



Graduate Course Catalog 2025-2026

316 Washington Avenue

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The Mission of Wheeling University (WU)

Educating for Life

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

Educating for Leadership

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

Educating Men and Women for Others

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

Wheeling University Mascot

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

Wheeling University Motto

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

History of Wheeling University

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

As Wheeling College grew over the years, more buildings were added, along with more academic programs, NCAA athletic programs, and student activities. In 1988, Wheeling College was renamed Wheeling Jesuit College, and with continued growth and expansion named Wheeling Jesuit University in 1996. 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. The University’s most recent name change occurred in 2019 when the institution adopted the name Wheeling University.

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 (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. However, 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 on 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 are trained and supported in Wheeling University's Canvas 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 Canvas are supplied by ITS. Residence halls are equipped for students to bring their own routers/computers and access the Internet and network. 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 <https://tickets.wheeling.edu> or by email at tickets@wheeling.edu.

Student Success Center

The Student Success Center (SSC) provides 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.

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 Canvas.

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(ies). Applicants must communicate their needs to the Director of Student Academic Success, located in Kirby Hall, or call 304-243-2272. 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 Student Academic Success. Forms and additional information can be found at: <https://wheeling.edu/student-life/student-support-services/disability-services/>.

Bishop Hodges Library

The spacious Bishop Hodges Library is a great place for both individual and group study. Their collection includes over 150,000 print volumes, as well as a wide range of multimedia materials like DVDs and streaming videos. All students have access to electronic resources like newspapers, research journals, and other scholarly publications. Education majors can take advantage of the Curriculum Resource enter. The library also partners with national and regional library consortia to provide access to materials that may not be available locally. The librarians and assistants are always available to help students in-person, over the phone, or via email. The library also provides computers, copy machines, microform readers/printers, and other office equipment. During the Fall/Spring semesters, the library is open for 85 hours per week, but they offer extended hours during mid-term and finals weeks. Wheeling University students are encouraged to use the library's resources to meet their academic research needs. For more information, visit the library's website at <https://libguides.wju.edu/BHLHome>.

Office of Career Services

The mission of the SCC'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 point of admission through existing University articulation agreements. In addition, students can only Like transfer credits, approved PLA credits are applied to satisfy Experiential and Service Learning general education, courses in a major and/or free elective in a student's chosen degree program.

- 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. 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://www.wju.edu/Student%20Success%20Center/student-success-center.html>.

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@wju.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 11-member institutions. A Division II member of the National Collegiate Athletic Association (NCAA), Wheeling University competes on the intercollegiate

level in men's and women's basketball, men's and women's soccer, men's and women's track, men's and women's swimming, men's and women's cross country, men's and women's golf, women's volleyball, men's lacrosse, softball and baseball, wrestling, and football. Additionally, WU has a rugby team which competes in the Division I National Collegiate Rugby (NCR), where it is a member of the Big Rivers Rugby Conference (BRRC).

Intramurals

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

Athletic Facilities

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

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

Campus Public Safety and Parking

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

Counseling Center

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

Dining Services

The University's Dining Service is provided by Aladdin Campus Dining, which employs an experienced staff to deliver an authentic culinary experience. Aladdin prides itself on serving fresh food, made from scratch, with as many local products as possible. The dining service features a dynamic program tailored to meet all WU students. While a campus meal plan is required for all undergraduate 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, located in the lower part of Swint Hall, is designed to cater to students on the run or seeking a coffee shop environment with a great view of the campus lawn. The Benedum Dining Room, also known as the BRoom, is located in Swint Hall and offers dining hours throughout the day. Students with special dining needs should contact Student Services.

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.

Residence Life

The majority of the University's undergraduate students reside on campus. There are five undergraduate residence halls:

Campion, Ignatius, Kirby, McHugh, and Sara Tracy. 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. Graduate student housing is available at the Steenrod residence and information on rental units can be found at: <https://wheeling.edu/academics/graduate/graduate-housing/steenrod-apartments/>

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.

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 staff set 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 Student Government Association and other campus organizations in hosting events such as New Cardinal Days, Welcome Week, and Homecoming.

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

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

Student 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, 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 MSAT program.
 - c. * 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 though only two C+ grades can be earned by students progressing through any/all WU graduate programs. 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 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 CAO, 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 out-of-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. A grade of C+ is the minimum passing grade for graduate courses though only two C+ grades can be earned by students progressing through any/all WU graduate programs.

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. Undergraduate students must receive approval from the program director to retake any course in the program.

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 seven years. After seven 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?

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

What constitutes a violation of academic integrity?

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

What does “intellectual property” mean?

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

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

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

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

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

Some examples of this type of academic dishonesty include:

- Using unauthorized “study guides,” websites, or databases in the preparation of a paper;
- Looking over others’ exams to see if they have transcribed similar answers;
- Using devices or referring to materials or sources not authorized by the instructor, including all types of technology (e.g., e-mail, websites, camera phones, or stored information on a calculator);
- Referring to literal or electronic “cheat sheets” during an exam;
- Possessing, buying, obtaining, or using a copy of any material intended to be used as an instrument of academic evaluation prior to its administration;
- Buying papers off the Internet;
- Asking a student in an earlier class for information on a quiz or assignment that you will take in the same class later that day/week;
- Submitting the work of another person in a manner that represents the work to be one’s own;
- Allowing one or two people in a group project do all of the work;
- Presenting as one's own, for academic evaluation, the ideas, representations, or words of another person or

- persons without customary and proper acknowledgment of sources;
- Fabricating data from empirical research;
- Changing data on a lab report in order to demonstrate desired (but not actual) results;
- Fabricating sources and experts for a paper;
- Attempting to influence or change one's official academic record (e.g., paying an employee of the Registrar's office to change final grades).

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

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

Some examples of this type of academic dishonesty include:

- Letting someone look over your old paper for a class as he/she prepares a similar paper for his/her class;
- Allowing someone else to look at your exam to see if he/she has transcribed similar answers;
- Providing another student with a literal or electronic "cheat sheet" for an exam;
- Sending unauthorized content to a student during an exam or in-class assignment via cellular phone, email, etc.;
- Possessing, selling, obtaining, or giving a copy of any material intended to be used as an instrument of academic evaluation prior to its administration;
- Selling previously written papers;
- Sharing information with a student about a quiz or assignment in a class that you attended earlier that day/week;
- Knowingly permitting your ideas, representations, words, and/or written work to be submitted by another person in a manner that represents that work to be his/her own.

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

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

What are the consequences for violating academic integrity?

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

- 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 for a specific period of time.
- 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 third 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 Chief Academic Officer review of the violations. The final decision of the Chief Academic Officer will be made and communicated to the student within 5 working days from the date of the notification. The Chief Academic Officer 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.

1. This process must be initiated within five (5) calendar days from the date of receipt of the involved faculty member's final decision. The student must inform the relevant department chair, or designee, in writing, of the intent to appeal. If the student does not initiate the Academic Appeal Process within five (5) calendar days from the date of the receipt of the faculty member's final decision, the decision and sanction will stand and the matter will be concluded.
2. The student must submit a written appeal to the faculty member's department chair, or designee, within 10 calendar days from the date of receipt of the faculty member's final decision. This appeal must include the following items: student's name; student's email address; relevant faculty member and class; date of occurrence of alleged violation; student's response. A lack of understanding of the University's Honor Code policies or the Student Handbook <https://wheeling.edu/wp-content/uploads/2022/08/2022-Student-Handbook.pdf> not an acceptable excuse for inappropriate behavior.
3. 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 three-credit course equals 11.1 quality points (3 x 3.7). The cumulative GPA (Grade Point Average) is computed by dividing the total of the quality points received in a specified number of courses by the total number of credits in those courses. Official grades used by Wheeling University and their grade point equivalents are as follows:

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

****NOTE:** While C-, D+, and D may be passing for an individual performance, an AVERAGE of C (2.0) is required for graduation. Some majors have a GPA requirement higher than 2.0. Please check the program listing under the Academic Program section of this catalog.

Transcripts

Request for a transcript may be made in the Office of the Registrar or via Parchment and the National Student Clearinghouse portal found on the school's website <https://wheeling.edu/academics/registrars-office/student-records/>. 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 for more information and application cycles.

Academic Procedures & Regulations

Registration

Add/Drop Policy

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

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

Course Withdrawal Policy (prior to the Withdrawal Date)

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

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

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

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

Course Withdrawal Policy (after Withdrawal date) with Mitigating Circumstances

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

Incomplete Grade Policy

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

University Withdrawal Refund Policy

The University Withdrawal Refund Policy applies to withdrawals from the University, not withdrawals from individual courses. Request for withdrawal from the University must be obtained from the Registrar's Office. Neither verbal communication nor failure to appear in class will be considered official notification of withdrawal. Refunds will be granted only to those students who have followed the procedural policy of completing the proper forms. A student who withdraws from the University will have the tuition and mandatory fees refunded based the table below. No refund of tuition is made after the third week of a semester.

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

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

Additional Academic Regulations

Class Attendance

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

Documenting Attendance

Wheeling University is not a federally defined attendance-taking institution. However, a student who receives financial aid funds and who withdraws or does not complete all the classes for which one is scheduled during a semester may be required

to return federal aid funds. Although financial aid is posted to one's student account at the start of each semester, funds are earned at the 60 percent point of the enrollment period. (Title IV financial aid is earned by the calendar day, not by class day. This includes weekends, holidays and breaks of less than five consecutive days.) If the withdrawal is during the first 60% of the term, a Title IV refund calculation is required. The University is required to determine the amount of Title IV aid the withdrawing student has earned and then either disburse any additional funds the student may be entitled to up to the amount earned, or return funds in excess of the amount earned which the student has already received.

Before processing a Return to Title IV Funds, the University must verify the student began attendance in all classes used to determine financial aid eligibility. The University will contact all instructors to verify class attendance if no final grade is awarded or the grade of "F" (with no LDA reported) is. If a faculty member indicates that a student never attended, the University will first determine the student's eligibility, calculate the Return of Title IV Funds, and then adjust the disbursed aid accordingly. As a result, the student may end up owing the institution for the amount of unearned aid initially disbursed to their student account. If the student never attended any classes, all aid will be canceled and the student could be billed for all outstanding charges.

Administrative Drop

A student will be removed from a course by the Office of the Registrar if:

1. There is no record of attendance in a class during the first two weeks of classes (fall and spring semesters), or
2. There is no record of attendance in a course during the first week of classes (terms/sessions). A course from which a student is administratively dropped will not appear on a student's transcript.

Official Withdrawals

If withdrawing from all classes for the enrollment period, a student submits an Official Withdraw-Leave of Absence form through the Office of the Registrar. The grade of "W" is awarded for all courses in which the student is enrolled. If the withdrawing from a class, a student submits a Change of Enrollment form through the Office of the Registrar. This completed form is signed by the course instructor, the faculty advisor, and Financial Aid Office. Official withdrawals are processed promptly and within 30 days of the receiving the official withdrawal form.

Unofficial Withdrawals

A student who fails to withdraw but stops attending class is considered an unofficial withdrawal. If there is no record of attendance in a class for 14 consecutive calendar days following a student's last day of attendance (LDA), faculty are to report the unofficial withdrawal to the Office of the Registrar for administrative action. The Return to Title IV Funds policy requires Wheeling University to calculate the "earned" amount based on the last day of attendance of the semester. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds. Unofficial withdrawals are processed within 30 days of determining the student was an unofficial withdrawal. The grade of "FA" is awarded for any courses in which the student is an unofficial withdrawal.

Tuition and Fee Schedule for Fall 2023 - Spring 2024

NON-FULL TIME DAY STUDENTS

2nd DEGREE NURSING

| | |
|---------------------|--|
| Tuition and Fees | \$9,000 per semester for 4 semesters (\$8,765 tuition and \$235 tech fee) |
| Program Cost | \$36,000 |

Additional Fees

| | |
|------------------------------------|---|
| Courses not included in the cohort | \$400.00 per credit hour |
| ATI Testing Fee* | \$662.50 per semester, Junior and Senior years only |
| Graduation Fee | \$265.00 per occurrence |

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

MASTER OF SCIENCE OF ATHLETIC TRAINING (MSAT)

| | |
|---|------------------------------------|
| Tuition | \$600.00 per credit hour |
| Year One | \$22,800.00 |
| Year Two | \$11,400.00 |
| Tuition Total | \$34,200.00 |
| New Student Fee | \$130.00 first non-summer term |
| Technology Fee | \$130.00 per term |
| Liability Insurance, Attire | \$300.00 (Term 1) |
| Athletic Training Science Lab | \$260.00 (Terms 2, 3, and 4) |
| Board Prep Course | \$215.00 (Term 5) |
| 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 |

DOCTOR OF PHYSICAL THERAPY (DPT)

| | |
|--|--|
| Tuition: First Term Online – Summer | \$2,508.00 |
| Technology Fee | \$130.00 |
| First Term Online – Summer Total | \$2,638.00 |
| Tuition – Remainder of program following first summer term | \$14,476.00 per term – 7 terms following first summer term |
| 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 |

EDUCATION - ACCELERATED CERTIFICATION FOR TEACHING (ACT) PROGRAM

| | |
|---|--------------------------------|
| 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 |

MASTER of ARTS IN EDUCATION: EDUCATION LEADERSHIP (MEL)

| | |
|--------------------------------------|--------------------------------|
| 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 |
| Tuition: Evening | \$400.00 per credit hour |
| Tuition: Other | \$400.00 per semester |
| 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 Curricula

- Master of Science of Athletic Training
- Master of Science Nursing Administration
- Master of Science Family Nurse Practitioner
- Master of Science Nursing Education Specialist

Campus Doctoral Program

- Doctor of Physical Therapy

Nursing Graduate Post-Master's Certificates

- Nursing Administration
- Family Nurse Practitioner
- Nursing Education Specialist

Master of Science of Athletic Training (MSAT)

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.

3+2 Exercise Science/Pre-Professional Athletic Training to Master of Science of Athletic Training Program

The entry-level Professional Master of Science of Athletic Training (MSAT) Program is a continuation of the Preprofessional 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. Acceptance into the Integrated Concurrent 5-year (3+2) degree program with completion of all general education requirements prior to acceptance into the MSAT Program
OR
Earned B.A. or B.S. degree from an accredited institution of higher education
2. 3.0 Cumulative GPA; 3.0 Prerequisite GPA
3. “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

** Anatomy and Physiology 1 and 2 may substitute for these pre-requisites.*
4. Completion of the application, resume, and letters of recommendation in the [Athletic Training Centralized Application System \(ATCAS\)](#)
5. Completion of the [Clinical Observation Experience Form](#)
 - Minimum of 50 hours
 - Completed on the Clinical Observation Experience Form and submitted in ATCAS
 - Must be completed with a qualified Athletic Training Preceptor
 - Must be BOC credentialed
 - Must hold current state licensure or registration

6. Interview with Faculty of the MSAT program (at the discretion of the program Faculty)
7. 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

***Exceptions to the admission requirements, including pre-requisite course requirements, will be made on an individual basis provided the student's progression within the MSAT Program is obtainable.

Students admitted in the MSAT Program are expected to follow the rules, regulations, and standards detailed in the [WU MSAT Student Handbook](#).

Tuition and Fees

| | |
|---|------------------------------------|
| Tuition | \$600 per credit hour |
| Year One | \$22,800 |
| Year Two | \$11,400 |
| Tuition Total | \$34,200 |
| New Student Fee | \$130.00 first non-summer term |
| Technology Fee | \$130.00 per term |
| Liability Insurance, Attire | \$300 (Term 1) |
| Athletic Training Science Lab | \$260.00 (Terms 2, 3, and 4) |
| Board Prep Course | \$215 (Term 5) |
| 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 |

Curriculum (57 credits)

| Term I Summer | | |
|----------------------|-----------------------------|-------------|
| MAT-511 | Basic Science I | 2 cr |
| MAT-512 | Athletic Training Science I | 2 cr |
| MAT-513 | Clinical Science I | 1 cr |
| MAT-514 | Professional Issues I | 1 cr |
| Total | | 6 cr |

| Term II Fall | | |
|---------------------|--|--------------|
| 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 |
| Total | | 16 cr |

| Term III Spring | | |
|------------------------|---|--------------|
| 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 |
| Total | | 16 cr |

| Term IV Summer | | |
|-----------------------|------------------------------|--------------|
| 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 |
| Total | | 10 cr |

| Term V Fall | | |
|--------------------|--|-------------|
| MAT 555 | Athletic Training Capstone | 1 cr |
| MAT 556 | Immersive Athletic Training Practicum Experience | 6 cr |
| MAT 557 | BOC Exam Prep | 2 cr |
| Total | | 9 cr |

MSAT Course Descriptions

MAT-511 Basic Science I (2 cr)

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

MAT-512 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 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 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. *There is an additional fee assessed to support instruction of this course. Refer to the fee schedule.*

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. *There is an additional fee assessed to support instruction of this course. Refer to the fee schedule.*

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. *There is an additional fee assessed to support instruction of this course. Refer to the fee schedule.*

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

There is an additional fee assessed to support instruction of this course. Refer to the fee schedule.

Master of Business Administration (MBA)

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 and hybrid environment by taking 2 courses a semester, students can complete the program in 2 years as a part-time student or if taking 4 courses 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 accredited by a regional accrediting agency, or by a comparable agency in another country. In general, an undergraduate GPA of 2.80 is required.
- Applicants holding non-business degrees must complete the Inbound Placement Exam (Peregrine Business Administration Test) before being fully enrolled in courses and the program. Applicants with identified deficiencies in one or more foundational business area are required to complete the associated online leveling/tutorial module(s) offer by Peregrine Global. All required modules must be completed successfully prior to enrolling in courses. More information will be shared after application received.
- 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 – Graduate Admissions
316 Washington Avenue
Wheeling, WV 26003
- Submit 1 completed recommendation.
- Submit a copy of your current 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 consists of 30 credits of coursework. Students in Business Administration, Accounting, and Sports Management may take up to 3 credit hours (one course) of graduate-level course during their undergraduate program. A minimum grade of C+ is required. To be eligible for graduate course permission, students must meet the following qualifications:

- Junior or Senior status.
- 3.0 cumulative grade point average in all undergraduate work completed at Wheeling University.
- Permission of the director/chair of the Business Department.

For transfer students, a minimum of 27 of these hours must be completed at Wheeling University. This allows for up to 3-credit hours (equivalent to 1 course) to be transferred. Transfer credits are only accepted for graduate-level courses, and their eligibility depends on the approval of the head/chair of graduate programs, based on the quality and comparability of the coursework. Additionally, only 3 credit hours may be transferred between master's programs completed at Wheeling University.

Program Learning Objectives (PLOs)

- Integrate concepts within and across business disciplines to promote strategic goals and solve complex problems by applying theoretical and practical models.
- Manage projects and teams using innovative leadership and communications skills through negotiating conflict and by using effective leadership skills
- Integrate ethical, evidence-based decisions to solve complex business problems leveraging a variety of quantitative, qualitative, and information technology tools.
- Demonstrate written and oral forms of effective business communication.

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-506 | Managerial Economics | 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 elective* | | 3 cr |
| Total | | 30 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-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 |
| MSN-503 | Health Care Policy | 3 cr |
| MSN-525 | Health Care Delivery Systems & Economics | 3 cr |
| MSN-533 | Health Promotion | 3 cr |
| Total | | 30 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*.

Course Rotation Schedule

| Fall | Spring | Summer |
|-----------------|-----------------|-------------------|
| 16 Weeks | 16 Weeks | 8/16 Weeks |
| MBA-500 | MBA-502 | MBA-502 |

| | | |
|--------------|--------------|--------------|
| MBA-505 | MBA-503 | MBA Elective |
| MBA-506 | MBA-508 | |
| MBA-531 | MBA-520 | |
| MBA Elective | MBA-539 | |
| | MBA Elective | |

MBA Course Descriptions

The course listings offer an idea of how courses might be distributed over four years.

The key is as follows:

- F- Fall
- S- Spring
- U- Summer
- D- On Demand

MBA 500 Organizational Behavior and Leadership (3 cr)

This course provides an overview of the philosophical, strategic, and tactical issues that Value-Based Leaders must understand to develop their own keys to success. Issues reviewed include character, values, culture, leadership, positive psychology, balanced scorecard, and motivation in a changing world. The leader develops keys to their success in order to establish and maintain a higher performance enterprise enabling employees to use their full potential. F

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. S

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. S

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. F

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. F

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. S

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 an introduction to the field of operations management and focuses on how organizations transform inputs to products

and services. Topics include: modeling and analysis of operations; supply chain analysis and planning; inventory control and warehouse management; logistics network design; and supply chain coordination. 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. S

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 F

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. F

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 involvement. Prerequisites: MBA 500, S

Master of Arts in Education: Education Leadership (MEL)

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 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

Master of Arts in Education: Education Leadership (MEL)

| | |
|---|--------------------------------|
| 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 cr |
| MEL-510 | Communication & Negotiation | 3 cr |
| MEL-502 | 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 | System Thinking for Education Leaders | 3 cr |
| Total | | 33 cr |

Course Rotation Schedule

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

Instructional Leadership Track

For Classroom Teacher Leaders

| | | |
|---------|----------------------------------|------|
| MEL-500 | Global Teaching & Learning | 3 cr |
| MEL-510 | Communication & Negotiation | 3 cr |
| MEL-525 | Psychology of Student Engagement | 3 cr |
| MEL-535 | Project-Based Learning | 3 cr |
| MEL-550 | Field-Based Action Research | 3 cr |
| MEL-555 | Meeting Unique Learning Needs | 3 cr |

| | | |
|--------------|--|--------------|
| MEL-560 | Data-Driven Decision Making | 3 cr |
| MEL-565 | Differentiating Instruction | 3 cr |
| MEL-570 | Residency I | 3 cr |
| MEL-580 | Residency II | 3 cr |
| MEL-600 | Systems Thinking for Education Leaders | 3 cr |
| Total | | 33 cr |

Course Rotation Schedule

| Fall | Spring | Summer | Summer I | Summer II |
|-------------|---------------|---------------|-----------------|------------------|
| 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 | | | |

MEL Course Descriptions

MEL 500 Global Teaching and Learning (3 cr)

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

MEL 510 Communication and Negotiation (3 cr)

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

MEL 525 Psychology of Student Engagement (3 cr)

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

MEL 535 Project-Based Learning (3 cr)

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

MEL 550 Field-Based Action Research (3 cr)

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

MEL 555 Meeting Unique Learning Needs (3 cr)

Participants will be able to implement teaching strategies designed to create multiple paths that allow students of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, develop, and apply concepts as part of the daily learning process. Particular emphasis will be place 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.

Education – Accelerated Certification for Teaching (ACT)

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

Applicants must have a bachelor's degree or higher to enroll and student teaching is required. Financial aid is available for those enrolled in at least six credit hours. Applicants must complete the Core Academic Skills for Educators exams or meet the

exemption requirements for direct admission to the program. All students will receive and Academic Action Plan that allows for a personalized approach to completing state and university requirements for certification.

Admission Requirements

- Completion Professional Studies application
- Must hold a Bachelor's Degree from an accredited college or university preferably with a concentration in one of the secondary certification areas available in the ACT program.
- GPA 2.5 in transferred in coursework including concentration.

Tuition and Fees

| | |
|--------------------------------------|--------------------------|
| Tuition | \$400.00 per credit hour |
| Technology Fee | \$130.00 per semester |
| New Student Fee | \$130.00 first semester |
| Diocese of Wheeling Charleston (DWC) | \$300.00 per credit hour |

Course Requirements

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

| | | |
|---|---|--------------|
| PSYC-110 | General Psychology | 3 cr |
| PSYC-220 | Educational Psychology | 3 cr |
| EDUC-232 | Classroom and Teacher Roles | 3 cr |
| EDUC-232F | Classroom and Teacher Roles Lab | 1 cr |
| PSYC-216 | Adolescent Psychology | 3 cr |
| EDUC-210 | Educational Technology | 3 cr |
| Select one of the following based on area of licensure: | | |
| EDUC-310 or EDUC-311 or EDUC-312 | Secondary English/Language Arts | 3 cr |
| | Secondary Mathematics & Science | 3 cr |
| | Secondary Social Studies | 3 cr |
| EDUC-320 | The Special Education Process | 3 cr |
| EDUC-333C | Exceptionalities and Diversity | 3 cr |
| EDUC-334 | Reading in Content Areas | 3 cr |
| EDUC-334F | Reading in Content Areas Lab | 1 cr |
| EDUC-473 | Internship – Teacher Performance Assessment | 1 cr |
| EDUC-476 | Evaluation | 2 cr |
| EDUC-475 | Student Teaching Seminar | 1 cr |
| EDUC-481 | Student Teaching | 3 cr |
| Total | | 36 cr |

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

Student Teaching

Student Teaching for all candidates is conducted five days per week during normal school ours during this final semester. The Professional Studies Education Program of Wheeling University functions under approval of the WV Department of Education. Credit Hours and requirements may be revised based on state requirements.

Master of Science in Organizational Leadership (MSOL)

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. 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.

The MSOL program offers a collaborative and supportive online and hybrid environment by taking 2 courses a semester, students can complete the program in 2 years as a part-time student if taking 4 courses as a full-time schedule, students can complete the WU MSOL in 1 year. Each course is 3 credit hours. Courses are offered in the fall, spring, and summer semesters.

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.

Admissions Requirements

- Complete and online application free of charge at: <http://applygrad.wheeling.edu/apply/>
- Admission to the MSOL program is open to qualified graduates of regionally accredited colleges or universities with at minimum 2.75 undergraduate GPA and a minimum of three years full time professional experience or evidence of significant work/life experience documented by a current resume.
- An interview may be required to finalize the admissions process.
- 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 Graduate Admissions
316 Washington Avenue
Wheeling, WV 26003
- Submit one completed recommendation.
- Submit a copy of your resume.
- If applicable, apply for federal student loans and grants by completing the FAFSA online at: <http://www.fafsa.ed.gov>. School Code is #003831
- International students presenting transcripts from institutions outside the U.S. must have their transcripts evaluated by WES (or comparable service) and must submit an official Test of English and 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 F1 Visa are not eligible to enroll.

Curriculum

Curriculum Length: 30 credits total (or 27 credits with 3 credits of transfer graduate level coursework)

Curriculum Tracks

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

Required Courses (Both Tracks)

| | | |
|--------------|--|--------------|
| MSL-500 | Concepts of Leadership | 3 cr |
| MSL-515 | Leadership: Mission and Spirituality | 3 cr |
| MSL-521 | Building Multicultural Communities and Organizations | 3 cr |
| MBA-530 | Management of Human Resources | 3 cr |
| Total | | 12 cr |

Pick One of the Following Courses* (Both Tracks)

| | | |
|--------------|-------------------------------------|------------|
| MBA-508* | Management of Financial Resources | 3 cr |
| or | | |
| MBA-531* | Effective Managerial Communications | 3 cr |
| Total | | 3cr |

Social, Government and Faith-Based Services Track

| | | |
|--------------|--|--------------|
| MSL-503 | Human Protection Services and Law Enforcement: Issues, Practice, and Policy | 3 cr |
| MSL-504 | Governmental/Non-Governmental Public Policymaking, Legal, and Services Framework | 3 cr |
| MSL-505 | Community Organization Building: Opportunities/Challenges | 3 cr |
| MSL-506 | Topics, Methods, and Practice in Community and Social Services Administration | 3 cr |
| Total | | 12 cr |

Pick One of the Following Courses*

| | | |
|---------------------------|--|------------------|
| MSL-511* or MSL-516 | Public Mission Services : Operations Management Leading and Managing Faith-Based Organizations and Charitable Foundations | 3 cr 3 cr |
| Total | | 3cr |

Athletic Administration Track

Aligned with NIAAA certifications (RAA, CAA and CMAA) and required NIAAA Leadership Training (LTI)

| | | |
|----------------------|--|--------------|
| 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 Administration | 3 cr |
| MBA-503 | Ethical Environment of Business | 3 cr |
| *Additional Course | (optional) | 3 cr |
| **MSL-586 | Advanced Strength, Speed and Conditioning | 3 cr |
| Total | | 15 cr |
| Program Total | | 30 cr |

* 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).

MSOL Curriculum:

Any MSOL graduate student: required to take 30 credit hours (10 course), total of 30 credits.

| Community, Social, Government, and Faith-Based Services (CSGFS) Track | Athletic Administration (AA) |
|--|--|
| Required Core Courses (Both Tracks) 12cr | Required Core Courses (Both Tracks) 12cr |
| MSL 500 Concepts of Leadership (3cr) | MSL 500 Concepts of Leadership (3cr) |
| MSL 515 Leadership: Mission and Spirituality (3cr) | MSL 515 Leadership: Mission and Spirituality (3cr) |
| MSL 521 Building Multicultural Communities & Organizations (3cr) | MSL 521 Building Multicultural Communities & Organizations (3cr) |
| MBA 530 Management of Human Resources (3cr) | MBA 530 Management of Human Resources (3cr) |
| Pick one of the following courses* (Both Tracks) 3cr | Pick one of the following courses* (Both Tracks) 3cr |
| MBA 508* Management of Financial Resources (3cr) | MBA 508* Management of Financial Resources (3cr) |
| MBA 531* Effective Managerial Communications (3cr) | MBA 531* Effective Managerial Communications (3cr) |
| Social, Government and Faith-Based Services track 12cr | Athletic Administration Track (Aligned with NIAAA certifications (RAA, CAA, and CMAA) and required NIAAA Leadership Training (LTI) Courses: 15 cr |
| MSL 503 Human Protection Services and Law Enforcements: Issues, Practice and Policy (3 cr) | MSL 520 Foundations of Interscholastic Athletic Administration (3cr) |
| MSL 504 Governmental/Non-Governmental Public Policymaking, Legal and Services Frameworks (3cr) | MSL 522 Facility and Event Management in Interscholastic Athletic (3cr) |
| MSL 505 Community and Organization Building: Opportunities/Challenges (3cr) | Administration |
| MSL 506 Topics, Methods, and Practice in Community (3cr) | MSL 523 Governance and Legal Regulation for Interscholastic (3cr) |
| Pick one of the following courses* 3cr | Athletics |
| MSL 511* Public and Mission Services: Operations Management (3cr) | MSL 524 Operations Management in Athletic Administration (3cr) |
| MSL 516* Leading and Managing Faith-based Organizations and Charitable Foundations (3cr) | And; |
| | MBA 503 Ethical Environment of Business (3cr) |
| | Additional Course: (Prepares students for gaining certification in ACSM, NSCA, or personal fitness (Optional 3cr) |
| | MSL 586 Advanced Strength, Speed, and Conditioning (3cr) |

Course Rotation Schedule

| Fall | Spring | Summer |
|-----------------|-----------------|-------------------|
| 16 weeks | 16 Weeks | 8/16 Weeks |
| MSL-521 | MSL-500 | MSL-522 |
| MSL-522 | MSL-515 | MSL-524 |
| MSL-523 | MSL-520 | ELECTIVE |
| MBA-530 | MSL-524 | |
| ELECTIVE | MBA-503 | |
| | ELECTIVE | |

MSOL 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. S

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. S

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. S

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 example the many examples, models and visions of multiculturalism in the context of personal, community, and organizational development. F

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. F

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. F, U

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. S, U

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. D

Master of Science in Nursing (MSN)

ONLINE (16 week sessions)

The master's degree program in nursing and post-graduate APRN certificate program at Wheeling University is accredited by the Commission on Collegiate Nursing Education <http://www.ccnaccreditation.org>. The curriculum is designed to accommodate the registered nurse graduate student who desires to remain employed. The faculty recognizes that each person is a unique individual who is an integral member of many systems. Each of these systems interfaces with other complex and changing systems that create the unique fabric of each individual environment.

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

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

| | |
|---|--|
| Tuition and Fees | \$9,000.00 per semester for 4 semesters (\$8,765.00 tuition and \$235 tech fee) (\$36,000 program total) |
| Courses not included in the cohort | \$400.00 per semester |
| 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."

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 |
| Total | | 15 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

| | | |
|--------------|----------------------------|--------------|
| 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 |
| Total | | 12 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

| | | |
|--------------|--|--------------|
| 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 |
| Total | | 24 cr |

**168 clinical hours are required for each course*

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

| | | |
|--------------|--|-------------|
| 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 |
| Total | | 27cr |

**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

| | | |
|--------------|-----------------------------------|-------------|
| MSN-529 | Advanced Comprehensive Assessment | 3 cr |
| MSN-530 | Advanced Pathophysiology | 3 cr |
| MSN-532 | Advanced Pharmacology | 3 cr |
| Total | | 9 cr |

Nursing Education Courses

| | | |
|--------------|----------------------------|--------------|
| 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 |
| Total | | 15 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: <http://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

| | | |
|--------------|--------------------------|--------------|
| MSN-514 | Curriculum & Instruction | 3 cr |
| MSN-515 | Evaluation | 3 cr |
| MSN-516 | Educational Technology | 3 cr |
| MSN-541* | Practicum | 3 cr |
| Total | | 12 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

| | | |
|--------------|----------------------|--------------|
| 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 |
| Total | | 12 cr |

**168 practicum hours required*

Family Nurse Practitioner Certificate

| | | |
|--------------|---|-----------------|
| 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 |
| Total | | 30-36 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.*

RN to BSN/MSN **ONLINE**

Wheeling University's online RN-BSN/MSN degree program is accredited by CCNE and designed for the professional Registered Nurse. The program provides an integrated curriculum of liberal arts and nursing courses to meet the needs of Registered Nurses who graduated from diploma or associate degree programs. The online program enables students to complete their degree while maintain work and family responsibilities. The program can be completed in 3 semesters (providing pre-requisites are met). Clinical requirements can be met in your local community.

Communication, critical thinking and leadership skills are essential components of WU's RN-BSN program. These skills are required to move into higher paying jobs with more responsibility. The American Association of the Colleges of Nursing (AACN) has collected extensive research that indicates higher nursing education makes a major difference in clinical outcomes. Having a bachelor's degree is essential to be admitted to graduate nursing programs.

An RN student may take designated graduate nursing courses to fulfill requirements in the RN-BSN program. Upon completion, the student will not only have attained a BSN degree, but also will have fulfilled the foundation courses for the MSN program at Wheeling University and may then choose a specific track within the MSN degree program.

Eligibility and Admission Requirements

Students who have completed either an associate degree in nursing or a diploma in nursing are eligible for this program (LPN grads are not eligible).

1. Complete a free application online at <https://wheeling.edu/admissions/apply-for-admission/>
2. Provide a copy of a valid registered nursing license.
3. Request official transcripts from all nursing programs, colleges or universities you have attended and have them sent electronically to the admissions office at Wheeling University.
4. Complete a background check.

Note: A stop-out at the completion of the BSN degree must be completed first before advancing to the MSN degree. To be eligible for the Master of Science in Nursing program, students must have a 3.0 undergraduate cumulative GPA (GRE may be required for students who do not meet the GPA requirements). Applicants must submit 2 letters of recommendation to the program. Applicants must also submit an essay that: 1. indicates which MSN track you intend to pursue (Family Nurse Practitioner or Nursing Administration), 2. identifies your career goals and decision to seek graduate education, and 3. describes your personal attributes that will contribute to your success as a master's prepared nurse.

Tuition and Fees

| | |
|---------------------------------|-----------------------------|
| Tuition (undergraduate courses) | \$400 per credit hour |
| Tuition (graduate courses) | \$550 per credit hour |
| Technology fee | \$130 per semester |
| New Student fee | \$130 first non-summer term |
| ID card | \$35 first semester only |
| Graduation fee | \$265 per occurrence |

Plan of Study

RN-BSN Curriculum

| | | | |
|--------------|---|--------------|--------|
| NURS-361 | Concepts of Nursing Practice | 3 cr | Fall |
| NURS-328 | Evidence Based Nursing Research and Informatics | 3 cr | Fall |
| NURS-435 | Nursing in Chronic Care | 4 cr | Fall |
| NURS-445 | Population Health Nursing | 2 cr | Spring |
| NURS-455* | Nursing in Healthcare Systems | 2 cr | Spring |
| NURS-460 | Comprehensive Assessment | 3 cr | Spring |
| NURS-440* | Health Promotion and Disease Prevention | 2 cr | Summer |
| NURS-503 | Health Care Policy | 3 cr | Summer |
| NURS-450 | Nursing Leadership and Management | 2 cr | Summer |
| Total | | 24 cr | |

*optional: MSN 525 Health Care Delivery Systems and Economics instead of NURS 455, MSN 533 Health Care Promotion instead of NURS 440. MSN 525 and MSN 533 count toward the MSN degree.

Liberal Arts Core

These credits may be transferred from a previous college/university.

| WU Core | Credits |
|---------------------|----------------|
| ENGL-110 | 3 cr |
| COMM-115 | 3 cr |
| PHIL-205 | 3 cr |
| MATH-115 | 3 cr |
| HIST/Literature | 3 cr |
| PSYC-110 | 3 cr |
| PSYC-212 | 3 cr |
| Global Perspectives | 3 cr |
| *NURS-280 Chemistry | 3 cr |
| *NURS-282 Anatomy | 3 cr |
| *NURS Physiology | 3 cr |

| | |
|---|-------------|
| *NURS-284 Epidemiology and Microbiology | 2 cr |
| Total | 35cr |

*Courses that may be challenged.

These course credits may be awarded based on prior RN training program.

| | |
|---|--------------|
| NURS-201 Pathophysiology | 2 cr |
| NURS-203 Health Assessment | 2 cr |
| NURS-227 Nutrition | 2 cr |
| NURS-230C Fundamentals of Nursing clinical | 2 cr |
| NURS-230D Fundamentals of Nursing | 3 cr |
| NURS-309C Introduction into Nursing clinical | 3 cr |
| NURS-309D Introduction into Nursing | 3 cr |
| NURS-319C Maternal Care/Gender clinical | 2 cr |
| NURS-319D Maternal Care/Gender | 3 cr |
| NURS-320C Medical/Surgical Nursing I clinical | 2 cr |
| NURS-320D Medical/Surgical Nursing I | 3 cr |
| NURS-326C Mental Health Nursing clinical | 2 cr |
| NURS-326D Mental Health Nursing | 3 cr |
| NURS-329 Pharmacology I | 2 cr |
| NURS-330 Pharmacology II | 2 cr |
| NURS-405C Medical/Surgical Nursing II Clinical | 4 cr |
| NURS-405D Medical/Surgical Nursing II | 3 cr |
| NURS-406C Pediatrics/Genetics Clinical | 2 cr |
| NURS-406D Pediatrics/Genetics | 2 cr |
| NURS-422C Critical Care Nursing Clinical | 2 cr |
| NURS-422D Critical Care Nursing | 3 cr |
| NURS-423C Leadership & Role Development/Precepting Clinical | 4 cr |
| NURS-423D Leadership & Role Development/Precepting | 2 cr |
| Total | 60 cr |

RN-BSN Degree Completion Requirement Overview

| | |
|--|----------------|
| RN-Prior Training Courses Awarded | 60 cr. |
| Liberal Arts Core/Transferred credits | 36 cr. |
| RN-BSN Curriculum | 24 cr. |
| Total Credits for Degree Completion | 120 cr. |

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 Accountancy (MSA)

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) program to help students fulfill the remaining state CPA exam requirements following the completion of an undergraduate degree in accounting. 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.

Master of Science in Accountancy Program Learning Objectives (PLOs)

- Explain, integrate, and perform advanced concepts in accounting, finance, management, and economics
- Apply knowledge and understanding of federal tax laws and procedures on businesses and individuals
- Explain the ethical implications and responsibilities of ensuring financial integrity
- Demonstrate written and oral forms of effective business communication
- Demonstrate knowledge of U.S. financial reporting standards and auditing standards for corporate financial reporting and attestation.

Admission Requirements

Applicants for this graduate program are evaluated on the basis of their academic record, recommendations, 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) | • Principles of Marketing |
| • Statistics | • Principles of Finance |
| • Principles of Accounting I & II | • Intermediate Accounting, I & II |
| • Principles of Economics I & II | • Cost Accounting |
| • Principles of Management | • 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 | 3 cr |
| MBA-506 | Managerial Economics | 3 cr |
| MBA-508 | Management of Financial Resources | 3 cr |
| MSA-509 | Law for Accountants | 3 cr |
| MSA-534 | Auditing and Professional Auditing Standards | 3 cr |
| MSA-553 | Controllershship | 3 cr |
| MSA-554 | Advanced Tax Accounting | 3 cr |
| MSA-560 | Accounting Profession and Its Environments | 3 cr |
| Select two electives from the following: | | |
| MSA-539 | Advanced Information Systems | 3 cr |
| MSA-541 | Contemporary Accounting Theory | 3 cr |
| MSA-573 | Internship in Accounting | 3 cr |
| MBA-XXX | MBA Elective, with approval of Program Director | 3 cr |
| Total | | 30 cr |

Transfer Credit

The MSA program requires 30 credits of coursework. For transfer students, a minimum of 27 of these hours must be completed at Wheeling University. Thus, up to 3 credit hours (1 course) 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: ACCT 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

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 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.

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.

Doctor of Physical Therapy (DPT)

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 6/30/2032.

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 and
- 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 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. 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) 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, plus Technology Fee - \$130.00) |
| 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 course |
| 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/registrar-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 | | |
|-------------------------------|----------------------------|------|
| 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-610 | DPT Seminar | 1cr |
| 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 | Professional Issues IV | 2.5 cr |
| DPT-635 | Integrated Seminar III | 1 cr |
| DPT-636 | 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 | 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 | |

| 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 | 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 | 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 610 DPT Seminar (1 cr)

This course is a weekly seminar where both first-year and second-year Doctor of Physical Therapy students will meet with faculty to cover special topics with presentations and guest speakers. Topics will vary based on student interests and current best practices for the physical therapy profession. CR or NC.

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 669 Advanced Practice: Pediatric (3 cr)

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

DPT 670 Advanced Practice: Orthopedic-Appendicular Skeleton (3 cr)

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

DPT 671 Advanced Practice: Orthopedic-Axial Skeleton (3 cr)

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

DPT 672 Advanced Practice: Neurology (3 cr)

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

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.