

2019-2020

WHEELING UNIVERSITY

CATALOG

UNDERGRADUATE STUDIES



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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:

- 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)
- Commission on Accreditation for Respiratory Care (CoARC)
- Council on Undergraduate Research
- North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)
- Teacher Education Accreditation Council (CAEP)
 - CAEP—Teachers Education Program
 - CAEP—Education Leadership
- 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. Each catalog is

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

Student Success Center

The Student Success Center (SSC) provides professional and peer tutors who help provide effective strategies to complete academic tasks. The SSC can be thought of as an extension of the classroom where learning continues in a collaborative environment. Academic assistance is available through tutoring, study groups, workshops, and other forms of academic support.

The SSC staff encourages students to take responsibility for their own academic achievement and become successful, life-long learners. 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. It is located in Kirby Hall.

Bishop Hodges Library

The WU Library's 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 access to JSTOR eBooks, many of which are downloadable. 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.

Professional librarians 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>

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 Ignatian way of life, making our love of God in Christ active in our world.

Faculty

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.

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.

Media Services

The Media Services department 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.

Additional Campus Resources

Wheeling University offers unique learning resources you are not likely to find anywhere else in the nation. In the Erma Ora Byrd Center for Educational Technologies (CET) you will find The Challenger Learning Center, which simulates space missions to teach science and math to more than 40,000 adults, elementary and high school students worldwide.

Additionally, 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.

Campus Services

Athletic Activities

Wheeling University offers a well-balanced athletic program of intercollegiate, intramural, and club sport 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, women's fast-pitch softball and men's baseball, wrestling, and football. Additionally, WU has a rugby team which competes in the D1A East Conference and is a fully funded varsity program.

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.

Career Services

The mission of WU'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.

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 available to residential students (via the Office of Residence Life), all students can use "munch money," 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.

Disability Services

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.

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.

Health Center

The Health Center is staffed by a registered nurse. The nurse is available to offer services of basic triage, minor first aid, 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.

Residence Life

The majority of the University's undergraduate students reside on campus. There are six residence halls: Campion, Ignatius, Kirby, McHugh, Sara Tracy, and Steenrod. 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.

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 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 Life

The Office of Student Life offers a variety of opportunities for the campus community to engage in recreational and/or educational activities.

Student Organizations

The University has a number of clubs and groups that meet the needs of a diverse student body. Students are also able to begin a club, working with SGA and an advisor, if they choose.

Honorarys 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 Publications

Jewelweed is a literary review published at Wheeling University and edited with the assistance of the English Faculty. Submissions are open, and the magazine is listed in national creative writing directories. Students serve on the editorial board and may submit work for review and possible publication.

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 Life and Activities, Performing Arts, Athletics, Campus Ministry, and Health Counseling.

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 <http://www.wju.edu/titleix/> for more information regarding WU's Title IX policies and procedures.

Veteran Affairs

Educational Assistance Benefits 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, contact your local Veterans' Office or the Office of the Registrar at the University. 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.

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.

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. 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 and
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.

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 or diploma or equivalent and
3. certification of proficiency in English as a second language is achieved by a 213 computer-based or 80 internet-based on the Test of English as a Foreign Language (TOEFL).
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

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, **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.

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 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 2019-20 year are:

Tuition:	\$29,090 (12-18 credits per semester)
Fees:	\$ 200, plus additional fees, if applicable (See "Explanation of Fees" below.)
Room/Board:	\$9,900 (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

Learn Local Student:

Tuition:	\$9,800 (12-16 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

Athletic Training Fee

This fee is charged per semester to students enrolled in the athletic training major beginning with their sophomore year. The cost helps cover the additional expense of the major.

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.

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 student health center services and keep cost to a minimum. This is a semester charge for day students.

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.

Late Registration Fee

This is a fee for late registration/confirmation.

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.

Off-Campus Fee

Any student taking classes at a location other than the main campus must pay this service charge every semester.

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 annually.

Communication Fee

This fee is associated with certain professional writing courses to cover additional expenses of the class.

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

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. This is a semester charge for day students.

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.

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 day students.

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 for full-time day students. They will be mailed to the student's home address if not picked up within a two-week period. 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/Munch Money

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. 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 may submit your signatures via U.S. mail or electronically using your FSA ID. You can apply for your FSA ID by going to www.fafsa.gov and clicking the "FSA ID" tab at the top of the page.

A family's Expected Family Contribution (EFC) is based upon the information submitted on the FAFSA, which includes income, assets, number of people in the family, and other family factors. The difference between the Expected Family Contribution and the Cost of Education (COE) for an academic year represents a student's "financial need."

All financial aid is disbursed directly onto the students' account for charges relating to tuition, fees, room and board. Financial aid exceeding student account charges may be issued a refund to the student for other educational expenses (books, supplies, etc.).

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. Corrections to the FAFSA can be made electronically through the FAFSA website and submitted for DOE processing.
3. WU may require verification of information and may request a copy of an applicant's IRS Federal Tax Return Transcript, the applicant parent's/spouse's IRS Federal Tax Return Transcript and the WU Verification Worksheet.

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 www.wju.edu/finaid/forms.html. The Financial Aid Committee will review and decide the outcome of the appeal request. Wheeling University aid requires full-time enrollment. No student who has Wheeling University aid as a part of a financial aid package will receive grant assistance in excess of his or her 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.

Institutional Scholarships & Grants

Wheeling University gives over \$12.5 million in scholarship aid annually. Students should contact the Financial Aid Office, Admissions, or Athletics about specific opportunities.

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.

Dr. William J. Steger Education Fund

Provided by the Ohio County Tuberculosis Association, interest free loans are given to needy respiratory therapy majors from Ohio, Marshall, Brooke, Hancock, Wetzel and Tyler counties in West Virginia, or Belmont County in Ohio. Loans are progressively forgiven over a three-year period to recipients who obtain employment within a fifty-mile radius of Wheeling. Those seeking employment outside the area must repay the loan. Final selection is made by the Ohio County Tuberculosis Association.

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. These searches and other financial aid information can all be accessed through <http://federalstudentaid.ed.gov/>.

Federal and State Aid Programs

Federal Pell Grant

This program is based upon financial need and determined by the family's expected family contribution (EFC) as reported on the SAR.

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 application deadline is April 15. For more information, please visit www.cfww.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.cfww.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.ed.gov/sa/types/grants-scholarships/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 Stafford 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 Stafford Direct PLUS Loans

The Federal Parent Loan for Undergraduate Students (PLUS) is a low-interest loan through the University 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, contact the Financial Aid Office.

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. International 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. 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.

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 www.fafsa.gov 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 earn a minimum of 24 credits per academic year if enrolled as a full-time student.

Part-time students must earn all credits for which they register for each semester. The Financial Aid Office reviews aid eligibility at the end of the academic year. If a student's credit hours 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 must be made at least once a year and 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.

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 WU 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 the Director of Financial Aid determines that the student has fallen below the completion ratio standards for satisfactory progress, the student will be placed on Financial Aid Probation. The student’s continued eligibility for federal aid will be at risk. 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 receive 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 continue to participate in the federal financial aid programs for subsequent semesters. Students that have been placed on probation 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 must demonstrate that they are capable of completing a semester without any failures, incompletes, and/or withdrawals and must show the ability to complete their degree requirements within the time frame. *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 a student does not have funds for an appeal or 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 of the Student Success Center (SSC), 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 the Student Success Center.
- 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:

- The Director for Undergraduate Success
- Student Success Center
- WU Student Counseling Services – Health Center
- Campus Ministry
- Career Development Center

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 you 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.

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 making a determination 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

The catalog year is what ties the student to the catalog year curriculum that they are required to follow and determines the degree requirements a student must fulfill to graduate. 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 Dishonesty 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.

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 Dishonesty Guidelines

What is academic 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 3rd 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.

All violations 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 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 policies or the Student Handbook is not an acceptable excuse for inappropriate behavior.

3. The Department Chair, or designee, will discuss the issue with the faculty member and then the student within 5 working days from the receipt of the student's appeal.
4. 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 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 the National Student Clearinghouse portal found on the school's website. 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 Academus, 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 www.wju.edu/Registrar.

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)
273, 274, 373, 374, 473, 474	Internships
X81	Seminar
X82	Project
X83	Practicum
X84	Capstone

Subject Abbreviations

The following abbreviations are used throughout the Catalog:

ACCT	Accounting
BIOL	Biology
BUSN	Business
CHEM	Chemistry
COMM	Communication
CRJU	Criminal Justice
CSC	Computer Science
ECON	Economics
ENGR	Engineering
ENGL	English
ENVS	Environment and Sustainability
EXSC	Exercise Science
ARTS	Fine Arts
GSCI	General Science
HIST	History
HONR	Honors
MATH	Mathematics
NURS	Nursing
EDUC	Education
PHIL	Philosophy
PHYS	Physics
POSC	Political Science
PSYC	Psychology
THEO	Theology
SOCI	Social Science
WJUS	Experience, Service, Reflection

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 his/her 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 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 at all the 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. 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. 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).

Limitations on Courses

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.

A Wheeling University student who takes summer courses at another institution for transfer to the University may take no more than three courses (9 credit hours). 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 www.wju.edu/Registrar.

Day/Evening Crossover Policy

Each student's choice of division is determined by personal and career circumstances and responsibilities. The Center for Graduate and Professional Studies (GPS) offers programs geared to the special educational needs of an adult working student. The day school addresses the needs of the recent high school graduate or the adult student whose primary role during his/her college years is that of a full-time student. Once a division of the University is selected, each student is bound by its distinct degree requirements and system of advisement. Students may not register for courses outside their division without the written approval of Vice President for Academic Affairs. Day students who wish to take a course through GPS, must submit Course Petition form. Forms are available on the Registrar's webpage, www.wju.edu/Registrar.

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, www.wju.edu/Registrar. (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>	3.850
<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
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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 into 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 Woormer 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.

Each student who completes the Stephen J. Laut, S.J., Honors College during their first two years at the University is recognized at **Fall Honors Convocation** and then again at Commencement with an **Honors Diploma**. The smaller number of students who continue in the Ignatian Honors Seminar during junior and senior years receive a diploma attesting to the distinction of the degree.

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 School Preparation

Health Pre-Professional Programs

WU offers a well-rounded science and liberal arts education for students seeking careers in health pre-professional disciplines or related fields of study. Students typically major in Biology or Chemistry; however, with appropriate prerequisites in the sciences met, alternative degrees may be pursued. WU has also established a Health Pre-Professional Committee, consisting of faculty members. The Committee guides students with program planning so that they will have completed the appropriate courses required by their choice of professional school.

The Health Pre-Professional Committee will also provide professional institutions with additional information relevant to the expected success rate of our students. One of the Committee's functions is, upon the request of a student, to write a collective letter of assessment for the student applying to professional school. The assessment includes not only GPA and scores on pre-professional examinations, but also the consideration of the strengths and weaknesses of the student as observed by his or her professors. All of these materials are then considered in the context of the likelihood that the student possesses the ability and initiative to successfully complete an educational program at the professional level. Because the Committee's recommendations are taken seriously, WU's well-prepared and motivated students hold an excellent record for acceptance into professional schools.

Pre-Physical Therapy

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 www.dpt@wju.edu or 304-243-7201 with any questions.

Graduate and Professional Studies

Wheeling University offers graduate degree and undergraduate degree completion programs during evening hours and online which are designed to meet the special needs of the adult professional learner and working public. Please see the Graduate and Professional Studies Catalog for more information.

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, 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 Registrar's Office 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 because it is usually too late to complete all the requirements of a major beyond that point. Again, an advisor or the Registrar's Office staff are helpful to students who would like guidance.

Majors

Accounting
Biology
Business Administration
Criminal Justice
Education
Engineering Science
English
Exercise Science
General Science
Nursing
Psychology
Respiratory Care

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
English
Psychology

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, or tracts, which normally consists of 12-15 credits in the discipline.

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.

Special Academic Programs

Teacher Education Department

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 under the title Teacher Education Department.

Laut Honors Program

The essential design of the Honors Program is to offer outstanding University students the opportunity to explore, in an atmosphere of inquiry (participating students receive CR/NCR), a topic or topics whose general breadth will encourage a multi-faceted approach. The Honors Program introduces students to a plurality of voices and insights; faculty members and guests visit the seminars and interact with students during the course of the year's exploration of an intellectual topic. Seminar students also explore the world beyond the classroom via field trips and service engagement.

Further information on the Honors Program includes the following:

1. For graduation, students must fulfill University requirements as indicated by the core and their selected major.
2. Students are invited into the program by virtue of their high school GPA, standardized college-board scores, and written performance on an essay assigned by the Honors Program. At the University, they participate in a three-credit annual seminar that introduces them to the Honors program and, each year, explores a series of rotating intellectual topics through four modalities: physical, spiritual, cultural, and service. First-year students must maintain a minimum 3.0 GPA after the first semester and a 3.3 cumulative GPA in subsequent semesters. Qualified University students not initially invited into the program at matriculation may seek admission to the program during their first year on campus.
3. Students in the first two years of the program who demonstrate outstanding intellectual and leadership initiative in and beyond the Honors program are invited to compete for a limited number of berths (usually between 6-10) in the second two years of the program. Qualifications include a minimum 3.5 cumulative GPA after the first semester of their sophomore year (to be maintained throughout all subsequent semesters at the University) and a substantial written application, which may lead to an additional interview before a panel of Honors program faculty and students (both current and alumni).
4. 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.
5. Both LHC and IHS meetings are as scheduled by the individual faculty mentor. The Registrar lists meeting times as Wednesday evenings. However, the seminars do not meet every week; they do not meet only on Wednesday evenings; and they do not always meet at the same time or place. Students will always be given ample warning about changes of day and time. Over the course of the full, two-semester academic year, students will meet the equivalent of the contact hours for a three-credit, one-semester course.

Study Abroad Programs

The Registrar's Office has possible opportunities for students to consider. Students interested in this should consult the WU Registrar's Office and the Financial Aid Office for more information.

Academic Internship Program

The Academic Internship Program is open to second semester juniors and seniors and is administered by the Office of Career Services. 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.

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.

The Core Curriculum

The term “core” at Wheeling University connotes the “heart” of the curriculum which is centered on the Human Person.

The core intends to provide all students, regardless of major, with the skills that will enable them to pursue their own integral development and contribute to the common good. In a spirit of free inquiry, it also enables them to articulate a coherent vision of reality and a set of resulting ethical principles. In so doing, it empowers students to discover and to discern that which is true, good and beautiful.

Rooted in the rich Catholic and Ignatian traditions, Wheeling University affirms that all reality is the work of a loving Creator in whose image and likeness we are made. It views human persons as rational, responsible and communal and called to contribute to creation with their own unique set of skills and opportunities. Convinced that dialogue among differing world views is vital, Wheeling University welcomes men and women from a rich variety of spiritual and ethnic traditions and encourages all students to grow in their faith as a foundation for promoting peace and justice throughout the human community.

Objectives

The proposed core curriculum is designed to reflect the Catholic tradition of higher education, wherein students are engaged in a cycle of experience, reflection, and action.

Learning outcomes:

1. The student can communicate effectively both in writing and speaking.
2. In the tradition of educational excellence and leadership, the student is creative and competent in formal presentations to both general and discipline-specific audiences.
3. The student is capable of using his or her unique talents and skills in service to others in the local, regional, or global community.
4. The student is a critical thinker who is reasonable, utilizes criteria, sensitive to context, mindful of alternatives, and can make logical decisions for his or her life or career.
5. The student demonstrates understanding and respect of diverse cultures.
6. The student is an ethical decision-maker, demonstrating the ability to recognize moral issues, and to decide a prudent course of action derived from principles that foster the individual and common good.
7. The student can demonstrate appropriate entry-level knowledge in his or her chosen major.

Core Requirements 33-35 cr.

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 102 | Math in Society |
| 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 |
| HIST 115 | Twentieth-Century World History |
| HIST 214 | History of Appalachia |
| SOCI 121 | World Community |

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.

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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
ACCT	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)
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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 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
ACCT 331	Tax Accounting	3 cr

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

Bachelor of Liberal Arts

The Bachelor of Liberal Arts degree is independently designed to produce an educated person who is grounded in the tradition of our Catholic education and has a broad knowledge in an identified area of interest.

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 submitted and filed with 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

- 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	15	Total	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.

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.

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

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.

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.

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 **33 cr**

BIOL 120, 125, 130	General Biology sequence	9 cr
BIOL 140, 135	General Biology Labs	2 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:

BIOL 310, 322	Genetics with Laboratory	4 cr
BIOL 320, 321	Vertebrate Biology and Laboratory	4 cr
BIOL 330, 331	Developmental Biology with Laboratory	4 cr
BIOL 414	Biochemistry	3 cr
BIOL 440, 441	Microbiology with Laboratory	4 cr

B. Chemistry **17 cr**

CHEM 141, 142	General Chemistry I with Laboratory	4 cr
CHEM 151, 152	General Chemistry II with Laboratory	4 cr
CHEM 221, 222	Organic Chemistry I with Laboratory	5 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	General Physics I with Laboratory	4 cr

Electives **27-30 cr**

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

CHEM 232: Organic Chemistry II Laboratory	1 cr
PHYS 241, 242: General Physics II with Laboratory	4 cr
MATH 204: Statistics	3 cr

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	14	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	15	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	14-15	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	15	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 Concentration (select one from below) **15 credits**

General Business Concentration 15 credits

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

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

Personal Financial Planning 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	15	Total	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	3-4	Core	3
	Elective	3	Elective	3
	Total	15-16	Total	15

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	BUSN 331	3	BUSN 331	3
	Concentration Course 1	3	Concentration Course 2	3
	Core	3-4	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	Total	15-16	Total	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	12

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	

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 33 cr

POSC 120	American Political Process	3 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 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 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
	POSC 120	3	CRJU 121	3
	CRJU 120	3	Core	3
	SOCI 121	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 321	3
	CRJU 215	3	Core	3
	Core	3	Core	3
	Core	3-4	Elective	3
	Elective	3	Elective	2
	Total	15-16	Total	14

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	CRJU 318	3	CRJU 312	3
	Core	3	CRJU 327	3
	Elective	3	Core	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Total	15		15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	CRJU 340	3	CRJU 421	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Total	15	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 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:

- Math (5-Adult)
- Elementary Education (K-6, Multi-Subjects)
- Special Education – Multi-Categorical (K-6 or 5-Adult), add-on to undergraduate 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***

PRAXIS I

To Be Certified ALL AREAS UNLESS EXEMPT	You Need to Take	Test Code	Qualifying Score
All Areas	Core Academic Skills for Educators: Reading	5713	156
	and		
	Core Academic Skills for Educators: Writing	5723	162
	and		
	Core Academic Skills for Educators: Mathematics (On-screen four function calculator provided.)	5733	150
	If you wish to take all three computer-delivered Core exams (5713, 5723, 5733) at the same time, select Core Academic Skills for Educators: Combined Test (5752) when registering. Scores will be reported by individual test (5713, 5723, 5733).		
	or		
	Accepted through August 31, 2020.		
	Core Academic Skills for Educators: Reading	5712	156
	and		
	Core Academic Skills for Educators: Writing	5722	162
	and		
	Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	5732	150

To Be Certified ALL AREAS UNLESS EXEMPT	You Need to Take	Test Code	Qualifying Score
	If you wish to take all three computer-delivered Core exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).		

***Required PLT: All teacher candidates complete appropriate test in addition to the appropriate PRAXIS II Content test.**

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Professional Education	<u>Principles of Learning and Teaching: Grades K–6</u>	5622	160
	or		
	<u>Principles of Learning and Teaching: Grades 5–9</u>	5623	160
	or		
	<u>Principles of Learning and Teaching: Grades 7–12</u>	5624	157
	Candidates for the initial West Virginia Professional Teaching Certificate shall take one of the above Principles of Learning and Teaching tests as indicated in the West Virginia Board of Education Policy 5100.		
To Be Certified in	You Need to Take	Test Code	Qualifying Score
Elementary Education (K–6)	<u>Elementary Education: Multiple Subjects(On-screen scientific calculator provided.)</u>	5001	*
	<u>Mathematics Subtest(On-screen scientific calculator provided.)</u>	5003	157
	<u>Reading Language Arts Subtest</u>	5002	157
	<u>Science Subtest (On-screen scientific calculator provided.)</u>	5005	159
	<u>Social Studies Subtest</u>	5004	155
	* To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.		
	and		
	Accepted through September 1, 2020. <u>Teaching Reading: Elementary Education</u>	5203	162
	or		
	<u>Teaching Reading: Elementary</u>	5205	159

Secondary Education

English (5–Adult)	<u>English Language Arts: Content Knowledge</u>	5038	167
General Science (5–Adult)	<u>General Science: Content Knowledge</u>	5435	153
Mathematics (5–Adult)	<u>Mathematics: Content Knowledge(On-screen graphing calculator provided.)</u>	5161	160

Social Studies (5–Adult)	Social Studies: Content Knowledge	5081	148
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Multi-Categorical Special Education (E/BD, MI, SLD, excluding Autism) (K–6; 5–Adult)	Special Education: Core Knowledge and Mild to Moderate Applications	5543	153
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Education Major

Elementary Education

Core 33-35

Major 90 Credits

HIST 211 or HIST 212	Hist American People I or Hist American People II	3 cr
HIST 214	History of Appalachia	3 cr
POSC 120	American Political Process	3 cr
*GSCI 115	Integrated Sciences I (may be taken after GSCI 120)	3 cr
GSCI 120	Integrated Sciences II (may be taken before GSCI 115)	3 cr
PSYC 110	General Psychology	3 cr
PSYC 212	Developmental Psychology	3 cr
PSYC 220	Educational Psychology	3 cr
*MATH XXX	Math elective	3 cr
MATH 109	Math	3 cr
MATH XXX	Math elective	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 320	The Special Education Process	3 cr
EDUC 333C	Exceptionalities & Diversity –Class and Field	3 cr
EDUC 316	Grammar	3 cr
EDUC 223	Teaching Methods: Physical Education, Health & Safety	2 cr
EDUC 322	Literacy: Teaching Reading & Phonics in Elem. School – Class and Field	4 cr
EDUC 323	Teaching Methods: Art Through Children’s Literature	2 cr
EDUC 324	Teaching Methods: Math & Science – Class and Field	4 cr
EDUC 325	Diagnosis & Correction: Mathematics – Class and Field	3 cr
EDUC 327	Teaching Methods: Music for Elementary Teachers	2 cr
EDUC 334	Reading in Content Areas – Class and Field	3 cr
EDUC 341	Teaching Methods: Language Arts & Social Science	3 cr
EDUC 441	Diagnosis & Correction: Reading & Language Arts – Class and Field	2 cr
EDUC 473	WVTPS: Action Research (while student teaching)	1 cr
EDUC 475	Seminar (while student teaching)	1 cr
EDUC 476	Evaluation (while student teaching)	2 cr
EDUC 481	Student Teaching	11 cr

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.

Year 1	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 231	2	EDUC 232	3	
	PSYC 110	3	EDUC 316	2	
	POSC 120	3	PSYC 212 or 214	3	
	Math 109 (Core)	3	Core	3	
	Core	3	Core	3	
	WJUS 103 (Core)	3			
	Total	17	Total	14	
Year 2	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 210	3	EDUC 333C	3	
	HIST 211 or 212	3	EDUC 223	2	
	EDUC 320	3	GSCI 120	3	
	*GSCI 110	3	EDUC 334	3	
	Core	3	Core	3	
	Total	15	Total	14	
Year 3	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 322	4	EDUC 323	2	
	MATH elective	3	EDUC 325	3	
	Core	3	EDUC 341	3	
	Core	3	EDUC 441	2	
	PSYC 220	3	MATH elective	3	
	Total	16	Total	13	

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

**Year three must complete Praxis II Content plus TREE test in order to continue in the program.

Year 4	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 324	4	EDUC 473	2	
	EDUC 327	2	EDUC 475	1	
	HIST 214	3	EDUC 476	2	
	Core	3	EDUC 481 (Student teaching)	11	
	Core	3			
	Total	15	Total	16	

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).

Secondary Education MATH Major**Content Courses: 81****Electives: 6****Core: 33-35**

PSYC 110	General Psychology	3 cr
PSYC 212	Developmental Psychology	3 cr
MATH 109	Algebra And Problem Solving	3 cr
MATH 115	Introduction To Statistics	3 cr
MATH 215	Scientific Statistics	3 cr
MATH 250	Geometry	3 cr
MATH 151	Pre-Calculus	3 cr
MATH 191	Calculus I	4 cr
MATH 192	Calculus II	4 cr
MATH 212	Ordinary Differential Equations	3 cr
MATH 235	Discrete Math	3 cr
EDUC 313	Mathematics Education Residency I	4 cr
EDUC 314	Mathematics Education Residency II	4 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)	1 cr
EDUC 475	Seminar (while student teaching)	1 cr
EDUC 476	Evaluation (while student teaching)	2 cr
EDUC 481	Student Teaching & Seminar	11 cr

Total 81

Year 1	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 231	2	EDUC 232	3	
	PSYC 110	3	PSYC 212 or 216	3	
	Core	3	Core	3	
	Math 109 (Core)	3	Math 250	3	
	Math 115	3	Math 151	3	
	WJUS 103 (Core)	3			
	Total	17	Total	15	

Year 2	FALL		SPRING		
	Course	Credits	Course	Credits	
	PSYC 220	3	Math 192	4	
	Math 191	4	EDUC 333C	3	
	EDUC 210	3	Core	3	
	EDUC 320	3	Core	3	
	Core	3	Core	3	
	Total	16	Total	16	

YEAR 3: Praxis Content Knowledge Exam testing

Year 3	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 313 (Residency I)	4	EDUC 314 (Residency II)	4	
	Math 212	3	EDUC 334	3	
	Math 215	3	Math 235	3	
	Core	3	Core	3	
	Core	3	Core	3	
	Total	16	Total	16	

Year 4	FALL		SPRING		
	Course	Credits	Course	Credits	
	EDUC 475	1	EDUC 473 (WVTPA)	1	
	EDUC 476	2	EDUC 375	2	
	EDUC 311	3	EDUC 481 (Student teaching)	6	
	EDUC 481 (Student Teaching)	5	Elective	3	
	EDUC 375	1			
	Total	12	Total	12	

Total 120

Praxis CORE Exam testing requirements must be completed to be accepted and to be able to continue in the education program for junior year and senior year. The Praxis II Content Knowledge Exam testing requirement must be completed prior to student teaching.

SPECIAL EDUCATION (Multi-categorical) Major

Content Courses:

Electives:

Core: 33-35

MATH 109 or Higher	Algebra and Problem Solving	3 cr
PSYC 110	General Psychology	3 cr
PSYC 212 or 214, or 216	Developmental Psychology, Child, or Adolescent	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 316	Grammar	3 cr
EDUC 320	The Special Education Process –Class and Field	3 cr
EDUC 322	Literacy: Teaching Reading & Phonics in Elem. School –Class and Field	4 cr
EDUC 325	Diagnosis and Correction: Mathematics –Class and Field	3 cr
EDUC 333C	Exceptionalities & Diversity –Class and Field	3 cr
EDUC 333F	Exceptionalities & Diversity – Field	3 cr
EDUC 334	Reading In Content Areas –Class and Field	3 cr
EDUC 361	Overview of Autism Spectrum Disorder –Class and Field	3 cr
EDUC 375	Special Projects	3 cr
EDUC 422	Special Education: Assessment and Methods I –Class and Field	3 cr
EDUC 423	Special Education: Assessment & Methods II –Class and Field	3 cr
EDUC 441	Diagnosis & Correction: Reading & Language Arts –Class and Field	2 cr
EDUC 461	Curriculum Development and Methods for Special Education – Class and Field	3 cr
EDUC 473	WVTPA/Action Research (while student teaching)	1 cr

EDUC 475	Seminar (while student teaching)	1 cr
EDUC 476	Evaluation (while student teaching)	2 cr
EDUC 481	Student Teaching & Seminar (while student teaching)	11 cr
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		15	

Total Credits 120

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	

SPECIAL EDUCATION (Multi-categorical) (K-6 AND 5-ADULT) ENDORSEMENT

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		3 cr
*EDUC 320	The Special Education Process	3 cr
**EDUC 322	Literacy: Teaching Reading & Phonics in Elem. School – Class and Field	4 cr
**EDUC 325	Diagnosis and Correction: Mathematics – Class and Field	3 cr
*EDUC 333C	Exceptionalities & Diversity – Class and Field	3 cr
EDUC 333F	Exceptionalities & Diversity – Field	3 cr
*EDUC 334	Reading In Content Areas – Class and Field	3 cr
EDUC 422	Special Education: Assessment and Methods I – Class and Field	3 cr
EDUC 461	Curriculum Development and Methods for Special Education – Class and Field	3 cr
**EDUC 441	Diagnosis & Correction: Reading & Language Arts – Class and Field	2 cr
	Total Credits	30 cr

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

33-35 cr

Major

84 cr

CSC 110	Structured and Object-Oriented Programming I	3 cr
*CHEM 141/142	General Chemistry I 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 151/152	University Physics I and lab	5 cr
PHYS 251/252	University Physics II and lab	5 cr
ENGR 111	Engineering Orientation I	3 cr
ENGR 112	Engineering Orientation II	3 cr
ENGR 484	Engineering Capstone Project	3 cr
Elective	any science course	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	4 cr
ENGR 347	Fluid Mechanics	4 cr
ENGR 448	Materials Science	3 cr

Industrial Engineering Discipline

ENGR 470	Advanced Economic Analysis	3 cr
ENGR 475	Project Management	3 cr

Electrical Engineering Discipline

ENGR 350	Electric Circuits & Electronics with Lab	4 cr
ENGR 352	Mechatronics and lab	4 cr
ENGR 454	Systems Modeling and Control with lab	4 cr

General Electives 1-3 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.

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 191	4	MATH 192	4
	CHEM 141/142	4	PHYS 151/152	5
	ENGR 111	3	ENGR 112	3
	WJUS 101	3	Core	3
	Total	14	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 193	4	MATH 212	4
	PHYS 251/252	5	CSC 110	3
	ENGR 243	3	ENGR 244	3
	Core	3	ENGR 245	4
	Total	15	Total	14

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGR 350	4	ENGR 347	4
	ENGR 346	4	ENGR 352	4
	Core	3	MATH 215	3
	Core	3	Core	3
	Core	3		
	Total	17		14

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGR 454	4	ENGR 484	3
	ENGR 475	3	ENGR 448	3
	Core	3	ENGR 470	3
	Core	3	Core	3
	Core	3	Elective	3
	Total	16	Total	15

English (Bachelor of Arts)

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 programs in communication, creative writing, and the fine arts. 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) effective communication; 3) creativity; 4) ethical decision making; 5) information literacy; and 6) identification of literary elements, authors, and periods.

Core

33-35 cr

Major

39 cr

Writing (9 credits)

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

ENGL 286W Life and Times of Famous Authors: Research Methods 3 cr

One of the following courses: 3 cr

ARTS 281 Creative Fiction Workshop

ARTS 282 Creative Nonfiction Workshop

ARTS 283 Creative Poetry Workshop

Literature (30 credits)

ENGL 270 Classical Myth 3 cr

ENGL 275 Shakespeare 3 cr

ENGL 280 A Room of One's Own: Literature, Culture, and Gender 3 cr

ENGL 287/288 Studies in Contemporary and Popular Literature 3 cr

ENGL 301/302 Topics in British Literature 3 cr

ENGL 303/304 Topics in American Literature 3 cr

ENGL 325 Introduction to Literary Theory 3 cr

ENGL 401/402 Research Topics in World Literature 3 cr

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

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

One of the following courses: 3 cr

ENGL 150 Culture and Conflict in Literature

ENGL 170 World Myth and Folktales

ENGL 205W Thematic Topics in Literature

ENGL 210W The Films of Alfred Hitchcock

Electives

46-48 cr

Total Credits

120 cr**

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	Core	3
	Core	3	Core	3
	Core	3	Core	3
	WJUS 101	3	Elective	3
	Total	15	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 286W	3	ENGL 280	3
	ENGL 275	3	ENGL 325	3
	Core	3-4	*Creative Writing Elective	3
	Elective	3	Core	3
	Elective	3	Elective	3
	Total	15-16	Total	15

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 287/288	3	ENGL 270	3
	ENGL 301/302	3	ENGL 401/402	3
	Core	3	Core	3-4
	Elective	3	Elective	3
	Elective	3	Elective	3
	Total	14	Total	15-16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 303/304	3	ENGL 487	2
	ENGL 486	1	**ENGL Elective	3
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	2	Elective	3
	Elective	3		
	Total	15	Total	14

*Creative Writing Elective: Choose either ARTS 281, 282, or 283

**ENGL Elective: Choose either ENGL 150, 170, 205W, or 210W

English Minor (18 credits)

ENGL 110 Process of Composition 3cr
ENGL Electives 15 cr
(Only one ENGL elective may be a creative writing course.)

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	3 cr
OR PSYC 115	
*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)	3 cr
OR CHEM 141 General Chemistry	
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 provides a background in the physical sciences with an emphasis on Physics. In conjunction with the Teacher Education Program, the program offers training for a career in K-12 teaching.

Major in General Science

Core Curriculum **33-35 cr**

General Science Core* **45 cr**

BIOL XXX	Approved Electives	8 cr
CHEM 110, 120	General Chemistry I, II	8 cr
CHEM 121, 122	General Chemistry Lab I, II	2 cr
MATH 151	Pre-Calculus	4 cr
PHYS 141, 119	College Physics	6 cr
PHYS 142, 124	Physics Lab I, II	2 cr
PHYS XXX	Approved Electives**	15 cr

Electives*** **40-42 cr**

Total Credits **120 cr**

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

**Students should consult the Physics faculty member to determine the appropriate electives.

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

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 to provide the following educational programs: a baccalaureate program which prepares graduates to enter professional nursing and function competently at the entry level, a baccalaureate program which is accessible to registered nurses in the community and builds upon their knowledge, a graduate program which enhances the graduate's skills and ability to contribute to nursing knowledge and to serve the campus community, the local community, and the nursing community.

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. In health care, a graduate could be one of the following: Staff Nurse, Nurse Manager, Nursing Administration, Research Technologist, Information Technologist, Home Health Care, Case Manager, Flight Nurse, Military Nurse, Public Health Nurse, Adjunct Faculty, and Business. In Pharmaceutical Sales, there are opportunities as: Health Care Consultant, Insurance Company Case Manager, Medical Equipment Sales, Entrepreneur, and Education.

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 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, EKG interpretation; continual NCLEX review using computer-based software and testing; diverse clinical experiences in open heart, cardiac care, medical/surgical units, obstetrics, home health, pediatrics, psychiatry, community health clinics, operating room, recovery room, and ambulatory care centers.

Upon completion of the program, the student will be able to demonstrate the following outcomes:

Synthesize knowledge from the sciences and the humanities as a basis for theory and practice in nursing within a systems framework.

1. Synthesize knowledge and skills in applying the nursing process in patient-centered care with patients in various stages of health-wellness.
2. Assume accountability for evidence-based nursing practice consistent with professional standards and ethical codes.
3. Communicate effectively with patients and with members of the interprofessional team in the promotion of health/wellness.
4. Provide leadership for decision making related to safe, quality care.
5. Integrate knowledge of multidimensional care into evidence-based practice.
6. Integrate information management and patient care technologies into the delivery of safe, quality care.
7. quality care.
8. Assume responsibility for personal and professional development.
9. Synthesize altruism, autonomy, human dignity, integrity and social justice in nursing
10. practice.

The Nursing program is a 3.5-4 year program, requiring students to complete coursework and clinicals in the summer of a student's junior year. The student will have the opportunity to graduate earlier and be ready for employment.

Core

33-35 cr

Major

86 cr

*CHEM 115	Introduction General, Organic, Biochemistry	3 cr
BIOL 150	Anatomy & Physiology I	3 cr
BIOL 152	Anatomy & Physiology II	3 cr
*MATH 115	Introduction to Statistics	3 cr
PSYC 110	General Psychology	3 cr
PSYC 212	Developmental Psychology	3 cr
CLS 215	Introduction to Epidemiology	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 Care	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 Research in Nursing	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/Precepting	2 cr
NURS 426	Nursing Trends and Issues	2 cr
NURS 480	NCLEX Prep I	1 cr
NURS 481	NCLEX Prep II	2 cr

Total 120 cr

Notes: * Nursing majors may double count CHEM 115 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. In order to enter the second semester sophomore year courses, NURS 230 and NURS 203, students must complete a background check and drug screen with clean results and have an overall grade point average of 3.2 or above and a TEAS score of 68 or above, and have successfully completed the prerequisites: CHEM 115, PSYC 110, BIOL 150, NURS 227 and be enrolled in the concurrent: BIOL 152, CLS 215 and PSYC 212.
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. Nursing courses including a clinical experience have a "C" following the course number. Each clinical credit is equivalent to 2 hours a week of clinical experience.

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 (if applicable) requirements.

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	Core	3	CHEM 115 (Core)	3
	Core	3	CLS 215	2
	Core	3	PSYC 212	3
	PSYC 110	3	Core	3
	WJUS 101 (Core)	3	Core	3
			Core	3
	Total	15	Total	17
Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 115 or PSYC 115 (Core)	3	BIOL 152	3
	BIOL 150/151	4	NURS 201	2
	NURS 227	2	NURS 230C	2
	Core	3	NURS 230D	3
	Core	3	NURS 203	2
			Core	3
	Total	15	Total	15
Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	NURS 329	3	NURS 320D	3
	NURS 309C	3	NURS 320C	2
	NURS 309D	3	NURS 326D	3
	NURS 327	3	NURS 326C	2
	Core	3	NURS 319D	3
			NURS 319C	2
	Total	15		15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	NURS 405C	4	NURS 426	2
	NURS 405D	3	NURS 422C	2
	NURS 406C	2	NURS 422D	3
	NURS 406D	2	NURS 481	2
	NURS 480	1	NURS 423C	4
	Core	3	NURS 423D	2
	Total	15	Total	15

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
**BIO	Any Human Biology course	3 cr

Electives

42-44 cr

Total Credits

120 cr***

Notes: *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

Concentrations in Psychology

Mental Health Sciences Concentration (15 credits)

This concentration enhances readiness for graduate study in several fields, such as medicine, counseling, nursing, social services, pharmacology, psychiatry and special education. Students will be prepared for immediate employment in a number of human service agencies.

Select Two:

6 cr

PSYC 340	Abnormal Psychology
PSYC 222	Child Psychopathology

PSYC 335 Psychotherapy
PSYC 374 Internship

Select Three: 9 cr

PSYC 222 Child Psychopathology
PSYC 330 Personality
PSYC 335 Psychotherapy
PSYC 340 Abnormal Psychology
PSYC 350 Health Psychology
PSYC374 Internship

Behavioral Psychopharmacology Concentration (15 credits)

This concentration enhances eligibility for employment or further study in fields such as pharmacy, medicine, biology, nursing, psychiatry, physical therapy, sports medicine, athletic training and other health-related industries or occupations.

PSYC 238 Psychopharmacology **3 cr**
Select Four: 12 cr

PSYC 212 Developmental Psychology
PSYC 222 Child Psychopathology
PSYC 315 Tests and Measurements
PSYC 330 Personality
PSYC 335 Psychotherapy
PSYC 340 Abnormal Psychology
PSYC 350 Health Psychology
PSYC 374 Internship

Human Development Concentration (15 credits)

This concentration focuses on human development throughout the lifetime, in areas such as physical, intellectual, social, moral, perceptual, cognitive and interpersonal.

PSYC 214 Child Psychology **3 cr**
Select one: 3 cr

PSYC 212 Developmental Psychology
PSYC 216 Adolescent Psychology

Select three: 9 cr

PSYC 222 Child Psychopathology
PSYC 317 Cognitive Psychology
PSYC 320 Learning
PSYC 330 Personality
PSYC 374 Internship

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	15	Total	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	16	Total	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	15	Total	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	14	Total	15

Psychology Minor (18 credits)

PSYC 110	General Psychology	3 cr
PSYC XXX	Psychology Electives	15 cr

Respiratory Care Practitioner (Bachelor of Science)

Marybeth Emmerth, M.S., RRT, CPFT, Associate Professor and Program Director

The curriculum is designed to provide a thorough grounding in the basic sciences, underlying allied health technologies, clinical training emphasizing the application of fundamental principles and a liberal arts foundation which allows the student to explore the human and ethical aspects of health care practice. The Student Handbook outlines the specific requirements for successful completion of the Bachelor of Science degree. Course sequence may be slightly altered. Upon completion of the Respiratory Care Practitioner program, students will be able to demonstrate the ability to:

- Comprehend, apply and evaluate information relevant to their role as a Respiratory Care Practitioner (Cognitive).
- Possess personal behaviors consistent with professional and employer expectations (Affective).
- Be technically proficient in all the skills necessary to fulfill the role of a Respiratory Care Practitioner (Psychomotor)

Core**33-35 cr****Major****78-79 cr**

In addition to completing the core curriculum requirements, the respiratory practitioner major must complete the following courses with a letter grade of “C” or better and must maintain a 2.75 GPA in all math and science courses to enter clinical practicum.

BIOL 242	Cardiopulmonary Physiology	3 cr
BIOL 150	Anatomy & Physiology I	3 cr
BIOL 151	Anatomy & Physiology Lab	1 cr
BIOL 152	Anatomy & Physiology II	3 cr
*CHEM 115	Chemistry for Allied Health	3 cr
CHEM 141/142	General Chemistry	4 cr
PHYS 141/142	College Physics	4 cr
GSCI 215	Concepts of Microbiology and Epidemiology	2 cr
GSCI 321	Intro. To Research in Health Care	3 cr
RETH 334	Pathophysiology	3 cr
RETH 212	Intro. to Respiratory Therapy Equipment & Procedures	3 cr
RETH 320	Respiratory Pharmacology	2 cr
RETH 325	Adult Respiratory Therapy Care	3 cr
RETH 330	PFT's & ABG's	3 cr
RETH 335	Pathophysiology 2	2 cr
RETH 340	Special Topics and Management	4 cr
RETH 345	Neonatal and Pediatric Respiratory Care	3 cr
RETH 412	Professional Issues	3 cr
RETH 420	Registry Exam Review	1 cr
RETH 480	Advanced Clinical elective	1-2 cr
RETH 482	Special Project Capstone	1 cr

Clinical Practicum including:

RETH 262	Intro. to Clinical Principles	2 cr
RETH 362	Clinical Orientation	2 cr
RETH 363	Principles of General Care I	3 cr
RETH 365c	Introduction to Anesthesia	1 cr
RETH 366c	Principles of Critical Care I	3 cr
RETH 464	Pulmonary Functions	1 cr
RETH 465	Principles of General Care II	3 cr
RETH 466	Principles of Critical Care II	4 cr
RETH 467	Rehab. and Home Care	2 cr
RETH 468	Clinics	1 cr
RETH 469	Emergency Medicine	1 cr

General Electives 7-9 cr

Total 120 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 (if applicable) requirements. This is anywhere from 120-123 credits for the degree. * Indicates courses that are only necessary if planning on taking graduate pre-requisite course within the major. * courses may or may not fulfill pre-requisites to various programs. Students will need to individually assess the graduate programs requirements and meet with their advisor.

Year 1

FALL		SPRING	
Course	Credits	Course	Credits
CHEM 1 141/142	4	*CHEM 2 151/152	4
*BIOL Form & fx	4	BIOL 150/151	4
Core Eng comp	3	Core Pub Speaking	3
PSYC 110	3	Core Writing intensive	3
WJUS 101 (core)	3		
	17		14

Year 2

FALL		SPRING	
Course	Credits	Course	Credits
BIOL 152	3	MATH 115 or PSCY 115	3
PHYS 141/142	4	RETH 212	3
Core HX of App	3	RETH 262	2
Core Hum person	3	Core World community	3
		* BIOL micro	4 or
		GSCI 215 Epimicro	2
Total	13	Total	13-15

Year 3

FALL		SPRING	
Course	Credits	Course	Credits
RETH 325 Adult	3	RETH 345 N/P	3
RETH 320 Pharm	2	RETH 330 PFT/ABG	3
**RETH 362 Clinical	2	**RETH 363 Clinical	3
RETH 334 Patho	3	GSCI 321 Research	3
RETH 340 SPTP	3	RETH 335 Patho 2	2
BIOL 242	3		
Total	16	Total	14

Summer	RETH 365D	1	
	RETH 366 D	<u>2</u>	
		3	

Year 4

FALL		FALL	
Course	Credits	Course	Credits
**RETH 365 c	1	RETH 420	1
**RET H 366 c	2	RETH 412	2
**RETH 465	3	RETH 480	1-2
**RETH 466	3	RETH 482	1
**RETH 467	2	Core Ethics	3
**RETH 468	1	Elective (teaching class)	2
**RETH 469	2	Elective (management)	2
**RETH 464	1		
Total	15	Total	12-13

4 Year plan of study with graduate school/pre- PT track.

Note this is a particularly intense 4-year curriculum

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 (if applicable) requirements. This is anywhere from 122-127 credits for the degree if you choose to do all the graduate school pre-requisites. * indicates all graduate school pre-requisites which may or may not fulfill various graduate programs. Students will need to assess the required fulfillments individually and meet with their advisor.

Year 1

FALL		SPRING	
Course	Credits	Course	Credits
CHEM 1 141/142	4	*CHEM 2 151/152	4
*BIOL Form & fx	4	BIOL 150/151	4
Core Eng comp	3	Core Pub Spking	3
PSYC 110	3	Core writing intensive	3
WJUS 101 (core)	3		
	17		14

Year 2

FALL		SPRING	
Course	Credits	Course	Credits
BIOL 152	3	MATH 115 or PSCY 115	3
PHYS 141/142	4	RETH 212	3
Core HX of App	3	RETH 262	2
Core Hum person	3	*PHYS 151/152	4
		* BIOL 440/441 micro	4
Total	13	Total	16

Year 3

FALL		SPRING	
Course	Credits	Course	Credits
RETH 325 Adult	3	RETH 345 N/P	3
RETH 320 Pharm	2	RETH 330 PFT/ABG	3
**RETH 362 Clinical	2	**RETH 363 Clinical	3
RETH 334 Patho	3	GSCI 321	3
RETH 340 SPTP	3	RETH 335 Patho 2	2
BIOL 242	3	Core –World community	3
Total	16	Total	17

Summer	RETH 365D	1	
	RETH 366 D	<u>2</u>	
		3	

Year 4

FALL		FALL	
Course	Credits	Course	Credits
**RETH 365 c	1	RETH 420	1
**RET H 366 c	2	RETH 412	2
**RETH 465	3	RETH 480	1-2
**RETH 466	3	RETH 482	1
**RETH 467	2	Core Ethics	3
**RETH 468	1	Elective (teaching)	2
**RETH 469	2	Elective (management)	2
**RETH 464	1		
Total	15	Total	12-13

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:

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

ARTS 110 Introduction to Theater (3 cr)

Through an examination of the role of theater in society and an in-depth study of theatrical works (both on the page and on the stage) to understand the various elements that combine to make the theatrical experience, this course provides an understanding of the creative process and develops skills in creativity and critical analysis. Prerequisites: None. Offered: Spring only. Core: CC.

ARTS 115 Acting Workshop (3 cr)

This class introduces students to a specific, systematic technique for acting through the rehearsal and performance of scenes. Preparation is via careful dramaturgical script analysis. Much attention is paid to guiding and highlighting the student's innate creative sensibilities through games and improvisation. S

ARTS 116 Dance Workshop (3 cr)

Students in this course learn the basic theory and practice of several languages of dance, from classical to modern forms. Among the forms that may be part of study in a given year are ballet, jazz, step, and tap. The course culminates in a solo or group recital of a selected routine approved by the instructor in consultation with the students. Prerequisites: None. Offered: Fall and Spring. Core: CC.

ARTS 118 Introduction to Entertainment Design (3 cr)

This course explores visual design as applied to the various media and business models of film, theater, television, graphic novels, and live events. Through examination of motion pictures, visual art, and live performance, students develop the skills and vocabulary necessary to recognize, appreciate, and create visual imagery to complement verbal and musical forms. FE

ARTS 120 Introduction to Music (3 cr) This course is designed to introduce students to appreciation of the basic principles of music via theory, form, history, and rudimentary performance. Students will have their musical horizons broadened through introduction to a stimulating variety of world music in high and low cultural forms of expression. Prerequisites: None. Offered: Fall only. Core: CC.

ARTS 140 Introduction to Visual Art (3 cr)

This course examines the nature, function, and relationships of the visual elements in two-dimensional and three-dimensional visual media. Formal analysis of various artworks will be combined with a selective historical overview of human expression in painting, sculpture, and architecture to illustrate basic elements of design. Prerequisites: None. Offered: Fall only. Core: CC.

ARTS 142 Digital Photography (3 cr)

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.

ARTS 147 Drawing I (3 cr)

The focus of this introductory course is to develop the relationship of inner-vision (what the mind sees) and creation (what the artist's hand produces). Students work on assigned problems in rendering form, exploring various drawing media. Study of the human figure may be included. Class work, critiques, and discussions will be used to expand preconceived ideas about art. Prerequisites: None. Offered: Spring only. Core: CC.

ARTS 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.

ARTS 281 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: CC.

ARTS 282 Creative Nonfiction Workshop (3 cr)

The first half of this course will be spent in studying exemplary works of creative nonfiction, here defined as comprising two genres: New Journalism (or creative feature writing) and Memoir. In the second half of the course, emphasis will be placed on writing and revising original work in a workshop setting. Fall only. Core: CC.

ARTS 283 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: CC.

ARTS 285 Screenwriting Workshop (3 cr)

In this course, emphasis will be divided equally between two tasks: studying excellent examples of Hollywood and independent screenwriting for short and feature films in order to learn the rudiments of assembling a story for the screen, and writing a short-form screenplay or fully developed cinematic scene of one's own. Fall only. Core: CC.

ARTS 484 Creative Writing Capstone Portfolio

Under the direction of a faculty mentor, students assemble their best work produced in workshop classes plus additional work generated specifically for this course, in consultation with the mentor. Students create Artist Statements for their work and present a public reading or performance as part of the capstone. Prerequisite: Permission of the Fine Arts department.

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 310 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 311 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 315 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 316 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 indepth 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 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

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 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 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 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 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 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 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. S

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

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 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 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. Pre requisites: 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

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 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 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 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 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 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

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.**

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.

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 101 College Reading (3 cr)

Development of greater efficiency, comprehension, vocabulary and recall in reading college-level material. Enrollment by placement; does not satisfy core curriculum requirement. Fall only.

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 205W Thematic Topics in Literature (3 cr)

This third-level, writing-intensive core course will rotate every two years among several topics, such as "What's Love Got to Do With It?" (human expressions of love from friendship through romance throughout time), and "Literature and Nature" (human relationships to the natural world from the classical to contemporary eras). Prerequisite: ENGL 110 (first-level WIC); ENGL 115W or HIST 120W (second-level WIC). Spring only. Core: EC.

ENGL 210W The Films of Alfred Hitchcock (3 cr)

This third-level, writing-intensive core course will survey the life and masterpieces of the master of suspense. It will focus on the Hollywood era of the English-born director's career, including both black-and-white thrillers and Technicolor classics, and culminating with the birth of modern horror in 1960 with *Psycho*. Prerequisite: ENGL 110 (first-level WIC); ENGL 115W or HIST 120W (second-level WIC). Spring only. Core: EC.

ENGL 286W Life and Times of Famous Authors: Research Methods (3 cr)

This third-level, writing-intensive core course will focus on 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 (first-level WIC); ENGL 115W or HIST 120W (second-level WIC). Fall only. Core: EC.

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 275 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 280 A Room of One's Own: Literature, Culture, and Gender (3 cr)

This course will follow the changing ways women and men both have been viewed throughout history and culture through the lens of literary texts. The course will trace women's struggles for economic, political, emotional and financial autonomy and the men who helped or the men who hindered that progress. Prerequisite: ENGL 110. Spring only.

ENGL 287/288 Studies in Contemporary Literature and Popular Literature (3 cr)

This course will rotate every two years between a study of literature in a variety of genres (creative nonfiction, drama, fiction, poetry) produced from the 1960s to the present in English or in translation, and a study of "pulp," or popular, narrative forms, including mystery, romance, science fiction, horror, true crime, etc., with a focus on their ideological relationship to contemporary culture. Prerequisite: ENGL 110. Fall only.

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; LIT 115; or permission of instructor. FE

ENGL 303/304 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; ENGL 115W; or permission of instructor. Fall only.

ENGL 325 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; ENGL 286W; or permission of instructor. Spring only.

ENGL 401/402 Research Topics in World Literature (3 cr)

Students will read significant works of world literature by a variety of writers and will research and write a substantive paper using techniques covered in LIT 286. This course will rotate every two years between LIT 400 and LIT 401 in order to focus on different geographical areas, authors, texts, contexts, and topics over a four-year period. Prerequisite: ENGL 110; ENGL 115W; ENGL 286W; or permission of instructor. Spring only.

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; 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; ENGL 486; and senior standing. Spring only.

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. Prereq: 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.

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

EXSC 120 Introduction to Exercise Science (2cr)

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 osteokinematics 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 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-reqs: 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, musculo-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)*

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

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 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

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 nurses 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.

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. Prerequisites: PHIL 115

PHYS 141 College 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 College 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 151 University Physics I (4 cr)

To be taken concurrently with PHYS 152. A calculus-based introduction to the concepts and methods of physics: Newtonian mechanics, relativity, conservation laws, harmonic motion, fluids and elasticity. Calculus is used as needed in this course. Co-requisite: MATH 191. S

PHYS 152 University Physics Lab I (1 cr)

To be taken concurrently with PHYS 151. 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

PHYS 241 College 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 College 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

PHYS 251 University Physics II (4 cr)

To be taken concurrently with PHYS 252. A calculus-based introduction to the concepts and methods of physics: thermodynamics, electricity and magnetism, circuits, wave motion, sound and optics. Calculus is taught as needed in this course. Co-requisite: MATH 192. F

PHYS 252 University Physics Lab II (1 cr)

To be taken concurrently with PHYS 251. 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

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, ttests,

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 crs)

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

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 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

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

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

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

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

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

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

RETH 212 Introduction to Respiratory Therapy Equipment and Procedures (3 crs)

This introductory course serves as the entry point for all traditional respiratory therapy students. Students begin the course with a directed review of basic cardiopulmonary anatomy and physiology. The course proceeds with the development of the student's patient assessment skills. Students start with basic assessment of vital signs and cardiopulmonary symptoms and progress to various forms of advanced clinical mastery of both hypoxemia and arterial blood gas interpretation (ABG's). As the semester progresses, students will be exposed to concepts related to medical gas therapy, aerosol therapy, basic clinical lab values, nutrition and various RT math skills. *Prerequisite: Application and official acceptance into the professional phase of the respiratory practitioner program.* S

RETH 262 Introduction to Clinical Principles (2 cr) (a clinical practicum)

This course is the student's first exposure to clinical. Throughout this course, students will bring the topics of RET-212 to life by participating in a hands-on environment. This allows them to practice techniques before he or she goes to clinical sites, and allows the student to gain confidence in their knowledge and skills. The course material is designed to follow the course sequence of RET-212, and allows the students to further the theories and techniques within the laboratory setting. Students will also have the opportunity for observation via field trips to the local hospitals. *Prerequisite: Application and official acceptance into the professional phase of the respiratory practitioner program, Co-requisite: RET-212.* S

RETH 320 Respiratory Pharmacology (2 cr)

A study of the application, uses and effects of pharmacological agents administered by respiratory care practitioners, and those affecting the cardiovascular system, including principles of pharmacology drug actions and reactions. *Prerequisite: successful acceptance into the program.* F

RETH 325 Adult Respiratory Therapy Equipment and Procedures (3 crs)

This course for the respiratory practitioner program exposes the student to respiratory therapeutics. Material learned from RET-212 is applied and furthered by the addition of patient therapy based on assessment findings. Topics discussed include: basic operating principles, humidity and aerosol therapy, bronchial hygiene techniques, suctioning, airways and maintenance, patient monitoring devices, lung expansion techniques, NIPPV, CPAP, BIPAP, basic ventilation (pressure versus volume), foundation ventilator modes (such as A/C, SIMV, and PSV), and ventilator equipment. *Prerequisite: Successful completion of RET 212 with a grade of C or higher.* F

RETH 330 PFT's & ABG's (3 crs)

Introduction of the student to bronchoscopes, stress testing and pulmonary rehabilitation principles as well as advanced physiology of the pulmonary system, breathing regulation, respiratory insufficiency, basic Pulmonary Function Testing procedures, equipment and interpretation. Advanced blood gas analysis, hemodynamic monitoring and its application to Respiratory Care. *Prerequisites: RET 212, RET 325. S*

RETH 334 Pathophysiology (3 crs)

A survey of disease processes which affect tissues, organs, or the body as a whole. A system wide approach with interactions. Particular attention will be given to etiology, pathogenesis, developmental and environmental influences and clinical manifestations of the most common disease processes for the systems not already mentioned in pathophysiology 2. *Prerequisites: BIOL 150/151/152 F*

RETH 335 Pathophysiology 2 (2 crs)

The course focuses on development of clinical reasoning skills that distinguish the relationships between normal physiology and specific system alterations produced by injury and disease, and evidence-based treatment guidelines for the following areas: Neoplasia, Hematopoietic and Lymphoid Systems, The Gastrointestinal System, The Livery and Biliary System, The Pancreas, The Endocrine System, and The Nervous System. *Prerequisite: successful completion of pathophysiology 1. S*

RETH 340 Special Topics in Respiratory care and healthcare management (3 crs)

This course is designed to allow the student to master ventilation techniques, and learn about advanced cardiopulmonary care procedures and assessment. Adjunctive therapies and diagnostics including items such as: specialized medical gas therapies (NO, HE/OX, etc.), chest x-ray interpretation, HFOV, chest tubes, arterial monitoring, VCO₂ and ETCO₂ monitoring, IV/IM skills are included, as well as principles, practice and problems of management encountered in the health care arena. *Prerequisites: Successful completion of RET 212, RET 262, and RET 325 with a grade of C or higher. Students with a C- or less in CLS 334 (Pathophysiology) need permission from the Program Director and the Director of Clinical Education to proceed. S*

RETH 345 Neonatal and Pediatric Respiratory Care (3 crs)

Students will master concepts relating to: fetal growth and development, fetal gas exchange and circulation, the process of neonatal delivery, and common neonatal and pediatric pulmonary disease processes. Material learned from RETH 334 – Pathophysiology – is also applied and furthered (congenital cardiac defects, asthma, hypersensitivity reactions, aspiration, drowning, sepsis, thoracic trauma and shock and anaphylaxis). This course will also help students to identify and master the following skills: Antenatal assessment and high-risk delivery, neonatal and pediatric patient, invasive blood gas analysis and cardiovascular monitoring, noninvasive monitoring in neonatal and pediatric care, airway management, medical gas, and aerosol administration, CPAP, all forms of mechanical ventilation, ECMO and surfactant replacement therapy. *S*

RETH 362 Clinical Orientation (3 crs) (a clinical practicum)

This junior level clinical practicum is designed to allow the student to experience enhanced application of theories learned in the co-enrolled RET-325 course. This course is designed to orient the student to the various environments in which respiratory practitioners work. Students are exposed to basic patient therapeutic procedures both in the campus laboratory and in the hospital settings. Competence in basic respiratory therapy administration within the general care (floor) areas of the hospital is the ultimate student educational goal. Basic Life Support/ CPR is taught in this course as well, since it is required before clinical placement. *Prerequisite: Junior status in good standing, completion of student physical, successful completion of RET-212 and RET 262 with a grade of C or higher. F*

RETH 363 Principles of General Care I (3 crs) (a clinical practicum)

This junior level clinical practicum is designed to complement the material presented in RET-340, RET-345, and RET-330. Clinical rotations are combined with respiratory lab time. Clinical rotations will allow the student to apply classroom theory in the real world. Students will be exposed to principles of nursing, advanced patient care, mechanical ventilation, advanced patient assessment, and other various aspects of cardiopulmonary care. Clinical rotations may vary, but generally include work in areas such as intensive care units, LTACH, pulmonary function testing labs, and pulmonary rehabilitation areas. The respiratory lab provides time for competency check-offs and clinical preparation. *Prerequisites: Junior status in good standing, completion of student physical, successful completion of RET-362 and RET-325 with a grade of C or higher. S*

RETH 365 Introduction to Anesthesia (2 cr) (1 cr clinical practicum) (1 credit didactic)

This course is designed to familiarize the student with surgical procedures, sterile technique, intubation of the airway and its maintenance and principles of anesthesia. *Prerequisite: Completion of pre-practicum course work.* **Su**

RETH 366 Principles of Critical Care I (4 crs) (2 cr clinical practicum & 2 cr didactic)

This course will familiarize the student with all aspects of ventilator management, airway maintenance and principles of respiratory management of the critically ill patient. *Prerequisite: Completion of pre-practicum courses.* **Su**

RETH 412 Professional Issues (3 cr)

Critical thinking and problem solving skills are applied to patient situations involving complications in an inter-professional education/collaboration workshop. Disaster management and triage, as well as professional issues like interviewing, resume, hospice care, organ procurement and other professional and patient education skills are covered. *Prerequisite: Successful completion of clinical practicum courses.* **S**

RETH 420 Registry Review for Respiratory Therapy (1 cr)

Designed to review necessary information for passing the national licensure examination for respiratory care. *Prerequisite: Completion all clinical practicum courses.* **S**

RETH 464 Pulmonary Function (1 cr) (a clinical practicum)

The student will perform pulmonary function tests, the drawing of arterial blood gases, analysis of samples, interpretation of results; and observation and assistance with fiber optic bronchoscopes and exercise stress testing. *Prerequisite: Completion of pre-practicum courses.* **F**

RETH 465 Principles of General Care II (4 crs) (a clinical practicum)

This course is designed for the student to administer therapy in the general care area with clinical supervision. The student will apply and refine skills presented in RET 363, Principles of General Care I, and become skilled in 12 lead EKG and other monitoring techniques. *Prerequisite: Completion of pre-practicum courses.* **F**

RETH 466 Principles of Critical Care II (4 crs) (a clinical practicum)

This course will give the student more direct responsibility for the patient-ventilator system in the neonatal, adult and pediatric intensive care areas. The student will apply and refine skills presented in RET 366, Principles of Critical Care I, and spend 1 week with a pulmonary physician as well as the integration of didactic and clinical investigation of case studies. *Prerequisite: Completion of pre-practicum courses.* **F**

RETH 467 Rehabilitation and Home Care (2 crs) (a clinical practicum)

This course places the student in hospital rehabilitation centers and home health care services. The student will be exposed to principles of outpatient management and rehabilitative medicine. *Prerequisite: Completion of pre practicum courses.* **F**

RETH 468 Clinics (1 cr) (a clinical practicum)

The student will be placed in various clinics to observe the screening, diagnostic process and management of patients. Exposure to specific disease management, X-ray evaluation, angiography and heart lung bypass techniques are included. *Prerequisite: Completion of pre-practicum courses.* **F**

RETH 469 Emergency Medicine (1 cr) (a clinical practicum)

Placement in the emergency room, intensive care settings and on the cardiac arrest team for an orientation to triage and emergency intervention. *Prerequisite: Completion of pre-practicum courses.* **F**

RETH 480 Advanced Clinical Experience (1-2 crs) (elective or required)

This course has been designed with two tracks, elective or required credit. Students who do not receive a passing score on their final mock credentialing exams, are required to take this course for credit prior to graduation. During the required course, students will work to enhance their decision making skills and to individually strengthen their foundation of knowledge thru various in-class and/or clinical projects. Students utilizing this course for elective credit, have the opportunity to work with the instructor to develop clinical experiences in specialized clinical areas. These clinical experiences may include internships or additional clinical experiences **S**

RET 482 Research Capstone (1 cr)

Completion of a research project with poster presentation and final paper is required. **S**

SOCI 121 World Community (3 cr)

An introduction to the global environment. Topics include world geography, comparative cultures, international conflict and economic interdependence. FS

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.

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.

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 305 Theological Ethics (3 cr)

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

WUS 101 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