

2018-2019

WHEELING JESUIT UNIVERSITY

CATALOG
UNDERGRADUATE STUDIES



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The Mission of Wheeling Jesuit University (WJU)

Educating for Life

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

Educating for Leadership

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

Educating Men and Women for Others

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

The Philosophy of Jesuit Education

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

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

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

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

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

General Information

Accreditation and Memberships

Wheeling Jesuit University is accredited by the following accrediting entities:

- Accreditation Council of Business Schools and Programs (ACBSP)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Accreditation for Respiratory Care (CoARC)
- Council on Undergraduate Research
- North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)
- Teacher Education Accreditation Council (CAEP)
 - CAEP—Teachers Education Program
 - CAEP—Education Leadership
- West Virginia Higher Education Policy Commission (WVHEPC)

Non-discrimination Policy

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

Adherence to Federal Guidelines

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

Notice to all Current and Potential Students

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

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

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 offer prayer and reconciliation, celebration of the sacraments, worship, retreats and spiritual direction. The Service for Social Action Center 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 which competes in the D1A East Conference and is a fully funded varsity program.

Intramurals

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

Athletic Facilities

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

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

Campus Public Safety and Parking

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

Career Services

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

Counseling Center

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

Dining Services

The University's Dining Service is provided by Parkhurst Dining Services, which employs an experienced staff to deliver an authentic culinary experience. Parkhurst prides itself on serving fresh food, made from scratch, with as many local products as possible. The dining service features a dynamic program tailored to meet all 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.

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.

Health Center

The Health Center is staffed by a registered nurse. The nurse is available to offer services of basic triage, minor first aid, some over the counter medications and other low intensity services at no extra charge. The Health Center provides healthcare resources internally and works as a liaison between external health care providers when needed. The Health Center is dedicated to promoting the Wheeling 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: Campion, Ignatius, Kirby, McHugh, Sara Tracy, and Steenrod. All full-time undergraduate students are required to live in campus housing. Students may only live off-campus if they meet the criteria as outlined on the Off-Campus Residence Request form, which is available in the Office of Residence Life. It must be completed and submitted to the Office of Residence Life for approval.

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

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

working closely with their residents. There are also student Resident Assistants who provide various programs and support to the residential students.

Student Government

Wheeling 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, Athletics, Campus Ministry, and Health Counseling.

Title IX

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

-Title IX of the Education Amendments of 1972

Title IX prohibits discrimination on the basis of sex (gender) in educational programs and activities receiving federal financial assistance. Wheeling 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).

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 degree from a regionally-accredited institution with whom the University has an articulation agreement, the University will accept that associate degree as transfer credit per the appropriate articulation agreement. For those students who have earned an associate degree from a regionally-accredited institution, the University will accept that degree and all credits, but will also waive all core requirements except the senior-year Ethics course (may be transferred if an equivalent has been taken); 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 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 2018-19 year are:

Tuition:	\$29,000 (12-18 credits per semester)
Fees:	\$ 290, plus additional fees, if applicable (See "Explanation of Fees" below.)
Room:	\$5,400 (See Room and Board section below.)
Board:	\$4,500 (See Room and Board section below.)

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

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.

Exercise Science Fee for EXSC 313.

To cover the

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.

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

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

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

Tuition Deposit

Each entering new student is required to make a non-refundable tuition deposit, upon notice of acceptance, to secure a place at Wheeling 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 administered payment plan is accepted, registration will be incomplete and the student may not attend classes nor have access to the residence hall or meal plan.

The only alternative to payment in full, which includes financial aid, is through a contract with a payment plan through or endorsed by the University. Information regarding a payment plan may be obtained from the Student Accounts Office. Wheeling 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 late fee or a monthly finance charge of one and one quarter percent on the unpaid past due charges. The finance charge will not be assessed against those accounts that have contracted for a payment plan. During the period of registration (usually one month), interest for current semester charges will be suspended so that all the necessary paperwork relating to loans, federal grant programs, etc., can be processed.

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

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

Payment Plan Option

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

University Withdrawal Refund Policy

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

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

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

Fall/Spring Semesters	Refund
Days 1-7	100%
Days 8-14	75%
Days 15-21	50%
After Day 22	0%
Summer Semester	
Add-Drop Period	100%
After Add-Drop	0%

The above refund applies to withdrawals from the University, not withdrawals from individual courses. Request for withdrawal from the University must be obtained from the Registrar's Office. Neither verbal communication nor failure to appear in class

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

Refund Checks

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

Policy Concerning Students Affected by Military Mobilization

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

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

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

Cardinal Card/Munch Money

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

Financial Aid Information

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

Financial Aid Programs

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

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

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

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

How to Apply

1. The student must be accepted for admission to the University in order to receive an official offer of financial aid. If applying after October 1 of the high school senior year, an applicant should apply for financial aid and for admission concurrently.
2. An applicant for aid must submit the Free Application for Federal Student Aid (FAFSA) and list Wheeling 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 Return Transcript, the applicant parent's/spouse's IRS Federal Tax Return 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 Additional Semester Appeal form is located on the Financial Aid website www.wju.edu/finaid/forms.html. The Financial Aid Committee will review and decide the outcome of the appeal request. Wheeling 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.) For more information about our academic scholarships, please visit our website www.wju.edu/finaid/scholarships-grants.html.

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 Work Study

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

Federal Stafford Direct Loans

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

Federal Stafford Direct PLUS Loans

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

Alternative Educational Loans

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

Rights & Responsibilities of Financial Aid Recipients

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

You have the right to know:

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

It is your responsibility to:

- Review and consider all information about the University before you enroll;
- Complete all application forms accurately and submit them on time to the right place;
- Pay special attention to and accurately complete your application for financial aid. Errors can result in long delays in receiving financial aid. International misreporting on application forms for federal financial aid is a violation of the law and is considered a criminal offense, subject to penalties under the U.S. Criminal Code;
- Submit all additional documentation, verification, corrections and/or new information requested by the Financial Aid Office;
- Read all forms that you are asked to sign and keep copies of them;
- Accept responsibility for all agreements that you sign;
- Notify the Financial Aid Office of changes in your name, address, housing or enrollment status. (This also applies to loan recipients after they leave the University);
- Perform the work agreed upon in accepting a work study award;
- Know and comply with the University's deadlines for application or reapplication for aid;
- Know and comply with the University refund procedures;
- Notify the Financial Aid Office in advance when your course load at the University may be less than full-time. Failure to do so will cause delay in the receipt of your funds;
- Notify the Financial Aid Office of any changes in financial status. Failure to do so can result in termination of financial assistance;
- Maintain satisfactory academic progress. Withdrawal from the University or never attending classes will result in partial or full repayment of aid disbursed for the semester involved.

Student Withdrawal - Financial Aid Refund Policy

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

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

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

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

Fall/Spring Semesters	Refund
Days 1-7	100%
Days 8-14	75%
Days 15-21	50%
After Day 22	0%

Summer Semester	
Add-Drop Period	100%
After Add-Drop	0%

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

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

Federal Return of Title IV Aid (R2T4)

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

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

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

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

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

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

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

Refunds are allocated in the following order:

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

In the case of expelled/suspended students who also receive Title IV federal aid, a Return of Title IV Refund Calculation

will be completed; this may result in the expelled/suspended student owing an additional balance to the University. This information will be determined on an individual basis by the Financial Aid Office.

Renewal of Financial Aid

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

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

Satisfactory Academic Progress for Financial Aid

Satisfactory Academic Policies and Procedures: Federal regulations require that institutions monitor the academic progress of each student for federal financial aid assistance and that the institution certify that the student is making *satisfactory academic progress* toward earning his/her degree. The determination of progress must be made at least once a year and before the Financial Aid Office releases any federal aid funds for the subsequent semester. Wheeling 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 students adjusted GPA. Repeated courses will be counted as courses attempted and count toward the maximum time frame.

2nd Bachelor's Degree:

To earn a second bachelor's degree at Wheeling 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 for Success, in advance for the conditions under which eligibility can be regained.

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

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

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

Academic Plan Procedure

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

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

Complaint Regarding Access

If an eligible student believes that Wheeling 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

The University Catalog

The catalog year is what ties the student to the catalog year curriculum that they are required to follow and determines the degree requirements a student must fulfill to graduate. Therefore, any changes to a student's catalog year may result in additional, reduced or updated requirements. Each catalog year is active for seven years. After seven years the catalog is retired and any student using that catalog year must select a more recent catalog year.

Academic Dishonesty and Integrity Policy

The academic community at Wheeling 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.

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.

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.

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.

Transcripts

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

Transfer of Credit

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:

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

Academic Procedures & Regulations

Registration

Add/Drop Policy

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

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

Course Withdrawal Policy (prior to the Withdrawal Date)

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

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

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

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

Course Withdrawal (after Withdrawal date) with Mitigating Circumstances

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

Incomplete Grade Policy

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

University Withdrawal Refund Policy

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

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

Fall/Spring Semesters	Refund
Days 1-7	100%
Days 8-14	75%
Days 15-21	50%
After Day 22	0%

Summer Semester	
Add-Drop Period	100%
After Add-Drop	0%

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

Graduation Requirements

To be eligible for graduation, a student must:

1. Complete the required core curriculum courses;
2. Complete the requirements in at least one major;
3. Complete a minimum of 120 credit hours with a cumulative grade point average (GPA) of 2.000 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

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

Academic Probation

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

While on academic probation a student must meet with the Director of 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 Woomer 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 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

Biology
Business Administration
Chemistry
Communications
Criminal Justice
Education
Engineering Science
English
Environment and Sustainability
Exercise Science
General Science
History
International Studies
Nursing
Pre-Law Interdisciplinary Humanities
Psychology
Simulation Technology and Game Design
Theology

Minors

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

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

Majors and Minors

Most majors consist of 30-45 credits in the field of study; minors usually consist of 18-21 credits in a discipline. Some disciplines have concentrations, or tracts, which normally consists of 12-15 credits in the discipline.

Double Major

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

Special Academic Programs

Teacher Education Department

A Wheeling 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.

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: ENGL 110
Year 2: A 100 level writing intensive course (ex: HIST 120W or ENGL 115W)
Year 3: A 200 or 300 level writing intensive course (writing intensive is indicated by a “W” after the course number.)
Year 4: PHIL 305 or THEO 305
- B. Effective Speaking: COMM 115 Principles of Professional Speaking
- C. Creative Communication (choose one): any ARTS course, ENGL 281, ENGL 282, ENGL 283, THEO 212, THEO 338.

Foundations & Integration (6 credits)

- A. PHIL 115 The Human Person
- B. THEO 115 The Religious Quest or THEO 117 Catholicism

Empirical Analysis (6-8 credits)

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

- MATH 102 Math in Society
- MATH 115 Introduction to Statistics
- MATH 151 Pre-Calculus
- MATH 191 Calculus
- PSYC 115 Statistics for the Behavioral Sciences

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

- BIOL 115 The Process of Biology
- BIOL 120 Evolutionary & Ecological Biology
- BIOL 125 Form & Function
- BIOL 130 Cells & Chromosomes
- BIOL 150 Human Anatomy & Physiology I
- CHEM 115 Intro to General Organic Chemistry
- CHEM 109 Chemistry for Non-Majors
- CHEM 141 General Chemistry I
- ENVS 115 Environment & Sustainability
- GSCI 115 Integrated Sciences I
- PHYS 115 Physical Science
- PHYS 120 Astronomy
- PHYS 130 Geology
- PHYS 141 College Physics
- PHYS 151 Physics I

Global Perspectives (6 credits)

Two courses from the following:

- ARTS 132 The Reel World
- HIST 110 The Twentieth Century
- SOCI 111 World Community
- ENGL 150 Culture and Conflict
- SOCI 120 Introduction to Anthropology
- THEO 252 World Religions

Core Seminars (4 credits)

- Year 1: WJUS 101 Experience, Service, Reflection Seminar I
- Year 2: WJUS 201 Experience, Service, Reflection Seminar II
- Year 3: WJUS 301 Experience, Service, Reflection Seminar III
- Year 4: WJUS 401 Experience, Service, Reflection Seminar IV

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)

SOCI 120 Introduction to Anthropology (3 cr)

SOCI 121 World Community (3 cr)

BIOL 120 Evolution and Ecology (3 cr)

Select two of the following electives: (6 cr)

ECON 211 Principles of Macroeconomics

HIST 214 History of Appalachia

LIT 320 Mythology

LIT 476 Colonial and Postcolonial Literature

THEO 253 Religious Traditions of Native North America

or

HIST 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.

Bachelor of Liberal Arts

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

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

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

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

Core 40-42 cr

Major 39 cr

- A maximum of 12 credits at the 100 level.
- A minimum of 27 credits at 200 level or higher, of which a minimum of 18 hours must be WJU courses

Electives 39-41 cr

Total credits 120 cr*

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	Core	3	Core	3
	Core	3	Core	3
	Elective	3	Plan Requirement	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	Core	3-4	Core	3
	Core	3	Core	3
	Plan Requirement	3	Plan Requirement	3
	Plan Requirement	3	Elective	3
	Elective	3	Elective	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	Core	3-4	Core	3
	Core	3	Plan Requirement	3
	Plan Requirement	3	Plan Requirement	3
	Plan Requirement	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15-16	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	Core	3	Plan Requirement	3
	Plan Requirement	3	Plan Requirement	3
	Plan Requirement	3	Plan Requirement	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

Biology (Bachelor of Science)

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

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

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

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

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

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

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

Core **40-42 cr**

Major **57-58 cr**

A. Biology **33 cr**

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

For Pre-med, take the following BIOL Electives:

BIOL 310, 322	Genetics with Laboratory	4 cr
BIOL 320, 321	Vertebrate Biology and Laboratory	4 cr

BIOL 330, 331 Developmental Biology with Laboratory 4 cr
 BIOL 414 Biochemistry 3 cr
 BIOL 440, 441 Microbiology with Laboratory 4 cr

B. Chemistry 17 cr

CHEM 141, 142 General Chemistry I with Laboratory 4 cr
 CHEM 151, 152 General Chemistry II with Laboratory 4 cr
 CHEM 221, 222 Organic Chemistry I with Laboratory 5 cr
 CHEM 231 Organic Chemistry II (no laboratory required) 4 cr

C. Math and Physics 7-8 cr

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

Electives 20-23 cr

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

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

Total Credits 120 cr

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 125	3	BIOL 120	3
	BIOL 140	1	BIOL 135	1
	CHEM 141/142	4	CHEM 151/152	4
	Core	3-4	Core	3
	Elective or MATH 101	3	MATH 151 or 191	3-4
	WJUS 101 (Core)	1		
	Total	15-16	Total	14-16

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 130	3	BIOL 3xx Elective/Lab	3-4
	*BIOL 3xx Elective/Lab	4	CHEM 231	4
	CHEM 221/222	5	Core	3
	Core	3	Core	3
			WJUS 201 (Core)	1
	Total	15	Total	14-15

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 3xx Elective/Lab	3-4	BIOL 340/341	4
	PHYS 141/142	4	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	WJUS 301 (Core)	1	Elective	3
	Total	14-15	Total	16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 4xx Elective/Lab	4	BIOL 4xxx Elective/Lab	4
	Core	3	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	2	WJUS 401 (Core)	1
	Total	15	Total	14

Biology Minor

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

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

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

2 semesters of General Chemistry (CHEM 141/142, 151/152) and one semester of Pre-Calculus (MATH 151) or Calculus (MATH 191).

Business Administration (Bachelor of Science)

The Wheeling 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.

Core **40-42 credits**

Major **39 credits**

SOCI 121*	World Community	3 cr
MATH 115*	Statistics	3 cr
ACCT 201	Principles of Accounting	3 cr
ACCT 202	Principles of Accounting II	3 cr
BUSN 201	Quantitative Business Analysis	3 cr
ECON 211	Macroeconomics	3 cr
ECON 212	Microeconomics	3 cr
BUSN 211	Principles of Management	3 cr
BUSN 212	Principles of Marketing	3 cr
BUSN 213	Principles of Finance	3 cr
BUSN 331	Information Systems	3 cr
BUSN 355	Business Law	3 cr
BUSN 410**	Strategic Business Planning	3 cr

Business Concentration (select one from below) **15-24 credits**

Management Concentration 15 credits

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

Marketing Concentration 15 credits

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

Personal Financial Planning Concentration 15 credits

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

Accounting Concentration 24 credits

ACCT 311	Intermediate Accounting	3 cr
ACCT 312	Intermediate Accounting II	3 cr
ACCT 321	Accounting Information Systems	3 cr
ACCT 331	Tax Accounting	3 cr
ACCT 341	Managerial Cost Accounting	3 cr
ACCT 401	Advanced Accounting Practice	3 cr
ACCT 403	Accounting Government and Non-Profit	3 cr
ACCT 406	Auditing Theory and Practice	3 cr

Electives**15-26 credits****Total Credits****120 cr *****

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

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

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	BUSN 211	3	BUSN 212	3
	SOCI 121	3	MATH 115	3
	Core	3	Core	3
	Core	3	Core	3
	Elective (or ACCT 201 for Accounting concentration)	3	Elective (or ACCT 202 for Accounting concentration)	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	ACCT 201	3	ACCT 202	3
	ECON 211	3	ECON 212	3
	BUSN 201	3	BUSN 355	3
	Core	3-4	Core	3
	Elective (or ACCT 311 for Accounting concentration)	3	Elective (or ACCT 312 for Accounting concentration)	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	FIN 213	3	BUSN 331	3
	Concentration Course 1 (ACCT 321 for Accounting)	3	Concentration Course 2 (ACCT 331 for Accounting)	3
	Core	3-4	Core	3
	Core	3	Core	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15-16	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	Concentration Course 3 (ACCT 341 for Accounting)	3	Concentration Course 5 (ACCT 403 for Accounting)	3
	Concentration Course 4 (ACCT 401 for Accounting)	3	BUSN 410	3
	Core	3	Elective (or ACCT 406 for Accounting concentration)	3
	Core	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

Business Minor (18 credits)

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

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

Accounting Minor (18 credits)

ACCT 201	Principles of Accounting I	3 cr
ACCT 202	Principles of Accounting II	3 cr
ACCT 311	Intermediate Accounting I	3 cr
ACCT 312	Intermediate Accounting II	3 cr
ACCT 341	Managerial Cost Accounting	3 cr
ACCT 331	Tax Accounting	3 cr

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

Chemistry (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.

Core **40-42 cr**

Major **58 cr**

*CHEM 141/142	General Chemistry I and lab	4 cr
CHEM 151/152	General Chemistry II and lab	4 cr
CHEM 221, 222	Organic Chemistry I and lab	5 cr
CHEM 231, 232	Organic Chemistry II and lab	5 cr
CHEM 315/316	Quantitative Analysis and lab	4 cr
CHEM 317/318	Instrumental Analysis Lecture	4 cr
CHEM 321, 322	Physical Chemistry I and lab	4 cr
CHEM 331, 332	Physical Chemistry II and lab	4 cr
CHEM 314	Biochemistry	3 cr
CHEM 401/402	Inorganic Chemistry and lab	4 cr
CHEM 481	Seminar	1 cr
*MATH 191	Calculus I	4 cr
MATH 192	Calculus II	4 cr
PHYS 141/142	College Physics I and lab	4 cr
PHYS 241/242	College Physics II and lab	4 cr

****Electives** **20-22 cr**

Total 120 cr***

* Chemistry majors may double count CHEM 141/142 General Chemistry I and MATH 191 Calculus I in the Core and the Major.

****Optional Research Electives**

With permission of the faculty advisor students may choose to use the following courses as Electives:

CHEM 382	Junior research I	1 cr
CHEM 383	Junior research II	1cr
CHEM 482	Senior research I	1 cr
CHEM 483	Senior research II	1cr

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 141/142	4	CHEM 151/152	4
	* MATH 191 (Elective)	4	*MATH 192 (Elective)	4
	Core	3	Core	4
	Core	3	Elective	3
	WJUS 101 (Core)	1		
	Total	15	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 221/222	5	CHEM 231/232	5
	PHYS 141/142	4	PHYS 241/242	4
	Core	3	Core	3
	*Elective (MATH 191)	3	*Elective (MATH 192)	3
			WJUS 201 (Core)	1
	Total	15	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 321/322	4	CHEM 331/332 (4cr)	4
	CHEM 401/402	4	Elective	3
	Core	3	Core	3
	Core	3	Core	3
	WJUS 301 (Core)	1	Core	3
	Total	15	Total	16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 314	3	CHEM 317/318 (4cr)	4
	CHEM 315/316 (4cr)	4	Elective	3
	CHEM 481	1	Core	3
	Core	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	14	Total	14

*MATH – MATH 191/192 are required, however students may begin with MATH-101 or MATH-151 depending on their math placement. MATH 191/192 must be taken in either Year 1 or Year 2.

Chemistry (Bachelor of Arts)

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 **40-42 cr**

Major **41 cr**

*CHEM 141/142 General Chemistry I and lab 4 cr
CHEM 151/152 General Chemistry II and lab 4 cr
CHEM 221, 222 Organic Chemistry I and lab 5 cr
CHEM 231, 232 Organic Chemistry II and lab 5 cr
Complete one of the following three pairs of courses: 8 cr

PAIR 1:

CHEM 315/316 Quantitative Analysis and lab
CHEM 317/318 Instrumental Analysis Lecture

PAIR 2:

CHEM 321, 322 Physical Chemistry I and lab
CHEM 331, 332 Physical Chemistry II and lab

PAIR 3:

CHEM 315/316 Quantitative Analysis and lab
CHEM 321, 322 Physical Chemistry I and lab

MATH 191 Calculus I 4 cr
PHYS 141/142 College Physics I and lab 4 cr
PHYS 241/242 College Physics II and lab 4 cr
Select one additional Chemistry Elective 3 cr

Electives

37-39 cr

Total Credits

120 cr

* Chemistry majors may double count CHEM 141/142 and MATH 191 in the Core and the Major.

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 141/142	4	CHEM 151/152	4
	* MATH 191 (Elective)	4	Core	4
	Core	3	Elective	3
	Core	3	Elective	3
	WJUS 101 (Core)	1		
	Total	15	Total	14

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 221/222	5	CHEM 231/232	5
	PHYS 141/142	4	PHYS 241/242	4
	Elective (*MATH 191)	3	Elective	3
	Core	3	Core	3
			WJUS 201 (Core)	1
	Total	15	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	PAIRS	4	PAIRS	4
	Pair 1: Elective (4cr)		Pair 1: Elective (4cr)	
	Pair 2: CHEM 321/322 (4cr)		Pair 2: CHEM 331/332 (4cr)	
	Pair 3: CHEM 321/322 (4cr)		Pair 3: Elective (4cr)	
	CHEM elective	3	Elective	3
	Core	3	Core	3
	Core	3	Core	3
			Core	3
	WJUS 301 (Core)	1		
	Total	14	Total	16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	PAIRS	4	PAIRS	4
	Pair 1: CHEM 315/316 (4cr)		Pair 1: CHEM 317/318 (4cr)	
	Pair 2: Elective (4cr)		Pair 2: Elective (4cr)	
	Pair 3: CHEM 315/316 (4cr)		Pair 3: Elective (4cr)	
	Elective	3	Elective	3
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	16	Total	14

*MATH - MATH-191 is required, however students may begin with MATH-101 or MATH-151 depending on their math placement. MATH 191 must be taken in either Year 1 or Year 2.

Chemistry Minor

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 cr

CHEM 141/142	General Chemistry I and lab	4 cr
CHEM 151/152	General Chemistry II and lab	4 cr
CHEM 221, 222	Organic Chemistry I and lab	5 cr
CHEM 231, 232	Organic Chemistry II and lab	5 cr

Choose one:

3-4 cr

CHEM 315/316	Quantitative Analysis and lab
CHEM 314	Biochemistry

Communications (Bachelor of Arts)

The Communication discipline provides a strong curriculum that teaches you writing skills, speaking skills, media literacy, critical thinking skills, and sensitivity to cultural diversity. Skills in this discipline, such as the ability to create a written and/or verbal message, listen to others, interact with co-workers, demonstrate leadership, and being observant of our multicultural world are sought after skills by employers in a variety of fields. The Communication discipline also prioritizes the role of media, increased media production, and media literacy skills to better understand how individuals can voice their perspectives to make a difference in the world.

A degree in Communication opens the door to possible careers in media production or broadcasting, advertising, public relations, journalism, health communication and many more fields. Students often pursue graduate school to further understand the Communication discipline, craft original research, and influence public discourse. There are also opportunities for experience in service to one's community, research in media and cultural studies fields, and internships in professional fields such as broadcasting, advertising, public relations, and law. The Communication discipline prepares you for success in graduate studies or a professional career in many professional and humanities based fields.

Drawing on rich humanistic and Jesuit traditions, the Communication Department at WJU educates students for life, leadership, and service through a variety of avenues including human interaction, cultural diversity, theoretical foundations in rhetoric and cultural studies, and media production. Communication students at WJU learn through hands-on experiences that expand upon what they discuss in the classroom. Some possible opportunities include media-based projects, internships, and service-learning activities. The required internship/community service portfolio sets our department apart from other departments because students leave with a tangible representation of what they have accomplished while earning their degree.

Learning Outcomes:

The Communication major at WJU stresses both analysis and production of different forms of communications. Upon completion of the program, the student will demonstrate the following outcomes:

- 1) Explain, critique and apply communication concepts and theories to real world examples.
- 2) Construct messages applicable to a variety of audiences and contexts.
- 3) Analyze messages utilizing critical thinking, media literacy, and active listening skills.
- 4) Compose written texts, media based examples and oral presentations that demonstrate Communication ethics, cultural differences, and mindful message creations.

Core **40-42 cr**

Major **42 cr**

COMM 120 Principles of Communication	3 cr
COMM 121 Persuasion	3 cr
COMM 131 Media and Culture	3 cr
*ARTS 142 Digital Photography	3 cr
COMM 204 Argumentation and Debate	3 cr
COMM 151 Fundamentals of Interpersonal Communication	3 cr
COMM 208 Intercultural Communication	3 cr
COMM 303 Race, Gender, and Class in Media	3 cr
COMM 330 Communication Research Methods	3 cr
**COMM 481: Senior Seminar	3 cr
Select 4 courses:	12 cr
COMM 161 Fundamentals of Reporting	
COMM 232 Visual Design	
COMM 311 Public Relations	
COMM 259 Advertising	
COMM 221 Topics in Communication I	
COMM 222 Topics in Communication II	

Elective **36-38 cr**

Total Credits *****120 cr**

- Notes: *Communications majors may double count ARTS 142 Digital Photography in the Core and the Major.
- ** Communication majors are also required to complete a professional portfolio of work that they can show to potential employers or use for graduate school applications. This portfolio is submitted for grading during the Senior Seminar course.
- *** Students who do not reach the 120 cr minimum using all required course credits must take electives to reach the 120 cr minimum.

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	ARTS 142	3	COMM 115 (Core)	3
	COMM 121	3	COMM 151	3
	Core	3	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	WJUS 101	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	COMM 120	3	COMM 131	3
	COMM Elective 1	3	COMM Elective 2	3
	Core	3-4	Core	3
	Core	3	Elective	3
	Elective	3	Elective	3
			WJUS 201	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	COMM 204	3	COMM 208	3
	COMM Elective 3	3	Core	3
	COMM 330	3	Core	3-4
	Core	3	Elective	3
	Elective	3	Elective	3
	WJUS 301	1		
	Total	16	Total	15-16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	COMM Elective 4	3	COMM 481	3
	Core	3	COMM 303	3
	Elective	3	Elective	3
	Elective	3	Elective	2
	Elective	3	WJUS 401	1
	Total	15	Total	12

Communications Minor (18 credits)

COMM 120 Principles of Communication	3 cr
COMM 131 Media and Culture	3 cr
Select one:	3 cr
COMM 204 Argumentation & Debate	
COMM 303 Race, Gender & Class in Media	
One additional COMM class above the 100 level	3 cr
Two additional COMM classes above the 200 level	6 cr

Creative Writing Minor (18 Credits)

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.

ENGL 180 Intro to Creative Writing	3 cr.
ENGL 281 Fiction Workshop	3 cr.
ENGL 282 Creative Nonfiction Workshop	3 cr.
ENGL 283 Poetry Workshop	3 cr.
ENGL 285 Screenwriting Workshop	3 cr.
ENGL 484 Creative Writing Capstone Portfolio	3 cr.

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 demonstrate the ability to:

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

Core 40-42 cr

Major 33 cr

POSC 120	American Political Process	3 cr
CRJU 121	Introduction to the Criminal Justice System	3 cr
CRJU 120	Criminology	3 cr
CRJU 212	Criminal Law and Procedure	3 cr
CRJU 215	Law Enforcement	3 cr
CRJU 312	Juvenile Justice System	3 cr
CRJU 318	Occupational Crime	3 cr
CRJU 321	Corrections	3 cr
CRJU 327	Comparative Systems of Justice and Social Control	3 cr
CRJU 340	Issues in Criminal Justice	3 cr
CRJU 421	Management and Administration in Criminal Justice Organizations	3 cr

Electives 43-47 cr

Total 120 cr *

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	POSC 120	3	CRJU 121	3
	CRJU 120	3	Core	3
	SOCI 121	3	Core	3
	Core	3	Core	3-4
	Elective	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15-16

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	CRJU 212	3	CRJU 321	3
	CRJU 215	3	Core	3
	Core	3	Core	3
	Core	3-4	Elective	3
	Elective	3	Elective	2
			WJUS 201 (Core)	1
	Total	15-16	Total	15

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	CRJU 318	3	CRJU 312	3
	Core	3	CRJU 327	3
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	WJUS 301 (Core)	1		
	Total	16		15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	CRJU 340	3	CRJU 421	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

Criminal Justice Minor (18 credits)

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

Education (Bachelor of Arts)

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

*Licensure Offerings include the following:

- 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)
- Special Education – Multi-Categorical (K-6 or 5-Adult), add-on to undergraduate content license major

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

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

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

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

Education Major

Elementary Education

Core

40-42 cr

Major

92 cr

HIST 211 or HIST 212	History of the American People I History of the American People II	3 cr
HIST 214	History of Appalachia	3 cr
POSC 120	American Political Process	3 cr
*GSCI 115	Integrated Sciences I (may be taken after GSCI 120)	3 cr
GSCI 120	Integrated Sciences II (may be taken before GSCI 115)	3 cr
PSYC 110	General Psychology	3 cr
PSYC 212	Developmental Psychology	3 cr
PSYC 220	Educational Psychology	3 cr
*MATH XXX	Math elective	3 cr
MATH XXX	Math elective	3 cr
MATH XXX	Math elective	3 cr
EDUC 210	Educational Technology	3 cr
EDUC 231C	Prof Edu I: Schools & Communities – Class	1 cr
EDUC 231F	Prof Edu I: Schools & Communities – Field	1 cr
EDUC 232C	Prof Edu II: Classroom & Teacher Roles – Class	2 cr
EDUC 232F	Prof Edu II: Classroom & Teacher Roles – Field	1 cr
EDUC 310	Curriculum Development & Methods: Secondary English/Language Arts	3 cr.
EDUC 333C	Exceptionalities & Diversity	3 cr
EDUC 333F1	Exceptionalities & Diversity	1 cr
EDUC 333F2	Exceptionalities & Diversity	1 cr
EDUC 333F3	Exceptionalities & Diversity	1 cr
EDUC 316	Grammar	2 cr
EDUC 223	Teaching Methods: Physical Education, Health & Safety	2 cr
EDUC 322C	Literacy: Teaching Reading & Phonics in Elem. School	3 cr
EDUC 322F	Literacy: Teaching Reading & Phonics in Elem. School	1 cr
EDUC 323	Teaching Methods: Art Through Children's Literature	2 cr
EDUC 324C	Teaching Methods: Math & Science	3 cr
EDUC 324F	Teaching Methods: Math & Science	1 cr

EDUC 325	Diagnosis & Correction: Mathematics	2 cr
EDUC 327	Teaching Methods: Music for Elementary Teachers	2 cr
EDUC 334C	Reading in Content Areas	2 cr
EDUC 334F	Reading in Content Areas	1 cr
EDUC 341	Teaching Methods: Language Arts & Social Science	3 cr
EDUC 441C	Diagnosis & Correction: Reading & Language Arts	1 cr
EDUC 441F	Diagnosis & Correction: Reading & Language Arts	1 cr
EDUC 473	Elementary Internship: Research (while student teaching)	2 cr
EDUC 475	Seminar	1 cr
EDUC 476	Evaluation	2 cr
EDUC 481	Student Teaching	11 cr

Total 132-134 cr.

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

4-Year Plan of Study – Elementary Education

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	EDUC 231C	1	EDUC 232C	2
	EDUC 231F	1	EDUC 232F	1
	PSYC 110	3	EDUC 316	2
	POSC 120	3	PSYC 212	3
	Core	3	Core	3
	Core	3	Core	3
	WJUS 101 (Core)	1	Core	3
	Total	15	Total	17

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

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	EDUC 210	3	EDUC 333C	3
	EDUC 334C	2	EDUC 333F1	1
	EDUC 334F	1	GSCI 120	3
	*GSCI 110	3	HIST 211 or 212	3
	PSYC 220	3	*MATH elective	3
	Core	3	Core	3
			WJUS 201 (Core)	1
	Total	15	Total	17

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	EDUC 322C	3	EDUC 223	2
	EDUC 322F	1	EDUC 323	2
	EDUC 333F2	1	EDUC 325	2
	EDUC 310	3	EDUC 333F3	1
	MATH elective	3	EDUC 341	3
	Core	3	EDUC 441C	1
	Core	3	EDUC 441F	1
	WJUS 301 (Core)	1	Core	3
			MATH elective	3
	Total	18		18

SUMMER: Praxis Content Exams and Praxis TREE Exam

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	EDUC 324C	3	EDUC 473	2
	EDUC 324F	1	EDUC 475	1
	EDUC 327	2	EDUC 476	2
	HIST 214	3	EDUC 481 (Student teaching)	11
	Core	3	WJUS 401 (Core)	1
	Core	3		
	Total	15	Total	17

Praxis CORE Exam testing requirements must be completed to be accepted and to be able to continue in the education program for junior year and senior year. All additional Praxis Content Exams and Praxis TREE Exam testing requirements must be completed prior to student teaching.

Secondary Education

Core **40-42 cr**

****Content Courses** **39-58**

Major **46 cr**

PSYC 110	General Psychology	3 cr
PSYC 212	Developmental Psychology	3 cr
PSYC 220	Educational Psychology	3 cr
*GSCI 115	Integrated Sciences I (may be taken after GSCI 120)	3 cr
GSCI 120	Integrated Sciences II (may be taken before GSCI 115)	3 cr
EDUC 210	Educational Technology	3 cr
EDUC 231C	Prof. Edu I: Schools & Communities	1 cr
EDUC 231F	Prof Edu I: Schools & Communities	1 cr
EDUC 232C	Prof. EDU II: Classroom & Teacher Roles	2 cr
EDUC 232F	Prof. Edu. II: Classroom & Teacher Roles	1 cr
EDUC 333C	Exceptionalities & Diversity	3 cr
EDUC 333F1	Exceptionalities & Diversity – Field 1	1 cr
EDUC 333F2	Exceptionalities & Diversity – Field 2	1 cr
EDUC 333F3	Exceptionalities & Diversity – Field 3	1 cr
EDUC 334C	Reading In Content Areas	2 cr
EDUC 334F	Reading in Content Areas	1 cr
EDUC 475	Seminar	1 cr
EDUC 476	Evaluation	2 cr
EDUC 481	Student Teaching & Seminar	11 cr

Total 125-146 cr.

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

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

BS Biology – Major 57-58 cr.
 BS Chemistry – Major 58 cr.
 BS General Science – Major 45 cr.
 BA Chemistry – Major 41 cr.
 BA History – Major 39 cr
 BA English – Major 39 cr.

4-Year Plan of Study – Secondary Education

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	EDUC 210	3	EDUC 232C	2
	EDUC 231C	1	EDUC 232F	1
	EDUC 231F	1	PSYC 212	3
	PSYC 110	3	Core	3
	Core	3	Core	3
	Core	3	Core	3
	WJUS 101 (Core)	1		
	Total	15	Total	15

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

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
			EDUC 333C	3
	EDUC 334C	2	EDUC 333F1	1
	EDUC 334F	1	GSCI 120	3
	*GSCI 110	3	Content Course	3
	PSYC 220	3	Content Course	3
	Core	3	Core	3
	Content Course	3	WJUS 201 (Core)	1
	Total	15	Total	17

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	EDUC 333F2	1	EDUC 333F3	1
	Core	3	Content Course	3
	Core	3	Content Course	3
	Content Course	3	Content Course	3
	Content Course	3	Content Course	3
	Content Course	3	Core	3
	WJUS 301 (Core)	1		
	Total	17		16

SUMMER: Praxis Content Knowledge Exam testing

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	Content Course	3	EDUC 475	1
	Content Course	3	EDUC 476	2
	Content Course	3	EDUC 481 (Student teaching)	11
	Core	3	WJUS 401 (Core)	1
	Core	3		
	Total	15	Total	15

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

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

19+ cr

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

EDUC 320	The Special Education Process	2 cr
EDUC 325	Diagnosis and Correction: Mathematics	2 cr
EDUC 333C	Exceptionalities & Diversity	3 cr
EDUC 333F1	Exceptionalities & Diversity – Field 1	1 cr
EDUC 333F2	Exceptionalities & Diversity – Field 2	1 cr
EDUC 333F3	Exceptionalities & Diversity – Field 3	1 cr
EDUC 422C	Special Education: Assessment and Methods I	2 cr
EDUC 422F	Special Education: Assessment & Methods I Lab	1 cr
EDUC 423C	Special Education: Assessment & Methods II	2 cr
EDUC 423F	Special Education: Assessments & Methods II Lab	1 cr
EDUC 441C	Diagnosis & Correction: Reading & Language Arts	1 cr
EDUC 441F	Diagnosis & Correction: Reading & Language Arts	1 cr
EDUC 475	Seminar	1 cr
EDUC 476	Evaluation	2 cr
EDUC 481	Student Teaching & Seminar	** cr

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.

Core Curriculum

40-42 cr

Major

84 cr

CSC 110	Structured and Object-Oriented Programming I	3 cr
*CHEM 141/142	General Chemistry I and lab	4 cr
*MATH 191	Calculus I	4 cr
MATH 192	Calculus II	4 cr
MATH 193	Calculus III	4 cr
MATH 212	Ordinary Differential Equations	4 cr
MATH 215	Scientific Statistics	3 cr
PHYS 151/152	Physics I and lab	5 cr
PHYS 251/252	Physics II and lab	5 cr
ENGR 111	Engineering Orientation I	3 cr
ENGR 112	Engineering Orientation II	3 cr
ENGR 484	Engineering Capstone Project	3 cr

Mechanical Engineering Discipline

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

Industrial Engineering Discipline

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

Electrical Engineering Discipline

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

Total Credits 124-126 cr

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 191	4	MATH 192	4
	CHEM 141/142	4	PHYS 151/152	5
	ENGR 111	3	ENGR 112	3
	Core	3-4	Core	3-4
	WJUS 101 (Core)	1		
	Total	15-16	Total	15-16

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 193	4	MATH 212	4
	PHYS 251/252	5	CSC 110	3
	ENGR 243	3	ENGR 244	3
	Core	3	ENGR 245	4
			WJUS 201 (Core)	1
	Total	15	Total	15

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGR 350	4	ENGR 347	4
	ENGR 346	4	ENGR 352	4
	MATH 215	3	Core	3
	Core	3	Core	3
	WJUS 301 (Core)	1	Core	3
	Total	15		17

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGR 454	4	ENGR 484	3
	ENGR 475	3	ENGR 448	3
	Core	3	ENGR 470	3
	Core	3	Core	3
	Core	3	Core	3
			WJUS 401 (Core)	1
	Total	16	Total	16

English (Bachelor of Arts)

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

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

At Wheeling Jesuit University, students will work towards defining "literature" for themselves in order to see reading as a vital activity that results in the enhancement of the human experience. The program is committed to diversity and inclusion and reinforces that commitment by helping you find your place within the larger community through texts that examine global values. Upon completion of the program, the student will be able to demonstrate the following outcomes: 1) develop critical thinking skills; 2) develop effective communication skills; 3) develop creative skills; 4) foster ethical decision making; 5) exhibit information literacy in problem solving and innovation; and 6) identify literary elements, authors, and periods with accuracy.

Core **40-42 cr**

Major **39 cr**

Writing (9 credits)

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

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

One of the following courses: 3 cr

ENGL 281 Creative Fiction Workshop

ENGL 282 Creative Nonfiction Workshop

ENGL 283 Creative Poetry Workshop

Literature (30 credits)

ENGL 270 Classical Myth 3 cr

ENGL 275 Shakespeare 3 cr

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

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

ENGL 301/302 Topics in British Literature 3 cr

ENGL 303/304 Topics in American Literature 3 cr

ENGL 325 Introduction to Literary Theory 3 cr

ENGL 401/402 Research Topics in World Literature 3 cr

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

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

One of the following courses: 3 cr

ENGL 150 Culture and Conflict in Literature

ENGL 170 World Myth and Folktale

ENGL 205W Thematic Topics in Literature

ENGL 210W The Films of Alfred Hitchcock

Electives **39-41 cr**

Total Credits **120 cr****

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

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

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

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 110 (Core)	3	ENGL 115W	3
	COMM 115 (Core)	3	Core	3
	Core	3	Core	3
	Core	3	Elective	3
	Elective	3	Elective	3
	WJUS 101	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 286W	3	ENGL 280	3
	ENGL 275	3	ENGL 325	3
	Core	3-4	*Creative Writing Elective	3
	Elective	3	Core	3
	Elective	3	Elective	3
			WJUS 201	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 287/288	3	ENGL 270	3
	ENGL 301/302	3	ENGL 401/402	3
	Core	3	Core	3-4
	Elective	3	Elective	3
	Elective	3	Elective	3
	WJUS 301	1		
	Total	16	Total	15-16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 303/304	3	ENGL 487	2
	ENGL 486	1	**ENGL Elective	3
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	2	Elective	3
			WJUS 401	1
	Total	12	Total	15

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

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

English Minor (18 credits)

ENGL 110 Process of Composition 3cr

ENGL Electives 15 cr

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

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.

Core Curriculum

40-42 cr

Major

49-52 cr

ENVS 115	Environmental Conservation & Energy Sustainability	3 cr
BIOL 120/140	Evolution and Ecology	4 cr
BIOL 125/135	Form and Function	4 cr
BIOL 130	Cells and Chromosomes	3 cr
BIOL 315, 316	Ecology and Laboratory	4 cr
CHEM 141, 142	General Chemistry I	4 cr
CHEM 151, 152	General Chemistry II	4 cr
ENVS 411	Energy Conservation and Sustainable Design	3 cr
ENVS 481	Research Seminar	1 cr

Complete one track below:

19 - 22 cr

Sustainable Biosystems Track

BIOL 436, 437	Physiological Ecology and Laboratory	4 cr
ENVS 430, 431	Aquaponics and Laboratory	4 cr
MATH – Complete one course:		
MATH 151	Pre-calculus	3 cr
MATH 191	Calculus	4 cr
PHYSICS – Complete one sequence:		
PHYS 141, 142	College Physics I	4 cr
PHYS 241, 242	College Physics II	4 cr
OR		
PHYS 151, 152	Physics I	5 cr
PHYS 251, 252	Physics II	5 cr

Sustainable Energy Systems Track

ENVS 464	Alternative Energy Systems	4 cr
ENGR 317	Thermodynamics	4 cr
MATH 191	Calculus	4 cr
PHYS 151, 152	Physics I	5 cr
PHYS 251, 252	Physics II	5 cr

Sustainable Chemistry Track

CHEM 317, 318	Instrumental Analysis and Laboratory	4 cr
CHEM 319, 361	Environmental Chemistry and Laboratory	4 cr
MATH – Complete one course:		
MATH 151	Pre-calculus	3 cr
MATH 191	Calculus	4 cr

PHYSICS – Complete one sequence:

PHYS 141, 142 College Physics I 4 cr

PHYS 241, 242 College Physics II 4 cr

OR

PHYS 151, 152 Physics I 5 cr

PHYS 251, 252 Physics II 5 cr

Electives

26-31 cr

Total Credits

120 cr

Notes: ENVS majors may double count one BIOL or CHEM course and one MATH 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.

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 120/140	4	ENVS 115	3
	Elective or MATH 101	3	BIOL 125/135	4
	Core	3-4	ENVS Track	3-4
	Core	3	Biology: MATH 151 or 191	
	WJUS 101 (Core)	1	Energy: MATH 191	
			Chemistry: MATH 151 or 191	
			Core	3-4
	Total	14-15	Total	13-15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 130	3		
	ENVS Track	4-5	ENVS Track	4-5
	Biology: PHYS 141/142 or PHYS 151/152		Biology: PHYS 241/242 or PHYS 251/252	
	Energy: PHYS 151/152		Energy: PHYS 251/252	
	Chemistry: PHYS 141/142 or PHYS 151/152		Chemistry: PHYS 241/242 or PHYS 251/252	
	Core	3	Core	3
	Core	3	Core	3
	Elective	2	Elective	4
			WJUS 201 (Core)	1
	Total	15-16	Total	15-16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	CHEM 141/142	4	CHEM 151/152	4
	BIOL 315/316	4	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	WJUS 301 (Core)	1	Elective	3
	Total	15	Total	16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	ENVS 411	3	ENVS 481	1
	ENVS Track	4	ENVS Track	4
	Biology: BIOL 436/437		Biology: ENVS 430, 431	
	Energy: ENGR 317		Energy: ENVS 464	
	Chemistry: CHEM 317/318		Chemistry: CHEM 319/316	
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	3	Elective	4
			WJUS 401 (Core)	1
	Total	16	Total	16

Environment and Sustainability Minor (18 credits)

ENVS 115	Environmental Conservation & Energy Sustainability	3 cr
ENVS 411	Energy Conservation and Sustainable Design	3 cr
BIOL 120/140	Evolution and Ecology and lab	4 cr
CHEM 141, 142	General Chemistry I and Lab	4 cr
CHEM 151, 152	General Chemistry II and Lab	4 cr

Exercise Science (Bachelor of Science)

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

Core Curriculum

40-42 cr

Major

55 cr

PSYC 110 General Psychology	3 cr
PSYC 250 Sport Psychology	3 cr
*MATH 115 Statistics	3 cr
*BIOL 150/151 Human Anatomy & Physiology I/Lab	4 cr
BIOL 152 Human Anatomy & Physiology II	3 cr
CHEM 109 Chemistry for Non-Majors	3 cr
EXSC 120 Intro to Exercise Science	2 cr

EXSC 212 Motor Development	3 cr
EXSC 222 Biomechanics / Applied Kinesiology	3 cr
EXSC 231 Emergency Care and 1st Aid	2 cr
EXSC 312 Exercise Physiology	3 cr
EXSC 313 Exercise Physiology Lab	1 cr
EXSC 321 Principles of Strength & Conditioning	3 cr
EXSC 325 Sports Rehabilitation	3 cr
EXSC 330 Nutrition in Human Performance	3 cr
EXSC 431 Cardiovascular Assess. & Cardiac Rehab	3 cr
EXSC 441 Ex. Prescription for Special Populations	3 cr
EXSC 451 Exercise Physiology II	3 cr
EXSC 452 Special Topics in Exercise Science	1 cr
EXSC 473 Exercise Science Practicum	3 cr

Electives

23-25 cr

Total Credits

120 cr **

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

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

Optional Preparation for Graduate Study (24 cr)

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

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	BIOL 150/151	4	BIOL 152	3
	PSYC 110	3	EXSC 212	3
	EXCS 120	2	Core	3
	Core	3	Core	3
	Core	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	EXSC 231	2	CHEM 109	3
	EXSC 222	3	EXSC 312/313	4
	Core	3	Core	3-4
	Core	3	Elective (*BIOL 130/135)	3-4
	Elective (*BIOL 125/140)	4	WJUS 201 (Core)	1
	Total	15	Total	14-16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 115	3	EXSC 325	3
	EXSC 321	3	EXSC 330	3
	Core	3	PSYC 250	3
	Core	3	Core	3
	Elective (*CHEM 141/142)	3-4	Elective (*CHEM 151/152)	3-4
	WJUS 301 (Core)	1		
	Total	16-17	Total	15-16

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	EXSC 431	3	EXSC 452	1
	EXSC 441	3	EXSC 473	3
	EXSC 451	3	Core	3-4
	Core	3	Elective	0-3
	Elective (*PHYS 141/142)	3-4	Elective (*PHYS 241/242)	3-4
			WJUS 401 (Core)	1
	Total	15-16	Total	11-13

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

Film Studies Minor (18 credits)

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, Fine Arts, History, Philosophy, and Psychology. Students are introduced to all aspects of the filmmaking process (development, pre-production, production, post-production, and distribution).

Completion of a minor in Film Studies at WJU promotes enhanced critical thinking and creative 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.

Requirements for the Minor in Film Studies (18 credits):

ARTS 135	Cinema Genres	3 cr
ARTS 170	Introduction to Film Language	3 cr
ARTS 175	Introduction to Story	3 cr
ENGL 210W	The Films of Alfred Hitchcock	3 cr
Any two additional courses from the following:		
HIST 366W	History and Film	3 cr
PHIL 361	Philosophy and Film	3 cr
PSYC 262	Psychology and Film	3 cr

Fine Arts Minor (18 credits)

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 ARTS or Creative Writing (under ENGL) 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 creative 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.

Requirements:

Students may take any six courses in any combination from among the course offerings in Creative Writing (under English, or ENGL) and Fine Arts (under ARTS).

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 cr
General Science Core*	45 cr
BIOL XXX Approved Electives	8 cr
CHEM 110, 120 General Chemistry I, II	8 cr
CHEM 121, 122 General Chemistry Lab I, II	2 cr
MATH 151 Pre-Calculus	4 cr
PHYS 141, 119 College Physics	6 cr
PHYS 142, 124 Physics Lab I, II	2 cr
PHYS XXX Approved Electives**	15 cr
Electives***	33-35 cr
Total Credits	120 cr

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

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

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

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 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 information and research findings in a concise and articulate manner.

Core 40-42 cr

Major 39 cr

HIST 115	The Twentieth Century	3 cr
HIST 120W	Historical Methods	3 cr
HIST 211	History of the American People I	3 cr
HIST 212	History of the American People II	3 cr
HIST 351	Topics in the Western Tradition I	3 cr
HIST 352	Topics in the Western Tradition II	3 cr
HIST 368	The Historian's Craft	3 cr
HIST 481	Senior Seminar	3 cr
Select:	Two non-western/comparative History courses	6 cr
Select:	Three History electives	9 cr

Electives 39-41 cr

Total Credits 120 cr

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	HIST 115	3	HIST elective	3
	Core	3	HIST elective	3
	Core	3	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	HIST 211	3	HIST 212	3
	HIST elective	3	HIST 120W	3
	Core	3-4	HIST elective	3
	Core	3	Core	3
	Elective	3	Core	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	HIST 351	3	HIST 352	3
	HIST elective	3	Core	3
	Core	3-4	Elective	3
	Elective	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15-16		15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	HIST 386	3	HIST 486	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

History Minor (18 credits)

HIST 115 The Twentieth Century	3 cr
HIST 120W Historical Methods	3 cr
One Non-western elective (HIST 308, HIST 337, or HIST 367)	3 cr
Three History Electives	9 cr

International Studies (Bachelor of Arts)

Core Curriculum **40-42 cr**

Major **33 cr**

SOCI 121**	World Community	3 cr
ECON 211	Macroeconomics	3 cr
COMM 208	Intercultural Communication	3 cr
POSC 211	Comparative Politics	3 cr
POSC 212	Global Politics	3 cr
THEO 252**	World Religions	3 cr
International Studies Electives**		15 cr

Electives **45-47 cr**

Total Credits **120 cr *****

Notes: *International studies elective 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).

** International Studies majors may double count SOCI 121 and THEO 252 in the core and in the major.

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	SOCI 121	3	COMM 208	3
	Core	3	Elective	3
	Core	3	Core	3
	Core	3	Core	3
	Elective	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	ECON 211	3	POSC 212	3
	POSC 211	3	Intl Studies Elective	3
	Core	3-4	Elective	3
	Core	3	Core	3
	Elective	3	Core	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	THEO 252	3	Intl Studies Elective	3
	Intl Studies Elective	3	Core	3
	Core	3-4	Elective	3
	Elective	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15-16	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	Intl Studies Elective	3	Intl Studies Elective	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

International Studies Minor (18 credits)

SOCI 121	World Community	3 cr
COMM 208	Intercultural Communication	3 cr
POSC 211	Comparative Politics	3 cr
POSC 212	Global Politics	3 cr
International studies electives*		6 cr

Notes: *International studies elective 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).

MATH 191	Calculus I	3 cr
Fifteen additional credit hours in Mathematics beyond MATH 191		15 cr

The Department of Nursing, an integral part of Wheeling Jesuit University, seeks to fulfill the Jesuit tradition of educational excellence and service to others. The mission of the Department of Nursing is to provide baccalaureate and graduate nursing education and service to the community. Through an integrated program of classroom and clinical practice, the graduate is prepared as a professional nurse to promote health/wellness in a variety of settings. The Goals of the Department of Nursing are to provide the following educational programs: a baccalaureate program which prepares graduates to enter professional nursing and function competently at the entry level, a baccalaureate program which is accessible to registered nurses in the community and builds upon their knowledge, a graduate program which enhances the graduate's skills and ability to contribute to nursing knowledge and to serve the campus community, the local community, and the nursing community.

The Nursing faculty believe in preparing their graduates for the “real world”. Based on this philosophy, clinical courses are designed to give the student practical experience in a variety of nursing settings. The faculty have expertise in the clinical setting where students practice, and many faculty continue to practice in their specialties in addition to teaching in the classroom and clinical setting. Specific methods that prepare the nursing graduate to enter the work force and add marketability are: emphasis on the development of strong assessment skills, EKG interpretation; continual NCLEX review using computer-based software and testing; diverse clinical experiences in open heart, cardiac care, medical/surgical units, obstetrics, home health, pediatrics, psychiatry, community health clinics, operating room, recovery room, and ambulatory care centers.

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

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Core**40-42 cr****Major****86 cr**

*CHEM 115	Introduction General, Organic, Biochemistry	3 cr
BIOL 150/151	Anatomy & Physiology I and Lab	4 cr
BIOL 152	Anatomy & Physiology II	3 cr
*MATH 115	Introduction to Statistics	3 cr
PSYC 110	General Psychology	3 cr
PSYC 212	Developmental Psychology	3 cr
CLS 215	Introduction to Epidemiology	2 cr
NURS 201	Pathophysiology	2 cr
NURS 203	Health Assessment	2 cr
NURS 227	Clinical Nutrition	2 cr
NURS 230C	Fundamentals of Nursing Clinical	2 cr
NURS 230D	Fundamentals of Nursing	3 cr
NURS 309C	Introduction into Nursing Clinical	3 cr
NURS 309D	Introduction into Nursing Care	3 cr
NURS 319C	Maternal Health Clinical	2 cr
NURS 319D	Maternal Health	3 cr
NURS 320C	Medical/Surgical Nursing I Clinical	2 cr
NURS 320D	Medical/Surgical Nursing I	3 cr
NURS 326C	Mental Health Nursing Clinical	2 cr
NURS 326D	Mental Health Nursing	3 cr
NURS 327	Elements of Research in Nursing	3 cr
NURS 329	Pharmacology	3 cr
NURS 405C	Medical/Surgical Nursing II Clinical	4 cr
NURS 405D	Medical/Surgical Nursing II	3 cr
NURS 406C	Pediatrics/Genetics Clinical	2 cr
NURS 406D	Pediatrics/Genetics	2 cr
NURS 422C	Critical Care Nursing Clinical	2 cr
NURS 422D	Critical Care Nursing	3 cr
NURS 423C	Leadership & Role Development/Precepting Clinical	4 cr
NURS 423D	Leadership & Role Development/Precepting	2 cr
NURS 426	Nursing Trends and Issues	2 cr
NURS 480	NCLEX Prep I	1 cr
NURS 481	NCLEX Prep II	2 cr

Total 120-126 cr*

Notes: * Nursing majors may double count CHEM 115 AND MATH 115 in the core and in the major which brings the total credits for the degree to 120.

Additional Notes:

1. Nursing majors must provide their own transportation to clinical sites and are billed for liability insurance for clinical experiences.
2. In order to enter the second semester sophomore year courses, NURS 230 and NURS 203, students must complete a background check and drug screen with clean results and have an overall grade point average of 3.2 or above and a TEAS score of 68 or above, and have successfully completed the prerequisites: CHEM 115, PSYC 110, BIOL 150, NURS 227 and be enrolled in the concurrent: BIOL 152, CLS 215 and PSYC 212.
3. Nursing students must receive a grade of "C+" or higher in all science and nursing courses in order to progress.
4. Nursing majors will receive a separate handbook which outlines specific policies for them, including the progression policies of the major. The Nursing faculty also reserves the right to exclude or remove from the clinical setting any student who, in the opinion of the instructor, has demonstrated behavior or attitudes incompatible with safe, ethical, or professional development and which, therefore, could jeopardize the welfare of patients.
5. Nursing courses including a clinical experience have a "C" following the course number. Each clinical credit is equivalent to 2 hours a week of clinical experience.

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	Core	3	CHEM 115 (Core)	3
	Core	3	CLS 215	2
	Core	3	PSYC 212	3
	Core	3	Core	3
	PSYC 110	3	Core	3
	WJUS 101 (Core)	1		
	Total	16	Total	14

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	MATH 115 or PSYC 115 (Core)	3	BIOL 152	3
	BIOL 150/151	4	NURS 201	2
	NURS 227	2	NURS 230C	2
	Core	3	NURS 230D	3
	Core	3	NURS 203	2
			WJUS 201 (Core)	1
	Total	15	Total	13

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	NURS 329	3	NURS 320D	3
	NURS 309C	3	NURS 320C	2
	NURS 309D	3	NURS 326D	3
	NURS 327	3	NURS 326C	2
	Core	3	NURS 319D	3
	WJUS 301 (Core)	1	NURS 319C	2
	Total	16	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	NURS 405C	4	NURS 426	2
	NURS 405D	3	NURS 422C	2
	NURS 406C	2	NURS 422D	3
	NURS 406D	2	NURS 481	2
	NURS 480	1	NURS 423C	4
	Core	3	NURS 423D	2
			WJUS 401 (Core)	1
	Total	15	Total	16

Philosophy Minor (18 credits)

The Philosophy Minor at WJU embodies the Jesuit tradition of education in inviting the student to search for the unity of truth in a radically pluralistic world. Philosophy invites a student into dialogue with the significant concepts that have formed the past and present and those that can be used in achieving a future that realizes the Jesuit ideal of social justice. Thus, it hopes to develop within the student a respect for great ideas, their application to life, and a life-long commitment to the search for truth and justice.

Completion of a minor in Philosophy will complement any major by enhancing a student's ability to analyze and critique both the overt and esoteric logics inherent in any system of belief. Skills in Philosophy are valuable in any field of employment and are particularly desirable in graduate school and for those intending the study of law.

PHIL 115 Philosophy and the Human Person	3 cr
Philosophy electives*	15 cr

*Philosophy electives must be beyond PHIL 115,
at least one of which is a 300-400 level course

Pre-Law Interdisciplinary Humanities (Bachelor of Arts)

Core **40-42 cr**

Major **36 cr**

Critical Thinking in a Disciplinary Context:	
300/400 level writing intensive course	3 cr
300/400 level writing intensive course	3 cr
300/400 level writing intensive course	3 cr

The following courses must be in a single humanities discipline (English, History, Philosophy, or Theology)

300/400 level writing intensive course	3 cr
300/400 level writing intensive course	3 cr
300/400 level writing intensive course	3 cr

Intensive Writing and Creative Communication:	
*ENGL 180 Introduction to Creative Writing	3 cr
or ENGL 282 Creative Nonfiction	
*ENGL 286W Life and Times of Famous Authors: Research Methods	3 cr

The following courses may be in any humanities discipline (English, History, Philosophy, or Theology) other than the discipline chosen under the Critical Thinking in a Disciplinary Context section.

200/300/400 level writing intensive course	3 cr
200/300/400 level writing intensive course	3 cr

Researching and Presenting:	
COMM 204 Argumentation and Debate	3 cr
ENGL 484 or similar humanities capstone	3 cr
(with requirement to present at research day)	

Electives **42-44 cr**

Total **120 cr****

Notes: *Pre-Law majors may double count ENGL 286W and (ENGL 180 or ENGL 282) in the Core and the Major

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 110	3	ENGL 115W	3
	Core	3	Core	3
	Core	3	Core	3
	Core	3	Elective	3
	Elective	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	ENGL 180 or 282	3	200/300/400 level writing intensive course	3
	200/300/400 level writing intensive course	3	Core	3
	COMM 204	3	Core	3
	Core	3-4	Elective	3
	Elective	3	Elective	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	300/400 level writing intensive course	3	300/400 level writing intensive course	3
	300/400 level writing intensive course	3	300/400 level writing intensive course	3
	Core	3-4	Core	3
	Core	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15-16	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	300/400 level writing intensive course	3	300/400 level writing intensive course	3
	ENGL 484	3	Elective	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

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.

Core Curriculum **40-42 cr**

Psychology Core **45 cr**

PSYC 110	General Psychology (C+ or better)	3 cr
**PSYC 115	Statistics for the Behavioral Sciences (C or better)	3 cr
PSYC 211	Experimental Psychology (C or better)	4 cr
PSYC 420	History & Systems of Psychology	4 cr
PSYC 381	Junior Seminar	1 cr
PSYC 481	Senior Seminar	1 cr
PSYC	Research Electives (2)	8 cr
*PSYC	Psychology Electives (6)	18 cr
**BIO	Any Human Biology course	3 cr

Electives **35-37 cr**

Total Credits **120 cr*****

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

**PSYC majors may double count PSYC 115 and BIOL Elective in the Core and the Major.

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

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 15th 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 PSYC 110 and a grade of C or higher must be earned in PSYC 115 and PSYC 211.
4. Students may take a maximum of 6 credits of Directed Research (PSYC300); 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 (PSYC486), a minimum of 1 credit of PSYC300 is a prerequisite. PSYC486 may be counted as a Psychology Elective.
5. Students may take a maximum of 6 credits of Internship (PSYC374 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. PSYC 212 (Developmental Psychology) is designed for non-psychology majors. Psychology majors interested in developmental psychology should take courses within the developmental sequence (PSYC 214, 216, 218).

Concentrations in Psychology

Mental Health Sciences Concentration (15 credits)

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

Select Two: 6 cr

PSYC 340	Abnormal Psychology
PSYC 222	Child Psychopathology
PSYC 335	Psychotherapy
PSYC 374	Internship

Select Three: 9 cr

PSYC 222	Child Psychopathology
PSYC 238	Psychopharmacology
PSYC 315	Tests and Measurements
PSYC 330	Personality
PSYC 335	Psychotherapy
PSYC 340	Abnormal Psychology
PSYC 350	Health Psychology
PSYC374	Internship

Behavioral Psychopharmacology Concentration (15 credits)

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

PSYC 238 Psychopharmacology 3 cr

Select Four: 12 cr

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

Cognitive Neuroscience Concentration (17 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.

PSYC 311 Physiological Psychology 4 cr

PSYC 317 Cognitive Psychology 4 cr

Select three from at least two areas 9 cr

BIOL 150	Human Anatomy & Physiology I
PSYC 222	Child Psychopathology
PSYC 238	Psychopharmacology
PSYC 315	Tests and Measurements
PSYC 335	Psychotherapy
PSYC 340	Abnormal Psychology
PSYC 350	Health Psychology

Human Development Concentration (15 credits)

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

PSYC 214 Child Psychology **3 cr**

Select one: **3 cr**

PSYC 212 Developmental Psychology

PSYC 216 Adolescent Psychology

Select three: **9 cr**

PSYC 222 Child Psychopathology

PSYC 317 Cognitive Psychology

PSYC 320 Learning

PSYC 330 Personality

PSYC 374 Internship

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	PSYC 110	3	PSYC 115	3
	Core	3	PSYC Elective	3
	Core	3	PSYC Elective	3
	Core	3	Core	3
	Core	3	Core	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	PSYC 211	4	PSYC Elective	3
	PSYC Elective	3	PSYC Elective	3
	BIOL Elective (Human Biology)	3	Core	3
	Core	3	Core	3
	Core	3	Elective	3
			WJUS 201 (Core)	1
	Total	16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	PSYC Research Elective	4	PSYC 388	1
	PSYC Elective	3	PSYC 420	4
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	16	Total	14

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	PSYC Research Elective	4	PSYC Elective	3
	PSYC 488	1	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	14	Total	13

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.

PSYC 110	General Psychology	3 cr
PSYC 115	Behavioral Statistics*	3 cr
PSYC 211	Experimental Psychology**	4 cr
PSYC 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 PSYC 110 (C+ or greater)

**Prerequisite PSYC 115 (C or greater)

***Prerequisite PSYC 211 (C or greater)

Psychology Minor (18 credits)

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

Simulation Technology and Game Design (Bachelor of Arts)

The goal of the Bachelor of Arts in Simulation Technology and Game Design (STGD) is to provide graduates with a secure foundation in simulation and game design for VR/MR/AR development. But the STGD program is much more than earning a bachelor's degree. It provides students with Wheeling Jesuit University's interdisciplinary academic approach while learning how to share compelling stories, ideas and immersive experiences through simulation technology and game design.

Moving through the program, students will learn how to plan, create and compile computer-based 3D virtual immersive experiences for different sectors such as entertainment, sports, government, education, engineering, manufacturing and the medical industry. In addition to game design and programming courses, the STGD curriculum will expose students to computer 3D modeling, lighting and animation techniques using cutting edge software packages. Students will also learn how to build virtual reality experiences in industry standard game engines.

Students will explore their strengths as partners in team-based project classes where they will contribute as designers, artists or programmers. This will also give students the opportunity to learn the essential values of effective

communication, collaboration and critical thinking when meeting a client's needs as they prepare for prospective internships.

Graduates of the program will have built a unique set of skills that will enable them to meet the needs of an evolving industry in this dynamic and growing profession.

Core Curriculum

40-42 cr

Major

48 cr

*ARTS 140 Intro to Visual Arts	3 cr
CSC 210 User Interface Design	3 cr
CSC 110 Structured and Object-Oriented Programming	3 cr
STGD 121 Survey of Simulation Technology & Game Design	3 cr
STGD 122 3D Modeling Fundamentals	3 cr
STGD 222 Texture Mapping & Lighting Principles	3 cr
STGD 223 Simulation & Game Technology I	3 cr
STGD 330 Collaborative Production Management I	3 cr
STGD 320 Simulation & Game Technology II	3 cr
STGD 240 Environment Modeling for Virtual Worlds	3 cr
STGD 335 Collaborative Production Management II	3 cr
STGD 410 Digital Sculpting Techniques	3 cr
STGD 345 3D Rigging for Animation	3 cr
STGD 374/474 Internship	3 cr
STGD 421 Pre-Portfolio	3 cr
STGD 423 Portfolio	3 cr

Electives

30-32 cr

Total Credits

120 cr **

Notes: *STGD majors may double count ARTS 140 in the core and in the major.

STGD majors are encouraged, but not required, to take MATH 108 and PHYS 141/142 as the Math and Science requirements in the Core.

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	STGD 121	3	STGD 122	3
	COMM 121	3	CSC 210	3
	Core	3	Core	3-4
	Core	3	Core	3
	Elective	3	Core	3
	WJUS 101 (Core)	1		
	Total	16	Total	15-16

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	STGD 222	3	STGD 240	3
	CSC 110	3-4	STGD 223	3
	Core	3	Core	3
	Elective	3	Core	3
	Elective	3	Elective	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	STGD 330	3	STGD 320	3
	STGD 345	3	STGD 335	3
	STGD 410	3	Core	3
	Core	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	STGD 421	3	STGD 423	3
	STGD 374/474	3	Core	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

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.

Core

40-42 cr

Major

36 cr

*THEO 115 Religious Quest or THEO 117 Catholicism	3 cr
THEO 22X Bible series	3 cr
THEO 23X Theology series	3 cr
THEO 24X Ethics series	3 cr
THEO 32X Bible series	3 cr
THEO 33X Theology series	3 cr
THEO 305 or 34X Ethics series	3 cr

THEO 481 Senior Seminar 3 cr
 THEO Electives 12 cr

Electives

42-44 cr

Total Credits

120 cr

* Theology majors can double count THEO 115 or 117; THEO 305 in the core and the major.

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

4-Year Plan of Study

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

Year 1	FALL		SPRING	
	Course	Credits	Course	Credits
	THEO 115 or 117	3	THEO 23X	3
	Core	3	Core	3
	Core	3	Core	3
	Core	3	Elective	3
	Elective	3	Elective	3
	WJUS 101 (Core)	1		
	Total	16	Total	15

Year 2	FALL		SPRING	
	Course	Credits	Course	Credits
	THEO 24X	3	THEO 22X	3
	Core	3-4	THEO Elective	3
	Core	3	Core	3
	Elective	3	Elective	3
	Elective	3	Elective	3
			WJUS 201 (Core)	1
	Total	15-16	Total	16

Year 3	FALL		SPRING	
	Course	Credits	Course	Credits
	THEO 33X	3	THEO 32X	3
	THEO Elective	3	Core	3
	Core	3-4	Elective	3
	Core	3	Elective	3
	Elective	2	Elective	3
	WJUS 301 (Core)	1		
	Total	15-16	Total	15

Year 4	FALL		SPRING	
	Course	Credits	Course	Credits
	THEO 34X or THEO 305	3	THEO 481	3
	THEO Elective	3	THEO Elective	3
	Core	3	Elective	3
	Elective	3	Elective	3
	Elective	3	WJUS 401 (Core)	1
	Total	15	Total	13

Theology Minor (18 credits)

*THEO 115 Religious Quest or THEO 117 Catholicism 3 cr
Select one 200- or 300-level course in each of the following areas: 9 cr

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 cr

Note: * THEO 115 or THEO 117 may be doubled counted in the Core and the Minor.

Pastoral Studies Minor (21 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.

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.

*THEO 115 Religious Quest or THEO 117 Catholicism 3 cr
PSYC 212 Developmental Psychology 3 cr
Select one area of focus: 9 cr

Pastoral Ministry and Chaplaincy focus

PSYC 335: Psychotherapy

Elective**

Elective**

Pastoral Administration focus

BUSN 211: Principles of Management

PSYC 226 (BUSN 251): Organizational Behavior

Elective**

Service and Justice Focus

PSYC 240: Foundations of Social Work

Elective**

Elective**

THEO 305: Theological Ethics	3 cr
THEO 483: Pastoral Practicum*	3 cr

Notes:

* THEO 115 or THEO 117 may be doubled counted in the Core and the Minor.

* THEO 483 can only be taken as a Junior or Senior and after completing THEO 115/107 and PHIL/THEO 305.

**Electives may be chosen from the list below:

- COMM 121 Persuasion
- COMM 151 Fundamentals of Interpersonal Communication
- COMM 204 Argumentation & Debate
- COMM 208 Intercultural Communication
- COMM 224 Professional Speaking
- HIST 214 History of Appalachia
- THEO 236 The Church
- THEO 241 Catholic Social Thought
- THEO 341 Political Theology
- THEO 351 Studies in Living Religious Traditions

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.

ACCT 201 Principles of Accounting I (3 cr)

An introduction to basic financial accounting theory and practice. F

ACCT 202 Principles of Accounting II (3 cr)

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

ACCT 311 Intermediate Accounting I (3 cr)

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: ACCT 201. F

ACCT 312 Intermediate Accounting II (3 cr)

Continues the extensive study of descriptive financial accounting theory and practice. Prerequisite: ACCT 311. S

ACCT 321 Accounting Information Systems (3 cr)

This course is a practicum in commercial accounting systems. Students will perform general ledger, accounts payable, accounts receivable, billing, purchase order, inventory, payroll and job costing functions using a commercial software package. The software will be used to design specialized reports for budgeting, financial analysis, product costing and for analyzing cost management techniques. Another package designed specifically for activity-based costing will be used to learn how this method of managing overhead can enhance a business's performance. Student learning will be developed and measured through computer intense projects, class discussion, library and field research. Systems theory and information technology topics are also discussed. Prerequisite: ACCT 202 S

ACCT 331 Tax Accounting (3 cr)

This course addresses taxation of individual income. Basic tax concepts are examined along with tax rules and regulations. Tax preparation and tax research software are used extensively. Students who have successfully completed the course often work in the Wheeling Jesuit Tax Clinic for hands-on experience. Prerequisite: ACCT 202 F

ACCT 341 Managerial Cost Accounting (3 cr)

A critical analysis of cost concepts as they relate to the administrative process. Includes the presentation of case studies and the use of electronic spreadsheets. Prerequisite: ACCT 202 F

ACCT 401 Advanced Accounting Practice (3 cr)

An advanced study in the theory and related problems applicable to specialized topics in advanced financial accounting. Topics include: partnerships, business combinations, installment sales, consignments, foreign operations and estates and trusts. Prerequisite: ACCT 312 F

ACCT 403 Accounting for Government and Not-for-Profit Organizations (3 cr)

Deals with financial accounting and reporting for federal, state and local governments and for medical, educational, religious, human services, charitable and other non business organizations. Topics include: fund accounting; financial reporting and budgetary control for not-for-profit organizations; program-planning-budgeting systems; and governmental and institutional auditing. Prerequisite: ACCT 312 S

ACCT 406 Auditing Theory and Practice (3 cr)

Examination of the philosophy, concepts and techniques pertaining to the auditing process. Prerequisite: ACCT 312 S

ARTS 110 Introduction to Theater (3 cr)

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

ARTS 115 Acting Workshop (3 cr)

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

ARTS 116 Dance Workshop (3 cr)

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

ARTS 118 Introduction to Entertainment Design (3 cr)

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

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

ARTS 132 The Reel World (3 cr)

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

ARTS 135 Cinema Genres (3 cr)

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. Prerequisites: None. Offered: Spring only. Core: CC.

ARTS 140 Introduction to Visual Art (3 cr)

This course examines the nature, function, and relationships of the visual elements in two-dimensional and three-

dimensional visual media. Formal analysis of various artworks will be combined with a selective historical overview of human expression in painting, sculpture, and architecture to illustrate basic elements of design. Prerequisites: None. Offered: Fall only. Core: CC.

ARTS 142 Digital Photography (3 cr)

This course introduces students to the history, aesthetics, and principles of photography with an emphasis on the rhetoric of digital photography. Students will explore the creation of their photography by learning the principles of composition, lighting, exposure, and special effects. This course has no prerequisites but requires the use of a digital camera with manual settings. Prerequisites: None. Offered: Fall only. Core: CC.

ARTS 147 Drawing I (3 cr)

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

ARTS 148 Watercolor I (3 cr)

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

ARTS 150 Studies in Art History (3 cr) This course will explore major works of world art and architecture both from a purely formal perspective as well as within the particular cultural contexts that produced them. Two broad periods of art history will be explored in alternating rotation: Classical Art and Archaeology through the Romanesque, and Western Art and Architecture from the Gothic through Modernism. Prerequisites: None. Offered: Spring only. Core: CC.

ARTS 153 Video-Art Workshop (3 cr)

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

ARTS 170 Introduction to Film Language (3 cr)

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. Prerequisites: None. Offered: Fall only. Core: CC.

ARTS 175 Introduction to Story (3 cr) This course emphasizes the basics of story assemblage, looking at a wide variety of narrative products, from PSAs and advertising to feature-length drama, 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. Prerequisites: None. Offered: Fall only. Core: CC.

BIOL 115 The Process of Biology (3 cr)

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

BIOL 120 Evolutionary and Ecological Biology: The Dynamic Environment (3 cr)

An exploration of how living things relate to each other in both space (ecology) and time (evolution). Included is an overview of the history and diversity of life on earth, an examination of representatives of various taxonomic groups as well as a study of taxonomy itself. BIOL 120, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIOL 125 The Form & Function of Biological Organisms (3 cr)

An overview of the anatomy and physiology of plants and animals, with an emphasis on human structures. The interrelationships of the hierarchical levels of biological organization will be discussed. BIOL 120, 108 and 109 are required for Biology majors, and may be completed in any order. FS

BIOL 130 Cells and Chromosomes (3 cr)

An exploration of variations on the themes of biology at the cellular level, including subcellular architecture and ultrastructure; metabolism; molecular biology; cell signaling; cellular reproduction; and an introduction into the concepts of genetics and development. Since this course will involve the examination of living systems at the molecular level, this course should only be taken after students have had at least one semester of college-level chemistry. Students should have had a successful experience in chemistry at the college level prior to taking BIOL 130. Prerequisite: one semester of college-level chemistry. BIOL 120, 125 and 130 are required for Biology majors, and may be completed in any order. FS

BIOL 135 General Biology II Laboratory (1 cr)

(Is required of all biology majors in conjunction with BIOL 120, 125 or 130) This is the spring semester lab that is meant to accompany biology lectures. Topics include numerous dissections, taxonomic identifications, a systematic survey of the five kingdoms and ecological studies. S

BIOL 140 The Methods of Biology Lab (1 cr)

(Is required of all biology majors in conjunction with BIOL 120, 125 or 130) This fall semester lab is meant to accompany the general biology lectures. The lab is designed to provide intensive training in laboratory techniques that are involved in cell biology. Laboratory exercises include microscopy, genetics, enzymology, biological chemistry and animal behavior. Students will also gain experience in developing critical thinking skills, scientific writing, computer applications and statistical analysis of data. F

BIOL 150 Human Anatomy and Physiology I (3 cr)

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

BIOL 151 Anatomy Lab (1 cr)

This lab features dissection of the organ systems of the cat, with supporting dissections of some other animal organs, including the heart, brain and kidney. Structures of the organs and systems will be correlated with human structures. Corequisite: BIOL 150 or 152. F

BIOL 152 Human Anatomy and Physiology II (3 cr)

This is the second course in a two-course sequence that examines the anatomy and physiology of the human body. This course provides an in-depth study of the cardiovascular, respiratory, lymphatic, immune, digestive, urinary and reproductive systems. Prerequisite: BIOL 150 S

BIOL 310 Genetics (3 cr)

A thorough familiarization with the principles of classical genetics of representative organisms in all kingdoms, with special emphasis on humans. The function of genes in developmental systems is emphasized. Special topics include consideration of ethical issues. Prerequisite: Successful completion of a core course in mathematics and BIOL 130. S

BIOL 311 Genetics Laboratory (1 cr)

A hands-on, practical series of experiments and computer simulations in the analysis of heredity. Corequisite: BIOL 310. Prerequisite: BIOL 130. SO

BIOL 315 Ecology (3 cr)

Ecology is an introduction to biological organization at the population, community, and ecosystem level. This course explores the interrelatedness of the biological, chemical, and physical world. Topics include experimental design, mathematical modeling, climate, water balance, energy flow, nutrient cycling, adaptation, community succession, and symbiosis. Prerequisite: BIOL 120, 125, 130. FO

BIOL 316 Ecology Laboratory (1 cr)

Ecology Laboratory involves the practice of designing field experiments for measuring plant and animal communities. In this course students will compile databases, conduct statistical analyses, and present the results of field experiments

in both written and oral formats. Field trips and field work are required. Corequisite: BIOL 315. Prerequisite: BIOL 120. FO

BIOL 320 Comparative Vertebrate Anatomy (3 cr)

An in-depth study of the comparative anatomy and systematic physiology of the vertebrate organisms, with emphasis on evolutionary relatedness. Prerequisite: BIOL 120, 125, 130. Corequisite: BIOL 321 SE

BIOL 321 Comparative Vertebrate Anatomy Laboratory (1 cr)

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

BIOL 330 Developmental Biology (3 cr)

A detailed study of the mechanisms of development, from gametogenesis through organogenesis, with particular emphasis on gene action, induction, cell movements, adhesion and pattern development. Special topics include regeneration and cancer. Prerequisite: Any300-level biology course. Corequisite: BIOL 331 FE

BIOL 331 Developmental Biology Laboratory (1 cr)

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

BIOL 340 Cellular and Molecular Biology (3 cr)

A detailed exploration of the physical and chemical processes and the ultrastructure underlying the functional activities of cells; aspects of molecular biology, immunology, programmed cell death, signaling systems and gene regulation in prokaryotes and eukaryotes. Prerequisite: BIOL 120, BIOL 125, BIOL 130, and CHEM 231. Corequisite: BIOL 341 S

BIOL 341 Cellular and Molecular Biology Laboratory (1 cr)

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

BIOL 375 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. Prerequisite: Junior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. F

BIOL 376 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. This course may be taken as a continuation from the previous semester, or may be limited to only the Spring semester. Prerequisite: Junior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. S

BIOL 475 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. This course may be taken as a continuation from the junior year, or may be limited to only a single semester or the senior year. Prerequisite: Senior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. F

BIOL 476 Student Research (1 cr)

Independent student research. Students will design and perform a research project with the consent and guidance of a faculty mentor. This course may be taken as a continuation from the previous semester, or may be limited to only the Spring semester. Prerequisite: Senior standing. Note: A research project manual describing the requirements for this project series will be distributed. The student will be expected to acknowledge and agree to the guidelines as delineated. S

BIOL 401 Animal Behavior (3 cr)

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

BIOL 402 Animal Behavior Laboratory (1 cr)

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

BIOL 414 Biochemistry (3 cr)

An intermediate-level course in the description of macromolecular structure and function. Topics include an indepth study of the four classes of Biological macromolecules, enzyme kinetics and metabolic pathways. Emphasis is placed on metabolic processes, their regulation and integration in living systems. Prerequisite: BIOL 120, 125, 130, and CHEM 231. F

BIOL 420 Toxicology (3 cr)

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

BIOL 434 Invertebrate Zoology (3 cr)

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

BIOL 436 Physiological Ecology (3 cr)

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

BIOL 437 Physiological Ecology Laboratory (1 cr)

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

BIOL 440 Microbiology (3 cr)

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

BIOL 441 Microbiology Laboratory (1 cr)

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

BIOL 462 Cancer Biology (3 cr)

The purpose of this course is to provide the student with the underlying principles, concepts and molecular mechanisms of cancer. The theme of cancer as a genetic disease will be studied in detail. Emphasis will be placed upon an understanding of signaling mechanisms, and how aberrant signal transduction pathways affect cell architecture and function. Students are required to register as student members to the American Association of Cancer Research (student membership is free). Students must also keep a journal on a specific type of cancer of their choice. Prerequisites: BIOL 120; BIOL 125; BIOL 130; BIOL 310. D

BUSN 201 Quantitative Business Analysis (3 cr)

This course addresses the vital tools of business management such as statistical applications, sampling, data collecting, simple linear regression, ANOVA, Chi Square. Prerequisite: MATH 115 F,S

BUSN 211 Principles of Management (3 cr)

Management is the process of working with and through people to obtain organizational objectives. The introductory level survey course examines the management functions of organization, controlling, leading and planning. General Systems Theory will be emphasized as an analytical tool. Supervisory behavior and skills will be key topics. F

BUSN 212 Principles of Marketing (3 cr)

An examination of the fundamental concepts of marketing activities. Takes a managerial perspective to introduce product, price, place and promotion elements of the marketing mix. S

BUSN 213 Principles of Finance (3 cr)

A basic study of organizational and financial practices and problems which arise in connection with business organizations, especially the corporation. Topics include: the time value of money, basic capital budgeting, basic long-term financing decisions and working capital policy. Prerequisites: ECON 211, ACCT 201 F, S

BUSN 252 Consumer Behavior (3 cr)

Designed to integrate theories of consumer behavior that impact upon an organization's marketing activities. Explores individual and group behavior factors. Prerequisites: BUSN 212 S

BUSN 301 Conceptual Foundations of Business (3 cr)

This course embraces the major ideas and institutions that make up an important part of the environment within which business transactions take place. The ideas are those philosophical concepts which have helped to shape business and society. The institutions include not only business institutions but also those legal and political institutions which have a major bearing on business. F

BUSN 310 Marketing Research (3 cr)

The methods and techniques of securing, analyzing and interpreting data for effective managerial decision-making will be explored. Focuses on the conceptual design of marketing research studies and the interpretation of data. Prerequisites: BUSN 212, BUSN 201 F

BUSN 316 Investments and Portfolio Management (3 cr)

Introduction to financial markets, security analysis and valuation, and portfolio management; primary focus from an individual investor viewpoint. Prerequisite: BUSN 213 SE

BUSN 317 Services Marketing (3 cr)

Over half of the GDP in the U.S. comes from service related businesses. Nonprofit organizations (schools, hospitals, churches, etc.) view marketing as an increasingly important function. This course applies marketing principles and techniques to the unique needs of these organizations. Prerequisite: BUSN 212 F

BUSN 323 Marketing and Electronic Commerce (3 cr)

In this course, students will learn the application of marketing mix (i.e. product, price, distribution and promotion) decisions to electronic commerce. Students will also gain an insight in consumer behavior regarding the use of electronic commerce in purchase decisions. Prerequisite: BUSN 212 D

BUSN 325 Organizational Leadership (3 cr)

After examining the evolution of leadership theory, this course focuses on a contemporary leadership model. The student's leadership style will be determined and personal development opportunities will be provided. F

BUSN 331 Information Systems (3 cr)

This course addresses systems in an operations environment, including computer hardware, software, communications, data bases, data warehousing, data mining, enterprise systems, e-commerce, IS acquisition, product/service development, process analysis, forecasting, capacity and aggregate planning, scheduling, MRP, JIT, inventory management. Prerequisites: ACCT 202, BUSN 201 F,S

BUSN 355 Business Law (3 cr)

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

BUSN 410 Strategic Business Planning (3 cr)

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

BUSN 411 Tax, Estate, Trust, and Retirement Planning (3 cr)

An examination of planning for and treatment of various estate avenues including wills and trusts, legal and taxation implications, laws of descent and distribution, etc. Prerequisite: BUSN 213 FE

BUSN 412 Risk Management & Insurance (3cr)

This course combines major risk management and insurance principles with consumer considerations. Students will study concepts of risk and insurance, basic topics in risk management, functional operations of insurers, legal principles, life and health insurance, auto insurance, property and liability insurance, employee benefits, and social insurance. Prerequisite: BUSN 213 SO

BUSN 436 Human Resource Management (3 cr)

This course examines the functions performed by human resource professionals in the dynamic environment of the 21st century. Major topics include human resource planning, job analysis, recruitment, selection, compensation, benefit administration, performance evaluation and training. Special emphasis will be given to the ethical considerations and legal issues impacting on employment decisions. Prerequisite: BUSN 211 S

BUSN 420 Marketing Strategies (3 cr)

The study of essential aspects of effective marketing strategy formulation and implementation. An appreciation of the complexity of managerial decision-making will be stressed. Emphasis will be on case studies to more fully demonstrate segmentation, targeting, positioning and other marketing mix strategies. Prerequisite: BUSN 212; senior standing S

CHEM 109 Intro. Chemistry for Non-science Majors (3 cr)

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

CHEM 115 Intro. General, Organic & Biochemistry (3 cr)

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

CHEM 141 General Chemistry I (3 cr)

Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry, chemical equilibrium and kinetics. Satisfies the general chemistry requirements for chemistry and biology majors as well as prerequisites for medical, veterinary and other health related graduate programs. Placement into MATH 151 or higher required. CHEM 142 is a corequisite. A drop or withdrawal in the lecture must be matched by a drop or withdrawal in the corresponding laboratory course. CHEM 142 is a corequisite. F

CHEM 142 General Chemistry Lab I (1 cr)

Qualitative and quantitative studies of chemical systems. Introduction to basic synthetic and instrumental chemical methods. Placement into MATH 151 or higher required. CHEM 141 is a corequisite.

CHEM 151 General Chemistry II (3 cr)

Modern concepts of atomic structure and chemical properties, chemical bonding, stoichiometry, chemical equilibrium and kinetics. Satisfies the general chemistry requirements for chemistry and biology majors as well as prerequisites for medical, veterinary and other health related graduate programs.

A drop or withdrawal in the lecture must be matched by a drop or withdrawal in the corresponding laboratory course. S
CHEM 141/142 are prerequisites. CHEM 152 is a corequisite. F

CHEM 152 General Chemistry Lab II (1 cr)

Qualitative and quantitative studies of chemical systems. Introduction to basic synthetic and instrumental chemical methods. CHEM 141/142 are prerequisites. CHEM 151 is a corequisite. S

CHEM 221 Organic Chemistry I (4 cr)

The study of the structure and reactions of organic compounds as described by modern theories of bonding and reactivity. CHEM 151 and CHEM 152 are prerequisites. CHEM 222 is a corequisite. F

CHEM 222 Organic Chemistry Lab I (1 cr)

The techniques necessary to synthesize and identify organic compounds by both chemical and instrumental methods. CHEM 151 and CHEM 152 are prerequisites. CHEM 231 is a corequisite. F

CHEM 231 Organic Chemistry II (4 cr)

The study of the structure and reactions of organic compounds as described by modern theories of bonding and reactivity. CHEM 221 and CHEM 222 are prerequisites. CHEM 232 is a corequisite. S

CHEM 232 Organic Chemistry Lab II (1 cr)

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

CHEM 314 Biochemistry (3 cr)

A basic course which develops concepts necessary for a description of macromolecular structure, biological regulatory processes and chemical biodynamics. Prerequisite: CHEM 231 D

CHEM 315 Quantitative Analysis (3crs)

Principles of quantitative analysis with a general introduction to instrumental methods. Emphasis on development of analytic skills as currently employed. Prerequisite: CHEM 221, 222, 231, 232. Corequisite: CHEM 316. FO

CHEM 316 Quantitative Analysis Lab (1 cr)

A laboratory course involving the principles of quantitative analysis and an introduction to instrumental methods. Prerequisites: CHEM 151, 152, 231, and 232. Corequisite: CHEM 315. F0

CHEM 317 Instrumental Analysis (3 cr)

A lecture course in the theory and application of modern instrumental methods of separation and analysis. Prerequisites: CHEM 315, 316, PHYS 141/142, PHYS 241/242. Corequisite: CHEM 318. SE

CHEM 318 Instrumental Analysis Lab (1 cr)

A laboratory course in the theory and application of modern instrumental methods of separation and analysis. Prerequisites: CHEM 315, 316, PHYS 141/142, PHYS 241/242. Corequisite: CHEM 317. SE

CHEM 319 Environmental Chemistry (3 cr)

Basic chemistry of soils, atmosphere and natural waters. Changes resulting from pollution discharges. Chemical perspectives on environmental problems. Prerequisite: CHEM 221 and 222. D

CHEM 321 Physical Chemistry I (4 cr)

Modern concepts of molecular structure, chemical thermodynamics, equilibrium and kinetics. CHEM 151, 152, 231, and 232, and MATH 192 are prerequisites. CHEM 322 is a corequisite. FE

CHEM 322 Physical Chemistry Lab I (1 cr)

Experiments in physical-chemical measurements with an emphasis on instrumental methods. CHEM 151, 152, 231, and 232, and MATH 192 are prerequisites. CHEM 321 is a corequisite. FE

CHEM 331 Physical Chemistry II (4 cr)

Modern concepts of molecular structure, chemical thermodynamics, equilibrium and kinetics. CHEM 321 and 322 are prerequisites. CHEM 332 is a corequisite. SO

CHEM 332 Physical Chemistry Lab II (1 cr)

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

CHEM 382 Junior Research Project I (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Junior standing as a chemistry major. F

CHEM 383 Junior Research Project II (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Junior standing as a chemistry major. S

CHEM 482 Senior Research Project I (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Senior standing as a chemistry major. F

CHEM 483 Senior Research Project II (1 cr)

Directed research projects. A seminar and/or written report are integral parts of each course. Prerequisite: Senior standing as a chemistry major. S

CHEM 401 Inorganic Chemistry (3 cr)

Modern concepts of bonding and structure in inorganic compounds, reactivity and reaction mechanisms, acid-base and solid state chemistry. Prerequisite: CHEM 231. Corequisite: CHEM 402. FE

CHEM 402 Inorganic Chemistry Lab (1 cr)

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

CHEM 481 Seminar (1 cr)

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

COMM 115 Principles of Professional Speaking (3 cr)

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

COMM 120 Principles of Communication (3 cr)

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

COMM 121 Persuasion (3 cr)

Students in this course survey mass communication strategies and modern communication, and theories of communication failure. This class builds practical persuasive skills by teaching students to analyze and understand persuasive discourse, broadly considered. Students examine propaganda, twentieth-century marketing strategies, and demagoguery. FE

COMM 131 Media and Culture (3 cr)

Using theories and research methods from cultural studies and rhetorical studies, students learn to critically analyze culture and its textual artifacts to understand how texts and culture shape and inform one another. Students study media production, representation, and audience responses when analyzing and critically evaluating media. The course considers books, magazines, newspapers, music, film, television, advertising, and the Internet. SE

COMM 151 Fundamentals of Interpersonal Communication (3 cr)

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

COMM 161 Fundamentals of Reporting (3 cr)

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

COMM 204 Argumentation & Debate (3 cr)

In this speech-based class, students learn and evaluate the types of arguments and how to build them using credible evidence. Using claims, propositions, credible evidence and reasoning, students examine how to improve their arguments. Recognizing opposing viewpoints and considering how to create refutations are also examined. In this primarily performance-based course, students professionally debate each other using a variety of topics and contexts. Prerequisite: COMM 115. FE

COMM 208 Intercultural Communication (3 cr)

This course examines the core concepts, principles, and theoretical history of intercultural communication. Students examine how a culture is contextualized, constructed, and transformed. Cultural beliefs and values are also considered, as well as how dynamics in communication and cultural diversity are present in the global world. Students recognize how rhetoric, media messages, interpersonal relationships, and political contexts affect intercultural communication. SO

COMM 221. Topics in Communication I (3 cr)

This course focuses on selected topics or subject areas within the Communication field. Topics may derive from Communication subjects such as, but not limited to, media studies, critical/cultural studies, media production, rhetoric, and persuasive messages. FE

COMM 222. Topics in Communication II (3 cr)

This course focuses on selected topics or subject areas within the Communication field. Topics may derive from Communication subjects such as, but not limited to, media studies, critical/cultural studies, media production, rhetoric, and persuasive messages. FE

COMM 232 Visual Design (3 cr)

In this process-based, workshop-style course, students will learn the basics of creating visual design in the areas of page layout, typography, and digital image editing. Students will learn how to use graphic elements such as geometric primitives, line, shape, texture, value, color, positive and negative space, foreshortening, and perspective. FE

COMM 259 Advertising (3 cr)

Students study and practice advertising as a critical element of an organization's total marketing plan. This course emphasizes the analysis and critique of previous advertisements and their effectiveness in message creation, audience analysis, persuasion, and ethical considerations. Students produce ads for print, broadcast and other media by creating effective and ethical examples of advertisements. FO

COMM 303 Race, Gender, and Class in Media (3 cr)

This media studies course examines representations of race, gender, and class in the media. Students study how race, gender, and class are portrayed in media texts such as film, television, advertisements, and music videos. This course examines how the dominant ideologies associated with these media messages influence our cultural beliefs, perceptions of others, and broader hegemonic themes in society. Students consider to what extent media portrayals participate in the larger discussion of these themes in a democratic society. Pre requisites: COMM 120; COMM 131. SE

COMM 311 Public Relations (3 cr)

Students in this course study and produce the kinds of planning and writing required for effective public relations, including story pitches, news releases, brochures, public service announcements, presentations, speeches, Web sites, and

media kits. This course emphasizes not only the various tools available to the public relations practitioner but also the rhetorical process of deciding and justifying which tools are most effective for moving target audiences from initial ignorance to the appropriate intended action. Pre requisites: COMM 120; COMM 121. SO

COMM 330 Communication Research Methods (3 cr)

This course introduces students to the methods and analysis techniques utilized by Communication researchers. Students examine social scientific, interpretive/humanistic, and critical perspectives through quantitative and qualitative research methods. Finally, students critique previous Communication research as well as develop their own research proposal. Pre requisites: COMM 120; COMM 131. FE

COMM 481 Senior Seminar (3 cr)

This course is a guided experience creating a senior capstone project that is the culmination of the student's studies in the Communication major. A project will be related to the student's post-graduation roles and will be presented at Research Day in the spring. Students also finalize a professional portfolio of work that they can show to potential employers or use for graduate school applications. Pre requisites: COMM 120. S

CRJU 120 Survey of Criminology (3 cr)

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

CRJU 121 Introduction to the Criminal Justice System (3 cr)

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

CRJU 212 Criminal Law and Procedure (3 cr)

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

CRJU 215 Law Enforcement (3 cr)

Provides a social science perspective on the training and socialization of police, police corruption, police community relations and the pressures of police work. The fundamentals of criminal procedure are also covered, including arrest, search and seizure and the use of deadly force. Prerequisite: CRJU 120, 112. D

CRJU 312 The Juvenile Justice System (3 cr)

Analyzes theories of the causes of juvenile crime and the processes of the juvenile justice system, including a critical look at juvenile correctional policies. Prerequisite: CRJU 120, 112 D

CRJU 318 Occupational Crime (3 cr)

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

CRJU 321 Corrections (3 cr)

Examines American correctional policies and their historical development. Provides a close look at both community-based and institutional corrections, as well as the processes of probation and parole and the legal rights of prisoners. Prerequisite: CRJU 120, 112D

CRJU 327 Comparative Systems of Justice and Social Control (3 cr)

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

CRJU 340 Issues in Criminal Justice (3 cr)

Analysis of specific topics, depending on student interest and current importance; examples include the international war on drugs, causes and effects of domestic violence. Prerequisite: CRJU 120, 112 FO

CRJU 421 Theories of Management and Administration in Criminal Justice Organizations (3 cr)

Focus on the complex theories and related issues of management and administration within the criminal justice system. Problems of communication, motivation, leadership, organizational effectiveness and innovation. Prerequisites: CRJU 120, 112. D

ECON 211 Macroeconomics (3 cr)

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

ECON 212 Microeconomics (3 cr)

A presentation of basic theories of consumer behavior and of the firm. Other topics include: study of elasticity, firm and industry equilibrium under various market structures and international trade. Prerequisite: ECON 211 F, S

EDUC 210 Educational Technology (3 cr)

Experiences in teaching in technology, with technology, and through technology by incorporating hands-on work with computers and associated peripherals, the Internet, and content software. Strategies for effective integration of technology and the security and ethical issues associated with technology are included.

EDUC 223 Curriculum Development & Methods: Physical Education, Health, and Safety (2 cr)

Experiential examination of physical and emotional fitness, contemporary health issues, and the integration of physical education, health, and safety in multi-subject, K-6 classrooms.

EDUC 231 C (1 cr) and EDUC 231 F (1 cr) Professional Education I: Schools and Communities (2 cr)

Introduction to teaching as a profession with an emphasis on exploring various perspectives on education through dialogue and activities related to current issues relevant to today's classroom teachers. Topics include teacher dispositions, challenges teachers and schools face, influence of the law on education, standards and assessment, and the global educational context. The field component involves tutoring and/or leading learning activities with children. Co-requisites: EDUC 231 C and F.

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

Study of teaching, focusing on classroom pedagogical and management strategies, development of objectives, and lesson planning, as well as discussion of the various roles of a teacher. The field component involves observation and teaching experience under the guidance of a K-12 mentor teacher. There is a focus on reflections related to planning, pacing, and teaching strategies. Co-requisites: EDUC 232 C and F. Prerequisite: EDUC 231.

EDUC 310 Curriculum Development & Methods: Secondary English/Language Arts (3 cr)

Study of English/Language Arts curriculum, incorporating specific methods to prepare students to teach secondary English/Language Arts.

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

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

EDUC 312 Curriculum Development & Methods: Secondary Social Studies (3 cr)

Study of Social Studies curriculum incorporating specific methods to prepare students to teach secondary Social Studies.

EDUC 316 Grammar (2 cr)

Study of grammar and instructional strategies for teaching the conventions of language. Focus is on integrating the teaching of grammar in the context of writing activities. Students will analyze their own writing and develop instructional strategies for incorporating grammar into the K-6 curriculum. Required of all Elementary Education and secondary English majors.

EDUC 320 The Special Education Process (2 cr)

Study of the history of special education incorporating significant legislation, litigation, and trends. Important practices, including the referral process, functional behavior assessments, transition plans, 504 plans, IEPs, and the continuum of classroom services.

EDUC 322 C (3 cr) & EDUC 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: EDUC 322 C and EDUC 322 F.

EDUC 323 Curriculum Development & Methods: Art Through Children's Literature (2 cr)

Integrated theoretical and hands-on experience designed to prepare a student to work in a multi-subject, K-6 classroom. The course provides application of visual art by drawing examples from and parallels to children's literature and the theories of each. Projects integrate visual arts into all content areas. This course is core fulfilling for Elementary Education majors.

EDUC 324C Curriculum Development and Methods: Mathematics and Science (3 cr)

Theories and strategies of the teaching of mathematics grounded in field experiences with emphasis on techniques for thematic teaching of integrated Math and Science. The course includes the diagnostic and corrective assessment and instruction process and error analysis. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Mathematics and Science. Requisite: EDUC 324F.

EDUC 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: EDUC 324C.

EDUC 325 Diagnosis and Correction: Mathematics (2 cr)

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.

EDUC 327 Curriculum Development and Methods: Music for Elementary Teachers (2 cr)

Integrated, hands-on study of music and theory with parallels to the arts through a diverse selection of cultures designed to prepare the student to work in a multi-subject, K-6 classroom. This course is core fulfilling for Elementary Education majors.

EDUC 333C Exceptionality and Diversity in the Classroom (3 cr)

Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration.

EDUC 333F Exceptionality and Diversity in the Classroom (3 cr)

Overview of the characteristics and needs of exceptional and diverse learners. This course focuses on the curricular and instructional alternatives that address these needs. Emphasis will be on accommodations and modifications, data collection, assistive technology, and collaboration.

EDUC 334F Reading in Content Areas (1 cr)

Systematic introduction to current theory, research, and practice in the integration of literacy activities across content areas. Student work in cooperative groups to design, publish, and present a group unit using literacy strategies to address and assess content standards and objectives. The course involves simulated teaching, discussion, position papers, reflective papers, and peer response. Co-requisites: EDUC 334C and EDUC 334F.

EDUC 334C Reading in Content Areas (2 cr)

Systematic introduction to current theory, research, and practice in the integration of literacy activities across content areas. Student work in cooperative groups to design, publish, and present a group unit using literacy strategies to address and assess content standards and objectives. The course involves simulated teaching, discussion, position papers, reflective papers, and peer response. Co-requisites: EDUC 334 C and EDUC 334F.

EDUC 341 Curriculum Development & Methods: Language Arts and Social Studies (2 cr)

Study of Language Arts and Social Studies curriculum incorporating specific methods to prepare students to integrate Language Arts into K-6 content areas. Field experience includes observation and teaching experience under the guidance of the master teacher and University supervisor with a focus on teaching practice in Language Arts and Social Studies.

EDUC 361C Overview of Autism Spectrum Disorders (2 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.

EDUC 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.

EDUC 375 Special Projects (Variable 1-3 cr)

Development of a student-selected and instructor-approved project directly related to the teaching process, which may incorporate field and University activities. This may include a course with specific content in public school governance.

EDUC 422C Special Education: Assessment & Methods – I (2 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: EDUC 422C and EDUC 422F. Prerequisite: EDUC 320.

EDUC 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: EDUC 422 C and EDUC 422 F. Prerequisite: EDUC 320.

EDUC 423C Special Education: Assessment & Methods – II (2 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: EDUC 423C and EDUC 423F. Prerequisite: EDUC 422.

EDUC 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: EDUC 423C and EDUC 423F. Prerequisite: EDUC 422.

EDUC 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: EDUC 441C and EDUC 441F. Prerequisite: EDUC 322.

EDUC 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: EDUC 441C and EDUC 441F. Prerequisite: EDUC 322.

EDUC 461C Curriculum Development and Methods: Autism Spectrum Disorders (2 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: EDUC 461 C and EDUC 461F. Prerequisites: EDUC 361 C and EDUC 361 F.

EDUC 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: EDUC 461 C and EDUC 461F. Prerequisites: EDUC 361 C and EDUC 361 F.

EDUC 473 Elementary Internship: Action Research (2 cr)

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.

EDUC 475 Student-Teaching Seminar (1 cr)

Further development of knowledge and skills vital to successful teaching, examination of contemporary issues in education and development of a professional portfolio. This class is taken in conjunction with student teaching. Corequisites: EDUC 475 and EDUC 481.

EDUC 476 Evaluation (2 cr)

Continuation of the development of the knowledge and skills needed to assess various aspects of teaching and achievement by all learners, the appropriate role of reflection and self-evaluation, the examination of research on assessment, and current reform movements. Also presented will be classroom, program, individual, formative, summative, traditional, and alternative assessment models. Prerequisite: Senior standing.

EDUC 481 Student Teaching (Variable 3 [ACT] – 11 cr)

A full semester (14 weeks) of teaching experience in specific and assigned classes in a K-12 school in the licensure content and programmatic area(s) under the direct supervision of a cooperating teacher selected by University faculty. Prerequisite: Department approval.

ENGL 101 College Reading (3 cr)

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

ENGL 102 College Writing (3 cr)

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

ENGL 110 Process of Composition (3 cr)

Elements of expository and persuasive essay writing; research techniques; revising prose for accuracy, precision and effective style. By placement. Fall and Spring. Core: EC.

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

This course will introduce students to various concepts and techniques of literary study using the genres of fiction, poetry and drama. Applying these fundamental tools of literary analysis, students will produce a variety of writing assignments. Prerequisite: ENGL 110. Fall and Spring. Core: EC.

ENGL 150 Culture and Conflict in Literature (3 cr)

Students will examine selected topics related to global perspectives within literary studies. Assigned literary texts must include a variety of perspectives of characters and authors from different ethnic and cultural backgrounds. Course topics will vary by section. Fall and Spring. Core: GP.

ENGL 170 World Myth and Folktale (3 cr)

Students will survey myths and/or folktales rooted in the oral tradition from a variety of world cultures representing broad regions in such places as Africa, the Americas, Asia, Australia, and Europe. The course will frame our contemporary understanding of world myth and folktale through an examination of literary works and/or films that have adapted earlier myth and folktale in order to appeal to a modern audience. Course topics will vary by section. Fall and Spring. Core: GP.

ENGL 180 Introduction to Creative Writing (3 cr)

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

ENGL 205W Thematic Topics in Literature (3 cr)

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

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

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

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

This third-level, writing-intensive core course will focus on a selection of works by a famous literary author. Students will study the author's social, cultural, historical, and literary contexts while engaging in ethical research methods and implementing advanced writing skills. Prerequisite: ENGL 110 (first-level WIC); ENGL 115W or HIST 120W (second-level WIC). Fall only. Core: EC.

ENGL 270 Classical Myth (3 cr)

Students will examine the nature and function of myth in the ancient Mediterranean world, focusing upon the narrative and symbolic structure of myths, the cultural contexts of myths and the influence of myth upon later literature. Texts will include Greek and Roman epic, Greek drama and myths as represented in ancient and modern art. Prerequisite: ENGL 110 or permission of instructor. Spring only.

ENGL 275 Shakespeare (3 cr)

This course will center on the life and works of Renaissance poet and playwright William Shakespeare. Students will study selected works—including sonnets, tragedies, comedies, and histories—with a particular focus on the dramatic, literary, historical, and cultural dimensions of Shakespeare's art. Prerequisite: ENGL 110. Fall only.

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

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

ENGL 281 Fiction Workshop (3 cr)

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

ENGL 282 Creative Nonfiction Workshop (3 cr)

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

ENGL 283 Poetry Workshop (3 cr)

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

ENGL 285 Screenwriting Workshop (3 cr)

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

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

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

ENGL 301/302 Topics in British Literature (3 cr)

This course will examine the literary figures and movements from select periods within British literature, with a focus on the manner in which cultural, historical, and social elements influence the genres and themes within the literary period(s). It will rotate every two years between LIT 301 (Early British Literature) and LIT 302 (Later British Literature). Prerequisite: ENGL 110; LIT 115; or permission of instructor. FE

ENGL 303/304 Topics in American Literature (3 cr)

This course will examine the literary figures and movements from select periods within American literature, with a focus on the manner in which cultural, historical, and social elements influence the genres and themes within the literary period(s). It will rotate every two years between LIT 303 (Early American Literature) and LIT 304 (Later American Literature). Prerequisite: ENGL 110; ENGL 115W; or permission of instructor. Fall only.

ENGL 325 Introduction to Literary Theory (3 cr)

This course will introduce students to various literary theories and to strategies for applying these theories to specific literary texts. Survey will range from early writings on literature by Plato and Aristotle to the proliferation of theory in the twentieth century, including psychoanalytic criticism, formalism, reader-response theory, deconstruction and new historicism. Prerequisite: ENGL 110; ENGL 115W; ENGL 286W; or permission of instructor. Spring only.

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

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

ENGL 484 Creative Writing Capstone Portfolio

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

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

In this course, students will undertake the beginning stages of a major project requiring extended research and writing. This initial segment of the project requires a written proposal, an annotated bibliography, a progress report, and a rough draft. All phases will be supervised and evaluated by a faculty member in the literature program. Prerequisite: ENGL 110; ENGL 115W; ENGL 286W; and senior standing. Fall only.

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

In this course, students will complete the major project they began in ENGL 486. This concluding segment of the project requires a second revised draft, a public presentation of the project's results, and a final polished revision of the paper at the end of the semester. All phases will be supervised and evaluated by a faculty member in the literature program. Prerequisite: ENGL 110; ENGL 115W; ENGL 286W; ENGL 486; and senior standing. Spring only.

ENGR 111 Engineering Orientation I (3 cr)

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

ENGR 112 Engineering Orientation II (3 cr)

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

ENGR 243 Engineering Mechanics, Statics (3 cr)

Statics of particles and rigid bodies, vector operations, equivalent systems, equilibrium, centroids and center of gravity, analysis of structures, shear and moment diagrams, bending stress and shear stress in structural members, loads, strain, friction and moments of inertia. Prerequisite: MATH 191 and PHYS 151. F

ENGR 244 Engineering Mechanics, Dynamics (3 cr)

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

ENGR 245 Strength of Materials with Lab (4 cr)

Fundamental principles of mechanics of materials including: stress-strain curves, deformation, and failure of solid bodies under the action of forces, Mohr's circle, and mechanical properties of materials. Course will emphasize strength and elastic deflection of engineering materials due to loads applied axially, in torsion, in bending and in shear. Students will conduct basic experiments in strength of materials, including mechanical properties, stress-strain curves of materials and analyze beams under tension, compression and bending. Prerequisite: ENGR 243. S

ENGR 346 Thermodynamics (4 cr)

An intermediate treatment of thermodynamics: Thermodynamic systems, work, heat, the first and second laws of thermodynamics, equations of state, entropy and exergy analysis of engineering systems. Prerequisite PHYS 251. F

ENGR 347 Fluid Mechanics (4 cr)

Description of fluid matter kinematics of fluid flow and similarity concepts. Derivation of the governing equations. Application to hydrostatics, boundary layers, separation, wakes and drag, pipe flow, compressible flow, and introduction to turbomachinery (with emphasis on pumps). Normal shocks and isentropic flow. Prerequisite ENGR 244. SO

ENGR 350 Electric Circuits with Lab (4 cr)

An introduction to analog and digital electronics. Topics include basic circuit theory and the application of Ohm's and Kirchhoff's Laws; time-domain and frequency domain responses for passive and active circuits; Boolean algebra and logic circuits; and analog-to-digital and digital-to-analog converters. Prerequisite: PHYS 251. F

ENGR 352 Mechatronics with Lab (4 cr)

Synergistic integration of mechanical engineering with electronics and intelligent computer control in designing and manufacturing machines, products and processes; semiconductor electronics, analog signal processing, with op amps, digital circuits, Boolean algebra, logic network designs, Karnaugh map, flip-flops and applications, data acquisition, A/D and D/A, interfacing to personal computers, sensors and actuators, microcontroller programming and interfacing. Prerequisite: PHYS 251. S

ENGR 447 Project Management (3 cr)

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

ENGR 448 Materials Science (3 cr)

Survey of engineering applications of non-ferrous and ferrous alloys, polymers, ceramics and composites. Basic crystallographic notation and molecular structure of common engineering materials. Principles of metallurgical thermodynamics and kinetics applied to phase transformations and strengthening mechanisms. Prereq: ENGR 245. SE

ENGR 454 Systems Modeling and Control (4 cr)

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

ENGR 470 Advanced Economic Analysis (3 cr)

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

ENGR 472 Operations Management (3 cr)

This course is an introduction to the field of operations management and focuses on how organizations transform inputs to products and services. Topics include: modeling and analysis of operations; supply chain analysis and planning; inventory control and warehouse management; logistics network design; and supply chain coordination. Prerequisite: junior standing. SO

ENGR 473/4 Engineering Internship (1, 2, or 3 cr)

Selection and direction of the internship will involve interaction with local communities or industries. Consent of the department required.

ENGR 475 Project Management (3 cr)

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.

ENGR 484 Engineering Capstone Project (3 cr)

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

ENVS 115 Environmental Conservation and Energy Sustainability (3 cr)

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.

ENVS 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.

ENVS 430 Aquaponics (3 cr)

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.

ENVS 431 Aquaponics Laboratory (3 cr)

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.

ENVS 464 Alternative Energy Systems (4 cr)

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

ENVS 481 Research Seminar (1 cr)

A senior research seminar capstone for ENS majors.

EXSC 120 Introduction to Exercise Science (2cr)

This is the gateway course for Exercise Science. This course covers the initial beginnings of modern day exercise science disciplines, professionalism, organizations related to the field, certifications, academic progression beyond the undergraduate degree, and opportunities existing upon graduation. Some anatomy and physiology as it relates to exercise will also be addressed.

This course is the pre-requisite course to all other ES core classes.

EXSC 120 Introduction to Exercise Science (2cr)

This is the gateway course for Exercise Science. This course covers the initial beginnings of modern day exercise science disciplines, professionalism, organizations related to the field, certifications, academic progression beyond the undergraduate degree, and opportunities existing upon graduation. Some anatomy and physiology as it relates to exercise will also be addressed. This course is the pre-requisite course to all other EXSC classes.

EXSC 212 Motor Development (3cr)

This course is a view of the processes and mechanisms underlying the development of motor skills. Topics such as progressive motor patterns, cognitive, emotional, and physiological development, as well as fundamental motor development milestones in children will be discussed. In addition, this class also looks at motor activity across the lifespan inclusive of infancy, childhood, adolescence, adulthood, and old age. Pre-req: EXSC 120

EXSC 222 Kinesiology (3cr)

Heavy emphasis on applied kinesiology pertaining to general musculoskeletal anatomy and joint dynamics related to degrees-of-freedom, planes of motion, arthrokinematics and osteokinematics will be addressed. The student will learn muscle origins, insertions, and nerve innervations of key muscles that promote movement as well as bony landmarks with regards to the skeletal system. The student will gain a very thorough foundation of the muscles responsible for human movement. Pre-req: EXSC 120; EXSC 212

EXSC 231 Emergency Care and 1st Aid/CPR (2cr)

This course is designed to prepare the student to be able and capable in emergency situations, whether in an athletic environment or day-to-day life situations. Roles played by EMT's / Paramedics / Athletic Trainers will be addressed as

well as the legalities and potential liabilities that may exist when providing emergency care as a good samaritan. The student will be required to certify in CPR/AED. First Aid certification will be recommended and encouraged.

Pre-req: BIOL 150/151, BIOL 152, EXSC 120

EXSC 312 Exercise Physiology I (3cr)

Exercise physiology is a foundational course in all matters of exercise science. An understanding of how the body is affected by acute increases in activity (i.e., physical labor, physical activity, exercise, etc.) as well as the chronic changes that occur with exercise application on a daily basis will be addressed. Emphasis on central and peripheral adaptations will occur, in addition to how environmental stress (heat, cold, altitude, etc.) and disease processes (CV, DM, obesity, etc.) affect our physical and physiological performance. EXSC 313 EP Lab is to be taken in conjunction with this course as a Co-Requisite. Pre-reqs: BIOL 150/151, BIOL 152, EXSC 120

EXSC 313 Exercise Physiology Lab (1cr)

This lab corresponds with EXSC 312 lecture and provides hands-on experience pertaining to the measurement of physiological variables during exercise, assessment of cardiovascular, muscular strength, muscular endurance, flexibility, body composition, and pulmonary function / capacities will all be addressed. This course must be taken in conjunction with EXSC 312 lecture.

EXSC 321 Principles of Strength and Conditioning (3cr)

This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis will be placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise safety and technique, needs analysis, program design, testing, and evaluation. NSCA certifications will be discussed and encouraged.

Pre-req: EXSC 312/313

EXSC 325 Sport Rehabilitation (3cr)

This course addresses the basics of musculo-skeletal rehabilitation of common injuries which could be sustained while participating in sports or recreational activities. Education in the process of inflammation, repair, and remodeling will occur as well as discussion of various protocols, progressions, and applications for injuries incurred which affect bone, nerve, ligament, tendon, muscle, and skin. A general knowledge will be gained by the student related to rehabilitation in a safe and conscientious manner. Roles played by ATC's, PT's, PTA's, Coaches, and Strength & Conditioning Specialists will also be provided.

Pre-req: EXSC 312/313

EXSC 330 Nutrition in Sport and Exercise (3cr)

This course provides foundational principles in nutrition and caloric management. It focuses on what balance should be attained relating to carbohydrate, fat, and protein intake, caloric output and input, hydration, electrolyte management, body composition, and the unique needs of various athletes in various sports. Pre-req: EXSC 312/313

EXSC 441 Exercise Prescription for Special Populations (3cr)

This course provides an overview of the disease pathophysiology, the effects on the exercise response, exercise application, and exercise management in those suffering from chronic diseases and disabilities. Selected topics including cardiovascular disease, respiratory disease, diabetes, obesity, frailty, pregnancy, musculo-skeletal disorders, and many other maladies will be

presented. Pre-req: EXSC 312/313

EXSC 431 Cardiovascular Assessment and Cardiac Rehabilitation (3cr)

Heavy emphasis will be placed on the anatomy and physiology of cardio-pulmonary systems and peripheral circulation, hemo-dynamics, and regulation of circulatory performance. The cardiac cycle, heart sounds, and intrinsic electrical control of the heart are part of the academic challenge in this course. EKG interpretation, 12-lead placement, and various GXT protocols for those with cardiac and pulmonary compromises will be presented. In addition, the field of cardiac rehab as well as pulmonary rehab will be included. Pre-req: EXSC 312/313

EXSC 451 Exercise Physiology II (3cr)

This course builds on the foundational exercise physiological concepts which were taught in Exercise Physiology I. EP I covered exercising muscle related to function, fuel utilization, hormonal/neural control, energy expenditure and fatigue as well as cardio-vascular-pulmonary responses. EP II progresses to exercise training/adaptations, environmental influences on performance, optimizing performance in sport, gender considerations, and physical activity for health and fitness. Pre-req: EXSC 312/313

EXSC 452 Special Topics in Exercise Science (1cr)

The course will meet once a week and encompass many of the current exercise-related issues that affect our lives. A variety of areas where exercise is utilized, including rehab, sports, health, fitness, and function will be explored through current evidence-based research and articles.

Pre-req: EXSC 451

EXSC 473 Exercise Science Practicum (3cr)

The student will be required to participate in a practicum at a facility, or in a program, that is matched to their particular path (clinical, health & fitness, etc.). A variety of sites have been secured in those areas. The student is expected to arrive on time, present in professional manner at all times, and gain knowledge of a practical and applicable sort. The practicum requires 135 contact hours over the course of the semester (approximately 10 hours per week). Pre-req: EXSC 312/313

GSCI 115 Integrated Sciences I (3 cr)

An integrated science and math course for the non-science major. The course investigates science and the scientific method through selected topics in the traditional fields of biology, chemistry, physics, and earth and space science. Math topics are integrated as appropriate. A hands-on, student-centered approach is taken. Lab and lecture are integrated with the course meeting for 90 minutes three times per week. F

GSCI 120 Integrated Sciences II (3 cr)

An integrated science and math course for the non-science major. The course investigates science and the scientific method through selected topics in the traditional fields of biology, chemistry, physics, and earth and space science. Math topics are integrated as appropriate. Topics include sound and waves, electricity, astronomy, and geology. A hands-on, student-centered approach is taken. (Required for Elementary Education majors.) S

HIST 115 The Twentieth Century (3 cr)

This course begins with an examination of Europe's position of political, economic and military dominance in the world in the decades before World War I. After a thorough treatment of the causes and effects of the Great War and the rise of Japan to great power status, our emphasis shifts to the international economic and political problems of the interwar era. We analyze the rise of authoritarian regimes of the right and left in Europe, the civil war in China and the imperialist powers' weakening grip on their colonies in Africa and Asia. World War II and the Holocaust figure prominently in the second half of the course, as do the decolonization process, the Cold War between the U.S. and the Soviet Union and post-Cold War issues such as ethnic conflict and responses to globalization. F

HIST 120W Historical Methods (3 cr)

The content of these courses (in terms of both geographic area and historical period) varies from instructor to instructor. All are designed to familiarize students with the methods and procedures used by historians in researching and writing about important historical trends and events. Course activities include using primary and secondary sources; developing a sense of interpretation grounded in creative, but responsible scholarship; improving writing skills in analytical, response and research papers; and giving oral presentations. S

HIST 211 History of the American People I (3 cr)

This course is an introduction to selected topics in American civilization from the colonial period to 1877. The objective of the course is to provide the student with a general but comprehensive understanding of American exploration, colonization, the Independence movement, the birth of American democracy, political party development, industrialization, reform movements, sectionalism, and reconstruction. FE

HIST 212 History of the American People II (3 cr)

This course explores the social, cultural, political, intellectual, and economic development of the United States after the Civil War. Specific topics include, but are not limited to: Reconstruction, Industrialization, Immigration, the Labor Movement, the Great Depression, World War II, the Cold War, Civil Rights, the Vietnam War era, and the Conservative Revival of the 1970s and 1980s. SO

HIST 213 American Indian History (3 cr)

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.

HIST 214 History of Appalachia (3 cr)

An introduction to the history of the institutions and people of the Appalachian mountain region from the earliest years of exploration to the present. F

HIST 308 Comparative Ethnic Cleansing and Genocide (3 cr)

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)

HIST 317 History of the Holocaust (3 cr)

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)

HIST 337 The World on Drugs: 1700-present (3 cr)

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

HIST 351 Topics in The Western Tradition (3 cr)

Ancient Greece and Rome to the Renaissance. This course is a broad survey of Europe's political, social, economic and cultural traditions with a stress on selected problems viewed from conflicting historical interpretations. Students will make use of both primary and secondary literature and make oral and written reports on the problems they have studied. (only offered every other year) FO

HIST 352 Topics in The Western Tradition (3 cr)

Renaissance to the Present. 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

HIST 366 History and Film: American History (3 cr)

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. S

HIST 367W History and Film: Non-Western History (3 cr)

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. FE

HIST 368W Twentieth Century Germany (3 cr)

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

HIST 386 The Historian's Craft (3 cr)

This course is mandatory for all history majors. It is a prerequisite for HIST 481. 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

HIST 481 Senior Seminar (3 cr)

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.

MATH 101 Algebra Review (3 cr)

A review of topics from elementary and intermediate algebra, including first order equations, exponents and radicals, polynomials, quadratic expressions, quadratic equations, rational expressions, linear and nonlinear systems of equations, inequalities and the binomial theorem. This course is preparatory and will not satisfy the University's core curriculum requirement in mathematics. F,S

MATH 109 College Algebra and Problem Solving (3 cr)

This course is designed to strengthen the student's pedagogy in mid-elementary, middle school, and practical mathematics. The course goal is to equip students to answer the question "how can I prepare myself and my students (and/or children) to be competent mathematics students?" Students will develop skills and gain the content knowledge necessary to be an effective, competent, and student-centered mathematics teacher. F

MATH 115 Introduction to Statistics (3 cr)

Descriptive statistics including measures of central tendency and variability, graphic representation, probability, the binomial, normal and T distributions, hypothesis testing and linear regression. Prerequisite: MATH 101 or equivalent. F,S

MATH 151 Pre-Calculus (3 cr)

A thorough preparation for calculus with analytic geometry, including conic sections, and the transcendental functions: logarithmic, exponential and trigonometric functions. Prerequisite: MATH 101 or equivalent. F,S

MATH 191 Calculus I (4 cr)

A theoretical introduction to differential calculus including limits, continuity, the basic rules for derivatives and applications including optimization problems. A brief introduction to integration leading to the Fundamental Theorem of Calculus completes this course. Prerequisite: MATH 151 or equivalent. F,S

MATH 192 Calculus II (4 cr)

Transcendental functions, applications of integrals, volumes of revolution, surface areas; techniques of integration, including powers of trigonometric functions, integration by parts and by partial fractions, improper integrals, infinite series, Taylor's expansion and indeterminate forms. Prerequisite: MATH 191. F,S

MATH 193 Calculus III (4 cr)

Vectors and vector valued functions, extrema of multivariate functions and the method of Lagrange multipliers, surfaces in three dimensions, line and surface integrals; multiple integration and Stokes' Theorem. Prerequisite: MATH 192. F

MATH 212 Ordinary Differential Equations (4 cr)

ODEs of first order: linear, homogeneous, separable and exact, with applications; orthogonal trajectories; those of second order: reducible to first order, general and particular solutions by the methods of undetermined coefficients, variation of parameters and power series; and an introduction to numerical methods and Laplace Transforms. Prerequisite: MATH 192. S

MATH 215 Scientific Statistics (3 cr)

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: MATH 191. SE

MATH 235 Discrete Mathematics (3 cr)

Sets and relations, logic and truth tables, Boolean algebra, logic gates, graph theory, combinatorics, algorithms, matrix algebra and determinants. Prerequisites: MATH 191 or equivalent. SO

MATH 250 Geometry (3 cr)

Euclid's Axioms, the parallel postulate, leading to non-Euclidean geometries, and an introduction to projective and affine geometries. Prerequisite: MAT-240. SE

MATH 315 Applied Probability and Statistics (3 cr)

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: MATH 192. Offered fall semester of even years. D

NURS 201 Pathophysiology (2 cr) Pathophysiology will focus on the comprehension of the following body systems; endocrine, neurological, cardiac, respiratory, and renal as a foundation for nursing care. It requires correlations between normal and abnormal A & P as well as the processes resulting in the manifestations of disease. Prerequisites: none. Offered: Spring and Summer.

NURS 203 Health Assessment (2 cr) This course introduces the concepts and techniques of health and cultural assessment of individuals and families across the life span, for use with the nursing process. Emphasis is on history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, frequently, seen variations from normal, and cultural differences are discussed. The course introduces the concept of physical assessment across the lifespan. Prerequisites: successful completion of NURS 227, PSYC 110, BIOL 150. Offered: Spring and Summer.

NURS 215 Concepts of Microbiology & Epidemiology (2 cr)

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

NURS 227 Clinical Nutrition (2 cr) A study of clinical nutrition as it relates to the nurses role in promoting health. Grade options: A-F. Prerequisites: none. Offered: Fall and Summer.

NURS 230C Fundamentals of Nursing (Clinical) (2 cr) Fundamentals of nursing provides the student with all the nursing concepts and skills needed as a beginning nurse. It is a study and practice of basic patient care. Prerequisites: successful completion of NURS 227, BIOL 150, PSYC 110. Offered: Spring and Summer.

NURS 230D Fundamentals of Nursing (3 cr) Fundamentals of nursing provides the student with all the nursing concepts and skills needed as a beginning nurse. It is a study and practice of basic patient. Prerequisites: successful completion of NURS 227, BIOL 150, PSYC 110. Offered: Spring and Summer.

NURS 309C Intro into Nursing (Clinical) (3 cr) This course examines the fundamental principles of the delivery of care for the medical surgical population. Health care issues and diseases are explored and students are introduced to basic nursing concepts. This course also covers the study of public health and community nursing. Prerequisite: successful completion of NURS 227, NURS 230, BIOL 150, BIOL 152, PSYC 212, GSCI 215. Offered: Fall only.

NURS 309D Intro into Nursing (3 cr) This course examines the fundamental principles of the delivery of care for the medical surgical population. Health care issues and diseases are explored and students are introduced to basic nursing concepts. This course also covers the study of public health and community nursing. Prerequisites: successful completion of NURS 227, NURS 230, BIOL 150, BIOL 152, PSYC 212, GSCI 215. Offered: Fall only.

NURS 319C (O) Maternal Health (Clinical) (2 cr) This course focuses on the care of clients with acute health care needs with emphasis on the maternal and newborn client. Health care (normal and abnormal) aspects of each client population. Health care issues are explored. Grade Option: A-F. Prerequisites: NURS 227, NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 319D (O) Maternal Health (3 cr) This course focuses on the care of clients with acute health care needs with emphasis on the maternal and newborn client. Health care (normal and abnormal) aspects of each client population. Health care issues are explored. Grade Option: A-F. Prerequisites: NURS 227, NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 320C Medical/Surgical Nursing 1 (Clinical) (2 cr) This course examines the care of patients with multisystem needs throughout the lifespan with major emphasis on the adult client. Lifelong care and prevention of complications are emphasized. Grade Option: A-F. Prerequisites: NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 320D Medical/Surgical Nursing 1 (3 cr) This course examines the care of patients with multisystem needs throughout the lifespan with major emphasis on the adult client. Lifelong care and prevention of complications are emphasized. Grade Option: A-F. Prerequisites: NURS 230, NURS 309, NURS 327, NURS 329. Offered: Spring Only.

NURS 326C Mental Health Nursing (Clinical) (2 cr) This course focuses on mental illness specifically diagnosis, etiology, and treatments. The study of mental health is essential in order to understand the rationale for medical and

psychological therapies. The nurse, as the regulator of the clinical environment, needs an understanding of these in order to coordinate nursing care. Grade Option: A-F. Prerequisites: NURS 329, NURS 309, NURS 327. Offered: Spring Only.

NURS 326D Mental Health Nursing (3 cr) This course focuses on mental illness specifically diagnosis, etiology, and treatments. The study of mental health is essential in order to understand the rationale for medical and psychological therapies. The nurse, as the regulator of the clinical environment, needs an understanding of these in order to coordinate nursing care. Grade Option: A-F. Prerequisites: NURS 329, NURS 309, NURS 327. Offered: Spring Only.

NURS 327 Elements of Nursing Research (3 cr) This course is designed to introduce students to the process of research. Principles, types, and methods of research will be examined as they apply to the principles of evidence based practice in the care of individual families, and communities. Peer-reviewed research will be retrieved, critically appraised, and synthesized with regards to design, level of evidence, rigor, dissemination/translation to practice, and conduct to protect the rights of research subjects. Prerequisites: MATH 115-junior standing in the nursing department. Offered: Fall only.

NURS 329 Pharmacology (3 cr) Assessing a patient's response to drug therapy as an ongoing nursing responsibility. This course presents the principles of pharmacology as related to the nurses role in the assessment of the patient while promoting health. Prerequisites: none-junior standing in the department of nursing. Offered: Fall only.

NURS 405C Medical/Surgical Nursing II (Clinical) (4 cr) This clinical experience includes interventions in acute crisis as well as monitoring and promoting health maintenance. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 405D Medical/Surgical Nursing II (3 cr) This course examines the care of patients with multisystem needs throughout the lifespan with major emphasis on the adult client. Lifelong care and prevention of complications are emphasized. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 406C Pediatrics/Genetics (Clinical) (2 cr) This course focuses on the care of the pediatric client and their family with acute healthcare needs who require adaption across the lifespan. This course focuses on the needs of the child as a unit where they play, live and go to school. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 406D Pediatrics/Genetics (2 cr) This course focuses on the care of the pediatric client and their family with acute healthcare needs who require adaption across the lifespan. This course focuses on the needs of the child as a unit where they play, live and go to school. Prerequisites: NURS 309, NURS 320. Offered: Fall and Summer.

NURS 422C Critical Care Nursing (Clinical) (2 cr) This course examines care of the client with complex needs. Emphasis is placed on setting priorities in acute crisis as well as long term health to prioritize and make decisions while delivering complex care in varied settings. Prerequisites: NURS 320. Offered: Fall and Spring.

NURS 422D Critical Care Nursing (3 cr) This course examines care of the client with complex needs. Emphasis is placed on setting priorities in acute crisis as well as long term health to prioritize and make decisions while delivering complex care in varied settings. Prerequisites: NURS 320. Offered: Fall and Spring.

NURS 423C Leadership and Role Development/Precepting (Clinical) (4 cr) This course is the clinical portion for senior year nursing students to complete their precepting before graduation. Prerequisites: NURS 320, NURS 405. Offered: Fall and Spring.

NURS 423D Leadership and Role Development (2 cr) This course is designed as the didactic portion for senior year nursing students completing their precepting before graduation. The course is composed of case studies that are presented by the faculty and by the students to enable the students to combine knowledge from didactic learning with hands on nursing care. Prerequisites: NURS 320, NURS 405. Offered: Fall and Spring.

NURS 426 Nursing Trends and Issues (2 cr) This course focuses on analysis and discussion of current trends in nursing and the health care delivery system. Included is the consideration of the historical, social, political, economic, legal and ethical forces interacting with the issues in nursing. Prerequisites: None. Offered: Fall and Spring.

NURS 480 NCLEX Prep I (1 cr) The purpose of this course is to assist the senior level student in beginning to review nursing knowledge for the NCLEX-RN Exam. The course will help to develop skills in test taking strategies and review specific nursing content areas. Prerequisites: None. Offered: Fall and Summer.

NURS 481 NCLEX Prep II (2 cr) The purpose of this course is to assist the senior level student in beginning to review nursing knowledge for the NCLEX-RN Exam. The course will help to develop skills in test taking strategies and review specific nursing content areas. Prerequisites: NURS 480 NURS 405,C & D, NURS 406 C& D. Offered: Fall and Summer.

PHIL 115 Philosophy of the Human Person (3 cr)

A philosophical study of the human person as a being who, while embodied in nature, is capable of rationally knowing, freely choosing, and creatively acting as a unique individual open to communion with others and with the Transcendent.

PHIL 213 Aesthetics (3 cr)

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.

PHIL 237 Social and Political Philosophy (3 cr)

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: PHIL 115.

PHIL 305 Ethics (3 cr)

How ought human beings live in society? Study of the nature, types and criteria of values, with an in-depth study of ethical principles and their applications to certain contemporary moral problems, e.g., abortion, euthanasia, capital punishment, war and peace. Prerequisites: PHIL 115. (This course will also count as a Year-Four writing intensive course.)

PHIL 307 Ancient Philosophy (3 cr)

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: PHIL 115. SE

PHIL 308 Medieval Philosophy (3 cr)

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: PHIL 115.

PHIL 309 Modern Philosophy (3 cr)

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: PHIL 115. SO

PHIL 315 Philosophy of Science (3 cr)

A study of the historical and contemporary ontologies, epistemologies and axiologies of the physical, social and mathematical sciences. Prerequisites: PHIL 115. D

PHIL 337 19th-Century European Thought (3 cr)

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: PHIL 115. D

PHIL 338 Contemporary Continental Philosophy (3 cr)

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: PHIL 115. D

PHIL 355 Business Ethics (3 cr)

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: PHIL 115.

PHIL 360 Great Thinkers in Philosophy (3 cr)

A close and critical textual examination of a major philosopher, (e.g., Aristotle, Plato, Kant, Heidegger, etc.).

Prerequisite: PHIL 115 D

PHIL 365 Great Themes in Philosophy (3 cr)

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: PHIL 115 D

PHIL 481 Senior Seminar in Philosophy (3 cr)

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

PHYS 141 College Physics I (3 cr)

To be taken concurrently with PHYS 142. An algebra-based introduction to the concepts and methods of physics: I; Kinematics and Newtonian Mechanics in 1-d, Work and Energy, Gases, Fluids, Thermodynamics, Modern Physics: II; Newtonian Mechanics in 2-d, Electricity and Magnetism, Waves, Sound and Optics. Students need to have good algebra skills and basic Trigonometry. F

PHYS 142 College Physics Lab I (1 cr)

To be taken concurrently with PHYS 141. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F

PHYS 151 Physics I (4 cr)

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

PHYS 152 Physics Lab I (1 cr)

To be taken concurrently with PHYS 151. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. S

PHYS 241 College Physics II (3 cr)

To be taken concurrently with PHYS 242. An algebra-based introduction to the concepts and methods of physics: I; Kinematics and Newtonian Mechanics in 1-d, Work and Energy, Gases, Fluids, Thermodynamics, Modern Physics, II; Newtonian Mechanics in 2-d, Electricity and Magnetism, Waves, Sound and Optics. Students need to have good algebra skills and basic Trigonometry. S

PHYS 242 College Physics Lab II (1 cr)

To be taken concurrently with PHYS 241. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. S

PHYS 251 Physics II (4 cr)

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

PHYS 252 Physics Lab II (1 cr)

To be taken concurrently with PHYS 251. Experiments designed to supplement the lecture course and to provide proficiency in the methods of measurements, the analysis and presentation of data and the interpretation of results. F

POSC 120 American Political Process (3 cr)

Operations of the American government and their consequences for the population. Policies on management of the economy, defense and foreign policy, poverty, race relations. Roles of the Presidency, bureaucracy, Congress, courts. Nature of elite and mass political ideas and opinions.

POSC 211 Comparative Politics (3 cr)

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.).

POSC 212 Global Politics (3 cr)

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.

POSC 241 Public Policy (3 cr)

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: POSC 120.

PSYC 110 General Psychology (3 cr)

A survey of contemporary psychology, including the topics of conditioning and learning, sensation and perception, psychophysiology, motivation and emotion, memory and cognition, development, social behavior, psychological testing, personality, psychopathology and psychotherapy. Participation in research projects or an alternative exercise is required. FS

PSYC 115 Statistics for the Behavioral Sciences (3 cr)

Students will learn to analyze and interpret data using descriptive and inferential statistics. Measures of central tendency, variability and hypothesis testing using parametric and non-parametric tests will be discussed. Correlation, ttests, regression, z-scores, chi square and analysis of variance will be presented. The course will make significant use of the SPSS computer analysis program. Prerequisite: PSYC 110 with grade of C+ or better. S

PSYC 130 States of Consciousness (3 crs)

A seminar examining theoretical and empirical bases of human consciousness, noting physiological correlates. Topics include sleep, dreaming, hypnosis, meditation, biofeedback, sensory deprivation, drug-induced states and death, as well as the cultural shaping of ordinary consciousness. Prerequisite: PSYC 110. SE

PSYC 211 Experimental Psychology (4 cr)

An introduction to the principles and methods of experimental psychology, with laboratory investigation. Prerequisite: PSYC 115 with a grade of C or better. FO

PSYC 212 Developmental Psychology (3 cr)

An analysis of development throughout the life-span, with a special emphasis on various theoretical approaches to development. Designed for non-psychology majors. Students taking this course should not take PSYC 214, 216, or 218. Prerequisite: PSYC 110. SO

PSYC 214 Child Psychology (3 cr)

A study of the physiological, intellectual, social and emotional factors in child development. The course will emphasize contextual factors that influence child development outcomes. F Students taking this course should not take PSYC 212. Prerequisite: PSYC 110. F

PSYC 216 Adolescent Psychology (3 cr)

A study of basic research and theories concerning development in the adolescent years. Prerequisite: PSYC 110. Required for 5-12 content specialization licensure. SO

PSYC 221 Applied Behavior Analysis (3 cr)

This course is about the ways in which environmental contingencies modify behavior in individuals. The conceptual framework, broadly called "applied behavior analysis" (ABA), is a set of principles for describing and testing environment/behavior relationships using single-subject research methods. SO

PSYC 314 Social Psychology (4 cr)

A study of the effects of the group on individual behavior, including the topics of aggression, persuasion, attitudes, compliance, obedience, attraction, and person perception. Research elective. Prerequisite: PSYC211 with grade of C or higher. SO

PSYC 220 Educational Psychology (3 cr)

A study of the cognitive and affective dimensions of student behavior with an emphasis on the theoretical conceptions of learning which underlie education methods. Professional Education students should register for the section designated for them. Prerequisite PSYC 110. F

PSYC 235 Intimate Human Relations (3 cr)

A data based study of biological, religious/historical, cultural and individual determinants of intimate human behavior. Prerequisite: PSYC 110. S

PSYC 238 Psychopharmacology (3 cr)

Examination of how drugs affect our behaviors, thoughts and emotions. The course will address the impact of psychopharmacological use and abuse in society, how drugs can alter neuronal information processing, pharmacodynamics, analysis of pharmacological agents with particular attention given to the psychological effects of these drugs and the applicability of pharmacological agents to the treatment of psychopathologies. Prerequisite: PSYC 110. SO

PSYC 240 Foundations of Social Work (3 cr)

Foundations of Social Work is a seminar and experiential-learning course designed to explore an overview of the Social Work field. The primary goal is for students to understand what social work entails and how it is implemented by professionals. The course explores the theoretical, ethical, economic, political, cultural, and justice forces that impact the field on a macro level. With that foundation, students work through the stages of the helping profession: engagement, assessment, intervention, and termination at a micro level. This course delves into the marginalized and vulnerable populations of our society to prepare students to be empathetic, knowledgeable professionals. FE

PSYC 250 Sport Psychology (3 cr)

An examination of sports from an empirical point of view with emphasis on behavioral/learning principles as they apply to the influence of sports on athletes and spectators. Prerequisite: PSYC 110. S

PSYC 262 Psychology in Film (3 cr)

The course will take a problem-based pedagogical approach. Each week students will be shown a film, and specific questions will be presented for them to address in a written commentary. To do this effectively, the student will need to reflect upon and apply psychological theories, hunt down additional information concerning each film, competently analyze a variety of film character/writer/director aspects (behaviors, motivations, social influences, etc.) and provide personal beliefs and interpretations. FE

PSYC 300 Directed Research (1, 2, or 3 cr)

Under the direction of a faculty member, students design and carry out empirical research in psychology. Prerequisite: PSYC 211 with grade of C or higher and permission of the instructor. FS

PSYC 311 Physiological Psychology (4 cr)

A study of the physiological correlates of human behavior, especially the relationship between brain and behavior; Research Elective. Prerequisites: BIOL 115 or BIOL 120, PSYC 211. D

PSYC 313 Motivation and Emotion (4 cr)

A study of motivational and emotional processes from physiological, individual and social standpoints; data based theories of motivation and emotion evaluated. Research Elective. Prerequisite: PSYC 211 with grade of C or higher. FE

PSYC 314 Social Psychology (4 cr)

A study of the effects of the group on individual behavior, including the topics of aggression, persuasion, attitudes, compliance, obedience, attraction, and person perception. Research elective. Prerequisite: PSYC 211 with grade of C or higher. SO

PSYC 315 Tests and Measurements (4 cr)

An analysis of psychological tests and measurements, including tests of intellectual level, specific aptitude and personality; test construction, reliability, validity, norming procedures and ethical issues emphasized. Research elective. Prerequisite: PSYC 211 with grade of C or higher. FE

PSYC 317 Cognitive Psychology (4 cr)

An introduction to the higher mental processes from an experimental point of view, including the topics of memory and attention, thinking, creativity, language behavior and cognitive development. Research Elective. Prerequisite: PSYC 211 with grade of C or higher. D

PSYC 319 Sensation and Perception (4 cr)

A study of the reception and interpretation of sensory information, including study of how sensory receptors function and factors which affect perceptual organization; Research Elective. Prerequisite: PSYC 211 with grade of C or higher. SO

PSYC 320 Learning (4 cr)

An introduction to the basic theoretical, experimental and applied concepts in learning, with particular emphasis on operant and classical conditioning. Research Elective. Prerequisite: PSYC 211 with grade of C or higher. SE

PSYC 330 Personality (3 cr)

A survey of the various theories of personality, including psychoanalytic, behavioral, phenomenological and dispositional, and the study of various methods for assessing personality. Prerequisite: PSYC 110. D

PSYC 335 Psychotherapy (3 cr)

A discussion of assessment techniques, empirically-based treatments, strategies for prevention of mental illness and ethical issues in therapy. Prerequisite: PSYC 110. SE (every four years)

PSYC 340 Abnormal Psychology (3 cr)

A study of the major predisposing and precipitating factors in the development of abnormal behavior, with emphasis on the biological, social and cultural factors involved. Prerequisite: PSYC 110. D

PSYC 350 Health Psychology (3 cr)

An investigation of factors that promote health, as well as those contributing to illness and behaviors related to illness. Research methods of gathering data within this developing field are stressed. Prerequisite: PSYC 110. F

PSYC 381 Junior Seminar (1 cr)

This course will provide students with an opportunity to assess their educational progress to date and to make plans for future study and career endeavors. Please note that we will assess not only academic preparation, but also students' interests, emotional development, and life goals. Successful completion of the course should enable students to move easily into their senior year with confidence and clear goals. Prerequisite: PSYC 110 and junior standing. SO

PSYC 410 Advanced Statistics and Data Management (1 cr)

Seminar course designed to introduce the student to advanced statistical analysis and data management techniques, which will be further emphasized in a graduate-level setting. The course begins with a brief review of basic statistics and SPSS computing procedures. Topics then include non-parametric statistical procedures, qualitative data analysis, partial correlation, analysis of covariance, multivariate analysis of variance, multivariate analysis of covariance, multiple linear regression, factor analysis, discriminate analysis, cluster analysis, path analysis, logit modeling and trend analysis. Data management issues concern determining the appropriate statistical analysis to use for a given data set, interpretation and evaluation of published research and discussion of issues related to missing, outlying and improperly coded data. Prerequisite: PSYC 211 with grade of C or higher and permission of instructor. SO

PSYC 420 History and Systems of Psychology (4 cr) An overview of the roots of scientific psychology in philosophy and experimental physiology, and a detailed examination of the systems of structuralism, functionalism, behaviorism, humanism, Gestalt psychology and psychoanalysis. Prerequisite: PSYC 110, junior level status. S

PSYC 481 Senior Seminar (1 cr)

This course will provide students with a capstone for the Psychology major. Successful completion of the course should enable students to move easily into graduate school or employment settings. F

SOCI 120 Introductory Anthropology (3 cr)

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

SOCI 121 World Community (3 cr)

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

SOCI 216 Justice, Gender, and Diversity (3 cr)

An introduction to basic terminology and theories of justice, gender, race, and identity, with particular attention to the voices and experiences of those whose difference from a dominant social identity has been a factor in their marginalization.

STGD 121 Survey of Simulation Technology & Game Design, (3 cr)

Students will explore the practical application of simulation technology and game design within different professional sectors. Through demonstrations, lectures and discussions, students will gain insight to and an understanding of the different professional skills required for careers in applied simulation technology and game design. Prerequisite – none

STGD 122 3D Modeling Fundamentals (3 cr)

Using industry standard software, students are introduced to the basic principles for creating efficient game engine-ready 3D models. Prerequisite – none

STGD 222 Texture Mapping & Lighting Principles (3 cr)

Students will learn about UV mapping coordinates, how to unwrap a 3D surface as well as how to create and apply textures to it. Lighting and how it effects the visual perception of a surface will also be demonstrated. Prerequisite – STGD 122

STGD 223 Simulation & Game Technology I (3 cr)

Using an industry standard game engine, students will learn the fundamentals for successfully designing and creating a functioning simulation. Prerequisite – STGD 222

STGD 240 Environment Modeling for Virtual Worlds (3 cr)

This course will explore methods for creating 3D interior and exterior environments that meet the criteria for successful integration into a game engine. Prerequisite – STGD 222

STGD 320 Simulation & Game Technology II (3 cr)

Using an industry standard game engine, students will continue to learn best practices and procedures for designing and creating functioning simulations successfully. Prerequisite – STGD 223

STGD 330 Collaborative Production Management I (3 cr)

Students will learn the value of team collaboration while planning, designing and producing a client specified project, giving them the opportunity to test skills learned as they would apply to a real-world production. Prerequisite – STGD 223

STGD 335 Collaborative Production Management II (3 cr)

Students continue their learning experience in team collaboration while planning, designing and producing a client specified project, giving them the opportunity to test skills learned as they apply to a real-world production. Prerequisite – STGD 330

STGD 345 3D Rigging for Animation (3 cr)

Students will learn how to create digital rigs and how they apply to animating 3D objects. Prerequisite – STGD 122

STGD 374 Internship I (3 cr)

This course is open to juniors, giving student the opportunity to observe and participate in the operation of a business in relation to their major.

STGD 410 Digital Sculpting Techniques (3 cr)

The course introduces students to software and techniques applicable to digital sculpting for creating organic 3D models. Prerequisite – STGD 122

STGD 421 Pre-Portfolio (3 cr)

Students will concentrate on developing a portfolio that demonstrates skills that can contribute to the simulation technology and game design team-based production process. Prerequisite – STGD 320

STGD 423 Portfolio (3 cr)

Students will finalize their portfolios by completing web sites, resumes, marketing and self-promotion materials for prospective employer presentations. Prerequisite – STGD 421

STGD 474 Internship II (3 cr)

This course is open to seniors, giving student the opportunity to observe and participate in the operation of a business in relation to their major. Prerequisite – STGD 374

THEO 115 The Religious Quest (3 cr)

An introduction to how people address such “religious” issues as faith, doubt, deity, good, evil, community, salvation and worship. Particular attention is given to ways of interpreting the Bible, and how this sacred literature addresses the lives of its many readers. FS

THEO 117 Catholicism (3 cr)

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

THEO 210 Religion and Literature (3 cr)

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)

THEO 212 Spiritual Autobiography (3 cr)

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)

THEO 226 Intro to Hebrew Bible (3 cr)

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.

THEO 227 Intro to New Testament (3 cr)

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)

THEO 228 Gospels (3 cr)

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)

THEO 232 Jesus the Christ (3 cr)

A study of the person and meaning of Jesus as presented in scripture and understood through the Christian tradition. S (odd)

THEO 236 The Church (3 cr)

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

THEO 241 Catholic Social Thought (3 cr)

An introduction to basic principles of Catholic Social Thought (e.g., the sacredness of human life, the common good, preferential option for the poor, subsidiarity) with a particular focus on the economic, social, political, and ecological "signs of the times". F (even)

THEO 245 Issues in Sexual Morality (3 cr)

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

THEO 246 Bioethics (3 cr)

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)

THEO 252 World Religions (3 cr)

A study of the origins, history, and beliefs of major world religions, including Judaism, Christianity, Islam, Hinduism, and Buddhism. F

THEO 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

THEO 305 Theological Ethics (3 cr)

A writing-intensive capstone course introducing foundations of theological ethics as well as attention to virtue and decision-making in the context of contemporary personal, social, and political issues. S, F

THEO 318 Studies in Church History (3 cr)

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

THEO 326 Studies in Hebrew Bible (3 cr)

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)

THEO 327 Studies in New Testament (3 cr)

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)

THEO 328 Letters of Paul (3cr)

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)

THEO 331 Theology of Love (3 cr)

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)

THEO 333 God (3 cr)

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)

THEO 338 Heaven & Hell (3 cr)

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

THEO 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)

THEO 351 Studies in Living Religious Traditions (3 cr)

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

THEO 355 Topics in the History of Religions (3 cr)

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

THEO 434 Contemporary Theological Trends & Issues (3 cr)

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

THEO 435 Great Theologians: Past and Present (3 cr)

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

THEO 440 Action and Contemplation in Christian Life (3 c)

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

THEO 481 Theology Seminar (3 cr)

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)

THEO 483 Pastoral Practicum (3cr)

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

THEO 486 Senior Thesis (3 cr)

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

WJUS 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

WJUS 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

WJUS 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

WJUS 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

WJUS 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