

2018-2019

WHEELING JESUIT UNIVERSITY

CATALOG

GRADUATE AND PROFESSIONAL STUDIES



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The Mission of Wheeling Jesuit University (WJU)

Educating for Life

The Jesuit traditions of educational excellence and service with and among others guide all the programs at Wheeling Jesuit 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 Jesuit 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 Jesuit values of faith, peace and justice. Wheeling Jesuit 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 Jesuit also values its distinctive mission to the immediate area, educating local men and women and returning them to enrich their own communities. Wheeling Jesuit 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.

The Philosophy of Jesuit Education

St. Ignatius Loyola, the founder of Jesuit education, began his university studies at 35, attended four colleges over the course of nine years and earned his degree by examination. St. Ignatius demonstrated his own commitment to quality education by walking from Barcelona to Paris to study at the best university of his time. He perceived clearly that personal development of one's full potential is a necessary prelude to service and social change. In the Jesuit mission of today, higher education in all of its diversity still seeks one common goal: to embody the Creator's love for humankind through self-improvement and service to others. With its spiritual foundation, its insistence on excellence and its capacity for adaptation, Jesuit education is committed to the student and to service to the community at large.

Ignatian educational vision boldly asserts that every human being is worthy of dignity and respect. It brings together secular and moral leadership by espousing personal transformation. Moral leadership asserts itself when it is based upon clear thinking, communication skills, leadership training and ethical understanding.

The 28 Jesuit colleges and universities currently serve nearly 50,000 undergraduate, graduate, and professional students each year through both traditional and non-traditional programs. Education that is faithful to the Jesuit vision remains open to the demands of diversity and works with individuals in their pursuit of excellence. Any academic discipline or any art of the practitioner that shares in this vision and allows for service to humanity is a legitimate endeavor within the Jesuit tradition. At the heart of the Jesuit vision and tradition is a love for individuals, a commitment to excellence and a care for addressing the needs of people everywhere. It is this vision and tradition that is embodied within the people and programs on the Jesuit campuses throughout America.

List of the 28 Jesuit Colleges and Universities in the United States

Boston College, Chestnut Hill, MA	1863
Canisius College, Buffalo, NY	1870
College of the Holy Cross, Worcester, MA	1843
Creighton University, Omaha, NE	1878
Fairfield University, Fairfield, CT	1942
Fordham University, Bronx, NY	1841
Georgetown University, Washington, DC	1789
Gonzaga University, Spokane, WA	1887
John Carroll University, Cleveland, OH	1886
Le Moyne College, Syracuse, NY	1946
Loyola Marymount University, Los Angeles, CA	1911
Loyola University Chicago, Chicago, IL	1870
Loyola University Maryland, Baltimore, MD	1852
Loyola University New Orleans, New Orleans, LA	1912
Marquette University, Milwaukee, WI	1881
Regis University, Denver, CO	1877
Rockhurst University, Kansas City, MO	1910
Saint Joseph's University, Philadelphia, PA	1851
Saint Louis University, St. Louis, MO	1818
Saint Peter's University, Jersey City, NJ	1872
Santa Clara University, Santa Clara, CA	1851
Seattle University, Seattle, WA	1891
Spring Hill College, Mobile, AL	1830
University of Detroit Mercy, Detroit, MI	1877
University of San Francisco, San Francisco, CA	1855
University of Scranton, Scranton, PA	1888
Wheeling Jesuit University, Wheeling, WV	1954
Xavier University, Cincinnati, OH	1831

Wheeling Jesuit University Mascot

The mascot of Wheeling Jesuit University (WJU) 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 Jesuit University Motto

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

History of Wheeling Jesuit 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 Jesuit 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 Jesuit 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 Jesuit 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 Jesuit 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 Jesuit University reserves the right to unilaterally make changes, at any time, in admissions requirements, curriculum and the general rules and regulations of the University that it believes, in its sole discretion, to be in the best interest of the University and students. Each student is responsible for his or her own educational progress in order to reach graduation or complete a certificate. If a student takes more than a semester off, the student may be under a new catalog when returning. In this case, the student should consult an advisor or the Registrar to plan his or her program.

The provisions of this catalog are not to be regarded as a contract between the student and Wheeling Jesuit University. By enrolling in the University, the student explicitly acknowledges and accepts the provisions provided in this NOTICE.

Campus Resources

Bishop Hodges Library

The WJU 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 Jesuit 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/BHLHome>

Faculty

A strong teaching faculty is the principal academic resource of Wheeling Jesuit 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

Students' accounts for WJU e-mail, Academus, and Blackboard are supplied by ITS.

Performing Arts and Lectures

Wheeling Jesuit University's Troy Theater is the venue for a vibrant and active performing arts program. The program encompasses a variety of disciplines including: acting, vocal music, dance, set design and construction, lighting/sound technology, stage properties, costuming, stage management and house management. Fall and Spring productions may include a drama or comedy, children's theater and a fully staged musical production. Students may also participate in a choral group or pep band and attend on-campus guest lectures or various Wheeling community events and performances. The Performing Arts program at Wheeling Jesuit University is designed to develop and enhance the students' overall appreciation for the arts through active participation or as an audience member. Students are encouraged to become involved and to explore their creative talents. Auditions are open to all WJU students.

Campus Services

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. Officers on duty may be found patrolling or in the office near the coffee shop.

Career Services

The mission of WJU'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.

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 WJU students. The Benedum Dining Room, also known as the BRoom, is located in Swint Hall and offers dining hours throughout the day.

Disability Services

Wheeling Jesuit 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.

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 Jesuit 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 WJU's Title IX policies and procedures.

Financial Aid Information

The Financial Aid 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.

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). 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. All students are required to file the FAFSA if they wish to apply for federal, state and University aid and scholarships.

The FAFSA is filed electronically at www.fafsa.gov, an official U.S. Department of Education Web site. You may submit your signatures via U.S. mail or electronically using a FSA ID. You can apply for your FSA ID at <https://fsaid.ed.gov/npas/index.htm>.

The difference between the Expected Family Contribution and the Cost of Education (COE) for an academic year represents a student's "financial need."

Financial assistance may be in the form of federal, state, University or private aid. There are three types of aid: grants (“gift aid,” including scholarships), loans (low interest loans requiring repayment) and work opportunities.

All financial aid is disbursed directly to students’ accounts for charges relating to tuition, fees, room and board. Aid exceeding student account charges may be issued as 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 and list Wheeling Jesuit University 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 SAR provided the student listed the correct Federal school code. The student and Wheeling Jesuit can make corrections on the SAR and send electronically to DOE for reprocessing.
3. WJU may require verification of information and may request a copy of an applicant’s IRS Federal Tax Transcript, the applicant parent’s/spouse’s IRS Federal Tax Transcript and the WJU Verification Worksheet.

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. Deadline April 15. For more information, please visit www.cfwv.com.

West Virginia HEAPS

Higher Education Adult Part-Time Student Grant Program (HEAPS), the award is based upon the average per credit hour tuition and required fees charged by public undergraduate institutions of higher education. Recipients are selected each year by institutions based on the student's eligibility and the availability of funds. For more information, please visit www.cfwv.com

Other State Grants

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

Federal Direct Loans

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

Federal Direct Graduate PLUS Loans

Federal Direct Graduate PLUS Loan is a federal loan available to graduate students based on a credit check. This loan, in combination with other aid, cannot exceed educational costs as determined by Wheeling Jesuit University. For details on this educational loan program contact the Financial Aid Office.

Alternative Educational Loans

Loans 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 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:

- 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, and 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

Federal Return of Title IV Aid (R2T4)

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.

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. The federal Title IV financial aid programs must be recalculated in these situations.

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

Other assistance under this Title for which a Return of funds is required (e.g., LEAP)

Add/Drop Policy

A student may have a change of registration during the add/drop period, which is during the first week of the semester. Students may add and drop classes without financial or academic penalty during the add/drop period. After the end of add/drop period, a student may no longer add classes or receive tuition refunds for classes that are dropped and a grade of a W (Withdraw) will be recorded for the class(es).

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 each semester. If a student's credit hours or GPA falls below the minimum requirements, financial aid will be withdrawn.

Veterans

Wheeling Jesuit University is approved for veterans' benefits. For information concerning veteran eligibility, contact the Registrar's Office or your local Veterans' Administration office. WJU participates in the Yellow Ribbon program.

Satisfactory Academic Progress Policy and Procedures

The Federal Regulations require that institutions monitor the academic progress of each student for federal financial aid assistance and 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 Jesuit 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 evening* programs require 120 credit hours for graduation. The maximum time frame for students in the programs is 180 attempted credit hours (120 x 1.5 = 180). Students whose programs require more than 120 credit hours for a degree will have a higher limit.

The majority of the *graduate* programs require 36 credit hours for graduation. The maximum time frame for students in the programs is 54 attempted credit hours ($36 \times 1.50 = 54$). Students whose programs require more than 36 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 Courses

Grades of W, WP, WF, 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 WJU 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 highest grade will be factored into the student's 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 Jesuit 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 WJU. 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 you 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:

- Freshman – less than 27 semester hours
- Sophomore – minimum of 27 semester hours
- Junior – minimum of 60 semester hours
- Senior – minimum of 90 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 of classes 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.

Procedures

Students receiving financial aid will be evaluated at the end of each semester to determine that he/she is 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 Jesuit University, or those who have not been formally placed on probation.

Financial Aid Warning

The first time a student experiences academic difficulty, they 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 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 Jesuit University at your 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, 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 WJU 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 your financial aid was at risk. The appeal needs to be based upon some extenuating circumstance or condition which prevented you from successfully completing your attempted credit hours and/or lack of GPA, or which necessitated that you 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 you do not have grounds for an appeal or if your appeal is denied, you may still be able to regain your eligibility for future semesters. You will need to enroll at Wheeling Jesuit University at your own expense (no financial aid assistance) and implement an academic plan with the Financial Aid Office and Academic Advisor, 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 it will ensure the student can meet the university's satisfactory academic progress guideline by a specific point in time.

The 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 Academic Advisor, 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 Academic Advisor
- Specific steps that the student will take throughout the semester to address the academic difficulties that they encountered in previous semesters.
- Students may 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

Academic Advisor
Academic Resource Center
Career Services Center

Undergraduate Professional Studies

Registration

Add/Drop Policy

Students may ADD courses prior to the end of the add/drop period as published in the Graduate and Professional Studies 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 Graduate and Professional Studies 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 Graduate and Professional Studies 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 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 Program Director.

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.

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.

Students suspended or expelled from the University, regardless of the amount of time remaining in the semester, are not eligible for refunds or rebates for charges associated with housing, meal plans, tuition, or fees.

Academic Standing

Satisfactory Academic Progress

Every student in the University must maintain a cumulative grade point average (GPA) as follows 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

Certain majors 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 the Program Director when necessary.

Academic Probation

Academic probation carries a serious warning to the student because unless significant 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. For part-time students one semester or 12 cumulative credits hours define the probationary period.

Students placed on probation are expected to attend all classes and must achieve the specified minimum cumulative GPA requirement after completing 12 credit hours. 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 WJU 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 student's Program Director in the Office of Graduate and Professional Studies at least four weeks prior to the start date of the semester for which the student wishes to return to WJU. 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.

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 Program Director 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.

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 WJU. 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 Jesuit 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 WJU.

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.

Graduation Requirements

To be eligible for graduation, a student must:

1. Complete the required core curriculum courses;
2. Complete the requirements in a major;
3. Complete a minimum of 120 credit hours with a cumulative grade point average (GPA) of 2.000 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 Jesuit 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 two courses (6-8 credit 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 WJU. The graduation fee is required.

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.

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. Late entry into a class either by adding the course or late enrollment constitutes absence from that class. Attendance policy is set in each course by the instructor, who will include the policy on the course syllabus. 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).

Full-time Course Load

The normal course load for a semester is 12-15 semester hours. Twelve (12) credits and above is considered full-time at the undergraduate level.

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. 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. Students may only repeat a course once.

Double-Counting Course Requirements

Several courses offered at Wheeling Jesuit 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. Listed below are some common double-counting scenarios along with the University's policy. If you are confused about a 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.

Double-counting a course requirement does not affect the total number of credits required for graduation.

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 Jesuit 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: 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.

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. Transfer credit is only awarded for course work completed at accredited institutions in which a student earned a grade of C- or higher.

For those students who have earned an associate's degree from a regionally-accredited institution with whom the University has an articulation agreement, the University will accept that associate's degree as transfer credit per the appropriate articulation agreement. For those students who have earned a Bachelor's 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); 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.

Transfer students are bound by the academic requirements stipulated in the catalog in effect during their first semester at the University.

Advanced Placement

Wheeling Jesuit 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.

International and ESL (English as a Second Language) Students

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

1. students will satisfy acceptance standards listed for specific program of study
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.

Undergraduate Academic Programs of Study

Education

- Accelerated Certification for Teaching (ACT) - ONLINE

Nursing

- Accelerated BSN (Second Degree Nursing) - CAMPUS
- RN-BSN/MSN - ONLINE

Education – Accelerated Certification for Teaching

The Accelerated Certification for Teaching (ACT) program at Wheeling Jesuit University provides an 18-month online pathway to teacher certification in Grades 5-Adult. The program is designed for those who currently serve as emergency, temporary, or substitute teachers and desire formal teaching credentials, those looking to transition into a second career and those desiring add-on endorsements and/or renewal credits.

Applicants must have a bachelor's degree or higher to enroll and student teaching is required. Financial aid is available for those enrolled in at least six credit hours. Applicants must complete the Core Academic Skills for Educators exams or meet the exemption requirements for direct admission to the program. All students will receive an Academic Action Plan that allows for a personalized approach to completing state and university requirements for certification.

Admission Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- Must hold a Bachelor's Degree from an accredited college or university preferably with a concentration in one of the secondary certification areas available in the ACT program
- GPA 2.5 or higher in transferred in coursework including concentration
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wju.edu or mailed directly to:

Wheeling Jesuit University - Admissions
316 Washington Avenue
Wheeling, WV 26003

- If applicable, apply for federal student loans and grants by completing the FAFSA online at <http://www.fafsa.ed.gov>. School Code is #003831
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally. Please note: this program is entirely online, therefore students in the US on an F1 Visa are not eligible to enroll.

Tuition and Fees

Tuition	\$400.00 per credit hour
Technology Fee	\$130.00 per semester
New Student Fee	\$130.00 first semester

Course Requirements

All courses are offered in an online format with the exception of EDUC 481 (Student Teaching) and all Field courses (courses which end with an "F"). These courses will require activities in a school setting.

PSYC 110	General Psychology	3 cr
PSYC 220	Educational Psychology	3 cr
EDUC 232C	Classroom and Teacher Roles	2 cr
EDUC 232F	Classroom and Teacher Roles Lab	1 cr
PSYC 216	Adolescent Psychology	3 cr
EDUC 210	Educational Technology	3 cr

Select one based on area of licensure:		3 cr
• EDUC 310 Secondary English/Language Arts		
• EDUC 311 Secondary Mathematics & Science		
• EDUC 312 Secondary Social Studies		
EDUC 333C	Exceptionalities and Diversity	1 cr
EDUC 333F1	Exceptionalities and Diversity Lab	1 cr
EDUC 333F2	Exceptionalities and Diversity Lab	1 cr
EDUC 333F3	Exceptionalities and Diversity Lab	1 cr
EDUC 334C	Reading in Content Areas	2 cr
EDUC 334F	Reading in Content Areas Lab	1 cr
EDUC 473	Internship – Teacher Performance Assessment	1 cr
EDUC 476	Evaluation	2 cr
EDUC 475	Student Teaching Seminar	1 cr
EDUC 481	Student Teaching	3 cr

Note: Courses needed in area of specialization will be determined upon analysis of transcripts.

Student Teaching

Student Teaching for all candidates is conducted five days per week during normal school hours during this final semester.

The Professional Studies Education Program of Wheeling Jesuit University functions under approval of the WV Department of Education. Credit hours and requirements may be revised based on state requirements.

Education Course Descriptions

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.

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 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.

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 232 C (2 cr) and EDUC 232 F (1 cr) Professional Education II: Classroom and Teacher Roles

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. 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. Co-requisites: EDUC 232 C and F. Prerequisite: EDUC 231.

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.

EDUC 311 Curriculum Development & Methods: Secondary Mathematics & Science (3 cr)

Study of mathematics and science curriculum, incorporating specific methods to prepare students to teach secondary math and science.

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.

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.

EDUC 333F1 Exceptionality and Diversity in the Classroom (1 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.

EDUC 333F2 Exceptionality and Diversity in the Classroom (1 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.

EDUC 333F3 Exceptionality and Diversity in the Classroom (1 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.

EDUC 334C Reading in Content Areas (2 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 group unit using literacy strategies to address and assess content standards and objectives. The course involves simulated teaching, discussion, position papers, reflective papers, and peer response. Co-requisites: EDUC 334 C and EDUC 334F.

EDUC 334F Reading in Content Areas (1 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 group unit using literacy strategies to address and assess content standards and objectives. The course involves simulated teaching, discussion, position papers, reflective papers, and peer response. Co-requisites: EDUC 334C and EDUC 334F.

EDUC 473 Internship– Teacher Performance Assessment (1 cr)

Students will complete the West Virginia Teacher Performance Assessment.

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.

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.

NURSING

Accelerated BSN (Second Degree Nursing) – ON CAMPUS

The Accelerated BSN program at Wheeling Jesuit University provides a pathway to individuals looking to make a career change into the field of nursing. The program is structured to allow those who hold a bachelor's degree to complete Wheeling Jesuit's nursing curriculum without repeating general education requirements. After completing the prerequisite courses, students enter this full-time nursing program and graduate just 18 months later. Classes begin in May each year.

Admissions Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- GPA of 3.0 and a TEAS score of 68 or above
- Completion of the following prerequisite courses:
 - Anatomy and Physiology I and II (6 cr)
 - Chemistry (3 cr)
 - General Psychology (3 cr)
 - Developmental Psychology (3 cr)
 - Microbiology/Epidemiology (2 cr)
 - Statistics (3 cr)
- Request official transcripts from any college/university you have attended and have them sent electronically (grad@wju.edu) or mailed directly to:

Wheeling Jesuit University - Admissions
316 Washington Avenue
Wheeling, WV 26003

- If applicable, apply for federal student loans and grants by completing the FAFSA online at <http://www.fafsa.ed.gov>. School Code is #003831
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally.

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

Tuition and Fees

Tuition: \$9,000 per semester
Program Total: \$45,000 (5 semesters)
Graduation Fee: \$265 per occurrence

*ATI testing and malpractice insurance fees should be obtained from the nursing department and add to the program total cost. ATI testing is billed when taking NURS 230D and NURS 319D.

Curriculum Requirements

YEAR 1

Summer

NURS 201 Pathophysiology	2 cr
NURS 227 Clinical Nutrition	2 cr
NURS 230C Fundamentals of Nursing	2 cr
NURS 230D Fundamentals of Nursing	3 cr
NURS 203 Health Assessment	2 cr

Fall

NURS 309C Intro into Nursing	3 cr
NURS 309D Intro into Nursing	3 cr
NURS 327 Elements of Nursing Research	3 cr

NURS 329 Pharmacology	3 cr
THEO 305 or PHIL 305	3 cr

Spring

NURS 319C Maternal Health/Gender (Clinical)	3 cr
NURS 319D Maternal Health/Gender	3 cr
NURS 320C Acute Care Nursing II Clinical	3 cr
NURS 320D Acute Care Nursing II	3 cr
NURS 326C Mental Health Clinical	2 cr
NURS 326D Mental Health	3 cr

YEAR 2

Summer

NURS 480 NCLEX Prep I	1 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

Fall

NURS 426 Nursing Trends & Issues	2 cr
NURS 481 NCLEX Prep II	2 cr
NURS 422C Critical Care Nursing (Clinical)	2 cr
NURS 422D Critical Care Nursing	3 cr
NURS 423C Leadership and Role Development/Precepting (Clinical)	4 cr
NURS 423D Leadership and Role Development	2 cr

RN to BSN/MSN - ONLINE

Wheeling Jesuit University's online RN to BSN/MSN degree program provides an integrated curriculum of liberal arts and nursing courses designed to meet the needs of registered nurses who graduated from diploma or associate degree programs. The online cohort enables students to complete their degrees while maintaining work and family responsibilities, with clinical requirements completed in their hometowns.

An RN student may apply to take designated graduate nursing courses to fulfill requirements in the BSN program. Upon completion, the student will not only have attained a BSN degree, but also will have fulfilled the foundation courses for the MSN program at Wheeling Jesuit. This means that once the student applies and is accepted into the MSN program, only courses specific to his/her chosen MSN track (Family Nurse Practitioner, Nursing Education Specialist or Nursing Administration) need to be completed.

Admissions Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- Valid nursing license
- Clean background check
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wju.edu or mailed directly to:
Wheeling Jesuit University – GPS Admissions
316 Washington Avenue
Wheeling, WV 26003
- If applicable, apply for federal student loans and grants by completing the FAFSA online at <http://www.fafsa.ed.gov>. School Code is #003831
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language

(TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally. Please note: this program is entirely online, therefore students in the US on an F1 Visa are not eligible to enroll.

Tuition and Fees

Tuition (UG courses)	\$400 per credit hour
Tuition (Grad courses)	\$550 per credit hour
Technology Fee	\$130 per semester
New Student Fee	\$130 first Semester
ID Card	\$ 35 first semester
Graduation Fee	\$265 per occurrence

Required Courses

Liberal Arts Core (27 cr)

The nursing core curriculum is central to Jesuit education and is required for all RN-BSN and RN-MSN students. Courses that have been taken at other institutions may be equivalent to WJU courses and will be evaluated for transfer credit.

- ENGL 110 Process of Composition 3 cr
- ENGL 115W Explorations in Literature 3 cr
- Fine Arts elective 3 cr
- History elective 3 cr
- MATH 105 Introduction to Statistics 3 cr
- THEO 115 Religious Quest 3 cr
OR THEO 117 Catholicism
- PSCY 110 General Psychology 3 cr
- Global Perspectives 3 cr
- THEO 305 or PHIL 305 3 cr

Nursing Sciences (11 cr)

If the student has not obtained college credit and transferred these courses, these credits may be obtained through challenge tests, rather than actual coursework. Challenges consist of take-home projects designed to demonstrate the student's mastery of the appropriate body of knowledge and skill sets.

- NURS 280 Chemistry for Nursing 3 cr
- NURS 283 Physiology for Nursing 3 cr
- NURS 282 Anatomy for Nursing 3 cr
- NURS 284 Epidemiology for Nursing 2 cr

Nursing Courses – RN Prior Training (45 cr)

Courses marked with ** will be credited to the student's official transcript as a result of prior training. This applies to both associate degree and diploma RN's.

- ** NURS 323 Pathophysiology I 2 cr.
- ** NURS 319C Maternal Health/Gender (Clinical) 3 cr
- ** NURS 319D Maternal Health 4 cr
- ** NURS 320C Medical/Surgical Nursing 1 (Clinical) 3 cr
- ** NURS 320D Medical/Surgical Nursing 1 3 cr
- ** NURS 230C Fundamentals of Nursing 2 cr.
- ** NURS 230D Fundamentals of Nursing (Clinical) 3 cr.
- ** NURS 227 Clinical Nutrition 2 cr.
- ** NURS 329 Pharmacology 3 cr.
- ** NURS 421 Pathophysiology II 2 cr.
- ** NURS 326 Psychopathology 2 cr

**NURS 335 Systems Concepts	1 cr
**NURS 350 Basic Clinical Practicum	7 cr
**NURS 203 Health Assessment	2 cr.
**NURS 309C Intro into Nursing (Clinical)	3 cr.
**NURS 309D Intro into Nursing	3 cr.

RN to BSN Curriculum (27-36 cr)

• PSYC 212 Developmental Psychology	3 cr
• NURS 328 Basic Nursing Research	3 cr
• NURS 360 Pre-licensure Clinical Hours	1-10 cr
• NURS 361 Concepts of Nursing Practice	3 cr
• NURS 426 Nursing Trends and Issues	2 cr
• NURS 435 Multi-system Nursing Care	4 cr
• NURS 440 Clinical Practicum I	2 cr
• NURS 445 Complex Care I	2 cr
• NURS 450 Clinical Practicum II	2 cr
• NURS 455 Complex Care II	2 cr
• NURS 460 Comprehensive Assessment	3 cr

RN to MSN Curriculum (12 cr)

In addition to the courses listed above for the RN to BSN, an RN student may apply to take designated graduate nursing courses to fulfill some requirements in the BSN program. RN students accepted into the RN to MSN program complete the following courses to fulfill requirements for a BSN:

• MSN 500 Nursing Theories	3 cr
• MSN 503 Health Care Policy (instead of NURS 426)	3 cr
• MSN 525 Health Care Delivery Systems & Economics (instead of NURS 455)	3 cr
• MSN 533 Health Promotion (instead of NURS 440)	3 cr

BSN graduates following this curriculum will complete the majority of the foundation courses for their graduate nursing program with the exception of their master's level research course. Once the student meets the MSN admissions requirements and is accepted they would then need to fulfill only the courses specific to their MSN track — Family Nurse Practitioner, Nursing Education Specialist, or Nursing Administration.

Nursing Course Descriptions

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.

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.

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. Prerequisite: MATH 101 or equivalent.

PHIL 305 Ethics (3 cr)

How ought human beings live in society? 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. (This course will also count as a Year-Four writing intensive course.)

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.

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.

THEO 117 Catholicism (3 cr)

An introduction to foundational questions regarding the meaning and practice of Catholicism.

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.

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. 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 227 Clinical Nutrition (2 cr)

A study of clinical nutrition as it relates to the nurses role in promoting health. 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 280 Chemistry for Nursing (3 cr)

This course is completed as an independent study where the student will answer appropriately twenty questions in APA format pertaining to the subject.

NURS 283 Physiology for Nursing (3 cr)

This course is completed as an independent study where the student will answer appropriately twenty questions in APA format pertaining to the subject.

NURS 282 Anatomy for Nursing (3 cr)

This course is completed as an independent study where the student will answer appropriately twenty questions in APA format pertaining to the subject.

NURS 284 Epidemiology for Nursing (2 cr)

This course is completed as an independent study where the student will answer appropriately twenty questions in APA format pertaining to the subject.

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/Gender (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/Gender (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 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 328 Basic Nursing Research (3 cr).

This course introduces and addresses the role of research in professional nursing practice including conduct of research, critical review of analysis of research, research sources utilization and dissemination, and the role of evidence-based practice in decision making and clinical practice. in nursing and evidenced based practice. The course will cover critiquing research, appraising evidence and implementing evidence in the clinical setting. 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. F

NURS 350 Basic Clinical Practicum (7 cr)

This course explores the client with multisystem needs. The focus for the BSN completion student is the utilization of selected concepts relevant to basic health care needs of the patient.

NURS 360 Pre-licensure Clinical Hours (1-10 cr)

The student may apply clinical hours from their original nursing preparatory program to complete the 120cr needs for graduation.

NURS 361 Concepts of Nursing Practice (3 cr)

This course explores the American Association of Colleges of Nursing (AACN) essential competencies expected of a baccalaureate prepared generalist as they relate to the practicing nurse (AACN, 2009). Through the exploration of current practice standards and recent changes in nursing, the registered nurse will develop an understanding of the baccalaureate nurse in today's complex healthcare system. This course is also designed to assist the learner in developing an understanding of distance learning. Utilizing principles of adult learning, the instructor acts as the facilitator for learning rather than the lecturer, enabling students to incorporate information in a meaningful way into their current practice. Offered: Fall and Spring.

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. Offered: Fall only

NURS 435 Multisystem Nursing Care (4 cr)

This course explores the client with multisystem needs. The focus for the BSN completion student is the utilization of selected concepts relevant to long term chronic health needs. Offered: Fall only

NURS 440 Clinical Practicum I (2 cr)

This course provides a clinical experience with a focus on the care of the client with multi-system needs in chronic illness with the focus on health promotion. The clinical experience should focus on health promotion, health maintenance, health education, and continuity of care in using a holistic approach to the individual, family, group, and community with multi-system needs. It is expected that the RN student will have the clinical experience at an agency or on a unit other than the current place of employment. Offered: Summer only

NURS 445 Complex Nursing Care I (2 cr)

This course examines nursing management and leadership concepts in the care of clients with complex needs. Offered: Spring only

NURS 450 Clinical Practicum II (2 cr)

This course focuses on clinical management of clients with complex needs applying the principles of case management and leadership. The clinical component (48 clinical hours) is intended to broaden the student's experience and to deepen knowledge and skill in nursing management. The student is expected to be actively involved in the management process and analysis of management concepts and practices, integrating principles of nursing management. Offered: Summer only

NURS 455 Complex Care II (2 cr)

This course examines clinical management of clients utilizing the principles of case management. Offered: Spring only

NURS 460 Comp. Health Assessment (3 cr)

This course examines in-depth principles and technologies for individual, family, and community assessments. Offered: Spring only

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. 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.

Graduate and Doctoral Programs

Policy for Tuition Assistance and Reimbursement Plans

A student who has tuition assistance or reimbursement from their employer may qualify for deferred tuition payments.

Students must submit to the Graduate and Professional Studies office a copy of their company's tuition assistance policy. This copy will be placed in the student's file and a duplicate will be sent to the business office. If it is already on file, you do not need to send it again.

If a student has 100% tuition assistance, then the student may wait to make payment until the semester is completed and grades are submitted to the employer to release the tuition funding. Payment from the student to WJU is required in a timely manner. If the account balance is not paid by the end of the next semester, the student will not be permitted to enroll until the account is cleared.

If a student has **less than 100% tuition assistance, the amount that is not funded by the employer is due from the student to WJU by the first night of class.** Outside payment plans from WJU and federal financial aid are available for the remaining balance of the tuition charge.

For example: If a student has 75% tuition assistance, the 25% not covered by reimbursement is due by the first night of class. If a student has 50% tuition assistance, the 50% not covered by reimbursement is due by the first night of class.

Each semester when you receive your first bill, write on the statement, "Company reimbursement through (company name)" and send the statement back. The business office will check to see if your reimbursement policy is on file. If it is not, they will request a new copy from you.

Remember, if you do not have 100% tuition assistance, you will need to make your payment of the difference by the first night of class or make arrangements through the payment plans or federal financial aid. Payment plan brochures and federal financial aid forms are available from the Financial Aid Office by calling 304.243.2304.

Full-Time Course Load

Three courses (nine credits) constitute a full-time course load for the graduate student.

Graduation Requirements

A Master's degree, recommended by the faculty and approved by the President and Board of Directors, is conferred on candidates who have completed the following requirements (applicable to all except physical therapy):

- Completion of the number of credits of graduate-level work specified by each individual program, including any necessary prerequisites
- An overall grade point average of 3.00 of graduate level work
- Completion of all degree requirements within seven years of initial registration
- Complete the residency requirement of at least 30 hours of the 36 hours, required for a degree, at Wheeling Jesuit University
- Satisfy all financial obligations to the University
- Complete assessment tests and interviews which may be required
- Submit an application for graduation within the prescribed time frame as published by the Registrar's Office

Academic Programs of Study

Online Programs:

Master of Business Administration

Master of Arts in Education: Education Leadership

- School System Leadership track
- Instructional Leadership track

Master of Science in Nursing

- Nursing Administration
- Family Nurse Practitioner
- Nursing Education Specialist

Nursing Graduate Post Master's Certificates

- Nursing Administration
- Family Nurse Practitioner
- Nursing Education Specialist

Campus Programs:

Doctor of Physical Therapy

Master of Business Administration – ONLINE – 7 Week Sessions

The Master of Business Administration (MBA) program at Wheeling Jesuit University (WJU) is the area's most established graduate business program. Founded in 1978, more people in the Wheeling area have received their MBA from WJU than any other university. Our graduates include corporate executives, government leaders, and health care professionals. Our program is applied and hands on. It is designed for professionals who want to excel in their current careers.

The skills that are necessary in today's corporate world are varied. The online MBA program is designed to meet the needs of students who wish to complete their master's degree while continuing to handle work and family responsibilities.

The MBA program offers an online environment with 7 week courses. By taking two courses a semester, students can complete the program in 2 years or if taking a full time schedule, students can complete in one year. Each course is three (3) credit hours. Courses are offered in the fall, spring, and summer semesters.

Admissions Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- Admission to the MBA program is open to qualified graduates of colleges or universities accredited by a regional accrediting agency, or by a comparable agency in another country. In general, an undergraduate GPA of 2.80 is required.
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wju.edu or mailed directly to:
Wheeling Jesuit University - GPS Admissions
316 Washington Avenue
Wheeling, WV 26003
- Submit one completed recommendation.
- Submit a copy of your resume.
- If applicable, apply for federal student loans and grants by completing the FAFSA online at <http://www.fafsa.ed.gov>. School Code is #003831
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally. Please note: this program is entirely online, therefore students in the US on an F1 Visa are not eligible to enroll.

Tuition and Fees

- Graduate Tuition \$500 per credit hour
- New Student Fee \$130 one-time fee
- Technology/Service Fee \$130 per semester
- Graduation Fee \$265 per occurrence

Curriculum

These are the backbone of the MBA program. Here, you experience the various aspects of business. Please note that the course numbers listed below are for identification purposes only and are not the sequence in which they are taken.

- MBA 500 Organizational Behavior and Leadership 3 cr
- MBA 502 Marketing Management 3 cr
- MBA 503 The Ethical Environment of Business 3 cr
- MBA 505 Quantitative Business Analysis 3 cr
- MBA 508 Management of Financial Resources 3 cr
- MBA 520 Management Policy and Strategy for Decision Making 3 cr
- MBA 531 Effective Managerial Communications 3 cr
- MBA 539 Management of Information Systems 3 cr
- MBA 547 Contemporary Economic Challenges 3 cr
- MBA elective* 3 cr
- MBA elective* 3 cr
- MBA elective* 3 cr

Total: 36 cr

*Wheeling Jesuit University offers a variety of MBA electives during the academic year, as well as during the summer. Areas of study will vary.

MBA COURSE ROTATION SCHEDULE

Fall		Spring		Summer	
7 week Session I	7 week Session II	7 week Session I	7 week Session II	7 week Session I	7 week Session II
MBA 500	MBA 531	MBA 508	MBA 502	MBA 503	MBA 520
MBA 505	MBA 547	MBA 520	MBA Elective	MBA Elective	MBA 539
MBA Elective	MBA Elective	MBA 539			MBA Elective

MBA Course Descriptions

The course listings offer an idea of how courses might be distributed over four years. The key is as follows:

- FI** Fall Session I
- FII** Fall Session II
- SI** Spring Session I
- SII** Spring Session II
- D** On Demand
- UI** Summer Session I
- UII** Summer Session II

MBA 500 Organizational Behavior and Leadership (3 cr)

This course is concerned with the understanding, prediction and control of human behavior in an organizational setting. The primary emphasis is from a psychological perspective although concepts from other social sciences may be included. FI

MBA 502 Marketing Management (3 cr)

An analysis of marketing problems and concepts from a management viewpoint. The course stresses the relationships between overall corporate strategy and the marketing function. Topics include: market structure; distribution policies;

pricing; sales management; product development; promotion and advertising; demand analysis and measurement; and consumer behavior. Managerial decision-making and the formulation of a formal marketing plan are the central focus of the course. SII

MBA 503 The Ethical Environment of Business (3 cr)

Philosophical study of the nature, types and criteria of human value with a study of ethical principles and major philosophies in the area. Special emphasis will be paid to the analysis of contemporary ethical problems in the world of work. Discusses the importance of management decisions in a business-centered society, such as the United States; the desire of businessmen to do what is right; the difficulties they sometimes encounter in acting ethically; and the complexity of their ethical dilemmas. Case studies will be extensively used. UI

MBA 505 Quantitative Business Analysis (3 cr)

A computer-aided introduction to the broad range of topics in the field of management science. Topics include: linear programming; model design; transportation model; inventory models; queuing theory; probability; decision analysis; sensitivity analysis; network analysis; computer simulation and project management. FI

MBA 508 Management of Financial Resources (3 cr) A study of the financial decision-making process within the business firm. Analyzes the problems, policies and functions involving financial management. Topics include capital market theory, cost of capital and capital budgeting decisions, capital structure and dividend policies and financial planning models. SI

MBA 510 Accounting for Managers (cr)

This course provides managers the ability to understand and apply accounting principles, determine information necessary for financial reporting, and examine the importance of ethical accounting standards and its impact on the accounting industry. Elective D

MBA 512 Operations Management (3 cr)

This course is designed to provide a background in production and operations in manufacturing and service organizations by teaching the student effective tools for decision-making. Specific topics covered include: manpower planning and control, inventory management, distribution systems, workflow scheduling and control, facilities planning and design, resource allocation, quality control systems, research and development, project planning and control, forecasting, network analysis and quality control. Prerequisite: MBA 505. Elective D

MBA 520 Managerial Policy and Strategy (3 cr)

This capstone course is concerned with the development of approaches for defining, analyzing, and resolving complex strategic problems of profit and nonprofit organizations. Cases are used to place students directly into managerial roles with the responsibility of defining problems, developing solutions, and defining these solutions. At the option of the instructor, the course may involve the use of computer management simulation games. Prerequisite: Completion of 75% of 500 level courses. SI, UII

MBA 530 Management of Human Resources

This course is concerned with the management and development of human resources. Considers topics such as the determination of personnel needs; selection of employees; the designing of effective personnel policies; compensation; health and safety; Equal Employment Opportunity Programs; and labor relations. Prerequisite: MBA 500. Elective D

MBA 531 Effective Managerial Communications (3 cr)

Successful communication is frequently a causal factor in organizational effectiveness. This case-oriented course examines the fragile nature of the communication process. Opportunities for students to learn and practice techniques for improving their communications skills are provided. Prerequisite: MBA 500. FII

MBA 539 Management of Information Systems (3 cr)

This course provides the manager with a conceptual framework for using computer technology to meet strategic business goals. The latest information technology is discussed in the context of how it affects business operations and human resources. Primary focus is on the organizational and managerial aspects of information systems. Information systems development methods are evaluated. Other topics include internal controls, electronic data interchange, ethical issues and global information systems. Student performance is primarily based on case studies; projects and classroom involvements. Prerequisites: MBA 500, MBA 512 SI, UII

Master of Arts in Education: Education Leadership ONLINE (7 wk and 16 wk sessions)

The Master of Arts in Education: Education Leadership program at Wheeling Jesuit University enables working educators to earn a master's degree in as little as one year, entirely online. This 33-credit online graduate program offers multiple start dates and the flexibility to completion in one year or more. West Virginia licensure is transferable to most other states through reciprocity agreements. An educator currently holding a master's degree in education may design his or her own program through the Sequence of Study Certificate Program.

Program paths include:

- **School or School System Leadership:** for Principal, Supervisor of Instruction, and Superintendent licensure
- **Instructional Leadership:** for teachers pursuing a master's degree in order to enhance leadership skills

Wheeling Jesuit University's Master of Arts in Education: Education Leadership, which is designed to offer graduate programs in School and School System Leadership, and Instructional Leadership, is granted initial accreditation by the Teacher Education Accreditation Council (TEAC). This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

Admission Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wju.edu or mailed directly to:
Wheeling Jesuit University – GPS Admissions
316 Washington Avenue
Wheeling, WV 26003
- Submit a goals statement
- Submit your resume
- Submit a copy of your teaching certificate
- If applicable, apply for federal student loans and grants by completing the FAFSA online at <http://www.fafsa.ed.gov>. School Code is #003831.
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally. Please note: this program is entirely online, therefore students in the US on an F1 Visa are not eligible to enroll.

Tuition and Fees

- Graduate Tuition \$450 per credit hour
- Adult New Student Fee \$130 one-time fee
- Technology/Service Fee \$130 per semester
- Graduation Fee \$265 per occurrence

Curriculum

School or School System Leadership Track

Licensure Program: for Principal, Supervisor of Instruction, and Superintendent licensure

Course Requirements

- MEL 500 Global Teaching & Learning 3 cr
- MEL 510 Communication & Negotiation 3 cr
- MEL 520 Education Law & Ethics 3 cr
- MEL 530 Transformational Leadership 3 cr
- MEL 540 School Resource Management 3 cr
- MEL 550 Field-Based Action Research 3 cr
- MEL 560 Data-Driven Decision Making 3 cr
- MEL 570 Residency I 3 cr
- MEL 580 Residency II 3 cr

- MEL 590 Professional Development Design 3 cr
- MEL 600 Systems Thinking for Education Leaders 3 cr

Program Total: 33 cr

Course Rotation

Summer	Fall	Spring	Summer 1	Summer II
MEL 540	MEL 550	MEL 520	MEL 530	MEL 500
MEL 600	MEL 560	MEL 580	MEL 590	MEL 510
	MEL 570	MEL 600		

Instructional Leadership

For Classroom Teacher Leaders

MEL 500 Global Teaching & Learning	3 cr
MEL 510 Communication & Negotiation	3 cr
MEL 525 Psychology of Student Engagement	3 cr
MEL 535 Project-Based Learning	3 cr
MEL 550 Field-Based Action Research	3 cr
MEL 555 Meeting Unique Learning Needs	3 cr
MEL 560 Data-Driven Decision Making	3 cr
MEL 565 Differentiating Instruction	3 cr
MEL 570 Residency I	3 cr
MEL 580 Residency II	3 cr
MEL 600 Systems Thinking for Education Leaders	3 cr

Total: 33 cr

Course Rotation

Summer	Fall	Spring	Summer 1	Summer II
MEL 555	MEL 550	MEL 535	MEL 525	MEL 500
MEL 600	MEL 560	MEL 580	MEL 565	MEL 510
	MEL 570	MEL 600		

MEL Course Descriptions

MEL 500 Global Teaching and Learning (3 cr) Educators will understand how to re-align and modify their curricula to facilitate instruction that meets the needs of 21st-century learners. Participants will refine and articulate their roles as educators and change agents in an era of reform. They will explore societal and economic factors driving educational change, identify critical learning and employability skills, and examine innovative instructional approaches that help teachers integrate 21st-century context, content, assessment, and skills into mastery-based lesson plans.

MEL 510 Communication and Negotiation (3 cr) This course involves a study of verbal and nonverbal techniques that allow clear and direct communication. Students will understand the consequences of poor communication and ways to avoid it through open communication and correcting communication breakdowns. A study of active listening, tailoring your discussion to the audience, and body language will be examined in order to help educators learn to engage effectively with others. Participants will also understand how to set clear expectations and manage language and cultural barriers. The second half of the course deals with negotiation strategies. Participants will learn how to plan their negotiations and learn best practices to counter negative aspects of human interactions, as well as manage team negotiations and help get past impasses and deadlocks.

MEL 525 Psychology of Student Engagement (3 cr) Participants will demonstrate knowledge, understanding, and application of theories and principles of psychology that enhance student engagement and, thus, student achievement. Areas of emphasis in this course will be human development, learning, memory, motivation, individual differences, instruction, classroom management, assessment, and evaluation.

MEL 535 Project-Based Learning (3 cr) Participants will be able to demonstrate an approach to learning in which problems serve as the stimulus for students to gain course concepts and content, as well as metacognitive skills. In this problem-based learning environment, students are charged with a project that involves confronting a problem before they receive all the information necessary to solve it. Students work in teams to define the nature of the problem, to identify what additional resources they need, and to find viable solutions. Faculty members act as facilitators by asking questions and monitoring group processes as students actively pursue viable solutions. Faculty members also guide students to resources. Students must generally re-apply the new knowledge to the original problem and communicate the results of their findings.

MEL 550 Field-Based Action Research (3 cr) This course introduces methods of qualitative inquiry and examines the principles of action research, a form of systematic study used to address challenging issues in the classroom, school, or district. Course topics include forms of qualitative inquiry, problem identification, selection of appropriate research methods, collecting and analyzing data, developing an interpretation, and reporting qualitative research. Students will read and evaluate qualitative studies in education, develop a basic fluency with qualitative research methods, and gain hands-on experience in applying such methods through class assignments and a mini-action-research project.

MEL 555 Meeting Unique Learning Needs (3 cr) Participants will be able to implement teaching strategies designed to create multiple paths that allow students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, develop, and apply concepts as part of the daily learning process. Particular emphasis will be placed on effective instructional strategies for students with special needs and limited English proficiency. Participants will be able to vary content, process, and process in unit and lesson plans. They will demonstrate proficiency in teaching the same curricula to all students, but individualizing the complexity of the content, learning activities and/or products in order for all students to be challenged and none are left unable to learn.

MEL 560 Data-Driven Decision Making (3 cr) Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Participants will gain knowledge and skill in using data to improve student learning. Educators will learn the importance of using data to plan appropriate instructional experiences and to identify and analyze the measures of data to understand student learning needs. Participants will develop the practice of gathering and analyzing data in a systematic and continuous manner.

MEL 565 Differentiating Instruction (3 cr) Participants will learn how to identify students' readiness levels, interests, multiple intelligence profiles, and learning styles. They will design rich, tiered activities and assessments that allow students of all ability levels to learn the same essential concepts in different ways. Students will analyze examples of successful differentiated activities and differentiated instruction in classroom management. Core concepts addressed in this course are: understanding effective differentiation strategies and how to create environments that support the needs of all students in a diverse classroom.

MEL 570 Residency I (3 cr) During this course, students are placed in host K-12 schools for approximately 15 hours per week for a total of 200 hours per semester under aegis of an instructional coach who is considered to be a highly effective veteran educator. The student will gain an understanding of the authentic, day-to-day interactions in a real-world setting. Students will develop and evaluate their own professional skills through the opportunity to engage in a project-based learning situation. This experience will allow students to engage in the reflective practitioner process as a result of immersion in the field experience.

MEL 580 Residency II (3 cr) This is a continuation of Residency I. Students gain even more in-depth experience in a host school, as well as opportunities to practice and reflect on leadership theory as applied to authentic school-related experiences. The student will gain insight and construct meaning regarding the work of leadership in the school setting. Approximately 15 hours per week for a total of 200 hours per semester.

MEL 590 Professional Development Design (3cr.) In this course, students will research current trends in instructional design. They will work collaboratively in a problem-based learning exercise of producing and planning the delivery of a professional development program. The result will be a course portfolio containing workshop materials, instructional

strategies research, needs assessment, application skill steps, motivational strategies, workshop proposal, workshop matrix, trainer's manual, coaching worksheets, and training summary with evaluation.

MEL 600 Systems Thinking for Education Leaders (3 cr) This course examines the interconnectedness among the elements that comprise the whole system to determine how a change in one area of the system may impact other areas of the system and how that influences the work to be done. Participants will navigate in an online environment, assess prior knowledge of systems thinking, review research and synthesize the commonalities among these works, examine individual systems, analyze and evaluate system components, understand the impact of change, and analyze issues through the lens of systems. They will apply knowledge to improve and solve problems at the school district or building level.

MEL 620 Custom-Tailored, Constructivist Workshop (1-3 cr.) Elective curricula designed to meet the specific needs of professionals, schools, and/or systems using best practices, constructivist theory, and information technology. This course involves the integration of research to practice.

Master of Science in Nursing - ONLINE (16 week sessions)

Karen Fahey, DNP, APRN, FNP-BC

Director, Family Nurse Practitioner Program

Janet Bischof, Ph.D., R.N., NE-BC, CNE

Director, Nursing Administration and Nursing Education Specialist Programs

The Master of Science in Nursing program is fully accredited by the Commission on Collegiate Nursing Education and offers majors in nursing administration, family nurse practitioner, and nursing education specialist. The curriculum is designed to accommodate the registered nurse graduate student who desires to remain employed. The faculty recognizes that each person is a unique individual who is an integral member of many systems. Each of these systems interfaces with other complex and changing systems that create the unique fabric of each individual environment.

Emphasis on the concepts of system, critical thinking, advanced practice and change is integrated throughout the MSN curriculum. As the MSN program prepares the professional nurse for advanced practice, the nurse will think critically and make the best possible decision for the betterment of the advanced practitioner, the client, the organization, and the overall environmental system. Central to the concepts of system, critical thinking, and the advanced practice is the continuous and dynamic process of change. The MSN graduate will possess the necessary skills to influence the change process and enhance the quality of healthcare for the betterment of mankind and the overall health care system.

The purpose of the master's program in nursing is to prepare registered nurses for professional leadership and advance practice roles and to contribute to the development of nursing and healthcare knowledge.

Courses are offered online with one required on-campus presentation (MSN 540 or MSN 569). Technology requirements include purchase of Typhon (for required documents and case logs) and Remote Proctor device or midterm and final exams.

Graduates from the MSN program are prepared to:

1. Demonstrates advanced communication skills.
2. Exhibits critical-thinking skills professionally and in life.
3. Demonstrates the use of advanced technologies.
4. Demonstrates the specialty competencies of a master's prepared nurse.
 - a. NA: Manage aspects of the nursing organization that impact patients, families, populations, and the community.
 - b. FNP: Assume the role of the family nurse practitioner as a leader in the delivery of health in the primary care setting.
 - c. EDS: Assumes roles related to curriculum, instruction, and evaluation in nursing and health care.
5. Contributes to the development of nursing knowledge and translates it into evidence-based practice.

6. Ensures the delivery of safe, quality, and cost-effective nursing care that will affect patients, families, populations, and community.
7. Functions as an effective member of the inter-professional team.
8. Assumes leadership roles that contribute to the delivery of nursing care.

The MSN requires that you complete one of the tracks below:

Family Nurse Practitioner

The MSN-FNP prepares nurses for the advanced practice family nurse practitioner role and national certification. The track integrates concepts from nursing, science, and family practice to give the experienced nurse the advanced in-depth body of knowledge necessary to practice in the expanded registered nurse role as a provider of primary health care.

Nursing Administration

The MSN-NA is designed to prepare nurses for leadership and management positions in a variety of health care settings. Through an integration of concepts from nursing, business and management, graduates of the program are prepared to assume leadership positions in health care settings, to contribute to the development of nursing knowledge, to demonstrate responsibility for the management of the nursing organization, and to function as a member of the executive management team.

Nursing Education Specialist

The MSN-EDS is designed to prepare nurses for positions in a variety of educational settings. This program integrates concepts from nursing, science and education to prepare graduates to assume educational position in schools of nursing, various health care settings and community health education. Additionally, students further develop their skills and abilities to contribute to the development of nursing knowledge, ensure the delivery of quality and cost-effective patient care and function as a member of the interdisciplinary team.

Admission Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wju.edu or mailed directly to:

Wheeling Jesuit University – GPS Admissions
316 Washington Avenue
Wheeling, WV 26003
- Graduation from an accredited nursing program with a Bachelor of Science in Nursing degree (BSN)
- 3.0 undergraduate cumulative average*
- Successful completion of undergraduate courses in statistics and research
- Current unencumbered licensure as a registered nurse
- Essay that includes the following information:
 - Identify the MSN track you wish to pursue
 - Nursing Administration
 - Education Specialist
 - Family Nurse Practitioner (Primary Care)
 - Describe your decision and motivation to seek graduate education in this particular track
 - Identify your career goals
 - What personal attributes will contribute to your success as a masters prepared nurse?
- Three letters of recommendation
- Completed background check

*GRE or MAT may be required for students who do not meet the GPA requirements.

Tuition and Fees

- Graduate Tuition \$550 per credit hour
- New Student Fee \$130 one-time fee
- Technology/Service Fee \$130 per semester
- Graduation Fee \$265 per occurrence

Transfer Credit

Up to six graduate credits (two courses) in nursing may be eligible for transfer credit. Such credit is only available for graduate level nursing courses and only when the quality and comparability of the other work meets the approval of the MSN Committee. Transfer credit will not be awarded for the courses with grades below a “B.”

MSN Curriculum

Core Courses for all MSN Majors

- MSN 500 Nursing Theories 3 cr
- MSN 501 Nursing Research I 3 cr
- MSN 503 Health Care Policy and Politics 3 cr
- MSN 525 Health Care Delivery Systems & Economics 3 cr
- MSN 533 Health Promotion 3 cr
- Select one:
 - Family Nurse Practitioner Track 36 cr
 - Nursing Administration 27 cr
 - Nursing Education Specialist 24 cr

Family Nurse Practitioner Track (36 cr)

The curriculum is divided into three components. The first component is the nursing core and contains those courses basic to the MSN degree. The second component contains the FNP clinical core. The third component consists of primary care courses specific to the FNP role.

Clinical Core Courses (12 cr)

- MSN 530 Advanced Pathophysiology 3 cr
- *MSN 531 Advanced Health Assessment 4 cr
- **MSN 532 Advanced Pharmacology 3 cr
- MSN 569 Role Seminar 2 cr

** 56 clinical hours required*

***Those who complete the Family Nurse Practitioner program are eligible for certification in West Virginia. If your home state is not WV, MSN 532 may need to be repeated to meet your state's certification requirements. It is the student's responsibility to contact their home state for procedures to apply for certification elsewhere. Pharmacology requirements differ from state to state and may require additional pharmacology course work for prescriptive authority.*

FNP Courses (24 cr) 168 clinical hours are required for each course

- MSN 565 Advanced Practice Nursing in Primary Care of Infant, Child and Adolescent 6 cr
- MSN 566 Advanced Practice Nursing in Primary Care of Reproductive Health 6 cr
- MSN 567 Advanced Practice Nursing in Primary Care of Adult 6 cr
- MSN 568 Advanced Practice Nursing in Primary Care of Aging Adult 6 cr

Nursing Administration Track (27 cr.)

The curriculum is divided into two components. The first component is the nursing core and contains those courses basic to the MSN. The second component contains nursing administration courses specific to this program. Each course is three credits unless otherwise specified.

Nursing Administration Courses (27 cr)

- MSN 520 Nursing Administration I 3 cr
 - MSN 521 Nursing Administration II 3 cr
 - MSN 524 Nursing Administration: Financial Management 3 cr
 - MSN 527 Organizational Behavior 3 cr
 - MSN 528 Communications and Interpersonal Relations 3 cr
 - *MSN 529 Advanced Comprehensive Assessment 3 cr
 - MSN 540 Capstone Seminar 3 cr
 - **MSN 541 Practicum I 3 cr
 - MSN XXX Elective Course 3 cr
- * 56 clinical hours required*
*** 168 practicum hours required*

Nursing Education Specialist Track (24 cr)

The curriculum is divided into three components. The first component is the nursing core and contains those courses basic to any Master of Science in Nursing program. The second component contains nursing education courses specific to this program. The third component consists of the clinical core.

Clinical Core Courses (9 cr)

- MSN 529 Advanced Comprehensive Assessment 3 cr
- MSN 530 Advanced Pathophysiology 3 cr
- MSN 532 Advanced Pharmacology 3 cr

Nursing Education Courses (15 cr)

- MSN 514 Curriculum and Instruction 3 cr
- MSN 515 Evaluation 3 cr
- MSN 516 Educational Technology 3 cr
- MSN 540 Capstone Seminar 3 cr
- MSN 541 Practicum 3 cr

Nursing Graduate Post-Master's Certificates – ONLINE

Post-Master's certificates provide nurses with Master of Science in Nursing (MSN) degrees an opportunity to acquire specialized skills that may not have been offered in their master's degree programs. The School of Nursing at Wheeling Jesuit University addresses this gap by offering three Post-Master's Certificates.

Admission Requirements

- Complete an online application free of charge at <https://applygrad.wju.edu/apply/>
- A Bachelor's degree in Nursing (official transcripts)
- A Master's degree in Nursing. GPA of 3.0 or higher. (official transcripts)
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wju.edu or mailed directly to:
Wheeling Jesuit University – GPS Admissions
316 Washington Avenue
Wheeling, WV 26003
- Current licensure as a registered nurse
- Current CV or resume
- Two letters of reference

Tuition and Fees

- Graduate Tuition \$550 per credit hour
- New Student Fee \$130 one-time fee
- Technology/Service Fee \$130 per semester
- Graduation Fee \$265 per occurrence

Nursing Education Certificate (12 cr)

- MSN 514 Curriculum & Instruction 3 cr
 - MSN 515 Evaluation 3 cr
 - MSN 516 Educational Technology 3 cr
 - *MSN 541 Practicum 3 cr
- *168 practicum hours required

Students entering the Post-Master's certificate program in Nursing Education must have prerequisites in advanced pharmacology, advanced pathophysiology and advanced health assessment.

Nursing Administration Certificate (12 cr)

- MSN 520 Nursing Admin I 3 cr
 - MSN 521 Nursing Admin II 3 cr
 - MSN 524 Financial Management 3 cr
 - *MSN 541 Practicum 3 cr
- *168 practicum hours required

Family Nurse Practitioner Certificate (30-36 cr)

- MSN 531 Advanced Health Assessment 4 cr
- MSN 565 Advanced Practice Nursing in the Primary Care of the Infant, Child, and Adolescent 6 cr
- MSN 566 Advanced Practice Nursing in the Primary Care of Reproductive Health 6 cr
- MSN 567 Advanced Practice Nursing in the Primary Care of the Adult 6 cr
- MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult 6 cr
- MSN 569 Role Seminar 2 cr
- MSN 530 Advanced Pathophysiology (if needed) 3 cr
- **MSN 532 Advanced Pharmacology (if needed) 3 cr

Students entering the Post-Master's certificate program for the FNP must have prerequisites in advanced pharmacology, advanced pathophysiology and advanced health assessment.

***Those who complete the Family Nurse Post-Master's Certificate program are eligible for certification in West Virginia. If your home state is not WV, MSN 532 may need to be taken or repeated to meet your state's certification requirements. It is the student's responsibility to contact their home state for procedures to apply for certification elsewhere. Pharmacology requirements differ from state to state and may require additional pharmacology course work for prescriptive authority.*

MSN Course Descriptions

MSN 500 Nursing Theories (3 cr)

An examination of conceptual models and theories used to guide nursing education, practice, and research. The integration of grand and middle range theories. Scientific underpinnings from various disciplines are incorporated into discussing and critiquing theory.

MSN 501 Nursing Research (3 cr)

Exploration of both original research process and evidence based practice is explored. The research process will include completion of a research proposal to resolve or explore practice issues. Ethical considerations of the research process are studied. Research is critiqued related to levels of evidence. Literature search skills are refined. Disseminating research results and use as a change agent is evaluated. Prerequisite or co-requisite: MSN 500.

MSN 503 Health Care Policy and Politics (3 cr)

The study of political, social, economic and ethical influences within the health care delivery system. Special attention is given to how change occurs and to how government (local, state, federal, global) regulations, stakeholders, consumerism, and court, agency and legislative actions impact on health care. Interprofessional collaboration is explored in achieving policy change. Incorporating research findings into policy change with the masters prepared nurse in a leadership role is explored.

MSN 514 Curriculum and Instruction (3 cr)

This course applies theories and concepts from education, psychology and related fields to the development and analysis of curriculum materials, including classroom and clinical teaching methods. The concept of lifelong learning is explored.

MSN 515 Evaluation (3 cr)

This course examines methods of measurement and various evaluation models and their application for analyzing student, health, and program outcomes. In depth examination of exam question development and test analysis is explored. Health literacy is incorporated into curriculum/teaching development.

MSN 516 Educational Technology (3 cr)

This course applies the use of computer technology, audiovisual, multimedia and the Internet in curriculum design to improve patient and student education. Immersion into new technologies such as computer programs, communication, social media, and data management programs.

MSN 520 Nursing Administration I (3 cr)

The study of organizational theory, its applications and the basic principles of management, managerial technologies and managerial processes as they relate to administrative practice. Legal and ethical aspects of these issues are discussed.

MSN 521 Nursing Administration II (3 cr)

Explores elements of patient care delivery systems such as continuous quality improvement, root cause analysis, failure mode analysis, risk management, standards of care and policy development. Quality initiatives are explored at a local, state, and national level. The financial effect of quality is included.

MSN 524 Financial Management (3 cr)

Involves the study of health care budgets, productivity, staffing, variance analysis and patient acuity factors. Attention is given to the nurse manager's budgeting and financial management responsibilities. Technology is incorporated into developing a budget. Business planning and marketing issues and strategies are also addressed.

MSN 525 Health Care Delivery Systems & Economics (3 cr)

Explores the impact of managed care on the healthcare system. Emphasis is on understanding and implementing aspects of managed care and includes the financial, political, legal and ethical issues. Changes related to health care reform will be covered including: quality processes, health care reform, technology, and patient safety. The student will develop an understanding of how health care delivery systems are organized, financed, and changed.

MSN 529 Advanced Comprehensive Assessment

This course will review comprehensive assessment skills across the lifespan to equip nursing educators and administrators to improve the quality of patient care delivered. This course incorporates assessment skills, history and physical requirements, and documentation of these findings. Online simulation technology will be utilized. Students acquire the requisite advanced knowledge and skills within a case-based, problem focused learning framework that integrates theoretical, empirical, and experience-based practical knowledge.

MSN 530 Advanced Pathophysiology (3 cr)

This course builds on knowledge of basic anatomy and physiology to examine alterations in cell and tissue mechanisms that cause disease and how these processes produce signs and symptoms that are recognized clinically. Students explore a variety of topics, such as immunity, inflammation, infection, and malignancy. They also examine a range of disease processes across the lifespan, using the body systems approach including hematologic, renal, neurologic, gastrointestinal, and cardiovascular disorders.

MSN 531 Advanced Health Assessment (4 cr)

This course focuses on providing students with advanced knowledge and skills in history taking and performing a physical assessment of individuals across the lifespan. Emphasis is placed on the collection, interpretation, and synthesis

of relevant historical, genetic, biological, cultural, psychosocial and physical data for the development of a comprehensive health assessment. Students critically analyze data to determine differential diagnoses and establish an accurate assessment of health status. Episodic, focused, and comprehensive assessments are the cornerstone of the course. Students are required to complete 56 clinical hours in a primary care setting obtaining patient histories and performing physical examinations across the lifespan with the guidance of a clinical preceptor. Emphasis is placed on history taking, physical examinations, including episodic, focused, and comprehensive assessments along with accurate documentation. Differential diagnosis is introduced.

MSN 532 Advanced Pharmacology (3 cr)

The course provides the student with an understanding of pharmacological principles such as pharmacokinetics, pharmacodynamics, drug metabolism, and dose-response relationships across the lifespan. Course content is geared towards providing the student with a solid foundation of the major pharmacological drug classes surrounding disease processes affecting the major organ systems, specifically therapeutic effects and adverse reactions, patient safety, and education.

MSN 533 Health Promotion (3 cr)

Current research, theory, and practice trends of advanced nursing in health promotion, genomics, patient safety, and disease prevention across diverse populations will be examined. Population based health outcomes will be addressed across the continuum.

MSN 540 CAPSTONE(3 cr)

Provides the students the opportunity to synthesize and apply acquired knowledge and skills to the analysis and prescription of alternative courses of action for the problems and policy issues encountered by nurse managers and educators.

MSN 541 PRACTICUM (3crs)

A clinical course (168 practicum hours) in which students are placed with preceptors in nursing or other administrative positions to apply concepts to actual practice.

MSN 565 Advanced Practice Nursing in the Primary Care of the Infant, Child, and Adolescent (6 credit hours)**

This course provides nurse practitioner students with the knowledge necessary for the practice of primary health care of children. Course content includes the principles of health promotion, disease prevention and assessment, diagnosis, and management of common primary health care problems in diverse pediatric populations. Using a family-centered and developmental perspective, related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a pediatric primary care setting. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common primary health care problems. They also gain confidence in clinical experience in a primary health care setting that provides opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in infants, children and adolescents. Prerequisites: MSN 530, 532, 531.

MSN 566 Advanced Practice Nursing in the Primary Care of Reproductive Health (6 credit hours)**

This course focuses on women and men from adolescence through maturity within the context of their sexual and reproductive development. The course provides the nurse practitioner student with the knowledge necessary to address the reproductive needs of patients in primary care. Content addresses pre- and post-natal care; health maintenance issues; common sexual and reproductive health problems; and sexuality and reproductive changes in men and women related to special health issues and aging. Related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a primary care, urologic, obstetrical and gynecology practice setting. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common primary health care problems associated with reproduction. They also gain confidence in clinical practice settings that serve women and men at different points in the sexual and reproductive continuum. Prerequisites: MSN 530, 532, 531.

MSN 567 Advanced Practice Nursing in the Primary Care of the Adult (6 credit hours)**

This course provides the nurse practitioner student with the knowledge necessary to provide comprehensive primary care to adults (18-65). Course content includes the principles of health promotion and disease prevention. Emphasis is on assessment, diagnosis, and management of common health problems, acute and stable chronic illnesses in the adult population. Related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a primary care setting seeing adult patients. With the

guidance of a clinical preceptor students learn how to identify, diagnose, and manage common problems seen in primary care and manage acute and stable chronic illnesses. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in adults. Prerequisites: MSN 530, 532, 531.

MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult (6 credit hours)**

This course provides the nurse practitioner student with the knowledge necessary for providing primary health care to the aging population (over 65). Course content includes the principles of health promotion, disease prevention and assessment, diagnosis, and management of common primary health care problems, and chronic illnesses in diverse elderly populations. Emphasis is placed on developmental needs and the pathophysiologic processes underlying common conditions. The impact of the family on the health of the elderly is explored. This course integrates the principles of health promotion, disease prevention, rehabilitation, and ethical decision making. Students are required to complete 168 clinical hours in primary care settings seeing aging population of patients. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common problems seen in primary care and manage acute and stable chronic illnesses common in the elderly. They also gain confidence in clinical experience in primary health care settings that provide opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in the elderly. Prerequisites: MSN 530, 532, 531.

MSN 569 Role Seminar (2 cr)

The focus of the course is on the role transition and issues unique to the specific role of the advanced practice nurse practitioner. Preparation for professional practice is emphasized and includes certification requirements, prescriptive authority, collaborative agreements, contract negotiation, continuing education, professional liability and ethical clinical practice. Students make professional presentations at a mandatory on-campus day on a variety of topics. In preparation for certification, a comprehensive exam is taken in this course. Must be taken concurrently with the last clinical course prior to graduation.

MSN 527 Organizational Behavior (3 cr)

This course prepares clinicians with skills in organizational behavior, clinical operations and system design, quality measurement and risk management, fiscal operations and systemic change and project management. It integrates individual behavior with organizational behavior. Specialized skills in organizational politics and policy development, implementation and impact analysis will be acquired. Working as an organizational leader, students are prepared for entry into mid-level clinical leadership and management positions.

MSN 528 Communication and Interpersonal Relations (3 cr)

To promote successful communication for individuals, groups, and organizations. This case-oriented course examines the fragile nature of the communication process. Opportunities for students to learn and practice techniques for improving communication skills in a variety of health care situations are provided.

** One year RN experience required to take any clinical course

Doctor of Physical Therapy

The Profession

Physical therapists are health care professionals who provide services, such as direct patient care, supervision, management, research, teaching and consultation. Physical therapists may engage in independent practice or may be employed by hospitals, rehabilitation centers, extended care facilities, outpatient clinics, schools, and home health agencies. Employment opportunities are readily available in most regions of the country. The vision statement of the American Physical Therapy Association is “transforming society by optimizing movement to improve the human experience.”

Professional Education Program

The professional curriculum uses a Problem-Based Learning (PBL) model rather than the traditional lecture method of presentation. Students are assigned to tutorial groups of five to eight students and guided by a faculty tutor toward self-directed learning. Supervised laboratory sessions and clinical education experiences in a variety of settings are used for

the practice of clinical skills. Due to the unique curriculum design, transfer of professional course work is unlikely. The Doctor of Physical Therapy degree is awarded upon successful completion of the program. The graduates are also prepared to take the physical therapy licensure examination.

The professional curriculum consists of two and one half years of intensive course work and clinical assignments spanning eight consecutive terms in residence plus one online term at the beginning of their studies. Class, laboratory and clinical education assignment times include both daytime and evening hours. Enrollment in additional course work is not possible and employment is not recommended. Clinical education assignments often require travel and housing outside the Wheeling area.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education. Initial accreditation was granted in 1996, and the program is currently accredited through 2021.

Admission Requirements

Applicants must have a 3.0 GPA and have completed all required courses with a “C” or better in order to receive an interview for the professional program. Competition will be based on prerequisite and cumulative grade point averages, GRE scores, interview, and references.

In addition, candidates must earn at least an overall 3.0 GPA in the courses listed below. At the time of application, applicants must be able to report grades from a minimum of 25 credits from these courses: Please refer to the Doctor of Physical Therapy web site (<http://wju.edu/gps/dpt/>) for instructions on the application process via PTCAS.

Biological Studies

- General Biology I with Lab
 - General Biology II with Lab
 - Human Anatomy & Physiology I with Lab
 - Human Anatomy & Physiology II
- OR One full semester of Anatomy AND One full semester of Physiology (One of the two courses must have a lab component)

Physical Sciences

- General Chemistry I with Lab General
- Chemistry II with Lab General
- General Physics I with Lab
- General Physics II with Lab

Statistics

- Statistics (this requirement may be fulfilled by any discipline specific statistics course)

Psychology

- General Psychology

**Refer to PTCAS website for complete details and listing of accepted courses. www.PTCAS.org

An interview is a required, scored admissions activity used to evaluate the verbal/nonverbal communication, the understanding of the profession of physical therapy, and group interaction skill of the student. These are important abilities in the Problem-Based Learning professional program.

References are another method used to determine a student’s preparation for the graduate physical therapy program.

Direct observation of physical therapists working in a variety of settings is recommended. A minimum of 80 documented volunteer or non-paid hours is required for application.

Graduate Record Exam (GRE) scores will be considered in the admission process.

Students whose native language is not English are required to submit a TOEFL paper-based score of at least 600, TOEFL computer-based score of at least 250, or a TOEFL web-based score of at least 100.

Application Procedure

The Wheeling Jesuit University Doctor of Physical Therapy (DPT) program participates in the Physical Therapist Centralized Application Service (PTCAS). Applicants applying to the entry-level Doctor of Physical Therapy program will apply online using the PTCAS application.

To learn more about the PTCAS application process or to submit your application, please visit the PTCAS Web site at www.ptcas.org. If you have any questions about the application process, please contact PTCAS.

You will be asked by PTCAS to submit the following information:

- Essay
- Resume
- Graduate school test scores (GRE)
- Three letters of recommendation. Please follow the instructions on PTCAS regarding required references
- Verification letter(s) attesting to completion of 80 observation/volunteer hours in a clinic or hospital

Admission Process

Students who are completing their degrees at WJU (or at any other university) must have a prerequisite and cumulative GPA of 3.0 or higher and have completed all required courses with a “C” or better in order to be considered for an interview for the professional program. The prerequisites are described in the “Programs and Courses of Instruction” section of the undergraduate catalog.

Selection of applicants will be based on prerequisite and overall grade point averages, GRE scores, interview scores, and references.

Online Term I courses begin in May. On-campus courses begin in late August. The soft deadline for submission of all application documents is October 15 for the following year. Early application submission is strongly recommended. Applicants will be notified in writing of full or conditional acceptance to the program, placement on an alternate list, or rejection.

Tuition and Fees

- | | |
|--------------------------|---|
| • Tuition: | \$2,508 for summer online term I |
| • Tuition: | 14,476 per term for terms II-VIII |
| • DPT Science Lab Fee: | \$330 per term for terms II, III, IV, VI, VII |
| • New Student Fee | \$130 first term |
| • ID Card | \$35 first term |
| • Technology/Service Fee | \$130 per term |
| • Health Fee | \$80 per term (excluding term I) |
| • Parking Fee: | \$80 per term (excluding term I) |
| • Graduation Fee | \$265 per occurrence |

Course Repeat policy

Because we offer the DPT program in a cohort-based format and courses are only offered one time each year, it is not possible to repeat a course and remain with the current cohort.

Course withdrawal policy

Course withdrawal forms may be found online from the Registrar’s office of the University (<http://www.wju.edu/registrar/forms.html>). Because of the cohort format of the program it is usually not possible to continue in the program if courses are not completed in the prescribed order.

Program withdrawal policy

Program withdrawal forms may be found on the Registrar’s office website at <http://www.wju.edu/registrar/forms.html>. It is customary to complete an exit interview with the DPT program director before leaving the University.

Graduation Requirements

Satisfactory completion of all physical therapy courses, including Clinical Education, and a cumulative physical therapy grade point average of at least 3.0 are required for graduation. The Business Office must clear all bills before a diploma

will be released. Students must file an “Application for Graduation” with the Registrar’s office. “Application for Graduation” forms are available online through Academus.

Graduation Honors

The WJU Physical Therapy Honor Society is a student-founded society that was developed to recognize those physical therapy students who have 27 demonstrated exemplary achievement in multiple areas including professionalism, service, leadership and academic achievement. Students seeking induction into the Honor Society do so by submitting an application, which is reviewed against the established criteria for induction to assure minimum criteria are met, including a minimum of a 3.5 cumulative GPA and exemplary professional behaviors throughout the student’s tenure in the program. Induction into the society is held yearly and is usually sought in a student’s sixth term.

Grades

The course grade attached to each assignment, examination, or other graded activity is documented in the course syllabus and on the examinations. Deductions for late submission of assignments and other announced penalties will be used in the calculation of the total grade. Grades are based on raw scores. Departmental and University policy prohibits the curving of grades.

The course grading scale is:

Grade	Percentage	GPA points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
F	<74	0.0

Curriculum Objectives

The graduate will be able to:

- Practice as a physical therapist in a variety of settings with populations diverse in age, gender, marital status, culture, ethnicity language, and psychological, educational and economic status
- Practice collaboratively with other members of the health care team to maximize the potential of the persons and communities which they serve
- Communicate nonverbally, orally, and in writing with others in a language and style that is adapted to the audience
- Teach health care consumers, providers, and students the essentials of health care including prevention
- Participate in the advancement of the profession through service, research, and other scholarly activity in collaboration with peers and colleagues
- Apply the principles of administration and consultation in a practice environment
- Participate in the creation of systematic change in health care and other areas that benefit the public welfare by working cooperatively with professional, community, and governmental agencies, colleagues and the public
- Participate in a planned program for personal and professional growth

Description of Curriculum

All courses are centered around the clinical case/ problem which is introduced in Clinical Science. This is a tutorial group session and meets for two-and-a-half hours, two times per week. The group determines what needs to be known in order to diagnose and treat this clinical case with the facilitation of the faculty tutor. Students discuss what they currently know that applies to this case and what new material must be discovered following a list of case objectives and establishing an application to the patient-client management model. In the second session, they discuss what they have learned in their independent study time. During the Basic Science courses that meet for two-and-a-half to five hours per week, the faculty guide the students to refine their learning in the foundation sciences of anatomy, neuroanatomy, kinesiology, pathology, histology, embryology, and pharmacology. This information is then processed in the Physical Therapy Science course that meets two times per week for two-and-a-half hours with hands-on, practical experiences guided by the faculty. The Physical Therapy Science course is the laboratory equivalent in traditional learning. Additional material involved in the case is discussed in the Integrated Seminars. In the Professional Issues courses, students investigate their roles as

professionals, with each term emphasizing a different aspect of professional conduct. The Clinical Education Stream courses prepare students for clinical education experiences.

As the terms progress, more complex and advanced material is added. Different clinical cases assist the students in learning the breadth of information needed to be a competent entry-level physical therapy professional.

Term I is an online preparatory program of four courses lasting six weeks. During terms II and III, students participate in service learning courses in the local community with the faculty. The five additional terms consist of didactic coursework and clinical education experiences.

The completion of a research project is required from each student. The process begins in Terms II and III during Professional Issues. In Terms IV through VI, students' progress from proposal approval to data collection and analysis. The final project is completed and presented during Capstone Week.

Degree Requirements

Term I (Summer Online Courses)

DPT 601 Basic Science I	2 cr
DPT 602 Clinical Science I	1 cr
DPT 603 Physical Therapy Skills I	2 cr
DPT 604 Professional Issues I	1 cr

Term II (Fall)

DPT 611 Basic Science II	5 cr
DPT 612 Clinical Science II	5 cr
DPT 613 Physical Therapy Science II	5 cr
DPT 614 Professional Issues II	2.5 cr
DPT 615 Integrated Seminar I	1 cr
DPT 617 Service Learning I	1 cr
DPT 619 Clinical Education Stream I	1 cr

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

Term III (Spring)

DPT 621 Basic Science III	5 cr
DPT 622 Clinical Science III	5 cr
DPT 623 Physical Therapy Science III	5 cr
DPT 624 Professional Issues III	2.5 cr
DPT 625 Integrated Seminar II	1 cr
DPT 627 Service Learning II	1 cr
DPT 629 Clinical Education Stream II	1 cr

Term IV (Summer)

DPT 636 Research Training Seminar I	1 cr
DPT 637 Service Learning III	1 cr
DPT 638 Clinical Education I	6 cr

Term V (Fall)

DPT 631 Basic Science IV	5 cr
DPT 632 Clinical Science IV	5 cr
DPT 633 Physical Therapy Science IV	5 cr
DPT 634 Professional Issues IV	2.5 cr
DPT 635 Integrated Seminar III	1 cr

DPT 646 Research Training Seminar II	1 cr
DPT 639 Clinical Education Stream III	1 cr

Term VI (Spring)

DPT 641 Basic Science V	1.5 cr
DPT 642 Clinical Science V	3 cr
DPT 643 Physical Therapy Science V	3 cr
DPT 644 Professional Issues V	3 cr
DPT 645 Integrated Seminar IV	1 cr
DPT 656 Research Training Seminar III	1 cr
DPT 649 Clinical Education Stream IV	1 cr
DPT 657 Service Learning IV (elective)	2 cr
DPT 658 Clinical Education II	6 cr

Term VII (Summer)

DPT 651 Basic Science VI	1.5 cr
DPT 652 Clinical Science VI	3 cr
DPT 653 Physical Therapy Science VI	3 cr
DPT 654 Professional Issues VI	3 cr
DPT 655 Integrated Seminar V	1 cr
DPT 657 Service Learning IV (elective)	2 cr
DPT 666 Research Training Seminar IV	1 cr
Possible elective courses (not required):	
DPT 669 Pediatric Elective	3 cr
DPT 670 Orthopedic Elective (Apendicular)	3 cr
DPT 671 Orthopedic Elective (Axial)	3 cr
DPT 672 Neurology Elective	3 cr

Term VIII (Fall)

DTP 668a Clinical Education III	8 cr
DTP 668b Clinical Education IV	8 cr
DPT 661 NPTE Board Review	3 cr

DPT Course Descriptions

DPT 601 Basic Science I (2 cr)

Medical Terminology

This six-week intensive online course investigates medical specialties and body systems as facilitated by the study of medical terminology.

DPT 602 Clinical Science I (1 cr)

The curriculum in the Department of Physical Therapy is based on the Problem-Based Learning philosophy of learning. The DPT program utilizes an integrated approach in which all learning is driven by the patient cases. The core of this type of learning is the tutorial process. In this online course, the theoretical basis of this style of learning, including the assumptions that underlie the process, will be investigated. The process and the roles that individuals take in professional discussion will be explained. Group dynamics will also be briefly discussed.

DPT 603 Physical Therapy Skills I (2 cr)

This course is designed to allow the student to bring forward anatomy knowledge previously learned in prerequisite coursework and to apply it to the practice of physical therapy. This will be accomplished through six weekly online modules that will guide the student through the basics of anatomical surface palpation of bony structures, muscles, their actions, and attachments. These tasks and principles will be applied to the trunk and extremities using another person on

whom to practice. Competence will be evaluated through the use of quizzes and comprehensive multiple-choice midterm and final examinations.

DPT 604 Professional Issues I (1 cr)

Introduction to the Profession of Physical Therapy

This course will define and describe professionalism as it applies to the profession of physical therapy. It will provide the student with the expectation of what a graduate of our physical therapy programs should demonstrate with respect to professionalism in their daily practice as a physical therapist. In addition, a working knowledge of the Guide to Physical Therapist Practice and specific resources relating to professionalism, available through the American Physical Therapy Association's web page, will be presented.

DPT 611 Basic Science II (5 cr)

Guided study of structures and functions of the body in healthy and impaired states, and the impact of health care evaluations and interventions on structures and functions. This includes the study of bones, joints, muscles, peripheral nerves, and energy management. Topics are integrated closely with client cases in Clinical Science II.

DPT 612 Clinical Science II (5 cr)

Problem-based tutorial includes foundations of normal movement, categories of interference with normal movement, and application of principles of Clinical Science in evaluation and treatment of specific conditions resulting in movement dysfunction.

DPT 613 Physical Therapy Science II (5 cr)

Laboratory experiences analyze human posture, movement, and therapeutic interventions for selected impairments of the spine and extremities. Evaluation and intervention strategies are integrated with client cases presented in Clinical Science II.

DPT 614 Professional Issues II (2.5 cr)

The focus of this class is an introduction of APTA vision of Professional Behavior in the 21st century, current specialization in Physical Therapy, understanding the pillars of Evidence-Based Practice and Research, their importance for future practitioners and their application, as it related to Physical therapy. Components of the class are effective self-reading of documented research, understanding good research design, research variables, basics of descriptive analysis and computing them on SPSS, and developing a sound research plan for the DPT project.

DPT 615 Integrated Seminar I (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 617 Service Learning I (1 cr)

Students will accompany faculty to community organizations which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication, screening, treatment, and documentation skills. Pass/Fail.

DPT 619 Clinical Education Stream I (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

DPT 621 Basic Science III (5 cr)

Guided study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic neuroscience. Topics are integrated closely to client cases in Clinical Science III.

DPT 622 Clinical Science III (5 cr)

Problem-based tutorial includes study of client cases illustrating a variety of causes and manifestations of movement dysfunction.

DPT 623 Physical Therapy Science III (5 cr)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science III.

DPT 624 Professional Issues III (2.5 cr)

Orientation to the education role of the physical therapist with discussion, small group projects and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science III.

DPT 625 Integrated Seminar II (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 627 Service Learning II (1 cr)

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 629 Clinical Education Stream II (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

DPT 631 Basic Science IV (5 cr)

Guided study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and neuroscience. Topics are integrated closely with client cases in Clinical Science IV.

DPT 632 Clinical Science IV (5 cr)

Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

DPT 633 Physical Therapy Science IV (5 cr)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science IV.

DPT 634 Professional Issues IV (2.5 cr)

Orientation to the health care system and the role of the physical therapist in health care delivery. Includes discussion, small group projects, and poster presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science IV.

DPT 635 Integrated Seminar III (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 636 Research Training Seminar I (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 637 Service Learning III (1 cr)

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail. Regional Experience

DPT 638 Clinical Education I (6 cr)

Supervised clinical practice of physical therapy skills learned in the first three terms. Pass/Fail. (320 hours)

DPT 639 Clinical Education Stream III (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

DPT 641 Basic Science V (1.5 cr)

Guided study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and pathology of the nervous system. Topics are integrated closely with client cases in Clinical Science V.

DPT 642 Clinical Science V (3 cr)

Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication, and economic issues.

DPT 643 Physical Therapy Science V (3 cr)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science V.

DPT 644 Professional Issues V (3 cr)

Emphasis on the profession of physical therapy. Includes discussions, small group projects, formal debates, an exercise in parliamentary procedure, and a mock trial. Learning activities are related closely to client cases presented in Clinical Science V.

DPT 645 Integrated Seminar IV (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 646 Research Training Seminar II (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 649 Clinical Education Stream IV (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

DPT 651 Basic Science VI (1.5 cr)

Guided study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. Includes study of complex pathologic conditions. Topics are integrated closely with client cases in Clinical Science VI.

DPT 652 Clinical Science VI (3 cr)

Problem-based tutorial includes the study of client cases illustrating multiple simultaneous and sequential causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

DPT 653 Physical Therapy Science VI (3 cr)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science VI.

DPT 654 Professional Issues VI (3 cr)

Orientation to health care organizations including the personnel function, management of physical facilities, quality assurance and risk management, budgeting, marketing and planning. Discussion, small group projects and presentations of projects are used to promote learning. Independent individual projects completed during the term are presented in written format and in an oral defense.

DPT 655 Integrated Seminar V (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 656 Research Training Seminar III (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 657 Service Learning IV (2 cr) (elective)

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail. (International Experience)

DPT 658 Clinical Education II (6 cr)

Supervised clinical practice of physical therapy skills learned in the first three terms. (320 hours)

DPT 661 NPTE Board Review (3 cr)

Course Description: This course is 6-week online review course designed to help students prepare for the National Physical Therapy Examination. In the course, we'll cover test strategies, as well as key topics related to Examination, Evaluation, Differential Diagnosis, Prognosis, and Interventions.

DPT 666 Research Training Seminar IV (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 668a Clinical Education III (8 cr)

Supervised clinical practice of physical therapy skills learned during the preceding terms. (400 hours)

DPT 668b Clinical Education IV (8 cr)

Supervised clinical practice of physical therapy skills learned during the preceding terms. (400 hours)

DPT 669 Pediatric Elective (3 cr)

This course explores the provision of physical therapy to children in a variety of settings (NICU, acute care, rehabilitation, outpatient, school, hospice, work) and will highlight the role of the physical therapist in promoting skill acquisition, function, and independence as the child grows into adulthood. The information presented will broaden the knowledge of the student beyond what is taught in the core cases of pediatrics, reinforcing the development of the child in the five classic domains of development (motor, language, cognitive, social-emotional and self help), present common pediatric pathologies and their treatment, and prepare the student for autonomous practice with children. In addition, a review of child development the unique influences on physical therapy practice encountered in each unique setting will be explored.

DPT 670 Orthopedic Elective (Appendicular) (3 cr) (Not Required)

This course is designed to enhance the student's knowledge and application ability in the realm of orthopedic physical therapy practice. The modules contained in this course provide the most current synopses available for skills such as clinical reasoning and the evaluation and treatment of musculoskeletal pathologies, integrating higher level metacognitive thinking with current best evidence and previous clinical experience. The student will utilize current clinical prediction rules and treatment based classification systems in real time patient care.

DPT 671 Orthopedic Elective (Axial) (3 cr) (Not Required)

This course is designed to enhance the student's knowledge and application ability in the realm of orthopedic physical therapy practice as they relate to areas on the axial skeleton. The modules contained in this course provide the most current synopses available for skills such as clinical reasoning and the evaluation and treatment of musculoskeletal pathologies, integrating higher level metacognitive thinking with current best evidence and previous clinical experience. The student will utilize current clinical prediction rules and treatment based classification systems in real time patient care.

DPT 672 Neurology Elective (3 cr) (Not Required)

This course explores topics above and beyond the entry-level core curriculum related to the management of patients with neurologic injury. Understanding of the information in this course will enhance the entry-level graduate's ability to perform examination, evaluation, and treatment of the adult client with neurologic dysfunction. Topics covered in this course are applicable to a variety of neurologic impairments thus broadening the entry-level graduate's ability to comprehensively and independently treat a variety of neurologic diagnoses.