: BIOL 150/151, BIOL 152, EXSC 120

EXSC 313 Exercise Physiology I Lab (1cr)

This lab corresponds with EXS 312 lecture and provides hands-on experience pertaining to the measurement of physiological variables during exercise. Assessment of health-related parameters including cardiovascular fitness, muscular strength, muscular endurance, flexibility, body composition via both field and laboratory tests will occur. In addition, measurements in blood pressure, heart rate, respiratory rate, and other physiological variables will also be addressed. The initial preparation for a research project also begins with this course including the scientific process and IRB submission. Co-Requisite: EXSC 312

EXSC 321 Principles of Strength and Conditioning (3cr)

This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis will be placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise safety and technique, needs analysis, program design, testing, and evaluation. NSCA certifications will be discussed and encouraged.

Pre-req: EXSC 312/313

EXSC 325 Sport Rehabilitation (2cr)

This course addresses the basics of musculo-skeletal rehabilitation of common injuries which could be sustained while participating in sports or recreational activities. Education in the process of inflammation, repair, and remodeling will occur as well as discussion of various protocols, progressions, and applications for injuries incurred which affect bone, nerve, ligament, tendon, muscle, and skin. A general knowledge will be gained by the student related to rehabilitation in a safe and conscientious manner. Roles played by ATC's, PT's, PTA's, Coaches, and Strength & Conditioning Specialists will also be provided.

Pre-req: EXSC 312/313

EXSC 330 Nutrition in Sport and Exercise (3cr)

This course provides foundational principles in nutrition and caloric management. It focuses on what balance should be attained relating to carbohydrate, fat, and protein intake, caloric output and input, hydration, electrolyte management, body composition, and the unique needs of various athletes in various sports. Pre-req: EXSC 312/313

EXSC 441 Exercise Prescription for Special Populations (3cr)

This course provides an overview of the disease pathophysiology, the effects on the exercise response, exercise application, and exercise management in those suffering from chronic diseases and disabilities. Selected topics including cardiovascular disease, respiratory disease, diabetes, obesity, frailty, pregnancy, muscular-skeletal disorders, and many other maladies will be presented. Pre-req: EXSC 312/313

EXSC 431 Cardiovascular Assessment and Cardiac Rehabilitation (3cr)

Heavy emphasis will be placed on the anatomy and physiology of cardio-pulmonary systems and peripheral circulation, hemo-dynamics, and regulation of circulatory performance. The cardiac cycle, heart sounds, and intrinsic electrical control of the heart are part of the academic challenge in this course. EKG interpretation, 12-lead placement, and various GXT protocols for those with cardiac and pulmonary compromises will be presented. In addition, the field of cardiac rehab as well as pulmonary rehab will be included. Pre-req: EXSC 312/313

EXSC 451 Exercise Physiology II (3cr)

This course builds on the foundational exercise physiological concepts which were taught in Exercise Physiology I. EP II progresses to exercise training/adaptations, environmental influences on performance, optimizing performance in sport, gender considerations, and physical activity for health and fitness. The effect of CV disease, diabetes, and sedentary lifestyle will be reviewed and discussed. (Pre-req: EXSC 312/313; PSYC-115 strongly recommended)

EXSC 452 Exercise Physiology II Lab (1cr)

This lab is intended to be taken in conjunction with EXSC 451 lecture. Various exercise testing protocols utilizing the treadmill, cycle ergometers, VO₂/RER/RMR measurements, and further assessments in both health-related (cardio-vascular, muscular strength, muscular endurance, flexibility, and body composition) and skill-related parameters (agility, balance, coordination, power, speed, reaction time) are presented. The completion of the research project started in EXSC 313 lab should be completed in time for WJU's Student Research Symposium. (Pre-req: EXSC 312/313; Co-req: EXSC 451)

EXSC 453 Special Topics in Exercise Science (1cr)

The course will meet once a week and encompass many of the current exercise-related issues that affect our lives. A variety of areas where exercise is utilized, including rehab, sports, health, fitness, and function will be explored through current evidence-based research and articles. Critique and assessment of research articles will also be presented and required of the student. (Pre-req: EXSC 451)

EXSC 483 Exercise Science Practicum (3cr)

The student will be required to participate in a practicum at a facility, or in a program, that is matched to their particular path (clinical, health & fitness, etc.). The student is responsible for securing a site at which to complete their practicum experience. Approval is required by the faculty advisor. A packet and guidelines will be issued to the student and the site for reference. The student will be evaluated by their on-site supervisor, as well as their faculty advisor. The practicum requires 135 contact hours over the course of the semester which is approximately 10 site contact hours per week. (Pre-req: at least EXSC-312/313) *Please note: The student has the option of sitting for a quality certification in an exercise-related field in lieu of a practicum experience. Certifications in personal training, strength and conditioning, health and fitness are some examples. These are to be from well-known professional organizations such as the ACSM, NSCA, ASEP, NASM, ACE, etc. Approval from the ES Program Director is required. The student must pass the exam successfully and attain certification in order to receive a passing grade in this course. (Pre-req: at least EXSC 312/313) *EXSL*

GEOG 101 Introduction to Geography (3 cr)

This course considers how the key geographic concepts of place and space and how these special physical characteristics have shaped human historical and present interactions, cultures, economics, and the environment in all world regions.

GEOG 121 World Geography (3 cr)

A thematic survey aimed at understanding the contemporary world through an analysis of physical/environmental and cultural regions. Special attention is given to problems of social and technological change, political geographic disputes, and population growth.

GEOG/GIST 110 Introduction to Geographic Information Systems (GIS) (3 cr)

Introduction to GIS is designed to provide the students with an understanding of the methods and theories of spatial analysis that will allow students to apply GIS knowledge and skills to everyday life and their chosen careers, to apply the course towards a certificate separately or as part of any major, and to prepare them for success in upper division courses in GIS.

GEOG/GIST 120 GIS Databases and Enterprise GIS (3 cr)

This course is designed to reinforce basic GIS fundamentals and to build skills in GIS data acquisition including finding, making, and importing spatial data and attributes and evaluating their quality, preprocessing GIS data to make them usable, and GIS data management in both local and enterprise spatial database systems using ArcGIS from ESRI.

GEOG/GIST 210 Cartography (3 cr)

Cartography is a science of communicating spatial information with maps. The purpose of this course is to learn the concepts, principles, and techniques related to maps and map making. Students are expected to develop knowledge and expertise in map types, data selection, compilation, display, design, mapping tools & production techniques, and communication.

GEOG/GIST 220 Intermediate Geographic Information Systems (GIS) (3 cr)

This course focuses on the study of spatial data structures and the display, manipulation, and analysis of geographic information. Students will study the technical aspects involved in spatial data handling, analysis and modeling. Instruction will include theories and procedures associated with the implementation and management of GIS projects.

GEOG/GIST 310 Advanced Geographic Information Systems (GIS) (3 cr)

This course is a project-based exploration of advanced topics in GIS and geospatial technology, with a focus upon

spatial modeling, advanced spatial analysis and geoprocessing, spatial data manipulation, and geo-computation.

GEOG/GIST 273/74 Internship in Geography/GIS: 1, 2, or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship.*EXSL Repeat up to 6 cr.

GSCI 115 Integrated Sciences I (3 cr)

An integrated science and math course for the non-science major. The course investigates science and the scientific method through selected topics in the traditional fields of biology, chemistry, physics, and earth and space science. Math topics are integrated as appropriate. A hands-on, student-centered approach is taken. Lab and lecture are integrated with the course meeting for 90 minutes three times per week. F

GSCI 120 Integrated Sciences II (3 cr)

An integrated science and math course for the non-science major. The course investigates science and the scientific method through selected topics in the traditional fields of biology, chemistry, physics, and earth and space science. Math topics are integrated as appropriate. Topics include sound and waves, electricity, astronomy, and geology. A hands-on, student-centered approach is taken. (Required for Elementary Education majors.) S

HCMT 320 Management Techniques - Health Sciences (3 cr)

An introduction to the principles, practices and problems of management encountered in the allied health professions.

HCMT 410 Management for Healthcare (3 cr)

The course examines management concepts in healthcare with exposure to case management and applied practice.

HIST 115 The Twentieth Century (3 cr)

This course begins with an examination of Europe's position of political, economic and military dominance in the world in the decades before World War I. After a thorough treatment of the causes and effects of the Great War and the rise of Japan to great power status, our emphasis shifts to the international economic and political problems of the interwar era. We analyze the rise of authoritarian regimes of the right and left in Europe, the civil war in China and the imperialist powers' weakening grip on their colonies in Africa and Asia. World War II and the Holocaust figure prominently in the second half of the course, as do the decolonization process, the Cold War between the U.S. and the Soviet Union and post-Cold War issues such as ethnic conflict and responses to globalization. F

HIST 120W Historical Methods (3 cr)

The content of these courses (in terms of both geographic area and historical period) varies from instructor to instructor. All are designed to familiarize students with the methods and procedures used by historians in researching and writing about important historical trends and events. Course activities include using primary and secondary sources; developing a sense of interpretation grounded in creative, but responsible scholarship; improving writing skills in analytical, response and research papers; and giving oral presentations. S

HIST 150 Studies in Art History (3 cr) This course will explore major works of world art and architecture both from a purely formal perspective as well as within the particular cultural contexts that produced them. Two broad periods of art history will be explored in alternating rotation: Classical Art and Archaeology through the Romanesque, and Western Art and Architecture from the Gothic through Modernism. Prerequisites: None. Offered: Spring only. Core: CC.

HIST 211 History of the American People I (3 cr)

This course is an introduction to selected topics in American civilization from the colonial period to 1877. The objective of the course is to provide the student with a general but comprehensive understanding of American exploration, colonization, the Independence movement, the birth of American democracy, political party

development, industrialization, reform movements, sectionalism, and reconstruction. FE

HIST 212 History of the American People II (3 cr)

This course explores the social, cultural, political, intellectual, and economic development of the United States after the Civil War. Specific topics include, but are not limited to: Reconstruction, Industrialization, Immigration, the Labor Movement, the Great Depression, World War II, the Cold War, Civil Rights, the Vietnam War era, and the Conservative Revival of the 1970s and 1980s. SO

HIST 214 History of Appalachia (3 cr)

An introduction to the history of the institutions and people of the Appalachian mountain region from the earliest years of exploration to the present. F

HIST 351 Topics in The Western Tradition (3 cr)

This course is a broad survey of Europe's political, social, economic and cultural traditions with a stress on selected problems viewed from conflicting historical interpretations. Students will make use of both primary and secondary literature and make oral and written reports on the problems they have studied. (only offered every other year) FO

HIST 352 Topics in The Western Tradition (3 cr)

This course is a broad survey of European political, social, economic and cultural traditions and how those traditions have been spread throughout the world. Stress will be placed on selected problems viewed from conflicting historical interpretations. Students will use primary and secondary sources and make oral and written presentations on the problems they have studied. (only offered every other year) SE

INFO 110 Introduction to Information Technology Systems and Professional Applications (3 cr)

An introduction to the general fields of study of Computer Science, including a discussion of different programming languages, their styles and strengths. This course emphasizes the methodology of structured programming in a high level language (currently Java) and introduces basic data structures and elementary algorithms. An emphasis is placed on reusable software tools, good documentation and top-down design. Programming and other written assignments are included. Prerequisites: Previous programming experience is helpful. A strong mathematics background is required. Required for Computer Science major.

INFO 210 Computing and Coding (3 cr)**INFO 306 Networking and Network Security (3 cr)****INFO 330 Database Design and Management (3 cr)****INFO 420 Real World IT: Computer Systems/Cloud Computing Administration (3 cr)****INFO 435 Real World IT: Software Engineering (3 cr)****MATH 101 Algebra Review (3 cr)**

A review of topics from elementary and intermediate algebra, including first order equations, exponents and radicals, polynomials, quadratic expressions, quadratic equations, rational expressions, linear and nonlinear systems of equations, inequalities and the binomial theorem. This course is preparatory and will not satisfy the University's core curriculum requirement in mathematics. F, S

MATH 109 College Algebra and Problem Solving (3 cr)

This course is designed to strengthen the student's pedagogy in mid-elementary, middle school, and practical mathematics. The course goal is to equip students to answer the question "how can I prepare myself and my students (and/or children) to be competent mathematics students?" Students will develop skills and gain the content knowledge necessary to be an effective, competent, and student-centered mathematics teacher. F

MATH 115 Introduction to Statistics (3 cr)

Descriptive statistics including measures of central tendency and variability, graphic representation, probability, the binomial, normal and T distributions, hypothesis testing and linear regression. F, S

MATH 151 Pre-Calculus (3 cr)

A thorough preparation for calculus with analytic geometry, including conic sections, and the transcendental functions: logarithmic, exponential and trigonometric functions. F,S

MATH 191 Calculus I (4 cr)

A theoretical introduction to differential calculus including limits, continuity, the basic rules for derivatives and applications including optimization problems. A brief introduction to integration leading to the Fundamental Theorem of Calculus completes this course. Prerequisite: MATH 151 or equivalent. F, S

MATH 192 Calculus II (4 cr)

Transcendental functions, applications of integrals, volumes of revolution, surface areas; techniques of integration, including powers of trigonometric functions, integration by parts and by partial fractions, improper integrals, infinite series, Taylor's expansion and indeterminate forms. Prerequisite: MATH 191. F, S

MATH 193 Calculus III (4 cr)

Vectors and vector valued functions, extrema of multivariate functions and the method of Lagrange multipliers, surfaces in three dimensions, line and surface integrals; multiple integration and Stokes' Theorem. Prerequisite: MATH 192. F

MATH 212 Ordinary Differential Equations (4 cr)

ODEs of first order: linear, homogeneous, separable and exact, with applications; orthogonal trajectories; those of second order: reducible to first order, general and particular solutions by the methods of undetermined coefficients, variation of parameters and power series; and an introduction to numerical methods and Laplace Transforms. Prerequisite: MATH 192. S

MATH 215 Applied Probability and Statistics (3 cr)

An introduction to probability: discrete and continuous random variables (binomial, geometric, hypergeometric, Poisson, normal, and exponential), sampling distributions, multivariate distributions and hypothesis testing. Covers the statistical analyses skills necessary to determine whether data is meaningful and how to predict, understand, and improve results. Prerequisite: MATH 192. SE

MATH 235 Discrete Mathematics (3 cr)

This course covers sequences, sets and relations, logic and truth tables, Boolean algebra, logic gates, combinatorics, probability, graph theory, algorithms, matrix algebra and determinants. Prerequisites: MATH 191 or equivalent. SO

MATH 250 Geometry (3 cr)

Euclid's Axioms, the parallel postulate, leading to non-Euclidean geometries, and an introduction to projective and affine geometries. D

NURS 201 Pathophysiology (2 cr) Pathophysiology will focus on the comprehension of the following body systems; endocrine, neurological, cardiac, respiratory, and renal as a foundation for nursing care. It requires correlations between normal and abnormal A & P as well as the processes resulting in the manifestations of disease. Prerequisites: none. Offered: Spring and Summer.

NURS 203 Health Assessment (2 cr) This course introduces the concepts and techniques of health and cultural assessment of individuals and families across the life span, for use with the nursing process. Emphasis is on history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, frequently, seen variations from normal, and cultural differences are discussed. The course introduces the concept of physical assessment across the lifespan. Prerequisites: successful completion of NURS 227, PSYC 110, BIOL 150. Offered: Spring and Summer.

NURS 215 Concepts of Microbiology & Epidemiology (2 cr)

The recognition of normal flora occurring on/within the human body, invasion processes, control mechanisms for the prevention of the spread of microorganisms and the effects of the infection by certain specific microbes will be covered. Principles of immunology are covered as well. S

NURS 227 Clinical Nutrition (2 cr) A study of clinical nutrition as it relates to the nurse's role in promoting health. Grade options: A-F. Prerequisites: none. Offered: Fall and Summer.

NURS 230C Fundamentals of Nursing (Clinical) (2 cr) Fundamentals of nursing provides the student with all the nursing concepts and skills needed as a beginning nurse. It is a study and practice of basic patient care. Prerequisites: successful completion of NURS 227, BIOL 150, PSYC 110. Offered: Spring and Summer.

NURS 230D Fundamentals of Nursing (3 cr) Fundamentals of nursing provides the student with all the nursing concepts and skills needed as a beginning nurse. It is a study and practice of basic patient. Prerequisites: successful completion of NURS 227, BIOL 150, PSYC 110. Offered: Spring and Summer.

NURS 309C Intro into Nursing (Clinical) (3 cr) This course examines the fundamental principles of the delivery of care for the medical surgical population. Health care issues and diseases are explored and students are introduced to basic nursing concepts. This course also covers the study of public health and community nursing. Prerequisite:

successful completion of NURS 227, NURS 230, BIOL 150, BIOL 152, PSYC 212, GSCI 215. Offered: Fall only.

NURS 309D Intro into Nursing (3 cr) This course examines the fundamental principles of the delivery of care for the medical surgical population. Health care issues and diseases are explored and students are introduced to basic nursing concepts. This course also covers the study of public health and community nursing. Prerequisites: successful completion of NURS 227, NURS 230, BIOL 150, BIOL 152, PSYC 212, GSCI 215. Offered: Fall only.

NURS 319C (O) Maternal Health (Clinical) (2 cr) This course focuses on the care of clients with acute health care needs with emphasis on the maternal and newborn client. Health care (normal and abnormal) aspects of each client population. Health care issues are explored. Grade Option: A-F. Prerequisites: NURS 227, NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 319D (O) Maternal Health (3 cr) This course focuses on the care of clients with acute health care needs with emphasis on the maternal and newborn client. Health care (normal and abnormal) aspects of each client population. Health care issues are explored. Grade Option: A-F. Prerequisites: NURS 227, NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 320C Medical/Surgical Nursing 1 (Clinical) (2 cr) This course examines the care of patients with multisystem needs throughout the lifespan with major emphasis on the adult client. Lifelong care and prevention of complications are emphasized. Grade Option: A-F. Prerequisites: NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 320D Medical/Surgical Nursing 1 (3 cr) This course examines the care of patients with multisystem needs throughout the lifespan with major emphasis on the adult client. Lifelong care and prevention of complications are emphasized. Grade Option: A-F. Prerequisites: NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 326C Mental Health Nursing (Clinical) (2 cr) This course focuses on mental illness specifically diagnosis, etiology, and treatments. The study of mental health is essential in order to understand the rationale for medical and psychological therapies. The nurse, as the regulator of the clinical environment, needs an understanding of these in order to coordinate nursing care. Grade Option: A-F. Prerequisites: NURS 329, NURS 309, NURS 327. Offered: Spring Only.

NURS 326D Mental Health Nursing (3 cr) This course focuses on mental illness specifically diagnosis, etiology, and treatments. The study of mental health is essential in order to understand the rationale for medical and psychological therapies. The nurse, as the regulator of the clinical environment, needs an understanding of these in order to coordinate nursing care. Grade Option: A-F. Prerequisites: NURS 329, NURS 309, NURS 327. Offered: Spring Only.

NURS 327 Elements of Nursing Research (3 cr) This course is designed to introduce students to the process of research. Principles, types, and methods of research will be examined as they apply to the principles of evidence based practice in the care of individual families, and communities. Peer-reviewed research will be retrieved, critically appraised, and synthesized with regards to design, level of evidence, rigor, dissemination/translation to practice, and conduct to protect the rights of research subjects. Prerequisites: MATH 115-junior standing in the nursing department. Offered: Fall only.

NURS 329 Pharmacology (3 cr) Assessing a patient's response to drug therapy as an ongoing nursing responsibility. This course presents the principles of pharmacology as related to the nurses role in the assessment of the patient while promoting health. Prerequisites: none-junior standing in the department of nursing. Offered: Fall only.

NURS 405C Medical/Surgical Nursing II (Clinical) (4 cr) This clinical experience includes interventions in acute crisis as well as monitoring and promoting health maintenance. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 405D Medical/Surgical Nursing II (3 cr) This course examines the care of patients with multisystem needs throughout the lifespan with major emphasis on the adult client. Lifelong care and prevention of complications are emphasized. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 406C Pediatrics/Genetics (Clinical) (2 cr) This course focuses on the care of the pediatric client and their family with acute healthcare needs who require adaption across the lifespan. This course focuses on the needs of the child as a unit where they play, live and go to school. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 406D Pediatrics/Genetics (2 cr) This course focuses on the care of the pediatric client and their family with acute healthcare needs who require adaption across the lifespan. This course focuses on the needs of the child as a unit where they play, live and go to school. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 422C Critical Care Nursing (Clinical) (2 cr) This course examines care of the client with complex needs. Emphasis is placed on setting priorities in acute crisis as well as long term health to prioritize and make decisions while delivering complex care in varied settings. Prerequisites: NURS 320. Offered: Fall and Spring.

NURS 422D Critical Care Nursing (3 cr) This course examines care of the client with complex needs. Emphasis is placed on setting priorities in acute crisis as well as long term health to prioritize and make decisions while delivering complex care in varied settings. Prerequisites: NURS 320. Offered: Fall and Spring.

NURS 423C Leadership and Role Development/Precepting (Clinical) (4 cr) This course is the clinical portion for senior year nursing students to complete their precepting before graduation. Prerequisites: NURS 320, NURS 405. Offered: Fall and Spring. * EXSL

NURS 423D Leadership and Role Development (2 cr) This course is designed as the didactic portion for senior year nursing students completing their precepting before graduation. The course is composed of case studies that are presented by the faculty and by the students to enable the students to combine knowledge from didactic learning with hands on nursing care. Prerequisites: NURS 320, NURS 405. Offered: Fall and Spring.

NURS 426 Nursing Trends and Issues (2 cr) This course focuses on analysis and discussion of current trends in nursing and the health care delivery system. Included is the consideration of the historical, social, political, economic, legal and ethical forces interacting with the issues in nursing. Prerequisites: None. Offered: Fall and Spring.

NURS 480 NCLEX Prep I (1 cr) The purpose of this course is to assist the senior level student in beginning to review nursing knowledge for the NCLEX-RN Exam. The course will help to develop skills in test taking strategies and review specific nursing content areas. Prerequisites: None. Offered: Fall and Summer.

NURS 481 NCLEX Prep II (2 cr) The purpose of this course is to assist the senior level student in beginning to review nursing knowledge for the NCLEX-RN Exam. The course will help to develop skills in test taking strategies and review specific nursing content areas. Prerequisites: NURS 480 NURS 405, C & D, NURS 406 C& D. Offered: Fall and Summer.

PHIL 115 Philosophy of the Human Person (3 cr)

A philosophical study of the human person as a being who, while embodied in nature, is capable of rationally knowing, freely choosing, and creatively acting as a unique individual open to communion with others and with transcendent.

PHIL 305 Ethics (3 cr)

How ought human beings live in society? A study of the nature, types and criteria of values, with an in-depth study of ethical principles and their applications to certain contemporary moral problems, e.g., abortion, euthanasia, capital punishment, war and peace.

PHYS 107 Astronomy I (3 cr)

Introduction to and historical outline of astronomy and development of physical laws used to describe the solar system, space, stars, galaxies, the universe and some observational techniques.

PHYS 108 Geology (3 cr)

Introduction to physical geology, internal structures of the earth, dynamical features, plate tectonics, crust and lithosphere production, balance and movement, oceans, seashore, continents, inland water and ice sheets.

PHYS 141 Physics I (3 cr)

To be taken concurrently with PHYS 142. An algebra-based introduction to the concepts and methods of physics: I; Kinematics and Newtonian Mechanics in 1 -d, Work and Energy, Gases, Fluids, Thermodynamics, Modern Physics: II; Newtonian Mechanics in 2-d, Electricity and Magnetism, Waves, Sound and Optics. Students need to have good algebra skills and basic Trigonometry. F

PHYS 142 Physics Lab I (1 cr)

To be taken concurrently with PHYS 141. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F

PHYS 207 Astronomy II

PHYS 241 Physics II (3 cr)

To be taken concurrently with PHYS 242. An algebra-based introduction to the concepts and methods of physics: I; Kinematics and Newtonian Mechanics in 1-d, Work and Energy, Gases, Fluids, Thermodynamics, Modern Physics, II; Newtonian Mechanics in 2-d, Electricity and Magnetism, Waves, Sound and Optics. Students need to have good algebra skills and basic Trigonometry. S

PHYS 242 Physics Lab II (1 cr)

To be taken concurrently with PHYS 241. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. S

POSC 120 American Political Process (3 cr)

Operations of the American government and their consequences for the population. Policies on management of the economy, defense and foreign policy, poverty, race relations. Roles of the Presidency, bureaucracy, Congress, courts. Nature of elite and mass political ideas and opinions.

PSYC 110 General Psychology (3 cr)

A survey of contemporary psychology, including the topics of conditioning and learning, sensation and perception, psychophysiology, motivation and emotion, memory and cognition, development, social behavior, psychological testing, personality, psychopathology and psychotherapy. Participation in research projects or an alternative exercise is required. FS

PSYC 115 Statistics for the Behavioral Sciences (3 cr)

Students will learn to analyze and interpret data using descriptive and inferential statistics. Measures of central tendency, variability and hypothesis testing using parametric and non-parametric tests will be discussed. Correlation, tests, regression, z-scores, chi square and analysis of variance will be presented. The course will make significant use of the SPSS computer analysis program. Prerequisite: PSYC 110 with grade of C+ or better. S

PSYC 130 States of Consciousness (3 cr)

A seminar examining theoretical and empirical bases of human consciousness, noting physiological correlates. Topics include sleep, dreaming, hypnosis, meditation, biofeedback, sensory deprivation, drug-induced states and death, as well as the cultural shaping of ordinary consciousness. Prerequisite: PSYC 110. SE

PSYC 211 Experimental Psychology (4 cr)

An introduction to the principles and methods of experimental psychology, with laboratory investigation.

Prerequisite: PSYC 115 with a grade of C or better. FO *EXSL

PSYC 212 Developmental Psychology (3 cr)

An analysis of development throughout the life-span, with a special emphasis on various theoretical approaches to development. Designed for non-psychology majors. Students taking this course should not take PSYC 214, 216, or 218. Prerequisite: PSYC 110. SO

PSYC 214 Child Psychology (3 cr)

A study of the physiological, intellectual, social and emotional factors in child development. The course will emphasize contextual factors that influence child development outcomes. F Students taking this course should not take PSYC 212. Prerequisite: PSYC 110. F

PSYC 216 Adolescent Psychology (3 cr)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSYC 110. Required for 5-12 content specialization licensure. SO

PSYC 221 Applied Behavior Analysis (3 cr)

This course is about the ways in which environmental contingencies modify behavior in individuals. The conceptual framework, broadly called "applied behavior analysis" (ABA), is a set of principles for describing and testing environment/behavior relationships using single-subject research methods. SO

PSYC 220 Educational Psychology (3 cr)

A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods. Professional Education students should register for the section designated for them. Prerequisite PSYC 110. F

PSYC 235 Intimate Human Relations (3 cr)

A data based study of biological, religious/historical, cultural and individual determinants of intimate human behavior. Prerequisite: PSYC 110. S

PSYC 238 Psychopharmacology (3 cr)

Examination of how drugs affect our behaviors, thoughts and emotions. The course will address the impact of psychopharmacological use and abuse in society, how drugs can alter neuronal information processing, pharmacodynamics, analysis of pharmacological agents with particular attention given to the psychological effects of these drugs and the applicability of pharmacological agents to the treatment of psychopathologies. Prerequisite: PSYC 110. SO

PSYC 240 Foundations of Social Work (3 cr)

Foundations of Social Work is a seminar and experiential-learning course designed to explore an overview of the Social Work field. The primary goal is for students to understand what social work entails and how it is implemented by professionals. The course explores the theoretical, ethical, economic, political, cultural, and justice forces that impact the field on a macro level. With that foundation, students work through the stages of the helping profession: engagement, assessment, intervention, and termination at a micro level. This course delves into the marginalized and vulnerable populations of our society to prepare students to be empathetic, knowledgeable professionals. FE

PSYC 250 Sport Psychology (3 cr)

An examination of sports from an empirical point of view with emphasis on behavioral/learning principles as they apply to the influence of sports on athletes and spectators. Prerequisite: PSYC 110. S

PSYC 262 Psychology in Film (3 cr)

The course will take a problem-based pedagogical approach. Each week students will be shown a film, and specific questions will be presented for them to address in a written commentary. To do this effectively, the student will need to reflect upon and apply psychological theories, hunt down additional information concerning each film, competently analyze a variety of film character/writer/director aspects (behaviors, motivations, social influences, etc.) and provide personal beliefs and interpretations. FE

PSYC 300 Directed Research (1, 2, or 3 cr)

Under the direction of a faculty member, students design and carry out empirical research in psychology. Prerequisite: PSYC 211 with grade of C or higher and permission of the instructor. FS *EXSL

PSYC 311 Physiological Psychology (4 cr)

A study of the physiological correlates of human behavior, especially the relationship between brain and behavior; Research Elective. Prerequisites: BIOL 115 or BIOL 120, PSYC 211. D *EXSL

PSYC 313 Motivation and Emotion (4 cr)

A study of motivational and emotional processes from physiological, individual and social standpoints; data based theories of motivation and emotion evaluated. Research Elective. Prerequisite: PSYC 211 with grade of C or higher. FE *EXSL

PSYC 314 Social Psychology (4 cr)

A study of the effects of the group on individual behavior, including the topics of aggression, persuasion, attitudes, compliance, obedience, attraction, and person perception. Research elective. Prerequisite: PSYC211 with grade of C or higher. SO *EXSL

PSYC 315 Tests and Measurements (4 cr)

An analysis of psychological tests and measurements, including tests of intellectual level, specific aptitude and personality; test construction, reliability, validity, norming procedures and ethical issues emphasized. Research elective. Prerequisite: PSYC 211 with grade of C or higher. FE

PSYC 317 Cognitive Psychology (4 cr)

An introduction to the higher mental processes from an experimental point of view, including the topics of memory and attention, thinking, creativity, language behavior and cognitive development. Research Elective. Prerequisite: PSYC 211 with grade of C or higher. D

PSYC 319 Sensation and Perception (4 cr)

A study of the reception and interpretation of sensory information, including study of how sensory receptors function and factors which affect perceptual organization; Research Elective. Prerequisite: PSYC 211 with grade of C or higher. SO *EXSL

PSYC 320 Learning (4 cr)

An introduction to the basic theoretical, experimental and applied concepts in learning, with particular emphasis on operant and classical conditioning. Research Elective. Prerequisite: PSYC 211 with grade of C or higher. SE

PSYC 330 Personality (3 cr)

A survey of the various theories of personality, including psychoanalytic, behavioral, phenomenological and dispositional, and the study of various methods for assessing personality. Prerequisite: PSYC 110. D

PSYC 335 Psychotherapy (3 cr)

A discussion of assessment techniques, empirically-based treatments, strategies for prevention of mental illness and ethical issues in therapy. Prerequisite: PSYC 110. SE (every four years)

PSYC 340 Abnormal Psychology (3 cr)

A study of the major predisposing and precipitating factors in the development of abnormal behavior, with emphasis on the biological, social and cultural factors involved. Prerequisite: PSYC 110. D

PSYC 350 Health Psychology (3 cr)

An investigation of factors that promote health, as well as those contributing to illness and behaviors related to illness. Research methods of gathering data within this developing field are stressed. Prerequisite: PSYC 110. F

PSYCH 473/74 Internship in Psychology: 1, 2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cr.

PSYC 381 Junior Seminar (1 cr)

This course will provide students with an opportunity to assess their educational progress to date and to make plans for future study and career endeavors. Please note that we will assess not only academic preparation, but also students' interests, emotional development, and life goals. Successful completion of the course should enable students to move easily into their senior year with confidence and clear goals. Prerequisite: PSYC 110 and junior standing. SO

PSYC 410 Advanced Statistics and Data Management (1 cr)

Seminar course designed to introduce the student to advanced statistical analysis and data management techniques, which will be further emphasized in a graduate-level setting. The course begins with a brief review of basic statistics and SPSS computing procedures. Topics then include non-parametric statistical procedures, qualitative data analysis, partial correlation, analysis of covariance, multivariate analysis of variance, multivariate analysis of covariance, multiple linear regression, factor analysis, discriminate analysis, cluster analysis, path analysis, logit modeling and trend analysis. Data management issues concern determining the appropriate statistical analysis to use for a given data set, interpretation and evaluation of published research and discussion of issues related to missing, outlying and improperly coded data. Prerequisite: PSYC 211 with grade of C or higher and permission of instructor. SO

PSYC 420 History and Systems of Psychology (4 cr) An overview of the roots of scientific psychology in philosophy and experimental physiology, and a detailed examination of the systems of structuralism, functionalism, behaviorism, humanism, Gestalt psychology and psychoanalysis. Prerequisite: PSYC 110, junior level status. S

PSYC 481 Senior Seminar (1 cr)

This course will provide students with a capstone for the Psychology major. Successful completion of the course should enable students to move easily into graduate school or employment settings. F

SOCI 121 World Community (3 cr)

An introduction to the global environment. Topics include world geography, comparative cultures, international conflict and economic interdependence. FS

SPAN 101 Introduction to Spanish I (3 cr)

This is the first in a series of two introductory-level Spanish language classes. The focus will be on the development of listening, speaking, reading, writing, and culture. It is intended primarily for students who have not studied the language or have had less than one year of Spanish at the high school level. Prerequisite: None

SPAN 102 Introduction to Spanish II (3 cr)

This is the second of two introductory-level Spanish language classes. The focus will be on the continued development of listening, speaking, reading, writing, and culture. It is intended primarily for students who have more than one year of Spanish at the high school level or for those who have completed the first introductory course. Prerequisite: SPAN 101 or placement

SPAN 161 Hispanic Civilization and Culture

Introduction to the diversity of cultures of Spain and Latin America. This course is taught in English. Prerequisite: None

SPAN 203 Intermediate Spanish I

This is the first in a series of two intermediate-level Spanish language classes. The focus will be on the

development of communicative proficiencies within culturally significant contexts. Prerequisite: SPAN 102 or placement.

SPAN 204 Intermediate Spanish II

This is the second in a series of two intermediate-level Spanish language classes. The focus will be on the continued development of communicative proficiencies within culturally significant contexts. Prerequisite: SPAN 203 or placement

SPAN 221 Spanish for the Medical Professions

This course emphasizes essential medical terminology and language situations in the medical professions. Prerequisite: SPAN 102 or instructor's permission

SPAN 224 Business Spanish

This course emphasizes essential business terminology and language situations in business contexts. Prerequisite: SPAN 102 or instructor's permission

SPAN 230 Spanish conversation and Composition

This course has an emphasis on conversational skills in the context of everyday experiences and the development of basic composition skills, grammar and syntax. Prerequisite: SPAN 204 or placement

SPED 320 The Special Education Process (3 cr)

Study of the history of special education incorporating significant legislation, litigation, and trends. Important practices, including the referral process, functional behavior assessments, transition plans, 504 plans, IEPs, and the continuum of classroom services. Prerequisite: Admitted to Education Program.

SPED 333C Exceptionality and Diversity in the Classroom (3 cr)

Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration. Co-requisites: In the event a teacher candidate is completing coursework leading toward a multi-categorical endorsement SPED 333C and SPED 333F are to be completed

concurrently. (10 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.
*EXSL

SPED 333F Exceptionality and Diversity in the Classroom Practicum (2 cr)

Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration. Co-requisites: In the event a teacher candidate is completing coursework leading toward a multi-categorical endorsement SPED 333C and SPED 333F are to be completed concurrently. (20-40 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.
*EXSL

SPED 361 Overview of Autism Spectrum Disorders (3 cr)

This course provides an overview of Autism Spectrum Disorders with an emphasis on instructional and behavioral strategies and practical theories for classroom management. An emphasis will be placed on current research. A field component provides experiential learning. (20 Hours Field Placement in Schools Required) Prerequisite: Admitted to Education Program.

SPED 422 Special Education: Assessment & Methods – I (3 cr)

Intensive study of assessment and instructional methods targeting behavior, reading, and spelling. Content will focus on these strategies that facilitate the use of the clinical teaching model with students with mild to moderate mental impairments, emotional and behavioral disorders, and specific learning disabilities. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of behavior interventions and reading and spelling strategies. Prerequisite: EDUC 320 and admitted to Education Program. (20 Hours Field Placement in Schools Required)

SPED 423 Special Education: Assessment & Methods – II (3 cr)

Continued study of assessment and instruction of students with mild to moderate mental impairments, emotional and behavioral disorders, and specific learning disabilities. Content will focus on written language, mathematics, social skills, functional behavior assessments, life skills, curriculum, and general content strategies. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of strategies for increasing written language, mathematical, and social skills, as well as the evaluation of a variety of life-skills curricula. Prerequisite: EDUC 422 and admitted to Education Program. (20 Hours Field Placement in Schools Required)

SPED 461 Curriculum Development and Methods for Special Education in the Classroom (3 cr)

This course emphasizes specific instructional strategies, methods, curricula, and classroom management for teaching students with moderate mental impairments, emotional and behavioral disorders, specific learning disabilities, and autism spectrum disorder. Students will study procedures for specialization, modification and/or adaptation of materials and curriculum for these students, as well as learn how to develop and teach programs for individualized instruction. Knowledge of theory and practical experience will be applied through the required field component. Prerequisites: EDUC 361 and admitted to Education Program. (20 Hours Field Placement in Schools Required)

THEO 115 The Religious Quest (3 cr)

An introduction to how people address such “religious” issues as faith, doubt, deity, good, evil, community, salvation and worship. Particular attention is given to ways of interpreting the Bible, and how this sacred literature addresses the lives of its many readers. FS

THEO 117 Catholicism (3 cr)

An introduction to foundational questions regarding the meaning and practice of Catholicism. FS

THEO 236 (206) The Church 3 cr

A presentation of the Church’s understanding of itself, its membership, ministry and mission to the world.

THEO 241 (230) Catholic Social Thought 3 cr

An introduction to basic principles of Catholic Social Thought (e.g., the sacredness of human life, the common good, preferential option for the poor, subsidiarity) with a particular focus on the economic, social, political, and ecological issues raised by globalization in the early twenty-first century.

THEO 252 (203) World Religions 3 cr

A study of the origins, history and beliefs of the major Western and Eastern religions: Hinduism, Buddhism, Judaism, Christianity and Islam, with an emphasis on interreligious understanding.

THEO 305 Theological Ethics (3 cr)

A study of the foundations of moral theology, including methodological and anthropological questions as well as attention to decision-making in the context of specific social and political issues that students are likely to encounter in the contemporary world. A writing-intensive capstone course introducing foundations of theological ethics as well as attention to virtue and decision-making in the context of contemporary personal, social, and political issues. S, F
Prerequisites: sophomore standing.

THEO 483 Pastoral Practicum (3 cr)

This practicum is designed for persons planning a career in professions that “minister” to the public, e.g., theology majors, social science majors, health professions. In their practicum, students put learned theory to practical application by doing weekly “pastoral” work in places such as parishes, Catholic Social Services, neighborhood centers, campus ministry, and other religious layity work environments. Practicum learning objectives are developed by student and faculty member. Students are required to complete a minimum of 20 hours per week at their practicum site and complete a portfolio culminating the internship. *EXSL Repeat up to 6 cr.

THMT 125: Introduction to Tourism and Hospitality Management: 3 cr

This course introduces the fundamental concepts of management related to the tourism and hospitality industry. Topics include financial management and accounting, human resource issues, hotel and resort management, food and beverage management, and event management.

THMT 265 Strategic and Risk Management in the Tourism and Hospitality Industry: 3 cr

This course examines risk management concepts and strategies within tourism and hospitality industry. Risk management helps employees to identify, analyze, assess, and hopefully, avoid or mitigate risks coming from a variety of sources, such as financial upset, legal ramifications, accidents, natural disasters, data or cyber security breaches, and many more. Cross-listed BUSN 265

THMT 225 Tourism and Hospitality Marketing: 3 cr

This course is about the successful marketing principles employed in the tourism and hospitality industry. Demand variables, distribution channels, communications, promotions, research, packaging, collateral materials, pricing strategies, the marketing plan, and enhancing internal sales may be covered. Cross-listed BUSN 225

THMT 403 Legal and Ethical Issues in the Tourism and Hospitality Industry: 3 cr

This course is an introduction to the legal and ethical principles that affect the hospitality and tourism industry. Students will review theory and application of general and contract law as they relate to business, employee, and public management regulations. Students will also learn the legal and ethical issues as they relate specifically to the travel and tourism industry. Crosslisted BUSN 403

THMT 471 Internship in Tourism and Hospitality Management: 1, 2 or 3 cr

This internship offers the opportunity to put learned theory to practical application in a supervised work environment. Internship learning objectives are developed by student and faculty member, with approval of employer, to provide appropriate work-based learning experiences. Students are required to complete a minimum of 45 hours and complete a portfolio culminating the internship. Crosslisted BUSN 471. *EXSL. Repeat up to 6 cr.

WFYS 101 First Year Experience, Service, Reflection Seminar I (3 cr)

This seminar is designed to assist the student with the transition to a university living and learning environment, providing opportunities and direction on how to develop an education for life, leadership, and service with and among others. F