

2017-2018

WHEELING JESUIT UNIVERSITY

CATALOG UNDERGRADUATE STUDIES



Table of Contents

Preamble

Mission Statement.....	4
Philosophy.....	4
Association of Jesuit Colleges and Universities	5
Accreditation and Memberships	6
Nondiscrimination Policy	6
Adherence to Federal Guidelines.....	6
Notice to all Current and Potential Students.....	6

Campus Resources

Academic Resource Center (ARC)	7
Bishop Hodges Library	7
Campus Ministry and the Service for Social Action Center	7
Faculty Statement.....	8
Information Technology	8
Media Services.....	8
Performing Arts and Lectures	8
Additional Campus Resources	8

Campus Services.....

Athletic Activities	9
Intercollegiate Athletics	9
Intramurals	9
Athletic Facilities	9
Campus Public Safety & Parking.....	9
Career Services	9
Counseling Center.....	10
Dining Services	10
Disability Services	10
Health Center	10
Residence Life	10
Student Government	11
Student Life.....	11
Student Organizations	11
Campus Activities Board (CAB)	11
Student Publications.....	12
Student Services.....	12
Title IX	12
Veteran Affairs.....	12

Undergraduate Studies

Admissions Procedures	13
Admissions Requirements	13
Special Admission Programs	15
Tuition, Fees Room and Board	15
Refund Policy – Withdrawal from the University	17
Cardinal Card/Munch Money	18
Financial Aid Information.....	19

Financial Aid Programs	19
Institutional Scholarships & Grants	20
Externally-Supported Scholarships.....	20
Federal and State Aid Programs.....	20
Student Information.....	26
Student Rights and Responsibilities.....	26
Honor Code	26
FERPA & Student Records Policy.....	26
Medical Leave of Absence Policy	30
Academic Information	32
Academic Dishonesty and Integrity Policy.....	32
Academic Dishonesty Guidelines	32
Grades	34
Transfer of Credit.....	35
Academic Procedures and Regulations.....	38
Registration	38
Graduation Requirements	39
Academic Standing	39
Student Achievement	42
Graduation Honors	42
Graduate and Professional Studies Preparation	44
Academic Programs of Study.....	46
The Core Curriculum	49
Program Curricula.....	51
Course Descriptions	84

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 (see Table 1) 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.

Table 1

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

Boston College, Boston, 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, New York City, NY	1841
Georgetown University, Washington, DC	1789
Gonzaga University, Spokane, WA	1887
John Carroll University, Cleveland, Ohio	1886
Le Moyne College, Syracuse, NY	1946
Loyola College in Maryland, Baltimore, MD	1852
Loyola Marymount University, Los Angeles, CA	1911
Loyola University, New Orleans, LA	1912
Loyola University of Chicago, IL	1870
Marquette University, Milwaukee, WI	1881
Regis University, Denver, CO	1877
Rockhurst College, Kansas City, MS	1910
Saint Joseph's University, Philadelphia, PA	1851
Saint Louis University, St. Louis, MS	1818
Saint Peter's College, Jersey City, NJ	1872
Santa Clara, 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, Ohio	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.

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

Academic Resource Center (ARC)

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

The ARC staff encourages students to take responsibility for their own academic achievement and become successful, life-long learners. Students may call the ARC or stop in to set up an appointment with a tutor or professional staff member for assistance.

The services provided by the ARC are available to Wheeling Jesuit University students at no additional charge. Visit the Academic Resource Center on the Web at www.wju.edu/arc to view the current schedule of operation and learn more about what the ARC has to offer. It is located in the Bishop Hodges Library.

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/bhl>

Campus Ministry and the Service for Social Action Center

St. Ignatius of Loyola (1491-1556), the founder of the Jesuits, urged men and women to listen to the voice of God speaking in their hearts, and to discover how God acts in all creation. WJU's Campus Ministry, along with the Service for Social Action Center, provides a community of faith, worship, and service to others. Led by Jesuits, pastoral ministers, and student leaders, Campus Ministry serves to mentor students in all aspects of their lives.

Campus Ministry staff, located in Swint Hall and the Acker Science Center Bridge, offer prayer and reconciliation, celebration of the sacraments, worship, retreats and spiritual direction. The Service for Social Action Center, located on the Acker Science Center Bridge, coordinates service opportunities in Wheeling, throughout the United States, and abroad. Weekly Mass and various special Masses and events are held in the beautiful Chapel of Mary and Joseph.

Through word and sacrament, prayer and service, reflection and action, students may experience the Ignatian way of life, making our love of God in Christ active in our world.

Faculty

A strong teaching faculty is the principal academic resource of Wheeling 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

In addition to the computers in the library, computer laboratories are located throughout the academic buildings. Students use ITS labs to complete computer-related assignments, to check e-mail, or to access the Internet. Some classes meet regularly in ITS labs for computer-assisted instruction. Students' accounts for WJU e-mail, Academus, and Blackboard are supplied by ITS. Residence halls are equipped for students to bring their own computers and access the Internet and network.

Media Services

The Media Services department provides multimedia equipment and services to faculty and administration. Audiovisual equipment can be reserved through the online ITS Helpdesk and will be delivered to instructional locations on campus. Various rooms in Donahue Hall and Acker Science Center have built-in media systems for computer demonstrations, video or Internet presentations.

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.

Additional Campus Resources

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

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

Campus Services

Athletic Activities

Wheeling Jesuit University offers a well-balanced athletic program of intercollegiate, intramural, and club sport activities.

Intercollegiate Athletics

Wheeling Jesuit is a member of the Mountain East Conference, composed of 12 member institutions. A Division II member of the National Collegiate Athletic Association (NCAA), Wheeling Jesuit competes on the intercollegiate level in men's and women's basketball, men's and women's soccer, men's and women's track, men's and women's cross country, men's and women's golf, women's volleyball, men's and women's lacrosse, women's fast-pitch softball and men's baseball, wrestling, and football. Additionally, WJU has a rugby team that competes with other schools in the USA Rugby Association.

Intramurals

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

Athletic Facilities

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

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

Campus Public Safety and Parking

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

Career Services

The mission of 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. The Director of Career Services is located on the Acker Bridge, easily accessible to students. 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. Wheeling Jesuit students and alumni have access to the College Central Network (CCN), an online career source. The CCN is a national job board for internships and permanent employment. Students who post resumes on the CCN will automatically receive direct feedback from a Career Adviser.

Counseling Center

The Counseling Center serves students by providing education, prevention and intervention dealing with a variety of personal issues and concerns. Staffed by a licensed professional counselor, the Center promotes individual growth and development and assists students in their adjustment to and through University life. Throughout the academic year, the Counseling Center presents educational programs that focus on student concerns. Services are available to all on an individual and confidential basis. The Counseling Center is located on the ground floor of Ignatius Hall.

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. While a campus meal plan is available to residential students (via the Office of Residence Life), all students can use "munch money," which is put on their Cardinal Card, to eat in the dining hall and the campus coffee shop. The campus coffee shop, also known as the Kiosk, located in the lower part of Swint Hall, is designed to cater to students on the run or seeking a coffee shop environment with a great view of the campus lawn. The Benedum Dining Room, also known as the BRoom, is located in Swint Hall and offers dining hours throughout the day. Students with special dining needs should contact Student Services (office location inside the Benedum Room).

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. The office of the Disability Services Director is located on the ground floor of Ignatius Hall.

Health Center

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

Residence Life

The majority of the University's undergraduate students reside on campus. There are six residence halls: Champion, Ignatius, Kirby, McHugh, Sara Tracy, and Steenrod. All full-time undergraduate students are required to live in campus housing. Students may only live off-campus if they meet the criteria as outlined on the Off-Campus Residence Request form, which is available in the Office of Residence Life. It must be completed and submitted to the Office of Residence Life for approval.

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

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

Student Government

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

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

Student Life

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

Student Organizations

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

Honoraries include groups that are local chapters of national honor societies. Academic honor societies are all managed through the appropriate academic department. See the "Awards" section of this Catalog for further details.

Campus Activities Board (CAB)

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

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

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

Student Publications

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

Student Services

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

An integral part of the WJU academic environment, Student Services provides a holistic view to educating students. By providing activities and leadership opportunities beyond the classroom, Student Services assists the University in producing students who can and will contribute to the community and helps each to become more competent, virtuous and responsible citizens. It is comprised of the following offices: Residence Life, Student Life and Activities, Performing Arts, Career Services, Athletics, Campus Ministry, and Health Counseling. Most of these departments, in addition to the Office of the Vice President of Student Services, can be found in Swint Hall.

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.

Veteran Affairs

Educational Assistance Benefits are available for veterans, active-duty military, National Guard and selected reserve, and, in some instances, their qualified dependents. For additional information on specific programs, contact your local Veterans' Office or the Office of the Registrar at the University. WJU participates in the Yellow Ribbon program. The standards of Progress and Conduct as shown in this catalog are considered adequate for meeting the requirements of the Approving Agency and Department of Veterans' Affairs. VA students may not be continued in enrolled status beyond two consecutive terms while falling below the level of satisfactory academic progress necessary to graduate.

UNDERGRADUATE STUDIES

Admission Procedures

First-Year Admissions

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

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

Transfer Admissions

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

1. An official application
2. Official transcripts of all previous college work from each institution attended.

Admission Requirements

First-Year Students

Requirements for admission to Wheeling Jesuit University include:

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

Letters of recommendation and a list of extracurricular activities also are encouraged.

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

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

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

Transfer Students

General requirements for transfer students are as follows:

1. Cumulative college GPA of 2.0 or higher and
2. Official transcripts of all previous college work from each institution attended must be submitted. Grades of C- or better are accepted.
3. Candidates may be asked to submit an official high school transcript upon request by the transfer counselor. 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 an Associate'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); the sophomore, junior and senior one-credit seminars; one writing intensive course. Evaluation of credits will be made by the Registrar at the time of acceptance. The University accepts credits only. The

computation of a student's grade point average (GPA) will begin with courses taken at the University. Full-time students are classified as follows:

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

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

International 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 above
2. a high school GPA of 3.0 and a high school or diploma or equivalent and
3. certification of proficiency in English as a second language is achieved by a 213 computer-based or 80 internet-based on the Test of English as a Foreign Language (TOEFL).
4. Additionally, since the U.S. Department of Immigration and Naturalization requires international students to certify financial responsibility, certification of financial resources sufficient to cover college costs must be submitted by the appropriate financial institution. Tuition, room and board and required fees must be paid in full prior to beginning classes.

Special Nursing Departmental Regulations

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

Pre-Entrance Health Forms

All entering students are required to return the WJU pre-entrance health forms and verification of health insurance. The following are **mandatory requirements** prior to admission: Official documentation of a **PPD** (tuberculin skin test) within 12 months prior to start of classes, **Tdap** (Tetanus-Diphtheria-Pertussis) within the last 10 years, and 2 **MMR** vaccines (Measles, Mumps and Rubella). Polio vaccination is required only for students that have resided outside the United States in wild poliovirus endemic countries in the past 12 months.

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

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

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

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

Special Admission Programs

Advanced Placement

Wheeling 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.

Dual Enrollment - Classes for High School Students

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

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

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

Tuition, Fees, Room and Board

Tuition and Fees for undergraduate day students for the 2017-18 year are:

Tuition:	\$27,000
Fees:	\$1,110, plus additional fees, if applicable (See "Explanation of Fees" below.)
Room:	\$5,006-\$6,550 (See Room and Board section below.)
Board:	\$3,990 (See Room and Board section below.)

Additional fees may apply, see "Explanation of Fees" below.

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

Explanation of Fees

Athletic Training Fee

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

Audit Fee

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

Challenge Tests

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

Clinical Science Fee

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

Graduation Fee

A graduation fee is incurred by each graduating student regardless of the student's plans to participate in commencement ceremonies. Students will incur the graduation fee with each degree awarded.

Health Fee – Mandatory Fee

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

I.D. Card

An initial fee is charged for a WJU identification card.

I.D. Card Replacement

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

Late Registration Fee

This is a fee for late registration/confirmation.

New Student Fee

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

NSF Fee

All returned checks will be assessed this fee.

Nursing Fee

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

Off-Campus Fee

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

Over-Hours Charge

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

Parking Permit

A parking permit fee for registering an automobile on campus is assessed annually.

Communications Fee

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

Psychology Fee

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

Science Lab Fee

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

Student Activity Fee – Mandatory Fee

This fee funds student activities through student government allocations. Student participation in activities is either free or in some cases at a very minimal cost. This is a semester charge for day students.

Student Recreation Fee – Mandatory Fee

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

Study Abroad Fee

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

Technology Fee – Mandatory Fee

The technology fee covers the cost of upgrading technology on campus. This is a semester charge for day students.

Room and Board

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

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

Students have meal plan options while first-year students are required to be on a specific meal plan during their first academic year.

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

Single rooms in the residence halls are only available when space permits. Single rooms have an additional fee from that listed above.

Tuition Deposit

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

Payments

All balances are due and payable from (4) weeks prior to the first day of class. Summer school classes are to be paid in full by the first day of class. Until payment is made or an externally administered payment plan is accepted, registration will be incomplete and the student may not attend classes or have access to the residence hall or meal plan.

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

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

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

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

Payment Plan Option

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

Refund Policy – Withdrawal from the University

Tuition

For students who withdraw from the University, the date of formal withdrawal is the date the form is received by the Registrar; this date determines the refund. The University's refunds are made based on University policy as specified in the section below or in the Financial Aid section of this Catalog. No refund of tuition is made after the ninth week of a semester.

Refund Schedule

The University follows the Federal Return of Title IV Aid refund policy. A student who withdraws from the university will have their tuition and mandatory fees refunded based on a weekly percentage using the following table below:

Weeks Completed

- | | |
|--------------------------------|--------------------------------------|
| • Before 1 completed week 100% | • Before 6 completed weeks 60% |
| • Before 2 completed weeks 80% | • Before 7 completed weeks 53% |
| • Before 3 completed weeks 80% | • Before 8 completed weeks 47% |
| • Before 4 completed weeks 73% | • Before 9 completed weeks 40% |
| • Before 5 completed weeks 67% | • No refunds after 9 completed weeks |

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. For students receiving Title IV federal aid, a return of Title IV funds policy will be applied for students who withdraw. There may be special refund consideration for students receiving any aid and withdraw. Information concerning the return of financial aid is available from the Financial Aid Office. See the Financial Aid Section of the Catalog.

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

Refund Checks

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

Policy Concerning Students Affected by Military Mobilization

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

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

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

Cardinal Card/Munch Money

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

Financial Aid Information

The Financial 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. Financial assistance may be in the form of federal, state, University or private aid. There are three types of aid: gift aid grants and scholarships), loans (federal and private) and work study opportunities.

For federal, University, state and most private aid, family resources are measured by the needs analysis formula of the Free Application for Federal Student Aid (FAFSA). All students are required to file the FAFSA if they wish to apply for federal, state, and University aid. The FAFSA is filed electronically at www.fafsa.gov, an official U.S. Department of Education Web site. You may submit your signatures via U.S. mail or electronically using your FSA ID. You can apply for your FSA ID by going to www.fafsa.gov and clicking the “FSA ID” tab at the top of the page.

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

All financial aid is disbursed directly 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 (FAFSA) and list Wheeling Jesuit University’s Federal school code: 003831. Most states use the FAFSA for their grant programs; check with your state grant agency for details. Once the FAFSA has been filed and processed, the Department of Education (DOE) will send the student and the University an electronic student aid report (SAR) provided the student listed the correct Federal school code. Corrections to the FAFSA can be made electronically through the FAFSA website and submitted for DOE processing.
3. 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.

Wheeling Jesuit and Federal Aid Programs

Wheeling Jesuit University aid will only be awarded for a total of four years. Federal aid will be awarded until the student has reached the aggregate loan & Pell Grant limits. Students who take longer than four years to complete a bachelor’s degree may appeal to use Wheeling Jesuit aid for an additional semester. The Financial Aid Committee will review and decide the outcome of the appeal request. Wheeling Jesuit aid requires full-time enrollment. No student who has Wheeling Jesuit aid as a part of a financial aid package will receive grant assistance in excess of his or her direct costs with the University.

Academic Scholarships

The Wheeling Jesuit University Scholarship Program provides financial assistance to students who demonstrate potential for scholarship and leadership. These awards are based on demonstrated merit and may be unrelated to financial need. (However, the awards may affect other need-based aid in the aid packages.)

Institutional Scholarships & Grants

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

Externally-Supported Scholarships

Diocesan Scholarship

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

Circle of Vision Scholarship Program

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

Project Best Scholarship

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

Dr. William J. Steger Education Fund

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

Students and their families are also encouraged to use the free scholarship searches available on the internet to explore scholarship eligibility from various organizations that offer financial assistance to those meeting specific but extremely diverse criteria. Several scholarship searches are currently available on the internet. These searches and other financial aid information can all be accessed through <http://federalstudentaid.ed.gov/>.

Federal and State Aid Programs

Federal Pell Grant

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

West Virginia Higher Education Grant

Awarded by the State of West Virginia, this grant is based upon financial need and a satisfactory academic record. The application deadline is April 15. For more information, please visit www.cfww.com.

West Virginia Promise Scholarship

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

Other State Grants

Students may use Pennsylvania Grants (deadline May 1) at Wheeling 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 Supplemental Educational Opportunity Grant (SEOG)

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

Teach Grant

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

Federal Perkins Loan

This low-interest loan is available to students with demonstrate financial need (limited funding).

Federal Work Study

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

Federal Stafford Direct Loans

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

Federal Stafford Direct PLUS Loans

The Federal Parent Loan for Undergraduate Students (PLUS) is a low-interest loan through the University to credit-worthy parents who may borrow cost of education minus any other aid received by the student. For details on this educational loan program, contact the Financial Aid Office.

Alternative Educational Loans

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

Rights & Responsibilities of Financial Aid Recipients

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

You have the right to know:

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

It is your responsibility to:

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

- Notify the Financial Aid Office in advance when your course load at the University may be less than full-time. Failure to do so will cause delay in the receipt of your funds;
- Notify the Financial Aid Office of any changes in financial status. Failure to do so can result in termination of financial assistance;
- Maintain satisfactory academic progress. Withdrawal from the University or never attending classes will result in partial or full repayment of aid disbursed for the semester involved.

Student Withdrawal Financial Aid Refund Policy

Withdrawal from a class or from all classes may impact aid eligibility, both in the semester in which the withdrawal occurs and subsequent semesters. The University's refunds are made based on University policy as specified in the section below of this catalog. Refunds to financial aid programs are made in compliance with the U.S. Department of Education Federal Title IV Refund Policy regulations, state program policies and University regulations.

Federal Return of Title IV Aid (R2T4)

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

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

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

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

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

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

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

Refunds are allocated in the following order:

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

The University follows the Federal Return of Title IV Aid refund policy. A student who withdraws from the University will have his or her tuition and mandatory fees refunded based on numbers of days for the Fall/Spring semesters as noted earlier in the "Refund Policy" section of this Catalog. If a student withdraws only from a class after the add/drop deadline and not entirely from the University, there will be no adjustments made to the student's financial aid or student billing account.

Renewal of Financial Aid

Students must reapply for financial aid each academic year. To process your renewal FAFSA online, go to www.fafsa.gov on or after October 1. To remain eligible for aid, students must also maintain satisfactory academic progress. To renew most types of aid, a student must maintain a 2.0 minimum cumulative GPA and earn a minimum of 24 credits per academic year if enrolled as a full-time student.

Part-time students must earn all credits for which they register for each semester. The Financial Aid Office reviews aid eligibility at the end of the academic year. If a student's credit hours or GPA falls below the minimum requirements, financial aid may be withdrawn.

Satisfactory Academic Progress for Financial Aid

Satisfactory Academic Policies and Procedures: Federal regulations require that institutions monitor the academic progress of each student for federal financial aid assistance and that the institution certify that the student is making *satisfactory academic progress* toward earning his/her degree. The determination of progress must be made at least once a year and before the Financial Aid Office releases any federal aid funds for the subsequent semester. Wheeling 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 programs require 120 credit hours for graduation. The maximum time frame for students in the programs is 180 attempted credit hours ($120 \times 1.5 = 180$). Students whose programs require more than 120 credit hours for a degree will have a higher limit. Students are normally expected to complete an undergraduate degree by the end of 4 years. Therefore, students will forfeit their eligibility to participate in federal financial aid programs after 6 years of full-time enrollment ($4 \times 1.5 = 6$).

Withdrawals and Pass/Fail (Credit/No Credit) Courses: Grades of W and FA are counted as courses attempted and count toward the maximum time frame.

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

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

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

Transfer Credit Hours: Students who transfer credit hours into 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 most recent 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 they must successfully complete 120 credit hours within a limited time frame. Students are considered to be progressing normally or on pace towards degree completion as follows:

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

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

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

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

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

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

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

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

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

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

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

Financial Aid Probation: If a student fails to reach the maximum number of scheduled hours and the Director of Financial Aid determines that the student has fallen below the completion ratio standards for satisfactory progress, the student will be placed on Financial Aid Probation. The student's continued eligibility for federal aid will be at risk. Students who fail to maintain the required minimum GPA will also be placed on Financial Aid Probation.

Students on Financial Aid Probation will receive a separate letter that will outline the academic requirements they must meet in order to receive aid for the following semester. If the student on Financial Aid Probation meets the required conditions of the probation, then the student will be permitted to continue to participate in the federal financial aid programs for subsequent semesters. Students that have been placed on probation will be considered as making satisfactory academic progress for the purpose of receiving financial aid as long as they continue to meet the academic requirements outlined in their probationary letter.

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

Lack of Satisfactory Progress Equals Loss of Federal Financial Aid Eligibility: Students who lost eligibility to participate in the federal financial aid programs for reasons of academic progress can regain that eligibility by enrolling at Wheeling Jesuit University at their own expense (no financial aid assistance). Within the unfunded semester, the student must demonstrate that they are capable of completing a semester without any failures, incompletes, and/or withdrawals and must show the ability to complete their degree requirements within the time frame.

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

Right to Appeal: A student has the right to submit a written appeal to any decision of ineligibility to continue to receive financial aid. This appeal must be submitted in writing to the Director of Financial Aid within 30 days of notification that

the student's aid eligibility has been lost. Appeal letters must be written by the student and submitted via US postal mail, fax or email. All appeal letters must have the student's signature. Appeal letters that are emailed must be submitted through their 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 financial aid was at risk. The appeal needs to be based upon some extenuating circumstance or condition which prevented the student from successfully completing attempted credit hours and/or lack of GPA, or which necessitated that the student withdraw from class(es). Students must include in their appeal letter: 1.) Why the student failed to maintain satisfactory academic progress; and 2.) What has changed that will allow the student to make satisfactory academic progress during the next semester. Examples of possible situations include death of a family member, serious injury or illness, loss of job, etc.

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

If a student does not have funds for an appeal or if the appeal is denied, the student may still be able to regain his or her eligibility for future semesters. The student will need to enroll at Wheeling Jesuit University at his or her own expense (no financial aid assistance) and implement an academic plan with the Financial Aid Office and Director of Undergraduate Success, in advance for the conditions under which eligibility can be regained.

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

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

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

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

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

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

Resources Available for Students:

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

STUDENT INFORMATION

Student Rights and Responsibilities

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

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

Honor Code

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

FERPA & Student Records Policy

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

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

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

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

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

Use of Directory Information

Wheeling Jesuit University designates the following items as directory information: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, grade level, full

or part-time status, most recent previous school attended and photograph. The University may disclose any of these items without prior written consent, unless the Registrar is notified in writing to the contrary by the second week after the start of a term.

Access to Education Records

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

Amendment of Education Records

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

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

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

Disclosure of Education Records

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

1. School officials within Wheeling Jesuit University, provided the school has determined that they have "legitimate educational interest" in the information. Wheeling Jesuit University considers the following as school officials: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer, or other party to whom the school has outsourced institutional services or functions.
2. Other schools to which a student seeks or intends to enroll.
3. Financial aid officers in connection to financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or

payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.

4. Parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code.
5. Appropriate parties, including parents of an eligible student, in connection with a health or safety emergency.

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

1. The student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.
2. Information that has been deemed "Directory information" that would not generally be considered harmful or an invasion of privacy if disclosed. "Directory information" at Wheeling Jesuit University includes the following: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, grade level, full or part-time status, most recent previous school attended and photograph.

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

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

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

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

Annual Notification of Rights

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

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

Law Enforcement Units and Education Records

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

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

Complaints of Alleged Failures to Comply with FERPA

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

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

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

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

Complaint Regarding Access

If an eligible student believes that Wheeling Jesuit University has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific

information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

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

Complaint Regarding Disclosure

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

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the FPCO, and other information regarding FERPA at:

www.ed.gov/policy/gen/guid/fpc/index.html

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

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

Medical Leave of Absence Policy

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

1. Student must submit a written letter requesting leave of absence for medical reasons. This letter must be addressed to the WJU Director of Undergraduate Student Success. This letter must outline the need for the leave, the anticipated length of time for the leave and the anticipated time of return to academic studies, if known.
2. The physician or health care practitioner treating the student for said medical issue must submit written documentation to the WJU Director of Undergraduate Student Success outlining the medical necessity for the requested medical leave and its anticipated duration.
3. Considering all information provided and any additional consultation needed, the WJU Director of Undergraduate Student Success will rule on the requested medical leave. The decision will be communicated to the student in writing within and no longer than 10 working days of the completed request, which will not be considered as complete until all materials are submitted. This correspondence will also include the steps that the student must take to request re-enrollment after being released by the treating physician to return to academic studies.

4. The WJU Director of Undergraduate Student Success will notify the Registrar of any student withdrawal due to medical leave of absence. The Director will also notify all necessary University departments (e.g., Registrar, Financial Aid, Student Accounts, IT, Student Housing, instructors, and academic advisors) of the student's leave so that appropriate actions can be taken within their domain.
5. Should the request be denied, the student can appeal the decision to the VPAA within 10 working days of notification of the initial decision. The VPAA will compile all information necessary and make a ruling within 10 working days of receiving the appeal. Written documentation of the decision will be provided to the student by the VPAA's office. The decision of the VPAA is final.
6. All correspondence regarding the request for MLOA will be maintained in the student's official academic record housed in the Registrar's Office.

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

Re-enrollment after MLOA

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

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

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

ACADEMIC INFORMATION

Academic Dishonesty and Integrity Policy

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

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

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

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

Academic Dishonesty Guidelines

What is academic integrity?

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

Why is academic integrity important?

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

What constitutes a violation of academic integrity?

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

What does “intellectual property” mean?

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

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

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

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

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

Some examples of this type of academic dishonesty include:

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

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

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

Some examples of this type of academic dishonesty include:

- Letting someone look over your old paper for a class as he/she prepares a similar paper for his/her class;
- Allowing someone else to look at your exam to see if he/she has transcribed similar answers;

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

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

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

What are the consequences for violating academic integrity?

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

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

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

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

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

The Office of Academic Affairs will monitor the violations of academic integrity. If a student is found guilty of committing a 3rd violation, the Vice President for Academic Affairs may impose an additional sanction including suspension or dismissal from the University. The student will be notified of the Vice President of Academic Affairs review of the violations. The final decision of the Vice President of Academic Affairs will be made and communicated to the student within 5 working days from the date of the notification. The Vice President of Academic Affairs decision is final and the matter concluded.

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: While C-, D+, and D- may be passing for an Individual performance, an AVERAGE of C (2.0) is required for graduation.

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 enddate.

Transfer of Credit

Wheeling Jesuit students who wish to take courses at another accredited institution need to consult the Registrar’s office for necessary forms and procedures and for all necessary approvals regarding the transfer of credit. Transient forms must be completed and approved prior to taking the transfer course. The forms are available on the Registrar’s website at www.wju.edu/Registrar.

Repetition of Courses

Students may repeat a course if they receive a grade of D+ or lower, or if they need a higher grade to meet the specifically-stated requirements to enter or continue in a major or a program. Students who choose this option must complete the identical course. 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 or one course (3-4 credit hours) for a minor.

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

Course Numbering

Courses are numbered in this way:

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

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

161, 261, 361, 461	Experimental course offering (may be offered two times only)
273, 274, 373, 374, 473, 474	Internships

Subject Abbreviations

The following abbreviations are used throughout the Catalog:

ACC	Accounting
BIO	Biology
BUS	Business
CHE	Chemistry
CLS	Clinical Studies
COM	Communications
CRE	Creative Writing
CRJ	Criminal Justice
CSC	Computer Science
ECO	Economics
EGR	Engineering
ENG	English
ENS	Environment and Sustainability
EXS	Exercise Science
FAS	Fine Arts
FIN	Finance
GSC	General Science
GST	General Studies
HIS	History
HON	Honors
LIT	Literature
MAT	Mathematics
MGT	Management
MKT	Marketing
NUR	Nursing
PED	Education
PHI	Philosophy
PHY	Physics
POS	Political Science
PSY	Psychology
RST	Theology
SSC	Social Science

Transcripts

Request for a transcript may be made in the Office of the Registrar or via the National Student Clearinghouse portal found on the school's website. A processing fee is charged for each official transcript requested to be sent in any format.

Students with an outstanding financial obligation to the University will have all transcripts held until that obligation has been met. Current students may obtain their unofficial transcripts through their student portal on Academus, which is also where they can obtain semester grade reports. The transcript is a student's official academic record of courses taken with final assigned grades, semester and cumulative GPAs, and any conferred degrees earned while attending the institution.

Academic Appeal Process

Students who believe they deserve an adjustment in a grade or academic status may appeal their situations, provided they follow proper procedure.

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

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

1. This process must be initiated within five (5) calendar days from the date of receipt of the involved faculty member's final decision. The student must inform the relevant department chair, or designee, in writing, of the intent to appeal. If the student does not initiate the Academic Appeal Process within five (5) calendar days from the date of the receipt of the faculty member's final decision, the decision and sanction will stand and the matter concluded.
2. The student must submit a written appeal to the faculty member's department chair, or designee, within 10 calendar days from the date of receipt of the faculty member's final decision. This appeal must include the following items: student's name; student's email address; relevant faculty member and class; date of occurrence of alleged violation; alleged violation; student's response.

A lack of understanding of the University's policies or the Student Handbook is not an acceptable excuse for inappropriate behavior.

3. The Department Chair, or designee, will discuss the issue with the faculty member and then the student within 5 working days from the receipt of the student's appeal.
4. The Department Chair or designee, will provide the student and the faculty member with a written decision within 5 working days after the discussion with the student. The Department Chair's or designee's decision is final and the matter concluded.

Violations occurring at the end of the semester:

For appeals that are in progress at the end of a semester, the student may be assigned a grade of "I" in the relevant course, pending adjudication. The grade of "I" will be converted to the letter grade earned after the resolution of the appeal.

Academic Procedures & Regulations

Registration

Add/Drop Policy

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

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

Course Withdrawal Policy (prior to the Withdrawal Date)

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

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

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

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

Course Withdrawal (after Withdrawal date) with Mitigating Circumstances

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

Incomplete Grade Policy

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

University Withdrawal Policy

Any first time, first-semester student will be treated as a Deposit Withdrawal during the add/drop week (the first week of classes). The withdrawal form does not need to be completed.

Returning students may also withdraw from the Institution during the add/drop week. In these cases the last date of attendance will be the last day of finals of the previous semester and an official withdrawal form must be submitted to the Director of Undergraduate Student Success, in person or by phone, who will inform the Registrar. The last date of attendance must be included on the form. The last date of attendance is the last day the student attended courses at WJU.

An official email noting the student's withdrawal will be sent to pertinent offices, faculty, administration, and staff from the Registrar's Office.

Students who plan to leave WJU after add/drop week will be directed to fill out the University Withdrawal form with the Director of Student Success. **The student may get the form from the Director of Student Success or download it from the Registrar's online site and complete it before meeting with the Director.** Upon completing the form, the student will sign and date the form. The signature indicates the student's intention to notify other pertinent offices of his/her withdrawal. If the student cannot complete the withdrawal form in person, the Director of Student Success may complete the form with the student via phone conversation.

Graduation Requirements

To be eligible for graduation, a student must:

1. Complete the required core curriculum courses;
2. Complete the requirements in at least one major;
3. Complete a minimum of 120 credit hours with a cumulative grade point average (GPA) of 2.000 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 6-8 hours short of meeting their degree requirements after the completion of the spring semester may petition the Registrar for permission to participate in the spring commencement ceremony. Please note, each student is responsible for ensuring he/she is meeting all requirements for graduation at WJU. The graduation fee is required if approved to participate in Commencement.

Financial Requirements for Graduation

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

Academic Standing

Student Status

Students are classified as follows:

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

Satisfactory Academic Progress

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

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

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

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

Academic Warning

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

Academic Probation

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

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

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

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

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

Academic Suspension

A student on academic probation who fails to meet the conditions of Academic Probation (see above) may be academically suspended from the University. A student placed on Academic Suspension may not continue enrollment at 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 Admissions Office and the Vice President for Academic Affairs at least four weeks prior to the start date of the semester for which the student wishes to return to 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.

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

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

Appeal Process for Academic Suspension

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

Academic Dismissal

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

Evaluation of Part-time Students

If a student is enrolled at least half time, academic progress is evaluated. However, academic action is taken only when a part-time student has attempted a total of 12 semester hours of credit at 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.

Additional Academic Regulations

Class Attendance

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

Non-Degree Status

Persons who wish to take classes at WJU but who do not want to seek a degree or who are unsure of their interest in earning a degree may do so by contacting the Admissions Office at 304-243-2359. Non-degree students are not required to submit high school or college transcripts; however, they must file an application and the \$25 application fee. Non-degree students must, after earning 12 semester hours at Wheeling Jesuit University, either apply for admission to a degree program or declare themselves permanently as non-degree students. Students from other institutions must provide a transient form from their institution stating that they are in good academic standing and have permission to enroll in the course(s).

Limitations on Courses

The normal course load for a **regular session** semester is 15-18 semester hours. Twelve (12) credits and above is considered full-time at the undergraduate level. Students with a cumulative GPA of 3.0 or better may be allowed to register for more than

18 credits. Students who want to take more than 18 hours must obtain the approval of their academic advisor as well as the Vice President for Academic Affairs. There is an additional fee applied to each credit hour over 18. Students should submit a Course Petition form to take more than 18 hours. This form is available on the Registrar's webpage www.wju.edu/Registrar.

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

A Wheeling Jesuit University student who takes summer courses at another institution for transfer to the University may take no more than three courses (9 credit hours). Before registering elsewhere, students must complete a transient form with advisor, department chair, and Registrar approval. The form can be found on the Registrar's website at www.wju.edu/Registrar.

Day/Evening Crossover Policy

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

Disciplinary Suspension

Disciplinary suspension is imposed by the Vice President for Student Services or his/her designee and is not in itself an academic sanction. However, any student placed on disciplinary suspension with the provision that he or she may reapply for admission to the University must secure the approval of the Vice President for Academic Affairs and Department Chair of the student's major before taking courses at another institution during the period of suspension. The Transient form for taking such courses is obtained on the Registrar's webpage, www.wju.edu/Registrar. (See the Student Handbook for more information about non-academic disciplinary proceedings.)

Readmitted Students

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

Student Achievement

Graduation Honors

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

<i>Summa cum laude</i>	3.850
<i>Magna cum laude</i>	3.700
<i>Cum laude</i>	3.500

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

With distinction	3.500
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Computation of the average is based solely on courses completed at Wheeling Jesuit University. Graduation honors are bestowed at the same time the student's degree is conferred. All graduation honors are initially awarded based on student's academic information from their last completed semester and awarded accordingly.

Awards for Student Achievement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gamma Sigma Epsilon is a national honor society that recognizes outstanding academic achievement by Chemistry majors.

Kappa Delta Pi is an international honor society in education.

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

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

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

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

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

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

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

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

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

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

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

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

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

Graduate and Professional Studies Preparation

Graduate School

Many of the undergraduate programs at Wheeling Jesuit are foundations for graduate study. If students know where they want to attend graduate school, they should consult the appropriate graduate program director.

Pre-Law School

Various concentrations and majors at Wheeling Jesuit University can serve as preparation for law school. The following departments offer relevant courses and have had students successfully compete for admission: Philosophy, Criminal Justice, History, Communications, English, and International Studies. Faculty members in each of the listed departments are happy to speak to students about available courses. Be sure to contact us at any time, but especially before pre-registration.

Health Pre-Professional Programs

WJU offers a well-rounded science and liberal arts education for students seeking careers in health pre-professional disciplines or related fields of study. Areas of study include, but are not restricted to, pre-medical, pre-veterinary, pre-pharmaceutical, pre-

dental programs and physical therapy. Students typically major in Biology or Chemistry; however, with appropriate prerequisites in the sciences met, alternative degrees may be pursued. WJU has also established a Health Pre-Professional Committee, consisting of faculty members. The Committee guides students with program planning so that they will have completed the appropriate courses required by their choice of professional school.

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

Pre-Physical Therapy

Wheeling Jesuit University offers a pre-physical therapy concentration to students interested in entering the WJU or other Physical Therapy graduate program. Students pursue a baccalaureate degree in a major of their choosing in addition to completing the prerequisite courses in Biology, Anatomy/Physiology, Chemistry, Physics, Statistics, Math and Psychology. Although students are advised by faculty members in their chosen majors, information and guidance is provided by the WJU Department of Physical Therapy. Access the following link for a listing of the recommended coursework in preparation for the WJU Physical Therapy program: <http://aptaapps.apta.org/ptcas/ProgramInformation.aspx?program=MVT>. Please note that completion of the prerequisites does not mean automatic admission into the WJU Physical Therapy Program. To assure acceptance into the Doctorate of Physical Therapy program, WJU undergraduate students must complete the Early Assurance Program, obtaining an undergraduate degree, holding a minimum of an overall 3.4 GPA, score 140 on the GRE and maintain good standing with the University's academic and behavior policies.

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

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

Graduate and Professional Studies

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

Academic Programs of Study

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

In order to graduate, students must have a minimum of 120 credits in total and fulfill the requirements of a major concentration. Typically, a student must select a major no later than before registration in the spring semester of his/her sophomore year. Normally, students cannot switch majors beyond the fall semester of their junior year because it is usually too late to complete all the requirements of a major beyond that point. Again, an advisor or the Registrar's Office staff are helpful to students who would like guidance.

Majors

- Applied Science
- Biology
- Business Administration
 - Accounting
 - Management
 - Marketing
 - Personal Financial Planning
- Chemistry (B.S. and B.A.)
- Communications
- Computer Sciences
- Criminal Justice
- Education
 - Elementary
 - Secondary
 - Special Education Endorsement
- Engineering Science
- English
- Environment and Sustainability
 - Sustainable Biosystems
 - Sustainable Energy Systems
 - Sustainable Chemistry
- Exercise Science
- General Science
- History
- International Studies
- Mathematics
- Nursing
- Philosophy
- Physics
- Political and Economic Philosophy
- Political Science
- Psychology
 - Mental Health Sciences
 - Behavioral Psychopharmacology
 - Cognitive Neuroscience
 - Advanced Statistics and Data Management
- Theology

Note: A student-designed Independent Major is available; please contact the Director of the Honors Program.

Minors

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

Accounting
Art
Biology
Business
Chemistry
Communications
Computer Science
Creative Writing
Criminal Justice
English
Environment and Sustainability
Film Studies
Fine Arts
History
International Studies
Mathematics
Pastoral Studies
Philosophy
Physics
Political Science
Psychology
Theology

Majors and Minors

Most majors consist of more than 30 credits in the field of study; minors usually consist of 18-21 credits in a discipline. Some disciplines have concentrations, or tracts, which normally consists of 12-15 credits in the discipline.

Double Major

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

Special Academic Programs

Teacher Education Department

A Wheeling Jesuit University student may follow an education sequence, which will result in recommendation for West Virginia Teacher Certification for grades K-12, if the student is able to demonstrate competencies at appropriate levels. The Teacher Education Department is open to students majoring in Biology, Chemistry, English, General Science, Elementary Education, Mathematics, Physics, and Social Studies (History). Further information can be found under the title Teacher Education Department.

Laut Honors Program

The essential design of the Honors Program is to offer outstanding University students the opportunity to explore, in an atmosphere of inquiry (participating students receive CR/NCR), a topic or topics whose general breadth will encourage a multi-faceted approach. A single faculty member mentors the Stephen J. Laut, S.J., Honors College (LHC) and another

faculty member, selected by the rising senior Honors students, mentors the Ignatian Honors Seminar (IHS). Both initiatives are about a plurality of voices and insights; faculty members and guests visit the seminars and interact with students during the course of the year's exploration of an intellectual topic. Seminar students also explore the world beyond the classroom via field trips and service engagement. The IHS scholars assume significant responsibility for Honors Seminar curricula, including the design of a service-learning unit they administer to the LHC and, for seniors, the presentation of a capstone scholarly project at the University's Annual Undergraduate Research Symposium (in addition to their individual major disciplinary requirements).

Further information on the LHC and IHS is as follows:

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

Study Abroad Programs

As a member of the Association for Jesuit Colleges and Universities (AJCU), Wheeling Jesuit University students may work through the AJCU Study Abroad Office to identify and pursue Study Abroad opportunities. Additionally, the Registrar's Office has other possible opportunities for students to consider. Students interested in this should consult the WJU Registrar's Office and the Financial Aid Office for more information.

Independent Major

The Independent Major is a student-constructed major available as an alternative to one of the standard concentrations. This innovative program provides the opportunity to study subject areas not otherwise available at the University. An Independent Major will involve courses from two or more academic disciplines and must be a carefully integrated interdisciplinary sequence. Approval for an Independent Major must be secured from the VPAA before the beginning of a student's junior year. Only students in good academic standing will be considered. In the past, Independent Majors have included some of the following topics: psychosocial aspects of aging, comparative western culture studies, health care counseling, architectural design, graphic journalism, public health administration and juvenile delinquency rehabilitation.

Academic Internship Program

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

To receive college credit for an Academic Internship, a student is expected to: 1) have completed at least one course directly related to his/her major; 2) be concurrently enrolled in at least two courses directly related to the major, or have already completed 3 courses related to the major if the Internship is over the summer; and, 3) submit the Internship Registration to Career Services prior to beginning the internship. Students are required to work at the approved internship site for 120 hours for 3 credits. During the same semester the student is completing the internship, he or she is required to be enrolled in an Academic Internship course. This class provides the student with internship supervision, advising, and services for career planning.

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

Internship courses are identified as 373-374 (junior) or 473-474 (senior) listings in the schedule.

The Core Curriculum

The term “core” at Wheeling Jesuit connotes the “heart” of the curriculum which is centered on the Human Person. Its purpose is to give concrete expression to the Mission of the University: “educating for leadership, educating for life and educating men and women for others.”

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

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

Objectives

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

Learning outcomes:

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

Core Curriculum

Effective Communication (18 credits)

A. Writing Intensive Course Sequence

Year 1: COMP 105

Year 2: HIS 120 Historical Methods or LIT 115 Exploration in Literature

Year 3 (choose one):

- HIS 368 History and Film
- HIS 371 Twentieth-Century Germany
- LIT 286 Life & Times
- PHI 338 Contemporary Continental Philosophy
- RST 228 Gospels
- RST 232 Jesus
- RST 241 Catholic Social Thought

Year 4: PHIL 305 or RST 305, Ethics Capstone

B. Effective Speaking: COM 115 Principles of Professional Speaking

C. Creative Communication (choose one): any CRE or FAS course or RST 212 Spiritual Autobiography

Foundations & Integration (6 credits)

- A. Philosophy: PHI 110 The Human Person
- B. Theology: RST 106 The Religious Quest or RST 107 Catholicism

Empirical Analysis (6-8 credits)

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

- MAT 102 Math in Society
- MAT 105 Introduction to Statistics
- MAT 108 Pre-Calculus
- MAT 111 Calculus
- PSY 115 Statistics for the Behavioral Sciences

B. Natural Sciences (3-4 crs) (choose one):

- BIO 105 The Process of Biology
- BIO 107 Evolutionary & Ecological Biology
- BIO 108 Form & Function
- BIO 109 Cells & Chromosomes
- BIO 128 Anatomy & Physiology
- CHE 105 Intro to General Organic Chemistry
- CHE 107 Chemistry for Non-Majors
- CHE 110 General Chemistry
- ENS 110 Environment & Sustainability
- GSC 110 Integrated Sciences
- PHY 104 Physical Science
- PHY 107 Astronomy
- PHY 108 Geology
- PHY 109 College Physics
- PHY 110 Physics I

Global Perspectives (6 credits)

Two courses from the following:

- FAS 132 The Reel World
- HIS 110 The Twentieth Century
- INS 111 World Community
- JGD 216 Justice, Gender and Diversity
- LIT 150 Culture and Conflict
- SSC 110 Introduction to Anthropology
- RST 252 World Religions

Core Seminars (4 credits)

Students are required to take four years of a one-credit seminar.

Program Curricula

Anthropology Minor

Anthropology is the study of what it means to be human. Because of its breadth of coverage, it is the most eclectic of all the social sciences. It draws upon other disciplines while trying to understand some aspect of the human condition within a particular cultural context. At the undergraduate level, it can be said that an anthropologist learns “a little about a lot, instead of a lot about a little.” One studies different topics within a given context and compares what is found with what exists in other cultures (the “comparative method”). MA and PhD programs in Anthropology will accept this minor as a springboard into graduate-level studies.

Minor in Anthropology (18 credits)

SSC 110	Introduction to Anthropology	(3 crs)
INS 111	World Community	(3 crs)
BIO 107	Evolution and Ecology	(3 crs)

Select two of the following electives: (6 crs)

ECO 119	Principles of Macroeconomics
HIS 214	History of Appalachia
LIT 320	Mythology
LIT 476	Colonial and Postcolonial Literature
RST 253	Religious Traditions of Native North America
Or	
HIS 213	American Indian History

Applied Science (Bachelor of Science)

The Applied Science degree is offered to students interested in an articulation agreement to graduate from WJU in three years and transfer to the Lake Erie College of Osteopathic Medicine (LECOM).

The two partnerships in place are:

1. 4 + 4 for LECOM's College of Osteopathic Medicine
2. 3 + 3 for LECOM's School of Pharmacy.

Students interested in either of these options should consult the Office of Vice President for Academic Affairs for details on Admissions into these programs and the design of a curriculum.

Biology (Bachelor of Science)

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

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

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

1. Understanding the principles & concepts fundamental to biology
2. Performing laboratory techniques appropriate for entry-level biologists

3. Problem-solving and analytical thinking

4. Oral and written communication

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

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

No high school or AP course can be used to place out a course at or above a 200-level. If a student wishes to use high school or AP courses to place out of a 100-level course, then the student must do so in the freshman year and have earned a score of 4. This will permit placing out of Biology 107 or 108, but not 109.

Major in Biology

Core curriculum **40-42 crs**

Biology Core **57-58 crs**

A. Biology **33 crs**

BIO 107, 108, 109	General Biology sequence	9 crs
BIO 121, 122	General Biology Labs	2 crs
BIO 340, 341	Cellular and Molecular with Laboratory	4 crs
BIO Electives: five 300-400-level electives (must include at least 3 laboratory courses, 2 must be 400 level)		18 crs

For Pre-med, take the following BIO Electives:

BIO 310, 322	Genetics with Laboratory	4 crs
BIO 320, 32	Vertebrate Biology and Laboratory	4 crs
BIO 330, 331	Developmental Biology with Laboratory	4 crs
BIO 414	Biochemistry	3 crs
BIO 440, 441	Microbiology with Laboratory	4 crs

B. Chemistry **17 crs**

CHE 110, 121	General Chemistry I with Laboratory	4 crs
CHE 120, 122	General Chemistry II with Laboratory	4 crs
CHE 221, 231	Organic Chemistry I with Laboratory	5 crs
CHE 222	Organic Chemistry II (no laboratory required)	4 crs

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

Math 108 or 111	Pre-calculus or Calculus	3-4 crs
PHY 109, 123	General Physics I with Laboratory	4 crs

Electives **20-23 crs**

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

CHE 232:	Organic Chemistry II Laboratory	1 crs
PHY 119, 124:	General Physics II with Laboratory	4 crs
MAT 204:	Statistics	3 crs
BIO 424:	Advanced Physiology Laboratory	1 cr
BIO 426:	Advanced Molecular Biology Laboratory	1 cr

Total Credits **120 cs**

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

Minor in Biology

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

BIO 107	Evolution and Ecology	3 crs
BIO 108	Form and Function	3 crs
BIO 109	Cells and Chromosomes	3 crs
BIO 121, 122	General Biology Labs	2 crs
BIO 340, 341	Cell & Molecular Biology and Laboratory	4 crs
Two Biology 300- or 400-level electives		6-8 crs

In addition, the Biology minor requires the following coursework in Chemistry and Math:

2 semesters of General Chemistry lecture (CHE 110,120) and
one semester of Pre-Calculus (MAT 108) or Calculus (MAT 111).

Business (Bachelor of Science in Business Administration)

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

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

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

The Business degree will assist graduates in:

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

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

Major in Business

Core

40-42 credits

Business Core

39 credits

INS 111*	World Community	3 crs
MAT 105*	Statistics	3 crs
ACC 123	Principles of Accounting	3 crs
ACC 124	Principles of Accounting II	3 crs
ECO 110	Macroeconomics	3 crs
ECO 221	Microeconomics	3 crs
FIN 311	Principles of Finance	3 crs
MGT 111	Principles of Management	3 crs
MKT 211	Principles of Marketing	3 crs
BUS 221	Quantitative Business Analysis	3 crs
BUS 313	Information Systems and Operations	3 crs
BUS 315	Business Law	3 crs
BUS 410**	Strategic Business Planning	3 crs

Business Concentration (select one from below)

15-24 credits

Management Concentration 15 credits

MGT 226	Organizational Behavior	3 crs
MGT 315	Conceptual Foundations of Business	3 crs
MGT 340	Organizational Leadership	3 crs
MGT 436	Human Resources Management	3 crs
Plus one 300-400-level Business elective		3 crs

Marketing Concentration 15 credits

MKT 316	Consumer Behavior	3 crs
MKT 310	Marketing Research	3 crs
MKT 317	Services Marketing	3 crs
MKT 420	Marketing Strategies	3 crs
Plus one 300-400-level Business elective		3 crs

Personal Financial Planning Concentration 15 credits

FIN 150	Personal Financial Planning	3 crs
FIN 312	Investment and Portfolio Management	3 crs
FIN 411	Tax, Estate, Trust, & Retirement Planning	3 crs
FIN 412	Risk Management & Insurance	3 crs
Plus one 300-400-level Business elective		3 crs

Accounting Concentration

24 credits

ACC 211	Intermediate Accounting	3 crs
ACC 212	Intermediate Accounting II	3 crs
ACC 223	Accounting Information Systems	3 crs
ACC 305	Tax Accounting	3 crs
ACC 311	Managerial Cost Accounting	3 crs
ACC 401	Advanced Accounting Practice	3 crs
ACC 403	Accounting Government and Non-Profit	3 crs
ACC 406	Auditing Theory and Practice	3 crs

Electives

15-26 credits

Total Credits**120 crs*****

* Business majors may double count INS 111 World Community and MAT 105 Statistics in the Core and the Major.

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

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

Minor in Business (18 credits)

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

ACC 123	Principles of Accounting I	3 crs
MGT 111	Principles of Management	3 crs
ECO 110	Macroeconomics	3 crs
MKT 211	Principles of Marketing	3 crs
FIN 311	Principles of Finance	3 crs
BUS 313	Information Systems and Operations OR	
MGT 436	Human Resources Management	3 crs

Minor in Accounting (18 credits)

ACC 123	Principles of Accounting I	3 crs
ACC 124	Principles of Accounting II	3 crs
ACC 211	Intermediate Accounting I	3 crs
ACC 212	Intermediate Accounting II	3 crs
ACC 311	Managerial Cost Accounting	3 crs
ACC 305	Tax Accounting	3 crs

* Business majors must complete ACC 223 in addition to above list

Chemistry (Bachelor of Arts or Bachelor of Science)

Chemistry is the central science linking mathematics and physics to the biological sciences. The creative insight of chemists into the substance of nature has led not only to an elegant model of the material world, but also to a valuable utility in everyday life. The Chemistry program introduces students to the principles of Chemistry and the processes of thought which have organized these principles into a coherent body of knowledge.

The Chemistry program at Wheeling Jesuit University offers two degree paths — the Bachelor of Science degree (BS) and the Bachelor of Arts degree (BA). The BS degree is designed to prepare students for careers in the field. The program consists of 51 hours of Chemistry and prepares students for graduate school or entry-level positions in industry. The BA degree, with 31-33 hours of Chemistry, is more flexible. It is designed to prepare students for careers in medicine, dentistry, physical therapy, pharmacy, forensics, environmental science and chemical education.

All Chemistry majors (BS and BA) and minors must have a grade point average at or above 2.5 at the completion of their 200-level Chemistry courses in order to take upper level (300-level and above) Chemistry courses. Students who do not meet this requirement are not permitted to register for upper level Chemistry courses until their grade point average in the required Chemistry courses is at or above 2.5. Additionally, in order to graduate, all Chemistry majors must have a grade point average at or above 2.5 in both the required chemistry courses and the required science courses (including Chemistry).

Unless otherwise noted in the course descriptions, any Chemistry course receiving a grade of less than C- may not be used as a prerequisite for another Chemistry course. Students must retake the prerequisite and receive a grade of C- or better before the course can be used as a prerequisite.

Major in Chemistry (BS)**Core Curriculum****40-42 crs**

Chemistry (BS) Core**58 crs**

*CHE 110, 120	General Chemistry Lecture I, II	6 crs
CHE 121, 122	General Chemistry Lab I, II	2 crs
CHE 221, 222	Organic Chemistry Lecture I, II	8 crs
CHE 231, 232	Organic Chemistry Lab I, II	2 crs
CHE 315	Quantitative Analysis	3 crs
CHE 319	Quantitative Analysis Lab	1 cr)
CHE 316	Instrumental Analysis Lecture	3 crs
CHE 317	Instrumental Analysis Lab	1 cr
CHE 321, 322	Physical Chemistry Lecture I, II	6 crs
CHE 331, 332	Physical Chemistry Lab I, II	2 crs
CHE 314	Biochemistry	3 crs
CHE 401	Inorganic Chemistry	3 crs
CHE 411	Inorganic Chemistry Lab	1 cr
CHE 480	Seminar	1 cr
MAT 111, 112	Calculus I, II	8 crs
PHY 109, 119	Physics Lecture I, II	6 crs
PHY 123, 124	Physics Lab I, II	2 crs

Electives**20-22 crs****Total****120 crs**

* Chemistry majors may double count CHE110/121 General Chemistry I and MAT 111 Calculus I in the Core and the Major.

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

Major in Chemistry (BA)

Upon completion of the BA degree program, students will be able to demonstrate the ability to:

1. Understand the principles and concepts fundamental to science, with an emphasis in chemistry.
2. Possess laboratory experiences appropriate for a person knowledgeable in science.
3. Have problem-solving skills.
4. Be proficient in oral and written communication.

The BA Chemistry major is designed to be combined with a minor or another program rather than as a stand-alone program. The flexible nature of this program allows students to take courses in Biology, Education, Computer Science, Math, Business, etc. to prepare them for medical, dental, pharmacy and physical therapy schools. It is also a desired degree for those entering professions in forensics, environmental science and chemical education.

Core Curriculum**40-42 crs****Chemistry (BA) Core****41 crs**

*CHE 110, 120	General Chemistry I and II	6 crs
CHE 121, 122	General Chemistry Lab	2 crs
CHE 221, 222	Organic Chemistry I and II	8 crs
CHE 231, 232	Organic Chemistry Lab I and II	2 crs
Complete one of the following three pairs of courses:		8 crs
PAIR 1:		
CHE 315, 319	Quantitative Analysis and lab	
CHE 316, 317	Instrumental Analysis and lab	
PAIR 2:		

CHE 321, 331	Physical Chemistry I and lab	
CHE 322, 332	Physical Chemistry II and lab	
PAIR 3:		
CHE 315, 319	Quantitative Analysis and lab	
CHE 321, 331	Physical Chemistry I and lab	
MAT 111	Calculus I	4 crs
PHY 109, 119	Physics I, II	6 crs
PHY 123, 124	Physics Lab I, II	2 crs
Select one additional Chemistry Elective		3 crs

Electives **37-39 crs**

Total Credits **120 crs**

* Chemistry majors may double count CHE110/121 General Chemistry I and MAT 111 Calculus in the Core and the Major.

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

Minor in Chemistry

A minor in Chemistry is recommended for students majoring in Biology, Physics, Computer Science, Management, Marketing, Pre-Engineering, Pre-Law studies or Writing.

Required **21-22 crs**

CHE 110, 120	General Chemistry Lecture I, II	6 crs
CHE 121, 122	General Chemistry Lab I, II	2 crs
CHE 221, 222	Organic Chemistry Lecture I, II	8 crs
CHE 231, 232	Organic Chemistry Lab I, II	2 crs

Choose one:

CHE 315, 319	Quantitative Analysis & Lab (4 crs)	3-4 crs
CHE 314	Biochemistry	3 crs

Communications (Bachelor of Arts)

Drawing on both the rich humanistic and Jesuit traditions of rhetoric, the Communications Department prepares students for life, leadership, and service through instruction in *Eloquentia Perfecta*, the good person speaking and writing well for the public good. The Communications major is designed to meet the needs of students who hope to pursue careers in which writing, speaking, and knowledge management are essential. The major is appropriate for students who want to work in advertising, advocacy, public relations, marketing, journalism, law, education, the media, government at all levels, and many other careers.

The Communications major stresses both analysis and production of different forms of communications. Upon completion of the major, students will demonstrate the ability to:

1. Identify, analyze, and critique communications strategies across a range of media and texts;
2. Assess the validity and ethics of arguments and rhetorical strategies;
3. Employ a variety of modes of persuasion;
4. Produce rhetorically effective texts and presentations.

The department grants equivalency credit for AP scores of 4 or higher on the following courses:

Language and Composition: ENG 105 or 110.

Major in Communications

The courses are taken by Communication majors who are concentrating in Professional Communication, Media Studies or Media Writing.

Core Curriculum **40-42 crs**

Communications Core* **42 crs**

COM 103: Principles of Communication	3 crs
COM 104: Persuasion	3 crs
COM 109: Media and Culture	3 crs
*FAS 142: Digital Photography	3 crs
COM 204: Argumentation and Debate	3 crs
COM 206: Fundamentals of Interpersonal Communication	3 crs
COM 208: Intercultural Communication	3 crs
*COM 224: Professional Speaking	3 crs
COM 303: Race, Gender, and Class in Media	3 crs
COM 330: Communication Research Methods	3 crs
**COM 401: Senior Seminar	3 crs
Select 3 courses:	9 crs
COM 211: Fundamentals of Reporting	
COM 230: Visual Rhetoric	
COM 232: Visual Design	
COM 258: Public Relations	
COM 259: Advertising	

Electives*** **36-38 crs**

Total Credits **120 crs**

Notes: *Communications majors may double count COM 224 Public Speaking and FAS 142 Digital Photography in the Core and the Major.

**Communication majors are also required to complete a professional portfolio of work that students can show to potential employers.

***Majors are encouraged to seek a minor such as creative writing, film studies, literature, fine arts, psychology and/or business to provide them additional insights into related fields.

Minor in Communications (18 credits)

COM 103	Principles of Communication	3 crs
COM 104	Persuasion	3 crs
COM 109	Media and Culture	3 crs
Select one:		3 crs
COM 204	Argumentation & Debate	
COM 303	Race, Gender & Class in Media	
Two additional COM classes above the 100 level		6 crs

Computer Science (Bachelor of Science)

The Computer Science major is designed to provide both breadth and depth knowledge of the various fields of computing, systems design, and Web design. Courses range from theoretical to purely practical with an emphasis on solving real-world problems using current tools and techniques. It is a traditional Computer Science curriculum and

contains topics relating directly toward careers in networking and systems design, as well as graduate Computer Science programs.

Currently, the core computer language, Java, is emphasized in the introductory sequence of courses, but other languages and software packages are incorporated as needed by specific classes. The mathematics component assists the successful graduate in understanding the mathematical thinking and processes that underlie all of the information sciences.

Incoming students should have a good mathematics background, including advanced algebra and trigonometry. Upon completion of the Computer Science program, students will be able to demonstrate the ability to:

1. Frame and resolve ill-defined problems.
2. Write small-to-medium-scale programs using software engineering techniques and top-down structured programming.
3. Develop software in a team environment.
4. Integrate knowledge from other disciplines into solutions to real-world problems using various computer languages.
5. Recognize limitations and discover solutions to leading-edge technological issues.

Major in Computer Science

This is the last year to declare Computer Science as a major.

Core Curriculum **40-42 crs**

Computer Science Core **54 crs**

CSC 110	Structured and Object-Oriented Programming I	3 crs
CSC 112	Structured and Object-Oriented Programming II	3 crs
CSC 210	User Interface Design	3 crs
CSC 220	Social, Professional, and Ethical Issues of Computer Science	3 crs
CSC 222	Data Structures	3 crs
CSC 241	Web Authoring	3 crs
CSC 305	Introduction to Networking	3 crs
CSC 306	Network Security	3 crs
CSC 310	Analysis of Algorithms	3 crs
CSC 325	Operating Systems	3 crs
CSC 330	Database Design and Management	3 crs
CSC 350	Introduction to Computer Architecture	3 crs
CSC 382	Junior Seminar	1 cr
CSC 420	Systems Administration	3 crs
CSC 435	Software Engineering	3 crs
CSC 436	Senior Project	1 cr
CSC ***	Elective*	3 crs
MAT 105	Introduction to Statistics	3 crs
MAT 235	Discrete Mathematics	4 crs

Electives **24-26 crs**

Total Credits **120 crs**

Note: *A Computer Science elective or a 3-credit graded Internship or any Math class above Calculus II fulfills this requirement.

Minor in Computer Science (18 credits)

This is the last year to declare Computer Science as a minor.

CSC 110	Structural and Object-Oriented Programming I	3 crs
CSC 112	Structured and Object-Oriented Programming II	3 crs
CSC 220	Social, Professional, and Ethical Issues of Computer Science	3 crs
Three other CSC courses at or above the 200 level		9 crs

Creative Writing

The WJU Creative Writing Program fosters the creative process and provides students with a broad and diverse grounding in several of the genres of written expression: Fiction, Creative Nonfiction, Poetry, and Screenwriting. Students majoring in a variety of disciplines may add the Minor in Creative Writing to diversity their portfolio in preparation for graduate school, teaching, or other professional vocation.

Minor in Creative Writing (18 credits)

CRE 180	Intro to Creative Writing	3 crs
CRE 281	Fiction Workshop	3 crs
CRE 282	Creative Nonfiction Workshop	3 crs
CRE 283	Poetry Workshop	3 crs
CRE 285	Screenwriting Workshop	3 crs
CRE 486	Capstone Portfolio	3 crs

Total Credits

18 crs

Criminal Justice (Bachelor of Arts)

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

1. Exhibit familiarity with basic concepts, such as justice, crime and criminality.
2. Explain the operations of the Criminal Justice System and how the various subsystems are interrelated.
3. Explain the theoretical underpinnings of crime, victimization and punishment.
4. Understand, as both consumers and producers, the intricacies of the research process, as well as being able to design and implement a research project.
5. Successfully complete a practical field experience with a Criminal Justice or related agency.

Major in Criminal Justice

Core Curriculum

40-42 crs

Criminal Justice Core

33 crs

POS 110	American Political Process	3 crs
INS 111*	World Community	3 crs
CRJ 111	Criminology	3 crs
CRJ 112	Introduction to the Criminal Justice System	3 crs
CRJ 212	Criminal Law and Procedure	3 crs
CRJ 215	Law Enforcement	3 crs
CRJ 312	Juvenile Justice System	3 crs
CRJ 318	Occupational Crime	3 crs
CRJ 321	Corrections	3 crs
CRJ 327	Comparative Systems of Justice and Social Control	3 crs
CRJ 340	Issues in Criminal Justice	3 crs
CRJ 421	Theories of Management and Administration in Criminal Justice Organizations	3 crs

Electives

45-47 crs

Total

120 crs**

Notes:

* Criminal Justice majors may double count INS 111 World Community in the Core and the Major.

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

Minor in Criminal Justice (18 credits)

CRJ 111	Criminology	3 crs
CRJ 112	Introduction to the Criminal Justice System	3 crs
4 CRJ Electives		12 crs

Education – Teacher Preparation Program (Bachelor of Arts and/or Bachelor of Science)

The Education Department (teacher-preparation program) is designed for students who wish to pursue certification leading to licensure in Elementary Education (K-6, Multi-Subjects), Secondary Education (5-Adult Content Specialization), and/or Special Education.

Early field experiences in local schools complement content-rich University course work, leading successful candidates to initial certification in West Virginia with reciprocity to most other states.

The program is aligned with the West Virginia Professional Teaching Standards (WVPTS), the International Society for Technology in Education (ISTE) Standards, the Interstate Teacher Assessment and Support Consortium (**InTASC**) Principles, the elements of the Principles of Learning and Teaching (PLT) Praxis examination, national content-area standards, and professional standards for speaking and listening. The WJU Education program is approved by the Council for the Accreditation of Educator Preparation (CAEP).

Students pursuing secondary certification (grade 5-adult) complete course work in three areas: (1) core curriculum, (2) the professional education component, and (3) the content major. Those who wish to pursue certification in Elementary Education will major in Elementary Education (LSEE). Some Secondary licensure programs may require additional content course work that is not currently a requirement of the major content.

All students in the teacher-preparation program should seek scheduling advice early in their first year and plan to maintain a course load of 16-18 hours per semester beginning in the first year. Students must possess and subsequently maintain a minimum grade-point average (GPA) of 2.5 overall. Once admitted to the Education Department, students must maintain an average of a 3.0 GPA in the major, as well as in Education and Psychology courses.

In order to obtain teacher certification, students must successfully complete all required national Praxis examinations through the Educational Testing Service (ETS). At a minimum, these include the Core Academic Skills for Educators (CORE) in Reading, Writing, and Math; the Principles of Learning and Teaching exam; and the Praxis II content-area exam. Students must attain the cut-off score established for West Virginia or the state in which they wish to be certified.

Real-world field experiences are a critical component of high-quality teacher-preparation programs. When scheduling classes with a required field, and during student teaching, students should allocate an appropriate amount of time to this important field work.

Licensure Offerings

- Biology (9-Adult)
- Chemistry (9-Adult)
- English/Language Arts (5-Adult)

- General Science (Grade 5-Adult)
- History/Social Studies (5-Adult)
- Elementary Education (K-6, Multi-Subjects)
- Mathematics (5-Adult)
- Special Education – Multi-Categorical (K-6 or 5-Adult), add-on to undergrad content license major

Additional Notes:

- Theology majors are welcome to complete the Professional Education Department, however, no state licensure is available for Theology majors.
- Adding a Special Education endorsement may require extended time to complete the coursework; therefore, students should plan their schedules carefully. Students seeking the Special Education endorsement should keep in mind that one of the two required student-teaching placements is to be in a special-education setting.
- Students should apply for student teaching two semesters in advance to allow time to obtain the WVDE-required Student Teaching Permit and for appropriate placements to be obtained.
- A background check is required prior to Field work in the early part of the program. The formal fingerprinting process is required to obtain the Student Teaching Permit and again to obtain the teaching license.
- PED 481 is Student Teaching. During this experience, students will enroll in PED 475, Student Teaching Seminar. Also commonly taken during this semester are EDU 473 (for Elementary Education majors) and PED 476. Student Teaching is a full-time experience. *Additional courses, participation in extra-curricular activities, and employment are strongly discouraged during this semester.* 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.
- Wheeling Jesuit University's Professional Education Department teacher-preparation program is accredited by the West Virginia Department of Education (WVDE), the national Teacher Education Accreditation Council, and the Higher Learning Commission. Because it functions with the WVDE approval, course descriptions, credit hours, or requirements may be revised based on state requirements for candidate licensure. Successful completion of the program leads to licensure in West Virginia with reciprocity to most other states. A candidate seeking licensure in another state is responsible for learning of and complying with the requirements for licensure in that state.

Major in Elementary Education

Core Curriculum **40-42 crs**

Education Core - Elementary **43 crs**

PSY 110	General Psychology	3 crs
PSY 214	Child Psychology	3 crs
PSY 220	Educational Psychology	3 crs
PED 210	Educational Technology	3 crs
PED 231C	Prof Edu I: Schools & Communities – Class	1 cr
PED 231F	Prof Edu I: Schools & Communities – Field	1 cr
PED 232C	Prof Edu II: Classroom & Teacher Roles – Class	2 crs
PED 232F	Prof Edu II: Classroom & Teacher Roles – Field	1 cr
PED 310	Curriculum Development & Methods	3 crs
PED 333C	Exceptionalities & Diversity – Class	3 crs
PED 333F-1	Exceptionalities & Diversity – Field 1	1 cr
PED 333F-2	Exceptionalities & Diversity – Field 2	1 cr
PED 333F-3	Exceptionalities & Diversity – Field 3	1 cr
PED 334C	Reading in Content Areas – Class	2 crs
PED 334F	Reading in Content Areas – Field	1 cr
PED 476	Evaluation	2 crs
PED 475, 481	Student Teaching & Seminar	12 crs

Elementary Education **52 crs**

MAT XXX	Three Math Courses	9 crs
HIS 211 or	History of the American People I	3 crs
HIS 212	History of the American People II	3 crs
HIS 214	History of Appalachia	3 crs
POS 110	American Political Process	3 crs
GSC 110	Integrated Sciences I (may be taken after GSC 120)	3 crs
GSC 120	Integrated Sciences II (may be taken before GSC 110)	3 crs
PED 316	Grammar	2 crs
PED 223	Teaching Methods: Physical Education, Health & Safety	2 crs
PED 322C	Literacy: Teaching Reading & Phonics in Elem. School	3 crs
PED 322F	Literacy: Teaching Reading & Phonics in Elem. School-Field	1 cr
PED 323	Teaching Methods: Art Through Children's Literature	2 crs
PED 324C	Teaching Methods: Math & Science	3 crs
PED 324F	Teaching Methods: Math & Science Field	1 cr
PED 325	Diagnosis & Correction: Mathematics	2 crs
PED 327	Teaching Methods: Music for Elementary Teachers	2 crs
PED 341	Teaching Methods: Language Arts & Social Science	3 crs
PED 441C	Diagnosis & Correction: Reading & Language Arts	1 cr
PED 441F	Diagnosis & Correction: Reading & Language Arts – Field	1 cr
PED 473	Elementary Internship: Research (while student teaching)	2 crs

Electives **17-18 crs**

Total Credits **132-135 crs**

Major in Secondary Education

Core Curriculum **40-42 crs**

Content Major Curriculum* **XXX crs**

Education Core – Secondary **43 crs**

PSY 110	General Psychology	3 crs
PSY 216	Adolescent Psychology	3 crs
PSY 220	Educational Psychology	3 crs
PED 210	Educational Technology	3 crs
PED 231C	Prof. Edu I: Schools & Communities – Class	1 cr
PED 231F	Prof Edu I: Schools & Communities – Field	1 cr
PED 232C	Prof. EDU II: Classroom & Teacher Roles – Class	2 crs
PED 232F	Prof. Edu. II: Classroom & Teacher Roles – Field	1 cr
PED 333C	Exceptionalities & Diversity – Class	3 crs
PED 333F-1	Exceptionalities & Diversity – Field 1	1 cr
PED 333F-2	Exceptionalities & Diversity – Field 2	1 cr
PED 333F-3	Exceptionalities & Diversity – Field 3	1 cr
PED 334C	Reading In Content Areas – Class	2 crs
PED 334F	Reading in Content Areas – Field	1 cr
PED 476	Evaluation	2 crs
PED 475, 481	Student Teaching & Seminar	12 crs

Electives **XXX crs**

Total **120+ crs**

Note: *The number of credits in the content major is defined by the major. (See the appropriate section of this Catalog.) For example, a student who wants to teach high school History must have a “Content Major” in History, which requires 36 credits, plus complete the Core Curriculum (40-42 credits), the Secondary Education Major (40 credits), and general electives to reach a minimum of 120 credits total to graduate.

Special Education (K-6 and 5-Adult) Endorsement

19+ crs

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

PED 320	The Special Education Process	2 crs
PED 422C	Special Education: Assessment and Methods I	2 crs
PED 422F	Special Education: Assessment & Methods I Lab	1 crs
PED 423C	Special Education: Assessment & Methods II	2 crs
PED 423F	Special Education: Assessments & Methods II Lab	1 crs
PED 325	Diagnosis and Correction: Mathematics	2 crs
PED 441C, F	Diagnosis and Correction: Reading and Language Arts	2 crs
PED 333C, F (1-3)	Exceptionalities and Diversity (class and field)	6 crs
PED 475, 481	Student Teaching & Seminar	*
PED 476	Evaluation	*

Note: *The number of student teaching hours in Special Education is determined with the student's Education advisor.

Engineering Science (Bachelor of Science)

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

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

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

- a) an ability to apply knowledge of mathematics, science, and engineering
- b) an ability to design and conduct experiments, as well as to analyze and interpret data
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d) an ability to function on multidisciplinary teams
- e) an ability to identify, formulate, and solve engineering problems
- f) an understanding of professional and ethical responsibility
- g) an ability to communicate effectively
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i) a recognition of the need for, and an ability to engage in life-long learning
- j) a knowledge of contemporary issues
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Major in Engineering Science

Core Curriculum **43 crs**

Engineering Core **76 crs**

CSC 110	Structured and Object-Oriented Programming I	3 crs
MAT 112	Calculus II	4 crs
MAT 211	Calculus III	4 crs
MAT 212	Ordinary Differential Equations	4 crs
MAT 204	Scientific Statistics	3 crs
PHY 110	Physics I	4 crs
PHY 120	Physics II	4 crs
PHY 121	Physics I Lab	1 cr
PHY 122	Physics II Lab	1 cr
EGR 101	Engineering Orientation I	2 crs
EGR 102	Engineering Orientation II	3 crs
EGR 243	Engineering Mechanics, Statics	3 crs
EGR 244	Engineering Mechanics, Dynamics	3 crs
EGR 245	Strength of Materials with Lab	4 crs
EGR 312	Electric Circuits & Electronics with Lab	4 crs
EGR 317	Thermodynamics	4 crs
EGR 318	Fluid Mechanics	4 crs
EGR 320	Engineering Economics	3 crs
EGR 430	Systems Modeling and Control	4 crs
EGR 448	Materials Science	3 crs
EGR 480	Project Management	1 cr
EGR 481	Engineering Capstone Project	3 crs
EGR xxx	Engineering Elective	3 crs

Electives **3 crs**

Total Credits **122 crs**

Note: *In the core, students should take MAT 111 Calculus (4 crs) and CHE 110, 121 General Chemistry I and Lab (5 crs).

English (Bachelor of Arts)

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

Major in English

Core Curriculum* **40-42 crs**

English Core* **29 crs**

Writing (12 crs)

LIT 115	Explorations in Literature***	3 crs
LIT 286	Life & Times: Famous Authors	3 crs
<u>Two</u> of the following courses:		
CRE 281	Creative Fiction Workshop	3 crs
CRE 282	Creative Nonfiction Workshop	3 crs

CRE 283 Creative Poetry Workshop 3 crs

Literature (17 crs)

LIT 321	Studies in Poetry	3 crs
LIT 322	Studies in Drama	3 crs
LIT 323	Studies in Fiction	3 crs
LIT 324	Studies in Film	3 crs
LIT 325	Studies in Theory	3 crs
LIT 486	Senior Literature Thesis	2 crs

Literature Electives

15 crs

Take at least one course in each of the following groups (12 crs):

Pre-16th Century Literature:

LIT 310 Women & Early Literature
LIT 320 Mythology
LIT 415 Medieval Literature

16th-18th Century Literature:

LIT 310 Women & Early Literature
LIT 354 Shakespeare & the Renaissance
LIT 420 Early American Literature

19th Century Literature

LIT 315 Children's Literature
LIT 423 Romantic Movement in England
LIT 425 Victorian Period in England
LIT 435 American Romanticism
LIT 436 American Realism
LIT 476 Colonial & Postcolonial Literature

20th/21st Century Literature

LIT 315 Children's Literature
LIT 330 Contemporary Literature
LIT 331 Pulp Fiction
LIT 440 20th Century Literature
LIT 476 Colonial & Postcolonial Literature

Literature Elective 3 crs

Electives****

34-36 crs

Total Credits

120 crs

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

**English majors seeking Teacher Education certification should begin major course work no later than Sophomore year in order to complete the coursework and student teach.

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

****English majors are encouraged to seek a cognate or minor field of study chosen in preparation for careers, graduate school or further professional training.

Minor in English (18 credits)

LIT 115	Explorations in Literature	3 crs
Five (5) Literature Electives at the 200-level or higher (one may be a Creative Writing – CRE – class)		15 crs

Environment and Sustainability (Bachelor of Science)

The Environment and Sustainability program develops next generation researchers, technicians, and technologies for implementation of green power industries applicable to the Ohio River Valley and central Appalachian region. The Bachelor of Science in Environment and Sustainability will require mastery in the basic sciences (biology, chemistry, and physics) in addition to liberal arts training. Advanced study in one of three tracts will include social, political, and infrastructure ramifications of implementing conservation strategies and transitioning from current practices toward sustainable energy sources.

Upon completion of the Environment and Sustainability program, students will be able to demonstrate the ability to:

1. Think critically and solve complex problems.
2. Apply knowledge of mathematics, science and engineering in problem solving.
3. Design and conduct experiments, as well as analyze and interpret data.
4. Communicate effectively in both oral and written forms.
5. Act professionally and ethically.

Major in Environment & Sustainability

Core Curriculum **40-42 crs**

Environment and Sustainability Core **46-49 crs**

In addition to completing the core curriculum requirements, outlined on pp. 51 & 52 of this catalog, (plus 12 hrs already included in the courses below) environment and sustainability majors must complete the following courses:

ENS 110	Environmental Conservation & Energy Sustainability	3 crs
BIO 107	Evolution and Ecology	3 crs
BIO 109	Cells and Chromosomes	3 crs
BIO 121, 122	General Biology Laboratories	2 crs
BIO 315, 316	Ecology and Laboratory	4 crs
CHE 110, 120	General Chemistry I, II	6 crs
CHE 121, 122	General Chemistry Laboratories	2 crs
ENS 411	Energy Conservation and Sustainable Design	3 crs
ENS 475	Research Seminar	1 crs

Complete one track below: 19 - 22 crs

Sustainable Biosystems Track

BIO 436, 437	Physiological Ecology and Laboratory	4 crs
ENS 4xx, 4xx	Aquaponics and Laboratory	4 crs
MATH – Complete one course:		
MAT 108	Pre-calculus	3 crs
MAT 111	Calculus	4 crs
PHYSICS – Complete one sequence:		
PHY 109, 123	College Physics I	4crs
PHY 119, 124	College Physics II	4 crs
OR		
PHY 110, 121	Physics I	5 crs
PHY 120, 122	Physics II	5 crs

Sustainable Energy Systems Track

ENS 421 Alternative Energy Systems	4 crs
PHY 317 Thermodynamics	4 crs
MAT 111 Calculus	4 crs
PHY 110, 121 Physics I	5 crs
PHY 120, 122 Physics II	5 crs

Sustainable Chemistry Track

CHE 316, 317 Instrumental Analysis and Laboratory	4 crs
CHE 318, 361 Environmental Chemistry and Laboratory	4 crs
MATH – Complete one course:	
MAT 108 Pre-calculus	3 crs
MAT 111 Calculus	4 crs
PHYSICS – Complete one sequence:	
PHY 109, 123 College Physics I	4 crs
PHY 119, 124 College Physics II	4 crs
OR	
PHY 110, 121 Physics I	5 crs
PHY 120, 122 Physics II	5 crs

Electives **29-34 crs**

Total Credits **120 crs***

ENS majors may double count one BIO or CHE course and one MAT course in the Core and the Major.

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

Minor in Environment and Sustainability (18 credits)

ENS 110	Environmental Conservation & Energy Sustainability	3 crs
ENS 411	Energy Conservation and Sustainable Design	3 crs
BIO 107	Evolution and Ecology	3 crs
BIO 121 or BIO 122	General Biology Laboratories	1 crs
CHE 110, 120	General Chemistry I and Laboratories	4 crs
CHE 121, 122	General Chemistry II and Laboratories	4 crs

Exercise Science (Bachelor of Science)

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

The WJU program in Exercise Science prepares students for immediate entry-level positions within business and industry or in clinical settings. The degree also provides a secure foundation for advanced degrees and/or certifications in healthcare including, but not limited to, Physical Therapy, Athletic Training, and Physician Assistant professions.

The WJU Exercise Science degree program enriches students in the Jesuit tradition and mission of developing men and women for life, leadership, and service with and among others.

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

1. Understand the principles and concepts fundamental to Exercise Science

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

Major in Exercise Science

Core Curriculum **40-42 crs**

Exercise Science Core **85 crs**

BIO 109	Cells & Chromosomes	3 crs
BIO 121	General Biology Lab	1 cr
BIO 127, 128	Anatomy & Physiology and Lab	4 crs
BIO 129	Anatomy & Physiology II	3 crs
CHE 110, 121	General Chemistry I and Lab	4 crs
CHE 120, 122	General Chemistry II and Lab	4 crs
CLS 321	Introduction to Research in Healthcare	3 crs
MAT 105	Intro to Statistics	3 crs
PHY 109, 123	College Physics I and Lab	4 crs
PHY 119, 124	College Physics II and Lab	4 crs
PSY 110	General Psychology	3 crs
PSY 212	Developmental Psychology	3 crs
PSY 250	Sport Psychology	3 crs
EXS 212	Motor Development	3 crs
EXS 222	Biomechanics and Applied Kinesiology	3 crs
EXS 231	Emergency Care and 1 st Aid	3 crs
EXS 311	Exercise Prescription & Testing for Normal Populations with Lab	4 crs
EXS 312	Exercise Physiology	3 crs
EXS 321	Strength & Conditioning	3 crs
EXS 322	Exercise Physiology Lab	3 crs
EXS 411	Pharmacology	3 crs
EXS 412	Exercise Science Internship	3 crs
EXS 421	Resistance Training	3 crs
EXS 422	CSCS Exam Preparation	1 cr
EXS 431	Cardiovascular Assessment	3 crs
EXS 432	Advanced Topics in Exercise Science	3 crs
EXS 441	Exercise Prescription & Testing for Special Populations with Lab	4 crs
EXS 451	Senior Research	1 cr

Total Credits **125-127 crs**

ENS majors may double count one BIO or CHE course and one MAT course in the Core and the Major.

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

Film Studies (Minor)

The WJU Film Studies Program examines classic and contemporary films as models of cinematic art and explores various modes of cinematic rhetoric from a variety of disciplinary perspectives, including English, Communications, Fine Arts, History, Philosophy, and Psychology. Students are introduced to all aspects of the filmmaking process (development, pre-production, production, post-production, and distribution).

Minor in Film Studies (18 credits)

FAS 170	Introduction to Film Language	3 crs
LIT 324	Studies in Film	3 crs
Any four additional courses from among the following:		12 crs
	CRE 285 Workshop Screenwriting	
	FAS 132 The Reel World	
	FAS 135 Cinema Genres	
	HIS 371 History and Film	
	PHI 361 Philosophy and Film	
	PSY 262 Psychology and Film	

Fine Arts Minor

Upon completion of any Fine Arts course, students will be able to: demonstrate an understanding of and appreciation for the expressive language of the artistic medium; recognize and articulate in discussion and in writing the formal characteristics and functional intentions of the medium; and, especially in Studio or Workshop courses, create excellent original work within the formal discipline of the artistic medium. All courses listed with the acronym FAS or CRE are approved courses to fulfill the WJU Creative Communication core requirement, and none of these courses has a prerequisite.

Systematic study of the Fine Arts at WJU promotes enhanced critical thinking and communication skills and fosters independent and collaborative creativity, qualities that are valuable across a wide range of employers' disciplines and impressive to a wide range of employers and graduate school acceptance committees. Students may minor in one of three areas in the Fine Arts: Creative Writing, Film Studies, and in a general study of Fine Arts. Please see the individual sections for Creative Writing, and Film Studies listed elsewhere in this catalog for requirements to complete those two focused minors.

Minor in Fine Arts (18 credits)

Students may take any six courses in any combination from among the course offerings in Creative Writing (CRE) and Fine Arts (FAS).

General Science (Bachelor of Science)

This major provides a background in the physical sciences with an emphasis on Physics. In conjunction with the Teacher Education Program, the program offers training for a career in K-12 teaching.

Major in General Science

Core Curriculum		40-42 crs
General Science Core*		45 crs
BIO XXX	Approved Electives	8 crs
CHE 110, 120	General Chemistry I, II	8 crs
CHE 121, 122	General Chemistry Lab I, II	2 crs
MAT 108	Pre-Calculus	4 crs
PHY 109, 119	College Physics	6 crs
PHY 123, 124	Physics Lab I, II	2 crs
PHY XXX	Approved Electives**	15 crs
Electives***		33-35 crs
Total Credits		120 crs

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

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

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

History (Bachelor of Arts)

The individual who neglects the study of history is trapped in the “prison of the present,” unable to understand how humankind has arrived at its present condition and often uncertain of the changes which the future may bring. For this reason, knowledge of history has long been a hallmark of an educated person.

History majors become acquainted with a broad range of historical events—both chronologically and geographically—that range from Ancient Greece to Colonial America, the Holocaust, and the Vietnam War. History majors acquire the skills and knowledge to become lifelong learners and engaged citizens, and are prepared to pursue a great variety of careers. Because of their analytical abilities, communication skills (written and verbal), and internship experiences, history majors regularly enter careers in law, education (primary, secondary, and higher), museums and public history, government (from local to federal), libraries, non-profit organizations, and the business world. Thus, the popular belief that history majors can only become teachers is wholly false.

Through close contact with their professors, students engage in independent research, hone their writing and critical thinking skills, and present their research within the History Department and the wider Wheeling Jesuit University community. Students have the opportunity to complete internships relevant to their interests and career ambitions, as well as double major (or minor) in other fields of study, such as Philosophy, Literature, Psychology, or Professional Education.

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

1. Analyze contemporary events and problems in historical and global perspective.
2. Conduct effective research and data analysis using contemporary research tools.
3. Formulate analytical questions and original arguments.
4. Write factually accurate and insightful explanations of historical events.
5. Verbally communicate factual information and research findings in a concise and articulate manner.

Major in History

Core Curriculum			40-42 crs
History Core			39 crs
HIS 110	The Twentieth Century	3 crs	
HIS 120	Historical Methods	3 crs	
HIS 211, 212	History of the American People*	6 crs	
HIS 351, 352	Topics in the Western Tradition	6 crs	
HIS 386	The Historian's Craft	3 crs	
HIS 486	Senior Seminar	3 crs	
Select:	Two non-western/comparative History courses	6 crs	
	Three History electives	9 crs	
Electives			39-41 crs
Total Credits			120 crs

Notes: *The following courses are only offered every other year and should therefore be taken in the sophomore or junior year: HIS 211, HIS 212, HIS 351, and HIS 352. Otherwise, students may encounter difficulties in scheduling student teaching or other senior requirements.

Minor in History (18 credits)

HIS 110	The Twentieth Century	3 crs
HIS 120	Historical Methods	3 crs
One Non-western elective (HIS 308, HIS 337, or HIS 374)		3 crs
Three History Electives		9 crs

International Studies (Bachelor of Arts)

The International Studies major is both interdisciplinary and cross-cultural. The flexible nature of the program allows students to concentrate in one of two areas: the humanities or social sciences. The flexibility of this major allows students to pursue a second major (see p. 16 of the catalog for information on double majors). Upon completion of the International Studies program, students will:

1. Have a better understanding of contemporary global issues (e.g., environment, development, conflict, population, global economy).
2. Have an awareness of the cultural diversity within the world community.
3. Have a clear understanding of the political and economic relations among the countries of the world.
4. Place current global issues into proper historical context.
5. Have solid foundation in a foreign language of their choice.

Major in International Studies

Core Curriculum **40-42 crs**

International Studies Core **21 crs**

INS 111	World Community	3 crs
COM 208	Intercultural Communication	3 crs
SSC 415	Statistical Analysis	3 crs
ECO 110	Macroeconomics	3 crs
POS 212	Global Politics	3 crs
RST 203	World Religions	3 crs
SSC 488	Senior Thesis	3 crs

International Studies Electives* **18 crs**

Electives **39-41 crs**

Total Credits **120 crs****

Notes: *Students majoring in international studies must take six courses (18 crs). The courses selected must meet the approval of the advisor. In order for courses to qualify as an elective, they must be of a contemporary nature, and focus on at least one of the following areas: 1) another culture; 2) relations among countries; 3) a global issue(s).

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

Minor in International Studies (18 credits)

INS 111	World Community	3crs
COM 208	Intercultural Communication	3crs

In addition, four additional courses (12 crs) are required which cover another culture, relations among countries, or a global issue(s).

Mathematics (Bachelor of Science Degree)

The essence of orderliness, form and elegance, mathematics is a basic tool for many disciplines and careers. The mathematics curriculum is designed to provide the student with a strong mathematics background enhanced by technological tools, such as the graphing calculator and symbolic algebra software. It also is flexible enough to accommodate the diverse interests of mathematics majors, including those preparing for graduate work, those preparing to become an actuary and those seeking to teach on the elementary or secondary level. Upon completion of the Mathematics program, students will be able to:

1. Comprehend and simplify mathematical expressions.
2. Build or solve mathematical models.
3. Prove or disprove a theory with logical steps.
4. Understand and use modern technology in mathematics.
5. Pursue high-level mathematical theory.

Major in Mathematics

This is the last year to declare Math as a major.

Core Curriculum **40-42 crs**

Math Core **41 crs**

PHY 110	Physics I*	4 crs
MAT 111	Calculus I*	4 crs
MAT 112	Calculus I	4 crs
MAT 211	Calculus III	4 crs
MAT 212	Differential Equations	4 crs
MAT 235	Discrete Math	4 crs
MAT 240	Linear Algebra	4 crs

Select three of the four following courses: 9 crs

MAT 351	Abstract Algebra I
MAT 352	Abstract Algebra II
MAT 411	Real Analysis
MAT 413	Complex Variables

MAT 382	Junior Seminar	2 crs
MAT 482	Senior Seminar	2 crs

Math Electives **12 crs**

Electives **25-27 crs**

Total Credits **120 crs**

*Math majors may double count PHY 110 and MAT 111 in the Core and the Major.

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

Requirements for Certification in Math Education

The student wishing to pursue certification for teaching mathematics in the intermediate and/or secondary schools should consult the director of the Education Department for specific requirements. Generally, the student completes the Mathematics major as described above with two upper-level electives being specified as MAT 424 and either MAT 335 or MAT 204. PHY 110 should be taken as early as possible.

Minor in Mathematics (18 credits)

Mathematics minors must complete a minimum of 15 credit hours in mathematics beyond MAT 111.

MAT 111	Calculus I	3 crs
Fifteen additional credit hours in Mathematics beyond MAT 111		15 crs

Nursing (Bachelor of Science)

The nursing program provides an integrated curriculum of Liberal Arts and Nursing courses for the personal and professional development of the student as a servant leader in professional practice. Graduates are prepared to assume generalist roles within complex health care settings, such as: acute care hospitals, long-term care facilities, nursing homes, clinics, schools, health centers and community agencies. Upon successful completion of the program, the graduate is awarded a Bachelor of Science in Nursing (BSN) degree, and is eligible to apply to a State Board of Nursing for the licensure examination to become a registered nurse. Graduates of the BSN program will demonstrate the following program outcomes:

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

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

Major in Nursing

Core Curriculum	40-42 crs
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Nursing*	80 crs
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CHE 105	Introduction General, Organic, Biochemistry	3 crs
BIO 127, 128	Anatomy & Physiology I and Lab	4 crs
BIO 129	Anatomy & Physiology II	3 crs
MAT 105	Introduction to Statistics	3 crs
PSY 110	General Psychology	3 crs
CLS 215	Introduction to Epidemiology	2 crs
NUR 203	Health Assessment	1 cr
NUR 227	Clinical Nutrition	1 cr
NUR 230C	Basic Care Clinical	2 crs
NUR 230D	Basic Care	3 crs
NUR 309C	Introduction to Nursing Clinical	6 crs
NUR 309D	Introduction to Nursing Care	4 crs
NUR 319C	Acute Care Nursing I Clinical	3 crs
NUR 319D	Acute Care Nursing I	4 crs
NUR 320C	Acute Care II Clinical	3 crs
NUR 320D	Acute Care Nursing II	3 crs
NUR 323	Introduction to Pathophysiology	2 crs

NUR 326	Psychopathology	2 crs
NUR 327	Elements of Research in Nursing	2 crs
NUR 329	Pharmacology	2 crs
NUR 335	Systems Concepts	1 cr
NUR 405C	Multisystem Care I Clinical	5 crs
NUR 405D	Multisystem Care Nursing I	3 crs
NUR 406C	Multisystem II Clinical	3 crs
NUR 406D	Multisystem Care Nursing II	3 crs
NUR 421	Pathophysiology	2 crs
NUR 422C	Complex Cares Nursing I Clinical	3crs
NUR 422D	Complex Cares Nursing I	3 crs
NUR 423C	Complex Care II Clinical	5 crs
NUR 423D	Complex Nursing II Care	2 crs
NUR 426	Nursing Trends and Issues	2 crs
NUR 480	Senior Seminar I	1 cr
NUR 481	Senior Seminar II	1 cr
PSY 212	Developmental Psychology	3 crs

Total Credits

136-138 crs

Notes: *Some of the required science classes may also satisfy the Core Curriculum requirements. It is likely the total number of credits will be less than the 136-138 credits noted.

Additional Notes:

1. Nursing majors must provide their own transportation to clinical sites and are billed for liability insurance for clinical experiences.
2. In order to enter the second semester sophomore year courses, NUR 230 and NUR 203, students must complete a background check and drug screen with clean results and have an overall grade point average of 3.2 or above and a TEAS score of 68 or above, and have successfully completed the prerequisites: CHEE 105, PSY 110, BIO 128, NUR 227 and be enrolled in the concurrent: BIO 129, BIO 215 and PSY 212.
3. Nursing students must receive a grade of “C+” or higher in all science and nursing courses in order to progress.
4. Nursing majors will receive a separate handbook which outlines specific policies for them, including the progression policies of the major. The Nursing faculty also reserves the right to exclude or remove from the clinical setting any student who, in the opinion of the instructor, has demonstrated behavior or attitudes incompatible with safe, ethical, or professional development and which, therefore, could jeopardize the welfare of patients.
5. Nursing courses including a clinical experience have a “C” following the course number. Each clinical credit is equivalent to 2 hours a week of clinical experience.

Philosophy (Bachelor of Arts)

The Jesuit tradition of education always has championed the importance of Philosophy, both for training the mind and for cultivating a love of truth and an integrity in its pursuit. Philosophy invites a student into dialogue with the significant truth-seekers of past and present. Thus, it hopes to develop within the student a respect for great ideas and great minds, and a life-long commitment to the search for truth, wisdom and justice.

Graduates will be able to:

1. Interpret the historically important and contemporarily pertinent concepts that form societal worldviews;
2. Evaluate complex phenomena according to the different major philosophical traditions in value theory;
3. Analyze both the overt and esoteric logics inherent in any system of belief;
4. Communicate with clarity and precision the results of these investigations.

Major in Philosophy

This is the last year to declare Philosophy as a major.

Core Curriculum

40-42 crs

Philosophy Core	33 crs
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PHI 110	Philosophy and the Human Person	3 crs
PHI 305	Ethics	3 crs
Select two (2) of the three courses listed below:*		6 crs
PHI 307	Ancient Philosophy	
PHI 308	Medieval Philosophy	
PHI 309	Modern Philosophy	
PHI 486	Senior Seminar	3 crs
Philosophy Electives		18 crs

Electives	48-50 crs
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Total Credits	120 crs
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Note: *All three History of Philosophy courses are recommended, especially for students considering graduate school.

Minor in Philosophy (18 credits)

PHI 110	Philosophy and the Human Person	3 crs
Five (5) Philosophy electives beyond PHI 110, at least one of which is a 300-400 level course		15 crs

Physics (Bachelor of Science)

Physics is the science of matter, motion and energy. The physics offerings are designed to provide students with basic scientific knowledge, as well as prepare them for varied goals, including graduate study, industry, teaching and engineering school. Upon completion of the Physics program, students will be able to demonstrate the ability to:

1. Think critically and solve multi-step problems.
2. Learn new physical principles through self-guided study.
3. Communicate both orally and in written form in a style appropriate for a physicist.
4. Integrate physics into their lives with specific emphasis on moral standards and social consciousness.

Major in Physics

This is the last year to declare Physics as a major.

Core Curriculum	40-42 crs
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Physics*	58 crs
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MAT 111, 112	Calculus I, II	8 crs
MAT 211	Calculus III	4 crs
MAT 212	Ordinary Differential Equations	4 crs
MAT 204	Scientific Statistics	3 crs
PHY 110, 120	Physics I, II	8 crs
PHY 121, 122	Introductory Physics Labs I, II	2 crs
PHY 311	Modern Physics	4 crs
PHY 321	Modern Physics Lab	1 cr
EGR 243	Statics	3 crs
EGR 244	Dynamics	3 crs
EGR 318	Fluid Mechanics	4 crs
EGR 245	Strength of Materials with Lab	4 crs
PHY 341, 442	Electromagnetic Theory I, II	6 crs
PHY 435 A, B, C, D	Advanced Lab	4 crs

Electives **18-20 crs**

Total Credits **120 crs**

Note: *Physics majors preparing for graduate study are urged to elect CHE 110, 120, General Chemistry, and CHE 121, 122, General Chemistry Lab, and further advanced MAT courses.

Minor in Physics (19-24 credits)

PHY 110, 120 Physics I, II 8 crs

PHY 121, 122 Intro Physics Lab I, II 2 crs

Three (3) Physics electives at the 300 or 400 level

Political and Economic Philosophy (Bachelor of Arts)

Political and Economic Philosophy is an interdisciplinary major that integrates the knowledge gained by the study of economics, political science and philosophy. Students will be encouraged and guided in an exploration of each of these disciplines to understand how their connections affect ethics, law and public policy.

Major in Political and Economic Philosophy

This is the last year to declare Political and Economic Philosophy as a major.

Core Curriculum **40-42 crs**

Political and Economic Philosophy Core **30 crs**

PHI 110 Philosophy of the Human Person 3 crs

PHI 307 Ancient Philosophy 3 crs

PHI 309 Modern Philosophy 3 crs

POS 110 American Political Process 3 crs

POS 211 Comparative Politics 3 crs

POS 212 Global Politics 3 crs

ECO 110 Principles of Macroeconomics 3 crs

ECO 221 Principles of Microeconomics 3 crs

BUS 315 Business Law 3 crs

One Elective in Business, Philosophy, or Political Science 3 crs

Electives **40-50 crs**

Total Credits **120 crs**

Political Science (Bachelor of Arts)

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

1. Display familiarity with the basic concepts of government and politics.
2. Show a general knowledge of the structure and functions of all levels of government.
3. Explain the philosophical underpinnings of various forms of government, as well as an ability to understand relations among states.
4. View and evaluate the output of the current American political process through a conscious paradigm.
5. Employ a variety of tools to participate at all levels in American politics as opposed to remaining passive observers.

Major in Political Science

This is the last year to declare Political Science as a major.

Core Curriculum **40-42 crs**

Political Science Core **30 crs**

POS 110	American Political Process	3 crs
POS 211	Comparative Politics	3 crs
POS 212	Global Politics	3 crs
POS 241	Public Policy	3 crs
POS 329	Constitutional Law	3 crs
INS 111	World Community	3 crs
PHI 307	Ancient Philosophy	3 crs
PHI 309	Modern Philosophy	3 crs
CRJ XXX	Choose a Criminal Justice course	3 crs
CRJ XXX	Choose a Criminal Justice course	3 crs

Electives **48-50 crs**

Total Credits **120 crs**

Minor in Political Science (18 credits)

This is the last year to declare Political Science as a minor.

POS 110	American Political Process	3 crs
POS 211	Comparative Politics	3 crs
POS 212	Global Politics	3 crs
POS 241	Public Policy	3 crs
POS 329	Constitutional Law	3 crs
CRJ XXX	Choose a Criminal Justice course	3 crs

Pre-Law

WJU successfully prepares students for law school through multiple different majors. Students interested in law school should consider a major with intensive writing, reading, reasoning, etc., in preparation for law school. Examples of majors to consider are: Business, Communications, English, Philosophy, or Theology.

Psychology (Bachelor of Science)

The goals of the Psychology Department at Wheeling Jesuit University are to provide a strong curriculum that helps students learn the most current and empirically sound principles of behavior; to equip students for success in a variety of graduate programs and employment settings; to offer opportunities for experience in human service, research, and other psychology-related internships; and to help students realize the many ways through which Psychology can address human social/ethical concerns. This is accomplished through the curriculum, the directed research and/or internship programs, the honor society and student club, and through informal mentoring by the faculty (both within the department and in the University at large). All of efforts are grounded in the Ignatian tradition of the pursuit of excellence in the context of service with and among others.

Major in Psychology

Core Curriculum **40-42 crs**

Psychology Core **45 crs**

*PSY 110	General Psychology (C+ or better)	3 crs
PSY 115	Statistics for the Behavioral Sciences (C or better)	3 crs
PSY 211	Experimental Psychology (C or better)	4 crs
PSY 420	History & Systems of Psychology	4 crs
PSY 388	Junior Seminar	1 crs
PSY 488	Senior Seminar	1 crs
PSY	Research Electives (2)	8 crs
PSY	Psychology Electives (6)*	18 crs
BIO	Any Human Biology course	3 crs

Electives **33-35 crs**

Total Credits **120 crs**

Note: *A student may elect to do a concentration as part of the 18 credits in Psychology Electives or take a variety of Psychology Electives. The four concentrations are listed below.

Additional Notes:

1. Psychology research electives are designated in course descriptions as such. Remaining non-required psychology courses are psychology electives.
2. Senior psychology majors must take the ETS Major Field Exam in psychology and score in the top 15*percentile or higher nationally, or must pass a comprehensive oral examination.
3. To major in psychology, a grade of C+ or higher must be earned in PSY 110 and a grade of C or higher must be earned in PSY 115 and PSY 211.
4. Students may take a maximum of 6 credits of Directed Research (PSY 300); the course may be taken for 1, 2 or 3 credits per semester. A maximum of 3 credits may be used as the equivalent of a Psychology Elective (additional credits will count toward the total needed for graduation). For those students wishing to complete a Thesis (PSY 486), a minimum of 1 credit of PSY 300 is a prerequisite. PSY 486 may be counted as a Psychology Elective.
5. Students may take a maximum of 6 credits of Internship (PSY 374 and 474). A maximum of 3 credits may be used as the equivalent of a Psychology Elective (additional credits will count toward the total needed for graduation). Permission to enroll in this course must be granted by the instructor
6. PSY 212 (Developmental Psychology) is designed for non-psychology majors. Psychology majors interested in developmental psychology should take courses within the developmental sequence (PSY 214, 216, 218).

Concentrations in Psychology

Mental Health Sciences Concentration (12 credits)

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

Select One:		3 crs
PSY 340	Abnormal Psychology	3 crs
PSY 222	Child Psychopathology	3 crs
PSY 374	Internship	3 crs

Select Three:		9 crs
PSY 222	Child Psychopathology	3 crs
PSY 238	Psychopharmacy	3 crs
PSY 315	Tests and Measurements	4 crs
PSY 330	Personality	3 crs
PSY 335	Psychotherapy	3 crs
PSY 340	Abnormal Psychology	3 crs
PSY 350	Health Psychology	3 crs
PSY 374	Internship	3 crs

Behavioral Psychopharmacology Concentration (15 credits)

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

PSY 238	Psychopharmacology	3 crs
Select Four:		12 crs
PSY 212	Developmental Psychology	3 crs
PSY 222	Child Psychopathology	3 crs
PSY 315	Tests and Measurements	4 crs
PSY 330	Personality	3 crs
PSY 335	Psychotherapy	3 crs
PSY 340	Abnormal Psychology	3 crs
PSY 350	Health Psychology	3 crs
PSY 374	Internship	3 crs

Cognitive Neuroscience Concentration (15 credits)

This concentration reflects the field's inherently interdisciplinary nature by combining strengths from several academic departments, such as psychology, biology, and philosophy. It enhances readiness for graduate study in several fields, such as medicine, biology, philosophy, nursing, pharmacology, law, psychiatry, criminal justice, biochemistry, special education and physical therapy.

PSY 311	Physiological Psychology	3 crs
PSY 317	Cognitive Psychology	3 crs
Select three from at least two areas		9 crs
BIO 128	Human Anatomy & Physiology I	3 crs
PSY 222	Child Psychopathology	3 crs
PSY 238	Psychopharmacology	3 crs
PSY 315	Tests and Measurements	4 crs
PSY 335	Psychotherapy	3 crs
PSY 340	Abnormal Psychology	3 crs
PSY 350	Health Psychology	3 crs

Human Development Concentration (15 credits)

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

PSY 214	Child Psychology	3 crs
Select one:		3 crs
PSY 212	Developmental Psychology	3 crs
PSY 216	Adolescent Psychology	3 crs
Select three:		9 crs
PSY 222	Child Psychopathology	3 crs
PSY 317	Cognitive Psychology	3 crs
PSY 320	Learning	4 crs
PSY 330	Personality	3 crs
PSY 374	Internship	3 crs

Statistical Analysis and Data Management Certification Program

In conjunction with IBM, this program's primary goal is to provide students with an integrated academic and practical background in statistical analysis and data management. It is designed to enhance student eligibility for employment or further study in any field. The Statistical Analysis and Data Management Certificate Program consists of required courses. The core requirements provide an introduction to statistics, statistical and analytic methods of research, and advanced statistic and data management study. Upon completion of the required courses, students will be awarded a certificate from IBM that indicates knowledge in the SPSS and noting their accomplishment.

PSY 110	General Psychology	3 crs
PSY 115	Behavioral Statistics*	3 crs
PSY 211	Experimental; Psychology**	4 crs
PSY 410	Advanced Statistics and Data Management***	1 cr

Notes:

1. Students are encouraged to meet with Dr. Bryan Raudenbush, Coordinator of the Statistical Analysis and Data Management Certificate Program, for advising early in their college career. Careful planning is required since some courses in the concentration have prerequisites.
2. A minimum GPA of 2.5 must be maintained in the collective courses used to satisfy the certificate program.

*Prerequisite PSY 110 (C+ or greater)

**Prerequisite PSY 115 (C or greater)

***Prerequisite PSY 211 (C or greater)

Minor in Psychology (18 credits)

PSY 110	General Psychology	3 crs
PSY XXX	Psychology Electives	15 crs

Theology (Bachelor of Arts)

A Theology major provides students with an opportunity to explore the nature of faith, reason, tradition, religious experience, literature, ethical inquiry, and the relationship between religion and culture while developing skills in critical analysis, communication, and leadership. This program also provides an integrative perspective that allows students to examine fundamental questions of value, meaning, and identity.

In addition to entering professional ministry and education, graduates of the Theology program find careers in social work, counseling, coaching, law, and diverse other ways of contributing to the common good, a foundational concern of Theology.

Major in Theology

Core Curriculum **40-42 crs**

Theology Core **42 crs**

Take one course from the following: 3 crs

RST 106	The Religious Quest
RST 107	Catholicism

At the 200-level and 300-level, take one course in each series
(as noted by course numbering): 21 crs

200 Series

RST 22X	Bible series
RST 23X	Systematic Theology series
RST 24X	Ethics series

300 Series

RST 32S	Bible series
RST 33X	Systematic Theology series
RST 305 or 34X	Ethics series

400-level Seminar 3 crs

Theology Electives (5) 15 crs

Electives 36-38 crs

Total Credits 120 crs

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

Minor in Theology (18 credits)

Select one: 3 crs

RST 106	The Religious Quest
RST 107	Catholicism

Select one 200- or 300-level course in each of the following areas: 9 crs

22X or 32X	Bible series
23X or 33X	Systematic Theology series
24X or 305 or 34X	Ethics series

Theology Electives (2) at the: 200-, 300-, or 400-level 6 crs

Minor in Pastoral Studies (18 credits)

The Pastoral Studies program offers students an interdisciplinary minor focused on pastoral praxis. Students are encouraged to think critically about the practical application of theology, religious studies, philosophy, psychology, communication, management, criminal justice, and history through the lens of the inter-related Ignatian emphases on *cura personalis*, care for the whole person, and service and justice.

The program culminates in the pastoral practicum designed to give the students direct experience in pastoral work and to provide opportunities for critical reflection on their work. These internships take place at churches, schools, faith-based service organizations, human service agencies, and social justice organizations, and are approved by the instructor on a case-by-case basis.

Working in collaboration with their major advisor and program contact person, students tailor the Pastoral Studies minor to apply to their own interests and professional goals. Students are encouraged to make connections between their majors and the call to be women and men for and with others.

All minors should take RST 106/107 and PHI 305, two of which can be part of the core curriculum.

The student should choose to focus in one of three tracks:

- **Pastoral Ministry and Chaplaincy:** With electives focused on psychology, spirituality, and direct engagement with people in spiritually vulnerable situations, this track helps to prepare students for work in various church-related fields, campus ministry, and pastoral care.
- **Pastoral Administration:** With attention to management and communication contextualized by churches and social service institutions, this track helps to prepare students for work in non-profit management and leadership positions in ministry and social services.
- **Service and Justice:** Seeking to better understand systemic issues challenging vulnerable and marginalized populations, and to address and improve these situations, this track helps to prepare students for social work and justice and peace related fields.

	Pastoral Ministry and Chaplaincy	Pastoral Administration	Service and Justice
Course 1	PSY 212: Developmental Psychology		
Course 2	PSY 335: Psychotherapy	MGT 111: Principles of Management	PSY 240: Foundations of Social Work
Course 3	Elective**	PSY 226 (MGT 226): Organizational Behavior	Elective *
Course 4	Elective **	Elective**	Elective*
Course 5	RST 305: Theological Ethics		
Course 6	RST 480: Pastoral Practicum*		

Note:

* RST 480 can only be taken as a Junior or Senior and after completing RST 106/107 and PHI 305.

**Electives may be taken from the lists below, depending on the track.

Pastoral Ministry and Chaplaincy Electives		Pastoral Administration Electives		Service and Justice Electives	
COM 104	Persuasion	MGT 340	Organizational Leadership	COM 104	Persuasion
COM 204	Argumentation & Debate	COM 104	Persuasion	COM 204	Argumentation & Debate
COM 206	Fundamentals of Interpersonal Communication	COM 204	Argumentation & Debate	COM 206	Fundamentals of Interpersonal Communication
COM 208	Intercultural Communication	COM 206	Fundamentals of Interpersonal Communication	COM 208	Intercultural Communication
COM 224	Professional Speaking	COM 208	Intercultural Communication	COM 224	Professional Speaking
COM 303	Race, Gender, & Class in Media	COM 224	Professional Speaking	COM 303	Race, Gender & Class in Media
CRJ 312	The Juvenile Justice System	COM 258	Public Relations	CRJ 312	The Juvenile Justice System
CRJ 321	Corrections	HIS 214	History of Appalachia	CRJ 321	Corrections
HIS 214	History of Appalachia	PHI 355	Business Ethics	HIS 214	History of Appalachia
PSY 212	Developmental Psychology	RST 236	The Church	PHI 237	Social and Political Philosophy
PSY 214	Child Psychology	RST 241	Catholic Social Thought	PHI 355	Business Ethics
PSY 216	Adolescent Psychology	RST 341	Political Thought	RST 236	The Church
PSY 335	Psychotherapy	RST 351	Studies in Living Religious Traditions	RST 241	Catholic Social Thought
PSY 340	Abnormal Psychology	RST 440	Action & Contemplation in Christian Life	RST 341	Political Theology
RST 236	The Church	JGD 216	Justice, Gender, and Diversity	RST 351	Studies in Living Religious Traditions
RST 241	Catholic Social Thought			RST 440	Action and Contemplation in Christian Life
RST 341	Political Theology			JGD 216	Justice, Gender, and Diversity
RST 351	Studies in Living Religious Traditions				
RST 400	Action and Contemplation in Christian Life				
JGD 216	Justice, Gender, and Diversity				

COURSE DESCRIPTIONS

Typical Course Distribution

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

F	Every Fall
S	Every Spring
FO	Fall of every odd year
FE	Fall of every even year
SO	Spring of every odd year
SE	Spring of every even year
D	On Demand
SU	Summer

Since exceptions and variations are likely to occur, some rearrangement is inevitable, and WJU reserves the right to make changes. In many major concentrations, it is advisable to begin the major in the first-year; such is not possible, however, when the major has prerequisites in the core curriculum. While the normal student course-load is five courses each semester, some programs may require additional credits in a semester from time to time, especially in certain majors.

ACC 123 Principles of Accounting I (3 crs)

An introduction to basic financial accounting theory and practice. F

ACC 124 Principles of Accounting II (3 crs)

Continuing coverage of financial accounting and introduction of cost and managerial accounting. S

ACC 211 Intermediate Accounting I (3 crs)

An extensive examination of descriptive financial accounting theory and practice. Constitutes the first accounting course at the professional level for the student majoring in accounting. Prerequisite: ACC 123. F

ACC 212 Intermediate Accounting II (3 crs)

Continues the extensive study of descriptive financial accounting theory and practice. Prerequisite: ACC 211. S

ACC 223 Accounting Information Systems (3 crs)

This course is a practicum in commercial accounting systems. Students will perform general ledger, accounts payable, accounts receivable, billing, purchase order, inventory, payroll and job costing functions using a commercial software package. The software will be used to design specialized reports for budgeting, financial analysis, product costing and for analyzing cost management techniques. Another package designed specifically for activity-based costing will be used to learn how this method of managing overhead can enhance a business's performance. Student learning will be developed and measured through computer intense projects, class discussion, library and field research. Systems theory and information technology topics are also discussed. Prerequisite: ACC 124 S

ACC 305 Tax Accounting (3 crs)

This course addresses taxation of individual income. Basic tax concepts are examined along with tax rules and regulations. Tax preparation and tax research software are used extensively. Students who have successfully completed the course often work in the Wheeling Jesuit Tax Clinic for hands-on experience. Prerequisite: ACC 124 F

ACC 311 Managerial Cost Accounting (3 crs)

A critical analysis of cost concepts as they relate to the administrative process. Includes the presentation of case studies and the use of electronic spreadsheets. Prerequisite: ACC 124 F

ACC 401 Advanced Accounting Practice (3 crs)

An advanced study in the theory and related problems applicable to specialized topics in advanced financial accounting. Topics include: partnerships, business combinations, installment sales, consignments, foreign operations and estates and trusts. Prerequisite: ACC 212 F

ACC 403 Accounting for Government and Not-for-Profit Organizations (3 crs)

Deals with financial accounting and reporting for federal, state and local governments and for medical, educational, religious, human services, charitable and other non business organizations. Topics include: fund accounting; financial reporting and budgetary control for not-for-profit organizations; program-planning-budgeting systems; and governmental and institutional auditing. Prerequisite: ACC 212 S

ACC 406 Auditing Theory and Practice (3 crs)

Examination of the philosophy, concepts and techniques pertaining to the auditing process. Prerequisite: ACC 212 S

BIO 105 The Process of Biology (3 crs)

(Meets the first core science requirement). An introduction to biology as a way of knowing and communicating about living systems. The themes are how living systems process energy and information, ecologically relate to their environments and evolve over time. The goal of this course is for the student to gain an increased level of proficiency in scientific literacy; including theory application, evaluating evidence and manipulating concepts. FS

BIO 107 Evolutionary and Ecological Biology: The Dynamic Environment (3 crs)

An exploration of how living things relate to each other in both space (ecology) and time (evolution). Included is an overview of the history and diversity of life on earth, an examination of representatives of various taxonomic groups as well as a study of taxonomy itself. BIO 107, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIO 108 The Form & Function of Biological Organisms (3 crs)

An overview of the anatomy and physiology of plants and animals, with an emphasis on human structures. The interrelationships of the hierarchical levels of biological organization will be discussed. BIO 107, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIO 109 Cells and Chromosomes (3 crs)

An exploration of variations on the themes of biology at the cellular level, including subcellular architecture and ultrastructure; metabolism; molecular biology; cell signaling; cellular reproduction; and an introduction into the concepts of genetics and development. Since this course will involve the examination of living systems at the molecular level, this course should only be taken after students have had at least one semester of college-level chemistry. Students should have had a successful experience in chemistry at the college level prior to taking BIO 109. Prerequisite: one semester of college-level chemistry. BIO 107, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIO 121 The Methods of Biology (1 cr)

(Is required of all biology majors in conjunction with BIO 107, 108 or 109) This fall semester lab is meant to accompany the general biology lectures. The lab is designed to provide intensive training in laboratory techniques that are involved in cell biology. Laboratory exercises include microscopy, genetics, enzymology, biological chemistry and animal behavior. Students will also gain experience in developing critical thinking skills, scientific writing, computer applications and statistical analysis of data. F

BIO 122 General Biology II Laboratory (1 cr)

(Is required of all biology majors in conjunction with BIO 107, 108 or 109) This is the spring semester lab that is meant to accompany biology lectures. Topics include numerous dissections, taxonomic identifications, a systematic survey of the five kingdoms and ecological studies. S

BIO 127 Anatomy Lab (1 cr)

This lab features dissection of the organ systems of the cat, with supporting dissections of some other animal organs, including the heart, brain and kidney. Structures of the organs and systems will be correlated with human structures. Corequisite: BIO 128 or 129. F

BIO 128 Human Anatomy and Physiology I (3 crs)

The first course in a two course sequence that examines the anatomy and physiology of the human body. This course begins with the study of the levels of structural organization and proceeds with an in-depth study of the integumentary, musculoskeletal, nervous and endocrine systems. F

BIO 129 Human Anatomy and Physiology II (3 crs)

This is the second course in a two-course sequence that examines the anatomy and physiology of the human body. This course provides an in-depth study of the cardiovascular, respiratory, lymphatic, immune, digestive, urinary and reproductive systems. Prerequisite: BIO 128 S

BIO 310 Genetics (3 crs)

A thorough familiarization with the principles of classical genetics of representative organisms in all kingdoms, with special emphasis on humans. The function of genes in developmental systems is emphasized. Special topics include consideration of ethical issues. Prerequisite: Successful completion of a core course in mathematics and BIO 109. S

BIO 311 Genetics Laboratory (1 cr)

A hands-on, practical series of experiments and computer simulations in the analysis of heredity. Corequisite: Bio 310. Prerequisite: BIO 109. SO

BIO 315 Ecology (3 crs)

Ecology is an introduction to biological organization at the population, community, and ecosystem level. This course explores the interrelatedness of the biological, chemical, and physical world. Topics include experimental design, mathematical modeling, climate, water balance, energy flow, nutrient cycling, adaptation, community succession, and symbiosis. Prerequisite: BIO 107. FO

BIO 316 Ecology Laboratory (1 cr)

Ecology Laboratory involves the practice of designing field experiments for measuring plant and animal communities. In this course students will compile databases, conduct statistical analyses, and present the results of field experiments in both written and oral formats. Field trips and field work are required. Corequisite: BIO 315. Prerequisite: BIO 107. FO

BIO 320 Comparative Vertebrate Anatomy (3 crs)

An in-depth study of the comparative anatomy and systematic physiology of the vertebrate organisms, with emphasis on evolutionary relatedness. Prerequisite: Biology 107, 108, and 109. Corequisite: Bio 321 SE

BIO 321 Comparative Vertebrate Anatomy Laboratory (1 cr)

Experimental, observational and comparative studies of the structure and function of organ systems in vertebrates. Corequisite: BIO 320. SE

BIO 330 Developmental Biology (3 crs)

A detailed study of the mechanisms of development, from gametogenesis through organogenesis, with particular emphasis on gene action, induction, cell movements, adhesion and pattern development. Special topics include regeneration and cancer. Prerequisite: Any 300-level biology course. Corequisite: BIO 331 FE

BIO 331 Developmental Biology Laboratory (1 cr)

Experimental study and embryology of the principles of development in selected invertebrates, amphibians, avians and mammals. Corequisite: BIO 330. FE

BIO 340 Cellular and Molecular Biology (3 crs)

A detailed exploration of the physical and chemical processes and the ultrastructure underlying the functional activities of cells; aspects of molecular biology, immunology, programmed cell death, signaling systems and gene regulation in prokaryotes and eukaryotes. Prerequisite: BIO 107, BIO 108, BIO 109, and CHE 222. Corequisite: BIO 341 S

BIO 341 Cellular and Molecular Biology Laboratory (1 cr)

Extensive use of basic and advanced instrumentation and the development of laboratory skills in the physiological and biochemical study of the activities of cells and organelles. Topics include subcellular fractionation, techniques used in cell and tissue culture research, and the isolation, purification and characterization of biological macromolecules. Special emphasis is placed on the evaluation and interpretation of lab data, correlation with library research and presentation of data in a scientific report format. Pre requisite: BIO 426 Corequisite: BIO 340. S

BIO 401 Animal Behavior (3 crs)

An evolutionary approach to the study of animal behavior. The course will address the adaptive significance of animal behavior focusing on how and why various behaviors have developed. D

BIO 403 Animal Behavior Laboratory (1 cr)

A study of animal behavior in the laboratory and field. This course, designed to accompany BIO 401 Animal Behavior, will provide students with hands-on experience in studying animal behavior from a nonanthropomorphic point of view. The course will include field trips, laboratory studies, and a personal research project. Regular laboratory reports will be required. D

BIO 414 Biochemistry (3 crs)

An intermediate-level course in the description of macromolecular structure and function. Topics include an indepth study of the four classes of Biological macromolecules, enzyme kinetics and metabolic pathways. Emphasis is placed on metabolic processes, their regulation and integration in living systems. Prerequisite: Biology 107, 108, 109, and Chemistry 222. F

BIO 420 Toxicology (3 crs)

General principles of toxicology, including dose-response mechanisms, metabolism, distribution and the elimination of toxicants. Emphasis is placed upon various mechanisms of toxicity in a diverse representation of chemical substances, carcinogens, mutagens and teratogens. Prerequisite: BIO 340. D

Bio 434 Invertebrate Zoology (3 crs)

Invertebrates compose the vast majority of the animal kingdom. Students will acquire a fluency in speech and writing for the major facts and concepts of the science of invertebrate zoology and will appreciate the diversity of animal life, its underlying unity, and the difficulty of discerning the evolutionary history and phylogenetic relationships of the animal kingdom. D

BIO 436 Physiological Ecology (3 crs)

The application of ecological principles to problem solving at the organismal, population and ecosystem levels. Emphasis is placed on human interactions. Topics include organismal responses to stressors, human population dynamics, ecosystem responses to disturbances and global environmental change. Prerequisites: BIO 315 and BIO 221. Co-requisite: BIO 437. D

BIO 437 Physiological Ecology Laboratory (1 cr)

Field and laboratory training in the measurements of the chemical, physical and biological attributes of ecosystems. The ecosystems studied include forests, streams, lakes, wetlands and mesocosm ecosystems. One weekend field trip is required in addition to regularly scheduled outings. Students are also required to design and conduct an individual research project. Prerequisite: BIO 316. Corequisite: BIO 436. D

BIO 440 Microbiology (3 crs)

The focus of this course is the classification and major characteristics of bacteria, viruses and microscopic eukaryotes. Emphasis will be placed upon microbes that are responsible for infectious diseases in humans. Topics include microbial metabolism and genetics, basic concepts of epidemiology and immunology. Corequisite: BIO 441. Prerequisite: Any 300-level BIO course. FO

BIO 441 Microbiology Laboratory (1 cr)

A practical, hands-on course that provides training in commonly used techniques of microbe identification and microbiology research. Laboratory sessions include training in preparing sterile media, aseptic technique in the culturing of microbial cultures, the use of biochemical techniques to identify bacteria, microscopy and staining techniques, and fermentation in food and beverages. Corequisite: BIO 440. Prerequisite: Any 300 level BIO course. FO

BIO 462 Cancer Biology (3 crs)

The purpose of this course is to provide the student with the underlying principles, concepts and molecular mechanisms of cancer. The theme of cancer as a genetic disease will be studied in detail. Emphasis will be placed upon an understanding of signaling mechanisms, and how aberrant signal transduction pathways affect cell architecture and function. Students are required to register as student members to the American Association of Cancer Research (student membership is free). Students must also keep a journal on a specific type of cancer of their choice. Prerequisites: BIO 107; BIO 108; BIO 109; BIO 310. D

BUS 221 Quantitative Business Analysis (3 crs)

This course addresses the vital tools of business management such as statistical applications, sampling, data collecting, simple linear regression, ANOVA, Chi Square. Prerequisite: MAT 105 F,S

BUS 313 Information Systems and Operations Management (3 crs)

This course addresses systems in an operations environment, including computer hardware, software, communications, data bases, data warehousing, data mining, enterprise systems, e-commerce, IS acquisition, product/service development, process analysis, forecasting, capacity and aggregate planning, scheduling, MRP, JIT, inventory management.

Prerequisites: ACC 124, BUS 221 F,S

BUS 315 Business Law (3 crs)

Study of the bases of the law and the Uniform Commercial Code, which is most likely to be encountered in a business environment. Topics include contracts, personal property, bailments, sales, torts, government regulation, administrative agencies, corporations, partnerships, commercial paper, insurance, bankruptcy, real property, estates and trusts. F,S

BUS 410 Strategic Business Planning (3 crs)

This capstone course is concerned with the development of approaches for defining, analyzing and resolving complex strategic problems of profit and not-for-profit organizations. The course should be taken in the last year of the student's program. F,S

CHE 105 Intro. General, Organic & Biochemistry (3 crs)

A one-semester introduction to fundamental chemical principles necessary to describe the behavior of matter. Biochemical concepts and medical applications included as needed. Required for BSN majors. Priority given to health science majors. F,S

CHE 107 Intro. Chemistry for Non-science Majors (3 crs)

Introductory chemistry course for the non-science major emphasizing applications of chemistry to problems involving environmental pollution, sources of energy, radioactivity and human health. D

CHE 110 General Chemistry I (4 crs)

Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry, chemical equilibrium and kinetics. Satisfies the general chemistry requirements for chemistry and biology majors as well as prerequisites for medical, veterinary and other health related graduate programs. Placement into MAT 108 or higher required. CHE 121(or CHE 121H) is a corequisite. A drop or withdrawal in the lecture must be matched by a drop or withdrawal in the corresponding laboratory course. F

CHE 120 General Chemistry II (4 crs)

Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry, chemical equilibrium and kinetics. Satisfies the general chemistry requirements for chemistry and biology majors as well as prerequisites for medical, veterinary and other health related graduate programs. CHE 110 and 121 (or 121H) are prerequisites. CHE 122(or CHE 122H) is a corequisite. A drop or withdrawal in the lecture must be matched by a drop or withdrawal in the corresponding laboratory course. S

CHE 121 General Chemistry Lab I (1 cr)

Qualitative and quantitative studies of chemical systems. Introduction to basic synthetic and instrumental chemical methods. Placement into MAT 108 or higher required. CHE 110 is a corequisite. CHE 120 is a corequisite. F

CHE 122 General Chemistry Lab II (1 cr)

Qualitative and quantitative studies of chemical systems. Introduction to basic synthetic and instrumental chemical methods. CHE 110 and 121 (or 121H) are prerequisites. CHE 120 is a corequisite. S

CHE 221 Organic Chemistry Lecture I (4 crs)

The study of the structure and reactions of organic compounds as described by modern theories of bonding and reactivity. For CHE 221: CHE 120 and CHE 122 (or CHE 122H) are prerequisites. CHE 231 is a corequisite. For CHE 222: CHE 221 and CHE 231 are prerequisites. CHE 232 is a corequisite. 221 F, 222 S

CHE 222 Organic Chemistry Lecture II (4 crs)

The study of the structure and reactions of organic compounds as described by modern theories of bonding and reactivity. For CHE 221: CHE 120 and CHE 122 (or CHE 122H) are prerequisites. CHE 231 is a corequisite. For CHE 222: CHE 221 and CHE 231 are prerequisites. CHE 232 is a corequisite. 221 F, 222 S

CHE 231 Organic Chemistry Lab I (1 cr)

The techniques necessary to synthesize and identify organic compounds by both chemical and instrumental methods. CHE 120 and CHE 122 (or CHE 122H) are prerequisites. CHE 221 is a corequisite. F

CHE 232 Organic Chemistry Lab II (1 cr)

The techniques necessary to synthesize and identify organic compounds by both chemical and instrumental methods. CHE 221 and CHE 231 are prerequisites. CHE 222 is a corequisite. S

CHE 314 Biochemistry (3 crs)

A basic course which develops concepts necessary for a description of macromolecular structure, biological regulatory processes and chemical biodynamics. Prerequisite: CHE 222 D

CHE 315 Quantitative Analysis (3crs)

Principles of quantitative analysis with a general introduction to instrumental methods. Emphasis on development of analytic skills as currently employed. Prerequisite: CHE 120, 122, 222, 232. Corequisite: CHE 319. FO

CHE 316 Instrumental Analysis (3 crs)

A lecture course in the theory and application of modern instrumental methods of separation and analysis. Prerequisites: CHE 315, 319, PHY 120, PHY 122. Corequisite: CHE 317. SE

CHE 317 Instrumental Analysis Lab (1 cr)

A laboratory course in the theory and application of modern instrumental methods of separation and analysis. Prerequisites: CHE 315, 319, PHY 120, PHY 122. Corequisite: CHE 316. SE

CHE 318 Environmental Chemistry (3 cr)

Basic chemistry of soils, atmosphere and natural waters. Changes resulting from pollution discharges. Chemical perspectives on environmental problems. Prerequisite: CHE 221 and 231. D

CHE 319 Quantitative Analysis Lab (1 cr)

A laboratory course involving the principles of quantitative analysis and an introduction to instrumental methods. Prerequisites: CHE 120, 122, 222, and 232. Corequisite: CHE 315. F0

CHE 321 Physical Chemistry Lecture I (4 crs)

Modern concepts of molecular structure, chemical thermodynamics, equilibrium and kinetics. CHE 120, 122, 222, 232, and MAT 112 are prerequisites. CHE 331 is a corequisite. FE

CHE 322 Physical Chemistry Lecture II (4 crs)

Modern concepts of molecular structure, chemical thermodynamics, equilibrium and kinetics. CHE 321 and 331 are prerequisites. CHE 332 is a corequisite. SO

CHE 331 Physical-Instrumental Measurements Lab I (1 cr)

Experiments in physical-chemical measurements with an emphasis on instrumental methods. CHE 120, 122, 222, 232, and MAT 112 are prerequisites. CHE 321 is a corequisite. FE

CHE 332 Physical-Instrumental Measurements Lab II (1 cr)

Experiments in physical-chemical measurements with an emphasis on instrumental methods. CHE 321 and 331 are prerequisites. CHE 322 is a corequisite. SO

CHE 401 Inorganic Chemistry (3 crs)

Modern concepts of bonding and structure in inorganic compounds, reactivity and reaction mechanisms, acid-base and solid state chemistry. Prerequisite: CHE 222. FE

CHE 411 Inorganic Chemistry Laboratory (1 cr)

A laboratory course providing experience in the synthesis of significant inorganic compounds and the techniques of various experimental and spectroscopic methods. Corequisite: CHE 401. SO

CHE 480 Seminar (1 cr)

Seminar presentations by faculty and chemists from industry and other academic institutions; student presentations on their undergraduate research and literature topics. Prerequisite: Senior standing as major or permission. FO

CLS 215 Concepts of Microbiology & Epidemiology (2 crs)

The recognition of normal flora occurring on/within the human body, invasion processes, control mechanisms for the prevention of the spread of microorganisms and the effects of the infection by certain specific microbes will be covered. Principles of immunology are covered as well. S

CLS 321 Intro to Research in Health Care (3 crs)

An introduction to research methods in the healthcare field. The class offers a systematic explanation of research theory and methods, which are applied in the development of a research proposal. F,S

COM 103 Principles of Communication (3 crs)

This course provides an overview of the field of communication and how scholars analyze concepts and principles of human communication. Students understand how verbal and nonverbal messages communicate meaning in relationships, small group settings, and other cultures. Students examine their perceptions of themselves and others, effective listening techniques, and the role of media in their lives. Finally, public speaking ideas, such as audience analysis, informative and persuasive speaking, and delivery are also addressed. FO

COM 104 Persuasion (3 crs)

Survey of mass communication strategies and modern communication, and theories of communication failure. This class builds on the practical persuasive skills learned in COM 103 but teaches students to analyze and understand persuasive discourse, broadly considered. Students will examine propaganda, twentieth-century marketing strategies, and demagoguery. FE

COM 109 Media and Culture (3 crs)

Using techniques from cultural studies and rhetorical studies, students will learn to critically analyze culture and its textual artifacts to understand how texts and culture shape and inform one another. The course will consider new media, print, television, movies, radio, and the Internet. SE

COM 115 Principles of Professional Speaking (3 crs)

This course provides an overview of effective speaking techniques in a variety of settings and emphasizes communicating messages to different audiences. Students demonstrate public speaking concepts and principles to compose informative and persuasive speeches. While primarily performance based, students also critique memorable speeches through their observation and application of course content.

COM 204 Argumentation & Debate (3 crs)

In this speech-based class, students will learn the basics of building an argument, preparing and presenting a case, advocating for their position, and conducting themselves professionally. Students will learn how to give an opening statement, present a case, cross examine witnesses, and close their arguments. They will learn how to evaluate appropriate evidence. FE

COM 206 Fundamentals of Interpersonal Communication (3 crs)

This course introduces students to the theoretical perspectives and relational dynamics of interpersonal communication. Students emphasize building, maintaining, and sustaining familial, business and professional, friendly, and romantic relationships through verbal and nonverbal communication. They will also analyze the presence of conflict and discuss conflict management techniques. Finally, consideration of how social media has altered how we communicate with others will also be addressed. SO

COM 208 Intercultural Communication (3 crs)

The class will look at the nuts and bolts of any kind of communication--how symbolic systems, including language, work together to create meaning for an audience, and how different audiences can derive different understandings from the same communication. The course will explore the theoretical issues grounding intercultural communications and present organizations, societies, and cultures as communicative performances. SO

COM 211 Fundamentals of Reporting (3 crs)

Students study the principles and practices of journalism in a democratic society through the use of various platforms. Examination of and practice in the skills of gathering information and writing ethical news and feature stories with precision, balance, and insight. Emphasis on reporting techniques, including investigative reporting, observing, interviewing, and broadcasting, as well as producing journalism stories for print and online, journalism blogs, and television broadcasts. Students will provide several stories for their portfolios. FO

COM 224 Professional Speaking (3 crs)

Practice in preparing and presenting instructional, informative, persuasive and public relations speeches of a professional nature. Includes use of multi-media tools. Prerequisites: COM 103

COM 232 Visual Design (3 crs)

In this process-based, workshop-style course, students will learn the basics of creating visual design in the areas of page layout, typography, and digital image editing. Students will learn how to use graphic elements such as geometric primitives, line, shape, texture, value, color, positive and negative space, foreshortening, and perspective. Prerequisites (recommended, but not required): COM 103, COM 104, COM 230. FE

COM 258 Public Relations (3 crs)

Study and practice in the kinds of planning and writing required for effective public relations, including story pitches, news releases, brochures, public service announcements, presentations, speeches, Web sites, and media kits. Emphasis not only on the various tools available to the public relations practitioner but also the rhetorical process of deciding and justifying which tools are most effective for moving target audiences from initial ignorance to the appropriate intended action. SO

COM 259 Advertising (3 crs)

Study and practice in advertising as a critical element of an organization's total marketing plan. Emphasis on developing consumer profiles, positioning strategies and creative work plans for advertisers as well as conducting proper research and creating effective visual designs and ad copy. Students document and produce ads for print, broadcast, outdoor and other media and also complete an advertising campaign for their portfolio. FO

COM 303 Race, Gender, and Class in Media (3 crs)

This is a writing intensive course that examines representations of race, class, gender, and sexual identity in the media. Students will study how gender, race, and class are portrayed in advertisements, television, film, and print from the standpoints of audience, author, and production, and how media portrayals of gender, race, and class participate in the larger discussion of these themes in a democratic society. Students also will consider how social media and the Internet has changed the way citizens participate in discussions about social issues. Prerequisites (recommended but not required): COM 103; COM 109. SE

COM 330 Communication Research Methods (3 crs)

This course introduces students to the methods and analysis techniques utilized by Communication researchers. This course examines social scientific, interpretive/humanistic, and critical perspectives through quantitative and qualitative research methods. Finally, students critique previous Communication research as well as develop their own research proposal. Prerequisites: COM 103; COM 104; COM 109. FE

COM 401 Senior Seminar (3 crs)

This will be a guided experience creating a senior capstone project that will be the culmination of the student's studies in the Communication major. A project will be related to the student's post-graduation roles and will be presented at Research Day in the spring. S

COMP 101 College Writing (3 crs)

Review of basic writing skills, stressing the elements of clear and effective writing. By placement; does not satisfy core curriculum requirement. F

COMP 105 Process of Composition (3 crs)

Elements of expository and persuasive essay writing; research techniques; revising prose for accuracy, precision and effective style. Core fulfilling. By placement. F,S

CRE 180 Introduction to Creative Writing (3 crs)

In this course, students receive an introduction to several forms of creative written expression through the study of outstanding examples of published craft and the drafting of original work. Creative media may include creative nonfiction, dramatic writing for the stage or the screen, fiction, and poetry. SO

CRE 281 Fiction Workshop (3 crs)

Stephen King argues that to write well, one must first “read a lot.” This course and its requirements are divided roughly into two halves: reading exemplary works of fiction in order to learn the tools of the fiction writer’s craft, and writing and revising original work in a workshop setting, where the work is discussed around a table with one’s peers. SE

CRE 282 Creative Nonfiction Workshop (3 crs)

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

CRE 283 Poetry Workshop (3 crs)

This course begins with an exploration of the various formal approaches the poet can take in creative composition. Students will be required to write in several different forms as a way of experimenting with the discipline of line and meter, ultimately compiling a small portfolio (3-5 poems) of revised, polished work. FO

CRE 285 Screenwriting Workshop (3 crs)

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

CRE 486 Capstone Portfolio (3 crs)

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

CRJ 111 Survey of Criminology (3 crs)

Looks at theoretical approaches to criminal behavior and the controversies arising from them. Modern criminal justice policies and the ideologies that lie behind them are applied to the problems of crime control and the sentencing of criminal offenders. F

CRJ 112 Introduction to the Criminal Justice System (3 crs)

Surveys patterns of crime and the processes of the American justice system. Crime, law enforcement, judicial process and corrections are examined from political, sociological and psychological perspectives. S

CRJ 212 Criminal Law and Procedure (3 crs)

The basic principles of substantive criminal law are illustrated through analysis of cases. Topics include the elements of crimes against persons and property, the fundamentals of criminal liability and justifications and excuses such as self-defense and insanity. Problems of advocacy at both trial and appellate levels are also explored. D

CRJ 215 Law Enforcement (3 crs)

Provides a social science perspective on the training and socialization of police, police corruption, police community relations and the pressures of police work. The fundamentals of criminal procedure are also covered, including arrest, search and seizure and the use of deadly force. Prerequisite: CRJ 111, 112. D

CRJ 312 The Juvenile Justice System (3 crs)

Analyzes theories of the causes of juvenile crime and the processes of the juvenile justice system, including a critical look at juvenile correctional policies. Prerequisite: CRJ 111, 112 D

CRJ 318 Occupational Crime (3 crs)

Examination of conduct in violation of the law that is committed through opportunities created in the course of a legal occupation. Methods for counting and regarding occupational crimes and criminals. Theories and explanations of these behaviors. Sanctioning and social control of occupational crime. FE

CRJ 321 Corrections (3 crs)

Examines American correctional policies and their historical development. Provides a close look at both community-based and institutional corrections, as well as the processes of probation and parole and the legal rights of prisoners. Prerequisite: CRJ 111, 112D

CRJ 327 Comparative Systems of Justice and Social Control (3 crs)

Introduction to the concepts of justice, law, deviance and social control. Examination of information and formal systems of justice and social control, including traditional systems, common law, civil law, Marxist law and Islamic law. D

CRJ 340 Issues in Criminal Justice (3 crs)

Analysis of specific topics, depending on student interest and current importance; examples include the international war on drugs, causes and effects of domestic violence. Prerequisite: CRJ 111, 112 FO

CRJ 421 Theories of Management and Administration in Criminal Justice Organizations (3 crs)

Focus on the complex theories and related issues of management and administration within the criminal justice system. Problems of communication, motivation, leadership, organizational effectiveness and innovation. Prerequisites: CRJ 111, 112. D

CSC 110 Structured and Object-Oriented Programming I (3 crs)

An introduction to the general fields of study of Computer Science, including a discussion of different programming languages, their styles and strengths. This course emphasizes the methodology of structured programming in a high level language (currently Java), and introduces basic data structures and elementary algorithms. An emphasis is placed on reusable software tools, good documentation and top-down design. Programming and other written assignments are included. Prerequisites: Previous programming experience is helpful. A strong mathematics background is required. Required for Computer Science major.

CSC 112 Structured and Object-Oriented Programming II (3 crs)

This course extends the acquaintance with the general fields of study of Computer Science, visiting them in more detail and placing an emphasis on data structures, information storage and retrieval, and numerical computation. This course uses objects and object oriented programming. Other data structures such as stacks, queues and linked lists are introduced. Programming and other written assignments. Prerequisite: CSC 110. Required for Computer Science major.

CSC 210 User Interface Design (3 crs)

This course undertakes a study and analysis of the issues that must be considered in designing an interface for any computer application, software or system. Human factors, user models, data visualization techniques, usability testing and the various components of interactive systems are considered. While the emphasis here is not on web applications, the features under discussion will apply to web design as well. The student will do some programming and interface design using an appropriate language or package. Prerequisite: CSC 112, or an intermediate level of computer programming. Required for Computer Science major (usually only offered every two years).

CSC 220 Social, Professional and Ethical Issues (3 crs)

This course deals with the impact of rapidly expanding computer technology on society, including many ethical and professional issues which have arisen. Professional activities, organizations and publications are also explored. Although the course does not include programming assignments, the student must have experience in using computers for a variety of purposes. No specific prerequisites. Required for Computer Science major.

CSC 222 Data Structures (3 crs)

This course continues the exploration of the general fields of study of Computer Science, introducing more complex data structures, and placing a special emphasis on algorithm design and analysis. Programming and written problems are assigned. Prerequisite: CSC 112. Required for Computer Science major.

CSC 241 Web Authoring (3 crs)

This course introduces the concepts behind designing and implementing content for the World Wide Web. Topics covered include (but are not limited to) setting up a Web server, HTML coding, cascading style sheets, web page design, PHP coding, Javascript, and database interfaces. Prerequisite: CSC 110. Required for Computer Science major

CSC 305 Introduction to Networking (3 crs)

This course is an introduction to the general topics of computer networking, both at the theoretical and practice levels. Topics are centered on the various layers of the current network models, stressing the relationships between host computers at each level of abstraction. Additionally, students may set up a small network using laboratory machines and the Linux operating system. This course, in combination with System Administration (CSC 420) and Network Security (CSC 306) is foundational for students desiring a career in the networking field. Prerequisite: CSC 222. Required for the Computer Science major.

CSC 306 Network Security (3 crs)

This course, an extension of CSC 305 (Introduction to Networking), investigates the setup and maintenance of computer networks in an environment of hostile intrusion attempts. Topics to be discussed include (but are not limited to): firewalls, packet shapers, user security measures, access policies, and encryption. This course, in combination with System Administration (CSC 420) and Introduction to Networking (CSC 305) is foundational for students desiring career in the networking field. Prerequisite: CSC 305. Required for the Computer Science major.

CSC 310 Analysis of Algorithms (3 crs)

This course algorithm analysis, theory, and techniques. Students learn properties of both efficient and inefficient algorithms. This course teaches the skills necessary to determine the best algorithm for a given problem. Some techniques investigated include: greedy, brute force, divide and conquer, dynamic programming, and transform and conquer. NP-completeness is also a topic of discussion. Prerequisite: CSC 112. Required for Computer Science Major.

CSC 325 Operating Systems (3 crs)

This course investigates the programs which control computers. Topics include: computer structure, organization of storage and processes, multi-programming and multi-processing, concurrent processing, scheduling, memory management, and virtual memory. Various operating systems are employed. Prerequisite: CSC 112. Required for the Computer Science major.

CSC 330 Database Design and Management (3 crs)

Logical and physical database design concepts, database administration, with an emphasis on the relational model are covered in this course. A team or individual project requires the design and implementation of a relational database. Prerequisite: CSC 112. Required for Computer Science major.

CSC 350 Introduction to Computer Architecture (3 crs)

This course introduces the student to the basics of computer hardware and organization, providing a firm foundation in general computer design issues. Topics covered include Boolean logic, gates, digital logic circuits, memory, CPU chips and buses, micro architecture and microinstructions and parallel architectures. Prerequisites: CSC 112. Required for Computer Science majors.

CSC 382 Junior Seminar (1 cr)

This course will prepares students for life after graduation by examining both job possibilities and graduate school. We will cover the job search, resume and application writing and interviewing skills for a technological field as well as investigating graduate schools. Prerequisite: Junior status in the Computer Science major. Required for Computer Science Major.

CSC 420 Systems Administration (3 crs)

This course will acquaint the student with the setting up, managing and upgrading of a networked server platform. Issues covered include: networking fundamentals, installing network software, managing user accounts, configuring network software, security issues, installing and configuring network hardware and a variety of other topics. Prerequisite: CSC 112. Required for the Computer Science major.

CSC 435 Software Engineering (3 crs)

Large program specification, design, modularization, documentation, validation, performance analysis and measurement, maintenance and user interface are covered. Student teams will begin planning for a large programming project to be implemented in CSC 436. Prerequisite: Completion of CSC 112 and at least two of the 300- level Computer Science required courses. This course is required for Computer Science majors, and is normally taken only by seniors, except by special permission.

CSC 436 Senior Project (1 cr)

A major project for a team is planned in CSC 435 during the fall semester. The team implements the project during the spring semester, working with a specific client which has initiated the project request. Clients may be on or off-campus departments, businesses or individuals. Prerequisite: ISC 435, except by special permission. This course is required for Computer Science majors and is normally only taken by seniors.

ECO 110 Macroeconomics (3 crs)

A presentation of basic macroeconomic relationships. Topics emphasized are: the determination of income and employment, monetary and fiscal policies, inflation, interest rates and economic growth. F

ECO 221 Microeconomics (3 crs)

A presentation of basic theories of consumer behavior and of the firm. Other topics include: study of elasticity, firm and industry equilibrium under various market structures and international trade. Prerequisite: ECO 110 S

EGR 101 Engineering Orientation I (2 crs)

The first course in a two course sequence designed to orient students to the engineering profession. The first course covers 'what is engineering?' and the various engineering fields. Students use spreadsheets, word processors and presentation software as they learn to solve engineering problems, write technical reports, and prepare and give presentations. Students will practice ethical decision making while examining engineering issues and learn to work in teams.

EGR 102 Engineering Orientation II (3 crs)

The second course in a two course sequence designed to orient students to the engineering profession. Solving engineering problems using computer software applications is emphasized. Students will further develop their problem solving and design skills by developing algorithms and converting them into MATLAB programs.

EGR 243 Engineering Mechanics, Statics (3 crs)

Statics of particles and rigid bodies, vector operations, equivalent systems, equilibrium, centroids and center of gravity, analysis of structures, shear and moment diagrams, bending stress and shear stress in structural members, loads, strain, friction and moments of inertia. Prerequisite: MAT 111 and PHY 110

EGR 244 Engineering Mechanics, Dynamics (3 crs)

Kinematic and kinetic analysis of particles and rigid bodies, as well as an introduction to mechanical vibrations of simple systems. Topics include kinematics in 2- and 3-dimensions using Cartesian, path, and polar coordinates; kinetics using force-mass- acceleration, work-energy, and impulse-momentum methods; introduction to single degree of freedom vibration. Prerequisite: EGR 243

EGR 245 Strength of Materials with Lab (4 crs)

Fundamental principles of mechanics of materials including: stress-strain curves, deformation, and failure of solid bodies under the action of forces, Mohr's circle, and mechanical properties of materials. Course will emphasize strength and elastic deflection of engineering materials due to loads applied axially, in torsion, in bending and in shear. Students will conduct basic experiments in strength of materials, including mechanical properties, stress-strain curves of materials and analyze beams under tension, compression and bending.

EGR 312 Electric Circuits with Lab (4 crs)

An introduction to analog and digital electronics. Topics include basic circuit theory and the application of Ohm's and Kirchhoff's Laws; time-domain and frequency domain responses for passive and active circuits; Boolean algebra and logic circuits; and analog-to-digital and digital-to-analog converters. Prerequisite: PHY 120

EGR 317 Thermodynamics (4 crs)

An intermediate treatment of thermodynamics: Thermodynamic systems, work, heat, the first and second laws of thermodynamics, equations of state, entropy and exergy analysis of engineering systems. Prerequisite PHY 120

EGR 318 Fluid Mechanics (4 crs)

Description of fluid matter kinematics of fluid flow and similarity concepts. Derivation of the governing equations. Application to hydrostatics, boundary layers, separation, wakes and drag, pipe flow, compressible flow, and introduction to turbomachinery (with emphasis on pumps). Normal shocks and isentropic flow. Prerequisite EGR 317

EGR 320 Engineering Economics (3 crs)

Emphasizes the systematic evaluation of the costs and benefits associated with proposed technical projects. The student will be exposed to the concepts of the “time value of money” and the methods of discounted cash flow. Students are prepared to make decisions regarding money as capital within a technological or engineering environment. Topics include: analysis of engineering projects; interest rate factors, methods of evaluation, depreciation, replacement, breakeven analysis, after tax analysis, decision-making under certainty and risk. Prerequisite: Junior standing. Alternating Springs.

EGR 350 Mechatronics with Lab (4 crs)

Synergistic integration of mechanical engineering with electronics and intelligent computer control in designing and manufacturing machines, products and processes; semiconductor electronics, analog signal processing, with op amps, digital circuits, Boolean algebra, logic network designs, Karnaugh map, flip-flops and applications, data acquisition, A/D and D/A, interfacing to personal computers, sensors and actuators, microcontroller programming and interfacing.

EGR 430 Systems Modeling and Control (4 crs)

Introduction to control techniques. Dynamic analysis of linear feedback systems in the time and frequency domain, with emphasis on stability and steady-state accuracy. Includes modeling of electrical and mechanical systems; characterization of physical systems using linear, constant-coefficient differential equations and state-space models; Convolution using Laplace transform techniques; identification of system response using frequency response and Bode plots; specification of design criteria in the s-domain; and modification of system parameters to satisfy design requirements. MATLAB is used as simulation tools and as a computer interface for analysis and design.

EGR 446 Materials Science (3 crs)

Survey of engineering applications of non-ferrous and ferrous alloys, polymers, ceramics and composites. Basic crystallographic notation and molecular structure of common engineering materials. Principles of metallurgical thermodynamics and kinetics applied to phase transformations and strengthening mechanisms.

EGR 480 Project Management (1 crs)

First course in the two-semester engineering capstone design sequence for Engineering Science majors. Presents methods essential to the design, planning, and execution of complex engineering projects. Includes instruction in contemporary project management methods and techniques, the organization of requirements and specifications, and the project manager's role in project life cycle. The initiation and planning phases of a capstone engineering design project is completed in this course.

EGR 481 Engineering Capstone Project (3 crs)

Second course in the two-semester engineering capstone design sequence for Engineering Science majors. Continues study of the system software and hardware lifecycle. Emphasis is placed on system design, appropriate implementation in hardware and software, analysis, testing and evaluation, quality assurance, and documentation. The execution and closure phases of a capstone engineering design project is completed in this course.

ENS 110 Environmental Conservation and Energy Sustainability (3 crs)

This course introduces students to the field of environmental sustainability. Topics covered include environmental costs of fossil fuel source energy, and the benefits of a renewable energy portfolio. Examination of renewable energy sources will include solar, wind, geothermal, biofuels, and hydropower systems. Additional topics will include alternative transportation systems, sustainable agriculture, and a smart energy grid. This course will require some outside of class field trips and seminar participation.

ENS 411 Energy Conservation and Sustainable Design (3 cr)

Energy usage and conservation in housing will be studied. Methods of heat transfer will be studied followed by methods of reducing heat transfer in homes. Home energy audits and calculating payback periods for energy upgrades will be discussed. Sustainable building materials will be analyzed as well as building locations to maximize solar gain and cooling. Rain water and grey water systems will be discussed.

ENS 430 Aquaponics (3 crs)

Aquaponics is a closed system that combines aquaculture and hydroponics to capitalize on naturally occurring cycles and minimize waste. Aquaculture is intense culture for rearing fish and hydroponics is the growing of plants in water. Coupling these systems together creates a synergistic relationship benefiting both by capitalizing on nutrient retention and recycling. This course covers topics including: system design, water quality, nitrogen cycling, global food and water

supply, waste reduction, system requirements (food, light, heat), life in the system (fish, plants microbiota), pest control, and system maintenance. The objective of this course is to examine these topics to develop practical knowledge and a theoretical basis for designing, building, and maintaining a living system capable of producing both plants and fish scalable from backyard, to community, to commercial system.

ENS 431 Aquaponics Laboratory (3 crs)

The objective of the Aquaponics Laboratory is to provide an interdisciplinary research facility for students to conduct independent studies. The primary outcome of this course is implementation and delivery of focused research. Opportunities are provided for students to study biological (fish and plants), chemical (nutrient cycling), and physical research (hydrological and engineering). For instance, students may choose to study hydrology of flow rates and water distribution. Split systems in porous clay media versus floating beds allow students to study plant growth rates in contrasting systems. Physical systems may include light quantity and quality. Each individual research project will be mentored and evaluated by faculty for each of the research components including: experimental design, suitability of methodology, collection and analysis of data, and presentation in both oral and written formats. Prerequisite: Junior or senior standing.

ENS 464 Alternative Energy Systems (4 crs)

A study of alternative energy systems and their applications. Topics include: energy usage in the US, turbomachinery, hydropower, wind energy, solar energy – active and passive applications, biomass and geothermal energy. Students will study the physical principles involved in harvesting the energy source, the amount of energy available, difficulties in utilizing the source, and the economics of the source. Prerequisite: PHY-317

ENS 475 Research Seminar (1 cr)

A senior research seminar capstone for ENS majors.

EXS 212: Motor Development (3 cr)

This course is a basic up-to-date view of the processes and mechanisms underlying the development of motor skills. Topics such as developmental motor patterns, cognitive, emotional, and physiological development, and fundamental motor development analysis for proper development in children will be discussed.

EXS 222: Biomechanics and Applied Kinesiology (3 cr)

The purpose of this course is to strengthen the students' knowledge with general musculoskeletal anatomy with a heavy focus on the upper and lower extremities. It will focus on origin, insertion, and nerve innervations of key muscles that promote movement as well as bony landmarks with regards to the skeletal system. The student should gain a very thorough foundation of the muscles of the human body that provide movement to the physically active person.

EXS 231: Emergency Care and 1st Aid (3 cr)

This course is designed to prepare the student to provide appropriate care in emergency situations commonly seen in the athletic healthcare setting. Upon completion of the course, students should be competent in the care of the critically injured athlete including airway management, head injuries, cervical spine injuries, environment-related conditions, and orthopedic, abdominal, and thoracic-related injuries.

EXS 311: Exercise Prescriptions and Testing for Normal Populations with Lab (4 cr)

Exercise testing and interpretation is a vital component of the laboratory skills needed in Exercise Science. This course provides the academic information that is involved in exercise testing for healthy persons.

EXS 312: Exercise Physiology (3 cr)

The purpose of this course is to increase the student's knowledge and understanding about human physiology and the adaptations that occur during exercise. Exercise physiology is a branch of physiology that deals with the functioning of the human body during exercise. An understanding of how the body responds to acute and chronic exercise is crucial for the physical educator, athletic trainer, coach, fitness expert, or exercise science professional.

EXS 321: Strength & Conditioning (3 cr)

This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, and testing and evaluation.

EXS 322: Exercise Physiology Lab (1 cr)

This course will reinforce principles and theories learned in EXS 312 lecture and provide a hands-on opportunity to apply principles and theories related to exercise physiology.

EXS 411: Pharmacology (3 cr)

The purpose of this course is to provide students with knowledge of the basic principles of pharmacology, pharmacodynamics, and pharmacokinetics. This course will provide knowledge of the practical aspects of over-the-counter and prescription medications and how they are properly used in the athletic environment.

EXS 412: Exercise Science Internship (3 cr)

The Exercise Science internship program is a capstone experience that permits students to apply their academic training under the direction of certified fitness/wellness professionals and/or licensed clinical professionals. While classroom input is inherent in educational programs, the application of academic theory gives the student experiences that will add to their personal and professional maturity.

EXS 421: Resistance Training (3 cr)

This course will expose students to a broad range of information related to the understanding and development of muscular fitness and conditioning. Students will examine the elements of weight lifting as it relates to healthful living. Students will learn to critically evaluate exercise programs, obtain knowledge of the health implications of physical activity and physical fitness, and become familiar with a variety of resistance training programs.

EXS 422: CSCS Exam Preparation (1 cr)

To become a Certified Strength and Conditioning Specialist (CSCS), candidates must sit for an exam that will test their knowledge of Scientific Foundations and Practical/Applied knowledge. This course will assist the student in the preparation of studying and sitting for the exam.

EXS 431: Cardiovascular Assessment (3 cr)

This course focuses on an in-depth study of electrocardiography (ECG/EKG) and other health-related cardiovascular assessment tools.

EXS 432: Advanced Topics in Exercise Science (3 cr)

This course focuses on advanced knowledge of topics in the performance of exercise and provides students with hands-on experience in administering specialized tests and understanding and developing performance-based training.

EXS 441: Exercise Prescription and Testing for Special Populations with Lab (4 cr)

This course provides practical information on exercise for persons with a wide range of special diseases and disabilities. An overview of each unique physiology, effects of the condition on the exercise response, effects of exercise training on the condition, and recommendations for exercise testing and programming is presented in a selected topics format.

EXS 451: Senior Research (1 cr)

In this course student will complete their data collection for the research study proposed in CLS 321. Once data collection is complete, students will be required to write up their results, discussion, and conclusion to their research and present them at the end of the semester. Students will be required to meet with the professor at least once per week to discuss the status of their study whether that is in the classroom or in the professor's office.

FAS 115 Acting Workshop (3 crs)

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

FAS 116 Dance Workshop (3 crs)

Students in this course learn the basic theory and practice of several languages of dance, from classical to modern forms. Among the forms that may be part of study in a given year are ballet, jazz, step, and tap. The course culminates in a solo or group recital of a selected routine approved by the instructor in consultation with the students. S

FAS 118 Introduction to Entertainment Design (3 crs)

This course explores visual design as applied to the various media and business models of film, theater, television, graphic novels, and live events. Through examination of motion pictures, visual art, and live performance, students

develop the skills and vocabulary necessary to recognize, appreciate, and create visual imagery to complement verbal and musical forms. FE

FAS 120 Introduction to Music (3 crs)

This course is designed to introduce students to appreciation of the basic principles of music via theory, form, history, and rudimentary performance. Students will have their musical horizons broadened through introduction to a stimulating variety of world music in high and low cultural forms of expression. FE

FAS 132 The Reel World (3 crs)

When we think about movies, we typically think of Hollywood product, but there is a wide world of other cinematic traditions. In this course, students will study classic and contemporary international filmmakers, exploring the ways in which culture influences art – and vice versa – eventually focusing on a comparison of several films of a single culture. FE

FAS 135 Cinema Genres (3 crs)

Movie narratives come in many genre forms – comedy, romance, western, crime, horror, and more. Students will become familiar with several generic formulas and study one genre in greater depth, focusing on how films solidify (or subversively undercut, for thematic reasons) our expectations and consumption of narratives. SO

FAS 140 Introduction to Visual Art (3 crs)

This course examines the nature, function, and relationships of the visual elements in two-dimensional and three-dimensional visual media. Formal analysis of various artworks will be combined with a selective historical overview of human expression in painting, sculpture, and architecture to illustrate basic elements of design. SE

FAS 142 Digital Photography (3 crs)

This course introduces students to the history, aesthetics, and principles of photography with an emphasis on the rhetoric of digital photography. Students will explore the creation of their photography by learning the principles of composition, lighting, exposure, and special effects. This course has no prerequisites but requires the use of a digital camera with manual settings. F

FAS 147 Drawing I (3 crs)

The focus of this introductory course is to develop the relationship of inner-vision (what the mind sees) and creation (what the artist's hand produces). Students work on assigned problems in rendering form, exploring various drawing media. Study of the human figure may be included. Class work, critiques, and discussions will be used to expand preconceived ideas about art. FO

FAS 148 Watercolor I (3 crs)

While acquiring basic skills and techniques of transparent and opaque watercolor, students will also investigate texture, color, and color theory, design principles, and meaning of subject matter. Both traditional and experimental methods of painting and subject matter will be explored. SO

FAS 153 Video-Art Workshop (3 crs)

Beginning with an introduction to contemporary video artists, this course examines the capturing and editing of images into artistically meaningful sequences for events, theatrical productions, and video-art installations. Students will work individually and as members of a crew, utilizing the most basic digital production technologies to make and analyze short works of their own. SE

FAS 170 Introduction to Film Language (3 crs)

How a film is shot and assembled is integral to its moving and persuading an audience. This course introduces basic cinematography, including lighting, composition, and movement, and the rhetorical effects beyond continuity in editing, including pacing, cutting for comparison and cause/effect, and the manipulation of sound, using classics of the Hollywood repertory. FO

FIN 311 Principles of Finance (3 crs)

A basic study of organizational and financial practices and problems which arise in connection with business organizations, especially the corporation. Topics include: the time value of money, basic capital budgeting, basic long-term financing decisions and working capital policy. Prerequisites: ECO 110, ACC 123 F, S

FIN 316 Investments and Portfolio Management (3crs)

Introduction to financial markets, security analysis and valuation, and portfolio management; primary focus from an individual investor viewpoint. Prerequisite: FIN 311 SE

FIN 411 Tax, Estate, Trust, and Retirement Planning (3 crs)

An examination of planning for and treatment of various estate avenues including wills and trusts, legal and taxation implications, laws of descent and distribution, etc. Prerequisite: FIN 311 FE

FIN 412 Risk Management & Insurance (3crs)

This course combines major risk management and insurance principles with consumer considerations. Students will study concepts of risk and insurance, basic topics in risk management, functional operations of insurers, legal principles, life and health insurance, auto insurance, property and liability insurance, employee benefits, and social insurance.

Prerequisite: FIN 311 SO

GSC 110 Integrated Sciences I (3 crs)

An integrated science and math course for the non-science major. The course investigates science and the scientific method through selected topics in the traditional fields of biology, chemistry, physics, and earth and space science. Math topics are integrated as appropriate. A hands-on, student-centered approach is taken. Lab and lecture are integrated with the course meeting for 90 minutes three times per week. (Required for Elementary Education majors.) (GSC 110 OR 120 may be core fulfilling.) F

GSC 120 Integrated Sciences II (3 crs)

An integrated science and math course for the non-science major. The course investigates science and the scientific method through selected topics in the traditional fields of biology, chemistry, physics, and earth and space science. Math topics are integrated as appropriate. Topics include sound and waves, electricity, astronomy, and geology.

A hands-on, student-centered approach is taken. Lab and lecture are integrated with the course meeting for 90 minutes three times a week. (Required for Elementary Education majors.) (GSC 110 OR 120 may be core fulfilling.) S

GST 211 Servant Leadership Practicum (1 cr)

This experiential learning course is meant to engage upper-class students as campus leaders. Building on WJU's mission of "Life, Leadership and Service," this offers students the opportunity to better understand how their unique roles on campus allow them to promote positive social change, with particular emphasis on serving the new incoming students.

Through direct experience and service learning, students apply course material to the real world in a way that both enriches the community and invites students to better understand themselves as agents of change. This course will emphasize four basic principles of University success: 1) active involvement; 2) finding and using resources; 3) social interaction and collaboration; and, 4) self-reflection. Students must apply to Student Services to enroll in this course. D

HIS 110 The Twentieth Century (3 crs)

This course begins with an examination of Europe's position of political, economic and military dominance in the world in the decades before World War I. After a thorough treatment of the causes and effects of the Great War and the rise of Japan to great power status, our emphasis shifts to the international economic and political problems of the interwar era. We analyze the rise of authoritarian regimes of the right and left in Europe, the civil war in China and the imperialist powers' weakening grip on their colonies in Africa and Asia. World War II and the Holocaust figure prominently in the second half of the course, as do the decolonization process, the Cold War between the U.S. and the Soviet Union and post-Cold War issues such as ethnic conflict and responses to globalization. F

HIS 120 Historical Methods (3 crs)

The content of these courses (in terms of both geographic area and historical period) varies from instructor to instructor. All are designed to familiarize students with the methods and procedures used by historians in researching and writing about important historical trends and events. Course activities include using primary and secondary sources; developing a sense of interpretation grounded in creative, but responsible scholarship; improving writing skills in analytical, response and research papers; and giving oral presentations. S

HIS 211 History of the American People I (3 crs)

This course is an introduction to selected topics in American civilization from the colonial period to 1877. The objective of the course is to provide the student with a general but comprehensive understanding of American exploration,

colonization, the Independence movement, the birth of American democracy, political party development, industrialization, reform movements, sectionalism, and reconstruction. FE

HIS 212 History of the American People II (3 crs)

This course explores the social, cultural, political, intellectual, and economic development of the United States after the Civil War. Specific topics include, but are not limited to: Reconstruction, Industrialization, Immigration, the Labor Movement, the Great Depression, World War II, the Cold War, Civil Rights, the Vietnam War era, and the Conservative Revival of the 1970s and 1980s. SO

HIS 213 American Indian History (3 crs)

This course examines the long history of Native peoples in North America from mythical times to the present. Along with studying religious traditions within different “culture areas,” students will learn about people and events that significantly affected Native life. Persons who played important roles within this history will surface in discussion, not as Hollywood stereotypes, but as flesh-and-blood individuals whose life stories and sacred worldview might shed light on our own.

HIS 214 History of Appalachia (3 crs)

An introduction to the history of the institutions and people of the Appalachian mountain region from the earliest years of exploration to the present. F

HIS 308 Comparative Ethnic Cleansing and Genocide (3 crs)

This course examines the development of ethnic-cleansing and genocide in the modern period from the perspective of both the perpetrator and the victim. Topics to be covered include settler policies in North America and Australia, the breakdown of the Ottoman Empire and the rise of nation-states in Southeastern Europe, the era of the Second World War and its legacy, and the various outbreaks of mass violence in post-colonial Africa and Asia. SO (every four years)

HIS 317 History of the Holocaust (3 crs)

An examination of Hitler’s policy of genocide against the Jews of Europe. Includes related phenomena such as the roots of anti-Semitism, fascist ideology, and non-Jewish victims of the Nazis. SO (every four years)

HIS 337 The World on Drugs: 1700-present (3 crs)

Drugs, as commodities and as cultural phenomena, have played integral roles in human societies throughout time. This class sets aside contemporary American attitudes about drugs and examines psychoactive substances from an historical perspective in order to more fully and rationally understand how and why certain drugs have taken hold in societies in Latin America, Asia, and the United States. The course explores a host of drugs and seeks to understand: why certain drugs became commonly used, why particular drugs attained legal or illegal status, the evolution of drug trafficking in the 20th century, and how and why concepts of addiction change according to time and place. D

HIS 351 Topics in The Western Tradition (3 crs)

This course is a broad survey of Europe’s political, social, economic and cultural traditions with a stress on selected problems viewed from conflicting historical interpretations. Students will make use of both primary and secondary literature and make oral and written reports on the problems they have studied. (only offered every other year) FO

HIS 352 Topics in The Western Tradition (3 crs)

This course is a broad survey of European political, social, economic and cultural traditions and how those traditions have been spread throughout the world. Stress will be placed on selected problems viewed from conflicting historical interpretations. Students will use primary and secondary sources and make oral and written presentations on the problems they have studied. (only offered every other year) SE

HIS 368 Twentieth Century Germany (3 crs)

This class investigates the development of the most dynamic European state of the twentieth century. Topics include the political and social stability of the Imperial German state, the First World War and the effects of total war on German society, the breakdown of the Weimar Republic and the radicalization of politics culminating in Hitler’s ascension to power, the Second World War and Holocaust, the fragmentation of the German state into a democratic west and communist east, and the reunification of the state in 1990. D

HIS 371& 374 History and Film (3 crs)

This semester-length history seminar will use feature films on historical topics as focal points for discussion and lecture in various areas of history. The area chosen will depend on the instructor. HIS 371: American History - S HIS 374 Non-Western History - (FE)

HIS 386 The Historian's Craft (3 crs)

This course is mandatory for all history majors. It is a prerequisite for HIS 486. Admission to the course derives from a student's status as a junior or from permission of the chair. This seminar involves a combination of historiography, philosophy of history, and advanced methodology along with field work in local history and public history S

HIS 486 Senior Seminar (3 crs)

Participants read on a common topic and then produce a substantial thesis based on a wide-ranging research into primary and secondary sources. In addition to the writing component of the class, each student will present his or her research in an oral presentation.

INS 111 World Community (3 crs)

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

JGD 216 Justice, Gender, and Diversity (3 crs)

An introduction to basic terminology and theories of justice, gender, race, and identity, with particular attention to the voices and experiences of those whose difference from a dominant social identity has been a factor in their marginalization.

LIT 115 Explorations in Literature (3 crs)

Students will read works from several different literary genres that examine selected topics within literary studies. Using fundamental tools of literary analysis, students will produce a variety of writing assignments. Prerequisite: COMP 105. S

LIT 150 Culture and Conflict in Literature (3 crs)

Examination of selected topics related to global perspectives within literary studies. Assigned literary texts must include a variety of perspectives of characters and authors from different ethnic and cultural backgrounds. Course topics will vary by section. S

LIT 286 Life &Times: Famous Authors (3 crs)

Students will focus on a selection of works by a famous author, studying the author's social, cultural, and historical contexts, critical reception, and dominant themes, influences, and/or literary techniques. Students will engage in ethical research methods and implement advanced writing skills in order to complete a series of assignments centered on the author and his/her context(s). Prerequisite: COMP 105; LIT 115/HIS 120; or approval of department chair. F

LIT 310 Women and Early Literature (3 crs)

Study of women's contribution to literature from the Classical Period through the 18th century. Addresses major issues and themes that concern women; examines how individual female authors confronted the prevailing literary and social attitudes of their times. Prerequisite: COMP 105; LIT 115; or approval of instructor. D

LIT 315 Classic Fairy Tales and the Evolution of Children's Literature (3 crs)

Historical and cultural exploration of the concepts of the child and childhood in literature written both for and about children. Survey of dominant trends in British and American literature as reflected in fairy tales, the writings of the Romantic Period, the Victorian "Golden Age" of children's literature and the multiculturalism of the twentieth century. Prerequisite: COMP 105; LIT 115; or approval of the instructor. D

LIT 320 Mythology (3 crs)

An examination of the nature and function of myth in the Ancient World. Focus upon the narrative and symbolic structure of myths, the cultural contexts of myths and the influence of myth upon later literature. Texts will include Greek and Roman epic, Greek drama and myths as represented in ancient and modern art. Texts may also include non-Classical mythology, such as Celtic, Chinese, Norse, Incan or Yoruban. Prerequisite: COMP 105; LIT 115; or approval of the instructor. D

LIT 321 Studies in Poetry (3 crs)

Study of significant works by a variety of writers with emphasis on methodology and development of poetry.

Prerequisite: COMP 105; LIT 115; or approval of the Department Chair. SO

LIT 322 Studies in Drama (3 crs)

Study of significant plays from the early Greek to the contemporary stage, together with emphasis on tradition and innovation in dramatic technique. Prerequisite: COMP 105; LIT 115; or approval of the Department Chair. FE

LIT 323 Studies in Fiction (3 crs)

Study of significant works by a variety of writers, including the development of the novel/novella/short story as genres, their narrative techniques and variety. Prerequisite: COMP 105; LIT 115; or approval of the Department Chair. FO

LIT 324 Studies in Film (3 crs)

Study of significant films from the silent era through contemporary art-house and multiplex cinema, exploring the development of the medium as a commercial, artistic, and ideological phenomenon. SO

LIT 325 Studies in Theory (3 crs)

Study of selected literary theories, along with a focused application of these theories to specific literary texts. Survey will range from early writings on literature by Plato and Aristotle to the proliferation of theory in the twentieth century, including psychoanalytic criticism, formalism, reader-response theory, deconstruction and new historicism.

Prerequisite: COMP 105; LIT 115; or approval of the Department Chair. SE

LIT 330 Contemporary Literature (3 crs)

Study of interpretative literature produced from the 1960's to the present. In order to address the proliferation of voices and the blurring of genre lines characteristic of the contemporary period, the focus of the course on particular genres or authors will necessarily change from semester to semester. Prerequisite: completed literature core or permission of instructor. D

LIT 331 Pulp Fiction (3 crs)

Study of genre narrative forms, including mystery, romance, science fiction, horror, historical, true crime, and the many hybrids thereof. Prerequisite: completed literature core or permission of instructor. Prerequisite: COMP 105; LIT 115; or approval of the instructor. D

LIT 354 Shakespeare and the Renaissance (3 crs)

Study of selected poems and plays, including tragedies, comedies and histories. Exploration of the dramatic, literary and cultural dimensions of Shakespeare's art. Prerequisite: COMP 105; LIT 115; or approval of the instructor. D

LIT 415 Medieval Literature (3 crs)

Study of major works of world literature in this period, with a focus upon the emerging literary traditions of the British Isles, including an introductory consideration of the significance of Anglo-Saxon literature to later British writing. British texts will include a range of works from Beowulf to Le Morte D'Arthur, while non-British texts will include a range of works from The Divine Comedy to The Thousand and One Nights. Prerequisite: COMP 105; LIT 115. D

LIT 420 Early American Literature (3 crs)

Study of the historical context and writers of the Colonial and Revolutionary era of American literature. Authors may include Bradford, Bradstreet, Taylor, Sewall, Rowlandson, Crèvecoeur, Franklin, among others. Literary forms such as poetry, diaries, sermons and political pamphlets included. Prerequisite: COMP 105; LIT 115. D

LIT 423 The Romantic Movement in England (3 crs)

Extensive coverage of the poetry and critical works of representative Romantic figures, chosen from Blake, Baillie, the Wordsworths, Coleridge, Byron, the Shelleys, Hemans, Keats and others. Attention to the historical context, major themes, verse experimentation and critical theory from the era. Prerequisite: COMP 105; LIT 115. D

LIT 425 Literature of the Victorian Period in England (3 crs)

Works of some of the chief literary artists of the era (selected from Tennyson, Carlyle, the Brontës, Arnold, the Brownings, Dickens, Eliot, Newman, Ruskin, Hardy, the Rossettis, Wilde and others) set within their milieu. Lyric poetry, the novel and the essay are stressed genres. Prerequisite: COMP 105; LIT 115. D

LIT 435 Nineteenth-Century American Romanticism (3 crs)

Study of the literary figures and movements of the first half of the nineteenth century in America. Authors may include Irving, Poe, Hawthorne, Melville, Emerson, Thoreau and Whitman, among others. Topics will also include transcendentalism and the development of the short story in American literature. Prerequisite: COMP 105; LIT 115. D

LIT 436 Nineteenth-Century American Realism (3 crs)

Study of the literary figures and movements of the second half of the nineteenth century in America. Authors may include Dickinson, Chopin, Wharton, James, Dreiser and Crane, among others. Topics will also include the increasing popularity of the movement of literary naturalism. Prerequisite: COMP 105; LIT 115. D

LIT 440 Twentieth-Century Literature (3 crs)

Study of literary movements in the period, such as modernism and postmodernism, within the context of British, American or non-Western literature of the twentieth century. Prerequisite: COMP 105; LIT 115. D

LIT 476 Colonial and Postcolonial Literature (3 crs)

Study of literature that reflects and comments upon the complex relationship between the metropolitan center of the British Empire and various colonial territories, such as Australia, Canada, Jamaica, India, Ireland and South Africa. An essential component of this study will be the historical, political and theoretical context of British colonialism. Authors may include Shakespeare, Conrad, Bronte, Achebe, Salih or Rhys. Prerequisite: COMP 105; LIT 115. D

LIT 486 Senior Literature Thesis (2 crs)

A major project requiring extended research and writing. The project requires a written proposal, public presentation of the project's results and an acceptable written document at the conclusion of the course. All phases will be supervised and evaluated by a member of the literature faculty. Prerequisite: LIT 286 and senior standing

MAT 101 Algebra Review (3 crs)

A review of topics from elementary and intermediate algebra, including first order equations, exponents and radicals, polynomials, quadratic expressions, quadratic equations, rational expressions, linear and nonlinear systems of equations, inequalities and the binomial theorem. This course is preparatory and will not satisfy the University's core curriculum requirement in mathematics.

MAT 102 Math in Society (3 crs)

This course is designed to meet the needs of students who do not have a specific mathematics course required by their major. The fundamental properties of numbers, geometry and statistics are covered through the collection of modern and useful applications of mathematics. The course contains a collection of topics of modern society: Social Choice, Management Science, Growth and Symmetry and Statistics. Prerequisite: MAT 101 or equivalent.

MAT 105 Introduction to Statistics (3 crs)

Descriptive statistics including measures of central tendency and variability, graphic representation, probability, the binomial, normal and T distributions, hypothesis testing and linear regression. Prerequisite: MAT 101 or equivalent.

MAT 108 Pre-Calculus (3 crs)

A thorough preparation for calculus with analytic geometry, including conic sections, and the transcendental functions: logarithmic, exponential and trigonometric functions. Prerequisite: MAT 101 or equivalent.

MAT 109 Algebra and Problem Solving for Elementary Education (3 crs)

This course is designed to strengthen the student's pedagogy in mid-elementary, middle school, and practical mathematics. The course goal is to equip students to answer the question "how can I prepare myself and my students (and/or children) to be competent mathematics students?" Students will develop skills and gain the content knowledge necessary to be an effective, competent, and student-centered mathematics teacher.

MAT 111 Calculus I (4 crs)

A theoretical introduction to differential calculus including limits, continuity, the basic rules for derivatives and applications including optimization problems. A brief introduction to integration leading to the Fundamental Theorem of Calculus completes this course. Prerequisite: MAT 108 or equivalent.

MAT 112 Calculus II (4 crs)

Transcendental functions, applications of integrals, volumes of revolution, surface areas; techniques of integration, including powers of trigonometric functions, integration by parts and by partial fractions, improper integrals, infinite series, Taylor's expansion and indeterminate forms. Prerequisite: MAT 111.

MAT 204 Scientific Statistics (3 crs)

An introduction to scientific statistics with emphasis on experimental design methods such as random assignment, block design, factorial crossings and repeated measures. Various statistics analyses, such as analysis of variance and analysis of covariance are applied to the appropriate design. Offered every spring semester. Prerequisite: MAT 111.

MAT 211 Calculus III (4 crs)

Vectors and vector valued functions, extrema of multivariate functions and the method of Lagrange multipliers, surfaces in three dimensions, line and surface integrals; multiple integration and Stokes' Theorem. Prerequisite: MAT 112.

MAT 212 Ordinary Differential Equations (4 crs)

ODEs of first order: linear, homogeneous, separable and exact, with applications; orthogonal trajectories; those of second order: reducible to first order, general and particular solutions by the methods of undetermined coefficients, variation of parameters and power series; and an introduction to numerical methods and Laplace Transforms. Prerequisite: MAT 112.

MAT 235 Discrete Mathematics (4 crs)

Sets and relations, logic and truth tables, Boolean algebra, logic gates, graph theory, combinatorics, algorithms, matrix algebra and determinants. Prerequisites: MAT 111 or equivalent.

MAT 240 Linear Algebra (4 crs)

Solution spaces for systems of linear equations, elementary row operations, vector spaces, linear independence, linear transformations, change of bases, inner products, projections, the Gram-Schmidt process, eigenvalues and eigenvectors. Prerequisite: MAT 211 or MAT 235.

MAT 335 Applied Probability and Statistics (3 crs)

Introduction to Probability: discrete and continuous random variables (binomial, geometric, hypergeometric, Poisson, normal, exponential, Chi-square, gamma), sampling distributions (including CLT), multivariate distributions, stochastic processes. Prerequisite: MAT 112. Offered fall semester of even years.

MAT 351 Abstract Algebra I (3 crs)

Introduction to rings, integral domains; ideals and factor rings; homomorphisms and isomorphisms; polynomial rings, unique factorization, irreducible polynomials; extension fields, algebraic extensions, finite fields; geometric constructability. Prerequisite: MAT 240. Offered fall semester of odd years.

MAT 352 Abstract Algebra II (3 crs)

Introduction to groups: finite groups and subgroups, cyclic groups, permutation groups, homomorphisms and isomorphisms, cosets and Lagrange's theorem, direct products. Prerequisite: MAT 240. Offered fall semester of even years.

MAT 382 Junior Seminar (2 crs)

An introduction to research in mathematics with emphasis on acquiring and practicing skills needed for the senior research project to be completed in MAT 482. Topics include literature searches and software use for generating and presenting mathematical research. Required of all Mathematics majors in their sophomore or junior year.

MAT 411 Real Analysis (3 crs)

Least Upper Bound Property of the set of all real numbers. Uniform continuity and properties of continuous functions, differentiation, integration, sequences of functions, uniform convergence and limit theorems. Prerequisite: MAT-211, MAT-212. Offered spring semester of fall years.

MAT 413 Complex Variables (3 crs)

Analytic functions; power series; complex integration and Cauchy's theorem; entire functions; analytic continuation. Prerequisite: MAT 211, 212. Offered spring semester of even years.

MAT 424 Geometry (3 crs)

Euclid's Axioms, the parallel postulate, leading to non-Euclidean geometries, and an introduction to projective and affine geometries. Prerequisite: MAT-240. Offered spring semester of even years.

MAT 429 Combinatorics (3 crs)

An introduction to sophisticated counting techniques. Permutations, combinations, binomial and multinomial coefficients; the principle of inclusion/exclusion; generating functions; Fibonacci, Stirling and Catalan numbers; recurrence relations; Burnside's Lemma and Polya's Pattern inventory. Offered spring semester of odd years.

MAT 482 Senior Seminar (2 crs)

Independent study of topics not usually covered in the MAT curriculum leading to a presentation of an elementary research or survey paper by the student under the direction of a professor. Required for all Mathematics majors in their junior or senior year. Prerequisite: MAT 382.

MGT 111 Principles of Management (3 crs)

Management is the process of working with and through people to obtain organizational objectives. The introductory level survey course examines the management functions of organization, controlling, leading and planning. General Systems Theory will be emphasized as an analytical tool. Supervisory behavior and skills will be key topics. F

MGT 315 Conceptual Foundations of Business (3 crs)

This course embraces the major ideas and institutions that make up an important part of the environment within which business transactions take place. The ideas are those philosophical concepts which have helped to shape business and society. The institutions include not only business institutions but also those legal and political institutions which have a major bearing on business. F

MGT 340 Organizational Leadership (3 crs)

After examining the evolution of leadership theory, this course focuses on a contemporary leadership model. The student's leadership style will be determined and personal development opportunities will be provided. F

MGT 436 Human Resource Management (3 crs)

This course examines the functions performed by human resource professionals in the dynamic environment of the 21st century. Major topics include human resource planning, job analysis, recruitment, selection, compensation, benefit administration, performance evaluation and training. Special emphasis will be given to the ethical considerations and legal issues impacting on employment decisions. Prerequisite: MGT 111 S

MKT 211 Principles of Marketing (3 crs)

An examination of the fundamental concepts of marketing activities. Takes a managerial perspective to introduce product, price, place and promotion elements of the marketing mix. S

MKT 310 Marketing Research (3 crs)

The methods and techniques of securing, analyzing and interpreting data for effective managerial decision-making will be explored. Focuses on the conceptual design of marketing research studies and the interpretation of data. Prerequisites: MKT 211, BUS 221 F

MKT 316 Consumer Behavior (3 crs)

Designed to integrate theories of consumer behavior that impact upon an organization's marketing activities. Explores individual and group behavior factors. Prerequisites: MKT 211 S

MKT 317 Services Marketing (3 crs)

Over half of the GDP in the U.S. comes from service related businesses. Nonprofit organizations (schools, hospitals, churches, etc.) view marketing as an increasingly important function. This course applies marketing principles and techniques to the unique needs of these organizations. Prerequisite: MKT 211 F

MKT 323 Marketing and Electronic Commerce (3 crs)

In this course, students will learn the application of marketing mix (i.e. product, price, distribution and promotion) decisions to electronic commerce. Students will also gain an insight in consumer behavior regarding the use of electronic commerce in purchase decisions. Prerequisite: MKT 211 D

MKT 420 Marketing Strategies (3 crs)

The study of essential aspects of effective marketing strategy formulation and implementation. An appreciation of the complexity of managerial decision-making will be stressed. Emphasis will be on case studies to more fully demonstrate segmentation, targeting, positioning and other marketing mix strategies. Prerequisite: MKT 211; senior standing S

NUR 203 Health Assessment (1 cr)

This course introduces the concept of physical assessment throughout the life span. Prerequisites: NUR 227, PSY 110, BIO 128. Concurrent: NUR 230, BIO 129, CLS 215.

NUR 227 Clinical Nutrition (1 cr)

Study of clinical nutrition as related to the nurse's role in promoting health. Concurrent: PSY 110, BIO 128.

NUR 230C Basic Care Clinical (2 crs)

This is the clinical component of NUR 230D.

NUR 230D Basic Care (3 crs)

A study and practice of basic patient care. Prerequisites: BIO 128, PSY 110, NUR 227. Concurrent: PSY 212, BIO 129, CLS 215, NUR 203, NUR 230C NUR 230C Basic Care Clinical (2 crs) This is the clinical component of NUR 230D.

NUR 309C Introduction to Nursing Care Clinical (6 crs)

This is the clinical component of NUR309D. Concurrent: NUR309D

NUR 309D Introduction to Nursing Care (4 crs)

This course examines the foundational principles of the delivery of nursing care. Health care issues are explored and students are introduced to basic nursing concepts. Prerequisites: Same as NUR 335. Concurrent: NUR 335, 329, 327 NUR 309C

NUR 319C Acute Care Nursing I Clinical (3 crs)

This is the clinical component of NUR 319 D. Concurrent NUR319D

NUR 319D Acute Care Nursing I (4 crs)

This course focuses on the care of clients with acute health care needs as well as clients who require adaptation across the life span with special emphasis on the maternal, child and psychiatric client. Prerequisites: NUR 335, 329, 327. Concurrent: NUR 319C, 323, 326, 320C/D

NUR 320C Acute Care Nursing II Clinical (3 crs)

This is the clinical component of NUR 320D. Concurrent NUR320D

NUR 320D Acute Care Nursing II (3 crs)

This course focuses on the care of clients with acute health care needs as well as clients who require adaptation across the life span with special emphasis on the adult client. Prerequisites: NUR 335, 329, 309C/D, 327. Concurrent: NUR 319C/D, 320C, 323, 326

NUR 323 Introduction to Pathophysiology (2 crs)

Examines disruptions of normal physiology and related signs, symptoms, physical and laboratory findings. Correlates with NUR 320 and provides underpinning for that course. Prerequisites: NUR 329, 327, 309C/D. Concurrent: NUR 326, 320C/D, 319C/D.

NUR 326 Psychopathology (2 crs)

Major emphasis placed on pathology of mental health problems. Prerequisite: NUR 329, 335, 309C/D, 327.

NUR 327 Elements of Research in Nursing (2 crs)

Critical review and analysis of research in nursing. Specific guided reviews of research reports are conducted. Prerequisites: MAT 105, NUR 203, 230C/D.

NUR 329 Pharmacology (2 crs)

Study of the principles of pharmacology as related to the nurse's role in monitoring the client's status and promoting health. Prerequisites: NUR 227, 230C/D, BIO 129, CHE 105.

NUR-335 Systems Concepts (1 cr)

This course examines the interaction of the nurse with various systems, including the family, community and the profession. Prerequisites: PSY 212, CHE 105, CLS 215, BIO 128/129, NUR 227/230C/D, 203.

NUR 405C Multisystem Care Nursing I Clinical (5 crs)

This is the clinical component of NUR 405D. Concurrent NUR405D

NUR 405D Multisystem Care Nursing I (3 crs)

This course examines the care of patients with multisystem needs throughout the lifespan. The primary focus is on the needs of adult clients. Lifelong care and prevention of complications are emphasized. Prerequisites: NUR 323, 326, 320C/D, 319C/D. Concurrent: NUR 421, 480, 406C/D, and 405C.

NUR 406C Multisystem Care Nursing II Clinical (3 crs)

This is the clinical component of NUR 406 D. Concurrent NUR406D

NUR 406D Multisystem Care Nursing II (3 crs)

This course examines the care of patients with multisystem needs throughout the lifespan. The primary focus is on the needs of clients within the pediatric and psychiatric populations. Lifelong care and prevention of complications are emphasized. Prerequisites: NUR 323, 326, 320C/D and 319C/D. Concurrent: NUR 421, 480, 405C/D and 406C.

NUR 421 Pathophysiology (2 crs)

Continuation of the study of disrupted physiology and related signs, symptoms and findings. Correlates with NUR 405D and provides underpinning for that course. Prerequisites: NUR 323, 326, 320C/D.

NUR 422C Complex Nursing Care I Clinical (3 crs)

This is the clinical component of NUR 422D.

NUR 422D Complex Nursing Care I (3 crs)

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: NUR 421, 405C/D and 406C/D. Concurrent: 426, 481, 412 and 423C/D.

NUR 423C Complex Nursing Care II Clinical (5 crs)

This is the clinical component of NUR 423D.

NUR 423D Complex Nursing Care II (2 crs)

This course examines care of the client with complex needs. Emphasis is placed on decision making in complex situations and on making the transition from student to practitioner of nursing. Prerequisites: NUR 421, 405C/D, and 406C/D. Concurrent: 426, 481, 412, 422C/D and 423C.

NUR 426 Nursing Trends and Issues (2 crs)

Analysis of the evolution and significance of current trends and issues in nursing. Prerequisite: Senior standing or permission of faculty.

NUR 467 Nursing Externship (1-3 crs)

A clinical nursing elective which enables rising senior students to integrate a summer externship into their program of studies. Prerequisite: Senior standing.

NUR 480 Senior Seminar I (1 cr)

Beginning synthesis of nursing knowledge for the NCLEX-RN exam. Test-taking strategies are refined and specific content areas are emphasized. Prerequisite: Senior standing.

NUR 481 Senior Seminar II (1 cr)

Continuing synthesis of nursing knowledge for the NCLEX-RN exam. Emphasis on decision-making in specific areas of nursing. Prerequisite: Senior standing.

PED 210 Educational Technology (3 crs)

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.

PED 223 Curriculum Development & Methods: Physical Education, Health, and Safety (2 crs)

Experiential examination of physical and emotional fitness, contemporary health issues, and the integration of physical education, health, and safety in multi-subject, K-6 classrooms.

PED 231 C (1 cr) and PED 231 F (1 cr) Professional Education I: Schools and Communities (2 crs)

Introduction to teaching as a profession with an emphasis on exploring various perspectives on education through dialogue and activities related to current issues relevant to today's classroom teachers. Topics include teacher dispositions, challenges teachers and schools face, influence of the law on education, standards and assessment, and the global educational context. The field component involves tutoring and/or leading learning activities with children. Co-requisites: PED 231 C and F.

PED 232 C (2 crs) and PED 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: PED 232 C and F. Prerequisite: PED 231.

PED 310 Curriculum Development & Methods: Secondary English/Language Arts (3 crs)

Study of English/Language Arts curriculum, incorporating specific methods to prepare students to teach secondary English/Language Arts.

PED 311 Curriculum Development & Methods: Secondary Mathematics & Science (3 crs)

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

PED 312 Curriculum Development & Methods: Secondary Social Studies (3 crs)

Study of Social Studies curriculum incorporating specific methods to prepare students to teach secondary Social Studies.

PED 316 Grammar (2 crs)

Study of grammar and instructional strategies for teaching the conventions of language. Focus is on integrating the teaching of grammar in the context of writing activities. Students will analyze their own writing and develop instructional strategies for incorporating grammar into the K-6 curriculum. Required of all Elementary Education and secondary English majors.

PED 320 The Special Education Process (2 crs)

Study of the history of special education incorporating significant legislation, litigation, and trends. Important practices, including the referral process, functional behavior assessments, transition plans, 504 plans, IEPs, and the continuum of classroom services.

PED 322 C (3 crs) & PED 322 F (1 cr) Teaching Reading & Phonics in the Elementary School

Theories and strategies of the teaching of reading grounded in field experiences with emphasis on techniques for thematic teaching of reading/language arts. The course includes the assessment and instruction process through construction, administration, and interpretation of authentic reading and written language assessments. Diagnostic and corrective reading techniques are integrated into the instructional process. Field experience includes observation and teaching experience under the guidance of a mentor teacher and University supervisor with a focus on teaching practice in reading and language arts. Co-requisites: PED 322 C and PED 322 F.

PED 323 Curriculum Development & Methods: Art Through Children's Literature (2 crs)

Integrated theoretical and hands-on experience designed to prepare a student to work in a multi-subject, K-6 classroom. The course provides application of visual art by drawing examples from and parallels to children's literature and the theories of each. Projects integrate visual arts into all content areas. This course is core fulfilling for Elementary Education majors.

PED 324C Curriculum Development and Methods: Mathematics and Science (3 crs)

Theories and strategies of the teaching of mathematics grounded in field experiences with emphasis on techniques for thematic teaching of integrated Math and Science. The course includes the diagnostic and corrective assessment and instruction process and error analysis. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Mathematics and Science. Requisite: PED 324F.

PED 324F Curriculum Development and Methods: Mathematics and Science (1 cr)

Theories and strategies of the teaching of mathematics grounded in field experiences with emphasis on techniques for thematic teaching of integrated Math and Science. The course includes the diagnostic and corrective assessment and instruction process and error analysis. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Mathematics and Science. Prerequisite: PED 324C.

PED 325 Diagnosis and Correction: Mathematics (2 crs)

Advanced strategies to support teaching to foster K-6 students' mastery of mathematical concepts and skills through multiple representations of concepts, remediation to correct misconceptions or gaps in knowledge and error analysis.

PED 327 Curriculum Development and Methods: Music for Elementary Teachers (2 crs)

Integrated, hands-on study of music and theory with parallels to the arts through a diverse selection of cultures designed to prepare the student to work in a multi-subject, K-6 classroom. This course is core fulfilling for Elementary Education majors.

PED 333C Exceptionality and Diversity in the Classroom (3 crs)

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.

PED 333F Exceptionality and Diversity in the Classroom (3 crs)

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.

PED 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: PED 334C and PED 334F.

PED 334C Reading in Content Areas (2 crs)

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: PED 334 C and PED 334F.

PED 341 Curriculum Development & Methods: Language Arts and Social Studies (2 crs)

Study of Language Arts and Social Studies curriculum incorporating specific methods to prepare students to integrate Language Arts into K-6 content areas. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Language Arts and Social Studies.

PED 361C Overview of Autism Spectrum Disorders (2 crs)

This course provides an overview of Autism Spectrum Disorders with an emphasis on instructional and behavioral strategies and practical theories for classroom management. An emphasis will be placed on current research. A field component provides experiential learning.

PED 361F Overview of Autism Spectrum Disorders (1 cr)

This course provides an overview of Autism Spectrum Disorders with an emphasis on instructional and behavioral strategies and practical theories for classroom management. An emphasis will be placed on current research. A field component provides experiential learning.

PED 375 Special Projects (Variable 1-3 crs)

Development of a student-selected and instructor-approved project directly related to the teaching process, which may incorporate field and University activities. This may include a course with specific content in public school governance.

PED 422C Special Education: Assessment & Methods – I (2 crs)

Intensive study of assessment and instructional methods targeting behavior, reading, and spelling. Content will focus on these strategies that facilitate the use of the clinical teaching model with students with mild handicaps. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of behavior interventions and reading and spelling strategies. Co-requisites: PED 422C and PED 422F. Prerequisite: PED 320.

PED 422F Special Education: Assessment & Methods – I (1 cr)

Intensive study of assessment and instructional methods targeting behavior, reading, and spelling. Content will focus on these strategies that facilitate the use of the clinical teaching model with students with mild handicaps. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of behavior interventions and reading and spelling strategies. Co-requisites: PED 422 C and Ped 422 F. Prerequisite: PED 320.

PED 423C Special Education: Assessment & Methods – II (2 crs)

Continued study of assessment and instruction of students with mild disabilities/learning disabilities. Content will focus on written language, mathematics, social skills, functional behavior assessments, life skills, curriculum, and general content strategies. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of strategies for increasing written language, mathematical, and social skills, as well as the evaluation of a variety of life-skills curricula. Co-requisites: PED 423C and PED 423F. Prerequisite: PED 422.

PED 423F Special Education: Assessment & Methods – II (1 cr)

Continued study of assessment and instruction of students with mild disabilities/learning disabilities. Content will focus on written language, mathematics, social skills, functional behavior assessments, life skills, curriculum, and general content strategies. Field experience is in a special-education classroom, focusing on the development, implementation, and monitoring of strategies for increasing written language, mathematical, and social skills, as well as the evaluation of a variety of life-skills curricula. Co-requisites: PED 423C and PED 423F. Prerequisite: PED 422.

PED 441C Diagnosis and Correction: Reading and Language Arts (1 cr)

Lab-based extension of the assessment and instruction process through construction, administration, and interpretation of authentic reading and written language assessments; planning, teaching, and evaluating lessons that incorporate the instructional strategies acquired and practiced during class time. Co-requisites: PED 441C and PED 441F. Prerequisite: PED 322.

PED 441F Diagnosis and Correction: Reading and Language Arts (1 cr)

Lab-based extension of the assessment and instruction process through construction, administration, and interpretation of authentic reading and written language assessments; planning, teaching, and evaluating lessons that incorporate the instructional strategies acquired and practiced during class time. Co-requisites: PED 441C and PED 441F. Prerequisite: PED 322.

PED 461C Curriculum Development and Methods: Autism Spectrum Disorders (2 crs)

This course emphasizes specific instructional strategies, methods, curricula, and classroom management for teaching students with Autism Spectrum Disorder. Students will study procedures for specialization, modification and/or adaptation of materials and curriculum for these students, as well as learn how to develop and teach programs for individualized instruction. Knowledge of theory and practical experience will be applied through the required field component. Co-requisites: PED 461 C and PED 461F. Prerequisites: PED 361 C and PED 361 F.

PED 461F Curriculum Development and Methods: Autism Spectrum Disorders (1 cr)

This course emphasizes specific instructional strategies, methods, curricula, and classroom management for teaching students with Autism Spectrum Disorder. Students will study procedures for specialization, modification and/or adaptation of materials and curriculum for these students, as well as learn how to develop and teach programs for

individualized instruction. Knowledge of theory and practical experience will be applied through the required field component. Co-requisites: PED 461 C and PED 461F. Prerequisites: PED 361 C and PED 361 F.

PED 473 Elementary Internship: Action Research (2 crs)

Capstone activity in which students work with elementary-aged children in an instructional setting, develop actionresearch projects. They will prepare and present a summary of research-related activities and their results.

PED 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: PED 475 and PED 481.

PED 476 Evaluation (2 crs)

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.

PED 481 Student Teaching (Variable 3 [ACT] – 11 crs)

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.

PHI 110 Philosophy of the Human Person (3 crs)

A philosophical study of the human person as a being who, while embodied in nature, is capable of rationally knowing, freely choosing, and creatively acting as a unique individual open to communion with others and with the Transcendent. (This course will fulfill the core requirement previously designated as PHI 205.)

PHI 213 Aesthetics (3 crs)

Philosophical analysis of the aesthetic, its foundation in human experience, its role in works of art, its relation to imagination and conceptual thought as explicated in major philosophies of art.

PHI 237 Social and Political Philosophy (3 crs)

This course examines the central issues of social and political philosophy. Topics may include the legitimacy of the state, the nature and purpose of political power and personal freedom, the concept of human rights and the role of civil disobedience and revolution. Representative authors include Aristotle, Locke, Rousseau, Marx, Rawls. Prerequisite: PHI 110.

PHI 305 Ethics (3 crs)

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: PHI 110. (This course will also count as a Year-Four writing intensive course.)

PHI 307 Ancient Philosophy (3 crs)

Examinations of the development and consequences of some fundamental concepts in metaphysics, epistemology, and ethics in the context of the origin and development of Greek thinking, which provides the underpinnings for subsequent Western thought. Special emphasis is placed on the close reading of primary texts. Authors to be considered include the Pre-Socratics, Plato, and Aristotle. Prerequisites: PHI 110. SE

PHI 308 Medieval Philosophy (3 crs)

Examinations of the development and consequences of some fundamental concepts in metaphysics, epistemology, and ethics in the context of the development of philosophy in the Middle Ages, largely through the lens of the Scholastic philosopher and theologians. Special emphasis is placed on the close reading of primary texts. Authors to be considered include Plotinus, Augustine, Aquinas, and Bonaventure. Prerequisite: PHI 110.

PHI 309 Modern Philosophy (3 crs)

Examinations of the development and consequences of some fundamental concepts in metaphysics, epistemology, and ethics in the context of the post-Renaissance developments in European philosophy coinciding with the rise of modern

scientific thought. Special emphasis is placed on the close reading of primary texts. Authors to be considered include Descartes, Hume, and Kant. Prerequisites: PHI 110. SO

PHI 315 Philosophy of Science (3 crs)

A study of the historical and contemporary ontologies, epistemologies and axiologies of the physical, social and mathematical sciences. Prerequisites: PHI 110. D

PHI 337 19th-Century European Thought (3 crs)

A study of the developing themes in European philosophy during the 19th century, with consideration of thinkers such as Fichte, Schelling, Hegel, Marx, Kierkegaard and Nietzsche. Prerequisites: PHI 110. D

PHI 338 Contemporary Continental Philosophy (3 crs)

A study of the developing themes in European philosophy during the 20th century, with consideration of thinkers such as Husserl, Heidegger, Sartre, Foucault, and Derrida. Prerequisites: PHI 110. D

PHI 355 Business Ethics (3 crs)

An exploration of the relationship between the world of business and the values of the larger society in which business operates. An application of ethical principles to issues, such as hiring practices, quality of the work place, conflicts of interest, environmental and consumer issues and the social responsibility of business. Prerequisites: PHI 110.

PHI 360 Great Thinkers in Philosophy (3 crs)

A close and critical textual examination of a major philosopher, (e.g., Aristotle, Plato, Kant, Heidegger, etc.). Prerequisite: PHI 110. D

PHI 365 Great Themes in Philosophy (3 crs)

A close and critical examination of a major and continuing theme in philosophy, (e.g., Philosophy of Time, Philosophy and Literature, Philosophy of Freedom, etc.). Prerequisite: PHI 110 D

PHI 486 Senior Seminar in Philosophy (3 crs)

This is the capstone course in Philosophy. This course is mandatory for all philosophy majors. Admission to the course derives from a student's status as a senior or from permission of the department chair. Participants are expected to critically read within thematic seminar topics, and write and orally defend a research paper that considers a relevant topic with significant integration and depth. Prerequisites: Senior status or permission of the department chair. F

PHY 104 Physical Science (3 crs)

The goal of this course is scientific literacy in the physical sciences for the nonscience major. The basic principles of Physics and Chemistry are studied. These principles are then applied to the fields of Geology, Astronomy and Meteorology.

PHY 107 Astronomy (3 crs)

Introduction to and historical outline of astronomy and development of physical laws used to describe the solar system, space, stars, galaxies, the universe and some observational techniques.

PHY 108 Geology (3 crs)

Introduction to physical geology, internal structures of the earth, dynamical features, plate tectonics, crust and lithosphere production, balance and movement, oceans, seashore, continents, inland water and ice sheets.

PHY 109 College Physics I (3 crs)

An algebra-based introduction to the concepts and methods of physics: I; Kinematics and Newtonian Mechanics in 1 -d, Work and Energy, Gases, Fluids, Thermodynamics, Modern Physics: II; Newtonian Mechanics in 2-d, Electricity and Magnetism, Waves, Sound and Optics. Students need to have good algebra skills and basic Trigonometry. (Take with PHY 123) F

PHY 110 Physics I (4 crs)

A calculus-based introduction to the concepts and methods of physics: Newtonian mechanics, relativity, conservation laws, harmonic motion, fluids and elasticity. Calculus is used as needed in this course. Prerequisite/Corequisite: MAT 111 or equivalent. (Take with PHY 121) F,S

PHY 119 College Physics II (3)

An algebra-based introduction to the concepts and methods of physics: I; Kinematics and Newtonian Mechanics in 1-d, Work and Energy, Gases, Fluids, Thermodynamics, Modern Physics, II; Newtonian Mechanics in 2-d, Electricity and Magnetism, Waves, Sound and Optics. Students need to have good algebra skills and basic Trigonometry. (Take with PHY 124)

PHY 120 Physics II (4 crs)

A calculus-based introduction to the concepts and methods of physics: thermodynamics, electricity and magnetism, circuits, wave motion, sound and optics. Calculus is taught as needed in this course. Prerequisite: MAT 108 or equivalent. (Take with PHY 122) F,S

PHY 121 Physics Lab I (1 crs)

To be taken concurrently with PHY 110. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F,S

PHY 122 Physics Lab II (1 crs)

To be taken concurrently with PHY 120. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F,S

PHY 123 College Physics Lab I (1 crs)

To be taken concurrently with PHY 109. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F,S

PHY 124 College Physics Lab II (1 crs)

To be taken concurrently with PHY 119. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F,S

PHY 311 Modern Physics (4 crs)

Intermediate treatment, includes: theory of relativity, wave-particle duality, atomic theory, quantum theory of the hydrogen atom, properties of matter, decay and nuclear reactions and elementary particles.

PHY 321 Modern Physics Lab (1 cr)

An introduction to the experiments which shaped 20th century physics. Experiments include electron defraction, h/e, interferometry, x-ray defraction, H spectroscopy and radioactive decay experiments. This lab is meant to be taken concurrently with PHY 311. Both written and oral reports will be required.

PHY 435A Advanced Lab (1 cr)

A four semester sequence of advanced physics labs for junior and senior physics majors. Lab topics include nuclear physics, x-rays, crystallography, vacuum techniques, thin film deposition, classical mechanics and the classic modern physics experiments. Both written and oral reports will be required. FS

PHY 435B Advanced Lab (1 cr)

A four semester sequence of advanced physics labs for junior and senior physics majors. Lab topics include nuclear physics, x-rays, crystallography, vacuum techniques, thin film deposition, classical mechanics and the classic modern physics experiments. Both written and oral reports will be required. FS

PHY 435C Advanced Lab (1 cr)

A four semester sequence of advanced physics labs for junior and senior physics majors. Lab topics include nuclear physics, x-rays, crystallography, vacuum techniques, thin film deposition, classical mechanics and the classic modern physics experiments. Both written and oral reports will be required. FS

PHY 435D Advanced Lab (1 cr)

A four semester sequence of advanced physics labs for junior and senior physics majors. Lab topics include nuclear physics, x-rays, crystallography, vacuum techniques, thin film deposition, classical mechanics and the classic modern physics experiments. Both written and oral reports will be required. FS

PHY 442 Electromagnetic Theory II (3 crs)

Continuation of PHY 341. Electrodynamics, electromagnetic waves, radiation, elastic media, elastic waves in three dimensions and heat flow. Prerequisite: PHY 341. SO

POS 110 American Political Process (3 crs)

Operations of the American government and their consequences for the population. Policies on management of the economy, defense and foreign policy, poverty, race relations. Roles of the Presidency, bureaucracy, Congress, courts. Nature of elite and mass political ideas and opinions.

POS 211 Comparative Politics (3 crs)

An introduction to comparative politics as an approach and as a body of knowledge. Several aspects of various selected foreign systems will be compared (such as governments, political parties, interest groups, political culture, etc.).

POS 212 Global Politics (3 crs)

This course serves as an introduction to the study of global politics. Different approaches of studying the relations between countries; the forces that motivate countries (nationalism, ideology, etc.); and the instruments available to them (power, international law, etc.) will be discussed. The politics of global issues such as human rights, the environment, population growth and free trade will also be considered. It is recommended that this course be taken prior to other 300-level international relation courses.

POS 241 Public Policy (3 crs)

This course will explore the policy making process in the United States. It will examine how the agendas of policy makers are set, how the policy is formulated and how it is implemented. It will also question who benefits from the policy making process. Topical issues of national policy will be used to illustrate the process. Prerequisite: POS 110.

POS 329 Constitutional Law (3 crs)

Examines the evolution of American national government through the development and interpretation of the U.S. Constitution. Judicial review, separation of powers, commerce power, contracts, taxing, the power to make war and due process are among the topics studied. Prerequisite: POS 110.

PSY 110 General Psychology (3 crs)

A survey of contemporary psychology, including the topics of conditioning and learning, sensation and perception, psychophysiology, motivation and emotion, memory and cognition, development, social behavior, psychological testing, personality, psychopathology and psychotherapy. Participation in research projects or an alternative exercise is required. FS

PSY 115 Statistics for the Behavioral Sciences (3 crs)

Students will learn to analyze and interpret data using descriptive and inferential statistics. Measures of central tendency, variability and hypothesis testing using parametric and non-parametric tests will be discussed. Correlation, ttests, regression, z-scores, chi square and analysis of variance will be presented. The course will make significant use of the SPSS computer analysis program. Prerequisite: PSY 110 with grade of C+ or better. S

PSY 211 Experimental Psychology (4 crs)

An introduction to the principles and methods of experimental psychology, with laboratory investigation. Prerequisite: PSY 115 with a grade of C or better. FO

PSY 212 Developmental Psychology (3 crs)

An analysis of development throughout the life-span, with a special emphasis on various theoretical approaches to development. Designed for non-psychology majors. Students taking this course should not take PSY 214, 216, or 218. Prerequisite: PSY 110. SO

PSY 214 Child Psychology (3 crs)

A study of the physiological, intellectual, social and emotional factors in child development. The course will emphasize contextual factors that influence child development outcomes. F Students taking this course should not take PSY 212. Prerequisite: PSY 110. F

PSY 216 Adolescent Psychology (3 crs)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSY 110. Required for 5-12 content specialization licensure. SO

PSY 220 Educational Psychology (3 crs)

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 PSY 110. F

PSY 222 Child Psychopathology (3 crs)

A study of the central issues in childhood psychopathology including theoretical and methodological issues, descriptions of disorders, clinical and research data and social, familial and ethical concerns. We will emphasize the integration of the processes of normal development with the occurrence of problem behaviors and learn about the neurobiological, genetic, psychological, family, peer, cultural and gender influences on the cause and treatment of childhood disorders. As part of their coursework, students will become certified in the Child and Adolescent Needs and Strengths (CANS) assessment procedure. SO

PSY 238 Psychopharmacology (3 crs)

Examination of how drugs affect our behaviors, thoughts and emotions. The course will address the impact of psychopharmacological use and abuse in society, how drugs can alter neuronal information processing, pharmacodynamics, analysis of pharmacological agents with particular attention given to the psychological effects of these drugs and the applicability of pharmacological agents to the treatment of psychopathologies. Prerequisite: PSY 110. SO

PSY 250 Sport Psychology (3 crs)

An examination of sports from an empirical point of view with emphasis on behavioral/learning principles as they apply to the influence of sports on athletes and spectators. Prerequisite: PSY 110. S

PSY 311 Physiological Psychology (4 crs)

A study of the physiological correlates of human behavior, especially the relationship between brain and behavior; Research Elective. Prerequisites: BIO 105 or BIO 120, PSY 211. D

PSY 315 Tests and Measurements (4 crs)

An analysis of psychological tests and measurements, including tests of intellectual level, specific aptitude and personality; test construction, reliability, validity, norming procedures and ethical issues emphasized. Research elective. Prerequisite: PSY 211 with grade of C or higher. FE

PSY 317 Cognitive Psychology (4 crs)

An introduction to the higher mental processes from an experimental point of view, including the topics of memory and attention, thinking, creativity, language behavior and cognitive development. Research Elective. Prerequisite: PSY 211 with grade of C or higher. D

PSY 320 Learning (4 crs)

An introduction to the basic theoretical, experimental and applied concepts in learning, with particular emphasis on operant and classical conditioning. Research Elective. Prerequisite: PSY 211 with grade of C or higher. SE

PSY 330 Personality (3 crs)

A survey of the various theories of personality, including psychoanalytic, behavioral, phenomenological and dispositional, and the study of various methods for assessing personality. Prerequisite: PSY 110. D

PSY 335 Psychotherapy (3 crs)

A discussion of assessment techniques, empirically-based treatments, strategies for prevention of mental illness and ethical issues in therapy. Prerequisite: PSY 110. SE (every four years)

PSY-340 Abnormal Psychology (3 crs)

A study of the major predisposing and precipitating factors in the development of abnormal behavior, with emphasis on the biological, social and cultural factors involved. Prerequisite: PSY 110. D

PSY 350 Health Psychology (3 crs)

An investigation of factors that promote health, as well as those contributing to illness and behaviors related to illness. Research methods of gathering data within this developing field are stressed. Prerequisite: PSY 110. F

PSY 388 Junior Seminar (1 cr)

This course will provide students with an opportunity to assess their educational progress to date and to make plans for future study and career endeavors. Please note that we will assess not only academic preparation, but also students' interests, emotional development, and life goals. Successful completion of the course should enable students to move easily into their senior year with confidence and clear goals. Prerequisite: PSY 110 and junior standing. SO

PSY 410 Advanced Statistics and Data Management (1 cr)

Seminar course designed to introduce the student to advanced statistical analysis and data management techniques, which will be further emphasized in a graduate-level setting. The course begins with a brief review of basic statistics and SPSS computing procedures. Topics then include non-parametric statistical procedures, qualitative data analysis, partial correlation, analysis of covariance, multivariate analysis of variance, multivariate analysis of covariance, multiple linear regression, factor analysis, discriminate analysis, cluster analysis, path analysis, logit modeling and trend analysis. Data management issues concern determining the appropriate statistical analysis to use for a given data set, interpretation and evaluation of published research and discussion of issues related to missing, outlying and improperly coded data.

Prerequisite: PSY 211 with grade of C or higher and permission of instructor. SO

PSY 420 History and Systems of Psychology (4 crs)

An overview of the roots of scientific psychology in philosophy and experimental physiology, and a detailed examination of the systems of structuralism, functionalism, behaviorism, humanism, Gestalt psychology and psychoanalysis.

Prerequisite: PSY 110, junior level status. S

PSY 488 Senior Seminar (1 cr)

This course will provide students with a capstone for the Psychology major. Successful completion of the course should enable students to move easily into graduate school or employment settings. F

REA 101 College Reading (3 crs)

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

RST 106 The Religious Quest (3 crs)

An introduction to how people address such "religious" issues as faith, doubt, deity, good, evil, community, salvation and worship. Particular attention is given to ways of interpreting the Bible, and how this sacred literature addresses the lives of its many readers. FS

RST 107 Catholicism (3 crs)

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

RST 210 Religion and Literature (3 crs)

An examination of significant religious issues as they are reflected in literature, including topics such as the nature of spiritual awakening, suffering and death, and prayer. F (even)

RST 212 Spiritual Autobiography (3 crs)

This course focuses on spiritual autobiographies within the Christian tradition, approaching each narrative both as a story in itself and as an expression of the author's intentional engagement with the universal Christian story. Students will also attend to the creative process involved in such narratives as they reflect on construct their own spiritual autobiography. Fa (odd)

RST 226 Intro to Hebrew Bible (3 crs)

A survey of the literature represented in the Hebrew Bible and Christian Old Testament, with emphasis on their diverse theologies, literary features, cultural and historical contexts and features, ethical concerns, and continued relevance.

RST 227 Intro to New Testament (3 crs)

A survey of the New Testament, with special attention to differing portrayals of Jesus, literary features, cultural and historical contexts and influences, understanding of the Old Testament, ethics, and ongoing influence. F (odd)

RST 228 Gospels (3 crs)

A sustained inquiry into the nature of the Gospels and how they compare with one another in their portrayal of Jesus of Nazareth, their literary and theological features, historical and cultural contexts, and understanding of the Old Testament. S (even)

RST 232 Jesus the Christ (3 crs)

A study of the person and meaning of Jesus as presented in scripture and understood through the Christian tradition. S (odd)

RST 236 The Church (3 crs)

A diverse presentation of the Catholic Church's understanding of itself, its membership, ministry, and mission. Possible approaches to the subject matter include historical, scriptural, ethical, comparative and systematic. D

RST 241 Catholic Social Thought (3 crs)

An introduction to basic principles of Catholic Social Thought (e.g., the sacredness of human life, the common good, preferential option for the poor, subsidiarity) with a particular focus on the economic, social, political, and ecological "signs of the times". F (even)

RST 245 Issues in Sexual Morality (3 crs)

An examination of moral issues related to sexuality in light of both Christian theology and trends in contemporary society. Possible topics include gender roles, premarital sexuality, homosexuality, contraception, pornography, and the influence of media on sexuality. D

RST 246 Bioethics (3 crs)

An analysis of contemporary issues in bioethics and medical ethics (e.g., the ethics of medical research and experimentation, the distribution and cost of health care, end-of-life issues, and reproductive technologies) in light of the Christian vision of human life. S (even)

RST 252 World Religions (3 crs)

A study of the origins, history, and beliefs of major world religions, including Judaism, Christianity, Islam, Hinduism, and Buddhism. F

RST 253 Religious Traditions of Native North America (3crs)

A study of American Indian religion as it has been passed down through the generations both before and after contact with Europeans, with special focus upon the sacred stories and traditions which remain vital today (e.g., origin stories, pipe usage, sweatlodge ceremonies, peyotism), as well as revitalization movements and native spiritualities. S, F

RST 318 Studies in Church History (3 crs)

A study of the history of the Christian Church focusing either on a comprehensive overview of its history or on a particular period or theme in its development. D

RST 305 Theological Ethics (3 crs)

A writing-intensive capstone course introducing foundations of theological ethics as well as attention to virtue and decision-making in the context of contemporary personal, social, and political issues. S, F

RST 326 Studies in Hebrew Bible (3 crs)

A focused analysis of a particular body of literature in the Hebrew Bible/ Old Testament (Torah, prophets, writings), a theological movement (apocalypticism), a historical time period (pre-exilic Israel), or a theological theme (repentance, suffering). F (odd)

RST 327 Studies in New Testament (3 crs)

A targeted study of a specific genre or body of literature in the New Testament (Luke-Acts, Catholic Epistles), a theological issue (the relationship of believers to government), or a historical question (women in the early Christian communities). F (odd)

RST 328 Letters of Paul (3crs)

An investigation of the letters associated with the Apostle Paul, exploring their developing theology, their literary and rhetorical features, the historical and cultural contexts in Paul's life in which they were written, the authorship of the disputed letters, and their continued relevance. S (even)

RST 331 Theology of Love (3 crs)

This course examines classic texts and contemporary theology, philosophy, and spiritual literature on the significance of naming God “love” and the impact of such naming on human experience, with particular attention to love’s response to suffering and evil. F (even)

RST 333 God (3 crs)

An exploration of both the human encounter with God and related questions about God’s nature, as they have been treated in the Christian tradition. S (even)

RST 338 Heaven & Hell (3 crs)

This course will consider questions of heaven and hell and related themes of sin, purgation, and salvation, through a variety of methodologies (biblical studies, theology, ethics, poetry, art, and literature). D

RST 341 Political Theology (3crs)

This course will examine both classic/ancient and contemporary theology/philosophy on questions concerning the church and political society, such as the relationship between church and state, responses to violence, religious freedom and civil rights, and economic systems. S (odd)

RST 351 Studies in Living Religious Traditions (3 crs)

An introduction to the historical, cultural and theological aspects of one of several religious traditions other than Catholic Christianity (e.g., Judaism, Islam, Buddhism, or a particular branch of Protestant Christianity). D

RST 355 Topics in the History of Religions (3 crs)

This course will examine a specific topic in the History of Religions (e.g., sacrifice, the divine feminine). Critical theory will play a large role, as will close observation and analysis of primary data (texts, rituals). D

RST 434 Contemporary Theological Trends & Issues (3 crs)

Intensive study of new developments and current issues in theology and church life with a view to understanding their origins and implications. Permission of instructor required. D

RST 435 Great Theologians: Past and Present (3 crs)

Intensive study of major theological figures, their development, influence and significance for the Church and intellectual history (e.g., St. Augustine, Thomas Aquinas, Luther, St. Teresa of Avila, Ignatius of Loyola, Martin Buber, Karl Rahner). Permission of instructor required. D.

RST 440 Action and Contemplation in Christian Life (3 crs)

Reflections on the understanding of ministry and vocation in contemporary Christian life; the role of the laity in the Church; a survey of different spiritualities that undergird these ministries. D

RST 470 Theology Seminar (3 crs)

The Theology Seminar is a team-taught capstone to the Theology curriculum that explores a particular topic from different methodological perspectives (historical-critical, systematic, literary, spiritual, ethical/pastoral). Engagement with and discussion of primary texts will be a major component. S (even)

RST 480 Pastoral Practicum (3crs)

A service-learning course designed primarily for persons planning a career in ministry or pastoral care, involving a service-based internship as well as readings and discussion of pastoral ministry and spirituality in consultation with theology faculty. D

RST 484 Senior Thesis (3 crs)

Independent research and preparation of a thesis written under the supervision of faculty on a topic chosen by the student with the approval of the advisor/department. D

SSC 105 Social Science from a Global Perspective (3 crs)

An introduction to the study of human group behavior from both a sociological and global perspective. This includes a brief survey of the origins, development and modes of inquiry of social science. Key concepts and distinctive approaches of major disciplines will be presented including anthropology, economics, geography, political science, psychology and sociology. D

SSC 110 Introductory Anthropology (3 crs)

Physical and cultural anthropology. Brief discussion of origins, perspectives and research methods of the discipline. Consideration of evolutionary and non evolutionary theories. Examination of human beings as social and culturecreating entities in the linguistic, marital, educational, economic, political and religious spheres. S

SSC-327 Research Methods (3 crs)

A multi-faceted approach to problems of research design, data collection, data analysis. The course is intended to provide majors in social science fields an opportunity to explore and develop a topic for the senior thesis. It is, however, open to students in all fields who seek a fundamental introduction to doing research. Prerequisites: junior standing. S

SSC 415 Statistical Analysis (3 crs)

A study of the different techniques used in the social sciences to analyze, interpret and evaluate data. The course is intended to provide students conducting a senior thesis, in social science, the necessary skills to organize and summarize their data using descriptive and inferential statistics. Prerequisites: senior standing, MAT 105, SSC 327. S

SSC 488 Senior Thesis (3 crs)

This course is designed to allow students to develop and conduct research in their area of study/interest. Students will formulate a thesis question and utilize various research methodologies to collect data in support of their hypotheses, as well as conduct a thorough review of the literature regarding their topic. Upon completion of the project, a formal presentation/defense will be made in front of the other members of the class and the entire faculty of the department. Prerequisites: senior standing, MAT 105, SSC 327. F

SSC 489 Senior Seminar (3 crs)

Students participate in an integrative seminar designed to enable them to identify significant issues which arise in the serious study of society, and to relate their personal philosophies and Judeo-Christian perspectives to alternative courses of action. The seminar also includes a comprehensive oral examination which each student must pass in order to graduate. Prerequisites: senior standing, SSC 488. S

WJU 101 Experience, Service, Reflection Seminar I (1 cr)

This seminar is designed to assist the student with the transition to a university living and learning environment, providing opportunities and direction on how to develop an education for life, leadership, and service with and among others. F

WJU 201 Experience, Service Reflection Seminar II (1 cr)

This seminar is designed to provide the student with the resources and direction to develop a career pathway. The course entails a process of self-evaluation and reflection to produce a general framework of study and experiences, captured in an organized portfolio, aimed to guide the student towards a satisfying career in society. S

WJU 301 Experience, Service, Reflection Seminar III (1 cr)

This seminar is designed to provide the student with strategies to address conflict, organizing and implementing a career plan, integrating social responsibility with personal desire, and identifying one's civic responsibility. Further development of a portfolio is addressed, ending with an action plan for the senior year. Prerequisites: WJU 201. F

WJU 401 Experience, Service, Reflection Seminar IV (1 cr)

This seminar helps the student to implement his/her career plan developed in the previous seminars. Prerequisites: WJU 201; WJU 301. S