



# Graduate Course Catalog

**2022-2023**

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# **The Mission of Wheeling University (WU)**

## **Educating for Life**

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

## **Educating for Leadership**

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

## **Educating Men and Women for Others**

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

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

## **Wheeling University Motto**

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

## **History of Wheeling University**

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

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

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

## **General Information**

### **Accreditation and Memberships**

Wheeling University is accredited by the following accrediting entities:

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

### **Non-discrimination Policy**

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

### **Adherence to Federal Guidelines**

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

### **Notice to All Current and Potential Students**

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

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

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

## **Campus Resources**

### **Campus Ministry**

Campus Ministry staff offer prayer and reconciliation, celebration of the sacraments, worship, retreats and spiritual direction. The Appalachian Institute coordinates service opportunities in Wheeling, throughout the United States, and abroad. Weekly Mass and various special Masses and events are held in the beautiful Chapel of Mary and Joseph.

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

### **Faculty and Teaching Excellence**

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

### **Information Technology Services**

In addition to the computers in the library, computer laboratories are located throughout the academic buildings. Students use ITS labs to complete computer-related assignments, to check e-mail, or to access the Internet. Some classes meet regularly in ITS labs for computer-assisted instruction. Students' accounts for WU e-mail, Self-Service, and Blackboard are supplied by ITS. Residence halls are equipped for students to bring their own computers and access the Internet and network. The Media Services Information Technology Services department also provides multimedia equipment and services to faculty and administration.

Audiovisual equipment can be reserved through the online ITS Helpdesk and will be delivered to instructional locations on campus. Various rooms in Donahue Hall and Acker Science Center have built-in media systems for computer demonstrations, video or Internet presentations. Helpdesk requests can be submitted at <mailto:> or by email at [tickets@wheeling.edu](mailto:tickets@wheeling.edu).

### **Student Success Center and Library Services**

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

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

### **Academic Progress and Skills Support**

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

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

### **Accessibility and Disability Student Services**

Wheeling University offers students with documented disabilities individual accommodations on a case- by case basis with confidentiality in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

In order to receive academic or physical accommodations, students with disabilities must provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability and communicate their needs to contact Accessibility and Disability Services at [ds@wheeling.edu](mailto:ds@wheeling.edu). Students are required to meet with the director to develop accommodation plans that they will present to their course instructors at the beginning of each semester. Students with disabilities that require specific housing accommodations must contact both the Director of Residence Life and the Director of Disability Services

### **Bishop Hodges Library**

The WU Library's facility provides ample space for group learning and quiet study. The library's extensive collection of print, multimedia, and electronic resources serve 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. Librarians and library assistants are available to provide students with assistance on the use of information resources. Assistance is available in person, phone, or email. The library provides desktop and laptop computers for student use in the library. In addition, wireless access is available throughout the library, as are copy machines, microform readers/printers, DVD/VCR player, a hole punch, staplers, and paper cutters. The library is available to meet the academic research needs of Wheeling University students. The library is open for an average of 80 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 <https://libguides.wju.edu>. Career Services, Prior Learning Assessment and Veterans Affairs

## **Office of Career Services**

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

## **Prior Learning Assessment**

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

### **General Guidelines for Prior Learning Assessment Credit Application**

Upon admission, students who demonstrate, document, and receive approvals, for a detailed portfolio of substantial career, military or community service experience, may also receive additional Prior Learning Assessment (PLA) credits. In general, PLA credits supplement transfer credits already gained at the point of admission through existing University articulation agreements.

Credit petitioned via PLA must be for a specific university course within an academic program but cannot be applied toward seminar, capstone, and/or independent study courses.

The University awards credit for undergraduate level learning that can be assessed and documented. Credit is awarded for learning combined with, but not solely based on, career experience and/or military service.

PLA credits are considered "non-traditional" transfer credits. Accrediting guidelines limit the amount of non-traditional credit applied toward degree completion as follows: Associate - no more than 12 semester hours; Bachelor's - no more than 24 semester hours.

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

## **Veteran Affairs**

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

## **Additional Campus Resources**

### **Clifford M. Lewis, SJ Appalachian Institute**

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

### **Challenger Learning Center**

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

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

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

## **Campus Services**

### **Athletic Activities**

#### **Intercollegiate Athletics**

Wheeling University is a member of the Mountain East Conference, composed of 12-member institutions. A Division II member of the National Collegiate Athletic Association (NCAA), Wheeling University competes on the intercollegiate level for the following men's sports: baseball, basketball, cross country, football, golf, lacrosse, rugby, soccer, swimming, track and field, and wrestling. Wheeling University competes in the following women's sports: basketball, cross country, golf, swimming, soccer,



softball, track and field, and volleyball.

### **Intramurals**

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

### **Athletic Facilities**

The Alma Grace McDonough Health and Recreation Center, completed in 1993, is the home of the “Cardinal” basketball, wrestling, swimming, 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. They may be reached at 304-243-2486.

### **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. Appointments can be scheduled by calling 304-243-2081.

### **Dining Services**

The University’s Dining Service is provided by Aladdin, an Elior Company. While a campus meal plan is available to residential students (via the Office of Residence Life), all students can use “flex dollars,” which is put on their Cardinal Card, to eat in the dining hall and the campus coffee shop. The campus coffee shop, also known as the Kiosk, located in the lower part of Swint Hall, is designed to cater to students on the run or seeking a coffee shop environment with a great view of the campus lawn. The Benedum Dining Room, also known as the B Room, is located in Swint Hall and offers dining hours throughout the day. Students with special dining needs should contact Student Services.

## **Health Center and Campus Health Safety**

The Health Center is staffed by a registered full-time nurse. The nurse is available to offer services of basic triage, minor first aide, some over the counter medications and other low intensity services at no extra charge. The Health Center provides healthcare resources internally and works as a liaison between external health care providers when needed. The Health Center is dedicated to promoting the Wheeling University mission for educational excellence and service to others by providing a holistic model of health care. All health records and visits are kept confidential unless otherwise directed by the student. Various medical records are required from the student and are managed and monitored by the Health Center. Students should submit Health Records via the *Med Proctor* link at <http://secure.medproctor.com/> In addition, the University is fully committed to the health and safety of all students and members of the campus community especially in the wake of the COVID-19 pandemic. WU's full COVID-19 Policies and Plans can be found at <https://wheeling.edu/coronavirus/>.

## **Residence Life**

The majority of the University's undergraduate students reside on campus. There are 6 residence halls: Champion, Ignatius, Kirby, McHugh, Sara Tracy, and Steenrod. All full-time undergraduate students are required to live in campus housing. Students may only live off-campus if they meet the criteria as outlined on the Off-Campus Residence Request form, which is available in the Office of Residence Life. It must be completed and submitted to the Office of Residence Life for approval.

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

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

## **Student Government**

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

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

## **Student Organizations**

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

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

## **Campus Activities Board (CAB)**

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

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

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

## **Student Services**

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

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

## **Title IX**

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

-Title IX of the Education Amendments of 1972

Title IX prohibits discrimination on the basis of sex (gender) in educational programs and activities receiving federal financial assistance. Wheeling University is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual harassment, sexual misconduct, sexual assault, relationship (dating and domestic) violence, and stalking. The University provides resources and reporting options to students, faculty, and staff to address concerns related to sexual harassment and sexual violence prohibited by Title IX and University policy.

Please see <https://wheeling.edu/about/title-ix/> for more information regarding WU's Title IX policies and procedures.

## **Graduate Studies**

### **Admission Procedures**

Please see specific Admissions criteria under each Graduate Program.

### **Graduate Academic Standards**

The pursuit of graduate study at Wheeling University is dependent upon the maintenance of an acceptable level of academic performance. The criteria below establish minimum university-wide graduate academic standards/requirements for a degree. Students should reference their specific degree academic performance requirements and expectations under the department's program description in this catalog. Graduate students will be responsible to consult with the appropriate graduate degree program director for program-specific academic standards/requirements questions.

1. A minimum cumulative GPA of 2.8 (4-point grading system) is required for admission to graduate programs. \*
  - a. \* A minimum cumulative GPA of 2.5 (4-point grading system) is required for admission to the MEL program.
  - b. \* A minimum cumulative GPA of 3.0 (4-point grading system) is required for admission to the DPT program.
2. A minimum cumulative GPA of 3.0 (4-point grading system) in graduate coursework is required for graduation from graduate programs.
3. Graduate students whose GPA falls below 3.0 for any semester/term will be placed on academic probation. A graduate student placed on academic probation will have one semester (excluding the summer semester) to meet the cumulative GPA requirement of 3.0. Any second instance of academic probation will result in suspension/dismissal/full review of the student file and performance.
4. A grade of C is the minimum passing grade for graduate courses. Any graduate course in which a grade below "C" or grade of "Fail" was earned will not be used to fulfill graduation requirements. Grades below "C" will be counted in calculating the cumulative GPA. Both the original and repeated course grades will appear on the transcript and be calculated into the cumulative GPA. Graduate students must receive approval from the program director to retake any course in the program. \*\*

- a. \*\* The minimum passing grade for the MSN degree is B- (85%)

## **Credit Hour Policy**

Wheeling University follows federal compliance regulations that require all accredited institutions to comply with the federal definition of the credit hour. Federal Law: A credit hour is assumed to be a 50-minute (not 60-minute) period. WU's credit hour policy conforms with the federal law in that in class sessions of 50 minutes occur on Monday, Wednesday, and Friday class sessions and the equivalent for Tuesday and Thursday classes at 75-minute sessions. In courses, such as those offered online, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement. Credit hour calculations (below) use the grand total of WU credit hour (50 minute) periods, add the accompanying out-of-class work, and then express total student work in normal "hours" (60 minutes). Adherence to WU's credit hour policy will be reviewed and audited periodically by WU's VPAA, Registrar, and faculty to ensure that credit hour assignments are accurate and reliable.

Definition of a Credit Hour:

For all WU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of outof-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time;

OR

2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicums, service learning, and other academic work leading to the award of credit hours.

Application of Credit Hour Policy:

This credit hour policy applies to all courses at all levels (graduate, professional, and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery including, but not limited to, self paced, online, hybrid, lecture, seminar, laboratory, and credit by portfolio.

Credit Hour Calculations (per semester):

Example: a 1-unit course equates to 50 in-class minutes X (times) 15 semester weeks = (equals) 750 in-class minutes

## **Dual Undergraduate and Graduate Credit**

Students who are pursuing an undergraduate degree at Wheeling University may take approved graduate courses to fulfill undergraduate credit requirements and/or gain graduate credits prior to graduation. Courses taken for undergraduate credit may be applied, with the academic program director's approval, toward undergraduate degree requirements. Courses taken for graduate credit may be applied towards an appropriate graduate degree at Wheeling University with the permission of the relevant department or program director. Students must complete the Graduate Course Permission Form and obtain all required undergraduate advisor and associated graduate program director signatures. Reapplication is required upon graduation to continue in the associated graduate degree program.

When taking graduate courses under this status, students are not limited in the number of graduate credit hours they

may take that will apply towards their undergraduate degree (provided they have the permission of the relevant department or program director). However, students are limited by this policy to a total of 12 credit hours of graduate coursework that can be applied as graduate credit. This total is cumulative over the student's undergraduate career.

To be eligible for graduate course permission, students must meet all of the following qualifications:

Second semester Junior and Senior status.

- 3.0 cumulative grade point average on all undergraduate work completed at Wheeling University.
- Undergraduate advisor's approval.
- Permission of the director/chair of each department in which graduate credit is desired.

## **Graduate and Doctoral Programs**

### **Full-Time Course Load**

Two courses (6 credits) constitute a full-time course load for the graduate student.

### **Graduation Requirements**

A Master's degree, recommended by the faculty and approved by the President and Board of Directors, is conferred on candidates who have completed the following requirements:

- Completion of the number of credits of graduate-level work specified by each individual program, including any necessary prerequisites
- An overall grade point average of 3.00 of graduate level work
- Completion of all degree requirements within 7 years of initial registration
- Complete the residency requirement of at least 30 hours of the 36 hours, required for a degree, at Wheeling University
- Satisfy all financial obligations to the University
- Complete assessment tests and interviews which may be required

Submit an application for graduation within the prescribed time frame as published by the Registrar's Office.

## **Academic Information**

### **The University Catalog**

Upon entering the University, a student is tied to the associated catalog year, which specifies the curriculum that is required for the student to follow and determines the necessary degree requirements to fulfill for graduation. Therefore, any changes to a student's catalog year may result in additional, reduced or updated requirements. Each catalog year is active for 7 years. After 7 years the catalog is retired and any student using that catalog year must select a more recent catalog year.

### **Academic Honesty and Integrity Policy**

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

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

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

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

## **Academic Honesty and Integrity Guidelines**

### **What is academic honesty and integrity?**

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

### **Why is academic integrity important?**

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.

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.

Lack of academic integrity lowers the reputation of the school. A poor reputation will make Wheeling University's degree less valuable. If grades are inflated because of cheating, then the grades earned will have little meaning to those organizations for which student grades are important. As a result, graduate programs, future employers, and University accreditation boards will question the viability of the school as a place of learning.

### **What constitutes a violation of academic integrity?**

It is unethical to present the ideas, representations, or work of another as your own work.

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 1 or 2 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:

- Reduction in grade or a failing grade upon the assignment or examination where the offense occurred.
- Reduction in grade or a failing grade for the course where the offense took place.
- Suspension from the University.
- 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 3<sup>rd</sup> violation, the Vice President for Academic Affairs may impose an additional sanction including suspension or dismissal from the University. The student will be notified of the Vice President of Academic Affairs review of the violations. The final decision of the Vice President of Academic Affairs will be made and communicated to the student within 5 working days from the date of the notification. The Vice President of Academic Affairs decision is final, and the matter concluded.

## **Academic Appeal Process**

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

All appeals of an academic nature such as a grade or academic integrity violation must first be discussed with the faculty member prior to initiating the 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.

This process must be initiated within 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 5 calendar days from the date of the receipt of the faculty member's final decision, the decision and sanction will stand and the matter will be concluded.

The student must submit a written appeal to the faculty member's department chair, or designee, within 10 calendar days from the date of receipt of the faculty member's final decision. This appeal must include the following items: student's name; student's email address; relevant faculty member and class; date of occurrence of alleged violation; student's response. A lack of understanding of the University's **Honor Code** policies or the **Student Handbook** <https://wheeling.edu/wp-content/uploads/2020/06/handbook1819.pdf> is not an acceptable excuse for inappropriate behavior.

The Department Chair or designee will provide the student and the faculty member with a written decision within 5 working days after the discussion with the student. The Department Chair's or designee's decision is final but can be appealed further to the Vice President for Academic Affairs and Chief Academic Officer. The decision of the Academic Vice President will be final and the matter concluded.

## Grades

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

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

## 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 Self Service, which is also where they can obtain semester grade reports. The transcript is a student's official academic record of courses taken with final assigned grades, semester and cumulative GPAs, and any conferred degrees earned while attending the institution.

## **Policy for Tuition Assistance and Reimbursement Plans**

A student who has tuition assistance or reimbursement from their employer may qualify for deferred tuition payments. Students must submit to the WU Admissions Office a copy of their company's tuition assistance policy. This copy will be placed in the student's file and a duplicate will be sent to the business office. If it is already on file, you do not need to send it again.

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

If a student has **less than 100% tuition assistance, the amount that is not funded by the employer is due from the student to WU by the first night of class.** Outside payment plans from WU and federal financial aid are available for the remaining balance of the tuition charge. For example: If a student has 75% tuition assistance, the 25% not covered by reimbursement is due by the first night of class. If a student has 50% tuition assistance, the 50% not covered by reimbursement is due by the first night of class.

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

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

A limited number of Graduate Assistantships are available each academic year and interested students should contact the Office of Academic Affairs at [academicaffairs@wheeling.edu](mailto:academicaffairs@wheeling.edu) for more information and application cycles.

## Tuition and Fee Schedule for Fall 2021 - Spring 2022

### NON-FULL TIME DAY STUDENTS

<b>2nd DEGREE NURSING</b>	\$36,000.00	program total
Tuition and Fees	\$9,000.00	per semester for 4 semesters \$8,765 tuition and \$235 tech fee
Courses on included in the cohort	\$400.00	per credit hour
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

\*ATI testing and malpractice insurance fees should be obtained from the nursing department.  
The above mentioned are in addition to the program total cost.  
ATI testing fee of \$662.50 per semester for Junior and Senior years.

### DOCTOR OF PHYSICAL THERAPY (DPT)

First Term Online – Summer	\$2,638.00	first term total
Summer Tuition	\$2,508.00	
Technology Fee	\$130.00	
Tuition	\$14,476.00	per term for 7 additional terms
Part Time Rate	\$830.00	per credit hour
New Student Fee	\$130.00	first non-summer term
Technology Fee	\$130.00	per term
DPT Physical Therapy Science lab	\$330.00	terms 2, 3, 5, 6, and 7
Audit	\$212.00	per course
Health Fee	\$80.00	per term
ID Card	\$35.00	first non-summer term
Parking Fee	\$80.00	per term (fall and spring)
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

### ACT CERTIFICATION PROGRAM (PED)

Tuition	\$400.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Diocese of Wheeling Charleston (DWC)	\$300.00	per credit hour
ACT Cohort Diocese of Wheeling Charleston (DWC)	\$200.00	per credit hour

### MEL (MASTERS IN EDUCATION)

Tuition	\$450.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Diocese of Wheeling Charleston (DWC)	\$225.00	per credit hour

**RN to BSN**

Tuition	\$400.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
ID Card	\$35.00	first non-summer term
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

**GRADUATE PROGRAMS - MISC. (MSN - MBA – MSA- MSOL)**

Tuition - MSN, FNP, NA, EDS	\$550.00	per credit hour
Tuition – MBA, MSA & MSOL	\$500.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
ID Card	\$35.00	first non-summer term
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence
MSN - Typhon Fee	\$85.00	one-time fee
MSN - Remote Proctor Fee	\$15.00	per exam

**MISCELLANEOUS - NON-DEGREE SEEKING WITH NO FINANCIAL AID - EVENING - OTHER**

Tuition - Non-Degree Seeking/No Financial Aid	\$400.00	per credit hour
Evening Tuition	\$400.00	per credit hour
Tuition – other	\$400.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
Parking	\$80.00	per semester (billed annually)
ID Card	\$35.00	first non-summer term
ID Card Replacement	\$25.00	per occurrence
CLEP Administrative Fee	\$25.00	per occurrence
Assessment/Challenge	\$145.00	per credit hour
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

**Academic Programs of Study****Online Masters Programs**

Master of Accountancy

Master of Business Administration

-Management track

-Healthcare Management track

Master of Arts in Education: Education

Leadership

-School and School System Leadership track

-Instructional Leadership track

Master of Science in Organizational Leadership

- Athletic Administration track
- Community, Social, Government, and Faith-Based Services track

### **Masters Programs Curriculums**

- Nursing Administration
- Family Nurse Practitioner
- Nursing Education Specialist

Master of Science in Athletic Training

### **Campus Doctoral Program**

Doctor of Physical Therapy

### **Nursing Graduate Post Master's Certificates**

- Nursing Administration
- Family Nurse Practitioner
- Nursing Education Specialist

## **Master of Science in Accountancy**

Most states have adopted the 150-hour education requirement to sit for the CPA exam established by the American Institute of Certified Public Accountants (AICPA). The West Virginia CPA Exam Education requires a minimum of a Baccalaureate degree with a minimum of 27 semester hours in accounting and 27 hours in business courses and 6 hours in business law courses with 3 semester hours in ethics.

Wheeling University developed the Master of Science in Accountancy (MSA) degree to meet these state CPA exam requirements. In addition, the MSA is designed to expand the student's accounting knowledge base, as well as provide additional background useful in passing the CPA exam and, if successfully completed, provide the student with an additional graduate-level credential. The undergraduate and graduate business programs of Wheeling University are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This distinction means that in addition to University wide accreditation by the North Central Association, the business department programs have met the high standards of this professional accreditation in order to ensure that our curricula, faculty, facilities and internal evaluation processes meet or exceed recognized national standards.

The MSA is a professional non-thesis degree program designed for undergraduate accounting majors who wish to pursue an advanced degree in the field and qualify to sit for the CPA exam. The program requires 30 semester hours to complete, assuming undergraduate requirements have been met. Classes meet in the evening once a week.

## **MSA Admission Requirements**

Applicants for this graduate program are evaluated on the basis of their academic record, recommendations and personal and professional accomplishments. Admittance to the program is contingent on an overall grade point average of 2.80. The Graduate Management Admissions Test (GMAT) is not required.

Applicants to the graduate accountancy program should, at a minimum, have completed with a minimum grade of “C” the following prerequisite courses or their equivalents:

Computer Science (or demonstrate a working knowledge of electronic spreadsheets and at least one other software package)  
Statistics  
Calculus  
Principles of Accounting I & II  
Principles of Economics I & II  
Principles of Management  
Principles of Marketing

Principles of Finance  
Management Science  
Intermediate Accounting, I & II  
Cost Accounting  
Federal Income Taxation  
Business Law  
Advanced Accounting  
Auditing

Applicants to the graduate program in accountancy who have already passed the CPA exam will not be required to make up deficiencies in the above coursework.

## **Curriculum**

### **Required Courses**

MBA 503 Ethical Environment of Business  
MBA 506 Managerial Economics  
MBA 508 Management of Financial Resources  
MSA 509 Law for Accountants  
MSA 534 Auditing and Professional Auditing Standards  
MSA 553 Controllership  
MSA 554 Advanced Tax Accounting  
MSA 560 Accounting Profession and Its Environments

### **Plus two electives**

MSA 539 Advanced Information Systems  
MSA 541 Contemporary Accounting Theory  
MSA 573 Internship in Accounting  
MBAxxx MBA elective, with approval of the Director

## **Transfer Credit**

The MSA program requires 30 credits of coursework. For transfer students, a minimum of 24 of these hours must be completed at Wheeling University. Thus, up to 6 hours (2 courses) may be eligible for transfer credit. Such credit is available only for graduate level courses and only when the quality and comparability of the work meets with the approval of the head of graduate programs. One course in the program, *The Accounting Profession and Its Environment*, is not normally transferable.

### **Course Load**

A minimum of 3 courses (9 credits) constitutes a full-time load at the graduate level. Two courses per semester (6 credits) constitutes a part-time load for graduate students (fall and spring). This also applies to summer session I and II (inclusive).

### **CPE for CPAs, CMAs & Others**

Not all accountants wish to complete an entire MBA or MSA degree program and may prefer to take 1 or more courses in order to meet CPE requirements or for their own personal or professional growth. To meet this need, practicing accountants may take 1 or more graduate-level accounting courses without becoming fully matriculated students. After 6 such courses are completed, with a “B” average, the student will receive a certificate indicating completion of a core of advanced level professional accounting courses.

### **Honors**

The Mark Bischof Medal is awarded each year at commencement to the MSA student with the highest grade point average.

## **MSA Course Descriptions**

### **MSA 509 Law for Accountants (3 cr)**

This course addresses the significant legal issues relevant to accounting and financial practices. This includes topics such as Sarbanes-Oxley, tax law and valuation practices. Teaching methods include class discussion, cases and examinations. *Prerequisite: Business Law.*

### **MSA 534 Auditing and Professional Auditing Standards (3 cr)**

This course covers the history and development of auditing theory, practice, and professional standards and provides masters level students with discussions of the philosophical and practical aspects of major auditing topics. Various auditing topics are selected for discussion and for written research reports including: the theory of evidence; collection and analysis of evidence; materiality; internal control; ethics; the role of auditing in society; auditors’ responsibilities; planning and administration of an audit; reporting; use of statistical analysis; audits of EDP systems; the application of auditing standards; and new audit directions and perspectives. *Prerequisite: ACC 406 or its equivalent.*



**MSA 539 Advanced Information Systems (3 cr)**

This course provides the manager with a conceptual framework for using computer technology to meet strategic business goals. The latest information technology is discussed in the context of how it affects business operations and human resources. Primary focus is on the organizational and managerial aspects of information systems. Information systems development methods are evaluated. Other topics include internal controls, electronic data interchange, ethical issues and global information systems. Student performance is primarily based on case studies; projects and classroom involvements. *Prerequisites: MBA 510 or equivalent, MBA 512; Core requisite: MBA 500.*

**MSA 541 Contemporary Accounting Theory (3 cr)**

This course is designed to systematize the theoretical foundations provided by all previous financial accounting courses. The aim of this course is to provide students with a general survey of financial accounting theory and policy. Students should emerge from this course with (1) increased knowledge about accounting research and the standards-setting process; (2) familiarity with various financial accounting paradigms; and (3) an in-depth understanding of the major problem areas in financial accounting. Topics include: various theories of income; alternative asset valuation bases; experimental applications in published financial statements; new developments in accounting theory; and current issues and problems in accounting.

**MSA 543 Advanced Management Accounting (3 cr)**

An advanced study of cost concepts as they relate to the administrative process. Topics include: information and human behavior; management accounting concepts and conceptual frameworks; decision-making concepts; forecasting; extensions of cost-value-profit analysis; cost-benefit analysis of information; investigating of variances; allocation issues; social accounting and audits; strategic planning; advanced capital budgeting; performance evaluation; behavioral and quantitative aspects of transfer pricing; human resource accounting; ethics; etc. *Prerequisite: MBA 505 and MBA 510 or its equivalent.*

**MSA 544 Investment Analysis and Management (3 cr)**

This course provides a background for judgment in the management of investments. Studies individual and institutional investment objectives and policies in relation to short- and long-term risks. *Prerequisite: MBA 508.*

**MSA 546 Cases in Managerial Finance (3 cr)**

Case studies dealing with operating problems in financial management; decision-making analysis of financial problems affecting both sources and expenditures of funds on either a long- or short-term basis. *Prerequisite: MBA 508.*

**MSA 553 Controllership (3 cr)**

This course studies the controller function within the contemporary organization. The controller is typically the chief accounting officer. The course studies the different functions for which the controller has traditionally been responsible as well as the changing role of the controller in the age of information technology. *Prerequisite: MBA 510 or ACC 311 or its equivalent.*

**MSA 554 Advanced Tax Accounting (3 cr)**

An examination of the federal tax treatment of corporations, partnerships, S corporations, fiduciaries, gifts, estates and trusts, and an introduction to social security taxes and tax research and methodology. Emphasis is placed on the concepts of income, deductions and credits; recognition and non-recognition

of gains and losses from dispositions of property; the determination of entity and investor basis; distributions from, and liquidation of, the business entity; administrative provisions of the tax law; and tax planning. *Prerequisite: ACC 405 or its equivalent.*

### **MSA 560 The Accounting Profession and Its Environment (3 cr)**

An integrative course which examines the ethical, legal, economic, social and political aspects of the accounting environment. Topics include: ethical dilemmas in accounting; the accounting standards-setting process; the structure of the accounting profession; professional conduct; the legal responsibilities and liabilities of professional accountants; user perceptions of professional accountants; and the impact of changing technologies and social institutions on accounting. *Prerequisite: MBA 534.*

### **MSA 573 Internship (3 cr)**

The internship is a structured work practicum at an accounting firm or performing accounting functions at a for-profit or not-for-profit organization. A weekly journal and deliverable, either a project or paper are also required. The student's current job is not eligible for internship credit.

## **Master of Business Administration – ONLINE – 7 Week Sessions**

The Master of Business Administration (MBA) program at Wheeling University (WU) is one of the region's oldest and most established graduate business program. Founded in 1978, graduates from the WU MBA program include leading corporate executives, government leaders, and health care professionals. As an applied, online program, the WU MBA program is designed for busy professionals who want to excel in their current careers. The skills that are necessary in today's corporate world are varied. The online MBA program is designed to meet the needs of students who wish to complete their master's degree while continuing to handle work and family responsibilities.

The MBA program offers a collaborative and supportive online environment with courses paced for accelerated completion in 7-week sessions. By taking 2 courses a semester, students can complete the program in 2 years or if taking 12 credits as a full-time schedule, students can complete the WU MBA in 1 year. Each course is 3 credit hours. Courses are offered in the fall, spring, and summer semesters. Student can choose either the Management Concentration or the Healthcare Management Concentration to support their individual professional development goals.

### **Admissions Requirements**

- Complete an online application, free of charge at <https://applygrad.wheeling.edu/apply/>
- Admission to the MBA program is open to qualified graduates of colleges or universities ~~accred~~ by a regional accrediting agency, or by a comparable agency in another country. In general, an undergraduate GPA of 2.80 is required.

- Request official transcripts from any college/university you have attended and have them sent electronically to [grad@wheeling.edu](mailto:grad@wheeling.edu) or mailed directly to:

**Wheeling University – Graduate  
Admissions 316 Washington Avenue  
Wheeling, WV 26003**

- Submit 1 completed recommendation.
- Submit a copy of your resume.
- If applicable, apply for federal student loans and grants by completing the FAFSA online at
- <http://www.fafsa.ed.gov>. School Code is #003831
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally. Please note: this program is entirely online, therefore students in the US on an F1 Visa are not eligible to enroll.

## Tuition and Fees

### GRADUATE PROGRAMS - MISC. (MBA - MSA)

Tuition - MBA & MSA	\$500.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
ID Card	\$35.00	first non-summer term
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

## Curriculum

The MBA program amounts to 36 credits of coursework. For transfer students, a minimum of 24 of these hours must be completed at Wheeling University. Thus, up to 12 hours (4 courses) may be eligible for transfer credit. Such credit is available only for graduate level courses and only when the quality and comparability of the work meets with the approval of the head of graduate programs. Only 12 hours may be transferred between masters programs completed at Wheeling University.

## Management Concentration

The Management Concentration is targeted for business professionals who wish to acquire, develop, and apply top strategies, techniques and skills resulting in improved personal and organizational performance. Through customized coursework, students can model management solutions intended to mitigate and resolve problems and challenges specific to their workplaces or those they aspire to join.

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

MBA 547 Contemporary Economic Challenges 3 cr  
 MBA elective\* 3 cr  
 MBA elective\* 3 cr  
 MBA elective\* 3 cr

## Healthcare Management Concentration

The Healthcare Management concentration is one of two concentrations in the MBA that students can enter to specialize further in the business management of healthcare services, companies, hospitals, and other services/insurance provider organizations. This concentration is composed of MBA Core courses that provide students with graduate-level business management knowledge and skills, along with MSN Core courses, which focus broadly on health care management knowledge required to lead services-delivery units in healthcare organizations. The new concentration allows post-graduate Nursing professionals to capture an MBA as the MSN is increasing less preferred by hospitals and care provider organizations for achieving a higher level of management knowledge, skills and performance development especially related to multi-departmental and diversified employee-base administration.

MBA 500 Organizational Behavior and Leadership 3 cr  
 MBA 502 Marketing Management 3 cr  
 MBA 503 The Ethical Environment of Business 3 cr  
 MBA 505 Quantitative Business Analysis 3 cr  
 MBA 508 Management of Financial Resources 3 cr  
 MBA 520 Management Policy and Strategy for Decision Making 3 cr  
 MBA 531 Effective Managerial Communications 3 cr  
 MBA 539 Management of Information Systems 3 cr  
 MBA 547 Contemporary Economic Challenges 3 cr  
 MSN 503 Health Care Policy 3 cr  
 MSN 525 Health Care Delivery Systems & Economics 3  
 MSN 533 Health Promotion 3 cr  
**Total: 36 cr**

\*Wheeling University offers a variety of MBA electives during the academic year, as well as during the summer. Areas of study will vary. Rotation schedule is subject to change based on academic needs.

### MBA/MSA COURSE ROTATION SCHEDULE

<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
7 week	7 week	7 week	7 week	7 week	7 week
Session I	Session II	Session I	Session II	Session I	Session II
MBA 500	MBA 531	MBA 508	MBA 502	MBA Elective	Courses
MBA 505	MBA 547	MBA 520	MBA Elective	MBA Elective	As needed
MSA 554	MSA 560	MSA 509	MSA 534		
MBA Elective	MBA Elective	MBA 539	MBA 503		

## MBA Course Descriptions

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

<b>FI</b>	<b>Fall Session I</b>	<b>D</b>	<b>On Demand</b>
<b>FII</b>	<b>Fall Session II</b>	<b>UI</b>	<b>Summer Session I</b>
<b>SI</b>	<b>Spring Session I</b>	<b>UII</b>	<b>Summer Session II</b>
<b>SII</b>	<b>Spring Session II</b>		

**MBA 500 Organizational Behavior and Leadership (3 cr)**

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

**MBA 502 Marketing Management (3 cr)**

An analysis of marketing problems and concepts from a management viewpoint. The course stresses the relationships between overall corporate strategy and the marketing function. Topics include: market structure; distribution policies; pricing; sales management; product development; promotion and advertising; demand analysis and measurement; and consumer behavior. Managerial decision-making and the formulation of a formal marketing plan are the central focus of the course. SII

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

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

**MBA 505 Quantitative Business Analysis (3 cr)**

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

**MBA 506 Managerial Economics (3 cr)**

A course dealing primarily with the application of economic concepts and analysis to managerial decision-making. Topics include: demand analysis and forecasting; price determination and marketing policy, production and output decisions; capital investment decisions; profitability and cost analysis. The computer will be employed to illustrate the application of quantitative and economic techniques to real business problems. *Prerequisite: MBA 496, 498.*

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

**MBA 510 Accounting for Managers (3 cr)**

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

**MBA 512 Operations Management (3 cr)**

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

### **MBA 520 Managerial Policy and Strategy (3 cr)**

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

### **MBA 530 Management of Human Resources (3 cr)**

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

### **MBA 531 Effective Managerial Communications (3 cr)**

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

### **MBA 539 Management of Information Systems (3 cr)**

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

## **Master of Arts in Education: Education Leadership**

### **ONLINE (7 week and 16 week sessions)**

The Master of Arts in Education: Education Leadership program at Wheeling University enables working educators to earn a master's degree in as little as 1 year, entirely online. This 33- credit online graduate program offers multiple start dates and the flexibility to completion in 1 year or more. West Virginia licensure is transferable to most other states through reciprocity agreements. An educator currently holding a master's degree in education may design their own program through the Sequence of Study Certificate Program.

### **Program paths include**

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

Wheeling University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP). Wheeling University is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated Quality Assurance Review in Fall 2022.

### **Admission Requirements**

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

**Wheeling University – Graduate  
Admissions 316 Washington Avenue  
Wheeling, WV 26003**

- Submit a goals statement
- Submit your resume
- Submit a copy of your teaching certificate
- Cumulative undergraduate GPA of 2.5 (A minimum cumulative GPA of 3.0 must be maintained in the program.)
- If applicable, apply for federal student loans and grants by completing the FAFSA online at <http://www.fafsa.ed.gov>. School Code is #003831.
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 650 is required; however, otherwise exceptional applicants with a score of 550-600 may be accepted conditionally. Please note: this program is entirely online, therefore students in the US on an F1 Visa are not eligible to enroll.

Note: Transfer credit may be awarded for up to 5 graduate courses (15 credits) for the degree program.

### **Tuition and Fees**

#### **MEL (Master of Arts in Education: Education Leadership))**

Tuition	\$450.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Diocese of Wheeling Charleston (DWC)	\$225.00	per credit hour
Audit	\$212.00	per course
ID Card	\$35.00	first non-summer term
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

### **Curriculum**

#### **School and School System Leadership Track**

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

MEL 500 Global Teaching & Learning	3 credits
MEL 510 Communication & Negotiation	3 credits
MEL 520 Education Law & Ethics	3 credits
MEL 530 Transformational Leadership	3 credits
MEL 540 School Resource Management	3 credits
MEL 550 Field-Based Action Research	3 credits
MEL 560 Data-Driven Decision Making	3 credits
MEL 570 Residency I	3 credits
MEL 580 Residency II	3 credits
MEL 590 Professional Development Design	3 credits
MEL 600 Systems Thinking for Education Leaders	3 credits

**Program Total: 33 credits**

#### **Course Rotation**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Summer I</b>	<b>Summer II</b>
MEL 550	MEL 520	MEL 540	MEL 530	MEL 500



MEL 560  
MEL 570  
MEL 580

MEL 570  
MEL 580  
MEL 600

MEL 600

MEL 590

MEL 510

## **Instructional Leadership**

For Classroom Teacher Leaders

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

**Program Total: 33 credits**

### **Course Rotation**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Summer I</b>	<b>Summer II</b>
MEL 550	MEL 535	MEL 555	MEL 525	MEL 500
MEL 560	MEL 570	MEL 600	MEL 565	MEL 510
MEL 570	MEL 580			
MEL 580	MEL 600			

## **School and School System Leadership Track**

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

Course Requirements:

MEL 500 Global Teaching & Learning	3 cr
MEL 510 Communication & Negotiation	3 cr
MEL 520 Education Law & Ethics	3 cr
MEL 530 Transformational Leadership	3 cr
MEL 540 School Resource Management	3 cr
MEL 550 Field-Based Action Research	3 cr
MEL 560 Data-Driven Decision Making	3 cr
MEL 570 Residency I	3 cr
MEL 580 Residency II	3 cr
MEL 590 Professional Development Design	3 cr
MEL 600 Systems Thinking for Education Leaders	3 cr

**Program Total: 33 cr**

### **Course Rotation**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>
MEL 540	MEL 550	MEL 520	MEL 530	MEL 500
MEL 600	MEL 560	MEL 580	MEL 590	MEL 510
MEL 570	MEL 600			

## **Instructional Leadership**

For Classroom Teacher Leaders

MEL 500 Global Teaching & Learning 3 cr  
 MEL 510 Communication & Negotiation 3 cr  
 MEL 525 Psychology of Student Engagement 3 cr  
 MEL 535 Project-Based Learning 3 cr  
 MEL 550 Field-Based Action Research 3 cr  
 MEL 555 Meeting Unique Learning Needs 3 cr  
 MEL 560 Data-Driven Decision Making 3 cr  
 MEL 565 Differentiating Instruction 3 cr  
 MEL 570 Residency I 3 cr  
 MEL 580 Residency II 3 cr  
 MEL 600 Systems Thinking for Education Leaders 3 cr  
**Program Total: 33 cr**

**Course Rotation**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>
MEL 555	MEL 550	MEL 535	MEL 525	MEL 500
MEL 600	MEL 560	MEL 580	MEL 565	MEL 510
MEL 570	MEL 600			

**MEL Course Descriptions**

**MEL 500 Global Teaching and Learning (3 cr)**

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

**MEL 510 Communication and Negotiation (3 cr)**

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

**MEL 525 Psychology of Student Engagement (3 cr)**

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

**MEL 535 Project-Based Learning (3 cr)**

Participants will be able to demonstrate an approach to learning in which problems serve as the stimulus for students to gain course concepts and content, as well as metacognitive skills. In this problem-based learning environment, students are charged with a project that involves confronting a problem before they receive all the information necessary to solve it. Students work in teams to define the nature of the problem, to identify what additional resources they need, and to find viable solutions. Faculty members

act as facilitators by asking questions and monitoring group processes as students actively pursue viable solutions. Faculty members also guide students to resources.

Students must generally re-apply the new knowledge to the original problem and communicate the results of their findings.

**MEL 550 Field-Based Action Research (3 cr)**

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

**MEL 555 Meeting Unique Learning Needs (3 cr)**

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

**MEL 560 Data-Driven Decision Making (3 cr)**

Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Participants will gain knowledge and skill in using data to improve student learning. Educators will learn the importance of using data to plan appropriate instructional experiences and to identify and analyze the measures of data to understand student learning needs.

Participants will develop the practice of gathering and analyzing data in a systematic and continuous manner.

**MEL 565 Differentiating Instruction (3 cr)**

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

**MEL 570 Residency I (3 cr)**

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

**MEL 580 Residency II (3 cr)**

This is a continuation of Residency I. Students gain even more in-depth experience in a host school, as well as opportunities to practice and reflect on leadership theory as applied to authentic school-related

experiences. The student will gain insight and construct meaning regarding the work of leadership in the school setting. Students are placed in host K-12 school systems for approximately 15 hours per week for a total of 200 hours per semester. A total of 200 hours of field experiences are required.

### **MEL 590 Professional Development Design (3 cr)**

In this course, students will research current trends in instructional design. They will work collaboratively in a problem-based learning exercise of producing and planning the delivery of a professional development program. The result will be a course portfolio containing workshop materials, instructional strategies research, needs assessment, application skill steps, motivational strategies, workshop proposal, workshop matrix, trainer's manual, coaching worksheets, and training summary with evaluation.

### **MEL 600 Systems Thinking for Education Leaders (3 cr)**

This course examines the interconnectedness among the elements that comprise the whole system to determine how a change in one area of the system may impact other areas of the system and how that influences the work to be done.

Participants will navigate in an online environment, assess prior knowledge of systems thinking, review research and synthesize the commonalities among these works, examine individual systems, analyze and evaluate system components, understand the impact of change, and analyze issues through the lens of systems. They will apply knowledge to improve and solve problems at the school district or building level.

### **MEL 620 Custom-Tailored, Constructivist Workshop (1-3 cr)**

Elective curricula designed to meet the specific needs of professionals, schools, and/or systems using best practices, constructivist theory, and information technology. This course involves the integration of research to practice.

## **Master of Science of Athletic Training**

The profession of athletic training includes injury/illness prevention, clinical evaluation, diagnosis, treatment and rehabilitation, wellness protection, immediate and emergency care, and organizational and professional health and well-being. As vital members of a medical team, Certified Athletic Trainers provide immediate care for the physically active who sustain injuries and continuing such care as one goes through surgery, rehabilitation, and return to play. Wheeling University (WU) is committed to the concept that professional education requires rigorous academic preparation that is cultivated by clinical experiences.

Grounded in Catholic intellectual and religious traditions and core commitments of learning, research, economic development, and service, the mission of WU's professional level Master of Science of Athletic Training (MSAT) Program is to provide a comprehensive education blending the foundational behaviors of professional practice, competency content areas, and clinical integration proficiencies through a learner-centered approach fostering confident, proficient, and competent Certified Athletic Trainers.

The faculty and preceptors value providing students with enriching educational and clinical experiences promoting personal growth, communication skills, critical thinking skills, professional ethics, and life-long learning. Upon completion of the 57-credit curriculum, students will have the knowledge, skills, and ability to sit for the Board of Certification Examination.

The faculty and preceptors understand the assumptions of the adult learner in an andragogy paradigm. These are:

1. The need to know: Prior to learning, the adult learner needs to know the utility and value of the material being learned.
2. Self-concept: The adult learner is not dependent or a passive learner, yet they are autonomous and self-directed.
3. Role of experience: Prior experiences are the richest resources available to the adult learner.

4. Readiness to learn: Dependent on the relevance of the topic, adult learners become more ready to learn when the Material is applicable to real life situations.
5. Orientation to learn: Based on problem-centered, task-centered, and life-centered, the adult learner learns best when new material (i.e., knowledge, skills, etc.) are presented in the context of real-life situations.
6. Motivated: Although responsive to external motivation, the adult learner is truly driven by internal pressure, motivation, and the desire for self-esteem and goal attainment.

The humanist approach to learning is:

1. Student-centered with the encouragement to drive their own learning with guidance and support from the lecturer.
2. Inductive thinking that is adopted by students centered on problem-solving and inquiry.
3. Learning individually or in groups with a control within the learning environment.
4. Self-analysis and evaluation enabling the student to reflect on own experiences.
5. Focused on developing traits of self-esteem and self-worth.

Through an andragogic-humanistic model, the didactic and classroom portion of the curriculum, students will:

- Be empowered by way of intrinsic motivation with a desire to learn with limitless possibilities and potential for growth;
- Learn through reflection, problem solving and inquiry to enhance knowledge, skills, and competencies as the driving force of professional development;
- Be actively engaged through individual and group learning with guidance and support from the faculty.

The purpose of clinical experiential learning is to expose students to opportunities to practice skills in rendering direct care of athletic injuries under the direct supervision of preceptors, thus promoting communication, critical thinking skills, and the development of professional practices.

A shared pledge by all preceptors, faculty, and administrators as to the andragogical-humanistic model and philosophy of the professional Master of Science of Athletic Training Program will provide a permanence of student success in preparing future Athletic Trainers to exhibit leadership behaviors, critical thinking, theoretical and practical knowledge, and psychomotor skills enabling individuals to assume lifelong roles as health care professionals.

### **Master of Athletic Training 3+2 Program**

The entry-level Professional Master of Science of Athletic Training (MSAT) Program is a continuation of the Pre-Professional Athletic Training Track in the Exercise Science Bachelor of Science degree program. The entry-level Master of Science of Athletic Training Program is based on a 6-semester undergraduate Pre-Professional phase followed by a 5-term Professional phase. During the Pre-Professional phase, students will engage in the Wheeling University liberal arts “core” classes while also taking the necessary science and prerequisite courses needed to apply for the Professional phase. These courses will also progress the undergraduate students toward a Bachelor of Science degree in Exercise Science. Students will apply to the professional phase Master of Science of Athletic Training Program during their 5th and 6th semester of the Pre-Professional phase.

Students who meet the Requirements for Acceptance criteria will be able to forego their fourth year of undergraduate studies as the first year of their entry-level MSAT Program will account for their fourth year studies. However, should students not meet the standards for the professional phase, students can continue toward the established Exercise Science degree. This will prepare students for certification as a fitness expert, personal trainer, or strength and conditioning coach. Students can also reapply for the professional phase Master of Science of Athletic Training Program or continue toward graduate studies in physical therapy, rehabilitative science,



exercise science, kinesiology, physician's assistant, or medical doctor.

In addition to the Requirements for Acceptance listed below, students in the entry-level Master of Athletic Training 3+2 program must complete all Wheeling University general education requirements prior to acceptance into the MSAT program.

## Requirements for Acceptance

1. 3.0 Cumulative GPA; 3.0 Prerequisite GPA
2. C or above in all pre-requisite courses:
  - One Semester of Biology with lab
  - One Semester of Chemistry with lab
  - One Semester of Physics with lab
  - One Semester of Human Anatomy with lab\*
  - One Semester of Human Physiology with lab\*
  - One Semester of Statistics
  - One Semester of Introduction of Psychology
  - One Semester of Exercise Physiology
3. Completion of graduate admission application, resume, and two professional references
4. Completion of Clinical Observation Experience
  - Minimum of 50 hours
    - Completed on the Clinical Observation form included on the graduate admission application
  - Must be completed with a qualified Athletic Training Preceptor
    - Must be BOC credentialed
    - Must hold current state licensure or registration
5. Interview with Faculty of the MSAT program (at the discretion of the program Faculty)
6. Other items:
  - Reliable transportation
  - Completion of all general education credits
  - Completion of application, recommendations, health requirements and all clearances
  - First aid and CPR/AED certificate\*\*
  - HIPAA/OSHA training\*\*

\*\*Items will be completed during Fall Term II of MSAT Program

**Curriculum (57 credits)**

<b>Term I Summer</b>		
MAT 511-80	Basic Science I	2 cr
MAT 512-80	Athletic Training Science I	2 cr
MAT 518-80	Clinical Science I	1 cr
MAT 514-80	Professional Issues	1 cr
<b>Total</b>		6 cr

<b>Term II Fall</b>		
MAT 521	Basic Science II	3 cr
MAT 522	Athletic Training Science II	3 cr
MAT 523	Clinical Science II	3 cr
MAT 524	Professional Issues II	2 cr
MAT 525	Research & Evidence-Based Practice I	2 cr
MAT 526	Clinical Education I Fall/Winter Sport Rotation	3 cr
<b>Total</b>		16 cr

<b>Term III Spring</b>		
MAT 531	Basic Science III	3 cr
MAT 532	Athletic Training Science III	3 cr
MAT 533	Clinical Science III	3 cr
MAT 534	Professional Issues III	2 cr
MAT 535	Research & Evidence-Based Practice II	2 cr
MAT 536	Clinical Education II Winter/Spring Sport Rotation	3 cr
<b>Total</b>		16 cr

<b>Term IV Summer</b>		
MAT 541	Basic Science IV	3 cr
MAT 542	Athletic Training Science IV	3 cr
MAT 543	Clinical Science IV	3 cr
MAT 544	Professional Issues IV	1 cr
<b>Total</b>		10 cr

<b>Term V Fall</b>		
MAT 555	Athletic Training Capstone	1 cr
MAT 556	Immersive Athletic Training Practicum Experience	6 cr
MAT 557	BOC Exam Prep	2 cr
<b>Total</b>		9 cr

## **MAT Course Descriptions**

**MAT 511-80 Basic Science I (2 cr)**

This online course is designed to develop an understanding of language used by medical professionals.

**MAT 512-80 Athletic Training Science I (2 cr)**

This online course is designed to bring forward previously learned anatomy knowledge and apply it to the practice of athletic training. Students will appreciate the basics of anatomical surface palpation to identify landmarks, bony structures, and muscles, as well as muscular attachments, actions, and nerve innervations.

**MAT 513-80 Clinical Science I (1 cr)**

This curriculum in the Master of Science of Athletic Training Program is based on the Problem-Based Learning philosophy of learning which utilizes an integrated approach where objectives are driven patient/client cases. This course is designed to introduce students to the Problem-Based Learning model and the tutorial process.

**MAT 514-80 Professional Issues I (1 cr)**

This online course will allow students to explore professionalism and expectations of an Athletic Trainer. Professional resources from the Board of Certification (BOC) and the National Athletic Trainers' Association (NATA) will be presented. Students will also be introduced to the database used to manage Clinical Education experiences and tools to evaluate clinical performance.

**MAT 521 Basic Science II (3 cr)**

This course uses a Problem-Based Learning approach and is designed to allow students to explore structures and functions of the body in healthy and impaired states with primary focus on the lower extremity and trunk. This course includes study of bones, joints, muscles, peripheral nerves, connective tissues, body composition, circulation and energy management, injuries, and pathologies related biomechanics of the body, posture during stance and ambulation, principles of exercise prescription, and pharmacological considerations. Topics are integrated closely with client cases introduced in Clinical Science II. Students will be encouraged to develop critical thinking and problem-solving skills, as well as begin to develop the ability to use scientific literature to discuss evidence-based approaches in the relevant topics.

**MAT 522 Athletic Training Science II (3 cr)**

This course uses a Problem-Based Learning approach and is designed to allow students to explore the application of Athletic Training interventions for prevention, evaluation, management, and rehabilitation for a variety of pathologies, impairments, functional limitations, and participation restrictions. Primary focus will be on the lower extremity and trunk. Orientation to basic Athletic Training prevention, assessment, and rehabilitative procedures will be utilized in individual and small group activities, allowing students to develop skills necessary for competence in clinical practice. The activities will be closely related to the patient/client cases presented in Clinical Science II.

**MAT 523 Clinical Science II (3 cr)**

This course is a Problem-Based tutorial designed to allow students to explore the application of Athletic Training interventions for prevention, evaluation, management, and rehabilitation for a variety of pathologies, impairments, functional limitations, and participation restrictions. Primary focus will be on the lower extremities and trunk. The instructor will guide students in the acquisition of professional behaviors and facilitate clinical reasoning and decision-making. Students will also develop sound documentation practices.

**MAT 524 Professional Issues II (2 cr)**

This is the second course in the thread of Professional Issues. This course will focus on Athletic Training Education Competencies, legal practice concerns (state practice acts, supervision and documentation guidelines in the clinic as an Athletic Training Student, billing considerations, fraud and abuse, and interprofessional collaboration for effective patient care), professionalism matters (technology, health care informatics, social media, professional responsibilities, ethics, professional relationships, verbal/nonverbal/written communication), and safety issues

(CPR/First Aid/Emergency Action Plan training, HIPAA/standard precautions, FERPA).

### **MAT 525 Research & Evidence-Based Practice I (2 cr)**

This course is designed to foster an understanding of research, development, and critical analysis of Athletic Training practice through evidence. This course will also introduce overall organization and elements of a clinical research project, principles of hypothesis writing, basic statistical and epidemiological concepts, and the process of submission for Institutional Review Board (IRB) approval. Students will be guided in the process of developing a systematic review of literature. Students will be directed to work with a faculty member to develop their research topic and begin composition of their written research project.

### **MAT 526 Clinical Education I (3 cr)**

#### **Fall/Winter Sport Rotation**

Students are assigned to a sport and are supervised in the clinical practice of Athletic Training skills.

### **MAT 531 Basic Science III (3 cr)**

This course uses a Problem-Based Learning approach and is designed to allow students to explore structures and functions of the body in healthy and impaired states with primary focus on the upper extremity, head, spine, and thorax. This course includes study of bones, joints, muscles, peripheral nerves, connective tissues, body composition, circulation and energy management, injuries, and pathologies related biomechanics of the body, and pharmacological considerations. Topics are integrated closely with client cases introduced in Clinical Science III. Students will be encouraged to develop critical thinking and problem-solving skills, as well as begin to develop the ability to use scientific literature to discuss evidence-based approaches in the relevant topics.

### **MAT 532 Athletic Training Science III (3 cr)**

This course uses a Problem-Based Learning approach and is designed to allow students to explore the application of Athletic Training interventions for prevention, evaluation, management, and rehabilitation for a variety of pathologies, impairments, functional limitations, and participation restrictions. Primary focus will be on the upper extremity, head, spine, and thorax. Further development of skills and techniques used in Athletic Training for prevention, assessment, and rehabilitative procedures will be encouraged in order to improve competency in clinical practice. The activities will be closely related to the patient/client cases presented in Clinical Science III.

### **MAT 533 Clinical Science III (3 cr)**

This course is a Problem-Based tutorial designed to allow students to explore the application of Athletic Training interventions for prevention, evaluation, management, and rehabilitation for a variety of pathologies, impairments, functional limitations, and participation restrictions. Primary focus will be on the upper extremity, head, spine, and thorax. The instructor will guide students in the acquisition of professional behaviors and facilitate clinical reasoning and decision-making. Students will further develop sound documentation practices.

### **MAT 534 Professional Issues III (2 cr)**

This is the third course in the thread of Professional Issues. This course will focus on organization and administration in Athletic Training. Interprofessional communication and collaboration will be reinforced and students will participate in activities for Interprofessional Education (IPE) as well as design, organize, and implement the management of Athletic Training facilities, personnel, and resources.

### **MAT 535 Research & Evidence-Based Practice II (2 cr)**

This is the second course in the thread of Research & Evidence-Based Practice. This course will allow students to analyze literature and summarize findings to further develop their written research project and ultimately prepare the Athletic Training Capstone.

### **MAT 536 Clinical Education II (3 cr)**

#### **Winter/Spring Sport Rotation**

Students are assigned to a sport and are supervised in the clinical practice of Athletic Training skills.

**MAT 541 Basic Science IV (3 cr)**

This course uses a Problem-Based Learning approach and is designed to allow students to explore various systems and functions of the body in healthy and impaired states with primary focus on general medical conditions involving the cardiovascular, respiratory, neurological, endocrine, gastrointestinal, genitourinary/reproductive, and integumentary systems. Concussions, behavioral health, and cancer will also be discussed. Topics are integrated closely with client cases introduced in Clinical Science IV. Students will be encouraged to further develop critical thinking and problem-solving skills, as well as the ability to use scientific literature to discuss evidence-based approaches in the relevant topics.

**MAT 542 Athletic Training Science IV (3 cr)**

This course uses a Problem-Based Learning approach and is designed to allow students to explore the application of Athletic Training interventions for prevention, evaluation, management, and rehabilitation for a variety of pathologies, impairments, functional limitations, and participation restrictions. Primary focus will be on general medical conditions involving the cardiovascular, respiratory, neurological, endocrine, gastrointestinal, genitourinary/reproductive, and integumentary systems. Concussions, behavioral health, and cancer will also be discussed. Further development of skills and techniques used in Athletic Training for prevention, assessment, and rehabilitative procedures will be encouraged in order to improve competency in clinical practice. The activities will be closely related to the patient/client cases presented in Clinical Science IV.

**MAT 543 Clinical Science IV (3 cr)**

This course is a Problem-Based tutorial designed to allow students to explore the application of Athletic Training interventions for prevention, evaluation, management, and rehabilitation for a variety of pathologies, impairments, functional limitations, and participation restrictions. Primary focus will be on general medical conditions involving the cardiovascular, respiratory, neurological, endocrine, gastrointestinal, genitourinary/reproductive, and integumentary systems. Concussions, behavioral health, and cancer will also be discussed. The instructor will guide students in the acquisition of professional behaviors and facilitate clinical reasoning and decision-making. Students will further develop sound documentation practices.

**MAT 544 Professional Issues IV (1 cr)**

This is the fourth course in the thread of Professional Issues. This course will focus on current issues in Athletic Training, professional development (life-long learning and membership for professional advocacy), and professional writing tasks (resume, cover letter, etc.). Students will also prepare to begin the application process to sit for the Board of Certification (BOC) Exam.

**MAT 555 Athletic Training Capstone (1 cr)**

During this course, students will finalize and submit a written composition of the Athletic Training Capstone project to the research advisor. Students will also develop a poster and platform presentation of their project. Students will present their projects at the end of this term.

**MAT 556 Immersive Athletic Training Practicum Experience (6 cr)**

Students are assigned to a clinical education experience and are supervised in the clinical practice of Athletic Training skills.

**MAT 557 BOC Exam Prep (2 cr)**

This online review course is designed to help students prepare for the Board of Certification (BOC) Exam. This course will cover test strategies, as well as key topics related to the following Domains:

- Injury and Illness Prevention and Wellness Promotion
- Examination, Assessment, and Diagnosis
- Immediate and Emergency Care
- Therapeutic Intervention
- Healthcare Administration and Professional Responsibility

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

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

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

The purpose of the master's program in nursing is to prepare registered nurses for professional leadership and advanced practice roles and to contribute to the development of nursing and healthcare knowledge. Technology requirements include purchase of Typhon (for required documents and case logs) and Respondus Lockdown Browser and Remote Proctor for midterm and final examinations.

Graduates from the MSN program are prepared to:

1. Demonstrates advanced communication skills.
2. Exhibits critical-thinking skills professionally and in life.
3. Demonstrates the use of advanced technologies.

4. Demonstrates the specialty competencies of a master's prepared nurse.
  - a. FNP: Assume the role of the family nurse practitioner as a leader in the delivery of health in the primary care setting.
5. Contributes to the development of nursing knowledge and translates it into evidence-based practice.
6. Ensures the delivery of safe, quality, and cost-effective nursing care that will affect patients, families, populations, and community.
7. Functions as an effective member of the inter-professional team.
8. Assumes leadership roles that contribute to the delivery of nursing care.

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

### **Family Nurse Practitioner**

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

### **Nursing Administration**

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

### **Nursing Education Specialist**

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

### **Admission Requirements**

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

**Wheeling University – Graduate  
Admissions 316 Washington Avenue  
Wheeling, WV 26003**

- Graduation from an accredited nursing program with a Bachelor of Science in Nursing degree (BSN)
- 3.0 undergraduate cumulative average\*
- Successful completion of undergraduate courses in statistics and research

- Current unencumbered licensure as a registered nurse
- Essay that includes the following information:
  - Identify the MSN track you wish to pursue
  - Describe your decision and motivation to seek graduate education in this particular track
  - Identify your career goals
  - What personal attributes will contribute to your success as a masters prepared nurse?
- Two letters of recommendation
- Completed background check

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

## **Tuition and Fees**

### **RN to BSN**

Tuition	\$400.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
ID Card	\$35.00	first non-summer term
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

### **2nd DEGREE NURSING**

	\$36,000.00	program total
Tuition and Fees	\$9,000.00	per semester for 4 semesters \$8,765 tuition and \$235 tech fee
Courses on included in the cohort	\$400.00	per credit hour
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

\*ATI testing and malpractice insurance fees should be obtained from the nursing department.

The above mentioned are in addition to the program total cost.

ATI testing fee of \$662.50 per semester for Junior and Senior years.

### **GRADUATE PROGRAMS - MISC. (MSN - MBA - MSA)**

Tuition - MSN, FNP, NA, EDS	\$550.00	per credit hour
Tuition - MBA & MSA	\$500.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
ID Card	\$35.00	first non-summer term
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence
MSN - Typhon Fee	\$85.00	one-time fee
MSN - Remote Proctor Fee	\$15.00	per exam

## **Transfer Credit**

Up to 6 graduate credits (2 courses) in nursing may be eligible for transfer credit. Such credit is only available for graduate level nursing courses and only when the quality and comparability of the other work meets the approval of the MSN Committee. Transfer credit will not be awarded for the courses with grades below a "B."



## **MSN Curriculum**

### **Core Courses for all MSN Majors**

MSN 500 Nursing Theories 3 cr

MSN 501 Nursing Research I 3 cr

MSN 503 Health Care Policy and Politics 3 cr

MSN 525 Health Care Delivery Systems & Economics 3 cr

MSN 533 Health Promotion 3 cr

Select one:

- Family Nurse Practitioner Track 36 cr
- Nursing Administration 27 cr
- Nursing Education Specialist 24 cr

### **Family Nurse Practitioner Track (36 cr)**

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

#### **Clinical Core Courses (12 cr)**

MSN 530 Advanced Pathophysiology 3 cr

\*MSN 531 Advanced Health Assessment 4 cr

\*\*MSN 532 Advanced Pharmacology 3 cr

MSN 569 Role Seminar 2 cr

*\* 56 clinical hours required*

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

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

MSN 565 Advanced Practice Nursing in Primary Care of Infant, Child and Adolescent 6 cr

MSN 566 Advanced Practice Nursing in Primary Care of Reproductive Health 6 cr

MSN 567 Advanced Practice Nursing in Primary Care of Adult 6 cr

MSN 568 Advanced Practice Nursing in Primary Care of Aging Adult 6 cr

### **Nursing Administration Track (27 cr)**

The curriculum is divided into 2 components. The first component is the nursing core and contains those courses basic to the MSN. The second component contains nursing administration courses specific to this program. Each course is 3 credits unless otherwise specified.

#### **Nursing Administration Courses (27 cr)**

MSN 520 Nursing Administration I 3 cr

MSN 521 Nursing Administration II 3 cr

MSN 524 Nursing Administration: Financial Management 3 cr

MSN 527 Organizational Behavior 3 cr

MSN 528 Communications and Interpersonal Relations 3 cr

\*MSN 529 Advanced Comprehensive Assessment 3 cr

MSN 540 Capstone Seminar 3 cr  
\*\*MSN 541 Practicum I 3 cr  
MSN XXX Elective Course 3 cr  
\* 56 clinical hours required  
\*\* 168 practicum hours required

### **Nursing Education Specialist Track** (24 cr)

The curriculum is divided into 3 components. The first component is the nursing core and contains those courses basic to any Master of Science in Nursing program. The second component contains nursing education courses specific to this program. The third component consists of the clinical core.

#### **Clinical Core Courses** (9 cr)

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

#### **Nursing Education Courses** (15 cr)

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

## **Nursing Graduate Post-Master's Certificates** – ONLINE

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

### **Admission Requirements**

- Complete an online application free of charge at <https://applygrad.wheeling.edu/apply/>
- A Bachelor's degree in Nursing (official transcripts)
- A Master's degree in Nursing. GPA of 3.0 or higher. (official transcripts)
- Request official transcripts from any college/university you have attended and have them sent electronically to grad@wheeling.edu or mailed directly to:

**Wheeling University – GPS  
Admissions 316 Washington  
Avenue  
Wheeling, WV 26003**

- Current licensure as a registered nurse
- Current CV or resume
- Two letters of reference

### **Tuition and Fees**

**MISCELLANEOUS - NON-DEGREE SEEKING WITH NO FINANCIAL AID - EVENING - OTHER**

Tuition - Non-Degree Seeking/No Financial Aid	\$400.00 per credit hour
Evening Tuition	\$400.00 per credit hour

Tuition – other	\$400.00	per credit hour
Technology Fee	\$130.00	per semester
New Student Fee	\$130.00	first non-summer term
Audit	\$212.00	per course
Parking	\$80.00	per semester (billed annually)
ID Card	\$35.00	first non-summer term
ID Card Replacement	\$25.00	per occurrence
CLEP Administrative Fee	\$25.00	per occurrence
Assessment/Challenge	\$145.00	per credit hour
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

### **Nursing Education Certificate (12 cr)**

MSN 514 Curriculum & Instruction 3 cr

MSN 515 Evaluation 3 cr

MSN 516 Educational Technology 3 cr

\*MSN 541 Practicum 3 cr

\*168 practicum hours required

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

### **Nursing Administration Certificate (12 cr)**

MSN 520 Nursing Admin I 3 cr

MSN 521 Nursing Admin II 3 cr

MSN 524 Financial Management 3 cr

\*MSN 541 Practicum 3 cr

\*168 practicum hours required

### **Family Nurse Practitioner Certificate (30-36 cr)**

MSN 531 Advanced Health Assessment 4 cr

MSN 565 Advanced Practice Nursing in the Primary Care of the Infant, Child, and Adolescent 6 cr

MSN 566 Advanced Practice Nursing in the Primary Care of Reproductive Health 6 cr

MSN 567 Advanced Practice Nursing in the Primary Care of the Adult 6 cr

MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult 6 cr

MSN 569 Role Seminar 2 cr

MSN 530 Advanced Pathophysiology (if needed) 3 cr

\*\*MSN 532 Advanced Pharmacology (if needed) 3 cr

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

*\*\*Those who complete the Family Nurse Post-Master's Certificate program are eligible for certification in West Virginia. If your home state is not WV, MSN 532 may need to be taken or repeated to meet your state's certification requirements. It is the student's responsibility to contact their home state for*

*procedures to apply for certification elsewhere. Pharmacology requirements differ from state to state and may require additional pharmacology course work for prescriptive authority.*

## **MSN Course Descriptions**

### **MSN 500 Nursing Theories (3 cr)**

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

### **MSN 501 Nursing Research (3 cr)**

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

### **MSN 503 Health Care Policy and Politics (3 cr)**

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

### **MSN 514 Curriculum and Instruction (3 cr)**

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

### **MSN 515 Evaluation (3 cr)**

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

### **MSN 516 Educational Technology (3 cr)**

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

### **MSN 520 Nursing Administration I (3 cr)**

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

### **MSN 521 Nursing Administration II (3 cr)**

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

### **MSN 524 Financial Management (3 cr)**

Involves the study of health care budgets, productivity, staffing, variance analysis and patient acuity factors. Attention is given to the nurse manager's budgeting and financial management responsibilities.

Technology is incorporated into developing a budget. Business planning and marketing issues and strategies are also addressed.

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

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

**MSN 527 Organizational Behavior (3 cr)**

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

**MSN 528 Communication and Interpersonal Relations (3 cr)**

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

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

**MSN 529 Advanced Comprehensive Assessment**

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

**MSN 530 Advanced Pathophysiology (3 cr)**

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

**MSN 531 Advanced Health Assessment (4 cr)**

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



**MSN 532 Advanced Pharmacology (3 cr)**

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

**MSN 533 Health Promotion (3 cr)**

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

**MSN 540 Capstone (3 cr)**

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

**MSN 541 Practicum (3cr)**

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

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

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

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

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

**MSN 567 Advanced Practice Nursing in the Primary Care of the Adult (6 cr)\*\***

This course provides the nurse practitioner student with the knowledge necessary to provide comprehensive primary care to adults (18-65). Course content includes the principles of health promotion and disease prevention. Emphasis is on assessment, diagnosis, and management of common health problems, acute and stable chronic illnesses in the adult population. Related advanced pathophysiology, advanced pharmacology, psychosocial factors, and ethical considerations are explored. Students are required to complete 168 clinical hours in a primary care setting seeing adult patients. With the guidance of a clinical preceptor students learn how to identify, diagnose, and manage common problems seen in primary care and manage acute and stable chronic illnesses. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, and manage acute and chronic illnesses commonly found in adults. Prerequisites: MSN 530, 532, 531C & D.

**MSN 568 Advanced Practice Nursing in the Primary Care of the Aging Adult (6 cr)\*\*** This course provides the nurse practitioner student with the knowledge necessary for providing primary health care to the aging population (over 65). Course content includes the principles of health promotion,

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

**MSN 569 Role Seminar (2 cr)**

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

## Master of Science in Organizational Leadership

**Program Focus**

Through this program, individuals distinguished by their caring concern for and commitment to helping others will gain the valuable professional knowledge and leadership skills to achieve mission accomplishment and impactful management in community, faith-based, human protection, social services, and athletic organizations. Achievable within 12-16 months, the Wheeling University Master of Science in Organizational Leadership degree also empowers graduates as fully prepared, mission-focused professionals to assume the leadership and management of government, secular, faith-based, and athletic organizations worldwide.

**Career Focus**

The program is ideal for entry-level and working professionals seeking to serve and advance organizations as:

- Practitioners in and Directors of community, human protection, and social services agencies and consultant groups.
- Practitioners in and Directors of local and world-wide government-based and non-government-based (NGO) agencies and organizations.
- Founders, managers, or supervisors of nonprofit, religious, charitable, and other 501(c)(3) organizations.
- Sports and Athletic Administration professionals seeking coursework leading to NIAAA certification.

**Curriculum Focus**

Curriculum Length: 36 credits total (or 30 credits with 6 credits of transfer graduate level coursework)

**Curriculum Tracks**

- Community, Social, Government and Faith-Based Services
- Athletic Administration

<b>Core Required Courses</b>		12 cr
MSL 500	Organizational Leadership	3 cr

MBA500/MSL503	The Ethical Environment of Organizations	3 cr
MSL 515	Leadership: Mission and Spirituality	3 cr
MSL521	Building Multicultural Communities and Organizations	3 cr
<b>Required Capstone Courses</b>		6 cr
MSL 518	Leadership Project I: Research and Proposal	3 cr
MSL 519	Leadership Project II: Project Completion and Presentation	3 cr
<b>Cores Course Electives</b>		6 cr
MSL/MBA 508	Management of Financial Resources	3 cr
or		
MSL/MBA 531	Effective Managerial and Public Communications	3 cr
or		
MSL517/MBA 5	Project Management	3 cr
or		
MSL/MBA XXX	Human Resource Management	3 cr

<b>Social, Government and Faith-Based Services Track</b>		12 cr
MSL 503	Human Protection Services and Law Enforcement: Issues, Practice and Policy	3 cr
Or		
MSL 504	Governmental/Non-Governmental Public Policymaking, Legal and Services Framework	3 cr
Or		
MSL 505	Community Organization Building: Opportunities/Challenges	3 cr
Or		
MSL 506	Topics, Methods and Practice in Community and Social Services Administration	3cr
Or		
MSL 511	Public Mission Services: Operations Management	3 cr
Or		
MAL 516	Leading and Managing Faith-Based Organizations and Charitable Foundations	3 cr

<b>Athletic Administration Track</b> (Aligned with NIAAA certifications (RAA, CAA and CMAA) and required NIAAA Leadership Training (LTI))		
<b>Required Courses</b>		12 cr
MSL 520	Foundations of Interscholastic Athletic Administration	3 cr
MSL 522	Facility and Event Management in Interscholastic Athletic Administration	3 cr
MSL 523	Governance and Legal Regulation for Interscholastic Athletics	3 cr
MSL 524	Operations Management in Athletic	3 cr

	Administration	
*Additional Course		3 cr
**MSL 586	Advanced Strength, Speed and Conditioning	35

\* Prepares students for gaining certification in ACSM, NSCA, or personal fitness

\*\* Prepares students for the Certified Strength and Conditioning Specialist (CSCS) certification exam – an essential credential to coach at the NCAA Division I and II levels).

The NIAAA is the leading national association for athletic directors and serve as a tremendous resource for our students, future athletic directors and current athletic directors. Ohio University has partnered with NIAAA to provide some NIAAA leadership courses within some of our coursework. While the leadership training materials are only a part of the educational materials that are used in the MAA program, they provide a tremendous value for our students by serving as a foundation for athletic administration principles and by preparing students for NIAAA certifications (RAA, CAA and CMAA), which are strongly encouraged. After completing the MAA program, students will have also earned LTC credit for the following NIAAA Leadership Training Courses:

LTC 501 Guiding Foundations and Philosophies

LTC 502 Strategies for Organization Management

LTC 503 Enhancing Organization Management

LTC 504 Legal issues I (Liability for Sports Injuries & Risk Management)

LTC 506 Legal Issues II (Title IX & Sexual Harassment)

LTC 508 Legal Issues III (Hazing, Constitutional Law, Disabilities Law & Employment/Labor Law)

LTC 511 Concepts and Strategies for Interscholastic Budgeting and Finance Using Excel Spreadsheets

LTC 611 Concepts and Strategies for Interscholastic Fundraising, Marketing, Promotions and Booster Clubs

LTC 630 Interscholastic Contest Management – Planning, Preparation & Methods

LTC 707 Assessment of Interscholastic Athletic Programs and Personnel

LTC 719 Leadership, Management

<https://members.niaaa.org/page/UniversityPrograms>

### **Morningside College, Sioux City, Iowa**

Twenty-four LTI courses are bundled into six 3-credit on-line graduate courses, taught by experienced and respected Athletic Directors. The courses may be taken individually, or as a complete series, and may count toward a Master of Arts in Teaching: Athletic Program Management degree. The six AD courses cover the content required to test for the NIAAA CAA exam and prepare for a CMAA level. For further information, contact the Graduate Education program at [gradeduc@morningside.edu](mailto:gradeduc@morningside.edu) or 712-274-5375.

## **MSL Course Descriptions**

### **MSL 500 Concepts of Leadership 3 cr**

An in depth analysis of the philosophical and psychosocial principles underlying classic and contemporary theories of organizational leadership and their application to today's and future workplaces form the basis upon which the degree program is built.

### **MSL 503 Human Protection Services and Law Enforcements: Issues, Practice and Policy 3 cr**

This course focuses on human protection services and law as it relates to the environment in which organizations

operate. Topics include coverage of the construction, organization, and management of policies and procedures in correctional and court agencies. Topics also may include state, federal, and private resources as well as approaches to problems in correctional and court room settings.

**MSL 504 Governmental/Non-Governmental Public Policymaking, Legal and Services Frameworks 3 cr**

This course explores the interrelationships between government, politics, and organizations. Local, national, and international cases are studied. Leadership strategies to influence public policy are considered.

**MSL 505 Community and Organization Building: Opportunities/Challenges 3 cr**

This course studies the relationship between organizations and their local/regional communities. Techniques for the development of community assessment instruments are studied and tests. An organization's social responsibility to its community is developed.

**MSL 506 Topics, Methods, and Practice in Community and Social Services Administration 3 cr**

This course applies marketing and fundraising, budgeting, personnel management and supervision, strategic planning, program evaluation and other topics to case studies, assignments, and projects in the context of social services administration.

**MSL 511 Public and Mission Services: Operations Management 3 cr**

This course applies the analysis, design, and improvement of the systems and processes that deliver goods or services needed to achieve the organization's mission, provide value to the organization's stakeholders, and translate policy into action. A focus on operations management using evidence-based managerial, design, and policy decisions will help inform policy implementations in these public and mission centric environments.

**MSL 515 Leadership: Mission and Spirituality 3 cr**

This course traces the principles of St. Ignatius of Loyola's Spiritual Exercises as they relate to modern day leaders. Leadership role models are studied as expressions of an integrated life's core values: self-awareness, ingenuity, love, and heroism

**MSL 516 Leading and Managing Faith-based Organizations and Charitable Foundations 3 cr**

This course emphasizes the moral, ethical, and social responsibilities of organizational leaders in faith-based and charitable contexts while applying these principles to behavior and decision-making. Students will apply current research trends regarding ethical issues in organizational contexts.

**MSL 520 Foundations of Interscholastic Athletic Administration 3 cr**

This course provides an overview of the foundations of interscholastic athletic administration, including the roles, responsibilities, and professional preparation of the interscholastic athletic director, the purpose of education-based athletic programs and methods for assessing their effectiveness.

**MSL 521 Building Multicultural Communities and Organizations 3 cr**

This course explores the many issues faced by organizations and communities due to the global nature of the increasing cultural diversity in today's environments. Students will examine the many examples, models and visions of multiculturalism in the context of personal, community, and organizational development.

**MSL 522 Facility and Event Management in Interscholastic Athletic Administration 3 cr**

This course highlights issues related to managing athletic facilities and planning athletic events. This includes strategic management of athletic facilities, maintenance of facilities and equipment, scheduling facilities, and planning and executing interscholastic athletic events.

**MSL 523 Governance and Legal Regulation for Interscholastic Athletics 3 cr**

This course examines legal and policy issues related to interscholastic athletics, including the regulation of policies for interscholastic, youth, and intercollegiate athletics at the local, state, and federal levels. Coverage of legal system

foundations, risk management, constitutional law, negligence, and Title IX will also be emphasized.

### **MSL 524 Operations Management in Athletic Administration 3 cr**

This course provides preparation for becoming an effective event and facility manager in the athletic arena. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, scheduling, and project management. These topics are integrated using a systems model of the operation of athletics-specific organizations and events.

### **MSL 528 Leadership Project I: Project Research and Proposal 3 cr**

This course offers an overview of research paradigms, design, data collection, and qualitative and quantitative methods of analysis for applied research. This content is designed to have direct application to the student's research project. Students will use this information to create a project proposal.

### **MSL 529 Leadership Project II: Project Completion and Presentation 3 cr**

This course serves as a capstone experience for the program's curriculum. As such, students will conduct research using an organization as a real world setting for application and analysis of professional research methods. Findings will be presented in written form and through an oral defense.

### **MSL 586 Advanced Speed, Strength, and Conditioning 3 cr**

This course provides a thorough examination of the theoretical and practical concepts of exercise assessment, exercise interpretation, and exercise preparation. Students in this course will develop appropriate techniques used to recommend exercise prescription for healthy and unhealthy clients.

## **Doctor of Physical Therapy**

### **The Profession**

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

### **Professional Education Program**

The professional curriculum uses a Problem-Based Learning model rather than the traditional lecture method of presentation. Students are assigned to tutorial groups of 5 to 10 students and guided by a faculty tutor toward self-directed learning. Supervised Physical Therapy Sciences courses and clinical education experiences in a variety of settings are used for the practice of clinical skills. Due to the unique curriculum design, transfer of professional course work is unlikely. The Doctor of Physical Therapy

degree is awarded upon successful completion of the program. The graduates are prepared to take the National Physical Therapy Examination licensure examination.

The professional curriculum consists of 2 1/2 years of intensive course work and clinical education experiences spanning 8 consecutive terms in residence plus 1 online term at the beginning of their studies. Class, laboratory, and clinical education experience times include both daytime and evening hours. Enrollment in additional coursework is not possible and employment is not recommended. Clinical education experiences often require travel and housing outside the Wheeling, WV area.

## Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education. Initial accreditation was granted in 1996, and the program is accredited through 6/30/2022.

## Admissions Process

Admission to the Wheeling University Doctor of Physical Therapy Program (DPT) is competitive and dependent upon the completion of a baccalaureate degree and all prerequisite coursework from a regionally accredited college or university. Applicants must have an overall GPA of 3.0 or greater. In addition, candidates must earn a 3.0 GPA or greater in the courses listed below. At the time of application, applicants must be able to report grades from a minimum of 25 credits from these courses and have completed all required courses with a "C" or better in order to receive an interview for the professional program. Competition will be based on prerequisite and overall grade point averages, GRE scores, references, and interview.

Prerequisite Requirements:

- One course in anatomy with lab\*
  - One course in physiology with lab\*
  - **\*Or a two-course sequence in anatomy and physiology with lab**
    - \* One semester of anatomy and one semester of physiology can be substituted for anatomy and physiology I and II
    - \*Anatomy must be a 4 credit course and must include a lab
    - \* Physiology may be a 3 or 4 credit course and a lab is recommended, but not required
  - Two courses in biological sciences with lab
    - \*Botany does not meet the biology I or II requirement
    - \*Biology I must be a general biology course and must include a lab
    - \*Biology II may be microbiology, molecular, cell, etc. and must include a lab
  - Two courses in general chemistry with lab
  - Two courses in general physics with lab
  - One course in psychology
  - One course in statistics
- 
- All science prerequisite courses must be for science majors.
  - Coursework older than 10 years will not be accepted.
  - Courses with a grade of C- or lower will not be accepted for prerequisite courses.
  - When retaking the same prerequisite course at the same institution and earning a higher grade, the higher grade will be used in calculating the GPA. However, if a prerequisite course is retaken at a different institution or taken more than two times at the same institution, all grades earned will be used in calculating the GPA.

## Application Process

Refer to the Doctor of Physical Therapy web site (<https://wheeling.edu/academics/graduate/physical->



[therapy/](#) for instructions on the application process via the Physical Therapist Centralized Application Service (PTCAS).

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

To learn more about the PTCAS application process or to submit an application, visit the PTCAS web site at [www.ptcas.org](http://www.ptcas.org).

The following information must be submitted to PTCAS:

1. Completed Application and Application Fee
2. Official Transcripts

3. Graduate Record Exam (GRE): Wheeling University Doctor of Physical Therapy Department Code is 7819. Scores will be considered in the admission process.
4. Three letters of recommendation. Follow instructions on PTCAS regarding required references.
5. Direct observation of physical therapists working in a variety of settings is recommended. A minimum of 80 documented hours verified by a physical therapist is required for application.
6. Students whose native language is not English are required to submit a TOEFL paper-based score of at least 600, TOEFL computer-based score of at least 250, or a TOEFL web-based score of at least 100.

The Physical Therapy program utilizes a rolling admissions process and applicants will be considered until the class is filled. However, in order to be considered for our on-campus interviews in November, applications must be received and verified by PTCAS by the soft deadline in October annually.

The Wheeling University Doctor of Physical Therapy program begins in May with a 6-week online term consisting of 4 courses. Classes will begin on campus in late August of each year. Applications will be reviewed on their individual merit. Applicants will be notified in writing of full acceptance into the program, conditional acceptance, placement on a waiting list, or rejection within a month of their interview date.

## Immunization Requirements

- **MedProctor:** The online portal used to upload health requirements. The University will initiate this process once admitted to the program. (<https://wheeling.edu/student-life/student-support-services/health-center/>)
- [Pre-Entrance Health Form \(pdf\)](#)
- MMR (measles, mumps, rubella): 2-dose vaccine series AND a titer (blood work) required for each
- Hepatitis B: 3-dose vaccine series AND a titer (blood work) required
- Varicella: 2-dose vaccine series or documentation of the disease AND a titer (blood work), regardless of having had the disease or vaccine series, required
- Tdap (tetanus, diphtheria, acellular pertussis): 1-dose - Important note: A Tdap vaccine is only good for 10 years
- Polio: 3-dose vaccine series required
- Meningococcal - This vaccine is strongly recommended. Visit the Center of Disease Control website ([www.cdc.gov](http://www.cdc.gov)) to read the VIS for MCV4. If choose not to receive this vaccine, the WU Meningococcal Release must be signed
- Two-Step TST (tuberculin skin test) required
- Annual physical required
- Current Health Insurance required throughout tenure in the program

## Tuition and Fees

First Term Online – Summer	\$2,638.00	first term total
Summer Tuition	\$2,508.00	
Technology Fee	\$130.00	per term
Tuition	\$14,476.00	per term for 7 additional terms
Part Time Rate	\$830.00	per credit hour
New Student Fee	\$130.00	first non-summer term
Technology Fee	\$130.00	per term
DPT Physical Therapy Science Lab Fee	\$330.00	terms 2, 3, 5, 6, and 7

Audit	\$212.00	per course
Health Fee	\$80.00	per term
ID Card	\$35.00	first non-summer term
Parking Fee	\$80.00	per term (fall and spring)
Graduation Fee (Degree Certification Fee)	\$265.00	per occurrence

### **Course Repeat policy**

Because the Doctor of Physical Therapy program is offered in a cohort-based format and courses are only offered 1 time each year, it is not possible to repeat a course and remain with the current cohort.

### **Course withdrawal policy**

Course withdrawal forms may be found online from the Registrar’s Office of the University (<https://wheeling.edu/academics/regisrars-office/forms/>). Because of the cohort format of the program, it is usually not possible to continue in the program if courses are not completed in the prescribed order.

### **Program withdrawal policy**

Program withdrawal forms may be found on the Registrar’s Office website (<https://wheeling.edu/academics/regisrars-office/forms/>). It is customary to complete an exit interview with the Doctor of Physical Therapy program director before leaving the University.

### **Graduation Requirements**

Satisfactory completion of all Doctor of Physical Therapy program courses, including Clinical Education courses, and a cumulative physical therapy grade point average of at least 3.0 are required for graduation. The Business Office must clear all bills before a diploma will be released. Students must file an “Application for Graduation” with the Registrar’s Office. “Application for Graduation” forms are available online through Self Service.

### **Graduating with Honors**

Students who earn an academic cumulative GPA of 3.8 or higher will graduate from the Wheeling University Doctor of Physical Therapy program with honors. Students earning this achievement will be identified in the Pinning Ceremony and Graduation programs. The academic cumulative GPA includes all didactic courses from Term I through Term VIII and excludes the Clinical Education I, II, III, and IV courses.

### **Grades**

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

The course grading scale is:

Grade	Percentage	GPA points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7

C+	77-79	2.3
C	74-76	2.0
F	<74	0.0

## **Program Outcomes:**

1. To prepare the students as competent Doctor of Physical Therapy.
2. Upon completion of the program, the student will demonstrate the ability to comprehend, apply, and evaluate the information relevant to the role as an entry level physical therapist (Cognitive).
3. Upon completion of the program, the student will demonstrate behaviors consistent with professional and employer expectations (Affective).
4. Upon completion of the program, the student will demonstrate technical proficiency in all the skills necessary to fulfill the role as an entry level physical therapist (Psychomotor).
5. To fulfill employment needs for Doctors of Physical Therapy within the local and regional service areas.
6. Produce enough numbers of graduates to fill the positions created by turnover and/or expansion in the health care market, nationally.
7. The students will provide service to the community.

## **Description of Curriculum**

All courses are centered around the clinical case/ problem which is introduced in the Clinical Science courses. The group determines what needs to be known in order to diagnose and treat this clinical case with the facilitation of the faculty tutor. Students discuss what they currently know that applies to this case and what new material must be discovered following a list of case objectives and establishing an application to the Patient/Client Management Model. During the Basic Science courses that meet for 5 hours per week, the faculty guide the students to refine their learning in the foundation sciences of anatomy, neuroanatomy, kinesiology, pathology, histology, embryology, and pharmacology. This information is then processed in the Physical Therapy Science courses that meets for 5 hours per week with hands-on, practical experiences guided by the faculty. The Physical Therapy Science courses are the laboratory equivalent in traditional learning. Additional material involved in the case is discussed in the Integrated Seminar courses. In the Professional Issues courses, students investigate their roles as professionals and the different aspects of professional conduct, and prepare for the clinical education experiences. The Research & Evidence-Based Practice courses introduce students to the American Physical Therapy Association's vision of training the next generation of Physical Therapy professionals in the Scientist-Practitioner model. Students will learn the basics of evidence-based practice, designing a research project, hypothesis writing, and the basics of statistical tests in order to interpret research results. This course will culminate with an oral defense and a Capstone in the form of an open platform presentation.

Term I is an online preparatory program of four courses lasting 6 weeks. During Terms II and III, all students participate in local service-learning courses in the local community with the faculty. All students must participate in either a regional or international service-learning experience. During Term IV, students may participate in a regional service-learning experience in West Virginia. During Term VI, students may participate in an international service-learning experience. The 5 additional terms consist of didactic coursework and clinical education experiences.

The completion of a research Capstone project is required from each student. The process begins in Term II in the Research & Evidence-Based Practice course. In Terms III through VII, students progress from proposal approval to data collection and analysis. The final Capstone project is completed and presented at the end of Term VII as a platform presentation.

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

## **Degree Requirements**

### **Term I (Summer Online Courses)**

DPT 601-80 Basic Science I	2 cr
DPT 602-80 Clinical Science I	1 cr
DPT 603-80 Physical Therapy Science I	2 cr
DPT 604-80 Professional Issues I	1 cr

### **Term II (Fall)**

DPT 611 Basic Science II	5 cr
DPT 612 Clinical Science II	5 cr
DPT 613 Physical Therapy Science II	5 cr
DPT 615 Integrated Seminar I	1 cr
DPT 616 Research & Evidence-Based Practice I	2.5 cr
DPT 617 Service Learning I	1 cr
DPT 618 Professional Issues II	1 cr

### **Term III (Spring)**

DPT 621 Basic Science III	5 cr
DPT 622 Clinical Science III	5 cr
DPT 623 Physical Therapy Science III	5 cr
DPT 625 Integrated Seminar II	1 cr
DPT 626 Research & Evidence-Based Practice II	2.5 cr
DPT 627 Service Learning II	1 cr
DPT 630 Professional Issues III	1 cr

### **Term IV (Summer)**

DPT 637-01/02 Service Learning III	1 cr
DPT 638 Clinical Education I	6 cr

### **Term V (Fall)**

DPT 631 Basic Science IV	5 cr
DPT 632 Clinical Science IV	5 cr
DPT 633 Physical Therapy Science IV	5 cr
DPT 634-80 Professional Issues IV	2.5 cr
DPT 635 Integrated Seminar III	1 cr
DPT 636-80 Research & Evidence-Based Practice III	1 cr
DPT 640 Research & Evidence-Based Practice IV	1 cr

### **Term VI (Spring)**

DPT 641 Basic Science V	3 cr
DPT 642 Clinical Science V	3 cr
DPT 643 Physical Therapy Science V	3 cr

DPT 644-80 Professional Issues V	1.5 cr
DPT 645 Integrated Seminar IV	1 cr
DPT 650 Research & Evidence-Based Practice V	1 cr
DPT 657-01/02/03 Service Learning IV	2 cr
DPT 658 Clinical Education II	6 cr

### **Term VII (Summer)**

DPT 651 Basic Science VI	3 cr
DPT 652 Clinical Science VI	3 cr
DPT 653 Physical Therapy Science VI	3 cr
DPT 654 Professional Issues VI	1.5 cr
DPT 655 Integrated Seminar V	1 cr
DPT 660-80 Research & Evidence-Based Practice VI	1 cr

### **Term VIII (Fall)**

DPT 668a Clinical Education III	8 cr
DPT 668b Clinical Education IV	8 cr
DPT 675 NPTE Board Review Course	3 cr

## **DPT Course Descriptions**

### **DPT 601-80 Basic Science I (2 cr)**

#### **Medical Terminology**

This 6-week intensive online course investigates medical specialties and body systems as facilitated by the study of medical terminology.

### **DPT 602-80 Clinical Science I (1 cr)**

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

### **DPT 603-80 Physical Therapy Science I (2 cr)**

This course is designed to allow the student to bring forward anatomy knowledge previously learned in prerequisite coursework and to apply it to the practice of physical therapy. This will be accomplished through 6 weekly online modules that will guide the student through the basics of anatomical surface palpation of bony structures, muscles, their actions, and attachments. These tasks and principles will be applied to the trunk and extremities using another person on whom to practice. Competence will be evaluated through the use of quizzes, assignments, and comprehensive multiple-choice midterm and final examinations.

### **DPT 604-80 Professional Issues I (1 cr)**

#### **Introduction to the Profession of Physical Therapy**

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

### **DPT 611 Basic Science II (5 cr)**

This course guides students to study structures and functions of the body in healthy and impaired states; the impact of health care evaluations and interventions on structures and functions of the human body. This course includes study of bones, joints, muscles, peripheral nerves, connective tissues, body composition, circulation and energy management, related biomechanics of the body and posture in static and ambulation, principles of exercise prescription for general health, fitness, and in disease states. Topics are integrated closely with client cases introduced in Clinical Science II. This course uses the Problem- Based Learning approach, and students will be encouraged to develop critical thinking and problem- solving skills, as well as begin to develop the ability to use scientific literature to discuss evidence-based approaches in the relevant topics.

#### **DPT 612 Clinical Science II (5 cr)**

Problem-Based tutorial using the Patient/Client Management Model as a basis to explore the application of physical therapy for a variety of pathologies, impairments, and functional limitations and participation restrictions. Emphasis on the foundations of normal movement, categories of interference with normal movement, and application of principles of evidence-based practice of physical therapy in the evaluation and treatment of specific conditions resulting in the impairment of body structures or functions, activity limitations, participation restrictions, or disabilities are explored. The instructor will guide the student in the acquisition of professional behaviors and facilitate clinical reasoning and decision-making.

#### **DPT 613 Physical Therapy Science II (5 cr)**

This course is a Problem-Based course using the Patient/Client Management Model and the Normative Model as bases to explore the application of physical therapy for a variety of pathologies, impairments, and functional limitations. Orientation to basic physical therapy assessment and treatment procedures will be utilized in individual and small group activities, which include the learning of qualitative (e.g., observation, palpation.) and quantitative (measurement) tools necessary for clinical practice. The activities will be closely related to the patient/client cases presented in Clinical Science II.

#### **DPT 615 Integrated Seminar I (1 cr)**

Lecture and group discussions on the information presented in the term as it relates to the patient/client management of the cases presented in Clinical Science II and the practice of physical therapy. Pass/Fail.

#### **DPT 616 Research & Evidence-Based Practice I (2.5 cr)**

This course presents the role of research in development and critical analysis of physical therapy practice through introducing the American Physical Therapy Association vision on training the next generation of Physical Therapy profession in the Scientist-Practitioner model. In this course, the philosophy behind the scientific and clinical research including causation, and the pillars of Evidence-Based Practice, their importance for future practitioners and their application as it relates to Physical Therapy practice are emphasized. This course also introduces overall organization and elements of a clinical research project, principles of hypothesis writing, and basic statistical and epidemiological concepts. It also provides an opportunity to practice data entry and running descriptive statistics in SPSS. Components of the class are directed self-reading of documented research, understanding good research design, research variables, basics of descriptive analysis, and computing them on SPSS. Students will be directed to work with a faculty member to develop their research topic and write "Chapter 1-Introduction" of their research project.

#### **DPT 617 Service Learning I (1 cr)**

This course will provide physical therapy students with the opportunity to evaluate and serve the needs of the local community utilizing basic examination and treatment skills under faculty supervision. The students will evaluate their role as health professionals and as citizens to promote positive change within their community. Pass/Fail.

#### **DPT 618 Professional Issues II (1 cr)**

This is the second course in the thread of Professional Issues. This course will focus on American Physical Therapy Association issues (Core Values, Code of Ethics, and life-long membership), professionalism matters (technology, health care informatics, social media, professional responsibilities, ethics, professional relationships, verbal/nonverbal/written communication, life-long learning), clinical education topics (clinical settings and what to expect, clinical education experience expectations, CPR/First Aid/Emergency Codes/Safety, HIPAA/standard precautions, database training), and clinical performance areas (generational differences, teaching and learning for

patients and as a clinical instructor, teaching and learning styles related to conflict management, communication with various stakeholders, leadership).

### **DPT 621 Basic Science III (5 cr)**

This course is a study of the structures and functions of the body's systems in healthy and impaired states which is guided by the course instructor. Additionally, the impact of health care evaluations and interventions on structures and functions of the body will be discovered while incorporating the Evidence-Based Practice model. In this course, students will be encouraged to develop critical thinking and problem-solving skills, as well as begin to develop the ability to use scientific literature to discuss evidence-based approaches in the relevant topics. Topics are integrated closely with patient/client case scenarios in Clinical Science III.

### **DPT 622 Clinical Science III (5 cr)**

Problem-Based tutorial using the Patient/Client Management Model as a basis to explore the application of physical therapy for a variety of pathologies, impairments, functional limitations, and participation restrictions. Emphasis on the foundations of normal movement, categories of interference with normal movement, and application of principles of evidence-based practice of physical therapy in the evaluation and treatment of specific conditions resulting in the impairment of body structures or functions, activity limitations, participation restriction, or disabilities are explored. The instructors will facilitate clinical reasoning and decision-making to guide the student in the acquisition of clinical reasoning.

### **DPT 623 Physical Therapy Science III (5 cr)**

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

### **DPT 625 Integrated Seminar II (1 cr)**

A variety of topics, reviews, podcasts, speakers as available, and labs that will address case and semester relevant information and issues as pertain to the content of this term's courses. Pass/Fail.

### **DPT 626 Research & Evidence-Based Practice II (2.5 cr)**

This course provides students with the opportunity to develop the methods section (Chapter 3) of their research project with the guidance of the research advisors. Relevant contents like sampling methods and participants selection, reliability, validity, and threats to research will be discussed. In this course, students will also be introduced to the process of paper appraisal/research critique, ethical issues in clinical research and human subject protection, components of consent form, and Institutional Review Board process. Students are required to complete Institutional Review Board training modules, and ultimately submit completed research methods and the proposal (combining Chapters 1 and 3) to the Institutional Review Board.

### **DPT 627 Service Learning II (1 cr)**

This course will provide physical therapy students with the opportunity to evaluate and serve the needs of the local community utilizing basic examination and treatment skills under faculty supervision. The students will evaluate their role as health professionals and as citizens to promote positive change within their community. Pass/Fail.

### **DPT 630 Professional Issues III (1 cr)**

This is the third course in the thread of Professional Issues. This course will focus on legal practice issues (direct access, state practice acts, supervision guidelines in the clinic as a student physical therapist, documentation in the clinic as a student physical therapist, billing considerations, fraud and abuse, working with a physical therapist assistant and other physical therapy personnel), professionalism matters (mission of the university, program, and profession, World Physical Therapy Day, advocating for the profession through participation in professional, community, legislative activities, state and national association membership and leadership, professional conferences), clinical education experience topics (preparation for clinical education experiences, professional flow chart, professional portfolio, professionalism in the clinic, clinical education experiences focus group meeting), and clinical performance areas (using American Physical Therapy Association resources in the clinic as a student physical therapist, clinical performance tool use in the clinic, minimum skills required for entry-level clinical practice, residency and fellowship, board-certified specializations, and professional certifications).



**DPT 631 Basic Science IV (5 cr)**

Study of structures and functions of the body in healthy and impaired states, the impact of health care evaluations and interventions on structures and functions. Includes study of basic physiology and pathology of the nervous system. Topics are integrated closely with patient/client cases in Clinical Science IV.

**DPT 632 Clinical Science IV (5 cr)**

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

**DPT 633 Physical Therapy Science IV (5 cr)**

Laboratory experience in patient management and intervention strategies for selected impairments in movement. Topics related closely to patient/client cases presented in Clinical Science IV.

**DPT 634-80 Professional Issues IV (2.5 cr)**

The course introduces the student to the historical development, structure, operation, and major components of the American health care delivery system and the federal laws that influence the practice of physical therapy. The course examines the ways in which health care services have developed, are organized and delivered, the influences that impact healthcare delivery decisions, and factors that determine the allocation of healthcare resources. The course provides the student with a basic understanding of the structure and function of the system in which they will work as a licensed health care provider, enabling them to work as an effective team member.

**DPT 635 Integrated Seminar III (1 cr)**

Lecture and group discussions on the information presented in the term as it relates to the patient/client management of the cases presented in Clinical Science IV and the practice of physical therapy. Pass/Fail.

**DPT 636-80 Research & Evidence-Based Practice III (1 cr)**

This course is a continuation of the research track that builds up the scientific search methods, critical evaluation of the literature, and the skills of summarizing literature into a scientific writing. Primary goal of this course is the completion of Chapter 2 (Review of Literature). Students are also required to update Chapter 3 (Methods and Materials) that is proposed in Term III, if any changes are necessary. It requires the students to finalize the methods and procedure for collecting data that will be gathered in Research & Evidence Based Practice IV as continues in Term V. Additionally, students are required to complete necessary paperwork to submit a full proposal to the Institutional Review Board for approval, if not already approved. Students are also provided with the knowledge of ethical aspects of performing research on human subjects through Institutional Review Board training modules. A final version of Chapters 1-3 (Introduction, Review of Literature, and Methods) of the research project and the completed Institutional Review Board application paperwork will be submitted to the faculty research advisor.

**DPT 637-01/02 Service Learning III (1 cr)**

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

- 637-01 – Appalachia Public Health

This course will provide physical therapy students with the opportunity to observe, understand, and serve the needs of the Appalachian community utilizing their skills in public health education. The students will evaluate their role as health professionals and as citizens to promote positive change within their community.

- 637-02 – Camp Gizmo

This course will provide students with the opportunity to evaluate and serve the needs of the regional community utilizing basic examination and treatment skills, team meetings, and project completion under faculty supervision. The students will evaluate their role as health professionals and as citizens to promote positive change within their community. Patients will have the right to consent to treatment which includes student participation. If the patient requests that students not be present for their physical therapy session, this will be honored.

**DPT 638 Clinical Education I (6 cr)**

Supervised clinical practice of physical therapy skills learned in the preceding terms. (8 weeks – 320 hours)

**DPT 640 Research & Evidence-Based Practice IV (1 cr)**

This hybrid course is a continuation of the research track. In this term, students are required to finalize the tools that will be needed, and to initiate data collection of the research project. This course will provide the required knowledge to manage the collected data, and guidance on the relevant data analysis process. Students will be guided on how to interpret their findings and formulate it in the Results section. At the end, the course will be culminated by submitting a written status of the research plan and timeline for completion of the research due to the research advisor.

**DPT 641 Basic Science V (3 cr)**

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

**DPT 642 Clinical Science V (3 cr)**

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

**DPT 643 Physical Therapy Science V (3 cr)**

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

**DPT 644-80 Professional Issues V (1.5 cr)**

Emphasis of this course is on legal and ethical issues that influence the practice of physical therapy, cultural competence, and leadership. The student will learn the common federal laws that influence the practice of physical therapy and gain a basic understanding of the various aspects of being a professional (e.g., by adhering to rules and regulations, and being culturally aware). In addition, the student will develop a marketing plan to aid in their professional development and career planning. Orientation to health care marketing and strategic planning will be covered.

**DPT 645 Integrated Seminar IV (1 cr)**

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

**DPT 650 Research & Evidence-Based Practice V (1 cr)**

In this course students will complete data collection and data analysis. They will start constructing their Results section based on the data analysis of their research project. At the end, the course will be culminated by submitting a written draft of the Results chapter due to the research advisor.

**DPT 651 Basic Science VI (3 cr)**

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

**DPT 652 Clinical Science VI (3 cr)**

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

**DPT 653 Physical Therapy Science VI (3 cr)**

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

**DPT 654 Professional Issues VI (1.5 cr)**

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

**DPT 655 Integrated Seminar V (1 cr)**

The primary goal of this course is to facilitate group discussions on the information presented in the term as it relates to the patient/client management of the cases presented in Clinical Science VI and the practice of physical therapy. The secondary goal of the course is to provide the students with information pertinent to their roles as emerging professionals in the field of physical therapy. Pass/Fail.

**DPT 657-01/02/03 Service Learning IV (2 cr)**

This course will provide physical therapy students with the opportunity to evaluate and serve the needs of an international community utilizing basic examination and treatment skills under faculty supervision. The students will evaluate their role as a global citizen, as well as a health professional and develop an appreciation for the cultural practices of people in Central or South America. Pass/Fail. (International Experience)

**DPT 658 Clinical Education II (6 cr)**

Supervised clinical practice of physical therapy skills learned in the preceding terms. (8 weeks – 320 hours)

**DPT 660-80 Research & Evidence-Based Practice VI (1 cr)**

In this course, students will complete the Results and Conclusion sections and will compile all chapters into a completed final version of their research project. They will also design, present, and defend a professional poster, which will include the Results section and Conclusion of their research project and the clinical implications of the entire study. This course will culminate with an oral defense and a Capstone in the form of an open platform presentation. A final paper prepared as a manuscript ready for publication and a poster is required to be submitted to the research advisor. Students are required to choose a suitable forum for submission of their paper and follow the guidelines for submission for that publication.

**DPT 668a Clinical Education III (8 cr)**

Supervised clinical practice of physical therapy skills learned during the preceding terms. (10 weeks – 400 hours)

**DPT 668b Clinical Education IV (8 cr)**

Supervised clinical practice of physical therapy skills learned during the preceding terms. (10 weeks – 400 hours)

**DPT 675 NPTE Board Review Course (3 cr)**

This course is a 6-week online review course designed to help students prepare for the National Physical Therapy Examination. This course will cover test strategies, as well as key topics related to Examination, Evaluation, Differential Diagnosis, Prognosis, and Interventions.