



# West Virginia Wesleyan College

## UNDERGRADUATE 2021 - 2022 CATALOG

Buckhannon, WV 26201-2998  
Phone (304) 473-8000

Admissions (304) 473-8510 (Local)  
1-800-722-9933  
[www.wvwc.edu](http://www.wvwc.edu)

### NOTICE OF NONDISCRIMINATION/AFFIRMATIVE ACTION

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students of access to all the privileges, programs and activities generally accorded or made available at the College. West Virginia Wesleyan College strongly supports affirmative action principles and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, disability, or religious affiliation in the administration of its educational programs, admissions policies, financial aid programs, athletics, co-curricular activities or other College administered programs.

In accordance with the Student Right to Know and Campus Security Act, complete information regarding campus security policies and campus crime statistics can be obtained from the Vice President for Student Development.



## CONTENTS

<b>College Calendar 2021-2022</b> .....	4
<b>West Virginia Wesleyan College</b> .....	6
<b>Academic Program</b> .....	10
<b>Undergraduate Programs Instructional Offerings</b> ....	23
<b>Business</b> .....	23
Accounting .....	23
Business Administration .....	23
Economics .....	30
Five-Year Undergraduate/M.B.A. Program.....	31
Management .....	35
Marketing .....	35
Sport Business .....	35
<b>Education</b> .....	35
Teacher Education .....	35
Educational Studies.....	35
Special Education .....	42
<b>Exercise Science and Athletic Training</b> .....	45
Exercise Science .....	45
Health and Human Performance .....	45
Five-Year Masters in Athletic Training.....	49
<b>Fine Arts and Humanities</b> .....	56
Art.....	56
Arts Administration .....	60
Dance .....	61
English .....	62
English as a Second Language .....	67
Geography .....	67
History.....	68
Interdisciplinary.....	72
International Studies .....	74
Modern, Classical and World Languages .....	75
Music.....	76
Philosophy.....	81

Philosophy and Religion .....	82
Religious Studies .....	83
Theatre Arts.....	86
<b>Nursing</b> .....	91
BSN Nursing .....	91
Accelerated RN-to-MSN Program .....	95
<b>Sciences</b> .....	102
Biology.....	102
Chemistry & Biochemistry .....	106
Computer Science .....	113
Environmental Studies .....	115
Mathematics .....	117
Physical Sciences.....	119
Physics and Engineering .....	119
<b>Social and Behavioral Science</b> .....	124
Communication and Media Communication .....	124
Criminal Justice .....	128
Gender Studies.....	130
Health Sciences .....	131
Political Science .....	133
Psychology .....	136
Sociology.....	138
Social Justice .....	139
<b>The Learning Center</b> .....	141
<b>Academic Policies</b> .....	144
<b>Student Life</b> .....	150
<b>Admissions</b> .....	157
<b>Expenses and Financial Aid</b> .....	160
<b>Register</b> .....	168
<b>Faculty</b> .....	170

The *West Virginia Wesleyan College Catalog* is published by West Virginia Wesleyan College, Buckhannon, West Virginia 26201-2998. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.



# COLLEGE CALENDAR

## 2021-2022

### 2021 Fall Semester

August	16-17	Mon-Tues	New Faculty Orientation
	19	Thursday	Community Day
	21	Saturday	Orientation for new students
	21	Saturday	Residence halls open for returning students (2 p.m.)
	22	Sunday	Registration
	23	Monday	Classes begin (8 a.m.)
	27	Friday	Deadline: Schedule change and late registration; Deadline: Pass/Fail application
September	6	Monday	Labor Day Recess
	16	Thursday	Deadline: Withdrawing from first quarter classes
	25	Fri-Sun	Family Weekend
October	4	Monday	Incomplete grades from summer & spring semester due to Registrar by 3 p.m.
	6	Wednesday	Progress reports due in Registrar's Office by 3 p.m.
	8	Friday	Founders Day (3 p.m. classes canceled, all other classes meet)
	8-10	Fri-Sun	Homecoming
	8	Friday	First quarter classes end
	11	Monday	Second quarter classes begin
	14-15	Thu-Fri	Fall Recess (classes dismissed)
	19	Tuesday	Deadline: Adding/dropping Second quarter classes
	25	Monday	Deadline: Withdrawing from full-semester classes
			Deadline: Withdrawing from second quarter classes
November	5	Friday	Thanksgiving Break begins (5 p.m.)
	19	Friday	Thanksgiving Break begins (5 p.m.)
	28	Sunday	Residence halls open (12 p.m.)
	29	Monday	Classes resume (8 a.m.)
December	8	Wednesday	Last day of classes
	9	Thursday	Reading Day
	10-11	Fri-Sat	Final examinations
	13-14	Mon-Tues	Final examinations
	14	Tuesday	Residence halls Close by 7 p.m.
	16	Thursday	Final grades due in Registrar's Office by 3 p.m.
	17	Friday	College tentatively scheduled to close for holidays (4:30 p.m.)

### 2022 Spring Semester

January	3	Monday	College reopens at 8 a.m.
	9	Sunday	Residence halls open (12 p.m.)
	10	Monday	Registration
	11	Tuesday	Classes begin (8 a.m.)
	17	Monday	Martin Luther King, Jr. Day (College closed, no classes)
	18	Tuesday	Deadline: Schedule change and late registration; Deadline: Pass/Fail application
			Deadline: Withdrawing from first quarter classes
February	3	Thursday	Deadline: Withdrawing from first quarter classes
	16	Wednesday	Incomplete grades from fall semester due in Registrar's Office by 3 p.m.



	18	Thursday	Progress reports due in Registrar's Office by 3 p.m.
	25	Friday	First quarter classes end
	28	Monday	Second quarter classes begin
March	4	Friday	Deadline: Adding/dropping Second quarter classes
	4	Friday	Spring Break begins (5 p.m.)
	13	Sunday	Residence Halls open (12 p.m.)
	14	Monday	Classes resume (8 a.m.)
	17	Thursday	Deadline: Withdrawing from full-semester classes
	30	Wednesday	Deadline: Withdrawing from second quarter classes
April	14-15	Thurs-Fri	Easter Recess (classes dismissed)
	23-24	Sat-Sun	Spring Weekend
	23	Saturday	Admissions Open House
	24	Sunday	Academic Leadership Awards Convocation, 2 p.m.
	27	Wednesday	Last day of classes
	28	Thursday	Reading Day
	29-30	Fri-Sat	Final examinations
May	2-3	Mon-Tues	Final examinations
	4	Wednesday	Residence halls close for non-graduating students (12 p.m.)
	6	Friday	Baccalaureate
	7	Saturday	Commencement (Residence halls close for graduating seniors by 5 p.m.)
	9	Monday	Final grades due in Registrar's Office for 2 <sup>nd</sup> semester by 3 p.m.

**2022 Summer Session I (4 weeks for on-campus courses; 3 weeks for international travel courses)**

May	11	Wednesday	Registration; residence halls open (2 p.m.)
	11	Wednesday	Graduate and undergraduate classes begin
	30	Monday	Memorial Day Recess
June	7	Tuesday	Final examinations

**2022 Summer Session II (4 weeks)**

June	9	Thursday	Registration; classes begin
July	4	Monday	July 4 <sup>th</sup> Recess
	7	Thursday	Final examinations



# WEST VIRGINIA WESLEYAN COLLEGE

*Education is the most powerful weapon which you can use to change the world.*

*–Nelson Mandela*

## STATEMENT OF MISSION

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities - local, regional, national, and global - and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of arts and sciences, pre-professional, professional, and graduate studies, and its rich campus life program. As a residential institution of higher education, the College aspires to graduate broadly educated men and women who

- Think critically and creatively,
- Communicate effectively,
- Act responsibly, and
- Demonstrate their local and world citizenship through service.

## A BRIEF HISTORY

The mission of West Virginia Wesleyan College is reflected in good measure in its name. Its founding in 1890 by the West Virginia Annual Conference of the Methodist Episcopal Church climaxed a 16-year effort to establish a center of learning in the then-young state that would reflect the values of the Methodist community, meet the church's need for an educated leadership, and provide an educational resource for the general citizenry of the state and region.

Although the founders were always loyal to these over-arching principles, the immediate catalyst for the College's establishment was perhaps less lofty: by 1882, Methodists believed they had "lost control" of West Virginia University in Morgantown, leading to an exodus from the state university of Methodist students who now sought an educational alternative.

Originally known as the West Virginia Conference Seminary, the new school opened September 3, 1890, in a splendid new three-story brick building located on the present site of the Lynch-Raine Administration Building. (The original building was destroyed by fire in 1905 and replaced the following year by the current structure.) In keeping with the tradition of seminaries or academies of the day, it offered largely pre-college instruction. Bennett W. Hutchinson, a graduate of Ohio Wesleyan University and Boston University School of Theology and an ordained minister, came from Rhode Island to accept the presidency. Mr. Roy Reger of Buckhannon was the first of 201 students to enroll that first year.

Full-fledged college work was initiated in 1900 and gradually expanded until the first baccalaureate degrees were awarded in 1905. After one year as Wesleyan University of West Virginia, the name was officially changed in 1906 to West Virginia Wesleyan College, in honor of Methodism's founder, John Wesley. Pre-college work continued through 1922-23, when it was deemed no longer necessary due to the growth of high schools in the state.

The early beginnings of the College were modest, and the fledgling school was frequently plagued by debt, debt that became particularly threatening during the Great Depression of the 1930s. But the shortage of fiscal resources never dampened the vision of the College community and its supporters. By 1939, when the three major Methodist bodies united to become the Methodist Church, leaders of the College dreamed of making Wesleyan the outstanding liberal arts college in the state – a challenging vision for a financially struggling college of fewer than 500 students.

Historians of the College credit Thomas W. Haight, an 1894 graduate of the Seminary, 20-year academic dean (1909-1929), long-time faculty member, and three-time acting president, as one of Wesleyan's most influential champions of academic

excellence. In addition to strengthening the faculty and the emphasis on academics, he led efforts to achieve initial accreditation by the North Central Association of Colleges and Secondary Schools in 1927.

For many, the presidency of Dr. Stanley H. Martin (1957-1972) marks the period of the College's most dramatic growth, measured in student enrollments, increasing academic stature, and an expanding physical plant. It was largely his vision that gave the campus its present Georgian character. Annie Merner Pfeiffer Library, Benedum Campus Center, Benedum Hall (originally named New Hall), Christopher Hall of Science, Doney Hall, Jenkins Hall, Holloway Hall, Martin Religious Center, Middleton Hall, McCuskey Hall, and Wesley Chapel are tangible expressions of the expansion that characterized President Martin's tenure.

Following the successful tenure of Dr. Martin, John D. Rockefeller IV served as Wesleyan's President from 1973 to 1975. The current gymnasium and athletic center were completed during his tenure. For a period of time, it was referred to on campus as "The New Gym," but was renamed the John D. Rockefeller IV Physical Education Center after his departure in 1975. Immediately following his tenure at Wesleyan, Rockefeller served as Governor of West Virginia from 1977 to 1985 and went on to serve as the Junior Senator from West Virginia in the United States Senate.

During the 1980's, Wesleyan offered its first graduate degree program in business administration and added the Camden Residence Hall Complex. The French A. See Dining Center was constructed in the mid 1990's to provide a centralized location for students to dine and socialize each day. Extensive financial resources were also invested in information technology, with an emphasis on academic instruction during this decade. The College became one of the first institutions in the nation to require students to have laptop computers.

Many features of modern campus life at Wesleyan have long traditions. An example is football, which was introduced in the pre-college seminary in 1898. The school colors of orange and black go back to that very first game, when fullback and team captain Frank Thompson wore a turtleneck sweater in Princeton University's orange and black to honor two football greats of that university. A more comprehensive athletic program was formally organized at the collegiate level in 1902. Early sports included football, baseball, basketball, and gymnastics – for men only. In 1996, Wesleyan received the Sears and Roebuck Award for the most successful athletic program in the nation. From 1992 to 2005, Wesleyan captured the West Virginia Intercollegiate Athletic Conference's Commissioner's Cup as the most successful athletic program. Since 2006, the College has added women's golf, women's lacrosse, and indoor track to make a total of twenty-one sports. In 2013-2014 Wesleyan joined a new athletic conference, the Mountain East Conference and captured five conference championships. Approximately one-third of our students participate in varsity athletics. A new multi-purpose athletic complex, including an eight-lane track and new turf field, was also recently constructed.

Music was an important part of campus life, beginning in 1890 when two pianos and an organ were installed in the seminary's new building. In 1902, the current Annex Building was constructed as the Conservatory of Music, the College's first building dedicated solely to academic purposes. The school's "unofficial" anthem "My Home Among the Hills," written by former trustee E.W. "Bill" James, is sung at every school ceremony. The song has been used at special functions throughout the state, including the governor's inaugural ceremonies.

The Greek system was initiated on campus in 1925, when the Board of Trustees authorized the establishment of two sororities and three fraternities. And as early as 1910, the Wesleyan Volunteer Band—followed in 1930 by the Student Volunteer Movement—established a tradition of service among Wesleyan students, concentrating in those early years on foreign missions of the Christian church, but also maintaining strong ties to the local community. Community service programs have been expanded to become an integral part of the College's student life program.

Much has changed in higher education and in West Virginia since West Virginia Wesleyan College was established. Yet the founders would recognize much of today's curriculum and many of today's campus traditions as worthy continuations of their early efforts.

## LEARNING ENVIRONMENT

West Virginia Wesleyan College offers the technological and physical facilities to create an environment suited for teaching and learning. The elegant steeple and classic Georgian design of Wesley Chapel set the architectural style of the campus, while a partnership with Dell to provide a student purchase ubiquitous computing program forms the keystone of a comprehensive technology infrastructure.

The oldest of Wesleyan's 33 buildings is Agnes Howard Hall, built in 1895 and listed on the National Register of Historic Places. It is one of ten residence halls on campus. In recent years the College has completed construction on a number of new facilities: Virginia Thomas Law Center for the Performing Arts in 2009, the David E. Reemsnyder Research Center in 2010, the newest residence hall, Dunn Hall, in 2011, and the O'Roark Nordstrom Welcome Center in 2014. Together with the Chapel and

Religious Center, the Physical Education Center, the Wellness Center, and other special facilities described elsewhere in this publication, these buildings set in the park-like atmosphere of the campus offer students an attractive place to live and work.

Key academic buildings of the College include the Christopher Hall of Science and the David E. Reemsnyder Research Center, the home of Wesleyan's outstanding programs in biology, chemistry, computer science, engineering physics, environmental science, mathematics, physics, and psychology. Modern, well-equipped laboratories complement the building's planetarium, herbarium, and greenhouse and provide the ideal setting for faculty-student research. McCuskey Hall, the home of the Art Department, has studios for drawing and printmaking, as well as a computer lab for graphic design. McCuskey also houses Sleeth Gallery, which sponsors regular visiting artist's workshops, and curated exhibitions.

The Loar Memorial Building provides classrooms, practice rooms, and private studios for vocal and instrumental faculty in the Department of Music. Its recital hall seats audiences of 165 for performances and serves as rehearsal space for the department's many ensembles. Its memorial lounge provides an attractive setting for formal gatherings. In keeping with Wesleyan's commitment to educational technology, Loar Memorial Building has a computer music lab integrating personal computers with instrumental keyboards for music composition, sequencing, analysis, and performance in an interactive group setting.

The Virginia Thomas Law Center for the Performing Arts provides performance and technical lab spaces for the Department of Theatre Arts. The facility includes a 374-seat auditorium and a function room, the Greek Alumni Room. In addition to serving as the home for WVWC Theatre and Dance productions and the Wesleyan Jazz Ensemble concerts, the facility hosts many other concerts and programs as part of the Arts Alive series and Wesleyan speaker programs.

### **INFORMATION TECHNOLOGY**

West Virginia Wesleyan College requires that each entering student have a laptop computer suitable for performing coursework, and many courses integrate technology use into the course curriculum. Minimum and recommended computer specifications, in addition to purchasing information and other IT related information, is posted and updated regularly on the College's Computing Services Helpdesk web site

(<http://helpdesk.wvwc.edu>). The laptop requirement is facilitated by a student purchase program offered through a partnership with Dell Corporation. Through this partnership, students have access to "Wesleyan Configured" models and discount pricing. The College's Computing Services Helpdesk is also an authorized Dell repair facility, providing on-campus warranty service for Dell systems, regardless of where they are purchased.

At Wesleyan, high-speed fiber optic network, which utilizes a Gigabit Ethernet backbone and switched Ethernet technology to link all buildings on campus, provides connectivity to the Internet. The campus also has a state-of-the-art, campus-wide wireless network, which provides wireless connectivity in all campus buildings. With more than 80 miles of network wiring and local wireless network functionality, students and faculty have access to the Internet and campus electronic resources from any residence hall room, classroom, laboratory, faculty office, meeting room, or other social space. The Computer Center, in Christopher Hall, houses additional computing facilities to support instructional and administrative computing and high-speed printing. All classrooms support either fixed or portable computer projection; many have been updated with large screen displays, built-in audio, and document projectors; and some classrooms have electric power at every seat for notebook users.

The Annie Merner Pfeiffer Library is committed to providing high quality resources and services that empower students for advanced learning. Electronic materials are increasingly important in the collection as the needs and expectations of students have changed. In fact, for the first time, electronic books and periodicals outnumber those in print. Interlibrary Loan is available for materials that are beyond our collections. The expert staff provides educational programming for students and faculty in the use of both traditional and electronic resources. In addition to its collections and research services, the Library offers media viewing facilities, areas for group study, and a quiet place for reading and reflection. The Upshur Reading Room serves as a modern-day town square where people can come to find information and to discuss it in the forms of panel discussions, lectures, and poetry readings while enjoying inspirational student artwork.

As part of West Virginia Wesleyan's membership in the Appalachian College Association (ACA) and the Bowen Central Library of Appalachia (BCLA), our library is pleased to be able to offer access to an impressive variety of resources to our faculty, staff, and students. The BCLA has a core collection of more than 200,000 eBook titles with more being added each year. In addition, the BCLA also subscribes to databases including journals, reference materials, digital images, and language learning tools, at an annual consortium cost of more than \$400,000, and provides opportunities for member institutions to enjoy group pricing discounts for others. Participation in this organization allows us to offer resources at a level enjoyed by much larger institutions while remaining small enough to give personalized service and attention.

Together, the technological and physical facilities at West Virginia Wesleyan College provide an outstanding setting for college life. They are a significant resource for a college program that prides itself on its excellent educational offerings, its outstanding faculty, and its wide variety of cultural, social, and athletic events.

### **WESLEYAN ACCREDITATION**

West Virginia Wesleyan is accredited by The Higher Learning Commission (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; telephone 1-800-621-7440) and approved by the University Senate of The United Methodist Church. It is a member of the National Association of Schools of Music and is approved by the West Virginia Department of Education. The teacher preparation program is approved by the West Virginia Department of Education and by the Council for the Accreditation of Educator Preparation (CAEP), 1140 Nineteenth St, NW, Number 400, Washington, DC 20036; telephone 202-223-0077. The College participates in the Interstate Certification Project, whereby a number of states certify teachers graduating from Wesleyan's Department of Education. The baccalaureate degree program in nursing/master's degree program in nursing/ and post-graduate APRN certificate program at West Virginia Wesleyan College are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Wesleyan's BSN program is fully approved by the West Virginia Board of Examiners for Registered Nurses, 90 MacCorkle Ave SW #203, South Charleston, WV 25303, telephone 304-744-0900. The Doctor of Nursing Practice program at West Virginia Wesleyan College is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted. Shenandoah University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-409, (404) 679-4500. Shenandoah's Nurse-Midwifery Program is accredited by the American College of Nurse-Midwives Accreditation Commission for Midwifery Education ([www.midwife.org/accreditation](http://www.midwife.org/accreditation)). Shenandoah's Psychiatric Mental Health Nurse Practitioner Program is accredited by the Commission of Collegiate Nursing Education. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), (6836 Austin Center Blvd., Suite 250, Austin, TX 78731-3193; telephone 512-733-9700).

The College holds membership in the Appalachian College Association, the National Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, the National Association of Schools and Colleges of The United Methodist Church, the Council of Independent Colleges, and the Council of Graduate Schools.





## ACADEMIC PROGRAM

### ACADEMIC ADVISING

During the initial part of the first semester of the freshman year, students are advised by their First-Year Experience instructor. Prior to the start of preregistration for the next semester, each student is assigned a faculty advisor in his or her field of study or in a related field. Education is ultimately the responsibility of the learner, but students undecided about a major are assigned advisors who will help them explore their personal interests and set appropriate educational goals. The advisor's input to the student's schedule enhances student awareness of how each semester's schedule contributes to overall progress towards graduation. The Academic Services staff are available to assist students and to support the role of the major advisor. Through these advising efforts, West Virginia Wesleyan College seeks to offer its students guidance that serves them well during and after their college careers. While the College works to guide each student to the proper courses, the student bears the ultimate responsibility for completing all graduation requirements.

### PLAN OF STUDY

The academic program at West Virginia Wesleyan College consists of three components: the major, general education courses, and further electives for the exploration of a wider scope of topics. The total academic experience derives from and is designed to fulfill the Statement of Mission (page 6).

### GENERAL EDUCATION PROGRAM AND FIRST YEAR EXPERIENCE

The core curriculum provides a progressive, growth-oriented scaffold that will support the development of personal, ethical, and collaborative habits of mind. By engaging issues across disciplines and through multiple lenses, students will develop skills and perspectives that will help them to more nimbly and confidently navigate an ever-changing cultural landscape. Their growth portfolio will provide an opportunity to sharpen the reflective skills necessary for an examined life, while the collaborative, multimedia senior presentation will showcase the full range of skills students will carry forward into the world.

#### Program Goals:

1. Students will critically integrate multiple bodies of knowledge for the purposes of doing good work and living good lives.
2. Through a cumulative, collaborative, and integrative approach, students will develop an interdisciplinary mindset and critical thinking skills across multiple bodies of knowledge.
3. Students will engage with and explore relevant issues from multiple perspectives, and examine the intersection with their primary academic discipline.

#### Program Learning Outcomes:

1. Students will develop an informed, cross disciplinary mindset linking general education to the major and the world.
2. Students will construct and articulate arguments across multiple perspectives and schools of thought that have local, regional, and global implications.
3. Students will assemble tool kits/skill sets which include data-based decision making, effective and ethical communication, and resiliency and personal well-being.

These outcomes marry our liberal arts foundations with depth of knowledge, and the development of the soft skills deficits identified by employers. By offering a holistic approach to intellectual and personal growth, and building the soft skills necessary to navigate a complex world, the proposed change to the core curriculum keeps the liberal arts as the foundation for all professions. Through the first learning outcome, students will develop an appreciation of knowledge that goes beyond their major. The intersection of learning in the core curriculum, with knowledge built in the major, enhances the learning experience, and critical thinking skills of each student.

Learning of the second outcome starts with the first-year experience, is reinforced through 4 of the 5 lenses, and has a final level of assessment in the senior year. This outcome develops each student's understanding of different schools of thought by

intersecting bodies of knowledge in the lenses, with the goal of producing graduates that will be compassionate change agents in their communities. By framing issues through their local, regional, and global implications, graduates will also meet the second soft skill deficit identified in the SHRM survey, “ability to deal with complexity and ambiguity”. This also has a strong link back to Wesleyan’s mission statement.

Last, but not least, the third core outcome focuses on the wellness of the individual and the development of problem solving, communication and critical thinking. This outcome begins in the first-year experience, builds through the sophomore and junior year, with final application in the senior experience.

## **Foundations**

### **First Year Experience**

The introduction of two of the three core outcomes lie in the first-year experience, notably the first-year experience spans both semesters of the freshmen year.

**FYEX Semester 1:** FYEX 101 introduces students to the purpose and value of a liberal arts education through a series of classroom experiences and presentations from diverse members of the campus and surrounding communities. The course immerses students in the Wesleyan Mission—intellectual rigor, social justice, self-discovery, human dignity, the value of diversity, physical and spiritual well-being, and a deep respect for the natural world—through curricular and cocurricular activities. Particular attention will be paid to the needs of students as they transition from high school and home life to a residential college experience.

FYEX 1 Outcomes: (Note: not all of the FYEX outcomes map to the general education outcomes as some are aimed at introducing students to the value of a liberal arts education and assisting in the transition to college.)

1. Explain the concept of a liberal arts education.
2. Identify and describe the purpose and value of a liberal arts education. (core outcome 2)
3. Achieve improved competency in writing, note taking, active reading, critical thinking, and time management skills to be able to master college level work. (core outcome 3).
4. Analyze the significance of the liberal arts for one’s profession/career/vocation.
5. Achieve improved competency in writing, notetaking, active reading, critical thinking, and time management skills to be able to master college-level work.
6. Demonstrate knowledge of learning opportunities outside of the classroom by participating in one or more co-curricular programs or events.
7. Engage in and reflect on a common, college-wide experience.

**FYEX Semester 2:** This consists of 3 one credit courses, the first introduces students to the ePortfolio component of the revised general education curriculum. Students are required to enroll in this course during the first quarter of the semester. Students are required to take two of the 1 credit hour courses, (FYEX 103-107) where each course introduces concepts present in one of the 5 lenses. Students cannot take two courses that cover the same lens, but are encouraged to take two courses that address a similar community issue. These courses empower students to forge connections and integrate knowledge, skills, and experiences as they undergo interdisciplinary instruction and engagement around a particular theme(s) or intellectual idea(s). Additionally, they will assist students in developing research that links the liberal arts broadly and their own interests/aptitudes specifically to local, regional, and/or global issues and problems.

FYEX 2 Outcomes:

1. Practice skills needed to improve written and oral communication and develop critical thinking.
2. Plan and conduct research on an issue or problem affecting a particular community ethically and appropriately, using a variety of strategies. (core outcome 3)
3. Apply critical reading and thinking skills to intervene on an issue or problem affecting a particular community. (core outcome 2)
4. Develop and present a solution proposal.

## **Foundational Quantitative Analysis**



The core also uses quantitative analysis and effective communication to build student skills in the first year. Quantitative analysis serves as an introductory point for core outcomes 1 and 3 and begins to meet the hiring manager needs identified by NACE, “ability to analyze quantitative data” and “proficiency with computer software programs”. The learning outcomes for quantitative analysis are below.

**Quantitative Analysis Outcomes:**

The student will be able to:

1. Represent quantitative information symbolically, visually, numerically, and verbally. (core outcome 3)
2. Use appropriate quantitative methods to solve both formulaic and non-formulaic problems, including those with real-world contexts. (core outcomes 1,3)
3. Interpret and identify misinterpretation of quantitative models such as formulas, graphs, tables, spreadsheets, and schematics: (core outcome 3)

A quantitatively literate college graduate should be expected to have deeper and broader experiences than those who only graduate from high school. The level of sophistication and maturity of thinking expected of a college student should extend to a capability for quantitative reasoning which is commensurate with the college experience. College students should be expected to go beyond routine problem solving to handle problem situations of greater complexity and diversity, and to connect ideas and procedures more readily with other topics both within and outside mathematics.

**Foundational Communication**

Effective communication is broken into written and oral communication, as identified by hiring managers, communication is a critical soft skill. These communication skills will be introduced through two courses, written inquiry and communication, and reinforced through coursework in both the lenses and the major. The outcomes of these respective areas and their individual mappings to the core can be found below.

**Composition I:** Composition I (ENGL 101) is a foundational course in the college’s general education core. Students will learn the fundamentals of written communication and grammar and style, which will prepare them for entrance in the Written Inquiry course and further study in writing.

**Written Inquiry:**

Course description: Writing is both a mode of expression and a means of engaging with the world around us. This course will hone the use of writing practices as a mode of exploration - the medium through which we seek information and ideas - as well as a means of communicating the findings that result from those inquiries. Students will complete a series of writing-focused, multimedia projects in which they pose open questions, consider multiple viewpoints, and ultimately express their own ideas in relation to the larger conversations related to their chosen subjects. Students will follow a course framework designed by the faculty, but will be encouraged to pursue topics relevant to their own interests, values, majors and lives. Ethical use of sources will also be a focus.

**Written Inquiry Outcomes:**

Students will be able to:

1. Develop meaningful projects that use writing as a tool of investigation. (core outcome 1)
2. Cultivate various projects from a topic idea through the drafting and revision phases, with equal emphasis placed on each step. (core outcome 2)
3. Analyze how written and visual texts accommodate audience, purpose, genre, and rhetorical situation and apply those same considerations to their own writing. (core outcome 2)
4. Assess their own strengths and weaknesses as writers. (core outcome 1)
5. Participate in peer workshops in which they provide effective, compassionate, and useful comments about their classmates’ writing. (core outcome 2)
6. Incorporate and give credit to sources appropriately. (core outcome 1)

**Communication Inquiry Outcomes:**

Students will be able to:

1. Articulate an appropriate and effective message tailored to their specific audience (core outcome 2).
2. Present informative and persuasive messages to a specific type of audience and in a particular situation (core outcome 1).
3. Utilize effective delivery techniques, including eye contact, gestures, movement, posture, facial expressions, and vocal delivery (core outcome 1).



4. Organize and support their message using an organizational pattern, supporting credible evidence, and implementing effective use of visual aids (core outcome 2).

### **Foundational Scientific Inquiry**

A strong education in Science, Technology, Engineering and Mathematics (STEM) is essential for all students, whether they grow up to pursue a STEM career or just apply scientific reasoning and knowledge in their day-to-day lives. The STEM fields have made a long-standing commitment to cultivate responsible science in the service of society and to build bridges between science and the greater public. They provide independent, objective analysis and advice to the nation and conduct activities to solve complex problems, inform public policy decisions, and increase public understanding in matters of science, engineering, and medicine.

Public engagement with science encompasses intentional, meaningful interactions that provide opportunities for mutual learning between scientists and the public. It is not simply the acquisition of knowledge, but also the increased familiarity with a breadth of perspectives, frames, and worldviews leading to civic engagement and empowerment, increased awareness of the cultural relevance of science, and recognition of the importance of multiple perspectives and domains of knowledge to scientific endeavors. (Adapted from the mission statements of the National Academies of Sciences, Engineering, and Medicine and the American Association for the Advancement of Sciences 2020).

The goal of these foundational scientific inquiry courses is to create a relevant experience for the liberal arts focusing on the role of science and scientific reasoning in personal and societal issues.

### **Scientific Inquiry Outcomes:**

The student will be able to:

1. Apply an evidence-based decision-making approach, identifying elements that inform decision making across multiple schools of thought. (core outcomes 3)
2. Use the scientific method to address questions about the mechanisms that underlie the natural world. (core outcome 2)
3. Describe the basic concepts and/or theories of a field of science. (core outcome 3)
4. Demonstrate the use of the basic tools or laboratory techniques of a field of science. (core outcome 3)
5. Explain the role of science in the decision making process from personal and societal perspectives. (core outcome 2)

### **Lenses**

After being introduced to each core outcome twice in the first year, students move into the lenses. Here the heart of a liberal arts education serves to reinforce every core outcome through at least 3 points of view. Notable, the bodies of knowledge addressed by the lens courses intersect. This provides the faculty an opportunity to team teach, enabling the modeling of team work and a true interdisciplinary mindset. While team teaching is not a requirement for a lens course, the core revision committee feels this is an exciting opportunity to break down disciplinary silos and we hope our peers will embrace this concept with us! The 5 lenses are:

1. Aesthetic expression and evaluation (AEXP)
2. Personal and societal well-being (PSWB)
3. Ethical and spiritual exploration (ETSP)
4. Experimental inquiry (EXIN)
5. Cultural expression (CEXP)

\*Courses will be designated as satisfying a lens requirement on the course schedule.

Each outcome, of each lens, assesses back to the overarching core curriculum. Lenses can be met through the development of new courses, but also through the revision of courses that serve the current general education curriculum. Faculty who are passionate about specific courses are encouraged to map these courses to the lens outcomes. To ease this process, curriculum maps for each lens are attached to this proposal. Every outcome of a specific course does not have to assess to the new core, but all of the lens outcomes must be assessed by the course for it to meet the lens requirement. Also notable, the outcomes of each lens overlap with the outcomes of other lenses. This enables students to see the interrelation of fields of study (note that the lens overlaps are found after each set of lens outcomes). The outcomes for each lens and how each outcome maps back to the overarching core curriculum outcomes can be found below and more generally in the curriculum map.

The ePortfolio provides students with a mechanism to highlight their abilities in the eight core areas of career readiness as defined by NACE: critical thinking and problem solving, written and oral communication, teamwork and collaboration, digital technology, leadership, professionalism and work ethic, career management, and global and intercultural fluency. Employers can use the digital portfolio to search for and connect with potential hires, based on evidence like work samples, published writing, completed projects, etc. This provides a method of evaluation for career readiness. In recognizing the increasing need for our students to demonstrate soft skills and major knowledge, we propose students use an ePortfolio to document this journey. It will be introduced to freshmen in their first-year experience and students will then upload demonstrations of learning as they move through the core curriculum and their major. In an effort to truly integrate the new core curriculum with the mission of the

college, at the completion of each lens course, students will upload a reflection to their ePortfolio. This reflection will address the intersection of knowledge from the specific lens with their major, career plans, and/or life goals. Thus, by the time the student enters their senior year, they will have a collection of artifacts in their portfolio of the intersections of major and core education knowledge.

### **The Lenses:**

#### **Aesthetic Expression and Evaluation:**

A student will be able to:

1. **Examine the role** of creativity in historical and contemporary society through the analysis and/or creation of varied forms of art. (core outcome 1)
2. Evaluate aesthetic traditions, practices, and standards using discipline appropriate vocabulary. (core outcome 2)
3. Analyze and/or engage in the creative process **for personal expression**. (core outcome 1)
4. **Articulate the influence of surrounding social and cultural factors on the production and/or reception of creative works**. (core outcome 2)

Notably, the outcomes 1 and 4 of aesthetic expression and evaluation overlap with cultural perspectives, while outcome 3 overlaps with the personal and societal well-being lens.

#### **Personal and Societal Well Being:**

Student will be able to:

1. Identify physical and mental behaviors that promote healthy over unhealthy choices. (core outcome 3)
2. Evaluate how societal engagement impacts personal and community health. (core outcome 2)
3. Utilize restorative practices for multiple perspectives. (core outcome 2)
4. Articulate the connection between individual health and either society or ecological well-being (core outcome 3).

The Cultural perspectives lens is seen in personal and societal wellbeing through outcome 2. Outcome 4 intersects with experimental inquiry, and outcome 3 overlaps with ethical and spiritual exploration. The personal and societal wellbeing lens does more for our students than assess to the new core, and overlap with other lenses, it builds resiliency skills. With mental health issues on the rise, and projected to continue to increase, providing our students with these life skills is critical to their long-term wellbeing. For the group work portion of the senior experience, outcome 3 is critical to overall program success.

#### **Ethical and Spiritual Exploration:**

A student will be able to:

1. Identify multiple ways of knowing the world – persons, communities, belief systems, and ideas. (core outcome 2)
2. Develop the ability to engage ethical and spiritual questions with empathy, compassion, and curiosity. (core outcome 2)
3. Demonstrate an expanded worldview rooted in active listening and the willingness to learn from others. (core outcome 3)
4. Articulate a sense of your own integrity. (core outcome 3)
5. Reflect on a variety of methods to encourage deeper connections with others in our local, regional, and/or global arenas. (core outcome 2)

The intersecting bodies of knowledge can again be seen through outcome 1 embodying all other lenses. Outcome 2 overlaps with Personal and Societal Well Being. The intersectionality with experimental inquiry is seen through outcome 3, while outcome 5 connects with cultural perspectives. Outcomes 2 & 3 are integral to the senior experience.

#### **Experimental Inquiry:**

Students will be able to:

1. Articulate the intersection between current scientific, social and governmental issues. (core outcome 1)
2. Examine data relevant to identified issues and evaluate its accuracy, reliability and reproducibility. (core outcome 3)
3. Use hypothetical-deductive reasoning to assess evidence and descriptive scientific models that leads to informed decision-making. (core outcome 1)
4. Evaluate solutions found at the intersection of scientific research, humanism, and ethics. (core outcomes 3)

Outcome 1 overlaps with Cultural Perspectives. Outcome 4 overlaps with ethical and spiritual exploration, requiring students to reflect on the societal and ethical implications of their recommendations. Additionally, a cultural perspective is a necessary consideration for students to truly apply outcome 4.

### **Cultural Perspectives:**

A student will be able to:

1. Investigate diverse perspectives in the local, regional and/or global arenas (core outcome 2).
2. Interpret the role of power and privilege through the study of cultural artifacts, religious affiliation, economic access, social interaction, political engagement, or contemporary events. (core outcome 2)
3. Explain the role of agency in human interactions in local, regional and/or global arenas. (core outcome 1)
4. Evaluate cultural, material and/or sociopolitical implications of historical or contemporary marginalization in local, regional and/or global arenas. (core outcome 1)
5. Analyze how marginalized communities use a variety of mechanisms to pressure for and attain equality, inclusion, and human rights. (core outcome 2)

Bringing the intersections full circle, outcomes 1 and 2 overlap with the Ethical and Spiritual lens as well as Aesthetic Expression and Evaluation lens, while outcome 4 overlaps with the Experimental Inquiry lens.

### **The Senior Experience:**

In their terminal year, students will complete a collaborative experience, comprising 2 one-hour courses. One of these courses, the senior experience: collaborative presentation, serves as the final point of assessment for the general education curriculum and intentionally utilizes knowledge built through the general education curriculum and the major to address a real-world problem. Here students will work in teams to address a global issue such as the UN Sustainable Development Goals. In addition to intersecting major and general education, students will build their response to a relevant issue by forming a team with diverse membership, hence providing diverse perspectives from multiple schools of thought. Utilizing data, students will work together to arrive at responses that are data driven and ethical. This summative experience will utilize a team of faculty to advise student groups, again modeling an interdisciplinary mindset. This experience not only serves as the application of all 3 general education outcomes, it requires students to refine the soft skills desired by the workforce.

### **Senior Experience: Portfolio and Reflection (1hr) INDS 401**

Students will assemble the final version of their e-portfolio and develop an online resume that will:

1. Demonstrate an informed, cross disciplinary mindset linking general education to their major.
2. Illustrate their ability to articulate arguments across multiple perspectives and schools of thought that have local, regional, and global implications.
3. Assess their improvement in the ability to use data-based decision making, effective and ethical communication, resiliency, and personal well-being.
4. Reflect on their growth as scholars and engaged citizens.

The final ePortfolio will allow students to reflect and refine the presentation of their knowledge attainment journey. Additionally, the electronic resume can be uploaded to job applications and platforms like LinkedIn. Recall, hiring managers have specified that it isn't enough for students to develop these skills, they must effectively demonstrate they have done so. Through this one-hour class, faculty will guide students toward a quality, outward facing resume and portfolio.

### **Senior Experience: Collaborative Presentation (1 hr.) INDS 402**

Students will be able to:

1. Demonstrate effective collaboration that results in a professional, interdisciplinary presentation by bringing knowledge obtained through their respective majors and the core curriculum. (core outcome 1)
2. Utilize existing knowledge of specific "hot topic" areas, to develop ethical, evidence-based responses to a current societal problem. (core outcome 3)
3. Evaluate the local, regional and global implications of their response. (core outcome 2)

To showcase the cumulative, interdisciplinary knowledge of our seniors, Wesleyan will host a series of presentation days. To make this work logistically, the general education committee will work to identify up to 5 relevant global issues as a focus for the

year. Students will form diverse project teams and will identify a specific problem. On showcase days, students will present their proposals to their peers, potential employers and graduate schools. This structure provides students with the added opportunity to demonstrate their learned skills and knowledge, and the institution with improved visibility. It is also recommended that FYEX students attend some of these presentations.

## MAJOR PROGRAM

Each student is required to complete a major program of study in order to graduate. The purpose of the major is to offer the experience of in-depth study. As students learn more about a particular body of knowledge, they are able to build upon prior learning and ask questions that will lead them toward greater competence in the discipline. The major also prepares students for graduate study or for employment after graduation.

The College offers majors in the following fields. Specific course requirements may be found under Instructional Offerings. Some fields offer more than one degree option within the major.

Although not required, a student has the option of declaring a major and minor(s) or a double major. In the case of a double major, a student must declare a primary major which will determine the degree awarded, and complete requirements for both majors. Students with double majors must complete the senior capstone experience in each major. See Policies under Requirements for Graduation on page 19.

Decisions for course prerequisites are made by department and school faculty who initiate course proposals. These are evaluated and confirmed by the Curriculum Council. Recommendations from the Curriculum Council are taken to Faculty Assembly through Faculty Senate for discussion and approval. Prerequisites are enforced by the Academic Services Office through the student online registration system that blocks an enrollment if a prerequisite has not been met. A registration override of a prerequisite can occur only with the approval of the student's academic advisor and permission from the course instructor and/or department chair/school director. Completion of a Course Enrollment Authorization Form, available online, is required. Forms must be submitted to the Academic Services Office for approval.

### Bachelor of Arts

Art	Music
Arts Administration	Musical Theatre
Chemistry	Philosophy
Communication	Philosophy and Religion
Criminal Justice	Physics
Education	Political Science
Educational Studies	Pre-Art Therapy
English	Pre-Drama Therapy
Environmental Studies	Psychology
Gender Studies	Religious Studies
History	Sociology
International Studies	Social Justice Studies
Media Communication	Theatre Arts

### Bachelor of Science

Accounting	Exercise Science
Applied Physics	Health and Human Performance
Biochemistry	Health Science
Biology	Management
Business Administration	Marketing
Chemistry	Materials Chemistry
Computer Information Science	Mathematics
Computer Science	Pharmaceutical Science
Economics	Physics
	Sport Business

**Bachelor of Fine Arts**

Graphic Design

**Bachelor of Music Education**

Music Education

**Bachelor of Science in Nursing**

Nursing

## SPECIAL PROGRAMS

### COOPERATIVE PROGRAMS

Students accepted into certain advanced professional programs after at least 90 hours of study at Wesleyan, but prior to completion of a bachelor's degree, may request permission of the Admission and Academic Standing Council to receive a Wesleyan degree following successful completion of the first year of the professional program. Programs eligible for such cooperative arrangements include schools of medicine, dentistry, veterinary medicine, physical therapy, optometry, and pharmacy.

Students must provide evidence of having satisfied all Wesleyan general education and major requirements. Participation in a cooperative program waives certain elements of the residency requirement and frequently reduces the number of undergraduate hours required for a bachelor's degree. Students interested in a cooperative program must complete a petition form available in the Academic Services Office, which is then submitted to the Admission and Academic Standing Council for approval.

### THE HONORS PROGRAM

The Honors Program is offered to recognize and challenge the College's most academically talented students. Participation is voluntary for all qualified students. Most Honors courses are special offerings conducted in seminar format.

#### Requirements for Admission to Honors Program

Entering freshmen: **high school cumulative grade point average of 3.5 and 1200 SAT score or 27 one-time ACT score.**

Second-semester freshmen, sophomores and juniors: **cumulative college grade point average of 3.5 or above and completion of ENGL 110, Written Inquiry.**

Any student who has earned a cumulative grade point average of 3.5 may enroll in Honors classes, subject to meeting any prerequisites, after students in the program have been accommodated.

A student must affirm his or her intention to complete the Honors Program no later than the second semester of the sophomore year by formally declaring the Honors minor through the Registrar's Office. To be eligible for participation in the program, including its co-curricular events, a student must maintain the following minimum cumulative grade point average by the end of each academic year: freshman, 3.25; sophomore, 3.4; junior, 3.5. Additionally, students may graduate with honors—e.g., Cum Laude, Magna Cum Laude and Summa Cum Laude. Specific criteria for degrees with distinction are outlined in the academic catalog.

#### Requirements for Graduation with an Honors Minor

- |          |   |               |
|----------|---|---------------|
| <b>1</b> | <b>Freshman sequence</b>  |               |
|          | • <b>FYEX 101, Intro. to a Liberal Arts Education (Honors)</b>                      | <b>3 hrs.</b> |
|          | • <b>FYEX 102, Portfolio Preparation (Honors)</b>                                   | <b>1 hr.</b>  |
|          | • <b>FYEX 103 – 107, Applying a Liberal Arts Educ. To Community Issues (Honors)</b> | <b>1 hr.</b>  |
| <b>2</b> | <b>Sophomore, junior and senior year</b>  |               |
|          | • <b>Three 3-hr. Honors courses, OR</b>   | <b>9 hrs.</b> |

**Two 3-hr. Honors courses AND a semester study abroad**

- **Two 1-hr. Honors Seminars (INDS-310)** **2 hrs.**
- **INDS-401, Senior Experience: Portfolio (Honors)** **1 hr.**

**Total: 17 hours**

3. **A cumulative grade point average of 3.5 or above.**
4. **All Honors credits must be earned through WVWC. Transfer credit, while counting toward graduation, will not count toward the completion of the Honors minor.**
5. **Attend an average two honor's program approved cultural events per year, including filing a brief reflection on the event with the Honors Student Secretary and/or Honors Program Director.**
6. **Maintain an e-portfolio that chronicles notable student work in Honors courses and activities. This e-portfolio is submitted to the Honors Program Director at the end of the freshman, sophomore and senior years.**

**INDIVIDUALIZED INSTRUCTION**

In the individualized instruction option, a student enters into a written agreement with one or more faculty members to achieve specific educational objectives for academic credit.

Individualized instruction exists in three forms:

1. Internships that involve placement in a work setting. Additional information and requirements are found on page 17.
2. Independent Study that is a specifically developed course not in the catalog.
3. Directed Study of an existing catalog course necessitated by special circumstances.

The student and faculty member(s) determine the project's objectives, how they will be fulfilled, and how the student will be evaluated. To participate in individualized instruction, a student must be a second semester sophomore with a cumulative grade point average of 2.25 or above.

A maximum of 15 individualized instruction credits may be applied toward graduation. Information regarding specific eligibility requirements, policies, and application is available via the WVWC home page, and in the Academic Services Office.

A completed application for individualized instruction is developed by the student, faculty sponsor, and internship placement supervisor if appropriate. It must be reviewed by the School Director once the application and contract are complete. If it is an internship, it must then be submitted to the Experiential Learning Coordinator in the Student Success Center for approval. In order to be part of a student's official schedule for a given term, the completed application must be submitted prior to registration. In no case may it be submitted for approval more than two weeks after the beginning of a semester. The student must preregister for the appropriate placeholder course (INDP 201) until final approval is obtained. The student must register in order to receive credit.

**INDIVIDUALIZED MAJOR**

The Individualized Major is available to students who wish to investigate subjects or interests that cannot be addressed by the courses of a single approved major. With the assistance of three faculty sponsors, a student may structure an interdisciplinary program of 30-45 semester hours with defined objectives and an integrative senior project. The proposed major must be approved by the Curriculum Council. Specific guidelines for development and submission of an individualized major are available in the Office of the Dean of the Faculty.

**INTERNATIONAL OPPORTUNITIES**

Programs for international study include short-term travel courses and full-semester study abroad options through accredited programs. These opportunities reinforce and expand classroom learning, encourage cultural awareness, and promote student responsibility and self-confidence.

International travel courses are offered as part of full-semester courses and during the May and Summer terms, and consist of short-term travel with a group of students led by faculty and staff. A variety of international destinations provide cross-cultural learning experiences that facilitate a student's global perspective.

International study is a full-semester experience open to all Wesleyan students who meet eligibility requirements of a 2.5 GPA and first-semester sophomore status. Students may participate in international May and Summer term options in addition to a semester abroad, but they must complete any experience lasting a semester or longer before the senior year. Credit from approved programs is readily transferable toward a Wesleyan degree.

The student considering a full semester international study experience should work with the faculty advisor early, in order to ensure a time frame that accommodates both the study abroad experience and requirements for graduation. The student must also work closely with the Study Abroad Coordinator to plan for program selection and approval. It is also important the student submits courses for transfer credit approval to the Academic Services Office prior to enrollment. Information regarding financial arrangements may be obtained from the Financial Aid Office.

## **INTERNSHIPS**

Internships provide a valuable learning opportunity for undergraduate students. They reinforce and expand classroom learning, facilitate contacts within professional and business communities, and promote the development of practice-based self-confidence. These advantages can benefit graduates who enter the job market directly from college, as well as those who elect to pursue advanced higher education. Students are eligible to complete credit-earning internships if they have a 2.5 GPA and first-semester sophomore status.

Internships allow students to apply their knowledge and organizational, communication, and leadership skills in diverse settings that reflect the employment marketplace. Internships require clear learning objectives, the tools and evaluation methods set forth to ensure the learning objectives are achieved, faculty guidance, and an academic component. All internships approved for academic credit at Wesleyan function within the structure of individualized instruction. (See Individualized Instruction, page 16). Internships relate primarily to a student's major or minor area of study, with the exception of one three-hour exploratory internship which may be taken outside the student's major or minor. Internships originate with the student, although faculty, staff, and the site supervisor all have a role in helping students translate their interests into credit-worthy learning plans.

### **POLICY ON CHANGING SITES**

A student may not switch internship sites for the duration of their internship course. Exceptions must be reviewed by the Dean of the Faculty. Any other option would follow the protocol for withdrawal and registration for a course.

## **MAY AND SUMMER TERM ENROLLMENT**

During either May or Summer term, students at Wesleyan may enroll for course credit up to seven hours. The time-intensive efforts of both students and faculty allow for more focused concentration and greater flexibility in scheduling class meetings or in teaching methods. Offerings include innovative special courses as well as courses meeting requirements for general education, majors, and minors. It is also an excellent time to participate in field experiences, internships, or international travel courses.

## **MINORS**

Students may select a minor to complement or support their major program. The selection of an academic minor is optional. Only six hours of any minor may overlap with the required credit hours of a student's chosen major. The overlap constraint is not applicable to courses that majors or minors must take in other departments. In addition to the minors listed by discipline in this catalog, a student may design a contract minor combining related courses from more than one department. Planned in consultation with two faculty advisors and subject to Curriculum Council approval, such a contract minor should include a minimum of 15 hours with 9-12 hours in one of the sponsoring departments and should not overlap courses in the major. Specific guidelines for development and submission of an individualized minor are available in the Office of the Dean of the Faculty.

See Policies under Requirements for Graduation on page 16.

## PRE-PROFESSIONAL PROGRAMS

### PRE-LAW STUDIES

The College offers a variety of academic majors and courses in addition to a Pre-Law minor suitable for students interested in legal careers. General course recommendations based upon research from a range of law schools are available on-line. Students should consult with individual law schools to verify specific requirements. Students are encouraged to consult with their academic advisor and/or advising staff in Academic Services about majors and electives that best fit their individual needs. Admission to law school depends on performance in a demanding curriculum, leadership experience and research skills. More generally, it depends on communication skills and general analytical and reasoning abilities as measured by the Law School Admission Test (LSAT). History, political science, philosophy, and English are among majors frequently selected by undergraduates seeking admission to law school.

### PRE-MEDICAL STUDIES – HEALTH FIELDS

Students planning to seek admission to professional schools in the fields of medicine, dentistry, physical therapy, optometry, pharmacy, podiatry, and veterinary medicine must demonstrate a strong foundation in the sciences. Students should plan to begin laying this foundation in the freshman year and should seek early advisement regarding recommended courses of study. Most students in this category complete majors in chemistry or biology; however, other majors are possible. Beyond coursework in the sciences, applicants to professional schools are advised to elect challenging courses in the humanities and social sciences and to develop strong communication skills.

### PRE-SEMINARY STUDIES

The pre-ministerial student planning to enter seminary should follow a program of studies which provides a broad cultural and intellectual foundation. The American Association of Theological Schools in the United States and Canada suggests that approximately three-fourths of the student's college work be taken in the following areas: (1) English and communication, including composition, literature, oral communication and related courses—six semesters; (2) history, including ancient, modern European, and American—three semesters; (3) philosophy—three semesters; (4) natural sciences, preferably physics, chemistry, or biology—two semesters; (5) social sciences—seven semesters; (6) foreign language—four semesters; and (7) religion—three semesters. Courses in Christian formation and church leadership offer helpful preparation.

Many pre-ministerial students elect majors in English, philosophy, history, and religious studies.

## HOW TO GRADUATE

### DEGREES AWARDED

West Virginia Wesleyan College confers eleven academic degrees: **Bachelor of Arts (B.A.)**, **Bachelor of Fine Arts (B.F.A.)**, **Bachelor of Music Education (B.M.E.)**, **Bachelor of Science (B.S.)**, **Bachelor of Science in Nursing (B.S.N.)**, **Master of Business Administration (M.B.A.)**, **Master of Fine Arts (M.F.A.)**, **Masters of Athletic Training (M.A.T.)**, **Master of Science in Athletic Training (M.S.A.T.)**, **Master of Science in Nursing (M.S.N.)**, and **Doctor of Nursing Practice (D.N.P.)**. The degree granted is determined by the choice of major, as listed on pages 14 and 15, or, in the case of individualized majors, according to the content area of the program.

### DEGREES WITH DISTINCTION

Undergraduate students who earn at least 60 hours through regularly enrolled study at West Virginia Wesleyan and who complete all baccalaureate degree requirements with a GPA of 3.50 to 3.69 on both total record and credits earned at Wesleyan will be graduated *cum laude*; those who complete all such requirements with a GPA of 3.70 to 3.89 on both total record and credits earned at Wesleyan will be graduated *magna cum laude*; and those who complete all such requirements with a GPA of 3.90 or above on both Wesleyan and total records will be graduated *summa cum laude*.

### COMMENCEMENT

The Commencement ceremony is held at the end of the spring semester each year. In addition to spring graduates, students who completed degree requirements during the previous summer and winter are awarded degrees during the ceremony. Students who



expect to complete degree requirements during the ensuing summer may apply to the Dean of the Faculty for permission to participate in Commencement. Guidelines for non-graduate participation in commencement are as follows.

To participate in commencement activities without having completed all degree requirements, a student must at the time of commencement:

Be a candidate for an undergraduate or graduate degree

Be no more than 7 undergraduate hours short of completing all hours required for graduation or graduate hours according to the program

MAT 9 credit hours

MSAT 9 credit hours

MBA 3 credit hours

MFA 9 credit hours

MSN 9 credit hours

Have a 2.0 GPA in the major (s), overall and institutional work. GPA requirements for graduate degrees are noted in the Graduate Catalog.

Have met all major/program non-course requirements

The Committee on Admission and Academic Standing cannot be petitioned for a waiver of any of these conditions. For specific policy information, please contact the Registrar's office.

## REQUIREMENTS FOR GRADUATION

In order to qualify for a Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Science in Nursing, or Bachelor of Science degree, each student must:

1. Earn a minimum of 120 semester hours of credit, at least 30 of which must be earned in residence.
2. Complete the general education program and an academic major as described in the catalog in effect when the student entered the College.
3. Achieve a C average (2.0 grade point average) in all college work attempted, in all college work attempted at Wesleyan, and in each major and minor field of study. In addition, every student must earn a grade of C or better in Composition I, Written Inquiry, and Fundamentals of Human Communication.

A student can earn two degrees simultaneously only if he/she has earned 150 credit hours and completed the requirements for both degrees.

## POLICIES

Except in specifically approved degrees and majors, a maximum of 52 hours in an academic department may be counted toward the 120 hours required for graduation.

Three hours over the limit in a discipline may be counted to accommodate an internship.

No more than eight hours of music ensemble (MUSC 149) may be counted toward the 120 credit hours required for graduation.

The College makes every reasonable effort to enable a student to complete one major in a timely fashion. Students who elect to complete more than one major or minor are responsible for completing all requirements of each major and minor without special accommodations regarding specific course and other requirements, course scheduling, and means of earning credit.

At least 24 of the last 30 semester hours of credit before graduation or entrance into an approved cooperative program for the senior year must be earned in residence.

Students are responsible for knowing and meeting degree requirements; the role of an academic advisor is to assist and advise only. Students also may consult with the Academic Services Office.

## APPLICATION FOR DEGREE

At least 12 months prior to anticipated completion of degree requirements, each candidate for a degree is required to file an application for degree in the Academic Services Office. Requirements still to be met may then be confirmed in time for appropriate planning. *A charge is incurred for failure to comply with this regulation.* Such failure may also result in postponement of graduation. Forms are available online or in the Academic Services Office.

## BACHELOR'S DEGREE AFTER PROFESSIONAL SCHOOL

Students accepted by certain advanced professional programs and with approval of the major department at West Virginia Wesleyan after earning at least 90 hours at Wesleyan, but prior to completion of a bachelor's degree, may receive a Wesleyan degree following successful completion of the professional program. Programs eligible for such an arrangement include but are not limited to schools of medicine, dentistry, veterinary medicine, optometry, pharmacy, and engineering.

Students in this category must not hold a bachelor's degree from another institution; they must also meet certain requirements pertaining to general education and major, as well as grade point average and residency. Former students interested in receiving a Wesleyan degree through this plan may contact the Academic Services Office.

#### **ADDITIONAL MAJORS AND BACHELOR'S DEGREES**

A person who has earned a bachelor's degree from a regionally accredited college or university may earn another bachelor's degree from Wesleyan provided he or she meets minimal residency and curricular requirements. A graduate of Wesleyan may complete an additional major or minor after graduation or, in some cases, earn an additional bachelor's degree, provided he or she meets specific requirements. Policies governing completion of additional majors, minors and degrees are available from the Academic Services Office.

## **UNDERGRADUATE PROGRAMS INSTRUCTIONAL OFFERINGS**

### **COURSE NUMBERING SYSTEM**

The first of the three digits of the course number indicates the general level of instruction (target audience).

- 001 - 009 Developmental Courses. These courses are designed to offer students preparation in foundational skills before they enroll in more advanced courses. The 000-level courses do not count toward the 120 hours required for graduation.
- 100 - 199 Introduce the field of study through a series of assignments and are appropriate for general education and beginning majors and minors.
- 200 - 299 Incorporate learning experiences that require immersion in subject matter that goes beyond the introductory level. These courses can also serve as general education courses.
- 300 - 399 Require students to build on previous coursework to demonstrate an ability to move beyond basic skills and knowledge to greater mastery of the subject matter. More extensive, in-depth assignments are required.
- 400 - 499 Advanced courses that are designed for majors or minors to demonstrate an ability to integrate prior learning into coursework that demonstrates an appropriate level of mastery of the subject matter.
- 500 - 599 Typically the first-tier, foundational courses that immerse graduate students in the material central to the field and that presuppose mastery of prerequisite undergraduate-level understanding and application.
- 600 - 699 Require graduate students to synthesize foundational coursework in integrated, second-tier courses, or in an applied capstone project that demonstrates graduate-level mastery of the subject matter.
- 700 - 799 Require graduate students to synthesize foundational coursework in an applied capstone project that demonstrates graduate-level mastery of the subject matter.
- 800 - 899 These courses are offered at the doctoral level. Students must have been admitted into the DNP doctoral program.

# UNDERGRADUATE ACADEMIC PROGRAMS

## BUSINESS

### MISSION STATEMENT

*The School of Business is a community of passionate educators and learners who work collectively to graduate socially-responsible, broadly-educated, and marketable business and civic leaders. We believe that successful leaders seek collective good in addition to individual profit, and are anchored in values of integrity, stewardship, courage, and passion. Through our curriculum and co-curricular activities, we seek to develop values-centered leaders and advance responsible business practice.*

**Programs:** Accounting, Business Administration, Economics,  
Five-Year Undergraduate/M.B.A., Management, Marketing, Sport Business

### School Outcomes

Each Student will:

- ♦ Analyze business problems and make informed decisions in all the core functional areas of business.
- ♦ Conceptualize complex issues into a coherent written statement and oral presentation.
- ♦ Use leadership, team building, and collaborative behaviors in the accomplishment of group tasks.
- ♦ Examine current business issues related to globalization and ethics.
- ♦ Demonstrate competency in quantitative and qualitative analysis in all the core functional areas of business.

---

## ACCOUNTING

---

See Business for description of major program.

---

## BUSINESS

---

INTERIM SCHOOL DIRECTOR: Kelly Sharp  
ASSOCIATE PROFESSOR EMERITUS: Michael Ervin  
ASSOCIATE PROFESSORS: Tracie Dodson, Tuan Le, Hamid Shaafi, Rebecca Swisher  
ASSISTANT PROFESSORS: Joshua Beck, Kimberly Conrad, Kelly Sharp  
SENIOR LECTURER: David McCauley

The programs in business lead to the Bachelor of Science and Master of Business Administration degrees. Only six hours of any minor may overlap with the required credit hours of a student's chosen major. The overlap constraint is not applicable to courses that majors or minors must take in other departments.

## UNDERGRADUATE PROGRAMS

**Requirements for Major in Accounting, Business Administration, Management, Marketing, or Sport Business.**

### Bachelor of Science Degree

45-63 semester hours, including core requirements and requirements for the specific major.

**Core Requirements** (36 hours): BUSI 111, 114, 131, 141, 221, 250, 255, 350, 497; ECON 110, 120, 250.

**Accounting Major, C.P.A. track** (30 hours): BUSI 211, 212, 213, 217, 219, 311, 315, 318, 319 and a 3-hour elective in business at the 200 level or above.

**Program Outcomes Based on CPA Exam Standards**

Auditing and Attestation - Graduates will:

- ♦ Demonstrate engagement, acceptance and understanding the audit assignment
- ♦ Describe the entity and its environment
- ♦ Perform audit procedures and evaluate evidence
- ♦ Evaluate audit findings, communications, and reporting
- ♦ Explain accounting and review services engagements
- ♦ Discuss professional responsibilities

Financial Accounting and Reporting (FAR) - Graduates will:

- ♦ Identify the conceptual framework, standards, standard setting, and presentation of financial statements
- ♦ Describe financial statement accounts: Recognition, measurement, valuation, calculation, presentation and disclosures
- ♦ Conduct specific transactions, events and disclosures: Recognition, measurement, valuation, calculation, presentation and disclosures
- ♦ Outline governmental accounting and reporting
- ♦ Describe not-for-profit (Nongovernmental) accounting and reporting

Regulation - Graduates will:

- ♦ Explain ethical, professional, and legal responsibilities
- ♦ Utilize appropriate aspects of business law
- ♦ Explain regulations related to federal tax process, procedures, accounting and planning
- ♦ Apply federal taxation of property transactions
- ♦ Apply federal taxation of individuals
- ♦ Apply federal taxation of entities
- ♦ Business Environment and Concepts - Graduates will:
- ♦ Summarize concepts of corporate governance
- ♦ Describe economic concepts and analysis
- ♦ Explain financial management
- ♦ Apply information systems and communications
- ♦ Outline a strategic planning process
- ♦ Ensure appropriate operations management

**Business Administration Major** (18 hours): BUSI 220, 332, and 12 hours of business electives at the 200 level or above.

**Program Outcomes**

Upon completion of this program, graduates will be able to:

- ♦ Apply financial and managerial accounting tools and techniques
- ♦ Utilize financial concepts to make decisions
- ♦ Explain the core functions of a manager: planning, organizing, leading, and controlling
- ♦ Identify local and global issues affecting the business environment
- ♦ Discuss the ethical and legal responsibilities of organizations and the individuals within

**Management Major** (18 hours): BUSI 230, 232, 330 or 334, and 9 hours of business electives selected from:

BUSI 234: International Business Management

BUSI 256: Nonprofit Management

BUSI 257: Small Business & Entrepreneurship

BUSI 261: Business & Society

BUSI 330 or 334: May select whichever course not chosen for requirement

BUSI 332: Leadership

BUSI 352: Business Communications

**Program Outcomes**

- ♦ Plan: Graduates will demonstrate how to successfully plan in business settings
- ♦ Lead: Graduates will analyze the characteristics and skills essential to lead and support individual and organizational initiatives
- ♦ Organize: Graduates will explain how the structure and climate of an organization affect its mission and how management can impact these
- ♦ Control: Graduates will be able to monitor and adjust operations to promote success
- ♦ Staff: Graduates will be able to select, evaluate, motivate, and support employees in organizations
- ♦ Execute: Graduates will have the appropriate soft skills to a) communicate effectively in oral and written formats, b) work in teams as a member and/or leader, and c) incorporate ethics in decision making

**Marketing Major** (18 hours): BUSI 242, 343, 348; ART 141, 265, and three, one-hour elective seminars from among the following or special topics, when offered: BUSI 145, 146, 147, 148, 149.

**Program Outcomes**

Addresses American Marketing Association (AMA) professional standards

Upon completion of this program, graduates will:

- ♦ Identify the ethical values marketers should embrace
- ♦ Define the role of marketing in organizations and how marketers create value for a product or service
- ♦ Describe the elements of and steps involved in developing a strategic marketing plan
- ♦ Apply techniques used in making marketing strategy decisions and analyzing a marketing situation
- ♦ Discuss the different techniques for segmentation and defining target audience
- ♦ Explain the steps in the consumer buying process, the psychological and social/cultural factors that affect buyer behavior, and post-purchase outcomes
- ♦ Implement the marketing research process
- ♦ Explain the various components of and strategies for branding
- ♦ Explain the various stages involved in developing a new product or service; describe the product life cycle concept; identify different groups of adopters
- ♦ Describe the various principles and strategies used to set prices, and the variety of pricing orientations considered
- ♦ Describe the flow of merchandise and information in the supply chain, the various levels of distribution intensity, and types of retailers
- ♦ Apply the principles of marketing communication, and the strategies, channels used, and budgeting considerations to effectively communicate with stakeholders
- ♦ Identify marketing metrics and processes used to measure integrated marketing communications success
- ♦ Explain the role of building relationships with stakeholders and the importance of meeting customer wants and needs
- ♦ Develop appropriate content for various audiences and purposes using different types of communication channels, including social media
- ♦ Apply basic design principles to various traditional and non-traditional communication channels
- ♦ Demonstrate a practice of continuous learning and ability to locate, evaluate, and apply contemporary information about marketing from a variety of sources

**Sport Business Major** (21 hours): BUSI 151, 251, 252, 259, 353, 354, ECON 253. All of the core Business courses will be required, except that ECON 253 will be substituted for ECON 110 and BUSI 354 will be substituted for BUSI 221.

**Program Outcomes**

Aligned to standards of the Commission on Sport Management Accreditation (COSMA)

Upon completion of this program, graduates will:

- ♦ Present in written and verbal formats on specific aspects of sport business
- ♦ Develop a plan to implement and control the strategic sports marketing process
- ♦ Critically analyze and present case studies in sport business

- ♦ Integrate theory and research with practical application in the field

**Requirements for Business Minor**

15 semester hours, including BUSI 111, 131, 141, and at least two 3-hour business courses at the 200 level or above.

**Requirements for Management Minor**

15 semester hours, including BUSI 131, 230, 232, 330 or 334, and any 3-hour elective selected from:

BUSI 234: International Management

BUSI 256: Nonprofit Management

BUSI 257: Small Business & Entrepreneurship

BUSI 261: Business & Society

BUSI 330 or 334: May select whichever course not chosen for requirement

BUSI 332: Leadership

BUSI 352: Business Communications

**Requirements for Sport Business Minor**

18 semester hours, including BUSI 111, 131, 141, 151, 221 or 354, and at least one 3-hour Sport Business course.

**Requirements for Marketing Minor**

15 semester hours, including BUSI 141, 242, 343, and six hours from among the following: BUSI 252, BUSI 348, ART 141, ART 265, or three, one-credit seminars from among the following or special topics, when offered: COMM 234, BUSI 145, 146, 147, 148, or 149.

**Requirements for Small Business and Entrepreneurship Minor**

16 semester hours, including BUSI 131, 220, 257, 258, 334 and three hours from among the following: BUSI 388 Applied Small Business and Entrepreneurship Internship or Independent Project, 230, 256, 261 or 330.

**BUSINESS COURSES****BUSI 111. Principles of Financial Accounting.****3 hrs.**

Introduction to the fundamental principles involving business transactions necessary for financial reporting. *Prerequisite: DEVL-070 or placement in a 100-level math course*

**BUSI 114. Principles of Managerial Accounting.****3 hrs.**

An examination of accounting methods from the viewpoint of management. Topics are related to the analysis and use of financial information. *Prerequisite: BUSI 111.*

**BUSI 131. Principles of Management.****3 hrs.**

The study of management concepts and practices applicable to all organizations and their impact on planning and organizational development. This course covers a range of management topics, including managerial functions, organization theory, motivation, and leadership.

**BUSI 141. Principles of Marketing.****3 hrs.**

Examination of the theoretical and practical foundations of marketing in a global-managerial framework. Emphasis on applied economics and marketing-mix decision variables: product, pricing, channels, and promotion.

**BUSI 145. Social Media****1 hr.**

An overview of basic knowledge of the major current social networks, and how to utilize these to develop and implement effective marketing strategies. *Prerequisite: BUSI 141.*

**BUSI 146. Business-to-Business Marketing.****1 hr.**

Overview of the process, tools, and practice of marketing to businesses, rather than consumers. Incorporates communicating and delivering value to business customers. *Prerequisite: BUSI 141.*

**BUSI 147. Global Marketing.****1 hr.**

The course focuses on the impacts from the international business environment, culture and nationalistic governmental policies on marketing decision making for organizations in a global context. *Prerequisite: BUSI 141.*

**BUSI 148. Event Marketing.** 1 hr.

This course focuses on the role, design, and evaluation of marketing events, such as galas, fund-raisers, parties, annual conferences, etc. in marketing strategies and marketing plans. *Prerequisite:* BUSI 141.

**BUSI 149. Personal Sales Management.** 1 hr.

This course provides an overview of personal selling from a marketing manager's perspective, from prospecting, to planning sales calls, to closing the sale. *Prerequisite:* BUSI 141.

**BUSI 151. Principles of Sport Management.** 3 hrs.

A broad overview of the business aspects of the sports industry, including the application of sports management in a variety of industry settings (amateur sports, professional teams, etc.). The course will include readings and research assignments from a variety of resources related to marketing, financing, law, facilities management, products and services in the sports industry.

**BUSI 188, 288, 388, 488. Special Topics.** 1-3 hrs.

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**BUSI 211. Intermediate Accounting I.** 3 hrs.

A study of the accounting statements and the limitations involved in their preparation. Emphasis is on accounting theory and concepts and on analysis of the problems that arise in applying these concepts to financial accounting. Alternate views to the generally accepted position are explored and evaluated. *Prerequisite:* BUSI 114.

**BUSI 212. Intermediate Accounting II.** 3 hrs.

Continued emphasis on accounting concepts; on conflicts and limitations that exist within the traditional structure of accounting theory. Attention is focused on the use of accounting information as a basis for decision making of management, stockholders, creditors, and other users of financial statements and accounting reports. *Prerequisite:* BUSI 211.

**BUSI 213. Intermediate Accounting III.** 3 hrs.

Continuation of Intermediate Accounting II. Application of accounting theory to equity concepts. Other topics include leases, pensions, income taxes, accounting changes, and special accounting topics. *Prerequisite:* BUSI 212.

**BUSI 217. Cost Accounting I.** 3 hrs.

Emphasis is placed on the cost data accumulation methods used in a job order and in a process cost system. *Prerequisite:* BUSI 114.

**BUSI 218. Cost Accounting II.** 3 hrs.

Emphasis is placed on controlling costs through budgeting and standard cost systems. Detailed attention is given to cost analysis and profit planning as they relate to decision making. *Prerequisite:* BUSI 217.

**BUSI 219. Accounting Information Systems.** 3 hrs.

An introduction to the design and operation of data processing systems used to manage business transactions and accumulate information for financial and managerial accounting needs. Includes experience in using integrated accounting system software and spreadsheets. *Prerequisite:* BUSI 114.

**BUSI 220. Financial Literacy.** 3 hrs.

An overview of how money impacts the current and future security of individuals. Students will develop applied knowledge, attitudes, and behaviors related to basic financial principles and personal financial planning. Students will be able to establish financial goals and objectives, forecast lifetime income, evaluate alternative decision paths related to loans and other funding. Topics also include money management and taxation. Analytical decision making and basic-level algebraic calculations will be required. *Prerequisite:* Sophomore standing or permission of the instructor.

**BUSI 221. Principles of Finance.** 3 hrs.

A study of the methods and instruments used to finance the operations of a firm. Emphasis on the value of the firm and how financial decisions affect that value. Additional topics include working capital management, leverage, risk, cost of capital, and dividend policy. *Prerequisite or Co-requisite:* BUSI 114.

**BUSI 230. Human Resource Management.** 3 hrs.

Personnel issues of operating management. Policy decisions and practices involving selection, recruitment, training, job analysis and evaluation, work load, motivation, remuneration, morale, discipline, personnel appraisals, management development, and other areas. *Prerequisite:* BUSI 131.

**BUSI 232. Organizational Behavior.** 3 hrs.

An examination of the "people" side of management. The study of organizational behavior attempts to understand why people behave the way they do in organizations. Includes such topics as teamwork, group dynamics, motivation, and leadership. *Prerequisite:* BUSI 131.

**BUSI 234. International Business Management.** 3 hrs.

The many considerations of management in the global context. Includes topics such as various cultural, legal, and social environments. Special attention is given to corporate social responsibility and ethics. *Prerequisite:* BUSI 131.

**BUSI 240. Women and Leadership.** 3 hrs.

Though women have made remarkable progress over the last 100 years, they still face unique challenges in becoming recognized leaders in business, education, politics, and other arenas. This course will (1) explore the historical position and portrayal of women in society, (2) discuss the research on differing leadership styles of men and women, (3) analyze the findings that demonstrate the benefits of more feminine approaches in organizations, and (4) propose strategies to facilitate inclusion and social justice for women. *Satisfies US Cultural Studies.*

**BUSI 242. Advertising and Public Relations.** 3 hrs.

Integrates theory with planning, management, and strategy. Draws on the extensive research in advertising, consumer behavior, communications, marketing, and sales promotion to provide a basis for understanding the marketing communications process, how it influences the consumer decision process, and how to develop effective promotional strategies. Group projects on promotional design and media planning. *Prerequisite:* BUSI 141.

**BUSI 250. The Legal Environment of Business.** 3 hrs.

A survey course in business law designed to introduce students to a wide array of legal considerations in organizational life.

**BUSI 251. Sport Communication.** 3 hrs.

This survey course explores sport and the field of communication. Students are introduced to the enactment, production, consumption and organization of sport related communication. Exploration includes mass communication, interpersonal interaction, family and relational development and individual expressions of identity through sport performances. *Prerequisite:* COMM 211 is recommended, but not required.

**BUSI 252. Sport Marketing.** 3 hrs.

An overview of the principles and practices of marketing and promotional concepts in the sport and recreation industry. Covers professional and recreational sport teams and organizations, sporting events and sports products and services. Applies traditional strategic and tactical marketing mix tools, integrated marketing communications and value-added marketing to sport marketing case studies. *Prerequisite:* BUSI 141.

**BUSI 255. Management Information Systems.** 3 hrs.

An overview of concepts needed to manage information systems (MIS) to help deliver business value. Students will apply technical skills to solve business problems. This course approaches MIS through both managerial and technical perspectives, as understanding both perspectives is essential to business success. Selected topics may include effective communication and documentation, spreadsheet and quantitative data management, database development, executive information systems, decision support systems, and resources and project planning.

**BUSI 256. Nonprofit Management.** 3 hrs.

An overview of the wide range of issues involved in managing and leading nonprofit organizations. Includes an introduction to special issues of mission and program development, working with boards and volunteers, and funding.

**BUSI 257. Small Business & Entrepreneurship.** 3 hrs.

This course is a study of small business and entrepreneurship. Students will learn the operational and strategic aspects of starting, managing and growing small businesses and entrepreneurial ventures. The characteristics of a successful entrepreneur and what it takes to turn an innovative idea into a business venture will also be explored.

**BUSI 258. WV Business Plan Competition.** 1 hr.

Students will develop a business plan for a potential product or service and submit this for the WV Business Plan Competition.

**BUSI 259. Sport Business Internship.** 3 hrs.

A professional field placement for Sport Business majors in an approved agency while performing and/or shadowing professional staff assignments. In consultation with a field supervisor and the instructor, students will develop a contract that specifies on-site and academic learning objectives and methods for the internship. Class meetings/interviews are required at Midterm and Final. *Prerequisites:* 30 undergraduate credits; at least 6 hours in Sport Business, including Principles of Sport Management.

**BUSI 261. Business and Society.** 3 hrs.

This course explores varied perspectives of the role of business in society. Ethical frameworks are applied to the business arena. The concepts of shared value, corporate social responsibility, and social entrepreneurship are studied, and real case examples are evaluated.

**BUSI 265. Nonprofit Funding.** 3 hrs.

An overview of the key aspects of fundraising including grant-proposal writing, stewardship, donor development, and financial management of nonprofit organizations. *Prerequisite:* BUSI 256.



**BUSI 311. Advanced Accounting.** 3 hrs.

A study of partnerships, special sales procedures, consolidations, fiduciaries, and fund accounting. Emphasis is on the consolidation of corporate holdings given various complex situations. *Prerequisite:* BUSI 213.

**BUSI 315. Auditing.** 3 hrs.

Work of accountant in investigating, interpreting, and appraising accounting and related records. *Prerequisite:* BUSI 217.

**BUSI 318. Income Tax Accounting I.** 3 hrs.

A study of income tax law as it applies to the individual, partnership, and corporation. Emphasis is on the preparation of individual returns and the understanding of how to research the answer to a tax question using standard tax research aids. *Prerequisite:* BUSI 114.

**BUSI 319. Income Tax Accounting II.** 3 hrs.

Theory and practice in the areas of partnership, corporate, estate, and trust taxes, with emphasis on the accounting and management planning aspects. Income tax regulations and analysis of income tax considerations relative to each type of entity. *Prerequisite:* BUSI 318.

**BUSI 330. Operations Management.** 3 hrs.

A survey of the quantitative techniques used in the modern business organization. A number of deterministic and probabilistic models will be introduced with an emphasis on their application to relevant business problems. *Prerequisite:* BUSI 131.

**BUSI 332. Leadership.** 3 hrs.

An examination of the history of leadership research, the major models of leadership, and the components of leadership. Special attention is given to the "Transformational Leadership" model. *Prerequisite:* BUSI 131 or permission of instructor.

**BUSI 333. Entrepreneurial Studies and Projects.** 3 hrs.

A service-learning course consisting of classroom and field experience designed to help students develop leadership, teamwork and communication skills through learning, practicing, and teaching the principles of free enterprise in the global economy. *Prerequisite:* Permission of instructor.

**BUSI 334. Project Management.** 3 hrs.

The purpose of this course is to prepare students to plan, organize, lead, participate in, control, and improve projects that will benefit their organizations as well as society. *Prerequisite:* BUSI 131.

**BUSI 343. Consumer Behavior.** 3 hrs.

Examines the interactive influences of affect, cognition, behavior, and the external environment on the consumer decision process. Emphasis on causal research design and analysis. Group research projects include hypothesis development, experimental or quasi-experimental design, data collection and analysis, and theory testing. *Prerequisite:* BUSI 141.

**BUSI 347. Topics in Marketing.** 3 hrs.

Examines the current and classical literature relevant to marketing. Topics may include applied economics, applied social psychology, ethics and social responsibility, nonprofit marketing, and marketing and technology. *Prerequisite:* BUSI 141.

**BUSI 348. Marketing Research and Strategy.** 3 hrs.

This course examines the role of marketing research in business decision making, and the resulting strategic and tactical issues involved in marketing management. Students will develop skills in evaluating and designing marketing research, recommending solutions, and the developing strategies to solve marketing problems. *Prerequisites:* BUSI 141

**BUSI 350. Business Ethics.** 3 hrs.

The application of the ethical theory and practice to a variety of business situations. Ethical frameworks will be applied to decision making in organizational settings using a stakeholder approach. Critical thinking is emphasized in analyzing case studies. *Prerequisites:* All 100-level BUSI Core courses (BUSI 111, 114, 131, 141). *Offered every semester.*

**BUSI 352. Business Communications.** 3 hrs.

Focuses on principles and techniques involved in organizing ideas, writing effective business letters, and presenting reports, both oral and written.

**BUSI 353. Sport Law.** 3 hrs.

A comprehensive analysis of legal issues in the business of amateur and professional sports. Students will be introduced to intellectual property and branding; franchising; collective bargaining and antitrust laws; agency; and contract, tort and property issues specific to sports. *Prerequisite:* BUSI 250.

**BUSI 354. Sport Finance.** 3 hrs.

Topics in accounting and finance, applied to managerial functions of sport organizations. *Prerequisites:* BUSI 111 and BUSI 114.

**BUSI 497. Business Policy and Strategy.****3 hrs.**

An integrative capstone course bringing into focus the interrelationship of the functional areas—accounting, finance, production, marketing, human resources, information systems—which, together with the necessary attitudes and skills, are required of managers to make a business successful, considering its environment and public responsibilities. Students apply what they have learned in core and specialized area courses to the overall management function in the enterprise. Includes significant research, writing, and presentation components. *Satisfies advanced composition requirement for General Education. Prerequisites:* BUSI 111, 114, 131, 141, 221, 250, 255; ECON 110, 120, 250.

## ECONOMICS

ASSISTANT PROFESSOR: Kelly Sharp

ASSOCIATE PROFESSOR: Tuan Le

The economics major provides a solid understanding of the principles of economics and their applications. The major is designed to meet the needs of students seeking to become economists as well as those desiring to apply economic theory to a wide range of endeavors such as business, finance, government, and law. The curriculum emphasizes the development of critical thinking skills and mathematical tools of analysis.

Economics majors may elect to augment their undergraduate study to earn both a B.S. and an M.B.A. in five years. See Five-Year Undergraduate/Master of Business Administration Program, page 39.

**Requirements for Major**

42 semester hours, including ECON 110, 120, 201, 211, 250, 341, 375, and two 3- hour economics electives, one at the 200 level or above and one at the 300 level or above; BUSI 111, 114, 131, 141, and 221.

**Program Outcomes**

- Describe the supply and demand framework
- Analyze the impact of marginal decision making
- Relate the material learned in the courses to current events, including the usage of economic models and data
- Communicate economics through written and/or spoken presentations to both economic and non-economic audiences
- Analyze the relationship between consumers, producers, and the government
- Compare and contrast international differences in economic policy and outcomes
- Apply the role of ethics in economic decision making

**Requirements for Minor**

15 semester hours, including ECON 110, 120, and 9 hours of electives at the 200 level or above (except for ECON 250).

**ECON 110. Principles of Macroeconomics.****3 hrs.**

A general introduction to macroeconomics. Particular attention is given to use of basic tools of economic analysis and their application to the major sectors of the economy and to theoretical models describing the interrelationships of consumption, investment, government spending and taxation, and imports and exports. *Prerequisite:* Any 100-level general education math course, or placement in MATH 161.

**ECON 120. Principles of Microeconomics.****3 hrs.**

A general introduction to microeconomics. Particular attention is given to the use of basic tools of economic analysis and their application to groups of individuals within an economy and to theoretical models describing the interrelationships of the utility-maximizing behavior of consumers and the profit-maximizing behavior of producers. *Prerequisite:* Any 100-level general education math course, or placement in MATH 161.

**ECON 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**ECON 201. Intermediate Macroeconomics.****3 hrs.**

A study of modern income and employment theory. Analysis of the determinants of such aggregate economic magnitudes as national income, employment, price level, etc. *Prerequisites:* ECON 110, 120.

**ECON 211. Intermediate Microeconomics.** 3 hrs.

A theoretical analysis of the principles of pricing in commodity markets under different market structures such as perfect competition, monopoly, monopolistic competition, and oligopoly. Examination of utility, demand, production, cost, and supply functions. *Prerequisites:* ECON 110, 120.

**ECON 221. Money and Banking.** 3 hrs.

A study of the money and credit aspects of a money economy, especially of the U.S. economy; of monetary theories and the problems of monetary policy. *Prerequisites:* ECON 110, 120.

**ECON 250. Statistics for Business and Economics.** 3 hrs.

Analysis of economic and business data including topics such as descriptive statistics, probabilities, distributions, correlation, and regression. *Prerequisite:* Any 100-level general education mathematics course.

**ECON 253. Sport Economics.** 3 hrs.

This course is designed for students to learn how to identify, examine, and evaluate economic efficiency and inefficiency within professional and college athletics. Students will develop knowledge of public, regional, and urban economics as they apply to the content areas of human capital, stadium construction, and public goods. *Prerequisite:* ECON 120.

**ECON 331. International Economics.** 3 hrs.

An analysis of the various models of international trade theory and of the forces and institutions affecting the economic relations of modern nations. Attention is given to the problems of international movements of goods and productive factors, to the foreign economic policies of the United States, and to world monetary problems. *Prerequisites:* ECON 110, 120.

**ECON 332. Entrepreneurial Studies and Projects.** 3 hrs.

A service-learning course consisting of classroom and field experience designed to help students develop leadership, teamwork and communication skills through learning, practicing, and teaching the principles of free enterprise in the global economy. *Prerequisite:* Permission of instructor.

**ECON 333. Environmental Economics.** 3 hrs.

**This course concentrates on the concepts of welfare economics and efficiency and their application to environmental and natural resource problems. Particular attention is devoted to project evaluation, benefit-cost analysis, regulation, and the role of economic analysis in the design and implementation of environmental policy. Gen. Ed. Lens or Foundational Area: Experimental Inquiry. Prerequisite: ECON 120. Offered every other fall.**

**ECON 341. Principles of Econometrics.** 3 hrs.

An application of statistical methods and regression analysis to economic data. Students will learn to analyze economic data in time series and panel data settings and to account for and correct statistical abnormalities particular to economic data. *Prerequisite:* ECON 250.

**ECON 361. Public Sector Economics.** 3 hrs.

Outline of institutional, theoretical, and econometric material that relates to government spending and taxing. Particular attention is given to the microeconomic functions of government, analysis of expenditure programs, tax analysis, and policy analysis. *Prerequisites:* ECON 110, 120.

**ECON 375. Economics Thesis.** 3 hrs.

Students will conduct a semester-long research project based on a self-selected topic. This project includes the development of a literature review, collection of data and econometric analysis. Students will learn how to develop research strategies, writing methodologies and economic communication techniques. *Prerequisites:* ECON 211, 341. *Pre -or co-requisite:* ECON 201. *This course satisfies the advanced composition requirement of the General Education Curriculum.*

## FIVE-YEAR UNDERGRADUATE/MASTER OF BUSINESS ADMINISTRATION PROGRAM

The Five-Year Undergraduate/Master of Business Administration Program is open to all undergraduate majors. The program articulates undergraduate and graduate study so that students can graduate after five years with a Bachelor's degree in their chosen major plus a Master of Business Administration degree. The program requires 120-141 hours of undergraduate work and 33-42 hours of graduate work.

- Business majors complete all undergraduate degree requirements, except for BUSI 497, Business Policy and Strategy.
- This program enables accounting majors to earn the M.B.A. degree while accumulating the 150 hours of college credit required to take the C.P.A. examination.
- Economics and non-business majors complete all undergraduate degree requirements for their program, with the final undergraduate requirement being met during the last semester of the 5th year.

A maximum of 3 graduate hours may be waived. Courses subject to waiver are:

- All will substitute BUSI 700 for BUSI 497
- For Accounting majors: BUSI 610
- For Management majors: BUSI 631
- For Marketing majors: BUSI 641

There will be no regular waivers for majors in Business Administration or Sport Business, unless they fulfill the course requirements for the major in Accounting, Management, or Marketing through electives.

Students who have earned a 3.0 cumulative grade point average and are interested in the Five-Year Undergraduate/Master of Business Administration Program should make application to the Graduate Enrollment Counselor after earning 60 or more credit hours. The M.B.A. Admission Committee and the Director of the M.B.A. program will make decisions on admission. *Admission to the College does not automatically admit students to the M.B.A. program.* Students admitted to the program may begin taking M.B.A. courses after earning 75 undergraduate hours and

- For any business or economics major: completing the requirements for a business minor **OR**
- For any non-business major: successfully completing BUSI 500: *MBA Foundations* and BUSI 502: *MBA Essentials*.

Students in the five-year program who wish to be awarded the bachelor's degree before the end of the five-year program will be required to complete *all* undergraduate degree requirements (including BUSI 497 for business majors) and will forfeit all course waivers for the five-year program unless the student maintains continuous enrollment in each academic semester in the M.B.A. program following the end of undergraduate coursework. Students are strongly encouraged to inquire with the Financial Aid Office regarding financial aid eligibility requirements.

To remain in good academic standing, students must maintain a 3.0 GPA throughout their graduate course work. See academic policies section of the graduate catalog for more information.

**M.B.A. Core Courses:** (24 credit hours) BUSI 550, 560, 570\*, 610, 620, 631, 641, 700.

\*Students enrolled in the Health Care Administration Concentration will substitute BUSI 506: *Health Care Ethics* for BUSI 570.

**M.B.A. Concentrations:** (12 credit hours) Choose one from among the following:

**Health Care Administration:** BUSI 506, 516, 536, 538, 577.

**Nonprofit Management:** BUSI 534, 535, 565, 645.

**Human Resource Management:** BUSI 534, 562, 572, 645.

**Customized Concentration:** Strategically select four MBA electives around a theme.

**Standard MBA:** Select any four electives from among the following - BUSI 534, 535, 562, 565, 571, 572, 575, 645.

### Program Outcomes

- Apply higher-order knowledge and skills to the four functional areas of business: accounting, finance, management, and marketing
- Use a results-oriented approach to problem solving and decision making throughout the program
- Analyze complex business problems from a variety of strategic leadership and organizational perspectives
- Make ethical judgments and decisions to ensure socially-responsible and sustainable business practices

### BUSI 500. MBA Foundations.

**3 hrs.**

An overview of foundational content in finance, marketing, and microeconomics to prepare students from any major to be successful in the MBA program.

**BUSI 502. MBA Essentials.****3 hrs.**

An overview of essential content in accounting, management, and statistics to prepare students from any major to be successful in the MBA program.

**BUSI 506. Healthcare Ethics.****3 hrs.**

A survey of key concepts in moral and political philosophy with an emphasis on their application to issues in healthcare ethics. Includes topics such as ethical dilemmas, honesty, and truth-telling in healthcare; aging, memory loss and patient autonomy; abortion; and euthanasia.

**BUSI 516. Financial Management in Healthcare Organizations.****3 hrs.**

A study of the structure and operations of various contemporary healthcare financing and reimbursement systems and related policy issues. Historical, current, and proposed policy options in healthcare financing, including private and government programs, will be addressed. The administrator's role in programming, budgeting, and controlling processes in complex healthcare systems will be discussed.

**BUSI 534. Human Resource Management.****3 hrs.**

This course introduces the theoretical, technical and legal aspects of human resource management and employment relations. Topics covered include: human resource planning, recruitment, selection, performance evaluation, training and development, compensation, labor relations, occupational safety and health, and the evaluation of human resource management programs.

**BUSI 535. Management for Non-profits.****3 hrs.**

This course is intended to provide a broad understanding of the wide range of issues involved in developing and leading a non-profit enterprise. Topics introduced are the operating environment, resource concerns, and unique leadership requirements of non-profits.

**BUSI 536. Human Resource Management in the Healthcare Industry.****3 hrs.**

This course is designed to enable students to understand the crucial nature of diverse human resources in the healthcare industry. Selected topics include professional growth, diversity, recruitment, retention, performance evaluation, promotion, and conflict management. Legal and ethical issues related to human resource management will be discussed, as well as the effective use of motivation and power applied in the healthcare industry.

**BUSI 538. Leadership and Planning in Healthcare Organizations.****3 hrs.**

An exploration of the political, social, economic, and ethical influences on leadership and planning in healthcare organizations. Special attention is given to how change occurs and can be managed or led by healthcare administrators who understand the role of leadership in change theory and organizational planning.

**BUSI 550. Quantitative Methods for Management.****3 hrs.**

An introduction to statistical methods as they apply to business and economics. Emphasis is placed on using computer tools to analyze data and preparing written reports based on the analyses. The course is designed to assist the M.B.A. student to better understand the nature of decision making using standard statistical tools. Problem solving and class discussion are the primary techniques of instruction, with one additional directed assignment using computer-based research tools to conduct statistical analyses. *Prerequisite:* ECON 250 or BUSI 502.

**BUSI 560. Managerial Economics.****3 hrs.**

Application of microeconomic concepts and decision science to managerial problems. Topics include the theory of consumer behavior, the theory of the firm, the theory of market structures and pricing, game theory, linear programming, input-output analysis, statistical estimation, forecasting, and capital budgeting. *Completion of BUSI 550 prior to enrolling in this course is recommended. Prerequisite:* ECON 120 or BUSI 500.

**BUSI 562. Labor Economics.****3 hrs.**

The objective is for students to develop an understanding of the modern theory of labor market behavior and gain the ability to apply related economic concepts. Topics include labor demand, labor supply, compensating wage differentials, investments in human capital, wage determination, earnings differences, unionism, and unemployment.

**BUSI 565. Nonprofit Funding.****3 hrs.**

An examination of the key aspects of fundraising, stewardship, donor development, and financial management of nonprofit organizations. Application of these issues in the development of a fundraising plan for a nonprofit organization.

**BUSI 570. Applied Ethics for Management.****3 hrs.**

A study of ethical decision making in a business context. Topics include ethics and a free market ideology, the competitive advantage of ethics-based thinking, uncovering organizational ground rules, breaking the gridlock of competing interests, frameworks for ethical decision making, conflicts between businesses and publics, and the relationship between business culture and business ethics. Case studies and presentations are the primary learning tools.

**BUSI 572. Negotiation and Conflict Resolution.****3 hrs.**

This course is an introduction to the fundamental concepts and practices of negotiation and conflict resolution. It will involve discussions about the nature of negotiation, the strategy and planning involved in negotiation and the role that communication, power, relationships and ethics play in negotiation. In addition, the students will be introduced to general concepts of conflict resolution in the workplace.

**BUSI 575. Legal Environment of Business.****3 hrs.**

Students will develop a practical, working knowledge in many areas of the law following exposure to contracts, torts, property, employment/human resource management law, agency, secured transactions, negotiable instruments and, time permitting, a brief examination of some selective environmental and international law issues.

**BUSI 577. Healthcare Internship.****3 hrs.**

A professional field placement in an approved healthcare agency. Students will perform and shadow professional healthcare administrative assignments. Significant application of course-based learning is expected. In consultation with a field supervisor and the faculty sponsor, students will develop a contract that specifies on site and academic learning objectives and methods for the internship.

**BUSI 580-589 and BUSI 680-689. Special Topics.****3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**BUSI 590-599 and BUSI 690-699. Independent Studies.****3 hrs.**

Each student is permitted to take a maximum of six graduate hours of independent studies. These courses are jointly designed and developed by the student and a sponsoring faculty member to satisfy the student's need for individual applied research topics.

**BUSI 610. Management Accounting.****3 hrs.**

A study of special topics in cost accounting: budgeting, profit control, tax planning, inventory control, and decision models. Cash forecasting, modeling the financial requirements of the firm, and analyzing the financial statements for investment decisions are also covered. *Prerequisites:* BUSI 111 or BUSI 502.

**BUSI 620. Financial Management and Policy.****3 hrs.**

Advancing the theoretical constructs of corporate financial decision making, this course covers the important decisions that financial managers face as they balance such issues as capital budgeting, cost of capital, dividend policy, long-term financing and mergers, and working capital management. *Prerequisites:* BUSI 221 or BUSI 500.

**BUSI 631. Management Theory & Leadership in Organizations.****3 hrs.**

A review of the core functions of management: planning, organizing, leading, and controlling. The course focuses on understanding why people behave the way they do in organizations. Topics include strategic decision making, models of leadership, process design and control, total quality management, project management, group dynamics, teamwork, power and politics, conflict management, organizational design and structure, organizational culture, and organizational change. *Prerequisite:* BUSI 131 or BUSI 502.

**BUSI 641. Marketing Management & Research.****3 hrs.**

This course emphasizes the decisions that marketing managers must face in their efforts to bring together the objectives and resources of their organizations with the needs and opportunities in the marketplace. The theoretical foundations of marketing management are explored, as well as the strategies, tactics, and administrative issues surrounding marketing decisions. The course addresses the technical aspects of marketing research process (problem definition, research design, data collection, data analysis, interpreting and communicating research findings), and focuses on the role of marketing research in managerial decision making. *Prerequisites:* BUSI 141 or BUSI 500.

**BUSI 645. Project Management.****3 hrs.**

The Project Management M.B.A. course uses a problem-based approach to create experiences that provide a thorough knowledge and understanding of project management.

**BUSI 700. Business Strategy.****3 hrs.**

This is the capstone M.B.A. course, designed to integrate the functional areas of business: accounting, finance, management, and marketing into comprehensive strategic planning for an organization. The course draws on readings, group analyses, written reports, panel discussions, oral presentations, and includes the development of a strategic plan for a case or real business or organization. *Prerequisites:* BUSI 550, 560, 570, 610, 620, 631, 641.

---

---

## MANAGEMENT

---

---

See Business for description of major program.

---

---

## MARKETING

---

---

See Business for description of major program.

---

---

## SPORT BUSINESS

---

---

See Business for description of major program.

The West Virginia Wesleyan School of Business is a candidate for accreditation with the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913-339-9356.

---

---

## EDUCATION

---

---

---

---

### TEACHER EDUCATION PROGRAMS

---

---

SCHOOL DIRECTOR: Tammy Samples  
PROFESSORS EMERITA: Shirley Fortney, Lynn Rupp  
ASSOCIATE PROFESSORS: Tammy Samples  
ASSISTANT PROFESSOR: Michael Mendicino

Wesleyan's Teacher Education program is designed to prepare highly qualified elementary and secondary classroom teachers who are active learners and decision makers. Approved by the West Virginia Department of Education, the program meets rigorous standards as reflected in the annually updated Title II assessment data available on the departmental webpage at <http://www.wvwc.edu/academics/schools/education>. Program graduates' competence as entry-level teachers derives from thorough preparation in their teaching field(s), mastery of professional skills appropriate to the level at which they choose to teach, and cultivation of professional dispositions. These are complemented by an appreciation for the breadth and richness of culture and a respect for the dignity, diversity, and worth of individuals, both of which are fundamental to a Wesleyan education.

The professional component of the Teacher Education program includes both course work and field experiences that address national content standards and West Virginia Professional Teaching standards. Public schools and pre-schools in Upshur, Lewis, Harrison and Randolph counties provide the settings for directed observation and teaching. (Candidates are responsible for their own transportation during all field exercises and field experiences.)

Graduates who complete Wesleyan's Teacher Education program qualify for professional licensure in West Virginia and in most other states through the National Association of State Directors of Teacher Education and Certification Interstate Agreement (<http://www.nasdtc.net/?page=interstate>), whereby a number of states certify teachers graduating from Wesleyan's School of Education. Some states may require limited additional work and/or testing before a candidate educated out-of-state may be eligible for permanent professional licensure. Because the Teacher Education program demands very careful coordination of academic, professional, and field instruction, candidates are encouraged to seek early advising from a member of the Education Faculty.

**Requirements for Major**

71-99 semester hours, in one of the prescribed professional education sequences described below appropriate to elementary teaching (K-6), secondary teaching (9-Adult or 5-Adult, depending upon the field or fields), or music education (PreK-Adult), in addition to completion of the College's general education program, carefully coordinated with specific requirements within the appropriate professional education track; formal admission to the Teacher Education program; maintenance of a cumulative grade point average of 2.75 or above after admission to the Teacher Education program on all college work and a cumulative grade point average of 2.75 or above in all course work in each teaching specialization; and completion of each education (EDUC/SPEC) course with a grade of 2.0 or above.

Any student who completes any Student Teaching rotation with an unsuccessful grade below a "C" will be required to complete an improvement plan developed by education faculty, repeat EDUC 308, and meet the application deadlines to be considered for readmission to the Professional Semester by the Teacher Education Committee. Readmission is not automatic; the Teacher Education Committee holds final approval for readmission for course repeat.

Any Education or Special Education course with an unsatisfactory grade below "C" may be repeated only once. Only two Education or Special Education 300 level courses may be repeated.

**Minors Available to Education Majors**

Candidates majoring in elementary education may declare optional endorsements, listed below under elementary education, as minors for purposes of notation on the permanent record. Candidates in both elementary education and those completing a program in secondary education are free to select an optional minor in any discipline offered at the College.

**Requirements for Educational Studies (Non-Certification) Major**

46 semester hours, in addition to the College's general education program, maintenance of a cumulative grade point average of 2.0 or above, and a cumulative grade point average of 2.0 or above in all Education courses. This major is designed for students interested in working in a non-public school setting. It is appropriate for students wishing to work in a day-care setting for either young children or adults, with special populations, or for working in a private educational setting. *This major does not lead to certification or licensure to teach in public schools.*

**Prescribed Professional Education Sequences Educational Studies Non-certification Major**

1. Professional education courses: EDUC 110, 135, 141, 201, 205, 241, 246, and SPEC 230. Senior practicum course: EDUC 497.
2. Focus on Young Children requirements: EXSC 201; PSYC 101, 209, 238, 240L (1 hr.), 6 hours of PSYC electives, and 6 hours of electives approved by the Education Advisor in specialty area.
3. Adolescence and the Elderly requirements: EXSC 130 or 201; PSYC 101, 209, 238, 240L (1 hr.), 320, any PSYC 3 hour elective, and 6 hours of electives approved by the Education Advisor in specialty area.

**Requirements for (Non-Certification) Minor**

15 semester hours in education approved by the School Director including EDUC 110, 141, 201, 241, 246, and SPEC 230. The minor may include methods courses offered through other departments. *This minor is available only to students with an interest in the field of education who do not intend to seek licensure.*

**ADMISSION TO THE TEACHER EDUCATION PROGRAM**

Candidates may apply for admission to the Teacher Education program after completion of 45 credit hours of college work; however, they must be admitted prior to enrollment in 300-level EDUC/SPEC courses. Minimal requirements for admission include:

- a. A submitted Declaration of Intent to Enter the Teacher Education form.
- b. A submitted Declaration of Major form for Education to the Academic Services Office.
- c. At least 45 semester hours of college work in courses at the 100 level or above.
- d. A cumulative grade point average of 2.75 or above.
- e. A cumulative grade point average of 2.75 or above in specialty area(s).
- f. Completion of each of the following courses with a grade of 2.0 or above: EDUC 110, 201, 205/206; ENGL 110 and COMM 211.
- g. Successful completion of all sections of Praxis I, Core Academic Skills for Educators, as set forth by the WVDE at the time of application. This test is waived if the student has an ACT composite score of 26 or higher. Some states require all students to take the Praxis I. See WVDE website for current waiver scores for the SAT. It is the student's responsibility to



provide WVWC Department of Education with test scores by entering the content with: West Virginia Wesleyan College codes on Praxis registration. Current passing scores on the Praxis I as set by the WVDE are: Writing 162; Reading 156; and Math 150. Current requirements are located at <https://www.ets.org/praxis/wv/requirements>.

- h. Submission of two letters of recommendation from faculty members outside the School of Education who have had the candidate as a student in the classroom.
- i. Submission of an autobiographical statement.
- j. Signed professional dispositions contract.
- k. Completion of a student demographics sheet.

Admission is not automatic for candidates who meet these minimum requirements. Rather, the Teacher Education Committee will use these data to make an informed professional judgment about the academic and personal dispositions of the candidate for the teaching profession. Once a candidate is admitted to the Teacher Education program, he or she must maintain a cumulative grade point average of 2.75 or above on all college work and a cumulative grade point average of 2.75 or above in each teaching field. The candidate is required to earn a 2.0 or above in each education course before proceeding in the program and he or she must be free of substantiated challenges to his or her disposition(s) regarding the teaching profession.

A comprehensive review of each candidate's performance and progress in the Teacher Education program is undertaken again before permission is granted to enroll in the Professional Semester, which includes student teaching and a professional seminar. Minimum requirements for admission to the professional semester include:

- a. An approved Application for Admission to the Teacher Education Program on file.
- b. Satisfactory completion of 85 credit hours. Candidates must complete all required professional education and specialty area courses. This must be demonstrated through the completion of the advising form submitted with the application to the Professional Semester.
- c. Overall GPA of 2.75 or higher.
- d. GPA of 2.75 in specialty area(s).
- e. Minimum grade of 2.0 in all Education (EDUC/SPEC) courses.
- f. Successful completion of reflective writing assessment, oral interview, portfolio defense with interviewers and at feedback conference, and professional portfolio.
- g. Student Teaching permit must be completed and approved prior to placement.
- h. Completion of the dispositions self-evaluation.
- i. A 15-hour culturally diverse field experience.
- j. Education faculty approval on final feedback conference.
- k. All sections of the Praxis II successfully completed.

Education majors are required to take all Praxis II tests, including the appropriate level PLT, two semesters before they are scheduled to student teach. All testing must be successfully passed prior to student teaching. Candidates must apply to student teach the year prior to the semester that they want to student teach. Part of the application will be written verification that they have taken or are scheduled to take the Praxis II tests.

Candidates must complete a Student Teaching Permit prior to placement in any county school. This process includes an application, fingerprint/background check and a fee. The application should be submitted at least eight weeks, but no longer than 90 days, before the scheduled student teaching experience in order to ensure a timely approval. No student will be allowed to begin a placement until their permit is approved. Once approved, the student teaching permit is valid for the current academic year.

Candidates may appeal action taken during any phase of the admission or review process to the Director of the School of Education. The School Director's decision may be appealed to the Dean of the College, whose action will be final.

## REQUIREMENTS FOR LICENSURE (CERTIFICATION)

Each candidate must make formal application for a professional license (teacher's certificate) on forms supplied by the State Department of Education in the state where licensure is desired. It is recommended that all successful teacher education students apply for West Virginia licensure immediately upon graduation, since licensure in other states *may* require a West Virginia license. Allow eight to ten weeks for processing of the application, which should be submitted through the Academic Services Office.

Licensure in West Virginia requires successful completion of the Praxis II tests. Candidates are encouraged to work closely with licensure agencies within the states in which they plan to teach. Candidates for WV licensure must meet U.S. citizenship requirements set by the WVDE. Fingerprinting and FBI background checks are also required.

Candidates applying for certification must have completed course work within seven years of application. Candidates must apply for certification within one year of degree completion, or will be required to complete any new certification requirements previous to approval.

## **PRESCRIBED PROFESSIONAL EDUCATION SEQUENCES**

### **Elementary Education (K-6)**

1. Professional education core: EDUC 110, 141, 201, 205, 241, 246, 308, 321; SPEC 230, 330.
2. Professional semester courses: EDUC 467, EDUC 470, and EDUC 476.
3. A selection of courses to satisfy general education requirements to include: BIOL 111; HIST 122; EXSC 201.
4. Multi-subject specialization requirements: BIOL 112; EDUC 135, 209, 210, 215, 260, 310, 315, 360; HIST 101; PHSC 110; MATH 141; MATH 110 or 112, and 3 hours of math at or above the 100 level.

### **Program Outcomes**

Students will:

- Incorporate technology and 21st century knowledge, skills, and techniques into instructional strategies to promote higher-level student learning.
- Design and implement a variety of instructional strategies that promote learning experiences connected to students' diversity in culture, gender, disability, linguistics, and family differences.
- Synthesize and apply the various learning theories of behaviorism, cognitivism, and constructivism to facilitate the learning of diverse students.
- Apply decision-making skills to the analysis of the curriculum and modifications necessary to meet individual learner needs and comply with legal and policy requirements.
- Apply subject matter pedagogy and ability to design instructional experiences that promote creativity, innovation, and problem solving.
- Demonstrate an ability to prepare and apply balanced assessment and to use assessment results to modify instruction.
- Demonstrate the knowledge, skills, and dispositions appropriate for meeting state standards and content specialization standards expected for professional teaching candidates.
- Understand the need for reflective leadership to create effective inclusive classrooms and practical strategies for change.
- Understand the strengths and limitations of educational research and its application for the continuous improvement of educational practice.

*Candidates may wish to add one of the following optional endorsements as a means of enhancing employment opportunities:*

GENERAL MATHEMATICS (5-9): MATH 110\*, 115, 130\*, 161, 203, 205, 240; EDUC 370, 471 (31 hours total - \*depending on official math placement).

SOCIAL STUDIES (5-9): ECON 120; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 101, PSYC 101; SOCI 114; EDUC 370, 471 (42 hours total).

### **Secondary Education (5-Adult, depending on the teaching field or fields)**

Endorsement in specific teaching fields must conform to state licensure standards, which are subject to change. Candidates are urged to work closely with an advisor of the education faculty in order to meet all current requirements.

1. Professional education core: EDUC 110, 141, 201, 206, 241, 246, 250, 308, 321; EDUC 370 (where applicable); SPEC 230, 330.
2. Professional semester courses: One of the following combinations: EDUC 467, 471, 474; or EDUC 467, 472, 474; or EDUC 467, 475.
3. A selection of courses to satisfy general education requirements to include EXSC 130 or 201.
4. Selection of one of the secondary teaching fields from the following list:

ENGLISH (5-Adult): ENGL 101\*, 110\*, 150, 225, 235, 240, 248; 251 or 252; 232 or 337, 350; 375; 420; one additional English writing course; one additional ethnic literature course (above 100-level) or ENGL 275; COMM 211; EDUC 250, 370 (44-50 hours total\*). *\*Depending upon official placement.*

MATHEMATICS (5-Adult): MATH 115, 130\*, 161, 162, 163, 203, 205, 223, 240, 250, 310, 320, 341; CSCI 210 or 230; EDUC 370 (46 hours total\*).

*\*Depending upon official placement.*

SOCIAL STUDIES (5-Adult): ECON 110, 120; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 101, 342; PSYC 101, 301; SOCI 101, 114; 6 hours of social science electives; EDUC 370 (54 hours total).

Students may wish to add one of the following optional endorsements to their primary teaching field as a means of enhancing employment opportunities:

GENERAL MATHEMATICS (5-9): MATH 110\*, 115, 130\*, 161, 203, 205, 240; EDUC 370 (25 hours total\*). *\*Depending upon official placement.*

SOCIAL STUDIES (5-9): ECON 110; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 101; PSYC 101; SOCI 114; EDUC 370 (36 hours total)

Multi-Categorical Special Education BD, MI, SLD (K-6 & 5-12)

The Multi-Categorical Special Education certification prepares students for a career as a teacher, for K-6 & 5-12 students with mild to moderate disabilities. The special education certification focuses on overcoming the challenges of teaching special needs students. All students completing a special education certification complete coursework in instructional strategy, classroom management, social-emotional learning, and assessment. They also learn how to use assistive technology and specialized software programs.

1. Professional education core EDUC 110, EDUC 135 or 250, 141, 201, 205/6, 209, 210, 241, 246, 250, 260, 308, 321, SPEC 230, SPEC 330, 100 level or above MATH.
2. Professional semester courses: One of the following combinations: EDUC 467, 470, SPEC 479; or EDUC 467, 474, SPEC 478; or EDUC 467, SPEC 478, SPEC 479.
3. A selection of courses to satisfy general education requirements to include EXSC 130 or 201.

*SPECIAL EDUCATION (K-6 & 5-12): SPEC 245, 255, 375, 377.*

Combined Elementary/Secondary Education Music (PreK-Adult)

1. Professional education core: EDUC 110, 141, 201, 206, 241, 246, 250, 308, 321; EDUC 370 (where applicable); SPEC 230, 330.
2. Professional semester courses: EDUC 467, 472 or 474.
3. A selection of courses to satisfy general education requirements to include EXSC 130 or 201.

MUSIC (PreK - Adult): MUSC 101, 102, 108, 111, 112, 201, 202; 209 (meets EDUC 206 requirements), 222, 235, 246, 247, 248, 270, 275, 276, 301, 310 (meets EDUC 241 requirements), 321, 322; MUSC 149 (8 credits); applied music study (attainment of level 8, up to 14 hours); piano (non-keyboard majors must attain piano proficiency level 2 up to 3 hours) (60 hours total plus proficiency levels).

## EDUCATION COURSES

### EDUC 110. Introduction to the Teaching Profession.

**1 hr.**

Introductory course in the professional sequence for all who plan to teach. Students will investigate information necessary to make an informed career decision. Certification and exam requirements set forth by the West Virginia Department of Education, and the School of Education dispositions will inform the course materials. Emphasis is placed on the organization of schools, the sociological importance of the classroom teacher, and legal and historical aspects of American education.

**EDUC 135. Foundations of Reading.****3 hrs.**

This course will focus on the theories and historical context of early reading instruction, the fundamentals of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and literature. This course also addresses how digital literacy resources inform the teaching of reading, how to work with families to support reading development and how to understand the way that reading intervention models work in schools. Attention is given to research based instructional strategies that meet the needs of all learners including those with special needs, English Language Learners, and learners with socio-economic challenges.

**EDUC 141. Educational Technology Survey.****2 hr.**

A survey course examining hardware, software and web-based resources used in computer-aided instruction. Students will explore the pedagogy of cooperative learning and national and state technology standards as they relate to technology enhanced teaching and learning strategies.

**EDUC 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**EDUC 201. Learning and Human Development.****3 hrs.**

A combination of developmental and educational psychology, including the study of the physical, cognitive, and psychosocial development of learners from pre-natal through adolescence. The course concentrates on theories of learning and the application of those theories to effectively promote student learning. *Prerequisites:* 2.0 or better in EDUC 110, EDUC 141.

**EDUC 205. Clinical Experience I: Coming to Know the Elementary Classroom.****1 hr.**

A semester-long clinical experience in a public school designed to provide education majors opportunities to observe school organization, management, teaching, and learning. This is an introductory field experience that will also provide a basis upon which candidates can make informed career decisions. Pre- or co-requisite: EDUC 201. Failure to pass this course with a C or better in three attempts will result in dismissal from the Teacher Education program.

**EDUC 206. Clinical Experience I: Coming to Know the Secondary Classroom.****1 hr.**

A semester-long clinical experience in a public school designed to provide education majors opportunities to observe school organization, management, teaching, and learning. This is an introductory field experience that will also provide a basis upon which candidates can make informed career decisions. Pre- or co-requisite: EDUC 201. Failure to pass this course with a C or better in three attempts will result in dismissal from the Teacher Education program.

**EDUC 209. Diagnostic Reading Tools and Strategies.****3 hrs.**

Emphasis on the identification of types and appropriate uses of diagnostic reading tools, characteristics of common reading deficits among students at different grade levels, and strategies for remediation of reading problems at various grade levels. Pre- or co-requisite: EDUC 201. Only offered fall semester.

**EDUC 210. Methods of Teaching Reading for Elementary Teachers.****3 hrs.**

Special attention is given to reading readiness, planning reading lessons, identifying and reinforcing skills in the areas of vocabulary, phonics, phonemic awareness, fluency, comprehension, and exploring a variety of genres (including drama) and reading materials. *Prerequisite:* EDUC 209. Only offered spring semester.

**EDUC 212. Introduction to Early Education.****1 hr.**

This course is designed to provide an introduction to the teacher candidate about issues and current trends in the field of early education. It will provide an overview of current practices, problems, and issues in the field of preschool and early education. Identification and application of developmental theories and of basic philosophical, sociological, and historical foundations of early education will also be a focus through direct instruction in class and observation in a preschool. *Prerequisite:* EDUC 201. Offered every other year.

**EDUC 215. Fine Arts and Movement.****3 hrs.**

This course is designed to prepare future educators to be able to integrate music, art, physical education and movement into daily classroom instruction. The course provides an overview of current theory and practice of an integrated arts curriculum for elementary classroom teaching. Subject matter will include teaching with, about, in, and through the arts. Students will explore elements of the arts and incorporate these elements into exercises and lessons appropriate for the elementary classroom. *Prerequisite:* EDUC 201

**EDUC 241. Instructional Processes.****3 hrs.**

This course introduces the process of instruction. Emphasis is placed upon analysis of effective teaching. Students will analyze instructional models, strategies and skills needed in planning and organizing instruction. The scope and sequence of instructional planning and preparation for lessons and instruction will be learned. Students will reflect upon how their teaching impacts student learning. At the conclusion of this class, all students should have taken and passed the Praxis I Test. *Prerequisite:* EDUC 201.

**EDUC 245. Early Education Curriculum, Methods, Materials and Assessment (includes Field Experience).****4 hrs.**

This course covers planning schedules, activities, and environments that are based on developmentally appropriate practices with consideration to all domains of development in preschool children. Emphasis is placed on developing creative activities and assessments for children in a variety of content areas and the application of knowledge and skills during the field component of this course. *Prerequisites:* EDUC 201, 205. Offered every other year.

**EDUC 246. Assessment in Education.**

**2 hrs.**

This course consists of an in-depth investigation of an involvement in the assessment methods appropriate for use in evaluating student performance and teacher instruction. Students will learn the basics of educational measurement and how to use and construct formative and summative assessments for classroom teaching. Students will develop lesson plans that incorporate appropriate assessments, use formative assessment strategies, provide effective feedback to students, create objective, performance, authentic and portfolio assessments and interpret summative and standardized achievement tests. Students will be required to demonstrate their mastery of assessment skills via use of assessment methods in lesson plans, analyze a case study. *Prerequisite:* Passage of EDUC 201 with a grade of "C" or better.

**EDUC 250. Teaching Literacy in Secondary Content Areas.**

**3 hrs.**

A course for secondary teacher candidates, incorporating reading skills directly related to particular content areas in lesson planning. Candidates will learn the role of literacy in the middle and secondary school, active learning, vocabulary comprehension, and writing strategies, assessment techniques, appropriate literature choices, and how to effectively incorporate a variety of developmentally appropriate materials in various content fields. Recommended that this course be taken before or concurrently with EDUC 370. Pre- or co-requisite: EDUC 201. Usually offered spring semester.

**EDUC 255. Nutrition for Children.**

**3 hrs.**

An introduction to nutrition for the educator or parent of young children. Emphasis is on basic nutrition information, nutrient needs of preschool to elementary age children, nutrition-related health concerns, menu planning, integration of nutrition concepts into the curriculum, parent involvement, and the relationship of physical activity to nutrition and healthy habits. May satisfy requirements for Educational Studies; or as an elective for education majors. Offered as needed.

**EDUC 260. Methods of Teaching Mathematics for Elementary Teachers.**

**3 hrs.**

This course emphasizes the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and problem solving. Emphasis is placed on methods of teaching math and on preparing developmentally appropriate instructional strategies to be used in teaching math concepts to public school students. *Prerequisites:* EDUC 201, grade of 2.0 or better on a mathematics course at the 100 level or above. Usually offered fall semester.

**EDUC 265. Organization & Administration of Preschool Programs.**

**2 hrs.**

This course examines the development and operation of Preschool programs. State and federal guidelines and requirements as well as administrative duties, setting up the classroom environment, selection and evaluation of materials and resources, and staffing needs will be emphasized. *Prerequisite:* EDUC 201. Offered every other year.

**EDUC 308. Clinical II.**

**2 hrs.**

A clinical experience in a public school designed to provide the education major experiences as a paraprofessional. Includes observation of an accomplished teacher and a limited amount of teaching in their content field. Candidates will compose a professional portfolio of artifacts from this experience and the professional education core courses. This course provides a bridge between prior experiences and student teaching. *Prerequisite:* Admission to the teacher education program. Pre- or co-requisite: SPEC 230. Recommended to be taken the semester prior to student teaching.

**EDUC 310. Methods of Teaching Language Arts for Elementary Teachers.**

**2 hrs.**

The curriculum, content, methods, and materials for effective instruction of language arts in the elementary school. Emphasis is placed on the development of a wide variety of developmentally appropriate objectives, organizational structures, instructional strategies, and assessment techniques in teaching the process of writing, grammar, spelling, reading, oral communication, and listening. *Prerequisite:* Admission to the teacher education program.

**EDUC 315. Methods of Teaching Science for Elementary Teachers.**

**1 hr.**

A course designed to address the curriculum, methods, materials, and assessment of effective science instruction in the elementary school. Emphasis is on the analysis of a wide variety of developmentally appropriate objectives, instructional techniques, active learning strategies, and evaluation methods culminating in the creating of a teacher work sample. *Prerequisite:* Admission to the teacher education program. Usually offered fall semester.

**EDUC 321. Technology Integration.**

**1 hr.**

Students will research a variety of contemporary technologies as a way to deliver 21st century content in an engaging environment for school students. Social networks, virtual communities, podcasts, and other web technologies will be among the technologies

under investigation. Upon completion of the research process, students will use the National Educational Technology Standards (NETS) as a guide to apply appropriate digital delivery methods to the content projects developed by candidate teams. Prerequisite: EDUC 141.

**EDUC 360. Methods of Teaching Social Studies for Elementary Teachers. 1 hr.**

A course designed to address the curriculum, methods, materials and assessment of effective social studies instruction in the elementary school. Emphasis is on the analysis of a wide variety of developmentally appropriate objectives, instructional techniques, active learning strategies, and evaluation methods culminating in the creation of a teacher work sample. This course incorporates the use of multicultural content and West Virginia History. *Prerequisites:* Admission to the teacher education program. Usually offered fall semester.

**EDUC 370. Secondary Methods. 3 hrs.**

Methods for teaching in specialized teaching fields. Attention is given to lesson and unit planning with selection of appropriate age level materials. Includes a significant field placement. *Prerequisite:* Admission to the teacher education program. Recommended to be taken concurrently with EDUC 308.

**EDUC 467. Professional Seminar for Educators. 3 hrs.**

A course in which candidates reflect on their student teaching experience and examine contemporary issues and professional problems. Attention is given to current research relevant to effective teaching. Educational Theory is tied to clinical practice and a major research paper is written. Satisfies advanced composition requirement for general education. To be taken concurrently with student teaching. *Prerequisite:* Admission to Professional Semester.

**EDUC 470. Student Teaching in Early Childhood Education (K-4) 6 hrs.**

**EDUC 471. Student Teaching in Middle Childhood Education (5-8). 6 hrs.**

**EDUC 472. Student Teaching in Early/Middle Childhood Education.\* 6 hrs.**

**EDUC 474. Student Teaching in Adolescent Education (9-12). 6 hrs.**

**EDUC 475. Student Teaching in Adolescent Education (9-12). 12 hrs.**

**EDUC 476. Student Teaching in Middle Childhood Education (5-6). 6 hrs.**

**EDUC 477. Student Teaching in Early Education (PreK - K). \*\* 6 hrs.**

A teaching experience in classrooms appropriate to the certification sought, under the supervision of a selected professional teacher. Total involvement in the school program is obtained by all-day assignment to teaching responsibilities. Observation, reports, preparation of lesson plans, professional dispositions, group and private conferences and analysis of child growth and development are stressed. *All application materials for student teaching both fall and spring semesters must be in the Education Department office by the first Monday in March. Prerequisite:* Admission to the Professional Semester. *A teacher education fee will be required.*

**EDUC 497. Senior Practicum. 3 hrs.**

Students participate in a culminating field experience in an appropriate setting, such as a child care, day care, or private facility. Planning, preparation, instruction, assessment, and practical dispositions are evaluated by a clinical supervisor. Students also read, reflect, and write on contemporary issues and professional-related challenges and successes. A wide range of topics will be presented pertaining to education-related issues. Students will also explore education-related occupations. Students will complete a research project that includes a first draft, peer-review, and a final submission. This course satisfies the advanced composition requirement for General Education.

**Requirements for Special Education Minor**

15 semester hours, including EDUC \*201, SPEC 230, 245, 255, 305 and 325. This minor would be of interest to general education, sociology, psychology, criminal justice majors who are interested in interacting or working with individuals with disabilities as part of their future profession.

\* Special Education minors are not required to take EDUC 110 or 141.

**SPECIAL EDUCATION COURSES**

**SPEC 230. Exceptionalities and Human Diversity. 3 hrs.**

An introduction to special populations, including under-represented diverse students, and students with physical, mental and educational characteristics of the emotional/ behavioral disorders, giftedness, hearing impairments, specific learning disabilities, intellectual disabilities, other health impairments, speech and language impairments, and visual impairments. Special emphasis will

be given to the inclusion of students with disabilities and diverse backgrounds (low social and economic status, students at-risk, ethnicity and gender) in the general education setting. *Prerequisite:* a 2.0 or better in EDUC 201.

**SPEC 245. Consultation and Collaboration in Education.**

**1 hr.**

This course provides professionals and students in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance with other educators and service providers.

**SPEC 255. Characteristics of Students with Mild/Moderate Disabilities.**

**3 hr.**

Candidates will learn the techniques used in teaching students with mild disabilities (including Specific Learning Disabilities, Intellectual Disabilities and Emotional and Behavior Disorders). Strategies for classroom management and behavior change are presented. Comparison and contrast of delivery models with appropriate strategies are studied. *Prerequisite:* Completion of SPEC 230 with a grade of "C" or better.

**SPEC 305. Special Needs Clinical Experience.**

**2 hrs.**

A clinical experience in a public school designed to provide the special education minor experiences as a paraprofessional. Includes observation of an accomplished teacher and a limited amount of teaching and tutoring. Candidates will compose a professional portfolio of artifacts from this experience and the professional education core courses. This course provides a bridge between prior experiences and student teaching. *Prerequisite:* SPEC 230

**SPEC 320. Autism: Educational Interventions.**

**3 hrs.**

This course is designed to prepare prospective and practicing special education teachers to recognize the characteristics of autism spectrum disorders, identify challenging behaviors, determine the functions of these behaviors, and assist in the planning and implementation of programs to meet the needs of these individuals. Emphasis is placed on current theories, and interventions for individuals with autism spectrum disorders. *Prerequisite:* SPEC 230

**SPEC 325. Autism: Learning Characteristics.**

**3 hrs.**

This course is designed to prepare prospective and practicing special educators to recognize characteristics of autism spectrum disorders, to interpret assessments used to identify the learning and behavioral support needs of children and adults with autism spectrum disorders, and to plan educational programs to meet these needs. This course emphasizes definition, diagnosis, and program options for individuals with autism spectrum disorders, and an interdisciplinary approach to services across the lifespan. *Prerequisite:* SPEC 230

**SPEC 330. Behavior Management.**

**3 hrs.**

A survey of classroom management and behavior modification procedures used in modifying specific behavioral and/or academic characteristics of students in the classroom. Candidates have the opportunity to analyze case studies and create an in-depth behavior intervention plan. *Prerequisite:* SPEC 230 and admission to the teacher education program.

**SPEC 375. Instructional Techniques in Special Education.**

**3 hrs.**

Candidates will learn the techniques used in teaching students with mild disabilities (including Specific Learning Disabilities, Intellectual Disabilities and Emotional and Behavior Disorders). Strategies for classroom management and behavior change are presented. Comparison and contrast of delivery models with appropriate strategies are studied. A technology and a field experience component is required. *Prerequisite:* Completion of SPEC 230 with a grade of "C" or better.

**SPEC 377. Diagnostic and Prescriptive Assessment.**

**3 hrs.**

This course consists of an in-depth investigation of and involvement in the diagnosis, prescription and assessment techniques used in teaching exceptional children. Candidates will administer and interpret formal and informal tests, analyze a case study and develop an IEP based on the assessment information. *Prerequisite:* Completion of SPEC 230 with a grade of "C" or better.

**SPEC 478. Multi-categorical Special Education Student Teaching (K-6).**

**6 hrs.**

Student teaching is the culminating field-based experience in public school classrooms appropriate to the Multi-categorical Special Education certification. Candidates teach under the direct supervision of an experienced teacher. Total involvement in the school program is gained by all-day assignment to teaching responsibilities for a full semester. Observation, reports, preparation of lesson plans, grouping, private conferences and analysis of child growth and development are stressed.

**SPEC 479. Multi-categorical Special Education Student Teaching (5-12).**

**6 hrs.**

Student teaching is the culminating field-based experience in public school classrooms appropriate to the Multi-categorical Special Education certification. Candidates teach under the direct supervision of an experienced teacher. Total involvement in the school program is gained by all-day assignment to teaching responsibilities for a full semester. Observation, reports, preparation of lesson plans, grouping, private conferences and analysis of child growth and development are stressed.

## EXERCISE SCIENCE AND ATHLETIC TRAINING

Director: Rae Emrick

Departments: Athletic Training, Exercise Science

---

### EXERCISE SCIENCE

---

PROFESSOR EMERITUS: Dan Martin

ASSOCIATE PROFESSOR: Rae Emrick, Greg Popovich

ASSISTANT PROFESSORS: Drew Mason, Scott Street

LECTURERS: John Bohman, Eric Jett, Hideomi Masuda, Tammie Hammon Moody, Megan Mullins, Alison Whitehair

The School of Exercise Science and Athletic Training serves to prepare students for a wide range of graduate study and/or careers in the fields of health and wellness, fitness, exercise physiology and other health fields. Students may choose between areas of study in Athletic Training, Exercise Science or Health and Human Performance.

**Common Core Course Requirements (45 hours):** BIOL 151, 152, PSYC 101, EXSC 140, 168, 205, 240, 320, 320L, 325, 325L, 331, 338, 340, 395, 405, 406 and 420.

**Exercise Science Track Requirements (21-25 hours):** CHEM 105/107L, CHEM 106/108L OR CHEM 131/133L, CHEM 132/134L OR CHEM 161/163L; BIOL 164 OR BIOL 220; PHYS 152; EXSC 220, 303; MATH 115. *Strongly recommended: PHYS 151.*

**Health and Human Performance Track Requirements (15 hours):** EXSC 261, HSCI 220, HSCI Elective (110, 210, 230, 260, 345), EXSC 360; BUSI 131 OR BUSI 151 OR EXSC 303.

**Mission Statement:** The mission of the undergraduate programs in Exercise Science and Health and Human Performance at West Virginia Wesleyan College is to prepare entry-level wellness professionals by providing a dynamic, multi-modal learning environment conveying current evidence-based theoretical and applied knowledge. Graduates will be able to assess, interpret, prescribe, intervene, and manage health and fitness in apparently healthy individuals across the life span and promote positive lifestyle changes through basic interventions and referrals. Likewise, graduates will be competent in implementing exercise programs that have been prescribed for populations with common pathologies. Moreover, the program will prepare students for appropriate professional certifications based upon individual student specialization as well as for post-graduate study in exercise science and related fields such as physical and occupational therapy, chiropractic, physician assistant, and medicine.

#### Exercise Science

The Exercise Science major at WVWC serves to prepare students for a wide variety of graduate study and/or careers in the fields of exercise, sport, and occupational physiology, strength and conditioning, biomedical research, health and wellness, coaching, fitness and sports management, nutrition, sports performance, clinical exercise physiology, cardiac rehabilitation, and other health fields. With Exercise Science, students will benefit from theoretical as well as hands-on applied laboratory skills in metabolic testing, performance enhancement, physiologic assessment, and exercise testing and prescription. Also, students will learn the formal research/thesis procedures and scientific writing necessary for current research publications in the field. Furthermore, exercise science students will be encouraged to attend regional and national sports medicine conferences. Many students use applied exercise science in conjunction with studies in biology as a premedical tract such as pre-physical therapy, pre-chiropractic, pre-pharmacy, etc.

#### Program Outcomes:

- To foster the development of the student's critical thinking skills through emphasis on problem-based didactic and clinical experiences.
- To encourage the development of the student's communication skills, both verbal and written, utilizing a variety of courses throughout the program.



- To provide the student with an experience throughout the program involving on-campus, off-campus sites with diverse populations of age, gender, race, physical and mental ability, etc.
- To prepare the student with the necessary skills to obtain graduate school and/or job placement upon graduation.

### **Health and Human Performance**

The Health and Human Performance major enables students for careers in Community Health and Wellness, Corporate Wellness, Personal Training, Athletic Coaching, Athletic Strength Coach and medical sales. The Health & Human Performance professionals trained in this program gain the knowledge and skills to affect lifestyle choices. Employment opportunities exist in corporate, clinical/medical, not-for-profit organizations, commercial/private settings and academic institutions.

#### **Program Outcomes:**

- Effectively communicate health and physical performance information in a variety of contexts
- Assess individual and community factors affecting health, well-being, and quality of life
- Prescribe appropriate recommendations related to the improvement of health or physical performance
- Demonstrate decision-making influenced by evidence-based practices within the domains of health and wellness.

**Additional Fees Associated with the Exercise Science or Health and Human Performance Programs:** Additional fees associated with these programs may include those for uniform requirements to be worn during the completion of clinical practicum courses, transportation to and from off-site clinical and class placements, professional certification preparatory exams, CPR certification and/or workshops and student memberships to professional organizations. Students in the programs are required to provide their own transportation to internships and off campus clinical and class placements. Students may also incur additional expenses with their chosen internship site for EXSC 395 Internship in Exercise Science; such expenses could include but are not limited to, housing, transportation, or board.

### **EXERCISE SCIENCE COURSES**

#### **EXSC 110. Exercise and Weight Control.**

**3 hrs.**

Identification of health and fitness status, suitable nutrition and exercise programs, calorie needs at various ages. Course entails both class work and physical activity.

#### **EXSC 120. Women's Wellness in Sport and Physical Activity.**

**3 hrs.**

Exploration into female's participation in various avenues of sport drawing on physical and mental wellness in the areas of history of female sport participation, leadership roles, politics, media, Title IX, coaching/officiating, physiological and psychological changes due to physical activity, as well as female specific training and injury issues.

#### **EXSC 121. Wellness Across the Lifespan.**

**3 hrs.**

An orientation to enable the student to make informed lifestyle choices and/or changes to improve the student's physical well-being. Topics of focus include a holistic approach to areas such as, nutritional concerns (including hydration), physical activity levels (including alternative activities than those typically focused in traditional physical education courses), weight management, smoking cessation, stress management, sleep/rest habits, reproductive health, mental health and drug/alcohol consumption. Students will take an in-depth look at his/her lifestyle choices and the effects those have on mental and physical well-being. Guest speakers will be utilized.

#### **EXSC 130. Personal and Community Health.**

**3 hrs.**

An introductory course designed to help the student acquire the information, attitudes, and habits essential to healthful living. An introduction to disease prevention, sanitation, food regulations and supply, housing, etc.

#### **EXSC 140. First Aid and Safety.**

**3 hrs.**

A course designed to provide the student with the skills needed in the emergency care of the sick and injured, and to introduce the principles of safety and accident prevention.

#### **EXSC 165. Emergency Medical Technician - Basic**

**4 hrs.**

Emergency Medical Technician - Basic's (EMT-B) work in fire departments, emergency medical services agencies, and hospitals, and may serve in either a volunteer or paid capacity to provide pre-hospital care to the sick and injured. In West Virginia, and most other states, the EMT-Basic is the minimum level of certification necessary to provide pre-hospital care in the patient compartment of an ambulance. This course combines both classroom and practical skill instruction in basic life support pre-hospital care. The course is based upon the U.S. Department of Transportation's National Standard Curriculum for Emergency Medical Technician-Basics, and prepares students to sit for the National Registry of EMT's (NREMT) certification examination. The course will

include 8 hours per week of classroom instruction and practical labs. There will be an additional testing fee in order for the student to sit for the NREMT examination.

**EXSC 168 (also HSCI 168). Medical Terminology for Health Professionals. 3 hrs.**

This course is designed to help students understand the language of medical science utilized by health professionals. Students receive a thorough grounding in basic elements, rules of building and analyzing medical terms associated with body systems. There will be opportunity to practice defining and interpreting medical reports and students will learn terms related to pathology, diagnosis, clinical procedures, and pharmacology. Students will also learn common abbreviations used in the health professions.

**EXSC 188, 288, 388, 488. Special Topics. 1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**EXSC 201. School Health and Wellness. 3 hrs.**

An in-depth exploration of developmental health and wellness in the school age population. Specific topics will include: school health services, health education trends, safety and emergency planning in the school system, health issues germane to the school age population, and the importance of physical and mental wellness and preventative lifestyle interventions in school age children.

**EXSC 205. Foundations of Health and Wellness. 3 hrs.**

Students are introduced to a broad range of topics, issues and information as they explore the fundamental aspects of personal and community health and wellness. The importance of knowledge, attitudes, and behavior are emphasized throughout this course. Students are encouraged to take responsibility for personal wellness as well as introduced to strategies used to impact community wellness through programming and education as they investigate topics in physical fitness, healthy eating, weight management, psychosocial components of health, stress management, sexual health, disease awareness and prevention, substance use, misuse, and abuse, personal safety and media awareness/consumerism. *Offered every fall.*

**EXSC 211. Athletic Training Practicum I. 1 hr.**

Under the direct supervision of a BOC certified athletic trainer and approved clinical instructor, the athletic training student (ATS) will complete a minimum of three three-week rotations. Emphasis will be placed on improving taping and wrapping skills, first aid, general medical assessment, general practice and game coverage procedures, observations with team physician(s), and campus health center observations. *Prerequisites:* Formal acceptance into ATP program and: EXSC 155, 160, 163. *Co-requisite:* EXSC 213.

**EXSC 212. Athletic Training Practicum II. 1 hr.**

Continuation of EXSC 211. Under the direct supervision of a BOC certified athletic trainer/ACI, the student will complete a minimum of three three-week rotations. Emphasis will be placed on observation of team orthopedic surgeon(s) in both office and surgical settings, taping, wrapping, general medical assessment, and lower extremity evaluation techniques. *Prerequisite:* EXSC 211. *Co-requisite:* EXSC 214.

**EXSC 213. Clinical Techniques in Athletic Training I. 4 hrs.**

In-depth study of athletic injury and evaluation of injury to the lower extremity, and gait analysis. Laboratory included.

*Co-requisite:* EXSC 211.

**EXSC 214. Clinical Techniques in Athletic Training II. 4 hrs.**

In-depth study of athletic injuries to the upper extremity (shoulder complex, arm, elbow, forearm, wrist, and hand) and spine. Laboratory included. *Co-requisite:* EXSC 212.

**EXSC 220. Psychology of Injury. 3 hrs.**

Exploration of theory and research related to psychological aspects of injury and rehabilitation. Emphasis will be placed on psychological precursors to injury, response to injury, and rehabilitative care in concert with psychological interventions to improve rehabilitative efficacy. *Prerequisite:* PSYC 101.

**EXSC 240. Fundamentals of Human Nutrition. 3 hrs.**

An introductory study of the individual nutrients in respect to digestion, absorption, metabolism, body needs and food sources. This information is applied through study of the life cycle.

**EXSC 261. Foundations of Sport and Exercise Psychology. 3 hrs.**

Psychological effects and implications of participation in sport and exercise. Emphasizes personality and behavioral dynamics of sport, psychological changes associated with exercise, assessment in sport psychology. *Prerequisite:* PSYC 101.

**EXSC 276. Therapeutic Modalities in Athletic Training. 3 hrs.**

Introduction to the clinical aspects and study of therapeutic modalities used in the treatment of athletic injuries. Students will gain hands-on experience with the various modalities (electrical stimulation, ultrasound, massage) currently used in athletic training.

*Prerequisites:* EXSC 160, 211, 212, 213.

**EXSC 303. Organization and Administration Health Professions. 3 hrs.**

Introduction to the basic organizational and administrative components of an allied health care program, fitness/wellness program, athletics or other related programs serving a physically active population. Topics include, but may not be limited to, planning, coordinating and supervision of services pertaining to health care service delivery (physical examinations and screenings, emergency care, follow-up care, referrals, insurance, liability and rehabilitation), financial management, facility management, personnel management, and public relations. In addition, students will be exposed to management strategies, leadership styles, budgeting projects, grant writing, certification/licensure issues, policy and procedure development in various traditional and clinical settings.

**EXSC 305. General Medical Conditions of the Physically Active** **2 hrs.**

A didactic and clinical study of common illnesses and medical problems in the physically active populations. *Prerequisites:* BIOL 151, 152.

**EXSC 311. Athletic Training Practicum III.** **1 hr.**

Continuation of EXSC 212. Under the direct supervision of a BOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on lower extremity evaluation techniques, general assessment of medical conditions, and day to day practice, game, and athletic training facility procedures. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios for progress to EXSC 312. *Prerequisite:* EXSC 212. *Co-requisite:* EXSC 313.

**EXSC 312. Athletic Training Practicum IV.** **1 hr.**

Continuation of EXSC 311. Under the direct supervision of a BOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on evaluation of upper and lower extremity and spine, general medical assessment, and day to day practice, game, and athletic training facility procedures. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios to progress to EXSC 411. *Prerequisite:* EXSC 311.

**EXSC 313. Clinical Techniques in Athletic Training III.** **4 hrs.**

Evaluation of the head, face, thorax, abdomen, respiratory system, cardiovascular system, general medical conditions, and vital signs trends evaluation. Guest speakers. Laboratory included. *Prerequisite:* EXSC 214.

**EXSC 315. Exercise Science Practicum I.** **1 hr.**

Supervised clinical and laboratory experience for third year students in Exercise Science. The student will complete a minimum of 30 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science. *Prerequisites:* EXSC 110, 140; *Pre- or co-requisite:* EXSC 320.

**EXSC 316. Exercise Science Practicum II.** **1 hr.**

Supervised clinical and laboratory experience for third year students in Exercise Science. The student will complete a minimum of 30 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science. *Prerequisite:* EXSC 315.

**EXSC 320. Exercise Physiology.** **3 hrs.**

The physiological effects of exercise on the human body; areas of interest include concepts of physical fitness, fatigue, weight control, nutrition, environmental stresses and review of the latest research in human performance. *Prerequisites:* BIOL 151, 152.

**EXSC 320L. Exercise Physiology Lab.** **1 hr.**

Supervised laboratory experience to accompany exercise physiology. This learning experience will focus on structured laboratory, research, and applied exercise testing and prescription arena. *Pre- or co-requisite:* EXSC 320.

**EXSC 325. Kinesiology.** **3 hrs.**

A study of the arthrological, neurological and myological basis for human movement, including an introduction to the basics of movement and sport skill analysis. *Prerequisites:* BIOL 151, 152.

**EXSC 325L. Kinesiology Laboratory.** **1 hr.**

Supervised laboratory experience to accompany kinesiology. This learning experience will focus on structured laboratory and applied skills related to kinesiological and biomechanical analysis. *Pre or co-requisite:* EXSC 325.

**EXSC 331. Exercise Testing and Prescription Lab.** **1 hr.**

Practical experience in areas of fitness evaluation, prescription, and supervision. The development of basic techniques in a supervised setting. *Prerequisite:* EXSC 320. *Co-requisite:* EXSC 338.

**EXSC 335. Perceptual-Motor Development and Movement Experience.** **3 hrs.**

Considers the life span approach to human motor development. Focus is on the process developing perception and its relationships to motor development in addition to providing theoretical information and practical experience in the areas of perceptual-motor development, basic movement skills and motor fitness as part of a well-integrated program of movement education in the overall elementary and special education curriculum. Knowledge of the development of the psychomotor domain completes and

complements the knowledge previously learned related to the cognitive and affective domains of the young child, helping teachers to more effectively work with the whole child.

**EXSC 338. Exercise Testing and Prescription.**

**3 hrs.**

A course designed to provide knowledge and experience in the field of graded exercise testing, exercise prescription and rehabilitation of persons with cardiovascular disease. *Prerequisite:* EXSC 320. *Co-requisite:* EXSC 331.

**EXSC 340. Advanced Topics in Nutrition: Sport Nutrition and Pharmacology.**

**3 hrs.**

An introductory study of nutrition and pharmacological supplementation specifically regarding the athletic and physically active population. Topics will include information on nutrients, digestion, absorption, metabolism, and hydration for athletes as well as legal, banned, and over the counter pharmacological supplementation for performance enhancement and physiological improvement. *Prerequisite:* EXSC 240.

**EXSC 349. Adapted Physical Education.**

**3 hrs.**

A study of the adapted physical education program within the school curriculum with emphasis on development of individual programs for exceptional children. Alternate years.

**EXSC 360. Foundations of Strength and Conditioning.**

**3 hrs.**

A structured exploration of the physiology and biomechanics of strength and conditioning theory. An in-depth study and structured review for the NCSA National Certification Exam for the Certified Strength and Conditioning Specialist (CSCS) certification. *Prerequisite:* EXSC 320, 325. Offered spring semester.

**EXSC 372. Rehabilitation Techniques in Athletic Training.**

**3 hrs.**

A course designed to develop and enhance individual competencies necessary to plan and implement a comprehensive rehabilitation/reconditioning program for injuries/illnesses sustained by the competitive athlete. Students will develop skills related to performing orthopedic musculoskeletal and neurological evaluations and the integration of physical assessment into a comprehensive rehabilitation plan. The competencies are intended to stimulate further growth and development of the psychomotor, cognitive, and affective skills necessary to athletic training/physical therapy. *Prerequisites:* EXSC 160, 276.

**EXSC 395. Internship in Exercise Science.**

**1 hr.**

A structured clinical internship in exercise science/fitness in which the student must spend 120 hours under the supervision of fitness specialists in an applied setting. This is primarily an affective experience within the applied setting. Students will write clinical case studies for each week of the experience. *Prerequisites:* A completed and approved Application for Individualized Instruction must be submitted to the Academic Services Office prior to beginning of the internship. This internship may only be taken during the summer between junior and senior years, and after successful completion of EXSC 338.

**EXSC 396. Athletic Training Clinical Internship.**

**1 hr.**

A structured 120 hour (minimum) clinical experience off site at rehabilitation clinics, hospitals, professional sports organizations, or other allied health arenas as approved by program director. This is primarily an affective experience designed to familiarize the ATS with the processes of critical thinking, clinical decision making, patient interaction, rehabilitation, assessment, medical record documentation, and other proficiencies necessary for entry level practice in the allied health and rehabilitative industry via direct observation of clinical health care providers at the site. The ATS, in concert with the program director must orchestrate the site agreement with the clinic or organization, and must complete the clinical internship during the summer between the third and fourth year in the ATP program ONLY. The ATS is responsible for travel and costs associated with travel to this experience. *Prerequisite:* Senior level standing in ATP.

**EXSC 403. Senior Seminar in Athletic Training I.**

**1 hr.**

Developing basic skills in research methodology and scientific communication through the formation of a research question, review of the literature, and writing a paper. Written and oral presentations. The ATS will be required to submit a formal abstract to the WVATA annual conference oral presentation committee for referred judging and potential oral presentation at the annual state conference. In combination with EXSC 404, satisfies the advanced composition requirement for the General Education curriculum. *Prerequisite:* Senior standing in athletic training major or permission of instructor.

**EXSC 404. Senior Seminar in Athletic Training II.**

**1 hr.**

Continuation of EXSC 403, including written and oral interpretation of research findings. Emphasis on analyzing the results of research studies and critically examining the applications of those results. In combination with EXSC 403, satisfies the advanced composition requirement for the General Education curriculum. *Prerequisite:* EXSC 403 or permission of instructor.

**EXSC 405. Clinical Experience I.**

**1 hr.**

Under the direct supervision of an approved clinical supervisor and department faculty in Exercise Science, the student will complete a minimum of 40 contact hours in structured laboratory and applied exercise testing and prescription arenas. *Prerequisite:* Senior level status.

**EXSC 406. Clinical Experience II.****2 hrs.**

Under the direct supervision of an approved clinical supervisor and department faculty in Exercise Science, the student will complete a minimum of 75 contact hours in structured laboratory and applied exercise testing and prescription arenas. *Prerequisites:* EXSC 331, 338, EXSC 405 or permission of instructor.

**EXSC 411. Athletic Training Practicum V.****1 hr.**

Continuation of EXSC 312. Under the direct supervision of a BOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on evaluation of upper and lower extremity and spine, general medical assessment, and day to day practice, game, and athletic training facility procedures. ATS' at this level will be expected to sharpen clinical skills via maximum exposure to clinical scenarios and the learning over time model. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios to progress to EXSC 412. *Prerequisite:* EXSC 312.

**EXSC 412. Athletic Training Practicum VI.****1 hr.**

Continuation of EXSC 411. Under the direct supervision of a BOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on evaluation of upper and lower extremity and spine, general medical assessment, and day to day practice, game, and athletic training facility procedures. ATS' at this level will be expected to sharpen clinical skills via maximum exposure to clinical scenarios and the learning over time model. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios to complete the clinical practicum sequence. *Prerequisite:* EXSC 411.

**EXSC 415. Exercise Science Practicum III.****1 hr.**

Supervised clinical and laboratory experience for fourth year students in Exercise Science. The student will complete a minimum of 40 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science. *Prerequisites:* EXSC 316, 320, 325.

**EXSC 416. Exercise Science Practicum IV.****1 hr.**

Supervised clinical and laboratory experience for fourth year students in Exercise Science. The student will complete a minimum of 40 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science. *Prerequisites:* EXSC 320, 325, 415.

**EXSC 420. Research Design in Exercise Science.****3 hrs.**

Introduction to research design, data acquisition, and scientific writing consistent with research in the field of exercise science. Students will propose, and write capstone level research in the arena of exercise science. This course will satisfy the advanced composition requirement for the General Education curriculum, as it will be a capstone writing/research experience. *Prerequisite:* Senior level standing in Exercise Science.

---

---

## FIVE YEAR MASTERS IN ATHLETIC TRAINING

---

---

DIRECTOR: Rae Emrick

PROFESSOR EMERITUS: Dan Martin

ASSOCIATE PROFESSOR: Rae Emrick

ASSISTANT PROFESSORS: Drew Mason, Scott Street

The Athletic Training Program is currently in the process of transitioning to a master's degree. This change is a result of a decision made by the AT Strategic Alliance that consists of representatives from the BOC, CAATE, NATA and NATA Foundation. The timeline for implementation that must be adhered to states that baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022. Therefore, any institutions wishing to continue with an Athletic Training Program must transition to the graduate level. The college is committed to continuing offering Athletic Training as a program of study for students. Faculty and administrators have obtained the necessary approval through the Higher Learning Commission and are currently working to receive CAATE approval for this transition. The professional athletic training program will have its next comprehensive review by CAATE during the 2021-22 academic year.

\*CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

The 5 Year Master of Athletic Training program provides students with theoretical knowledge and understanding of the profession of athletic training. The program blends classroom instruction and structured clinical experiences through a process that results in students gaining eligibility to sit for the Board of Certification (BOC) examination upon graduation from Wesleyan. Students who graduate from the program and subsequently pass the national certification exam will be qualified to be employed as athletic trainers in secondary schools, in colleges and universities, for professional athletic teams, in sports medicine clinics, or in industrial preventive medicine clinics.

**Requirements for the 5 Year Master of Athletic Training Program (108-112 semester hours):** EXSC 140, 168, 205, 220, 240, 303, 320, 320L, 325, 325L, 331, 338, 340, 505, 506, 515, 535, 536, 540, 545, 550, 570, 605, 610, 613, 635, 640, 645, 655, 670, 675, 678; BIOL 151, 152, 164 or 220; CHEM 105/107L, 106/108L or 131/133L, 132/134L, or 161/163L; MATH 115; PHYS 152; PSYC 101.

**Mission Statement:** The mission of the 5YMAT program is to prepare the athletic training student to sit for the BOC national certification examination as per CAATE and BOC guidelines and requirements through evidence based didactic and clinical education. Through incorporating analytical problem-solving abilities, graduates will be developed competency and proficiency in all five practice domains of athletic training:

1. Injury/illness prevention and wellness promotion
2. Examination, assessment, and diagnosis
3. Immediate and emergency care
4. Therapeutic intervention
5. Healthcare administration and professional responsibility

Program Goals:

Upon completion of the WVWC Professional MAT program, the graduate will:

- Possess the necessary skills in cognitive, behavioral and clinical skills for successful practice as a health care practitioner.
- Demonstrate professional communication skills as a competent health care provider to effectively communicate within all aspects of patient care.
- Develop competent, ethical health care practitioners that practice evidence-based medicine, participate in interprofessional education and demonstrate collaborative practice with other health professions.
- Develop students that are active in professional citizenship and promote involvement with athletic training organizations and the community through service and leadership.
- The MAT program will prepare students to pass the BOC examination and become credentialed, certified athletic training professionals. Seventy percent or higher will pass this exam on the first attempt.

Program Outcomes

- Students will be able to apply clinical reasoning skills throughout the physical examination process, and will assimilate the acquired data in order to select the appropriate assessment tests, formulate a differential diagnosis, and determine an appropriate treatment plan or referral to other health care professionals.
- Students will develop effective, professional health care provider written and oral communication skills.
- Students and graduates will demonstrate proficiency within the domains of athletic training, encompassing the knowledge, skills and abilities necessary to become a credentialed health care provider.
- The student will gain experience working with diverse populations, which includes but is limited to: sex, race, age, disabilities/abnormalities, and socioeconomic status.

Additional fees associated with the 5 Year MAT program are:

- |  |             |
|--|-------------|
| • Uniform and supplies requirements at official entrance to program        | \$160-\$200 |
| • ATrack Subscription (Annual or Lifetime)                                 | \$45-\$90   |
| • CPR Certification, biannually  | \$20-\$35   |
| • *Transportation to/from off-site clinical and class placements, annually | \$25-\$150  |
| • Membership to the National Athletic Trainers' Association, annually      | \$78-\$115  |
| • BOC preparatory exams and/or workshops, final year in program            | \$155-\$225 |

\*Students in the program are required to provide their own transportation to off campus clinical and class placements. Students may also incur additional expenses with their certain off campus clinical sites; such expenses could include but are not limited to, housing, transportation, or board.

## ADMISSION TO AND CONTINUATION IN THE ATHLETIC TRAINING PROGRAM

### Technical Standards for Admission

The professional Athletic Training program at West Virginia Wesleyan College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates

to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the professional Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency: the Commission on Accreditation of Athletic Training Education (CAATE).

The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted to the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the WVWC Athletic Training Program must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm.
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Program will be required to verify they understand and meet these technical standards or they believe that, with certain accommodations, they can meet the standards. Verification is also necessary by a physician on the student's required entrance physical examination. The Office of Student Development will evaluate any students who state that they could meet the program's technical standards with accommodation to confirm that the stated condition qualifies as a disability under applicable laws.

If a student states that he or she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the standards of the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

#### Program Application and Matriculation

Continuation in the 5YMAT program depends upon successful completion of specific program requirements, including in-service training sessions, observation hours, academic prerequisites, written application and interview. Admission into the program is selective and limited. The eligibility requirements below are listed in order of importance. Students electing the 3+2 accelerated program will apply for admission to the professional Athletic Training program during the spring semester of the third year by January 15. Students considering this option should consult the Office of Financial Aid with specific questions regarding the impact on financial aid.

Students must still earn 120 undergraduate hours to complete the bachelor degree requirements. The program articulates undergraduate and graduate study so that students can graduate after five years with a Bachelor of Science degree in Exercise Science plus a Master of Athletic Training degree. Due to the accelerated nature of the design to complete the BS and MAT program, enrolling in summer courses may be necessary for the completion of undergraduate courses and credit hours. Once accepted into the MAT program, students will enroll and complete courses over a 24-month period which will be a Summer-Fall-Spring-Summer-Fall-Spring semester design. It is also important to note that the coursework offered at the graduate level will be of appropriate graduate level rigor. Students enrolled in graduate program courses will be expected to synthesize advanced

scholarly knowledge and master skills in the discipline with independent production and engagement in athletic training. Students will also be expected to study, master, and synthesize advanced scholarly knowledge and theoretical concepts.

Transfer applicants who are eligible may apply prior to their first semester on campus. Students are accepted into the program at the conclusion of the spring semester and formally begin the academic coursework the following summer term. Students must meet the following eligibility requirements for formal admission into the professional Athletic Training program:

1. a cumulative grade point average of 2.75 or higher
2. completion of the following prerequisites with no grade below C (2.0) and a prerequisite CGPA of 2.75 or higher: BIOL 151, 152; CHEM 105/107L, 106/108L or CHEM 131/133L, 132/134L or CHEM 161/163L; PHYS 152; BIOL 164 or 220; MATH 115; PSYC 101; EXSC 140, EXSC 240, EXSC 320, EXSC 325; CHEM 106/108L or CHEM 132/134L is a preferred prerequisite
3. earned a minimum of 90 undergraduate credit hours
4. submission of a written application, including two letters of recommendation.
5. successful completion of an interview with the athletic training faculty and clinical instructors.
6. completion of a minimum of 50 observation hours with 2 different ATs (ATC) in 2 different settings; a minimum of 15 hours must be completed in each setting.
7. attendance at a Universal Precautions in-service program, AHA HealthCare Provider CPR Certification in-service program (w/required certification) and proof of HBV vaccination (or declination/initiation of the series), completed physical examination by a health care provider
8. completion of a criminal background evaluation

Candidates must meet ALL criteria to be selected to the program. The priority deadline for receiving completed application materials is January 15 of the spring semester. These materials are to be submitted to the Program Director. Acceptance for all candidates will be provisional until grades are released for the spring semester and all criteria remain met. Candidates will be notified of their official acceptance status by May 15 of each year. Transfer students may apply by completing all program admission materials and turning them in to the Program Director by July 1 prior to the beginning of the fall semester and must meet all criteria listed above.

Transfer students must also include copies of all course descriptions, course syllabi and transcripts for review by the School Director and the Program Director. Final approval for all transfer Athletic Training credit will be at the discretion of Athletic Training Faculty. To maintain compliance with CAATE standards and educational competencies, transfer students should be informed that some or all transfer credits may be denied and will be required to be completed at WVWC. Transfer students will be notified of acceptance prior to the official registration day for the fall semester. If a student is not accepted into the ATP, he/she will receive with the letter of denial, explicit explanation of any criteria that are not met and what must be met to all re-application via petition. Those students who wish to petition for reconsideration must do so by submitting a formal letter of petition with a specific plan to address any and all criteria that are lacking to the Program Director by July 15. The petition will be reconsidered by the School Director, Program Director, and ATP faculty, and the student will be notified prior to the beginning of the fall semester.

Following initial acceptance into the program, the student must meet the following criteria to remain in good standing within the program:

1. earn no grade below a C (2.0) in the required coursework within the program.
2. maintain a cumulative grade point average of 3.0 or above in all graduate work.
3. Students must also complete at least one course per semester to maintain enrollment within the program. If the student fails to enroll for more than one semester, a new application for admission must be approved before resuming the program. Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree
4. demonstrate continual progress in attainment of the required clinical competencies (each semester) and minimum of 4 semesters of clinical fieldwork.
5. remain in good academic and judicial standing with West Virginia Wesleyan College.

NOTE: Should a student who has entered the 5 Year MAT program elect not to continue in the program to fulfill all program graduation requirements and wishes to fulfill graduation requirements for the undergraduate exercise science program only, the student will need to successfully complete EXSC 395, 405, 406, and 420 or substitutions as approved by program director.



## **MAT COURSES**

### **EXSC 505. Foundations of Patient Care.**

**3 hrs.**

An integrated approach to patient care involving an introduction to epidemiology and public health through exploring the distribution of disease and risk factors that influence health outcomes of individuals and within communities. Epidemiology and public health concepts will be used to inform various aspects of quality patient care through incorporating evidence-based practice (EBP), the use health informatics systems, health care delivery systems, patient education, and cultural competence in caring for a patient and their unique health needs.

### **EXSC 506. Advanced Emergency Care for the Athletic Trainer.**

**2 hrs.**

This course is designed to prepare an athletic trainer to respond to athletic emergencies. Course content will focus on the skills necessary to provide appropriate emergency care for a variety of emergencies that may occur during an athletic practice or competition. The course will be a combination of lecture, laboratory/hands on practice, and scenario-based learning.

### **EXSC 515. Principles of Athletic Training.**

**2 hrs.**

An introduction to the basic principles of prevention, evaluation, and management of athletic injuries. Topics will include training and conditioning techniques, protective sports equipment, mechanisms and characteristics of sports trauma, pathophysiology of tissue in common injuries/illnesses/disease of a physically active population across the lifespan and tissue's physiologic response to injury.

### **EXSC 535. Clinical Experience I.**

**2 hrs.**

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a minimum of three five-week rotations. Emphasis will be placed on proficiency of taping and wrapping skills, emergency care skills, observations with team physician(s), and developing basic evaluation and assessment skills. **Prerequisites:** Formal acceptance into MAT program; **Corequisites:** EXSC 506 Advanced Emergency Care for the Athletic Trainer, EXSC 515 Principles of Athletic Training, EXSC 550 Orthopedic Support and Immobilization Techniques.

### **EXSC 536. Clinical Experience II.**

**3 hrs.**

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a full semester rotation. Emphasis will be placed on proficiency of lower extremity evaluation and general medical injury/illness evaluation. **Prerequisites:** Formal acceptance into MAT program; **Co-requisites:** EXSC 540 Evaluation and Treatment of Lower Extremity, EXSC 605 Evaluation and Treatment of General Medical Conditions

### **EXSC 540. Evaluation and Treatment of the Lower Extremity.**

**3 hrs.**

In-depth physical evaluation and treatment of injuries and pathologies of the lower extremity. Emphasis will be placed on the components of the comprehensive orthopedic clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, gait evaluation, medical documentation and special evaluation techniques of the lower extremity. Laboratory included.

### **EXSC 545. Evaluation and Treatment of the Upper Extremity & Spine.**

**3 hrs.**

In-depth physical evaluation and treatment of injuries and pathologies of the upper extremity and spine. Emphasis will be placed on the components of the comprehensive orthopedic clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, medical documentation and special evaluation techniques of the upper extremity and spine. Laboratory included.

### **EXSC 550. Orthopedic Support and Immobilization Techniques.**

**2 hrs.**

This course will be primarily a laboratory, hands on experience-based course. Students will be instructed on various applied athletic taping, bracing, splinting and casting procedures. Skill instruction will also include the fitting and use of assistive mobility devices.

### **EXSC 570. Therapeutic Interventions.\*\*\***

**3 hrs.**

A study of the therapeutic interventions used by athletic trainers in the treatment and rehabilitation of athletic injuries. Students will gain hands-on experience with various modalities (e.g. electrical stimulation, ultrasound, therapeutic massage) currently used in athletic training settings. The course will also introduce general principles of pharmacology and drug therapy as a therapeutic intervention. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs.

### **EXSC 605. Evaluation and Treatment of General Medical Conditions.**

**3 hrs.**

In-depth physical evaluation and treatment of injuries and pathologies of the head, common illnesses and general medical conditions. Emphasis will be placed on the components of the comprehensive clinical evaluation and diagnosis including: history, inspection, palpation, functional testing, medical documentation and special evaluation techniques. Laboratory included.

### **EXSC 610. Cardiopulmonary Issues and the Athletic Trainer.\*\*\***

**3 hrs.**

Advanced evaluation methods and issues related to the cardiopulmonary systems. Topics will include but are not limited to: evaluation of various pathologies, assessment techniques, risk assessment, and medical history. Requires a research-based project with presentation. Includes didactic and lab session.

**EXSC 613. Psychosocial Aspects of Athletic Training.** 2 hrs.

This course serves as an exploration in the psychological aspect of working with patients in a health care setting. Topics will include patient recovery from injury/illness and various behavioral health conditions, such as, suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

**EXSC 635. Rehabilitative Interventions.** 2 hrs.

This course will focus on methods and techniques in the selection and application of rehabilitation/reconditioning techniques for injuries/illnesses sustained by the competitive athlete and physically active individual. Key components will focus on the overall functional progression of rehabilitative exercise, specific rehabilitative exercises, and manual therapy techniques. Students will develop skills related to the integration of physical assessment into a comprehensive rehabilitation plan.

**EXSC 640. Research in Athletic Training.** 2 hrs.

This course provides a capstone experience for students in health care research. Students will use skills in evidence-based medicine to complete an approved research project. Research presentation required.

**EXSC 645. Healthcare Administration in Athletic Training.** 2 hrs.

An in-depth course in organizational and administrative components of athletic training health care administration. Topics will consist of: reimbursement for services, legal concepts associated with health care, record management, financial management, facility management, personnel management, and planning, coordinating, and supervising all administrative components of a health care organization as well as public relations. In addition, students will be exposed to management strategies, leadership styles, certification/licensure issues, policy and procedure development in various athletic training settings.

**EXSC 655. Professional Topics Seminar.\*\*\*** 2 hrs.

Exploration of current professional topics including certification requirements and preparation, licensure requirements, grantsmanship, and other topics related to the professional domains in athletic training as defined by the BOC Role Delineation Study.

**EXSC 670. Clinical Experience III.** 3 hrs.

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a full semester clinical rotation. Emphasis will be placed on proficiency of upper extremity evaluation, therapeutic interventions and rehabilitative interventions. Prerequisites: Formal acceptance into MAT program; EXSC 545 Evaluation and Treatment of Upper Extremity, EXSC 570 Therapeutic Interventions, EXSC 635 Rehabilitative Interventions; **Corequisites:** EXSC 645 Health Care Administration of Athletic Training.

**EXSC 675. Immersive Clinical Experience.** 6 hrs.

Under the direct supervision of a BOC certified athletic trainer or clinical preceptor, the athletic training student will complete a minimum 5-week immersive clinical experience. Emphasis will be placed on proficiency of all practice domains of athletic training. Prerequisites: Formal acceptance into MAT program and EXSC 670 Clinical Experience III.

**EXSC 678. Current Topics in Athletic Training.** 1 hr.

A course in new developing topics and trends athletic training. Topics will include but are not limited to: evaluation of various pathologies and emerging treatment techniques related to a variety of evolving employment settings for the athletic trainer.



## FINE ARTS AND HUMANITIES

Departments: Art, Arts Administration, Dance, English, English as a Second Language, Geography, History, Interdisciplinary, International Studies, Modern, Classical and World Languages, Music, Philosophy, Philosophy and Religious Studies, Religious Studies, and Theatre Arts

---

### ART

---

ASSISTANT PROFESSORS: Jon Benjamin, Robert Howsare  
LECTURERS: Crystal Ann Brown, David Carson, Megan Leight

The Art program is designed to develop a knowledge of aesthetic elements and principles and the capacity to express one's creative potential. Emphasis is placed on the preparation of students for successful careers in art through study in such areas as graphic design, drawing, printmaking, intermedia, art administration, pre-art therapy, and art history.

The art facility has extended studio hours for students to work outside of class. The Sleeth Gallery, located in the facility, includes programming of visiting artists and curated exhibitions. The Corner Gallery, found in McCuskey room 116, is a student-focused space open for student- and class-led exhibition opportunities.

The rigorous and challenging programs of study in art include a required internship experience in the chosen field of study. All studio art majors are required to participate in a senior exhibition and assemble a portfolio of successful work. All graphic design majors complete a portfolio presentation with alumni and professionals.

Art scholarships are available to qualified art majors on a competitive basis. For information, contact the Admissions Office or the Art department.

#### Requirements for B.A. in Art Major

45-48 semester hours, including core courses plus requirements for one concentration as prescribed below.

Core Requirements (21 hours): ART 111, 123, 156, 243, 246, 415, 425

B.A. Graphic Design Concentration (25-27 hours): ART 112, 141, 251, 261, 263, 265, 362, 395, 417.

B.A. Printmaking and Drawing Concentration (22-24 hours): ART 112, 132, 232, 325 or 332; ART 395 (1-3 credits); plus 9 hours of art electives.

B.A. Intermedia Concentration (25-27 hours): ART 155, 255, 265, 268; ART 355 (must be taken twice); ART 354 or 356; ART 395 (1-3 credits); 3 hours of art electives.

B.F.A. Graphic Design Concentration (57 hours):

*Note: Students who complete the core and the following concentration requirements for Graphic Design earn a B.F.A. in Studio Art with a concentration in Graphic Design.*

ART 112, 132, 141, 155, 232, 251, 255, 261, 263, 264, 265, 266, 268, 362, 365, 366, 395 (3 credits), 417, 418.

*B.F.A. in Graphic Design majors are expected to take ART 111, 112, 123, 132, 141 and 151 in sequence as Prerequisites for further majors' courses.*

#### Requirements for Art Minor

15 semester hours, including ART 123, plus 12 hours of art electives.

#### Requirements for Pre-Art Therapy Major

The Pre-Art Therapy Program at West Virginia Wesleyan College combines the knowledge and expressive use of art media with a firm foundation in psychology.

The Pre-Art Therapy program is designed to prepare students for entrance into a graduate art therapy program. Completion of such a program plus one year's working experience is required in order to be certified by the American Art Therapy Association.

Art therapists also known as (Creative Arts Therapists) work in mental health centers, senior adult centers, veteran's hospitals, schools, special education programs, prisons and detention centers and many art therapists work in private practice.

To practice art therapy professionally, students must receive a Masters in Art Therapy degree. Students who contemplate pursuing this specialized graduate training are advised to complete the following course of study:

Art Requirements (24 hours): ART 111, 112, 123, 132, 155, 156, 232; ART 325 or ART 332.

Education Requirements (9 hours): EDUC 110, 141, 201, SPEC 230.

Psychology Requirements (19 hours): PSYC 101, 220, 238, 245, 320, 350, 240L.

### Program Outcomes

- Students will demonstrate understanding of visual elements and principles of design. Students will be assessed on their ability to use the visual elements (line, shape, value, color, etc.) and the principle of design (balance, unity and variety, emphasis, etc.) to produce successful visual compositions.
- Students will critique effectively. Students will be assessed on their ability to critique their own work as well as their classmates' both in oral and written form. In addition, they will be expected to use the proper vocabulary for discussing the subject, form, content, and context.
- Students will use materials and methods properly. Students will demonstrate an understanding of the technical processes of producing art and design using various media and technology. In addition, the student must show an understanding of not only how to use materials effectively but also safely, including proper disposal methods.
- Students will show awareness of art and design in a contemporary and historical context. Students must demonstrate an awareness of contemporary and historical art and design, as well as notable practitioners, in their area of study. Further, students are expected to articulate their own work within this context, including their contribution to the field and society.
- Students will understand professional practices. Students will provide a presentation of their work, both visually and verbally, in addition, students will show an awareness of professional standards in representing their work and personal image. All students will also complete an internship to demonstrate practical application of degree skills.
- Students will develop conceptual content. Students work to develop original ideas that convey an intended message or emotion to an audience or viewer, thereby testing the effectiveness of the student's visual communication.

## ART COURSES

### ART 101. The Visual Experience.

3 hrs.

An introductory course designed to aid students in their own appreciation of art by providing a basis for aesthetic judgement. Great works of art, illustrative of historical styles of architecture, sculpture, and painting, are studied with attention to the principles of visual design.

### ART 108. Printmaking for Non-Majors.

3 hrs.

An introductory course designed to introduce students to the art-making process through the media of printmaking. Students will build a foundation of aesthetic judgment through the viewing and study of works of art - historic and contemporary - and the practice of creating art. Concepts and technique associated with various printmaking processes may be used, including (but not limited to) screen-printing, relief, intaglio and lithography. Limited to 12 seats for non-majors.

### ART 111. Drawing I.

3 hrs.

Introduction to fundamentals of drawing and seeing. Analysis and rendering of line, form, value, and texture through use of various media. Comprehensive study of the elements and principles of design and composition.

### ART 112. Drawing II.

3 hrs.

Continuation of ART 111 with an emphasis on concept and a figure drawing component. *Prerequisite:* ART 111 or permission of instructor.

### ART 123. Design Fundamentals.

3 hrs.

An introduction to the study of color as it relates to the elements and principles of design. Experimentation and practice in problems related to two-dimensional design.

### ART 125. Introduction to Creative Therapies.

3 hrs.

Students become acquainted with various creative therapeutic techniques through readings, discussions, and experiential activities focusing more specifically on the emerging fields of expressive therapies including: art therapy, dance therapy, theatre therapy, music therapy, and narrative therapy.

### ART 132. Printmaking.

3 hrs.

Introduction to printmaking. Concepts and process associated with various printmaking processes including (but not limited to) screen printing, relief, intaglio and lithography. *Prerequisite:* ART 111.

**ART 141. Introduction to Design Software. 3 hrs.**

This course prepares students for advanced classes with basic introduction to professional design software including Photoshop, Illustrator, and InDesign.

**ART 151. Digital Photography. 3 hrs.**

An introduction to photography. Students will learn how to use a DSLR camera to create documentary and creative photographs, including the implementation of the elements and principles of design through the medium of photography.

**ART 155. 3D Design. 3 hrs.**

This is an introductory course in 3D problem solving. Students will engage with the elements and principles of 3D design as they relate to a wide variety of construction materials that do not involve computerized applications.

**ART 156. 4D Design. 3 hrs.**

This is an introductory course in 4D (time-based) problem solving. Students will engage with the elements and principles of 4D art and design as they relate to a wide variety of media. The purchase of additional equipment is required for enrollment. Contact instructor of record for equipment specifications.

**ART 188, 288, 388, 488. Special Topics. 1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**ART 232. Printmaking II. 3 hrs.**

Continuation of ART 132 with an emphasis on the advanced printmaking projects. *Prerequisites:* ART 111 and 132.

**ART 243. Survey of Art History Before 1900. 3 hrs.**

A historical study of architecture, sculpture, painting, and other minor arts from the earliest of human creative acts to the industrial revolution.

**ART 246. History of Twentieth Century Art. 3 hrs.**

A study of important art of the twentieth century including painting, sculpture, and architecture. Beginning with the major contributions of the movements of the late nineteenth century, students will explore the ideas of modern art. Offered in alternate years.

**ART 251. History of Graphic Design. 3 hrs.**

This course surveys the design profession with emphasis on the graphic design discipline. Students will explore graphic styles from the industrial revolution to contemporary works, highlighting the innovations of influential styles, technologies and designers throughout history. Offered in alternate years.

**ART 255. Intermedia Topics I. 3 hrs.**

Seminar-type intermedia course extending beyond the core curriculum. Topic offerings vary each semester and depend upon the expertise of faculty and interest of students. Possible course focus topics include (but are not limited to): Internet Art, Sound Art, Experimental Animation, Walking as Art Practice, Site-Specific Art, Nature and Art, The Role of Memory, The Practice of Failure, Chance, The Sublime, Situational Art, Utopias, Appropriation, The Everyday, The Artist's Joke, Archival Art, Artists Books, Social Collective Art Practice, Extended Studies in Video Art, Extended Studies in Performance Art, and Extended Studies in Installation Art. *Prerequisite:* Sophomore status.

**ART 261. Graphic Design I. 3 hrs.**

A study of the processes involved in translating ideas into commercial, graphic images. Emphasis on design and layout for print production. Areas of investigation include idea generation, packaging, layout, typography, and presentation for client approval. *Prerequisites:* ART 123 and 141.

**ART 263. Typography. 3 hrs.**

A study of the design and use of basic letter forms, typographic contrast, hierarchy of information, major type families and characteristics, history of design and typographic grids. Students build skills for the art of typesetting and typographic layout, and for expressive typography and conceptual thinking. *Prerequisite:* ART 123 and 141. Offered in alternate years.

**ART 264. Typography II. 3 hrs.**

Typography II builds on the concepts covered in Typography I, including advanced projects such as multi-page layout, experimental typography, font creation, and preparing typography for digital delivery. *Prerequisites:* ART 263 or permission of instructor. Offered in alternate years.

**ART 265. Web Design. 3 hrs.**

An introduction to design for the web, utilizing HTML and CSS. Emphasis will be placed on coding best practices, collaborative projects and critical examination of the World Wide Web. *Prerequisite:* Open only to Art majors or minors, Arts Administration majors, or Business Marketing majors or minors. This course does not satisfy the aesthetic expression requirement of the General Education program.

**ART 266. Motion Graphics I.****3 hrs.**

This course explores concepts, tools, processes in developing graphics for use in video, animation, and interactive media. A laptop computer with the current Adobe After Effects and Photoshop software installed is required. *Prerequisite:* ART 151. Co-requisite: ART 268. Offered in alternate years.

**ART 268. Video Production.****3 hrs.**

This course focuses on the basics of planning, shooting, and producing video projects. Topics include tools and technologies, on-location and studio filming, video editing and output. A video-enabled DSLR camera and laptop computer are required, with the current Adobe Premiere Pro software installed. *Prerequisite:* ART 151. Offered in alternate years.

**ART 325. Advanced Drawing.****3 hrs.**

The drawing considered as an art form with experiments in the emotional quality of drawing. Emphasis on quality and the development of a personal creative expression. *Prerequisite:* ART 112 or equivalent. May be repeated for credit.

**ART 332. Advanced Printmaking.****3 hrs.**

Intensive investigation of composition and technique in printmaking with emphasis on the development of individual style. Student may work in various media. *Prerequisite:* ART 232. May be repeated for credit.

**ART 340. Contemporary Topics in Art.****3 hrs.**

This studio-based, general education course explores current trends and concepts within contemporary art. Students will explore both conceptual and technical processes for creating art. *Prerequisite:* Junior status or permission of instructor.

**ART 354. Installation Art.****3 hrs.**

This course will cover a brief historical survey of installation art from 1900 to present. Students will engage in installation studio practice. Critique will focus on formal and conceptual issues of installation art. *Prerequisite:* Sophomore status.

**ART 355. Intermedia Topics II.****3 hrs.**

Seminar-type intermedia course extending beyond the core curriculum. Topic offerings vary each semester and depend upon the expertise of faculty and interest of students. Possible course focus topics include (but are not limited to): Internet Art, Sound Art, Experimental Animation, Walking as Art Practice, Site-Specific Art, Nature and Art, The Role of Memory, The Practice of Failure, Chance, The Sublime, Situational Art, Utopias, Appropriation, The Everyday, The Artist's Joke, Archival Art, Artists Books, Social Collective Art Practice, Extended Studies in Video Art, Extended Studies in Performance Art, and Extended Studies in Installation Art. *Prerequisite:* ART 255.

**ART 356. Performance Art.****3 hrs.**

This course will cover a brief historical survey of performance art from the Futurists to present. Students will engage in collaborative and solo performance projects while investigating the theory and practice of performance art. *Prerequisite:* Sophomore status.

**ART 362. Graphic Design II.****3 hrs.**

The continuation of the graphic design curriculum will introduce the student to the practice of working with a client. Students will also be asked to integrate web or screen-based media into their work. *Prerequisite:* ART 261.

**ART 365. Web Design II.****3 hrs.**

Continuation of ART 265, with exploration of advanced topics in web design such as (but not limited to) CMS, mobile-web and scripting. *Prerequisite:* ART 265. Offered in alternate years.

**ART 366. Motion Graphics II.****3 hrs.**

Continuation of ART 266, with exploration of advanced topics in video production and motion graphics. *Prerequisite:* ART 266. Offered in alternate years.

**ART 395. Internship.****1-3 hrs.**

Designed to provide on-the-job training during the last two years of student work. Following art department internship guidelines and in coordination with the art faculty, students will secure an appropriate internship assignment in the field of their concentration. Summer internships encouraged. *Prerequisite:* Approval of faculty advisor.

**ART 411. Open Studio.****3 hrs.**

This course emphasizes individualized instruction and a continuation of research and experimentation in the development of a cohesive body of work. The student will concentrate on establishing an area of interest, and will pursue that interest visually, and intellectually through both formal and conceptual means. The student will be responsible for producing a cohesive body of work consisting of at least 15-20 images. The course is intended for junior/senior level students. *Prerequisites:* ART 332; ART 325 or 355.

**ART 415. Portfolio Prep.****3 hrs.**

This course explores the structures and components of an effective portfolio, and effective professional skills in communication, both written and oral. General topics covered are online portfolio creation, organization, curation and presentation. Students will also practice preparation of professional documents, including résumés and cover letters. This course satisfies the advanced composition requirement for General Education. *Prerequisite:* Senior art major in good standing.

**ART 417. Design Production Studio I.****3 hrs.**

This course introduces professional topics in graphic design, such as client relations, contracts and proposals. Students will be challenged to begin freelancing with clients within their community. *Prerequisites:* Senior art major in good standing or permission of instructor.

**ART 418. Design Production Studio II.****3 hrs.**

This course continues topics covered in ART 417, with emphases on further developing students' professional portfolios. *Prerequisites:* Senior art major in good standing or permission of instructor.

**ART 425. Senior Seminar.****3 hrs.**

Continuation of topics covered in ART 415. Students will complete an exhibition or portfolio presentation (portfolio presentation required for Graphic Design concentration), culminating in a final, oral defense. *Prerequisite:* ART 415.

## ARTS ADMINISTRATION

The Arts Administration degree is an interdisciplinary major conceived by the Departments of Art, Music, and Theatre. It is designed for the student with an interest in, desire to and ability to serve in an administrative capacity in the arts. The suggested curriculum has a strong emphasis on business and communication as well as the arts. Students receiving a degree in Arts Administration are required to complete 49-59 hours including core requirements and requirements for the specific track, 15 hours in Business and 7 hours in Communication. This major prepares students for graduate study, careers in museum, gallery, theatre administration work and business in the arts.

**Requirements for Major in Arts Administration**

50-60 semester hours, including core requirements and requirements for the specific track.

**Core Requirements:** 26-28 semester hours including ART 265, BUSI 111, 141, 256, 265 and 334\*; COMM 240\*, 342\*+; and INDS 395.

**Art Track:** 25-27 semester hours including ART 111, 123, 141, 243, 246, 261, 395; MUSC 215; and THRE 215.

**Music Track:** 27-31 semester hours including MUSC 101, 102, 215, 322; sufficient study in a chosen field of applied music to attain level 4; 2 hours of MUSC 149; a 1-3 hour senior internship in music; ART 243 or 246; and THRE 215.

**Theatre Track:** 24-26 semester hours including THRE 120, 130, 135, 220, 224, 250, 270, 395; DANC 101; ART 243 or 246; and MUSC 215.

\* Arts Admin. Majors will not be required to take COMM 230.

\* Arts Admin. Majors will not be required to take BUSI 131

+ Satisfies capstone requirement

**Program Outcomes:**

- Students will be able to prepare and manage basic budgets for fund development, operations, grant design, and financial reporting.
- Students will be able to develop marketing plans, oversee venue management, and work with volunteers and a board of directors.
- Students will be able to design communication for promotional copy, press releases and online media for a variety of audiences and demonstrate effective audience analysis.



- Students will be able to evaluate and respond to various works of arts, exploring the interdisciplinary relationships between the arts.
- Students will be able to demonstrate practical application of degree skills through internship opportunities.

---

## DANCE

---

LECTURERS: Nina Scattaregia

### Requirements for Dance Minor

20 semester hours, including DANC 225, 231; four hours selected from DANC 121, 221, 321, 241 and 341; eight hours of dance technique selected from ballet and modern; two hours selected from jazz, tap, or individualized course in advanced choreography. Students are required to achieve proficiency level III in one dance style.

### DANCE COURSES

#### DANC 101. Introduction to Dance.

1 hr.

A broad overview of dance as a physical activity as well as a form of artistic expression. General topics include stretching, alignment, strengthening, and coordination techniques. Specific topics include skills and concepts in social, ballet, modern, jazz, tap/rhythm dance techniques and styles. A course designed for anyone interested in dance. This course is repeatable for college credit with the permission of the instructor.

#### DANC 102. Introduction to Dance II.

1 hr.

This course is designed for the dance student new to the dance program but who has training and experience. It is also designed for dancers and musical theatre performers who require additional training before studying a specific dance style. Dancers in this class will study alignment, technique and theory consistent with the standards of the dance program. *Prerequisite:* Permission of the instructor.

#### DANC 105. Ballet I.

2 hrs.

Fundamentals of ballet training, from beginning to high elementary and low intermediate level, including formal barre, center and floor work. *Prerequisite:* DANC 101 or permission of instructor. This course is repeatable for college credit with the permission of the instructor.

#### DANC 109. Modern I.

2 hrs.

Fundamentals of modern dance training. Students will be exposed to modern dance techniques, philosophies, and choreographers. *Prerequisite:* DANC 101 or permission of instructor. This course is repeatable for college credit with the permission of the instructor.

#### DANC 111. Jazz I.

2 hrs.

This course is an overview in basic technique for jazz dance. Dancers will learn to successfully complete jazz basic vocabulary and perform extended, low intermediate level combinations. Stretching and strengthening will be studied. The history of jazz dance will be studied as a cultural and performance phenomenon. *Prerequisite:* DANC 101 or permission of instructor.

#### DANC 112. Tap I.

2 hrs.

This course is an overview in basic technique for tap dance. Dancers will begin with learning single sounds, complex sounds and progress to more complex rhythm tap work, time steps, paddle and roll work. Tap history will be studied as a cultural and performance form as will recent approaches and techniques for performance. *Prerequisite:* DANC 101 or permission of instructor.

#### DANC 121, 221, 321. Dance Company.

0-1 hr.

A by-audition-only dance company that will learn original choreography and ultimately travel throughout West Virginia to expose audiences to professional-quality dance. The group's main goals will be to perform, create original choreography, and to represent the College. This course may be taken twice for credit and repeated for zero credit, with instructor approval. *Prerequisite:* By audition only/with permission of the instructor.

#### DANC 205. Ballet II.

2 hrs.

Continuation of DANC 105. Low to high intermediate level. *Prerequisite:* DANC 105 or permission of instructor. This course is repeatable for college credit with the permission of the instructor.

#### DANC 209. Modern II.

2 hrs.

Continuation of DANC 109. Low to high intermediate level. *Prerequisite:* DANC 109 or permission of instructor. This course is repeatable for college credit with the permission of the instructor.

**DANC 211. Jazz II.**

**2 hrs.**

This course is a continuation of jazz dance technique. Dancers will learn to successfully complete intermediate level jazz vocabulary and perform extended, low to high intermediate level combinations. Stretching, strengthening and conditioning will be studied. The history of jazz dance will be studied as a cultural and performance phenomenon. *Prerequisite:* Permission of instructor.

**DANC 212. Tap II.**

**2 hrs.**

This course is an overview in basic technique for tap dance. Dancers will learn to successfully complete more complex time steps and vocabulary and perform extended, high intermediate level combinations. Tap history will continue to be studied as a cultural and performance form as will recent approaches and techniques for performance. *Prerequisite:* Permission of instructor.

**DANC 225. Choreography/Improvisation.**

**3 hrs.**

This course is designed to provide concepts and principles of dance composition and creation of choreography. Students will explore the creative processes of dance making through improvisation, experiential movement and other alternative means of defining space, time, movement qualities, flow and energy. Students will create a variety of movement studies and dance styles that will be developed into complete dances during the semester. *Prerequisite:* Successful completion of Modern Level 2 or demonstrated equivalent training or permission of the instructor. This course is repeatable once for credit with permission of the instructor.

**DANC 231. Dance History.**

**3 hrs.**

A survey of the development of dance as an art form, beginning with ritualistic cultures of the ancient world and extending up into the present. A lecture course.

**DANC 241. Dance Repertory I.**

**1 hr.**

By audition or permission of instructor. Students, led by faculty or guest artist, will generate new dance concert work. Repeatable for a total of three hours of credit. It is recommended that students take a dance technique class in conjunction with Dance Repertory.

**DANC 305. Ballet III.**

**2 hrs.**

Continuation of DANC 205. High intermediate to advanced level. *Prerequisite:* DANC 205 or permission of instructor. This course is repeatable for college credit with the permission of the instructor.

**DANC 309. Modern III.**

**2 hrs.**

Continuation of DANC 209. High intermediate to advanced level. *Prerequisite:* DANC 209 or permission of instructor. This course is repeatable for college credit with the permission of the instructor.

**DANC 341. Dance Repertory II.**

**1 hr.**

By audition or permission of instructor and available to any interested student. Students, led by faculty or guest artist, will generate new dance concert work. Repeatable for credit with permission of instructor. It is recommended that students take a dance technique class in conjunction with Dance Repertory.

## ENGLISH

PROFESSORS EMERITUS: G. Mark DeFoe, William Mallory

PROFESSOR: Devon McNamara

ASSOCIATE PROFESSORS: Ashley Lawson, Lynn Linder, Douglas Van Gundy

ASSISTANT PROFESSORS: Robert Stevens

LECTURERS: Chris Chapman, Ashley Higginbotham

Literature and writing should be an integral part of every student's program. Thus, the English Faculty seeks to provide courses suitable for all students. Central to its curriculum is the creation of an atmosphere of open inquiry where students and faculty can work together toward greater understanding and appreciation of literature and writing.

The program's aims embrace the best in classic and contemporary literature. The courses are directed toward students in liberal arts, teaching, business, government, and the sciences, and those who intend graduate study in law, medicine, and the ministry. The faculty also encourages students to choose English as a valuable minor area of study.

To accommodate student needs and goals, the English Faculty offers an English major with three concentrations or “tracks”: a literature concentration for those who want a “general” degree in literary studies or seek to pursue graduate study; a writing concentration for students who wish to enter journalism, freelance writing, or a field where writing skills are in high demand; and a teaching concentration, for those seeking certification as teachers.

**Requirements for Major:** A minimum of 35 semester hours above composition, including core and individual concentration requirements and electives. English majors may count up to 52 hours in English above ENGL 101 and 110 toward the 120 hours required for graduation.

**Core Requirements (23 hours):** ENGL 150, 225; 240 or 241; 251 or 252; 235 or 337; 350, 420; and one course from ENGL 230, 231, 232, 275, or 276 (except for General Track, which must be a 300-level Literature).

**General English Track (12 hours):** ENGL 213; one intermediate creative writing class selected from ENGL 311/313/315; one advanced creative writing class selected from ENGL 361/362/363; ENGL 375.

**Literature Track (12 hours):** ENGL 375; and 9 hours of literature electives, 6 hours of which must be at the 300 level.

#### Program Outcomes

- Students will be able to apply critical terminology and literary theory.
- Students will demonstrate knowledge of major writers from major periods in American and British literary history.
- Students will be able to analyze literature effectively.
- Students will be able to write well.
- Students will be prepared to gain admission to graduate school or law school.

**Writing Track (15 hours):** ENGL 213; 6 hours from 311, 313, 315; and 6 hours from ENGL 361, 362, 363; or a 3 hour writing internship. Full Writing Track sequence must be completed prior to taking ENGL 420: Senior Thesis.

#### Program Outcomes

- Students will be able to write quality creative poetry, fiction, nonfiction, and/or drama.
  - Students will demonstrate knowledge of craft and technique through critiquing their own work and that of other writers.
- Teaching Concentration: See ENGLISH under Education.

#### Requirements for English Minor

15 semester hours in English courses above Written Inquiry.

#### Requirements for Writing Minor

15 semester hours including ENGL 213; 6 hours from ENGL 311, 313, 315; and 6 hours from 361, 362, 363.

## ENGLISH COURSES

### ENGL 101. Composition I.

**3 hrs.**

A general course in expository, narrative, and descriptive writing, emphasizing basic writing skills: grammar, punctuation, usage, sentence structure, paragraphing, organization, and thesis support. Short writing assignments and essays. Students are required to earn a C (2.0) or better in this course before taking Written Inquiry. This course may be waived on the basis of official placement.

### ENGL 110. Written Inquiry.

**3 hrs.**

Writing is both a mode of expression and a means of engaging with the world around us. This course will hone the use of writing practices as a mode of exploration – the medium through which we seek information and ideas – as well as a means of communicating the results of those inquiries. Students will complete a series of writing-focused, multimedia projects in which they pose open questions, consider multiple viewpoints, and ultimately express their own idea in relation to the larger conversations related to their chosen subjects. Students will follow a course framework designed by the faculty, but will be encouraged to pursue topics relevant to their own interests, values, majors, and lives. Ethical use of sources will also be a focus. *Prerequisite:* ENGL 101 or official placement

**ENGL 163. Introduction to Literature.****3 hrs.**

An introductory course devoted to an understanding of poetry, fiction, and drama, with attention to methods of presentation, elements of literature, and content.

**ENGL 150. Introduction to Literary Studies.****3 hrs.**

This course is designed for English majors and minors as an introduction to the academic study of literature in English. It will help students to develop and/or solidify key skills that will support their movement through the English Department Curriculum. In order to support that goal, we will cover three important content areas: the terminology and techniques of literary analysis (including genres, literary elements, figures of speech, and close reading); the evolution of the English language and current standards of grammar and syntax; and the general history of the major movements of thought in the field of literary criticism.

**ENGL 165. Short Fiction.****3 hrs.**

A wide-ranging genre study of short prose works, from the short story to the novella, with attention to both American and international writers.

**ENGL 168. Literature of American Minorities.****3 hrs.**

A survey of the rich ethnic literatures of the United States, including the works of Hispanic, African-American, Native American, Asian-American, and other ethnic writers and filmmakers. Novels, poetry, short fiction, drama, and film may be included. *Prerequisite:* ENGL 110.

**ENGL 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**ENGL 207. Strategies for Teaching and Tutoring Writing.****2 hrs.**

An introduction to the theories of writing pedagogy, writing center theory, tutoring dynamics, and the practical concerns of teaching writing, such as teaching the mechanics, directed self-editing, and prioritizing revision. The course is designed specifically for Writing Center tutors and secondary education majors wishing to supplement their preparation in the teaching of writing. *Prerequisites:* Grades of B (3.0) or above in ENGL 101 and 110 or permission of instructor.

**ENGL 213. Introduction to Creative Writing.****3 hrs.**

A workshop course in which students explore several modes of writing—poetry, prose, or drama. Students examine works by master writers, complete assignments, and submit their own work for class review. *Prerequisite:* ENGL 110.

**ENGL 214. Introduction to Playwriting.****3 hrs.**

This is an introductory course designed for the novice or beginning playwright. Students will explore the elements of dramatic structure, create original work for the stage, and implement constructive models for criticism of creative performance work. *Prerequisite(s):* ENGL 213, or THRE 118, or permission of instructor.

**ENGL 225. Introduction to Literary Research and Criticism.****3 hrs.**

A course offering English majors a survey of critical approaches as well as experience in using important concepts and terms of literary disclosure. Topics include genres, scansion, research and MLA formatting, and an overview of literary periods. This course prepares English majors and minors for upper-division work in the field and should be taken in the sophomore year or as soon as the major is declared. *Prerequisite:* ENGL 110.

**ENGL 230, 231, 232. Non-Western Literature.****3 hrs.**

An exploration of the traditional and emerging literatures of Africa (ENGL 230), or Asia (ENGL 231), or other countries, regions, or continents (ENGL 232). A wide range of genres from poetry to fiction to film and drama will be investigated. *Prerequisite:* ENGL 110.

**ENGL 235. Early Classics of Western Literature.****3 hrs.**

An exploration of early masterpieces of Western literature, from Homer, Greek drama, and Virgil to Dante. *Prerequisite:* ENGL 110.

**ENGL 240. American Literature, The Early Tradition.****3 hrs.**

A survey of major works of American writers from Bradford to 1900 in their historical, cultural, and literary contexts. *Prerequisite:* ENGL 110.

**ENGL 241. American Literature, Realism to the Present.****3 hrs.**

A survey addressing the historical, social, and political importance of American literature during the twentieth century as well as its literary merits. Beginning with Twain and moving through the great age of American novels in the 20s and 30s to post World War II fiction and poetry. Major authors covered include Crane, Wharton, Hemingway, Fitzgerald, Faulkner, West, Cather, Ellison, O'Connor, Plath, Lowell, Oates, Updike, and Roth. Major literary and intellectual movements such as Realism, Modernism, and Post-modernism will be considered. *Prerequisite:* ENGL 110.

**ENGL 242. The Beat Generation.****3 hrs.**

An examination of major authors and texts of the Beat Generation as a literary and social phenomenon, with focus on three writers most closely identified with this literary movement: Jack Kerouac, Allen Ginsberg and William S. Burroughs.

**ENGL 248. Appalachian Literature.** 3 hrs.

An investigation into the poetry, short fiction, novels, and other genres of the writers of the Appalachian region. While many West Virginia writers will be studied, works from the entire region will be included. *Prerequisite:* ENGL 110.

**ENGL 251. British Literature I.** 3 hrs.

A survey of English literature beginning with Beowulf and ending with the eighteenth century, focusing on the mastery of literary terms and the recognition of genres ranging from lyric poetry to drama to fiction to satire. Includes major figures such as Chaucer, Spenser, Shakespeare, Milton, Swift, Pope, and Johnson. *Prerequisite:* ENGL 110.

**ENGL 252. British Literature II.** 3 hrs.

A survey of English literature of the nineteenth and twentieth centuries, focusing on the mastery of literary terms and recognition of genres ranging from lyric poetry to prose to drama to the novel. Includes major figures such as Wordsworth, Coleridge, Keats, Tennyson, Browning, Dickens, Hardy, Joyce, Woolf, Lawrence, Shaw, Forster, Larkin, and Stoppard. *Prerequisite:* ENGL 110.

**ENGL 255. Irish Literature.** 3 hrs.

A study of major Irish writers – novelists, poets dramatists – of the nineteenth and twentieth centuries, including Yeats, Joyce, Shaw, Synge, O’Casey, Beckett, Heaney, Boland, and Doyle, with attention to Irish history and the relationship between Ireland and America. *Prerequisite:* ENGL 110; ENGL 163 is recommended.

**ENGL 270, 271, 272, 273. Studies in Genre.** 3 hrs.

A study of representative fiction (ENGL 270), poetry (ENGL 271), drama (ENGL 272), or other genres (ENGL 273) that illustrates the historical development of a genre particularly in matters of form. *Prerequisite:* ENGL 110.

**ENGL 275, 276. Studies in Gender.** 3 hrs.

An exploration through literature and criticism of questions related to gender. Special Topics in Gender (ENGL 275) will offer focused study of specific issues related to gender studies, while Studies in Gender (ENGL 276) will offer a broad overview of major concerns and questions relevant to the field. *Prerequisite:* ENGL 110.

**ENGL 311. Creative Writing: Poetry.** 3 hrs.

Informal workshop course that concentrates on writing poetry and provides a helpful and critical audience for the student’s work. *Prerequisites:* ENGL 213 and one course in literature.

**ENGL 313. Creative Writing: Fiction.** 3 hrs.

Informal workshop course that concentrates on writing fiction and provides a helpful and critical audience for the student’s work. *Prerequisites:* ENGL 213 and one course in literature.

**ENGL 315. Creative Writing: Nonfiction.** 3 hrs.

An informal workshop course that focuses on writing nonfiction pieces and offers a critical and helpful audience to evaluate the student’s work. *Prerequisites:* ENGL 213 and one course in literature.

**ENGL 317. Autobiography and Journal Writing.** 3 hrs.

An introduction to the autobiographical genre through the reading of five or six autobiographies from the classic Franklin to the contemporary Maya Angelou. The student will explore his or her own life through various journalistic techniques by keeping a personal journal that will, along with the readings, provide material for writing several papers, culminating in an autobiography. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 319. Advanced Composition.** 2 hrs.

An advanced course in composition in which students practice and develop their skills in exposition, narration, description, and argumentation. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 331. Film: Narrative and Technique.** 3 hrs.

An overview to film as an art form. The course focuses on the history of the medium and the visual, aural, and narrative components of film aesthetics, in addition to related topics including narrative style and technique, genre classifications, films as cultural artifacts, and the technology of film production. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 337. Modern World Literature.** 3 hrs.

A far-reaching study of modern world writing, investigating significant works from Europe, Asia, Africa, and the Americas. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 340, 341, 342. Twentieth Century American Literature.** 3 hrs.

A study of a particular genre such as poetry (ENGL 340), fiction (ENGL 341), or a theme or topic (ENGL 342). A genre course might, for example, look at the novel in the 1990s, while a theme course might pursue the quest for individual identity in American literature of this century. *Prerequisite:* ENGL 110 and one course in literature.

**ENGL 345. Feminist Theory. 3 hrs.**

A comprehensive study of the field of feminist theory. This course offers an exploration of the various aspects of feminist thought through a survey of works selected to express the diversity of belief, experience, and knowledge within the field, with a special emphasis on feminist thought as both deriving from and influenced by a global context. *Prerequisite:* ENGL 110; a literature credit, or prior approval by instructor.

**ENGL 350. Shakespeare. 3 hrs.**

A study of representative plays: comedies, histories, tragedies and romances against the background of the Elizabethan age. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 359. Nineteenth Century British Literature. 3 hrs.**

A study of the major literary movements in England in the nineteenth century. The course will survey the entire century, although one era (such as Romanticism) or one genre (such as poetry) might be emphasized. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 361. Advanced Creative Writing - Fiction. 3 hrs.**

A workshop course focused on the advanced study of the short story in various forms. Attention will be paid to short-stories and stories of more traditional length. Attention will be paid to use of language and how it adds to the form. *Prerequisites:* ENGL 313 or permission of instructor.

**ENGL 362. Advanced Creative Writing - Poetry. 3 hrs.**

A workshop course focused on the advanced study of open and closed form, voice, tone, language and image. Students will complete a portfolio of poems assigned by the instructor. *Prerequisites:* ENGL 311 or permission of instructor.

**ENGL 363. Advanced Creative Writing: Nonfiction. 3 hrs.**

A workshop course focused on the advanced study of literary nonfiction in various forms and genres, to be determined by the instructor. Attention will be paid to use of language and how it adds to the form. *Prerequisite:* ENGL 315.

**ENGL 365. Advanced Studies in Critical Theory. 3 hrs.**

An advanced investigation of select critical theory approaches in literature and cultural studies, tailored to students who have already been exposed to the basic concepts and methods of theory via ENGL 225. This course will offer a study of 2-3 critical approaches to cultural and literary study, focusing on primary readings by major theorists in the field. Particularly recommended for students interested in graduate study in any field, as the coursework will consist of deep research and critical analysis across literary/cultural disciplines. *Prerequisite:* ENGL 225 or permission of instructor.

**ENGL 370. Critical Approaches and Literary Analysis. 3 hrs.**

A survey of critical approaches from the ancients to contemporary approaches such as feminism and reader-response. Students will read a variety of texts in order to develop their skills in criticism. *Prerequisites:* ENGL 110 and one course in literature.

**ENGL 375. Major Author Seminar. 3 hrs.**

A study of a major author (or, in some cases, two or three writers) designed to provide in-depth examination of the authors' work. Possible seminar topics include Chaucer; Spenser and Milton; Wordsworth and Coleridge; Austen; the Brontes; Dickens; Dickinson and Whitman; Joyce and Woolf; Hemingway, Faulkner, and Fitzgerald. *Prerequisites:* English major or permission of instructor, one course in literature, and junior or senior standing.

**ENGL 420. Senior Thesis. 2 hrs.**

During the senior year, directed by instructors in the English department, each major will complete an academic study, critical analysis or writing project, one that represents the student's highest achievement as a scholar or a writer. The project will be presented orally to the department. Satisfies advanced composition requirement for General Education. *Prerequisite:* Senior standing and at least 24 hours in the major. Students in the writing concentration must complete all concentration requirement prior to enrolling in ENGL 420.

---

---

## ENGLISH AS A SECOND LANGUAGE

---

---

International students with a TOEFL score of 99 or below will be required to enroll in Wesleyan's English as a Second Language (ESL) program for the first semester at the College. Students who show extremely high English proficiency in the first week of classes may be waived from the ESL program by recommendation of the ESL Director with approval by the Dean of Students and Registrar. Most students will be required to take ESL courses their first full year at the College, however, students who show high marks of improvement in the first semester may be waived from the second semester with approval from the ESL Director. Students required to enroll in the ESL program typically earn six credit hours per semester. A maximum of twelve credit hours of ESL instruction may be applied toward an undergraduate degree; graduate students required to take ESL instruction will earn undergraduate credit. Any additional ESL instruction credit beyond the initial twelve hours of credit will not apply toward degree requirements. In addition to classes, students will have two to three contact hours per week with program peer tutors.

**ENSL 124. Intermediate Reading and Writing I. 3 hrs.**

A general course for intermediate level nonnative learners with emphasis on reading and writing skills across the curriculum. Discipline-specific vocabulary will be identified and practiced through sample textbook readings. Comprehension skills essential for the development of active and critical readers, such as surveying, predicting, summarizing, stating and implying main ideas, and making inferences and conclusions, will be introduced. Students will practice beginning and intermediate idiomatic expressions. Basic writing skills will emphasize the writing process through practice with sentence structure, paragraph development, grammar, and usage. Basic essay structure will be introduced.

**ENSL 124L/125L. Reading and Writing Lab. 1 hr.**

Students will be required to meet two to three hours a week with program peer tutors who will support the nonnative speakers' first-year college academic and social assimilation.

**ENSL 125. Intermediate Reading and Writing II. 3 hrs.**

An advanced reading and writing course for intermediate level nonnative learners. Students will continue to develop academic vocabulary across the disciplines. Advanced comprehension skills and literary analysis will be developed through short stories and nonfiction readings. Intermediate and advanced idiomatic expressions will be practiced. Students will make the transition from paragraph writing to essays through various writing modes. Basic research skills will be introduced including the integration and documentation of borrowed material. Continued effective use of the writing process will be practiced, with emphasis on thesis development and support, organization, sentence development, and grammar.

**ENSL 127. Intermediate Speaking and Listening I. 2 hrs.**

A course designed to continue the development of speaking and listening skills for the intermediate level non-native speaker to assist in everyday conversations and understanding of academic class lectures. Students will practice these skills through a variety of speaking activities, reading aloud, listening to recordings, dictations, and lectures.

**ENSL 128. Intermediate Speaking and Listening II. 2 hrs.**

Continuation of oral and listening skill development for the intermediate level non-native speaker. Students will practice these skills through a variety of interactive activities, including probing for information, responding to questions, asking for and responding to opinions, and presentation of speeches.

---

---

## GEOGRAPHY

---

---

**GEOG 121. World Geography. 3 hrs.**

An introductory study of world regions focusing on individual countries and areas. Course content draws on physical and cultural elements that assist the student in interpreting the living conditions and actions of humankind in diverse parts of the world.

---

## HISTORY

---

ASSOCIATE PROFESSOR: Katharine Lane Antolini

ASSISTANT PROFESSOR: Tamara Denmark Bailey

The History curriculum is designed to encourage students to read critically, think creatively, research thoroughly, and write effectively. The department encourages students to explore the American past, the European heritage, and Non-Western cultures. A major in history is an excellent foundation for graduate study in law, theology, the humanities, and social sciences. History graduates have found rewarding careers in journalism, research and writing, archival and museum work, teaching, and government service.

### Requirements for Major

35 semester hours, including HIST 102, 122; HIST 101 or 121; HIST 201; HIST 302; one course in Non-Western history; one 300-level U.S. history course; one 300-level European history course; three, 3 credit courses above the 100-level; HIST 497 and 498.

History majors are urged to take a foreign language course.

Credit for survey courses 101, 102, and 121, 122 may be established by passing the appropriate College Level Examination Program (CLEP) examinations. No more than 6 hours of exam credit may be applied toward a major.

### Requirements for Minor

15 semester hours, including 102, 122 and at least one Non-Western history course. No more than 3 hours of exam credit may be applied toward a minor.

### Program Outcomes

- Historical Content and Chronology - Students will be able to demonstrate mastery of the factual and contextual knowledge in both western and non-western histories. Within the context of the subject matter in history pursued by the student, he or she will be expected, given appropriate notice and time for preparation, to discuss the subject matter intelligently as would a historian, albeit a novice one. Students will be able to explain continuity and change over time and place and articulate factual and contextual knowledge in both western and non-western histories.
- Critical Thinking - Students will be able to evaluate conflicting historical evidence and differentiate types of historical resources. Students in history are most likely to think critically when they encounter conflicting evidence on the historical topic of interest to them. Students will recognize that there is no one historical truth through the identification and examination of the fundamental problems of historical interpretation and the study of the historical “schools” of analysis in western and non-western fields. History graduates, then, will demonstrate an ability to evaluate the validity of opposing perspectives on historical issues, and thereby develop skills in critical thinking.
- Effective Historical Research and Writing - Students will express their knowledge and ideas in clear and purposeful writing using multiple research techniques and methods. Students will conduct historical and archival research, independently and/or collaboratively, to integrate it with established scholarly work, and to present findings in written forms that acknowledge sources properly, fully and fairly.
- Oral Communication - Students will demonstrate the depth of their historical knowledge in oral formats. In conjunction with the building of research and writing skills, acquiring skills in oral communication is fundamental to most careers and one of the means in which faculty determine the historical interest and comprehension of students.

### HIST 101. History of the United States I.

3 hrs.

A survey of the history of the United States from the colonization of America through the Civil War. Emphasis on social, political, and economic developments.

### HIST 102. History of the United States II.

3 hrs.

Continuation of HIST 101, covering the period from the Reconstruction to the present.

### HIST 121. History of Western Civilization I.

3 hrs.



Survey of Western Civilization from prehistory to the close of the religious wars of the Reformation, including Egypt and the ancient Near East, classical Greece and Rome, the early and late Middle Ages, and the Renaissance and Reformation.

**HIST 122. History of Western Civilization II.** 3 hrs.

Survey of Western Civilization from the close of the sixteenth century to the present day with attention to major social, political, economic, intellectual, and artistic developments that have shaped the Western world in modern times.

**HIST 161. World History from a Regional Perspective.** 3 hrs.

This class will address how regional and global confrontations impacted cultural, economic, ideological, political and religious systems in select societies of East Asia and Africa from 1500 to the close of the 20th century. Historiographic essays, primary sources and film will supplement the text and lectures.

**HIST 188, 288, 388, 488. Special Topics.** 1-3 hrs.

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**HIST 201. Historical Methods.** 3 hrs.

Study of historical writing with the goal of developing a deep critical knowledge of the writings of the major schools of history. Analysis of readings in terms of the technical and philosophical problems underlying all historical study. Introduction to the art of historical research and writing, use of sources, and methodologies. *Prerequisite:* History major, sophomore standing and one course selected from HIST 101, 102, 121, or 122. International Studies major, sophomore standing, and the completion of one 100 or 200 level history course.

**HIST 204. Medieval History.** 3 hrs.

A study of medieval civilization as it emerged as a distinctive culture out of the ruin of the Roman world through its flourishing in the years 1000-1300, the disasters of the fourteenth century and its transition toward the early modern period. While the course will focus on the political, intellectual, social and cultural developments in Europe, attention will also be given to interactions with the Byzantine Empire, the lands of Islam, and what we now call Russia.

**HIST 210 (also POLS 210). Parties and Elections.** 3 hrs.

A survey of the role of political parties and elections in the modern American political system. The course focuses on the formation of political beliefs, the development of political parties, and trends in recent electioneering practices.

**HIST 214. The Renaissance and Reformation Eras.** 3 hrs.

A study of the underlying economic, political, social, and religious structures during the Renaissance and Reformation periods in Europe from the mid-fourteenth to mid-seventeenth centuries. Significant intellectual, cultural, and social trends of the period include humanism, individualism, the stimulation of art and literature, the moral and religious dilemma of Christians in this context, and the responses of the Protestant and Catholic Reformations.

**HIST 220 (also POLS 220). The American Presidency.** 3 hrs.

An examination of the American presidency and those individuals and forces which shaped its evolution. The course will examine how the power and roles of the American president reflect and affect American society and values.

**HIST 225. History of Modern Germany.** 3 hrs.

A history of Germany since 1815, including the rivalry between Austria and Prussia, the mid-century revolutions and Bismarck's wars of unification, Prussian leadership in the German Empire of 1871-1918, the politics and culture of the Weimar Republic, the impact of the two world wars, the social and political nature of the Third Reich, and the division and reunification of the two Germanies.

**HIST 228. History of Europe, 1789-1890.** 3 hrs.

An examination of European history from the French Revolution and Napoleonic Era to the coming of the Golden Age. The revolutionary tradition and the upheavals of 1848, the impact of modernization and industrial progress, the development of the modern nation-state, and the growing pressures on domestic politics and the international system arising from nationalism and imperialist expansion.

**HIST 232. History of Europe, 1890 to the Present.** 3 hrs.

A look at European society from La Belle Epoque to the present day, including the origins and consequences of the First World War, the political and economic instability of the interwar years, the development and application of totalitarian ideologies, the cataclysm of the Second World War, the Cold War and the division of Europe, the consequences of the democratic revolutions of 1989 and the collapse of the Soviet Union, and the long road to European unity.

**HIST 239. History of West Virginia.** 3 hrs.

A study of the economic, social, and political history of West Virginia; designed for teachers of social science and individuals interested in the affairs of this state and its region.

**HIST 241. Holidays in American History.** 3 hrs.

To ignore the significance of the holidays that crowd the American calendar is to miss an essential glimpse into American social history. This course explores the cultural evolution of various holidays and celebratory traditions to expose issues of race, ethnicity, gender and class in American Society.

**HIST 244. History of Multi-cultural America.**

**3 hrs.**

This course is an overview of the history of U.S. racial minority groups. Using a comparative approach, the course will focus on three particular groups: African Americans, Native Americans, and Asian Americans. The course will probe the history of each group using lectures, sound recordings and film, readings in primary sources, and more.

**HIST 246. American Labor and Radicalism.**

**3 hrs.**

A study of the forces that influenced the rise of labor, including the history of organized labor, craft unionism and collective bargaining, labor-management relations, and labor law. Attention also to various radical groups and political parties founded by laboring persons, including the anarchists, the I.W.W., and the Socialist Party. Assessment of the efforts of American labor to gain and maintain power in a diverse society.

**HIST 251. U.S. Women's History.**

**3 hrs.**

This course provides an overview of the economic, political, and social forces that have shaped women's experiences over four centuries. It explores the historical roles of women as sex objects, wives, mothers, workers, patriots during times of war, and political activists.

**HIST 252. Women's Rights Movement in America.**

**3 hrs.**

This course provides an overview of the feminist movement and its role in shaping the lives of American women. It not only explores the history of the two waves of the women's rights movement, but the course also provides a forum to discuss modern feminist issues.

**HIST 253. Motherhood in American History.**

**3 hrs.**

This course traces the evolution of motherhood from the 17th century to the 21st century and exposes the changing expectations of what it means to be a "good" mother in American society. The study of motherhood reveals how women have adapted motherhood to the social and economic realities of their lives and have struggled to define their own maternal standards.

**HIST 255. Civil War and Reconstruction.**

**3 hrs.**

This course explores the causes, course, and consequences of the American Civil War from the early 1800's to 1877. The main goal of this course is to understand the multiple meanings of such a transforming event in American history. In other words, the Civil War was greater than its military campaigns, infamous generals and President Abraham Lincoln. A deeper understanding of the war requires the discussion of the "other civil wars" that erupted before and after the first shots were fired. This includes the areas of class, gender, and race.

**HIST 269. African-American History.**

**3 hrs.**

A survey of the experience of African-Americans from their beginnings in Africa through the Civil War and Reconstruction to the Civil Rights Era. An examination of such topics as traditional African societies, the institution of slavery, the development of African-American culture in rural and urban societies, the Civil War and Reconstruction, the African-American church and education, and the intellectual and protest movements.

**HIST 270. People's Republic of China.**

**3 hrs.**

A study of issues in Chinese history since 1949, such as the balance between continuity and change, between ideology and practical considerations, and between domestic and foreign policies.

**HIST 273. Japan Since 1868.**

**3 hrs.**

The Meiji restoration of 1868 is often interpreted as the beginning of Modern Japan. This survey of Modern Japanese history uses the theme of balancing continuity and change, discussing it in the periods of Meiji Reforms, Taisho Democracy, Militarism and War, postwar recovery, and the emergence of Japan's "post-industrial" society in the 1990s.

**HIST 274. History of Latin America, Prehistory to 1867.**

**3 hrs.**

A study of Latin American history from early human society, through European exploration and conquest, the colonial period, independence, and the immediate post-independence period. The course will follow a compare and contrast approach, as students study numerous indigenous peoples, regions, European powers, colonies, slave and free economies, mixed race peoples, and independent countries. Students will evaluate the meaning of independence in the various Latin American nations.

**HIST 275. History of Latin America, 1867 to the Present.**

**3 hrs.**

A study of the Latin American nations from the immediate post-independence period through the present. Among the issues and ideas explored are imperialism, nationalism, revolution, the Cold War, poverty and development, urbanization, liberation theology, and the role of indigenous peoples in the modern world.

**HIST 302. Public History.**

**1 hr.**

This course will introduce students to a range of allied historical disciplines and professions (such as archives, libraries, museums, non-profit historical organizations, and funding agencies), and will explore how the activities of each intersect with traditional academic history. Students will also spend time examining the theory and practice of preservation, historical interpretation for a public audience, and the role of interpretive history as an agent for social/political change and advocacy. *Prerequisite:* History major of junior or senior standing. Non-history major by permission of the instructor.

**HIST 322 (also POLS 322). Kennedy, Charisma, and Catholicism: 1960 West Virginia Presidential Primary. 3 hrs.**

The 1960 West Virginia presidential primary holds a special place in state and national politics. In May of 1960 the nation watched a turning point in American history as John F. Kennedy battled both Hubert Humphrey and the belief that Catholicism was a fatal handicap in presidential politics. Focus will be on the primary as a case study in the introduction of modern political campaigns. For this “primary that made a president” not only propelled Kennedy to the presidency, but also heralded the age of modern campaigns in its use of election ads, mobilization, and money. This course utilizes primary sources such as television ads, newspaper coverage, debate transcripts and campaign memos to explore the role that religion, organization and charisma played in this historic contest in the Mountain state.

**HIST 325. Eastern Europe Since 1900. 3 hrs.**

A survey of major social, political, and intellectual developments in Eastern Europe from 1900 to the democratic revolutions of 1989 and beyond. The course covers both individual national histories and broader regional developments, including nationalism, ethnicity, and regional tensions; the two world wars and the new order of the interwar period; the creation of communist societies and the Soviet Bloc; the Prague Spring, Solidarity, and the other “cracks” in the Bloc; the democratic revolutions of 1989; and the post-1989 struggles to achieve political and economic reforms.

**HIST 330. European Social and Intellectual History Since 1789. 3 hrs.**

An examination of European social and intellectual history since the Enlightenment. Topics include the impact of the Enlightenment and the revolutionary era on European society and thought; the effects of industrialization and modernization on social development, social classes, and gender roles; and advances in philosophy, political and social theory, science, and the arts from the late 1700s to the present. *Prerequisite:* HIST 122 or 228 or 232 or permission of instructor.

**HIST 333. American Foreign Policy. 3 hrs.**

Description under POLS 333.

**HIST 335. History of Modern France. 3 hrs.**

An examination of French history since the Enlightenment with emphasis on the origins of the revolutionary and Napoleonic traditions, the evolution of French society and culture, the nature and politics of the French republics, and the role of France in European and global affairs in the modern era.

**HIST 340. History of Modern Russia. 3 hrs.**

The history of Russia from 1796 to the present with emphasis on the decline and fall of the Russian aristocracy, the evolution of reform thought and revolutionary opposition, the revolution of 1917, the Marxist-Leninist dream and its Soviet consequences, the totalitarian state under Stalin, the role of Gorbachev’s perestroika and the collapse of the Soviet Union, and the political and economic struggles of the post-Soviet era.

**HIST 345. Sexuality in American History. 3 hrs.**

This course explores the history of sexuality in the United States from the colonial period to the present. The course examines historical changes in and the struggle over the meaning of sexuality and sexual orientation in American society. It will also explore the relationship of class, gender, race and region to the production of sexual experience and identity.

**HIST 351. Early American History. 3 hrs.**

Development and growth of American social, political, and economic institutions from the colonial period through the age of Jackson. Topics include the emergence of new ideologies of revolutions, race, and gender; slavery and the Old South; and religion and reform.

**HIST 352. American Biography. 3 hrs.**

The course uses biographies to understand the role of individuals in American history and their relationship to historical eras. The selection of biographies varies with each course offering depending on the preference of the instructor. The course may be designed around a specific theme, such as race, gender, and historical time period, for example, or explore a broader variety of prominent American figures across centuries. *Prerequisite:* completion of one course selected from HIST 101, 102, 244, 269 or permission of the instructor.

**HIST 355. European Diplomatic History. 3 hrs.**

A detailed study of the diplomacy that shaped the relations among European states (and increasingly with the United States) from the fall of Napoleon to the period of the Cold War.

**HIST 358. History of Modern Middle East.**

**3 hrs.**

This course investigates the history of the Middle East from the time of the French Revolution to the present, although Islam and the long history of the region will be introduced. Emphasis is placed on The Ottoman Empire and Muslim successor states as well as Persia/Iran. The focus will be on the struggle with modernity and the various responses of Muslim countries and organizations to the challenge of the West. Major attention is given to the Arab-Israel conflict.

**HIST 360. American Legal History.**

**3 hrs.**

A survey of American legal history, tracing the influence of the law on everyday life and its impact on social and political history. Includes criminal law and the desire to enforce conformity to government policy, resistance to the laws, the changing role of attorneys in society.

**HIST 497. Senior Seminar.**

**3 hrs.**

Advanced readings, discussion, and use of primary and secondary materials to write and present orally a major research paper. Consideration will be given to historiography, research techniques, manipulation of data, interpretation of the past, and writing styles. Satisfies advanced composition requirement for General Education curriculum. *Prerequisites:* Senior standing, History major and HIST 201.

**HIST 498. Senior Comprehensive Examination.**

**1 hr.**

Review and oral examination covering several major areas in the discipline of history. *Prerequisite:* Senior standing.

## INTERDISCIPLINARY

### Requirements for Appalachian Studies Minor

18 semester hours, including INDS 170; three hours from among the following: ENGL 248, HIST 241, ENGL 188/288/388 (approved Appalachian Studies topics) or HIST 188, 288, 388 (approved Appalachian Studies topics); three hours from among the following: ENVS 188/288/388\*, HSCI 188/288/388\*, EXSC 130, HSCI 345 or SOCI 356; select one of the following: Relevant internship, travel course or other approved course or SOCI 356 or HSCI 345; six hours from among the following: CJUS 351, HIST/POLS 322, POLS 305, RELG 214, SOCI 225 or an approved Appalachian topics course; INDS 420.

**\*approved Appalachian Studies topic**

### Requirements for Pre-Law Minor

18 semester hours, including BUSI 250, POLS 215, CJUS 260, POLS 348 or HIST 360, three hours from among the following: COMM 226, ECON 331, ECON 333, 361 or any 300-level English literature course including ENGL 331, 337, 340, 341, 342, 345, 350, 359, 365, 370, 375, 388, and three hours from among the following: HIST 252, 269, 360, 345, POLS 265 or 328. Pre-Law minors are not required to complete CJUS 110 to enroll in CJUS 260.

**INDS 120. Introduction to the Humanities.**

**3 hrs.**

Exploration of major works in the arts and humanities recognized as perennially significant expressions of human creativity and insight. Within the general education program this course focuses on Western foundations of our heritage, building a common basis for subsequent college studies. The course is taught by faculty from various disciplines and emphasizes interpretation of primary works through group discussion. Must be taken during the freshman or sophomore year. *Prerequisite:* ENGL 101.

**INDS 125. Wesleyan 101: New Student Seminar.**

**1 hr.**

This class provides a more thorough understanding of the West Virginia Wesleyan community and the opportunities therein. Through readings, class discussions, presentations by campus resources, panel discussions, community engagement/service and other experiences, students will learn how to make the most of their time at West Virginia Wesleyan College. The course will also discuss the new (first-year and transfer) student experience and how each student has the ability to influence and contribute to their success.

**INDS 130. Modern Latin America.**

**3 hrs.**

An interdisciplinary study of Latin America drawing on political, literary, artistic and film resources in order to offer a general overview of Latin America from 1820 to present. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

**INDS 135. Introduction to International Studies.**

**3 hrs.**

This course will provide students with a primer for the International Studies major and its interdisciplinary approach to global issues. This course will offer an integrative study of geography; political science; economics and international development; sociology and intercultural relations; and historical interpretation and international conflict. This course will also delve into regional and international topics including Europe, Asia, Africa, the Middle East and Latin America.

**INDS 140. Libraries in the World.**

**1 hr.**

This course is designed to provide the student with a broad overview of the role of libraries in collecting, organizing, preserving, and sharing culture throughout time. Topics covered will include: history of libraries, introduction to the various types of libraries, vocabulary of the profession, professional associations and publications of the discipline, and an overview of graduate programs in Library Science and related fields.

**INDS 151. The Language of Healthcare: Professional Communication and Informatics.**

**1 hr.**

This course will expose students to the language, inter and intra-professional communication skills, informatics, and technologic expertise needed in healthcare today. Topics include interpersonal, therapeutic and intra/inter-professional communication, medical terminology, and computer and information sciences to facilitate the integration of data, information, knowledge and wisdom to support decision making by health care professionals.

**INDS 155. Student Leadership Challenge.**

**1 hr.**

This course will introduce students to essential factors that contribute to successful communities with a primary focus on civic organizations and the role of community leaders.

**INDS 170. Introduction to Appalachian Studies.**

**1 hr.**

Survey of the social, political, historical, public health, and environmental issues facing the Appalachian region. The course is an interdisciplinary and collaboratively instructed course offered during the first quarter of a semester. A rotation of Appalachian Studies faculty from the various disciplines lead the course discussion each week and design their instructions around a shared theme germane to Appalachian Studies, such as the history, heritage or socioeconomic impact of the coal industry to the region. This collaborative course uses the common theme to introduce students to the minor's multifaceted approach to regional studies. *Offered every other spring.*

**INDS 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

A course or seminar on a selected topic that is not otherwise represented in the curriculum.

**INDS 240. Revolution in the Arts**

**3 hrs.**

What works of art have changed the way we look at that art form from that time forward? This exploration of major works in the arts and humanities puts the greatest Western artistic revolutions into historical and societal contexts to better understand the world we live in today. Students will explore artistic masterpieces of the theatre, music, architecture, and the visual arts, as well as the cultural forces that shaped their creations in this journey through Western art. *Prerequisite: ENGL 110. Gen. Ed. Lens or Foundational Area: Aesthetic Expression.*

**INDS 245 Restorative Justice in Multidisciplinary Perspective.**

**3 hrs.**

Restorative Justice is rooted in ancient practices devoted to both conflict resolution and community building, and it is about transforming systems and transforming imaginations. In the last 50 years, Restorative Justice has reemerged as a promising paradigm for reimagining ways to deal with harm and to nurture communities of mutual care and solidarity. Restorative Justice principles and practices are implemented in schools, workplaces, prisons, and communities of all kinds. This course examines the basic concepts of Restorative Justice in these other settings. *Gen. Ed. Lens or Foundational Area: Ethical and Spiritual Exploration. Offered every other Fall.*

**INDS 231. Cultural Capitals.**

**3 hrs.**

An interdisciplinary study of a culturally significant world city, drawing on historical, literary, artistic and film resources in order to offer a general overview of its history from earliest origins to current status as a center of art, architecture, fashion, gastronomy and culture. The course includes a one-week study trip over spring break. The city studied will change from year to year. This course may be repeated once for Honors credit with a different course topic.

**INDS 284. International Travel.**

**3 hrs.**

International travel courses are offered during May or Summer terms and consist of short-term travel with a group of students led by faculty and staff. A variety of international destinations provide cross-cultural learning experiences that facilitate a student's global perspective. Courses must follow guidelines established by the Travel & Related International Programs Committee.

**INDS 310. Honors Seminar.****1 hr.**

Weekly discussion of current events topics. Students will submit a brief paper and make a brief oral presentation each week. A common learning experience for Honors students from all disciplines. *Prerequisite:* Honors student or 3.5 GPA. May be repeated for credit.

**INDS 395. Interdisciplinary Internship.****1-3 hrs.****INDS 398. International Studies Senior Seminar.****3 hrs.**

Advanced readings, discussion and use of primary and secondary materials to write a research paper with an international focus. Research will be political or historical, depending on the focus of the methodology. Political science papers will include numeric data, speeches and official government records. History papers will utilize historiography, research techniques, manipulation of data, interpretation of the past and writing styles. Satisfies advanced composition requirement for General Education. *Prerequisites:* Senior standing (or permission of the instructor), International Studies major and HIST 201 or INDS 345.

**INDS 401. Senior Experience Individual Reflection****1 hr.**

The final ePortfolio will allow students to reflect and refine the presentation of their knowledge attainment journey. Additionally, the electronic resume can be uploaded to job applications and platforms like LinkedIn. Recall, hiring managers have specified that it isn't enough for students to develop these skills, they must effectively demonstrate they have done so. Through this one-hour class, faculty will guide students toward a quality, outward facing resume and portfolio.

**INDS 402. Senior Experience Collaborative Presentation****1 hr.**

To showcase the cumulative, interdisciplinary knowledge of our seniors, Wesleyan will host a series of presentation days. To make this work logistically, the general education committee will work to identify up to 5 relevant global issues as a focus for the year. Students will form diverse project teams and will identify a specific problem. On showcase days, students will present their proposals to their peers, potential employers and graduate schools. This structure provides students with the added opportunity to demonstrate their learned skills and knowledge, and the institution with improved visibility. It is also recommended that FYEX students attend some of these presentations.

**INDS 420. Appalachian Studies Collaborative Capstone.****2 hrs.**

Students will collaborate to identify a problem facing the Appalachian region and formulate an interdisciplinary, evidence-based product that offers a concrete vision for Appalachia's future. *Prerequisites:* INDS 170 and 9 hours of Appalachian Studies course work. *Offered every other spring.*

## INTERNATIONAL STUDIES

The increasing interdependence of people, nations and institutions at all level calls for an in-depth study of politics, markets, culture, media and information on the global scale. The interdisciplinary International Studies major provides a broad liberal arts foundation, a basic knowledge of foreign cultures, and an opportunity to concentrate in studies of one or more geographic regions. This major prepares students for graduate study, a position in a non-governmental organization such as the Peace Corps or church-related mission work.

Travel and study abroad programs are encouraged and will be facilitated by the International Studies advisor. International Studies majors are also encouraged to participate in the International Student Organization while on campus.

**Requirements for Major**

A minimum of 51 semester hours. Nine courses must be selected from the core requirements, plus six courses of your choice in the European concentration or Global concentration and two courses in a foreign language.

**Core Requirements (27 hours)**

Foundation and Research (9 hours required): INDS 135, HIST 201, CJUS/POLS/SOCI 345, INDS 398 Senior Seminar.

18 credit hours from the courses selected below. These courses will offer experiences in international relations, economics and society. Additionally, they will present effective and practical research methods for the student to demonstrate knowledge in the major and specifically, the area of concentration. Special topics courses or newly introduced courses in the Culture and Society and/or Economics and Politics sub-fields may be applied to the major with permission from the International Studies advisor.

Culture and Society (6 hours from): COMM 220, GEOG 121, SOCI 114, SOCI 230, SOCI 361.

Economics (6 hours from): ECON 110, ECON 120, ECON 331.

Comparative Politics (6 hours from): POLS 222, POLS 232, POLS 265, POLS 336, 337, 338, 339, 340, POLS 348, POLS 355.

#### Program Outcomes:

- Demonstrate knowledge about the main theories, concepts and ideas associated with international studies.
  - Demonstrate an intermediate level of fluency in a foreign language.
  - Demonstrate knowledge of academic resources and apply them to the study of international processes and issues.
  - Demonstrate awareness of international career and study opportunities.
- I. European Concentration (18 hours beyond the core listed above or 15 hours total with a 3 credit minimum European study abroad program): Three courses from HIST 204, 214, 225, 228, 232, 325, 330, 335, 340, 355, POLS 336; three courses from ART 243, 246; ENGL 235, 251, 252, 255, 337, 350, 359; INDS 231; PHIL 111, 140, 260. Special topics courses in the European field may be applied to the major with permission from the International Studies advisor.
  - II. Global Concentration (18 hours beyond the core listed above or 15 hours total with a 3 credit minimum African, Asian, Latin American, or Middle East study abroad program): HIST 161, 270, 273, 274, 275, 358; ENGL 230, 231, 232; GNST 350; INDS 130; RELG 161, 240, 245; POLS 240, 337, 338, 339, 340, 348. Special topics courses in the Global field may be applied to the major with permission from the International Studies Advisor.
  - III. Foreign Language Requirement (6 hours): Students will take six credits in one language or have proficiency in a foreign language, indicated by the CLEP. Additional language study is strongly recommended. The TOEFL examination will serve as a foreign language waiver for international students who do not speak English as their first language. Students may apply up to six credits in different languages if the student has been a part of a study abroad program that includes a foreign language requirement, and if that course is approved by the Registrar for transfer.

---

## MODERN, CLASSICAL AND WORLD LANGUAGES

---

Courses in this department are designed to develop basic language and cultural proficiency.

#### Requirement for Minor

A minor in Spanish is available to students who elect to take 6 hours above the intermediate level. These hours may be taken at Wesleyan through regular course work or learning contracts, at another U.S. institution, or through recognized study abroad.

### GREEK

**GERK 201. New Testament Greek I.** 3 hrs.

Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. Not offered every year.

**GERK 202. New Testament Greek II.** 3 hrs.

Continuation of GERK 201. *Prerequisite:* GERK 201. Not offered every year.

**GERK 301. Readings in Hellenistic Greek I.** 1-3 hrs.

Additional experience in translation and in using resources for philological study of the New Testament and related Hellenistic Greek works. *Prerequisites:* GERK 201 and 202. Not offered every year.

**GERK 302. Readings in Hellenistic Greek II.** 1-3 hrs.

Continuation of GERK 301. *Prerequisite:* GERK 301. Not offered every year.

### SPANISH

**SPAN 101. Introductory Spanish I.** 3 hrs.

A course designed to give the student basic proficiency in language skills and cultural awareness. Meets four hours per week.

**SPAN 102. Introductory Spanish II.****3 hrs.**Continuation of SPAN 101. Meets four hours per week. *Prerequisite:* SPAN 101.**SPAN 201. Intermediate Spanish I.****3 hrs.**A course designed to continue development of language and cultural proficiencies. *Prerequisite:* SPAN 102 or equivalent.**SPAN 202. Intermediate Spanish II.****3 hrs.**Continuation of SPAN 201. *Prerequisite:* SPAN 201.**SPAN 301. Advanced Spanish I.****3 hrs.**A course designed to continue the development of language proficiency and cultural awareness. Emphasis on spontaneous expression based on representative print and nonprint media from Hispanic cultures. *Prerequisite:* SPAN 202 or instructor's permission.**SPAN 302. Advanced Spanish II.****3 hrs.**Continuation of SPAN 301. *Prerequisite:* SPAN 301.**WORLD LANGUAGE****WLNG 101. World Language Pathway I.****1 hr.**

Students will learn to understand what language proficiency is and how it is acquired, explore resources to develop their proficiencies and set progress goals and a training plan in collaboration with a mentoring instructor. Different sections may be offered with a focus on a specific target language such as Spanish, German or French or other languages upon request. The course is designed to be taken in conjunction with individualized or group practice sessions with a language instructor/coach. Emphasis will be on listening and reading skill development.

**WLNG 102. World Language Pathway II.****1 hr.**

Students will continue learn to understand what language proficiency is and how it is acquired, using diverse resources to develop their proficiencies and set progress goals and a training plan in collaboration with a mentoring instructor. Different sections may be offered with a focus on a specific target language such as Spanish, German or French or other languages upon request. The course is designed to be taken in conjunction with individualized or group practice sessions with a language instructor/coach. Emphasis will be on speaking and writing skill development.

---

**MUSIC**

---

PROFESSOR: Melody Meadows

ASSOCIATE PROFESSOR: Daniel Hughes

LECTURERS: Tim DeWitt, Scott Green, Ryan Kennedy, Logan Lindsey, Adam Loudin, Seth Maynard, Brett Miller, Jeremiah Smallridge.

The Music curriculum is designed to develop an understanding and appreciation of music, and to help students become accomplished musicians. The Bachelor of Music Education degree serves those who are preparing for the teaching profession, and the Bachelor of Arts degree accommodates those desiring a liberal arts degree or wishing to emphasize a particular aspect of music such as applied music or theory in their study. All curricula offered provide a strong foundation for graduate study.

The Music program is accredited by the National Association of Schools of Music and endorses the statement on Basic Musicianship adopted by this national accrediting organization. The program seeks to develop basic musicianship in the following areas: (1) A conceptual understanding of such musical properties as sound, rhythm, melody, harmony, texture and form; and opportunities for developing a grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing; (2) Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), and scholar (research); (3) A repertory for study that embraces many cultures and historical periods.

**Admission to and Continuation in the Music Program**

Students wishing to major in Music are admitted to the program provisionally according to a placement evaluation given in aural and written theory during Orientation and a placement audition in applied music at the beginning of the first semester of study. At the end of the fourth semester an evaluation of the progress made in both musical and academic studies will be made by the music



faculty and, after a private conference with the student, a decision regarding continuation in the program will be made. Students must meet the following requirements to proceed in the music major:

1. A cumulative grade point average of 2.0 or higher in all college work. (A cumulative grade point average of 2.5 or higher in all Music coursework for B.M.E. students.)
2. A grade of C (2.0) or better in MUSC 101, 102, 201, 202, and 301. Any of these courses with an unsatisfactory grade (C- through F) may be repeated only once without written permission from the department chair.

### **Requirements for the Bachelor of Music Education Degree**

60 semester hours of Music courses, plus applied music instruction (amount varies), plus 33-35 semester hours of professional education courses. Music courses include MUSC 101, 102, 108, 111 (non-voice majors only), 112 (voice majors only), 146, 201, 202, 209, 222, 246, 247, 248, 270, 275, 276, 301, 310, 321, and 322. All candidates for this degree are required to attain a minimum of level 8 in their chosen field of applied music, which is normally achieved by a minimum of 12 semester hours of study and a maximum of 14 semester hours of study, and to present a recital in their major performing area in their junior or senior year (with or without one hour credit). All non-keyboard majors are required to attain a level 2 in piano, which is normally achieved by a maximum of 4 semester hours of study. All candidates for this degree are expected to participate in at least one (MUSC 149) ensemble each semester, with or without credit, and to establish a minimum of 4 semester hours credit in ensemble (MUSC 149). Only 8 ensemble credits (MUSC 149) may apply toward the 120-hour minimum required for graduation. Because of the heavy requirements for this degree, it is likely that the student will either have to carry an overload or extend the time required to complete the program. Students should be aware that either option will result in additional tuition charges. Note: Completion of this degree may require more than 8 semesters of full-time academic work.

Professional education courses include EDUC 110, 141, 201, 246, 250, 308, 321; EDUC 467, 472, 474; SPEC 230, SPEC 330; totaling 35 hours. In addition, students must satisfy all current requirements of the West Virginia Department of Education for all teacher certificates and/or by West Virginia Wesleyan College for all degrees, and they must complete the following courses, some of which also satisfy general education requirements: EXSC 130 or 201; see Education section of this catalog.

### **Requirements for Music Major, Bachelor of Arts Degree**

58 semester hours, including MUSC 101, 102, 108, 112 (voice majors only), 201, 202, 222 (for voice majors), 301, 321 and 322, 475; attainment of level 6 in one area of applied music with a minimum of twelve semester hours of study, a minimum of 4 hours of MUSC 149, and additional music electives to complete 58 hours. Only 8 ensemble credits may apply toward the 120-hour minimum required for graduation. Students wishing to complete an applied music emphasis must attain a level 10 in one area of performance and give a full recital (with or without one hour credit). All non-keyboard majors are required to attain a level 2 in piano, which is normally achieved by a maximum of 4 semester hours of study. Students wishing to complete a theory emphasis must complete MUSC 250 and 270, attain a level 6 in piano and complete a special project in musical research, analysis or composition during their senior year, the results of which will be shared publicly through a lecture or lecture-recital. All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit.

### **Requirements for Minor**

15 semester hours, including MUSC 101, 215, sufficient study in chosen field of applied music to attain level 4, 2 semester hours of MUSC 149 and 2 semester hours of electives in music. Music minors must achieve a grade of C (2.0) or better in each music course.

### **Program Outcomes**

- Students will demonstrate proficient knowledge of the standard concepts of music theory including part-writing, counterpoint, ear training, sight reading, and theoretical analysis of music from a variety of eras and styles.
- Students will demonstrate basic knowledge of the historical context of Western musical tradition from medieval times to the present.
- Students will demonstrate proficient performance skills, including literature appropriate for their level and studies requisite for graduate study.

- Students will demonstrate knowledge of current teaching methods and learning theories, as well as the ability to plan and deliver instruction successfully to diverse groups of students in a variety of musical contexts, using currently available materials and technologies.
- Students will demonstrate systematic experience-based music skills, modeling diverse and age appropriate literature for K-12 students by remediating learner needs through aural and visual assessment and application.
- Students will demonstrate the importance of an enhanced cultural life on the campus and in the greater community through their participation in courses, ensembles, and concerts that promulgate a variety of musical styles.

## MUSIC COURSES

### **MUSC 101. Basic Musicianship I.**

**4 hrs.**

Review of mechanics and music fundamentals. An integrated study of basic musical units through development of individual skills in music listening, performance, composition, analysis and criticism, incorporating the principles of comprehensive musicianship. With MUSC 101L - Sight Singing, Harmonization and Aural Skills as a component, training includes elementary aural perception, sight singing, dictation, and rhythmic exercises, using traditional classroom teaching methods as well as computer software. Meets four hours per week.

### **MUSC 102. Basic Musicianship II.**

**4 hrs.**

Continuation of MUSC 101. Emphasis on four-part writing, non-chord tones, key and function, with analysis and compositional exercises based on shorter musical works from the eighteenth and nineteenth centuries. With MUSC 102L - Sight Singing, Harmonization and Aural Skills as a component, training includes melodic and harmonic dictation, chord identification and progressions, and realization of figured bass, using traditional classroom teaching methods as well as computer software. Meets four hours per week. *Prerequisite:* A grade of C (2.0) or better in MUSC 101.

### **MUSC 105. Materials of Music.**

**1 hr.**

Exploration of the basic elements of musical language, providing students skills needed to become effective musicians. Emphasis on improving familiarity with and understanding of rhythm and notation.

### **MUSC 108. Music and Listening: An Introduction.**

**1 hr.**

A course for first-semester music majors, designed to acquaint them with the standard concert repertoire through guided and assigned listening. Limited to music majors.

### **MUSC 111. Fundamentals of Voice.**

**1 hr.**

Class instruction in the development of basic singing techniques. Required course for all Instrumental Music Education majors. Two periods weekly.

### **MUSC 112. Diction.**

**1 hr.**

Introduction to German and French diction for singers with emphasis on IPA and in-class reading and performances of German Lieder and French melodie. Students will study vowel sounds, mixed vowels, nasal vowels and consonants inherent to the two languages. Required course for all Voice majors and Voice majors in Music Education. Two periods weekly. *Prerequisite:* Vocal Diction Lab. Offered in alternate years.

### **MUSC 149. Ensemble.**

**Each 0-1 hr.**

Choral and instrumental ensemble opportunities are open to all members of the College, with or without credit. Some require an audition to participate. Rehearsal schedules vary. A maximum of eight ensemble credits may count toward graduation for all students.

### **MUSC 167L, 267L, 367L, 467L. Vocal Diction Lab.**

**0 hrs.**

Instruction in elements of diction for singing in multiple languages, including performance in those languages. Inclusive of, but not limited to, introduction of the International Phonetic Alphabet. Required course for all Voice majors and Voice majors in Music Education enrolled in MUSC 167, 267, 367, 467. One period weekly. Fall semester only.

### **MUSC 167L, 267L, 367L, 467L. Vocal Repertoire Lab.**

**0 hrs.**

Introduction to various repertoire for the singer. Inclusive of, but not limited to, art song literature and opera literature. Required course for all Voice majors and Voice majors in Music Education enrolled in MUSC 167, 267, 367 or 467. One period weekly. Spring semester only.

### **MUSC 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

### **MUSC 201. Advanced Musicianship I.**

**5 hrs.**

Continuation of MUSC 102. Intensive analysis of complete movements and larger forms, harmonization of melodies, understanding relationship of phrases and structure, basic discussion of improvisatory techniques, and use of music notation software through lead sheet and score preparation. With MUSC 201L - Sight Singing, Harmonization and Aural Skills as a component, training includes sight singing, harmonic dictation, modulation, and basic keyboard realization as well as synthesizer sequencing. Meets five hours per week. *Prerequisite:* A grade of C (2.0) or better in MUSC 102.

**MUSC 202. Advanced Musicianship II - Form and Analysis.** **5 hrs.**

Continuation of MUSC 201. A detailed study of the structural principles of music, analysis and composition of two- and three-part inventions, fugue analysis, and compositional exercises based on nineteenth-century models. With MUSC 202L - Sight Singing, Harmonization and Aural Skills as a component, training includes sight singing, harmonic dictation, and basic keyboard realization as well as synthesizer sequencing. Meets five hours per week. *Prerequisite:* A grade of C (2.0) or better in MUSC 201.

**MUSC 209. Elementary Music Methods for the Music Specialist.** **4 hrs.**

A study of various philosophies of music education and their application in the use of singing, listening, rhythmic and creative activities to achieve the objectives of early childhood music growth. The course will prepare students with competencies necessary to creatively formulate, effectively teach, and evaluate an elementary music program. Preparation of lesson plans using keyboard and fretted instruments and industry standard music software as well as planning an elementary music curriculum will be central to the course. (Music Education students will complete their Clinical I {EDUC 206} field experience in MUSC 209.) *Prerequisite:* Permission of the instructor. Offered in alternate years.

**MUSC 215. Music Appreciation.** **3 hrs.**

A course designed to assist students not majoring in music to develop an understanding and appreciation of concert music through directed group listening.

**MUSC 222. Fundamentals of Voice II.** **1 hr.**

Class instruction in the function of the singing voice, and techniques of assessing and addressing the function of the singing voice. Required course for all Voice majors and Music Education majors. Two periods weekly. *Prerequisite:* MUSC 111 and/or one semester of applied voice study.

**MUSC 235. Percussion Instrument Methods.** **2 hrs.**

Class instruction in the various instruments of the percussion family. Limited to music majors and minors. Two periods weekly. Offered in alternate years.

**MUSC 246. Woodwind Instrument Methods.** **2 hrs.**

Class instruction in the fundamentals of the various woodwind instruments. Limited to music majors and minors. Meets two hours weekly. Offered in alternate years.

**MUSC 247. Brass Instrument Methods.** **2 hrs.**

Class instruction in the fundamentals of the various brass instruments. Limited to music majors and minors. Two periods weekly. Offered in alternate years.

**MUSC 248. Stringed Instrument Methods.** **2 hrs.**

Class instruction in the various instruments of the string family, concentrating on two orchestral instruments and guitar. Limited to music majors and minors. Two periods weekly. Offered in alternate years.

**MUSC 250. Eighteenth Century Counterpoint.** **2 hrs.**

Analysis and composition of two- and three-part inventions and three- and four-voice fugues. Use of keyboard, ear training, and sight singing underlies all written work. Offered in alternate years. *Prerequisite:* Permission of the instructor.

**MUSC 270. Orchestration.** **2 hrs.**

This course will prepare students to complete basic re-scorings and orchestrations for various instrument combinations. It will also prepare students to complete basic jazz and commercial arrangements using standard, modern voicing techniques. *Prerequisite:* MUSC 201. Offered in alternate years.

**MUSC 275. Instrumental Conducting.** **2 hrs.**

Techniques of organizing and conducting band and orchestra; principles of interpretation, score reading; practice conducting. *Prerequisite:* MUSC 102. Offered in alternate years.

**MUSC 276. Choral Conducting.** **2 hrs.**

Techniques of choral conducting; factors involved in choral interpretation, selection of materials, organization and administration of choral work. Practice in conducting. *Prerequisite:* MUSC 102 or permission of the instructor. Offered in alternate years.

**MUSC 301. Advanced Musicianship III -Twentieth-and Twenty-first-Century Music** **4 hrs.**

A detailed study of the evolution of music from Impressionism to the present day. Improvisational jazz styles are discussed. With MUSC 301L - Form and Analysis as a component, projects include composition and analysis based on twentieth-century models

with assignments to be completed using music notation software. Meets four hours per week. *Prerequisite:* A grade of C or better in MUSC 202.

**MUSC 310. Secondary Music Methods for the Music Specialist. 3 hrs.**

A practical overview of teaching middle, junior, and high school music with a focus of establishing and maintaining a community atmosphere including students, parents, administrators, and the community. Topics include classroom management, parent and community involvement, ensemble directing, repertoire selection, student motivation and lesson modifications, music technology, and professional development. Pre- or co-requisite: EDUC 201. Offered in alternate years.

**MUSC 321. History of Music I. 3 hrs.**

An overview of the origins and evolution of musical forms, compositional procedures, performing practices, and musical instruments in the West from the rise of the Christian liturgy through the death of J.S. Bach. Presented within the contexts of related arts and historical events and includes listening and score analysis. *Prerequisite:* MUSC 202 or permission of the instructor.

**MUSC 322. History of Music II. 3 hrs.**

An overview of the origins and evolution of musical forms, compositional procedures, performing practices, and musical instruments in the West from the rise of the Christian liturgy through the death of J.S. Bach. Presented within the contexts of related arts and historical events. Includes listening, score analysis, and practice in researching and writing about music. *Prerequisite:* MUSC 202 or permission of the instructor.

**MUSC 388, 488. Special Topics in Music. 1-3 hrs.**

Upper level courses in music history or music theory chosen to fulfill the needs of students pursuing the Bachelor of Arts degree. Among the composer and genre studies that have been offered are: Survey of Baroque Music; Survey of 20th Century Composers; Music and Society: Women in Music; Beethoven and the Instrumental Cycle; Ceremonial Music for the Russian and English Courts; Composer and Patron in Eighteenth Century Europe. *Prerequisite:* Permission of the instructor.

**MUSC 475. Principles of Music Research. 2 hrs.**

This course prepares students to engage in scholarly research in a variety of mediums within the field of musical study. Musicological and theory/analysis research methodology will be covered within the context of individual research projects and topics. Students will also be guided through the use of multiple print and digital databases and their place within the methodology of music research. The learning experience will culminate in the completion of a research paper on a topic of the student's choosing and an accompanying presentation. Satisfies the advanced composition requirement for the General Education curriculum.

**APPLIED MUSIC**

Applied music study is based on a system of proficiency levels. Level descriptions are available in each area of applied music, found in the Music Department Handbook.

The minimum level requirements for graduation are Bachelor of Music Education: Level 8; Bachelor of Arts: Level 6 (except for students wishing to complete an emphasis in applied music, who must attain Level 10).

The minimum level requirement for a music minor is Level 4 in chosen area.

Although applied music requirements are stated in terms of specific proficiency levels, the schedule of normal advancement toward the desired goal may be measured in terms of semester hours of study.

Music majors normally earn credit in their chosen field of applied music at the rate of at least two semester hours each semester until their required achievement level is attained.

Students are accepted for applied study as faculty loads permit in the following order of priority: music majors, music minors, non-majors currently participating in a departmental ensemble, others.

MUSC	151, 251, 351, 451.	Tuba.	1-2 hrs.
MUSC	152, 252, 352, 452.	Bassoon.	1-2 hrs.
MUSC	153, 253, 353, 453.	Cello.	1-2 hrs.
MUSC	154, 254, 354, 454.	Clarinet.	1-2 hrs.
MUSC	155, 255, 355, 455.	Trumpet.	1-2 hrs.
MUSC	156, 256, 356, 456.	Flute.	1-2 hrs.
MUSC	157, 257, 357, 457.	French Horn.	1-2 hrs.
MUSC	158, 258, 358, 458.	Guitar.	1-2 hrs.
MUSC	159, 259, 359, 459.	Bass Guitar.	1-2 hrs.
MUSC	160, 260, 360, 460.	Organ.	1-2 hrs.
MUSC	161, 261, 361, 461.	Percussion.	1-2 hrs.
MUSC	162, 262, 362, 462.	Piano.	1-2 hrs.

MUSC	164, 264, 364, 464.	Saxophone.	1-2 hrs.
MUSC	165, 265, 365, 465.	Trombone.	1-2 hrs.
MUSC	167, 267, 367, 467.	Voice.	1-2 hrs.
MUSC	168, 268, 368, 468.	String Bass.	1-2 hrs.
MUSC	169, 269, 369, 469.	Euphonium.	1-2 hrs.
MUSC	182, 282, 382, 482.	Violin.	1-2 hrs.
MUSC	183, 283, 383, 483.	Viola.	1-2 hrs.
MUSC	376, 476.	Half Recital.	1 hr.
MUSC	271, 371	Applied Piano (Gen. Ed.)	1-2 hrs.

As part of the general education curriculum, this course offers private instruction in the development of the necessary piano techniques for facility in reading and interpreting a musical score, with emphasis on efficient practice, ease of performance, and musical style. Literature includes representative compositions of various styles and periods, integrating the study of the arts and their place in historical and contemporary society. *Gen Ed. Lens or Foundational Area: Aesthetic Expression.*

*Prerequisites:* Proficiency Level 8; permission of the instructor.

MUSC	378, 478.	Full Recital.	1 hr.
------	-----------	---------------	-------

*Prerequisites:* Proficiency Level 10; permission of the instructor.

---



---

## PHILOSOPHY

---



---

PROFESSOR EMERITUS: Bernard Keating

VISITING ASSISTANT PROFESSOR: Scott Williams

Philosophy – literally “love of wisdom” – engages the enduring questions of Western culture: What is Truth? What are our obligations to other people? What is Reality? How should we decide among different solutions to these problems? Raising and assessing critically influential answers to such questions is fundamental to all courses in philosophy. Philosophy courses help students develop their own perspectives on these topics while sharpening critical thinking skills. By reflecting on the reasons they and others have for thinking as they do philosophy students deepen their understanding of themselves while broadening their outlook on life. Courses in philosophy are particularly helpful for students whose professional life will demand strong analytical skills and will involve intense consideration of life’s larger issues. Philosophy students often complement their coursework in philosophy with an additional major. Some career choices philosophy majors and minors pursue include law, medicine, theology, writing, and teaching. Additionally, some philosophy majors prepare for graduate work in philosophy.

### Requirements for Major

30 semester hours, including PHIL 101, 111; 105 or 201; 121, 160, 230, 260; 340; 6 hours of electives.

### Requirements for Minor

18 semester hours, including PHIL 101, 111; 105 or 201; 230; 6 hours of electives.

### Program Outcomes

- Students will demonstrate the ability to distinguish arguments from non-arguments and will be able to provide reasoned assessments of soundness/cogency in simple cases.
- Students will demonstrate competence in analyzing arguments.
- Students will demonstrate an ability to defend a philosophical thesis.

## PHILOSOPHY COURSES

### PHIL 101. Philosophy and the Examined Life.

3 hrs.

Critical thinking about basic philosophical questions through analysis of readings in the sciences, literature, and the arts.

- PHIL 105. Critical Thinking. 3 hrs.  
A practical, cross-disciplinary introduction to handling evidence: how to uncover, analyze, and evaluate arguments, and why that is important. Emphasis upon asking critical questions and upon typical fallacies, elementary probability, patterns of valid inference, induction, abduction, hypothesis testing and the “ethics” of belief.
- PHIL 111. Classical Philosophy to Descartes.** 3 hrs.  
Representative readings from the Classical age through the Medieval. *Prerequisite:* One course in philosophy.
- PHIL 121. Philosophy of Religion.** 3 hrs.  
Critical thinking about problems in natural theology, religious experience, faith and reason, theodicy, the soul, afterlife, and the significance of religious language.
- PHIL 130. Environmental Ethics.** 3 hrs.  
An introduction to ethics and to important issues in environmental ethics. Among the issues addressed are: What are our obligations to non-human animals? Do we have an obligation to preserve resources for future generations? In what respects, if any, is concern for the environment a feminist issue?
- PHIL 140. Political Philosophy.** 3 hrs.  
The philosophical study of the nature and good of politics. May be credited toward a major or minor in political science. *Prerequisite:* One course in philosophy.
- PHIL 160. Philosophy of Law.** 3 hrs.  
A survey of the constitutive moral and political concepts that have influenced the creation and interpretation of the United States Constitution, with consideration of some special problems in jurisprudence, e.g. paternalism, privacy, and freedom of expression. Course will include study of some important U.S. Supreme Court cases.
- PHIL 188, 288, 388, 488. Special Topics.** 1-3 hrs.  
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.
- PHIL 201. Logic.** 3 hrs.  
An introduction to traditional syllogistic logic and to elements of modern symbolic logic with emphasis on improving the student’s critical skills.
- PHIL 230. Ethics.** 3 hrs.  
The philosophical study of such topics as the nature of obligation, character, practical reason, and the good for persons.
- PHIL 260. Modern Philosophy.** 3 hrs.  
Representative readings in the history of Philosophy from Descartes to the present. *Prerequisite:* One course in philosophy.
- PHIL 340. Metaphysics and Epistemology.** 3 hrs.  
Advanced course in problems in the theory of knowledge and metaphysics. *Prerequisites:* PHIL 105 or 201 and 260. Satisfies the advanced composition requirement for General Education.

## PHILOSOPHY AND RELIGION

PROFESSOR EMERITUS: Bernard Keating

Faculty in Philosophy and Religion offer an interdisciplinary major for students who qualify.

### Requirements for Philosophy and Religion Major

36 semester hours approved by the student’s faculty advisor, including a minimum of 12 semester hours from each discipline. Recommendations as to specific courses to be taken, depending on the student’s interests and qualifications, include RELG 210 and 221; PHIL 111 and 201.

---

## RELIGIOUS STUDIES

---

ASSOCIATE PROFESSOR: Debra Dean Murphy

Understanding the power of religion and spirituality has become a pressing need in the contemporary world. The Religious Studies major consists of a set of core courses and a choice of a concentration in either (a) Christian Formation and Liturgy or (b) Religion and Culture.

The core courses introduce the methods, questions and skills in the field of Religious Studies.

The Christian Formation and Liturgy concentration immerses students in both the theoretical/theological and the practical. Courses in theology, ethics, worship, scripture, and church history are offered alongside opportunities for hands-on experience in areas such as children and youth ministry, local outreach and mission, and ministry with the poor.

The Religion and Culture concentration introduces students to the issues confronting the world's major religious traditions in an increasingly globalized context. Attention is given to religion's deep associations with matters related to gender, race, politics, poverty, war, and media.

A major in Religious Studies prepares students for work in numerous fields. Either of the concentrations offered is appropriate preparation for further work in seminary, divinity school, or graduate school. Taken as a second major, work in religious studies provides significant context for understanding the way that religion impacts and interacts with history, international studies, communication, media, political science, sociology, psychology and business.

### Requirements for Religious Studies Major

33-40 semester hours, including core courses plus requirements for one concentration as prescribed.

Requirements for the Core Courses: RELG 101, 110, 230 (7 hrs.).

Requirements for the Concentration in Christian Formation and Liturgy: RELG 121, 151, 251, 252, 253, 350, 351, 450, and 471; one Praxis selected from RELG 241, 242, or 341; COMM 221 or 320; EDUC 201 or PSYC 238 (29-32 hrs.).

Requirements for the Concentration in Religion and Culture: RELG 161 or 220; 260, 212 or 261; 361 or 362; 240 or 245; 498; and nine hours of RELG electives (26 hrs.)

**Requirements for the Minor in Religious Studies:** 15 credit hours in religious studies courses, including RELG 101 or 110.

### Program Outcomes:

- Students will demonstrate knowledge of the core beliefs and practices of religious traditions.
- Students will be able to reason theologically, interpret texts critically and engage with religious diversity.
- Students will understand the complexities, ambiguities and mysteries of lived faith.
- Students will be able to articulate, be thoughtful, and be self-aware about their own religious and theological commitments.

## RELIGION COURSES

### RELG 101. Introduction to the Bible.

**3 hrs.**

An introductory study of the Biblical literature, its origin in the Jewish and Christian communities, and the literary and cultural developments involved in its emergence as the norm of faith for those communities.

### RELG 110. Introduction to Religion.

**3 hrs.**

An introduction to religious questions of basic belief, behavior, and value commitment, and to religious dialogue in the plural world community.

### RELG 121. Christian Ethics.

**3 hrs.**

What does it mean to be good? How should I live? What are humans created for? This course frames the study of ethics in terms of character and community, and explores the virtues that enhance human flourishing and the vices that thwart it.

**RELG 151. Ministry as Vocation.****1 hr.**

This course explores what it means to be called (and confirmed) into ministry in the Christian church with attention given to stories/narratives/memoirs of persons—past and present—who have articulated their own struggles (and joys) in vocational ministry. Stages and processes related to ordination as well as ministry in non-traditional ecclesial settings will also be addressed.

**RELG 161. Jesus According to Global Christianity.****3 hrs.**

During the late 20th century Christians throughout the world began the process of indigenization. That is, having received the gospel and Christian theology from the missionary efforts of the 19th and early 20th century, Christians in Africa, Asian and South America began to re-envision who Jesus is in light of their indigenous cultures and history. Vibrant characterizations of Jesus have emerged. Engaging with these insights into Jesus and the demands of the gospel will foster richer ecumenical perspectives for Western Christians.

**RELG 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**RELG 208. United Methodist Heritage.****3 hrs.**

A solid historical orientation on the development of The United Methodist Church, its roots and constituent parts. *Prerequisite:* One course in religion.

**RELG 212. Issues in Feminist Theology.****3 hrs.**

An introduction to recent studies in theology that will focus on the significance of the Gospel as read in the context of American women's experience.

**RELG 214. Issues in Environmental Theology.****3 hrs.**

A study of issues related to environmental theology, such as ecological responsibility, humankind's place in creation, God's love, Christology, and the suffering of creation and hope of new creation.

**RELG 220. God and Globalization.****3 hrs.**

This course assumes that globalization – defined in part as the privileging of the universal over the local – constitutes something of a moral crisis. Drawing on a range of materials and discourses – theology, ethics, political theory, film, biography, fiction, and poetry – we will examine globalization through a theological lens, looking for helpful, hopeful ways to re-imagine Christianity's engagement with the political.

**RELG 230. Interreligious Dialogue and Theological Reflection.****1 hr.**

Students will develop understanding of and skills in interreligious dialogue and theological reflection so that they may share their convictions with honesty, disagree with civility and learn from conversations with adherents of religious traditions different from their own.

**RELG 240. Judaism and Islam.****3 hrs.**

A historical study of Judaism and Islam against the background of other Near Eastern religions, such as Zoroastrianism and Christianity; consideration of current expressions of faith and practice.

**RELG 241. Ministry with the Poor.****1 hr.**

Drawing on scripture and theology this course provides students with opportunities for engaging in ministry with the poor. Avoiding models that patronize the poor or keep them at a distance, emphasis will be placed on personal and congregational practices that lead to mutual transformation.

**RELG 242. Spiritual Disciplines.****1 hr.**

Exploration of the nature and practice of spiritual disciplines, drawn from Christian tradition. Students will acquire a foundation for personal spiritual practices as well as approaches that will encourage and support spiritual formation within faith communities.

**RELG 245. Hinduism and Buddhism.****3 hrs.**

A historical study of the faith and practice of Hinduism and Buddhism, with consideration of other Asian religious traditions alongside which these have developed.

**RELG 251. Church and Its Scriptures I: Old Testament.****3 hrs.**

The Christian churches struggled with whether to retain the Hebrew Bible as part of its canon, but ultimately decided to affirm the Hebrew Bible as scripture, though interpreted in light of the new revelation in Jesus Christ. An examination of the theology and the hermeneutical issues raised by affirming both continuity and change in the record of God's relationship with his people.

**RELG 252. Church and Its Scriptures II: New Testament.****3 hrs.**

The early Christian churches added new scriptures to express their conviction that Jesus was the Messiah; to understand the implications of the new covenant created thereby; and to derive and to test their theological, social, and ecclesial beliefs and practices. This course will discuss signal issues in the early church period and then turn to contemporary issues.

**RELG 253. History of Christianity.****3 hrs.**



This course is a broad survey of significant Christian thinkers, movements, doctrines, and ideas from antiquity to the present day. Focus will be on distinctly Western forms of Christian thought and practice in the Roman Catholic and Protestant traditions, with some attention to Anabaptists and the Eastern Orthodox.

**RELG 260. Religion and Culture.**

**3 hrs.**

This course examines the intersection of religion and culture. These terms, however, are not self-evident: What is religion? What is culture? Drawing on insights from sociology, anthropology, theology, and other disciplines we will examine some of the historical shifts that have produced the modern concepts of “religion” and “culture,” and we will note how slippery these terms continue to be in public discourse. Neither “religion” nor “culture” exists in the abstract: they must always be fleshed out by paying attention to particular practices in particular times and places.

**RELG 261. Women and Religion.**

**3 hrs.**

A survey of women’s experience, values, roles and responsibilities in world religions and spiritual movements. This course satisfies a requirement for the Gender Studies Curriculum.

**RELG 262. Sin, Salvation and Social Change.**

**3 hrs.**

This course explores social change—institutional and systemic, local and grassroots—with the aid of the theological categories of sin and salvation. Understanding sin, in part, as disordered desire, we will note the ways that greed and exploitation call for a collective moral response. Understanding that salvation is cosmic and communal in scope (and not merely private and individualistic), we will examine the quest for social change as a desire for the health and well-being of the whole created order.

**RELG 263. Religion and Science.**

**3 hrs.**

This course investigates the relationship between science and religion in Western culture since the Enlightenment by reviewing key historical conflicts between scientists and the institutional church and then examining contemporary efforts to reconcile them.

**RELG 264. Religion in Contemporary Film and Literature.**

**3 hrs.**

Explore religious themes (primarily Christian and Jewish ones) in several contemporary films and works of fiction and nonfiction—themes such as identity and community; belief and doubt; sin and evil; forgiveness and redemption; political theology and social justice.

**RELG 341. Ministry of Teaching.**

**1 hr.**

A practical course in designing age-appropriate Bible study and Christian formation learning opportunities in a variety of settings.

**RELG 350. Christian Formation.**

**3 hrs.**

The implications of theological, moral and educational theory for the practice of Christian formation. Survey of leading theorists, and issues; historical and contemporary approaches including the Sunday School, religious education and Christian education.

**RELG 351. Christian Liturgy.**

**3 hrs.**

This course offers a broad overview of Christian worship from biblical times to the present, looking at the elements of the liturgy (e.g., praise, prayer, proclamation, song, sacrament, sending forth); the lectionary and liturgical calendar; contemporary issues and challenges in Christian worship; and the relationship between liturgy and formation.

**RELG 361. The Problem of Righteous Violence.**

**3 hrs.**

An exploration of the phenomena of righteous violence (violence done in the name of God or divine powers), justifications used to defend such actions; just war theory, and religious resources for peacemaking.

**RELG 362. Scripture and Sexuality.**

**3 hrs.**

Investigates the religious and spiritual significance of human sexuality with a focus on how scriptures are interpreted to warrant practices or to declare them deviant or bad. Topics include the nature of the erotic; celibacy; marriage; same-sex practices; and reproduction.

**RELG 450. Christian Formation and Ministry Capstone.**

**2 hrs.**

This course is designed to provide a forum for analyzing, synthesizing, and integrating what has been learned in other courses and contexts. In consultation with faculty advisors, students will plan and produce a final paper or project that demonstrates competence in and a deep engagement with the broad curricular content of the Christian Formation and Liturgy concentration. Satisfies the advanced composition requirement for the General Education curriculum.

**RELG 471. Ministry Practicum.**

**1-3 hrs.**

An opportunity for students to engage in some aspect of the teaching ministry in depth and to reflect upon the understandings and skills involved in Christian formation, with supervision approved by the departmental faculty. The practicum is governed by a contract designed by the instructor in consultation with the student and the field supervisor. A minimum of 35-40 contact hours are necessary, plus assigned readings and written work related to specified learning objectives.

**RELG 498. Senior Thesis in Religion.**

**2 hrs.**

This 2 credit course, along with an oral examination of course work in the major, serves as a capstone for the Religion major. Students will research, write, and present a 25-page research paper on an issue in the study of religion. Students will formally propose a topic, provide an annotated bibliography, and examine disciplinary models in the study of religion. The student must complete 2 drafts of the paper before submitting a final version to the supervising professor. One draft will be subject to peer review; one will be reviewed by the professor. This course satisfies the advanced composition requirement for the General Education curriculum.

---

## THEATRE ARTS

---

ASSOCIATE PROFESSORS: Gregory Mach, Thomas Schoffler

TECHNICAL DIRECTOR: Keith Saine

Courses and co-curricular activities offered in Theatre Arts are designed to provide experiences in all aspects of theatre. Students majoring in the discipline are provided a background on which to base specialized graduate or professional study or to direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for theatre, and/or seek knowledge and skills applicable to education, religious and service-oriented occupations and vocational involvement in community theatre.

### **Requirements for Major in Musical Theatre (B.A.)**

54-56 semester hours including courses in Dance, Music, and Theatre Arts. Students are required to participate in an auditioned performance (music, dance, theatre) ensemble each semester they are in the major, and to perform in at least one faculty-directed West Virginia Wesleyan College Theatre production each year they are in the major. Students are required to participate in auditioned vocal ensembles, taking them for 0 or 1 credit for a minimum of 4 semesters. Students are required to take THRE 101: Theatre Practicum every semester for 0 or 1 credit. Students are also required participate in an academic/professional audition each year they are in the major. Students should select elective courses in consultation with the Musical Theatre Advisor. Students are required to participate in portfolio reviews as described in the departmental handbook. B.A. students are required to reach a level 6 in vocal juries (see music handbook for details). Musical Theatre majors incur a reduced fee for applied music credits required for the major.

### **Dance Requirements (5 hours):**

DANC 101, 4 hours of dance technique selected from ballet, modern, jazz and tap. Students are required to achieve proficiency level II in a primary dance style and a level I in a secondary dance style.

### **Music Requirements (10 hours):**

MUSC 101, 6 hours of 167/267/367 Voice. Students should plan to take voice lessons each semester.

### **Theatre Arts Requirements (40-42 hours):**

THRE 101 (0-credit option), 118, 120, 130, 224, 228, 236, 245, 254, 263, 264, 270, 330; three hours selected from THRE 309 or 310; three hours selected from THRE 258 or DANC 225; THRE 395, 396.

### **Requirements for Minor in Musical Theatre**

22 semester hours including: THRE 215 or 118, 105 or 130, 224 four hours of voice; DANC 101, plus four hours selected from the following dance technique classes: DANC 105, 109, 111, 112, 205, 209, 211, 212, 305, 309; three semesters (zero credit option) of THRE 101.

No specific levels have to be reached in voice or dance. Note: This minor is open to all students.

### **Requirements for Major in Theatre Arts (B.A.)**

40-50 semester hours, including core and individual concentration requirements. Students must complete major responsibilities in at least four major West Virginia Wesleyan College Theatre productions. Students are also required to take THRE 101: Theatre Practicum every semester for 0 or 1 credit.

**Core Requirements (23-26 hours):**

DANC 101 or THRE 263, THRE 101 (0-credit option), 118, 120, 130, 224, 270; three hours selected from THRE 309 or 310; THRE 395, 396; ENGL 350.

**Acting/Directing Concentration (24 hours):**

THRE 236, 245, 258, 263, 264; three hours selected from THRE 220, 222, or 231; three hours selected from THRE 228, 358 or DANC 225; and six hours selected from remaining theatre arts courses except THRE 215.

**Design/Technical Concentration (18 hours):**

THRE 220, 221, 222, 231, 342 and 491.

**Requirements for Minor in Theatre Arts**

18 semester hours, including 3 hours of THRE 101; THRE 215 or 118; 105 or 130; 120, 270; and 3 additional hours in theatre arts.

**Pre-Drama Therapy Major**

Drama therapy is the intentional use of drama and/or theatre processes to achieve therapeutic goals. Drama therapy is active and experiential. This approach can provide the context for participants to tell their stories, set goals and solve problems, express feelings, or achieve catharsis. Through drama, the depth and breadth of inner experience can be actively explored and interpersonal relationship skills can be enhanced. Participants can expand their repertoire of dramatic roles to find that their own life roles have been strengthened.

As this is a pre-professional degree, it is important to note that additional study will be necessary. Like those who work in any therapeutic modality, drama therapists must complete graduate coursework and achieve licensure to practice. Licensed drama therapists work in a variety of settings, from private practice to institutions of many kinds such as community programs (including after school programs), mental health clinics, hospitals, rehabilitation programs, schools, nursing homes, correctional facilities, substance abuse centers, college and high school counseling programs, homeless shelters and in private businesses.

**Requirements for Major in Pre-Drama Therapy (B.A.)****Core Requirements (24-26 hours):**

THRE 101 (0-credit option), 118, 120, 130, 214, 224, 240, 258, 263, 340, and 395; DANC 101.

Other Arts Requirement: 3 semester hours from ART 243, 246 or MUSC 215

Psychology Core Requirements (26-27 hours): PSYC 101, 209, 215, 220, 238, 240L, 320, 451, 452.

**Requirements for Minor in Dance**

See Dance for description.

**Program Outcomes**

- Students will recognize and recreate the practice of theatre-making from multiple perspectives
- Students will recall and compare the literature of theatre.
- Students will define and apply the vocabulary of theatre.
- Students will prepare materials and demonstrate skills for participation in theatre-making.

**THEATRE ARTS COURSES****THRE 101. Theatre Practicum.****0-1 hr.**

Intensive practice in the various aspects of production: acting, designing, construction and execution, administration and management. Students involved in productions must register for the course, with the option of taking it for 0 credits. The course

may be repeated up to three times for credit. Majors must register for the course every semester. The course is offered on a pass/fail basis. *Prerequisite:* Permission of the instructor is required.

**THRE 105. Acting for Non-Majors.**

**3 hrs.**

Students from outside the Theatre major will explore the duties and responsibilities of the professional actor. In rehearsal, they will analyze the text for form, style, character, rhythms, and performance strategy, researching the validity of their choices, and ultimately defend their choices, learning the vocabulary of theatre. Textbooks will focus on the schools of Stanislavski and Uta Hagen.

**THRE 118. Dramaturgical Methods.**

**3 hrs.**

An introduction to theatrical research strategies for directors, designers or performers. Students will engage critical thinking skills and learn methodologies for analysis of dramatic texts. Those with performance and/or technical backgrounds will gain experience in applying dramaturgical and performance theory to the pre-production process. This course is only for Theatre majors/minors.

**THRE 120. Stagecraft.**

**3 hrs.**

A course dealing with the basic tools, equipment, construction techniques and painting methods found in the theatre. The building of properties and the movement of scenery. A course dealing with the basic techniques of lighting for the stage, designed to help students acquire competence in creating workable lighting effects for school, church, and community theatres.

**THRE 225. Stage Makeup.**

**3 hrs.**

An exploration of theatrical standards and methods in stage makeup, including corrective, old age, fantasy, prosthetic and gender-reversed applications. We will draw from historical and contemporary works for inspiration and guidance, and examine controversial practices in the stage makeup industry. *Gen. Ed. Lens or Foundational Area: Aesthetic Expression. Offered every Fall.*

**THRE 130. Acting I.**

**1 hr.**

An introductory course in acting for the stage emphasizing creative dramatics, improvisation, marketing techniques and scene studies. As they endeavor to formulate their own methods and techniques, students will become familiar with the teachings of Stanislavski, Meisner, and Uta Hagen. *Prerequisite:* THRE 215 or 118.

**THRE 151. Alexander Technique - Private Lesson.**

**1 hr.**

Alexander Technique is a hands-on method of achieving greater balance in mind/body connection, flexibility, ease and efficiency of movement. Of particular interest to performing artists, athletes, or anyone who engages in high-level motor skills. Also of interest to those in the therapeutic health-related fields.

**THRE 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**THRE 214. Introduction to Playwriting.**

**3 hrs.**

This is an introductory course designed for the novice or beginning playwright. Students will explore the elements of dramatic structure, create original work for the stage, and implement constructive models for criticism of creative performance work. *Prerequisite:* ENGL 110.

**THRE 215. Introduction to Theatre Arts.**

**3 hrs.**

An introduction to the theatre through a survey of its history, literature, and the various artists involved in the creation and production of a play. Lectures, reading, and discussion will be used to investigate the subject matter. Does not count toward a major in theatre arts. *Gen. Ed. Lens or Foundational Area: Aesthetic Expression; offered every Spring*

**THRE 220. Scene Design.**

**3 hrs.**

A combined lecture and laboratory course in contemporary theatre methods of scene design. The student will develop a number of designs along with investigating past and present theories of design. *Prerequisites:* THRE 120. Offered every other year.

**THRE 221. Scene Painting.**

**3 hrs.**

A hands-on exploration of the various responsibilities, equipment, and techniques of the scenic artist. Building on the various aspects of the job of the scenic artist, students will become involved in the practical aspects of scene painting, learning proper use and maintenance of equipment and simple to advanced scene painting techniques. *Prerequisite:* Permission of instructor. THRE 120 is highly recommended. Offered every other year.

**THRE 222. Costumes.**

**3 hrs.**

A combined lecture and laboratory course in contemporary methods of costume design and costuming. The student will develop a number of designs and investigate the history of clothing.

**THRE 224. Scene Studies.**

**3 hrs.**

Actors will use their tools and learn new methods from Stanislavski's teaching in this fast-paced rehearsal and performance course. Explore auditioning and marketing skills, and characterization in major contemporary dramatic works as we analyze the text for

objectives, actions, obstacles and tactics, and put scenes on stage for your classmates and guests. This course gets actors working on their feet and playing 3-4 roles from acclaimed and award-winning works, and critiquing their classmates' work to learn and grow as artists. *Gen. Ed. Lens or Foundational Area: Aesthetic Expression. Offered every Fall.*

**THRE 224L. Scene Studies Lab**

**0 hrs.**

A laboratory putting the Scene Studies students into exercise and projects with student directors in THRE 258 Directing I class preparing and performing scenes for classwork and practically applying their Scene Studies lessons. Must be taken with THRE 224 Scene Studies. *Offered 2<sup>nd</sup> quarter of every spring.*

**THRE 228. Musical Theatre Performance - Acting the Song.**

**3 hrs.**

This course focuses on the basics of acting and singing at the same time - that is: living truthfully in circumstances of the highly stylized world of musical theatre. Always an emphasis is placed on honest acting (defined as a present, active pursuit of clear objectives) through song and movement. Students will be encouraged to sing healthfully, discovering their own natural voice, while also expanding their critical listening skills. *Prerequisite:* THRE 118; MUSC 101.

**THRE 231. Lighting Design.**

**3 hrs.**

A course dealing with the basic techniques of lighting for the stage, designed to help students acquire competence in creating workable lighting effects for school, church, and community theatres. *Prerequisite:* Permission of instructor. THRE 120 is highly recommended.

**THRE 236. Acting IV.**

**2 hrs.**

An advanced course focusing on physical acting techniques for creating characters. Actors will apply these techniques to scene study in 'heightened texts.' *Prerequisite(s):* THRE 105 or 130, and 224. *Co-requisite:* ~~THRE 235.~~

**THRE 240. Improvisation.**

**1 hr.**

An exploration of team-driven improvisation techniques. Students will learn fundamentals of establishing scenarios with partners from simple suggestions and audience participation. This course will not cover popular structures like The Herald, but will be closer to techniques employed by groups like TheatreSports.

**THRE 245. Voice and Diction for the Actor.**

**3 hrs.**

A course designed to give the actor a basic familiarity with the physiology of speech and with those techniques required by a stage performance. Students will learn the International Phonetic Alphabet and become proficient in an accent or dialect of their choosing.

**THRE 250. Stage Management.**

**3 hrs.**

A course dealing with the basic principles and skills of stage management. Emphasis on organizing, scheduling, and running a theatrical production from pre-production to closing night. Development of techniques and skills in personnel management, organizational communication, technical theatre, and performance as they relate to mounting a theatrical production. *Prerequisites:* Six hours in dramatic arts above THRE 215 or permission of instructor. THRE 120 is highly recommended.

**THRE 254. Musical Theatre History and Research.**

**3 hrs.**

This course is intended to familiarize students with various styles and periods in musical theatre history through the application of research into performance. *Prerequisite(s):* THRE 224; MUSC 101.

**THRE 258. Directing I.**

**3 hrs.**

Study of play analysis and the practice of directing. Includes auditioning, casting, staging, and working with actors. Students will direct two scenes working with student actors. *Prerequisites:* THRE 130, 224, and 236.

**THRE 263, 264, 363. Movement/Voice Practicum.**

**2 hrs.**

A daily physical and vocal regimen designed to develop discipline and consistency in training – thus the good health, efficiency, strength and stamina needed for performance in theatre.

**THRE 270. Contemporary Topics in Theatre Arts.**

**3 hrs.**

This course raises awareness of the contemporary artistic and commercial theater via study of the individuals and organizations involved in today's American theater-making (unions, LORT, Disney Theatricals, etc.); reading current plays and discussing new forms of playwriting/construction; overview of the professional and trade publications; online reviews and resources. Students will gain a familiarity with the main "movers and shakers" at the national and regional level, as well as an introduction to related markets such as television and film, voice-over work, directing, and playwriting. Students will learn where they might fit as practitioners in this diverse field. Offered spring semester even years.

**THRE 309. History of the Theatre I.**

**3 hrs.**

A comprehensive study of the literature and history of the theatre from primitive man through Elizabethan England. Lectures and discussion concerning plays and historical background. Offered every other year.

**THRE 310. History of the Theatre II.**

3 hrs.

A comprehensive study of the literature and history of the theatre from Elizabethan England through Romanticism. Lectures and discussions concerning plays and historical background. Offered every other year.

**THRE 330. Dance Repertory for the Musical Stage.**

2 hrs.

Tap technique and performance with research, technique and repertory specific to the musical theatre stage. Required passing with a "C" (2.0) for all musical theatre majors. Repeatable three times for credit. *Prerequisites:* DANC 101 or permission of the instructor.

**THRE 340. Drama for Youth.**

3 hrs.

An examination of drama as a tool for aesthetic, emotional, ethical, and social development in young people. The principles governing the production of appropriate plays are examined, dramatic literature for youth is surveyed, and students gain experience in leading dramatic activities with young people. This course is especially recommended to individuals who intend to work with children and young people in schools, churches, and other settings. Offered spring semester, odd years.

**THRE 342. Advanced Theatrical Design.**

3 hrs.

An advanced theatrical design course that builds on the introductory material covered in the 200-level design courses. The course will consist of a number of individualized design assignments. *Prerequisite:* One selection from THRE 220, 222 or 231. May be repeated for a total of six hours of credit.

**THRE 350. Marketing the Actor.**

3 hrs.

A course exploring the marketing of the professional actor in industry. Exercises will include monologue preparation, comparisons of headshots and resumes, cold readings, acquiring and maintaining networks, auditions for the stage, TV and film auditions, and improvised auditions. Students are required to travel and audition professionally during the semester.

**THRE 358. Directing II.**

3 hrs.

Advanced study of the theories and practices of directing, including the study of contemporary directors. Students will direct a play or continue with scene work. *Prerequisite:* THRE 258.

**THRE 395. Senior Internship.**

1-3 hrs.

Professional or semi-professional experience or training in theatrical production for theatre arts majors. Students will be assigned significant responsibilities determined by their needs and capabilities and the needs of the sponsoring organization. *Prerequisite:* Permission of the faculty.

**THRE 396. Seminar.**

2 hrs.

The capstone course of the theatre arts major, and an evaluation of the student's knowledge and skills in the major through a conceptualized and researched performance, paper, or design. *Prerequisite:* Minimum of 20 hours in theatre arts or permission of instructor. Satisfies the advanced composition requirement for the General Education curriculum.

**THRE 491. Advanced Design Practicum.**

3 hrs.

A capstone design course involving the realization of a design project. The student will execute an actual design that will be used for a production in the WVWC Theatre season. *Prerequisites:* THRE 220, 222, 231.

## NURSING

---

### NURSING BSN AND ACCELERATED RN-MSN

---

CHIEF NURSING OFFICER AND BSN CHAIRPERSON: Tina Astrino Straight

DIRECTOR OF GRADUATE STUDIES IN NURSING: Amy Coffman

ASSOCIATE PROFESSORS: Amy Coffman, Tina Straight, Theresa Poling

ASSISTANT PROFESSORS: Shannon Bosley, Melissa Franke, Valerie Jordan, Issiah Wallace

LECTURERS AND CLINICAL INSTRUCTORS: Miranda McCroskey, John Pauley, Kristin Hudkins, Taylor Barnett, Cristina Menking, Bryon Hoggatt, Patricia Moore

EMERITUS LECTURER: Barbara Frye, Janet Teachout-Withersty

PROFESSOR EMERITUS: Sue Leight

The mission of Wesleyan's Nursing program is to provide accessible, high quality nursing education to a diverse group of students, preparing them to be reflective healthcare leaders and scholars able to respond to the growing complexity in the healthcare system. The mission will be accomplished by offering innovative nursing education programs that meet the needs of society and incorporate best-practice evidence and contemporary nursing science. The program is fully accredited by the West Virginia Board for Registered Professional Nurses (90 MacCorkle Avenue SW, Suite 203, South Charleston, WV 25303; Phone: (304-74-0900); Fax: (304) 744-0600. The baccalaureate degree program in nursing at West Virginia Wesleyan College is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The professional nursing practice component of the program includes both didactic and clinical practice in a variety of settings in acute care and the community. The faculty reserve the right to exclude or remove from clinical practice any student who has demonstrated attitudes or behaviors incompatible with safe nursing practice. Nursing majors receive a Nursing Student Handbook, which outlines School policies pertaining to admission, progression, retention and suitability among others. Students are responsible for their own transportation to clinical practice sites.

Because progression in the major requires careful coordination of academic study and future goals, students are encouraged to seek early advising from a member of the nursing faculty. Students anticipating graduate education are advised to complete a statistics course selected in consultation with a nursing advisor.

Graduates are eligible to apply to the State Board of Nursing for licensure. Before candidates can be considered for licensure as a registered nurse they must report any conviction for a felony or misdemeanor to the licensing board. Students are advised to report any such conviction to the School of Nursing Director and to the Board of Nursing upon entry into the nursing program.

### ADMISSION

Freshman are admitted to the College in "pre-nursing." Students must make formal application to the nursing major at the end of the freshman year for admission to the nursing major as a sophomore. Admission to Nursing is competitive and not all students who apply can be accommodated. The decision to admit a student will be based upon the following:

1. complete application to the program
2. the achievement of a cumulative grade point of 3.25 or higher, and
3. the completion of BIOL 151 and 152, PSYC 238, (up to one course repeat for a nursing support course)
4. score of Proficient on the TEAS Test (Test of Essential Academic Skills) (ATI) given during the fall semester of the freshman year
5. the completion of the health form
6. evidence of current CPR certification; negative TB test and a criminal background evaluation

The School of Nursing uses the TEAS (Test of Essential Academic Skills) as its diagnostic measure of basic skills. Applicants must score in the "Proficient" range for acceptance into the nursing major. The TEAS (Test of Essential Academic Skills)

determines a Nursing student's strengths and weaknesses in basic math, science, reading, English, and English language usage, as well as general background knowledge. The TEAS test is given to nursing students during the first weeks of the fall semester.

Students seeking nursing transfer credit from another institution must submit nursing course descriptions, syllabi and transcripts to the School of Nursing and meet with the Director of the School of Nursing or BSN chairperson. Standardized testing and validation of skills may be required based on the evaluation of the transcript. Transfer nursing credits will be evaluated for equivalence by the nursing faculty. Final approval for all transfer nursing credit will be at the discretion of the nursing faculty.

The Nursing Academic Standards and Review Committee examines the application materials of potential sophomore students to make an informed professional judgment about the academic qualifications of the nursing candidates.

## **ADMISSION WITH ADVANCED STANDING**

Applicants for admission with advanced placement in nursing will be assessed by the Nursing Academic Standards and Review Committee, whose recommendations will guide the Admissions and Academic Services Offices. Advanced standing validated through standardized testing is available for Licensed Practical nurses. An estimate of the time required for completion of the Wesleyan program cannot be made until transcripts of previous academic work and course descriptions are submitted and evaluated.

## **EXPENSES**

In addition to the usual student fees and expenses, nursing students can expect the following additional costs: uniforms, professional equipment and supplies, professional fees, standardized examinations, fees related to personal health exams and immunizations, licensure examination review, state licensing examination fees, criminal background checks, supplementary book costs, and travel. Use of multiple clinical sites within a one hundred mile radius of the campus may require overnight travel by students. These trips are mandatory for completion of the program. All expenses for food, lodging, and travel are the responsibility of the individual student.

For the RN - MSN bridge year: \$695.00 per credit hour and a fee of \$350.00 per semester.

Once the student matriculates into the MSN program: \$795.00 per credit hour and a fee of \$350.00 per semester.

## **PROGRAM**

Students are required to maintain a cumulative 2.75 grade point average and earn a grade of C (2.0) or better in each nursing course and in each nursing support course before proceeding in the program. A course with an unsatisfactory grade may be repeated only once. Only one nursing course may be repeated in the program. All courses with a NURS designation must be completed at WVWC School of Nursing. Exceptions will be made on a case by case basis.

## **TESTING**

Students will be required to take nationally normed tests throughout the curriculum. In the last semester of the curriculum, students will be required to take a comprehensive exam and they must score in a satisfactory range to graduate.

## **RESOURCES**

Middleton Hall provides faculty offices, class and seminar rooms, skills and high fidelity simulation laboratories as well as audio-visual/computer laboratories for nursing students. Clinical laboratory experience is provided in a variety of settings, including small community hospitals, nursing homes, and large acute care institutions. Responding to trends in health care, health promotion is emphasized and a wide variety of community health agencies are used. The health care institutions and agencies in Buckhannon, Clarksburg, and surrounding areas provide a broad spectrum of clinical learning experiences.



**Requirements for Bachelor of Science in Nursing Degree**

60 semester hours in nursing, including NURS 220, 222, 225, 230, 235, 310, 320, 335, 340, 365, 420, 440, 450, 451L, 455; 22-25 hours of support courses, including BIOL 151, 152, 220; CHEM 105, 106, 107L or 108L; EXSC 240; PSYC 238.

**Program Outcomes**

- Integrate knowledge from liberal arts, nursing science and related disciplines to inform practice and make reasonable clinical judgments.
- Effectively communicate and collaborate as a member and leader within the interdisciplinary healthcare team to improve patient care outcomes.
- Ethically manage the direct and indirect care of individuals, families, groups, communities and populations to promote, maintain and restore health.
- Provide population-focused, culturally-competent, holistic nursing care focusing on health promotion and disease and injury prevention.
- Demonstrate leadership and management skills in the use of human, fiscal, material and information resources in the provision of safe, quality nursing care.
- Demonstrate a commitment to professional growth and improvement, valuing life-long learning and the betterment of the profession.

**NURSING COURSES****NURS 220. Foundations of Nursing Care.****4 hrs.***Theory, 3 hrs. Clinical Experience, 1 hr.*

This course introduces the sophomore level student to concepts and skills associated with evidence-based practice (EBP), informatics, fundamental nursing care and psychomotor skills. Students begin to apply critical thinking, effective communication, legal ethical frameworks, nursing process, professionalism, professional roles, healthcare management and community engagement skill in caring for the older adult population and their unique health needs. This is the first of four nursing practice courses that combine didactic and clinical experiences in the care of the adults with medical surgical needs in acute, long-term care and community settings. *Prerequisites:* BIOL 151, 152, PSYC 238.

**NURS 222. Health Assessment in Nursing Practice.****3 hrs.***Theory, 2 hrs. Clinical Experience, 1 hr.*

Emphasis is on the development of skills to complete a comprehensive health assessment. The nursing role of provider of care, incorporating advocate, counselor and teacher roles, is presented. Completing health history interviews and assessments and related client data to anticipated normal findings and common deviations for each age group are emphasized. Emphasis on vulnerable populations. *Prerequisites:* BIOL 151, 152, PSYC 238.

**NURS 225. Pharmacology for the Healthcare Provider.****3 hrs.**

Introduction to general principles of pharmacology and drug therapy, with emphasis on major drug classifications. Principles of pharmacodynamics and cultural, legal, and ethical issues relating to drug therapy are presented. *Prerequisites:* NURS 220, 222; BIOL 151, 152; CHEM 105, 107L. *Biology and Chemistry majors may enroll in this course with permission of instructor.*

**NURS 230. Pathophysiology for the Healthcare Provider.****3 hrs.**

This course focuses on the pathophysiologic basis for alterations in health across the lifespan. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations. Age specific and developmental variations will be explored. *Prerequisites:* BIOL 151, 152.

**NURS 235. Nursing Care in Adult Health and Illness I.****5 hrs.***Theory, 3 hrs.; Clinical Experience, 2 hrs.*

Students are introduced to the values, knowledge and competencies that are the foundation for safe, evidence-based professional nursing care. This is the second of four nursing practice courses that combine didactic and clinical experiences in the care of the adults with medical and surgical needs. In the clinical component, students use critical thinking, effective communication skills and evidence to provide care for adults with common medical and surgical needs. Students work with persons of diverse backgrounds, nursing colleagues, and other members of the inter-professional teams, to provide nursing care in acute and

community-based settings. Emphasis on vulnerable populations. *Prerequisites:* All 200-level nursing courses and support courses with the exception of NURS 225 (*co-requisite*) and support courses.

**NURS 310. Nursing Care of the Childbearing Family.** 5 hrs.

*Theory, 3 hrs.; Clinical Experience, 2 hrs.*

Health promotion, risk reduction, clinical decision-making and management. Genetics and reproductive health of women and men. Women's gynecological health issues and the perinatal care of mothers and infants. Interventions in various acute care and community care settings. Emphasis on vulnerable populations locally, regionally and globally. *Prerequisites:* All 200-level nursing courses and support courses and 320 and 330.

**NURS 320. Psychiatric and Mental Health Nursing Across the Lifespan.** 5 hrs.

*Theory, 3 hrs.; Clinical Experience, 2 hrs.*

Examination mental health and mental illness including genetics, brain functioning, developmental level, self, relatedness, and social and physical environments. The application of therapeutic communication skills to develop evidence-based nursing prevention and intervention strategies, and evaluate achievement of outcomes for individuals, families, and groups across the lifespan. Practice experiences in a variety of institutional and community settings. Emphasis on vulnerable populations.

*Prerequisites:* All 200-level nursing courses and support courses.

**NURS 335. Nursing Care of Children.** 5 hrs.

*Theory, 3 hrs.; Clinical Experience, 2 hrs.*

Focus on well children and those who require acute and chronic care. Working with persons of diverse backgrounds, nursing colleagues, and other members of the inter-professional team, students prioritize and provide nursing care in hospital and community-based settings. Emphasis on vulnerable populations and development assessment. *Prerequisites:* NURS 220, 222 and BIOL 151, 152; CHEM 105, 107L. *Co-requisite:* BIOL 220.

**NURS 340. Nursing Care in Adult Health and Illness II.** 6 hrs.

*Theory, 4 hrs. Clinical Experience, 2 hrs.*

The third of four adult nursing practice courses that combine didactic and clinical experiences to deliver care to adults with medical and surgical needs. In the clinical component, students use critical thinking, effective communication skills and evidence based knowledge to deliver care to adults with multifaceted medical and surgical needs. Students work with persons of diverse backgrounds, nursing colleagues, and other members of the inter-professional teams, to provide nursing care in hospital and community-based settings. Emphasis on vulnerable populations. *Prerequisites:* All 200-level nursing courses and support courses and NURS 320, 330. *Co-requisite:* NURS 365.

**NURS 365. Research and Scholarly Inquiry in Nursing.** 3 hrs.

An investigation of the research process as a scientific method of inquiry; application of quantitative and qualitative methods of nursing research to clinical practice. *Prerequisites:* All 200-level nursing courses and all support courses.

**NURS 420. Nursing Leadership and Management in Health Systems.** 6 hrs.

*Theory, 2 hrs.; Clinical Experience, 4 hrs.* This course examines organizational leadership and management practices and theories. Social, economic, legal, ethical, and policy issues affecting practice, education, and the profession of nursing are examined. This final clinical experience has an intense medical surgical practice component with a culturally diverse and vulnerable population. *Prerequisites:* All 300 level nursing courses and support courses. NURS 440 and 455. *Satisfies advanced composition requirement for General Education.*

**NURS 440. Community Nursing and Population Health.** 5 hrs.

*Theory, 3 hrs. Clinical Experience, 2 hrs.* A combination of public health science and nursing science to promote and maintain the health of the community. Focus on principles of epidemiology and the roles and responsibilities of nurses in population-based health systems. Clinical experiences are arranged in organized health agencies and communities. Emphasis on vulnerable populations. *Prerequisites:* All 300-level nursing courses and all support courses.

**NURS 450. Current and Future Trends in Nursing Practice.** 1 hr.

This course assists students in synthesizing nursing and clinical concepts that are essential for the entry-level nurse to provide safe, quality nursing care to individuals, families, and groups in a variety of clinical settings. Among these topics will be an overview of how genetics and genomics inform health, prevention, screening, and treatment. Individuals, families, groups, and communities expect nurses to have an understanding of care issues and the challenges and ethical dimensions surrounding these issues.

**NURS 451L. Transitioning to the Professional Nursing Role Lab.** 1 hr.

The course assists the student in preparation for the NCLEX-RN examination emphasis on the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination. Successful

completion of a standardized test is required to graduate. *Prerequisites:* All 300-level nursing courses, NURS 440, 455, and all support courses.

**NURS 455. Nursing Care of Adults and Children with Complex Illness.**

**5 hrs.**

*Theory, 3 hrs.; Clinical Experience, 2 hrs.*

This is the fourth of four nursing practice courses that combine didactic and clinical experiences to deliver care to adults with complex medical and surgical needs. This senior-level course focuses on applying critical thinking, clinical decision making and evidence-based nursing practice to complex health problems of clients across the lifespan. Students work with persons of diverse backgrounds, nursing colleagues, and other members of the inter-professional teams, to prioritize and provide nursing care in hospital and community-based settings. Emphasis is on vulnerable populations. *Pre-requisites:* All 300-level nursing courses, NURS 440 and all support courses.

## **NURSING ONLINE ACCELERATED RN-TO-MSN PROGRAM**

The American Association of Colleges of Nursing supports degree completion programs for Registered Nurses including RN to Master's Degree and RN to Baccalaureate Degree. To facilitate a better-prepared workforce, degree completion programs provide additional education to registered nurses who received their initial nursing preparation in diploma or associate (ADN) programs. These bridge programs build on previous learning, prepare nurses for a higher level of nursing practice, and provide RNs with the education necessary to move forward in their nursing careers. West Virginia Wesleyan College is accredited by The Higher Learning Commission, 30 North LaSalle Street - Suite 2400 Chicago, Illinois 60602 (800) 621-7440. The MSN Programs at West Virginia Wesleyan College are accredited by the Commission on Collegiate Nursing Education (CCNE), (<http://www.ccneaccreditation.org>). The RN to MSN program is an entry pathway to the MSN degree.

The RN-to-MSN program, designed in direct response to the AACN position statement on degree completion for Registered Nurses, builds baccalaureate nursing content into the front-end of the program providing a bridge to graduate study. The design of the program is in full compliance with professional standards for both BSN and MSN programs of study. Students will complete 20 credit hours of Bridge coursework (Year 0) and then matriculate into the MSN coursework appropriate to their chosen concentration of study. Depending on the area of study, students will complete between 35 and 47 MSN credit hours of coursework.

### **Admissions Requirements for the West Virginia Wesleyan College School of Nursing**

#### **Online Accelerated RN-to-MSN Program**

Applicants seeking admission to the West Virginia Wesleyan College School of Nursing Accelerated RN to Master of Science Nursing program are evaluated based on the candidate's educational and professional qualifications. Applicants must provide proof of RN licensure and either an associate degree in nursing or a diploma degree in nursing. Applicants must also provide official transcripts from a nationally accredited School of Nursing showing a minimum GPA of 3.0. In addition to educational and professional requirements applicants are asked to provide letters of recommendation, a resume, and a statement of purpose. Applications are reviewed on an individual basis.

#### **Online RN-to-MSN Programs Appeal to Working Nurses because of the Flexible Schedule**

The length of an MSN varies depending on the program type, the degree-seeker's enrollment option, and the specialty. An RN-to-MSN student will complete 20 credit hours (3 semesters) at the undergraduate level before moving on to graduate coursework, which typically requires an additional 35 - 47 credit hours (approximately 7 semesters). Students utilizing this accelerated entrance pathway to the MSN may choose among these 2 different concentrations of study: Family Nurse Practitioner (47 credit hours) or Nursing Leadership (35 credit hours).

#### **Progression within the Program**

Students are required to maintain a cumulative 3.25 grade point average and earn a grade of C (2.0) or better in each of the bridge nursing courses and a grade of B (3.0) or better in each of the graduate courses before proceeding in the program. A course with an unsatisfactory grade may be repeated only once. Only one nursing course may be repeated in the program. Exceptions will be made on a case by case basis.

**Resources**

Middleton Hall provides faculty offices, class and seminar rooms, skills and high fidelity simulation laboratories as well as audio-visual/computer laboratories for nursing students. Clinical laboratory and practicum experiences are provided in a variety of settings, including small community hospitals, nursing homes, and large acute care institutions. Responding to trends in health care, health promotion is emphasized and a wide variety of community health agencies are used. The health care institutions and agencies in Buckhannon, Clarksburg, and surrounding areas provide a broad spectrum of clinical learning experiences.

**Program Outcomes****Expected Student Learning Outcomes (Program Level) – BSN**

- SLO I: Integrate knowledge from liberal arts, nursing science and related disciplines to inform practice and make reasonable clinical judgments.
- SLO II: Effectively communicate and collaborate as a member and leader within the interdisciplinary healthcare team to improve patient care outcomes.
- SLO III: Ethically manage the direct and indirect care of individuals, families, groups, communities and populations to promote, maintain and restore health.
- SLO IV: Provide population-focused, culturally-competent, holistic nursing care focusing on health promotion and disease and injury prevention.
- SLO V: Demonstrate leadership and management skills in the use of human, fiscal, material and information resources in the provision of safe, quality nursing care.
- SLO VI: Demonstrate a commitment to professional growth and improvement, valuing life-long learning and the betterment of the profession.

**Expected Student Learning Outcomes (Program Level) - MSN**

- SLO I: Integrate theory and research from sciences, social sciences, humanities, and nursing into interdisciplinary practice to promote safe and effective nursing care.
- SLO II: Lead inter-professional teams to improve patient and population health outcomes
- SLO III: Demonstrate clinical competence in a specialty that is anchored in ethical advanced nursing practice.
- SLO IV: Design population-focused, culturally-competent health services for vulnerable populations.
- SLO V: Apply principles of leadership in the application of strategies such as evidence-based best practices, performance improvement and quality assurance activities and information technology initiatives to improve patient care and health systems.
- SLO VI: Develop professional goals that reflect a commitment to professional development, lifelong learning and continued scholarship.

**Program of Study**  
**RN-to-MSN Family Nurse Practitioner**  
**67 Credit Hours**

Year O Bridge Year	NURS 222 Health Assessment in Nursing Practice -- 3 hours NURS 440 Community and Population Health – 5 hours NURS 365 Research Inquiry in Nursing – 3 hours NURS 420 Leadership and Management in Health Systems – 2 hours NURS 450 Genetics, Genomics, and Emerging Trends in HC – 1 hour GEN ED Elective (as approved by the Nursing Department) – 3 hours GEN ED Elective (as approved by the Nursing Department) – 3 hours
Total 20 hours	
MSN Core Courses: Total: 12 hours	NURS 555 Theoretical Foundations for Nursing Science – 3 hours NURS 563 Applied Data Analysis and Interpretation for Advanced Practice Nurses – 3 hours NURS 565 Advanced Nursing Research for Evidence-Based Practice – 3 hours NURS 570 Advanced Leadership and Health Policy in Complex Health Systems – 3 hours
Advanced Practice Nursing Courses Total: 9 hours	NURS 523 Human Diversity and Health Promotion for Advanced Practice Nursing – 3 hours NURS 551 Pathophysiology for Advanced Practice Nurses – 3 hours NURS 552 Pharmacology and Drug Therapy for Advanced Practice Nurses – 3 hours
Family Nurse Practitioner Specialty Coursework: 26 hours	NURS 520 Integrated Behavioral Health Care – 1 hour NURS 525 Advanced Health Assessment – 4 hours NURS 544 Primary Care of Families I (D) – 3 hours NURS 544L Primary Care of Families I Practicum (P) – 4 hours NURS 554 Primary Care of Families II (D) – 3 hours

NURS 554L Primary Care of Families II Practicum (P) – 4 hours NURS 557 Primary Care of Families III (D) – 3 hours NURS 557L Primary Care of Families III Practicum (P) – 4 hours NURS 569 Advanced Practice Role Seminar – 1 hour
--

**Program of Study**  
**RN-to-MSN Nursing Leadership**  
**55 Credit Hours**

Year O Bridge Year	NURS 222 Health Assessment in Nursing Practice -- 3 hours NURS 440 Community and Population Health – 5 hours NURS 365 Research Inquiry in Nursing – 3 hours NURS 420 Leadership and Management in Health Systems – 2 hours NURS 450 Genetics, Genomics, and Emerging Trends in HC – 1 hour GEN ED Elective (as approved by the Nursing Department) – 3 hours GEN ED Elective (as approved by the Nursing Department) – 3 hours
Total 20 hours	
MSN Core Courses: Total: 12 hours	NURS 555 Theoretical Foundations for Nursing Science – 3 hours NURS 563 Applied Data Analysis and Interpretation for Advanced Practice Nurses – 3 hours NURS 565 Advanced Nursing Research for Evidence-Based Practice – 3 hours NURS 570 Advanced Leadership and Health Policy in Complex Health Systems – 3 hours
Advanced Practice Nursing Coursework Total: 9 hours	NURS 523 Human Diversity and Health Promotion for Advanced Practice Nursing – 3 hours NURS 551 Pathophysiology for Advanced Practice Nurses – 3 hours NURS 552 Pharmacology and Drug Therapy for Advanced Practice Nurses – 3 hours
Nursing Leadership Specialty Coursework Total: 14 hours	BUSI 506 Healthcare Ethics – 3 hours NURS 545 Management of Diverse Human Resources in Healthcare and Nursing – 3 hours NURS 546 Financial Management in Complex Health Systems – 3 hours BUSI 631 Management Theory and Leadership in Organizations – 3 hours NURS 571L Nursing Leadership Practicum – 2 hours

## BRIDGE YEAR COURSE DESCRIPTIONS

### **NURS 222. Health Assessment in Nursing Practice.**

**Theory, 2 hrs. Practicum Experience 1 hr.**

Emphasis is on the development of skills to complete a comprehensive health assessment. The nursing role of provider of care, incorporating advocate, counselor and teacher roles, is presented. Completing health history interviews and assessments and related client data to anticipated normal findings and common deviations for each age group are emphasized. Emphasis on vulnerable populations.

### **NURS 365. Research and Scholarly Inquiry in Nursing.**

**3 hrs.**

An investigation of the research process as a scientific method of inquiry; application of quantitative and qualitative methods of nursing research to clinical practice. Prerequisites: All 200-level nursing courses and all support courses.

### **NURS 420. Nursing Leadership and Management in Health Systems.**

**Theory, 2 hrs. Practicum Experience, 4 hrs.**

This course examines organizational leadership and management practices and theories. Social, economic, legal, ethical, and policy issues affecting practice, education, and the profession of nursing are examined. This practicum experience has an emphasis on working with a culturally diverse and vulnerable population.

### **NURS 440. Community Nursing and Population Health.**

**Theory, 3 hrs. Practicum Experience, 2 hrs.**

A combination of public health science and nursing science to promote and maintain the health of the community. Focus on principles of epidemiology and the roles and responsibilities of nurses in population based health systems. Emphasis on vulnerable populations.

### **NURS 450. Current and Future Trends in Nursing Practice.**

**1 hr.**

This course assists students in synthesizing nursing and clinical concepts that are essential for the entry-level nurse to provide safe, quality nursing care to individuals, families, and groups in a variety of clinical settings. Among these topics will be an overview of how genetics and genomics inform health, prevention, screening, and treatment. Individuals, families, groups, and communities expect nurses to have an understanding of care issues and the challenges and ethical dimensions surrounding these issues

### **General Education Elective.**

**3 hrs.**

General Education courses connect students to the college mission and goals related to think critically and creatively; communicate effectively; act responsibly; and demonstrate local and world citizenship through service. Students, in consultation with and approval of nursing faculty advisor, select courses from a wide range of choices which satisfy requirements of the general education program at WVWC. Students are encouraged to satisfy general education requirements through upper-division courses (300-level).

**General Education Elective.****3 hrs.**

General Education courses connect students to the college mission and goals related to think critically and creatively; communicate effectively; act responsibly; and demonstrate local and world citizenship through service. Students, in consultation with and approval of nursing faculty, select courses from a wide range of choices which satisfy requirements of the general education program at WVWC. Students are encouraged to satisfy general education requirements through upper-division courses (300-level).

**MSN-FAMILY NURSE PRACTITIONER COURSE DESCRIPTIONS****NURS 520. Integrated Behavioral Health Care.****1 hr.**

This course guides the student in integration of behavioral health care in the primary care setting. Content focuses on the assessment, planning, management and evaluation of selected behavioral health problems that occur across the lifespan and commonly present in primary care settings. Neurophysiological, genomic, environmental/social, and developmental theories are presented to explain the etiology and presentation of common behavioral health conditions. Psychopharmacological and non-pharmacological principles and modalities for managing common behavioral health problems are included.

**NURS 523. Human Diversity and Health Promotion for Advanced Practice Nursing.****3 hrs.**

This course provides the student with knowledge related to the concepts of health promotion, health protection, cultural diversity, and moral/ethical influences across the lifespan. Core concepts for the course include theories of health and health promotion/ 34 West Virginia Wesleyan College protection, epidemiology, disease and injury prevention, health education, cultural diversity, growth and development, nutrition and family systems. The students will explore values clarification and ethical analysis. Multi-dimensional frameworks to explore specific care constructs pertinent to cultural diversity and health promotion for advanced practice nurses will be explored. Prerequisite: Undergraduate Health Assessment.

**NURS 525. Advanced Health Assessment.****4 hrs.**

This course focuses on promotion of health, prevention of illness, and identification of factors that impact health across the life span. It prepares students to conduct comprehensive assessment of clients, including health history, family history, physical and mental status examinations, and selected laboratory diagnostics. Developmental, cultural, social, environmental, nutritional, spiritual, and occupational aspects are included in the assessment. Clinical reasoning provides for differentiation between normal and abnormal findings. Principles of health promotion and illness prevention/ early detection are emphasized.

**NURS 533. Cultural Diversity and Health Beliefs.****3 hrs.**

Persons in the helping professions are challenged to deliver culturally sensitive, competent care. This course is designed to assist students to examine behaviors, values, language and health beliefs that define cultural roots and influence the delivery of health care.

**NURS 544. Primary Care of Families I.****7 hrs.**

This is the first of three primary care of families' courses that combines theory and practicum experiences to assist the student in developing advanced nursing knowledge, skills, and values associated with analyzing, managing, and preventing health problems of persons across the lifespan. With an emphasis on underserved rural vulnerable populations, students will explore common acute and chronic health and illness patterns presenting in ambulatory health care settings, including the management of normal pregnancy. Students will exercise critical and creative thinking in the analysis of health patterns and synthesize evidence-based therapeutic nursing interventions including appropriate differential diagnoses, disease management strategies incorporating pharmacotherapeutics, and health promotion/disease prevention initiatives to positively manage health care in partnership with clients and families. Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

**NURS 551. Pathophysiology for Advanced Practice Nurses.****3 hrs.**

This course focuses on altered health states across the lifespan. In-depth study of pathophysiologic responses of body systems to disease processes is presented from both biological and behavioral perspectives. Age specific and developmental variations are explored. The concepts of physiologic control, altered system function, and system failure will be an organizing framework for body system study.

**NURS 552. Advanced Pharmacology for Advanced Practice Nurses.****3 hrs.**

This course focuses on altered health states and drug therapy across the lifespan. Using a systems approach to disease and illness, pharmacotherapy is presented with an emphasis on pharmacodynamics, pharmacokinetics, major drug classifications and prototype drugs. Age specific and developmental variations are explored. Factors involved in rationale during selection for treatment of specific diseases is explored. Prerequisite: NURS 551.

**NURS 554. Primary Care of Families II.****7 hrs.**

This is the second of three primary care of families' courses that combines theory and practicum experiences to assist the student in developing advanced nursing knowledge, skills, and values associated with analyzing, managing, and preventing health problems of persons across the lifespan. With an emphasis on underserved rural vulnerable populations, students will explore common acute and chronic health and illness patterns presenting in ambulatory health care settings, including the management of normal pregnancy. Students will exercise critical and creative thinking in the analysis of health patterns and synthesize evidence-based therapeutic nursing interventions including appropriate differential diagnoses, disease management strategies incorporating pharmacotherapeutics, and health promotion/disease prevention initiatives to positively manage health care in partnership with clients and families. Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

**NURS 555. Theoretical Foundations of Nursing Science.**

**3 hrs.**

This course provides an advanced analysis of assumptions, theoretical structures and methods that underpin the science of nursing. Students are presented with opportunities to critique extant and emerging theories as they relate to nursing. Coursework facilitates advancement of nursing practice based on theoretical principles.

**NURS 557. Primary Care of Families III.**

**7 hrs.**

This is the third of three primary care of families' courses that combines theory and practicum experiences to assist the student in developing advanced nursing knowledge, skills, and values associated with analyzing, managing, and preventing health problems of persons across the lifespan. With an emphasis on underserved rural vulnerable populations, students will explore common acute and chronic health and illness patterns presenting in ambulatory health care settings, including the management of normal pregnancy. Students will exercise critical and creative thinking in the analysis of health patterns and synthesize evidence-based therapeutic nursing interventions including appropriate differential diagnoses, disease management strategies incorporating pharmacotherapeutics, and health promotion/disease prevention initiatives to positively manage health care in partnership with clients and families. Practicum experiences assist in the development of the family nurse practitioner role while under mentorship of experience nurse practitioner preceptors. A variety of healthcare settings will be available for practicum experiences.

**NURS 563. Applied Data Analysis and Interpretation for Advanced Practice Nursing.**

**3 hrs.**

This course provides the student with the tools to search, retrieve, and manipulate and interpret statistical data. The focus of the course is on quantitative methodologies, research design, data collection and statistical analysis. The content provides essential knowledge for the evaluation of research to guide evidence-based nursing practice for the advanced practice nurse.

**NURS 565. Advanced Nursing Research for Evidence Based Practice.**

**3 hrs.**

This course focuses on theory-guided and evidence-based advanced practice nursing research to prepare students to become proficient in the synthesis and utilization of research finding. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of nursing research 2019 - 2020 Graduate Catalog 37 findings will be emphasized. Through an integrated literature review, students will synthesize researching an area of interest and develop skills in the use of electronic databases. Ethical issues in the conduct of research will be explored.

**NURS 569. Advanced Practice Role Seminar.**

**1 hr.**

This course is designed to assist the student to develop the professional identity, leadership capability, and the knowledge, skills and values associated with the role of the advanced practice nurse.

**NURS 570. Advanced Leadership and Health Policy in Complex Health Systems.**

**3 hrs.**

This course explores the impact of political, social, economic and ethical influences on the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined.

## **MSN-NURSING LEADERSHIP COURSE DESCRIPTIONS**

**NURS 523. Human Diversity and Health Promotion for Advanced Practice Nursing.**

**3 hrs.**

This course provides the student with knowledge related to the concepts of health promotion, health protection, cultural diversity, and moral/ethical influences across the lifespan. Core concepts for the course include theories of health and health promotion/ 34 West Virginia Wesleyan College protection, epidemiology, disease and injury prevention, health education, cultural diversity, growth and development, nutrition and family systems. The students will explore values clarification and ethical analysis. Multi-dimensional frameworks to explore specific care constructs pertinent to cultural diversity and health promotion for advanced practice nurses will be explored. Prerequisite: Undergraduate Health Assessment.

**NURS 545. Management of Diverse Human Resources in Health Care and Nursing.**

**3 hrs.**

The emphasis of this course will be the understanding of the vital nature of diverse human resources in health care delivery and nursing. Selected topics include professional growth, performance appraisal, recruitment, hiring, retention, promotion, conflict management, collective bargaining and diversity. Legal, ethical, and labor issues will be discussed, as will the use of motivation and power.

**NURS 546. Financial Management in Complex Health Systems. 3 hrs.**

This course will provide an introduction to the structure and operations of various contemporary health care financing and reimbursement systems and related policy issues. Historical, current and proposed policy options in health care financing including private and government programs will be addressed. Programming, budgeting, and controlling processes in complex health systems will be discussed within the nursing administrator's role.

**NURS 551. Pathophysiology for Advanced Practice Nurses. 3 hrs.**

This course focuses on altered health states across the lifespan. In-depth study of pathophysiologic responses of body systems to disease processes is presented from both biological and behavioral perspectives. Age specific and developmental variations are explored. The concepts of physiologic control, altered system function, and system failure will be an organizing framework for body system study.

**NURS 552. Advanced Pharmacology for Advanced Practice Nurses. 3 hrs.**

This course focuses on altered health states and drug therapy across the lifespan. Using a systems approach to disease and illness, pharmacotherapy is presented with an emphasis on pharmacodynamics, pharmacokinetics, major drug classifications and prototype drugs. Age specific and developmental variations are explored. Factors involved in rationale during selection for treatment of specific diseases is explored. Prerequisite: NURS 551.

**NURS 555. Theoretical Foundations of Nursing Science. 3 hrs.**

This course provides an advanced analysis of assumptions, theoretical structures and methods that underpin the science of nursing. Students are presented with opportunities to critique extant and emerging theories as they relate to nursing. Coursework facilitates advancement of nursing practice based on theoretical principles.

**NURS 563. Applied Data Analysis and Interpretation for Advanced Practice Nursing. 3 hrs.**

This course provides the student with the tools to search, retrieve, and manipulate and interpret statistical data. The focus of the course is on quantitative methodologies, research design, data collection and statistical analysis. The content provides essential knowledge for the evaluation of research to guide evidence-based nursing practice for the advanced practice nurse.

**NURS 565. Advanced Nursing Research for Evidence Based Practice. 3 hrs.**

This course focuses on theory-guided and evidence-based advanced practice nursing research to prepare students to become proficient in the synthesis and utilization of research finding. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of nursing research 2019 - 2020 Graduate Catalog 37 findings will be emphasized. Through an integrated literature review, students will synthesize researching an area of interest and develop skills in the use of electronic databases. Ethical issues in the conduct of research will be explored.

**NURS 570. Advanced Leadership and Health Policy in Complex Health Systems. 3 hrs.**

This course explores the impact of political, social, economic and ethical influences on the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined.

**NURS 571L. Nursing Leadership Practicum. 2 hrs.**

This clinically based course operationalizes the theoretical principles studied in previous courses. Students will have the opportunity to apply concepts of leadership in a selected clinical advanced practice nursing area. Emphasis is placed on the roles and functions performed by nurse leaders and opportunities will be provided for students to participate in these roles. Students will interact with a variety of health care managers and professionals as well as participate in management, leadership and organizational roles of the nurse leader. Ethical/legal principles will be considered within the context of these roles.





## SCIENCES

Departments: Biology, Chemistry, Computer Science, Environmental Studies, Mathematics,  
Physical Sciences, Physics and Engineering

---

### BIOLOGY

---

PROFESSOR: Luke Huggins

ASSOCIATE PROFESSORS: Kim Bjorgo-Thorne, Melanie Sal

ASSISTANT PROFESSORS: Kacey Cope, Matthew Reid, Joseph Niederhauser

LAB COORDINATORS: Amy Rogosky

Biology majors obtain a broad background in the discipline, developing strong skills in experimental design, interpretation of data, and scientific communication, as well as an understanding of such fields as cell biology, genetics, and field biology. The Biology program provides rigorous pre-professional training for students interested in medicine, dentistry, optometry, pharmacy, allied health fields, or veterinary medicine, prepares students for graduate studies in the biological sciences, and offers students the background they need for employment in careers as diverse as research laboratory technician, high school biology teacher, pharmaceutical salesperson, and park naturalist.

The Department of Biology also offers general education courses for non-majors and specific courses to support Elementary Education, Nursing, Exercise Science, and Athletic Training majors. Requirements for a major in Environmental Studies begin on page 112.

#### Requirements for Major

55-60 semester hours, including BIOL 115, 163, 164, 215, 250, 252, 254, 310, 4 credit hour BIOL elective; either BIOL 315, 316, 317, or 322; either BIOL 305, 320, 344, or 360; either BIOL 325, 354 or 374; BIOL 395 or BIOL 398/498; BIOL 497; CHEM 161, 163L or CHEM 131, 133L, 132, 134L; CHEM 221, 223L.

These courses also constitute the “core requirements” for the concentrations listed below. Biology majors are expected to take BIOL 163, 164, 250 and 254 in sequence by the end of the sophomore year. Completion of BIOL 395 or 398 or 498 with a grade of C or better is a requirement for graduation with a Biology major. Majors must take the required Chemistry courses in their freshman or sophomore year. In special circumstances, exceptions to these sequence requirements may be made by the department chair. CHEM 222, 224L, 231, 233L, PHYS 151, 152, and PSYC 101, 340 are strongly recommended.

### CONCENTRATIONS

In addition to the Biology major, students may elect to obtain a concentration in one of two areas: Pre-Medicine or Ecology and Environmental Science. Students seeking one of these concentrations must meet the requirements of the major (the “core requirements”) as listed above and also meet the requirements of their chosen concentration. Transcripts will note the concentration earned by the student in addition to the major.

#### Requirements for Ecology and Environmental Science Track:

Students who complete the core and the concentration requirements for the Ecology and Environmental Science Concentration earn a B.S. in Biology with a concentration in Ecology and Environmental Science. Requirements: 3 additional courses: one course from biodiversity category (BIOL 315, 316, 317 or 322), and two courses selected from the following list; BIOL 320, 360, 344, or 388/488 Special Topics (with departmental approval); of the 3 additional courses, 2 must include a laboratory. Strongly recommended: At least one semester of calculus (MATH 161 or MATH 162) and one year of physics (PHYS 151, 152 or PHYS 161, 162).

**Requirements for Pre-medicine Track:**

Students who complete the core and the concentration requirements for the Pre-medicine Concentration earn a B.S. in Biology with a concentration in Pre-medicine. Requirements: CHEM 222/224L. Three courses beyond the core requirements, selected from the following list, at least two of these courses must include a laboratory: BIOL 305\*, 325, 354, 360, 374, or 388/488 Special Topics (with departmental approval CHEM 350/351L, CHEM 352/353L, CHEM 388/488). Strongly recommended: At least one semester of calculus (MATH 161 or MATH 162) and one year of physics (PHYS 151, 152 or PHYS 161, 162). \* This course does not include a laboratory.

**Requirements for Biology Minor**

20 semester hours, including BIOL 163, 164 and three 4-hour courses numbered 250 and above.

**Requirements for Human Biology Minor**

15-16 semester hours, including BIOL 112 or 163; BIOL 151 and 152; and either BIOL 220, 250, 330, or 360.

**Special Honors in Biology**

Students who meet the criteria described below will earn Special Honors in Biology, a designation that is included on the transcript. To earn Special Honors, the student must:

1. Maintain a cumulative GPA of 3.5 or better across all courses and a GPA of 3.5 or better across all Biology courses.
2. Complete a substantive, largely independent research project under the guidance of a college faculty member or other approved research mentor. This research project must be undertaken after the student has completed BIOL 254 (Experimental Biology). Students may pursue a research project on campus or with an approved off-campus research mentor. Students apply for Special Honors in Biology by filling out the departmental approval form for the research project. Students should see their academic advisor for the guidelines and forms they need to do an honors research project.
3. Present the research project to be evaluated by two members of the WVWC Biology faculty. The student must present the research (no matter where it was carried out) in both written and oral formats, as outlined in the departmental guidelines for Special Honors. Both the paper and oral presentation must earn a grade of A- or better from both faculty evaluators. The paper and presentation in Senior Seminar may be used to fulfill this requirement. All work towards a Special Honors designation must be completed by April 1 of the student's senior year.

**Program Outcomes**

- Demonstrate knowledge of the major fields of biology: molecular and cellular biology, physiology, genetics, ecology, evolution, and systematics.
- Demonstrate competency in designing experiments with appropriate strategies, controls, and describe alternative approaches where warranted.
- Demonstrate competency in scientific communication via written and oral presentation; analyze and discuss current scientific literature; and attribute ideas appropriately by citing sources.
- Work effectively in groups to investigate research questions and solve problems.

**BIOLOGY COURSES****BIOL 111. General Biology I.****3 hrs.**

An introduction to ecology, evolution, and biological diversity. Designed for the non-science major, this course includes the basic science in each discipline and the relevance of ideas to such important human concerns as global warming, conservation biology, and the occurrence of antibiotic resistance. Laboratories emphasize experimental design and biological diversity. Lectures include case studies and problem-solving activities. *Students may receive credit for only one of the following: BIOL 111 or ENVS 130. BIOL 111 and BIOL 112 may be taken in any order. Offered fall semester.*

**BIOL 112. General Biology II.****3 hrs.**

An introduction to cell biology, genetics, and the structure and function of animals. Designed for the non-science major, this course includes the basic science in each discipline and the relevance of these ideas to such important human concerns as the HIV epidemic, genetic engineering, and how disease or environmental factors disrupt the normal functioning of plants and animals. Laboratories

emphasize experimental design, anatomy and physiology. Lectures include historical development ideas, case studies and problem-solving activities. *Students may receive credit for only one of the following: BIOL 112 or BIOL 163. BIOL 111 and BIOL 112 may be taken in any order. Offered spring semester.*

**BIOL 115. Biology, Introduction to the Profession.**

**1 hr.**

This course will allow freshman Biology majors to “begin with the end in mind” in preparing for careers in the biological sciences, research or healthcare related professions. Students will explore new study strategies, develop scientific information literacy, and practice professional communication to prepare them for success in their major coursework. Students will also explore potential career opportunities and identify the requirements for graduate school, professional school, or employment in their field of interest.

*Co-requisite:* BIOL 163 or 164. *Offered every fall semester.*

**BIOL 120. Plant Science.**

**3 hrs.**

The study of the significance of plants to human life and interrelationships between plants and people. Emphasis on plant variety, structure, and function to aid in growing and enjoying plants in the home and garden. Introduction to important plant products (foods, beverages, spices, medicines, poisons, fibers, lumber). Laboratory and field trips included. Designed for non-majors.

**BIOL 151. Human Anatomy and Physiology I.**

**4 hrs.**

A study of the structure and function of the human body with emphasis on cells, tissues, skin and the coordination and control of body movements; skeletal, muscular and nervous systems are covered. Laboratory and lectures. Course is intended for Athletic Training and Nursing majors. *Gen. Ed. Lens or Foundational Area: Foundational Science requirement. Offered fall semester.*

**BIOL 152. Human Anatomy and Physiology II.**

**4 hrs.**

Continuation of BIOL 151; emphasis is placed upon the interactions of endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems and the maintenance of metabolism and fluid and electrolyte balance of the human body. Laboratory and lectures. Course is intended for Athletic Training and Nursing majors. *Offered spring semester.*

**BIOL 163. Principles of Molecular Biology.**

**4 hrs.**

A survey of the principles of biology at the molecular and cellular level including biological chemistry, cellular structures, cellular respiration, photosynthesis, and molecular genetics. The laboratory component requires students to interpret experimental results. The role of molecular biology in society is examined. *Students may not receive credit for both BIOL 163 and BIOL 112. Offered fall semester. Gen Ed. Lens or Foundational Area: Experimental Inquiry.*

**BIOL 164. Principles of Organismal Biology.**

**4 hrs.**

A survey of the principles of biology at the ecological, evolutionary and organismal levels. Course focuses on the theory and practice of evolutionary biology and ecology, and it introduces students to the diversity of living things. Laboratory included. *Prerequisite:* Recommended BIOL 163. *Students may not receive credit for both BIOL 164 and BIOL 111. Offered spring semester.*

**BIOL 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**BIOL 215. Biostatistics.**

**4 hrs.**

Biostatistics is the application of statistical methods (summarizing data and drawing valid inferences based on limited information) to biological systems, including human health and ecological problems. This course deals with statistical concepts and terminology and basic analytic techniques. The purpose of the course is to give students an introduction to the discipline and basic critical appraisal skills to assess the quality of research evidence, an appreciation of a statistical perspective on information arising from the health and environmental arenas, and an introduction to using spreadsheets and writing code in R. *Prerequisite:* DEVL-070, Developmental Algebra is highly recommended for students who do not meet minimum 100-level Math placement guidelines of an ACT Math above 17 or SAT Math above 450. *Offered every spring semester.*

**BIOL 220. General Microbiology.**

**4 hrs.**

Designed for non-majors planning careers in nursing, dental hygiene, nutrition, physical therapy, medical technology, or other allied health fields. Emphasizes medically important microorganisms, their characteristics, identification, pathogenicity, toxigenicity, and control. Other topics include human disease resistance and immunity, epidemiology, and food and water microbiology. Lecture and laboratory. *Prerequisite:* BIOL 152. *Pre- or Co-requisites:* CHEM 106, 108L or 221, 223L. *Offered spring semester.*

**BIOL 250. Genetics.**

**4 hrs.**

A study of the principles of inheritance and the nature of the genetic material. Emphasis upon contemporary developments. Training in laboratory procedures, statistical treatment of data, and logical interpretation of scientific research. *Prerequisite:* BIOL 164. BIOL 163 for Biochemistry majors. *Offered spring semester.*

**BIOL 252. Physiology.****4 hrs.**

Study of physiology, with particular emphasis on the human, to encompass all major body systems and their interactions. Lecture and laboratory investigations include thermoregulation, osmoregulation, nerve function, and other physiological processes. Discussion of the historical development of ideas in physiology and other selected topics from current research. *Prerequisite:* BIOL 163, 164. *Offered fall semester.*

**BIOL 254. Research Methods in Biological Sciences.****4 hrs.**

Basic principles of experimental design and statistics for biology majors, primarily using higher plants as experimental organisms. Selected topics in plant physiology will be included in lectures, thus complementing BIOL 252 to give students an understanding of the physiology of both animals and plants. Group and individual research proposals, laboratory experiments, and laboratory reports will be an integral part of the course, with emphasis on proper format, statistical analysis, synthesis, use of primary scientific literature, and source documentation. *Prerequisites:* BIOL 163, 164, 215, 252 for Biology Majors; MATH 115, ENVS 130 for Environmental Science Majors. *Offered spring semester.*

**BIOL 305. Principles of Toxicology****3 hrs.**

This course will introduce students to the basic principles of toxicology. Topics to be covered will include: general principles of toxicology, the fate of toxicants in the body, target organ toxicity, classes of toxic agents, and applications of toxicology. Particular emphasis will be placed on occupational toxicology. *Prerequisites:* BIOL 151 and 152.

**BIOL 310. Ecology.****4 hrs.**

A study of the relationships of plants and animals to their environment. The concepts of energy flow, ecosystems, communities, and population ecology will be discussed. Assigned readings and discussion of original source materials. Lectures, laboratories and field trips. *Prerequisites:* BIOL 254; CHEM 161, 163L. *Offered fall semester.*

**BIOL 315. Botany.****4 hrs.**

Botany is a branch of biology that involves the scientific study of plant life. The field of botany began due to the early human efforts to identify edible, medicinal and poisonous plants. This course will include topics such as the study of plant form, function, reproduction, metabolism, growth, disease, and an overview of plant diversity including bryophytes, ferns and seed plants. *Prerequisites:* BIOL 215, 254. *Offered fall semester, alternate years.*

**BIOL 316. Vertebrate Zoology.****4 hrs.**

A study of the evolution, systematics, adaptations, and natural history of the vertebrates. Lectures, laboratory and field trips. *Prerequisite:* BIOL 254. *Offered fall semester, alternate years.*

**BIOL 317. Invertebrate Zoology and Invertebrate Zoology Laboratory****4 hrs.**

This course examines the systematics, evolution and diversity of the invertebrate phyla. The focus is on the diversity of invertebrates in a range of environments and the adaptations they have to vastly different conditions. *Prerequisite:* BIOL 163 and 164. *Offered every spring semester.*

**BIOL 320. Animal Behavior.****4 hrs.**

A study of animal behavior, with an emphasis on the evolution and adaptive value of behavior. Topics include sexual selection and mate choice, parental care, sociality, communication, and the neural and hormonal basis of behavior. Field and laboratory studies of the behavior of diverse animals. Laboratory stresses independent student projects, in which students design, carry out, analyze, and present an experiment in any area within the discipline. *Prerequisite:* BIOL 254 or permission of instructor. Recommended for psychology majors. *Offered fall semester, alternate years.*

**BIOL 322. Mammalogy.****4 hrs.**

This course will acquaint students with the identification, systematics, life history, and adaptations for the class Mammalia. In lecture, students will learn about the evolutionary history of mammals, characteristics that separate mammals from other organisms, distributions, physiological, morphological and behavioral adaptations of mammals, and characterizations of the living orders and families of extant mammals. In lab, students will learn about and mammals specific to North America, particularly those in West Virginia. Students will learn how to identify using skins, tracks and skulls. Students will also design and carry out their own experiments. *Prerequisites:* BIOL 215, 254. *Offered fall semester, alternate years.*

**BIOL 325. Molecular Embryology.****4 hrs.**

An organismal and molecular approach to the study of animal development or embryology using typical invertebrate and vertebrate model organisms. The laboratory includes experiments on fertilization, teratogenesis and the analysis of mutant lines. Students are required to develop their own experiments to address a research question in developmental biology. *Prerequisite:* BIOL 250.

**BIOL 344. Evolution.****3 hrs.**

Study of biological evolution at all levels, from genetic change in a population to macroevolutionary patterns. Topics will be drawn from the disciplines of population genetics, cladistics, evolutionary ecology and paleontology. Discussion of current theories concerning adaptation, speciation, extinction, and the origin of life. *Prerequisite:* BIOL 250. *Offered spring semester.*

**BIOL 354. Molecular Cell Biology.****4 hrs.**

A study of the relationship between structure and function at the cellular level. Topics covered include the molecular mechanisms of cell processes such as cell signaling, gene expression, protein sorting and vesicle trafficking, cell cycle and cell movement. There will be a strong emphasis on molecular techniques and current research in cell biology. The molecular cell biology laboratory focuses on the analysis of protein expression in mammalian cells. Students will learn common techniques used to isolate and analyze the expression of specific cellular proteins including SDS PAGE, western blotting, and fluorescence *in situ* analysis. *Prerequisites:* BIOL 254, CHEM 221, 223L. *Offered fall semester.*

**BIOL 360. Principles of Microbiology.****4 hrs.**

Designed for students planning to pursue careers in microbiology, biochemistry, ecology, environmental science, medicine, pharmacy, dentistry, optometry, veterinary science, etc. Surveys diversity, ecology, cell biology, metabolism, taxonomy, genetics, and pathogenesis. Laboratory stresses aseptic technique, safety, biochemical characterization, slide preparation, microbial isolation and genetic transformation. Lecture and laboratory. *Prerequisites:* BIOL 254; CHEM 221, 223L. *Offered spring semester.*

**BIOL 374. Immunology.****4 hrs.**

An in-depth study of the mammalian immune system at the cellular and molecular level. The course emphasizes the components of the response (such as leukocytes, lymphocytes, and antibodies) and how they work together to prevent infection. In addition, the mechanism and treatment of allergy, autoimmunity and inflammation will be discussed. A portion of the course and laboratory will focus on the techniques used by immunologist to gather and analyze data. Laboratory exercises may involve the use of antibodies in immunoassays such as IFA, ELISA, or flow cytometry. *Prerequisite:* Junior or senior Biology, Biochemistry, Chemistry or Exercise Science major. CHEM 233 Organic Chemistry is highly recommended. *Offered fall semester, alternate years.*

**BIOL 395. Biology Internship.****1 hr.**

A hands-on internship in a biological discipline or a career-related internship in careers closely associated with biology (e.g. medicine). The goal of this course is to foster independent thinking and exploration of career opportunities among Biology majors. Students work with both off-campus and faculty mentors to develop specific learning goals and methods of evaluation for their internship. Completion of this course or Research (BIOL 398/498) with a grade of C (2.0) or better is a requirement for graduation with a Biology major. See your academic advisor to complete the process of enrolling in this course. *Prerequisite:* BIOL 254. *Offered every semester.*

**BIOL 398, 498. Biology Research.****1-2 hrs.**

Independent research in biological science that allows the student to carry out a literature search, design an independent experiment, perfect field and laboratory skills, conduct data analysis and practice scientific communication. *Prerequisites:* BIOL 254; CHEM 221, 223L, or permission of instructor. *May be repeated once for credit.*

**BIOL 497. Seminar.****2 hrs.**

Oral and written presentations on current research papers from the primary biological literature, or presentations of students' original research. Emphasizes perfecting skills in scientific communication. Topic is selected by the students. *Satisfies advanced composition requirement for General Education. Prerequisite:* Senior standing or permission of faculty. *Offered spring semester.*

---

## CHEMISTRY AND BIOCHEMISTRY

---

PROFESSOR: Edward Wovchko

ASSOCIATE PROFESSOR: Joanna Webb

ASSISTANT PROFESSOR: Bruce Anthony, Caleb Gibson

CHEMISTRY LABORATORY EQUIPMENT & SUPPLIES COORDINATOR: Thomas Hughart

The Department of Chemistry and Biochemistry provides an appropriate curriculum for a number of different careers. Students who complete a Bachelor of Science in Chemistry major will (1) demonstrate foundational knowledge in the major fields of chemistry: inorganic, organic, analytical, physical, and biochemistry; (2) possess in-depth knowledge in particular aspects of

chemistry, biochemistry, materials science, and/or pharmaceutical science; (3) design and execute experiments, utilize modern instrumentation for chemical and biochemical analysis, analyze data, and present conclusions; (4) become a more confident scientific thinker and apply knowledge to solve chemical, physical, and/or biochemical problems; (5) search, comprehend, and communicate findings from scientific literature and present scientific material orally and in professionally prepared scientific report format; (6) obtain skills and formal lab safety training for employment or for professional or graduate school.

The B.S. in Chemistry major provides an intensive chemistry background for graduate work in chemistry, for immediate employment in chemical industry, and for health-related fields. The B.S. in Biochemistry major is a solid, rigorous and interdisciplinary curriculum for students interested in areas of medicine, pharmaceuticals, dentistry, veterinary medicine, physician assistant, agriculture, toxicology and biotechnology. It provides an intensive chemistry background for graduate work in chemistry and for immediate employment. It is particularly appropriate for those going on to medical school or graduate work in biochemistry/molecular biology. The B.S. in Materials Chemistry major, offered in collaboration with the Physics Department, is designed for students interested in graduate study in chemistry and materials engineering, and those desiring immediate employment in materials industries. The B.S. in Pharmaceutical Science major is a collaborative program offered by Wesleyan and the West Virginia University School of Pharmacy (WVU SOP). This rigorous pre-pharmacy option is specially designed for students interested in matriculating to WVU for the Doctor of Pharmacy degree or its pharmaceutical science graduate program, and may be completed at Wesleyan in as little as three years followed by a year of coursework at WVU SOP. The B.A. Chemistry major prepares students for future studies in medicine, dentistry, pharmacy and optometry, and is often pursued in combination with a major in biology, environmental science or physics. In addition to the above offerings, students may pursue a minor in chemistry. Our program provides undergraduates with personal attention from a dedicated faculty and the challenge of an independent research project in areas such as nanotechnology, pharmaceuticals, renewable energy, medicinal chemistry, environmental science, neuroscience, polymers, and materials.

**Requirements for a Bachelor of Science in Chemistry Major**

58-64 semester hours including CHEM 131, 132, 133L, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L, 231, 233L, 301, 320, 322L, 340, 341L, 350, 351L, 365, 370 (Note: two courses required, with different course topics), 397 or 399, 497; MATH 115, 161, 162, 163; PHYS 151 or 161; PHYS 152 or 162.

**Requirements for a Bachelor of Science in Biochemistry Major**

64-71 semester hours including CHEM 131, 132, 133L, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L, 231, 233L, 301, 320, 322L, 340, 350, 351L, 352, 353L, 397 or 399, 497; BIOL 163, 250, 354; a minimum of 3 credits from BIOL 360, BIOL 374, or CHEM 363; MATH 115, 161; PHYS 151 or 161; PHYS 152 or 162.

**Requirements for a Bachelor of Science in Materials Chemistry Major**

59-66 semester hours including CHEM 131, 132, 133L, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L, 231, 233L, 301, 320, 322L, 365, 370, 397 or 399, 497, and a minimum of 3 credit hours selected from CHEM 340 or 350; MATH 115, 161, 162, 163; PHYS 151 or 161; PHYS 152 or 162; PHYS 320, 321L, 330, 331L.

The B.S. in Pharmaceutical Science major is a 3/4 program with West Virginia University for those students who would like to apply for Pharmacy School upon completion of Wesleyan requirements for the B.S. degree. For a student to be admitted into Wesleyan's three-year recommended plans of study for the Pharmaceutical Science major, he or she must enter Wesleyan having met the following criteria:

- a minimum ACT Math score of 26 or SAT Math score of 600,
- a minimum ACT composite score of 27 or a SAT composite score of 1800,
- a cumulative high school GPA of 3.5.

**Requirements for a Bachelor of Science in Pharmaceutical Science Major\***

Option I. For students with one or less year of strong high school chemistry.

65-67 semester hours including BIOL 163, 164 or BIOL 163, 250; BIOL 352, 360; CHEM 131, 132, 133L, 134L, 221, 222, 223L, 224L, 231, 233L, 279, 301, 320, 322L, 350, 351L, 370, 397 or 399, 497; MATH 115, 161; PHYS 151 or 161; PHYS 152 or 162.

In addition, 18 semester hours from the West Virginia University School of Pharmacy, approved by the WVWC Department of Chemistry & Biochemistry, are required to complete this major.

Option II. For students with more than one year of strong high school chemistry.

61-63 semester hours including BIOL 163, 164 or BIOL 163, 250; BIOL 352, 360; CHEM 161, 163L, 221, 222, 223L, 224L, 231, 233L, 279, 301, 320, 322L, 350, 351L, 370, 397 or 399, 497; MATH 115, MATH 161; PHYS 151 or 161; PHYS 152 or 162.

In addition, 18 semester hours from the West Virginia University School of Pharmacy, approved by the WVWC Department of Chemistry & Biochemistry, are required to complete this major.

Specific General Education Courses for Pharmaceutical Science Students

Students should enroll in PHIL 230, ECON 120, PSYC 101 to meet pharmacy school admission requirements and to address Wesleyan General Education course requirements.

Completion of the Wesleyan B.S. pharmaceutical science major Wesleyan requirements does not guarantee admission into the WVU School of Pharmacy. Students must formally apply, have a satisfactory Wesleyan GPA, achieve a satisfactory Pharmacy College Admission Test (PCAT) score, and successfully interview.

A student in any course for which there is a corresponding laboratory must enroll in that laboratory or its approved substitute, except when specified in course description or with approval of the department.

\*Exceptions to the College's policy of 120 undergraduate credit hours for completion of an undergraduate degree are only permitted in light of specific articulation agreements. Courses that apply to this policy are courses that WVWC does not currently offer in its undergraduate curriculum.

#### **Program Outcomes for B.S. Majors**

- Students will demonstrate foundational knowledge in the major fields of chemistry: inorganic, organic, analytical, physical, and biochemistry.
- Students will possess in-depth knowledge in a particular aspect of chemistry, biochemistry, materials science, and/or pharmaceutical science.
- Students will design and execute experiments, utilize modern instrumentation for chemical and biochemical analysis, analyze data, and present conclusions.
- Students will become more confident scientific thinkers and apply knowledge to solve chemical, physical, and/or biochemical problems.
- Students will search, comprehend, and communicate findings from scientific literature and present scientific material orally and in professionally prepared scientific report format.
- Students will obtain skills and formal lab safety training for employment or for professional or graduate school.

#### **Requirements for a Bachelor of Arts in Chemistry Major**

35-39 semester hours including CHEM 131, 132, 133L, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L, 231, 233L, 301, 320, 322L, 370, 497, and a minimum of 3 credit hours selected from CHEM 250, 340, 350, or 365; MATH 115, 161.

#### **Program Outcomes for B.A. Majors**

- Students will demonstrate foundational knowledge in the major fields of chemistry: inorganic, organic, analytical, physical, and biochemistry.
- Students will design and execute experiments, utilize modern instrumentation for chemical and biochemical analysis, analyze data, and present conclusions.
- Students will become more confident scientific thinkers and apply knowledge to solve chemical, physical, and/or biochemical problems.
- Students will search, comprehend, and communicate findings from scientific literature and present scientific material orally and in professionally prepared scientific report format.
- Students will obtain skills and formal lab safety training for employment or for professional or graduate school.



**Requirements for Minor**

16-20 semester hours, including CHEM 131, 132, 133L, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L; CHEM 231, 233L or CHEM 350, 351L. Note: Students taking CHEM 161 & 163L must complete CHEM 231 & 233L to fulfill the Chemistry minor.

**CHEMISTRY & BIOCHEMISTRY COURSES****CHEM 150. Exploring Food Science and Technology****3 hrs.**

This course focuses on the study of food from a scientific perspective. Students will encounter topics including: the constitution of food, the chemical changes that occur when food is cooked, the preservation of food, and the analysis of food quality. During the process, students will learn the scientific way of thinking about food and learn to articulate the way that a scientific perspective on food benefits chefs, dietitians, farmers, and consumers. Tangible interaction with these concepts is facilitated by a lab component which features experiments and demonstrations. *Gen Ed. Foundational or Lens: Foundational Science requirement. Meets every Fall.*

**CHEM 150L. Exploring Food Science and Technology Lab.****0 hr.**

The laboratory for CHEM 150. Co-requisite: CHEM 150. *Gen Ed. Foundational or Lens: Foundational Science requirement*

**CHEM 105. General, Organic & Biochemistry for Health Sciences.****3 hrs.**

A general education course that surveys the basic principles of physical, inorganic, and organic chemistry, appropriate for students in nursing, exercise science, athletic training and related fields. Lecture. Topics include: measurements, atoms, elements, compounds, bonding, energy, physical properties, solutions, reactions, acids and bases, nuclear chemistry, and hydrocarbons. Co-requisite: CHEM 107L. Note: CHEM 105 and 107L do not count toward a major or minor in chemistry.

**CHEM 106. General, Organic & Biochemistry for Health Sciences II.****3 hrs.**

A continuation of CHEM 105, but with an emphasis on introductory organic chemistry and biochemistry, appropriate for students in nursing, exercise science, athletic training and related fields. Lecture. Topics include: alcohols, carbonyl compounds, amines, carboxylic acids, organic reactions, proteins, enzymes, carbohydrates, lipids, nucleic acids, DNA and RNA. *Prerequisites:* grades of C- or better in CHEM 105 and 107L, or permission of instructor. Co-requisite: CHEM 108L. Note: CHEM 106 and 108L do not count toward a major or minor in chemistry.

**CHEM 107L. General, Organic & Biochemistry for Health Sciences I Laboratory.****1 hr.**

The laboratory for CHEM 105. Co-requisite: CHEM 105. Note: CHEM 105 and 107L do not count toward a major or minor in chemistry.

**CHEM 108L. General, Organic & Biochemistry for Health Sciences II Laboratory.****1 hr.**

The laboratory for CHEM 106. *Prerequisites:* grades of C- or better in CHEM 105 and 107L, or permission of instructor. Co-requisite: CHEM 106. Note: CHEM 106 and 108L do not count toward a major or minor in chemistry.

**CHEM 131. General Chemistry for Science Majors I.****3 hrs.**

An introductory course in general chemistry for students majoring in biochemistry, biology, chemistry, engineering, physics, pre-medicine, pre-pharmacy and related fields. It is expected to challenge students while providing them with a broad chemistry background that enables them to pursue subsequent studies in chemistry and science. The course focuses on the application of important fundamental concepts and mathematical expressions to explain chemical phenomena of technological, environmental, biological, and medicinal importance. Topics include scientific notation, significant figures, atomic theory, molecules, ionic compounds, stoichiometry, solution chemistry, gases, electronic structure, chemical bonding, molecular geometry, hybridization. The course begins with fundamental chemistry concepts and is appropriate for students with some high school chemistry background. Note: This course satisfies 3 credit hours of general/inorganic chemistry required by medical schools. A MATH ACT score of 20, MATH SAT score of 500, grade of C or better in CHEM 105, MATH 110, 112, 115, 130, or 161 is strongly recommended for placement in this course. Co-requisite: CHEM 133L. *Gen Ed. Foundational or Lens: Foundational Science requirement*

**CHEM 132. General Chemistry for Science Majors II.****3 hrs.**

A second course in general chemistry following CHEM 131 for students majoring in biochemistry, biology, chemistry, engineering, physics, pre-medicine, pre-pharmacy and related fields. Topics include liquids and solids, kinetics, equilibrium, acids and bases, complex ions, solubility equilibrium, thermochemistry, reaction spontaneity, electrochemistry and nuclear reactions. Note: This

course satisfies 3 credit hours of general/inorganic chemistry required by medical schools. *Prerequisite:* Grades of C- or better in CHEM 131 and 133L. Co-requisite: CHEM 134L.

**CHEM 133L. General Chemistry for Science Majors Laboratory I.**

**1 hr.**

The laboratory for CHEM 131. Note: This course satisfies 1 credit hour of general/inorganic chemistry laboratory required by medical schools. A MATH ACT score of 20, MATH SAT score of 500, grade of C or better in CHEM 105, MATH 110, 112, 115, 130, or 161 is strongly recommended for placement in this course. Co-requisite: CHEM 131. *Gen Ed. Foundational or Lens: Foundational Science requirement*

**CHEM 134L. General Chemistry for Science Majors Laboratory II.**

**1 hr.**

The laboratory for CHEM 132. Note: This course satisfies 1 credit hour of general/inorganic chemistry laboratory required by medical schools. *Prerequisite:* Grades of C- or better in CHEM 131 and 133L. Co-requisite: CHEM 132.

**CHEM 155. Forensic Science.**

**3 hrs.**

A general education course that will introduce the student to the various methods used by forensic crime labs to examine physical evidence. These methods involve the analysis of such substances as glass, ink, bullets, fabrics/fibers, blood, drugs, explosives, fingerprints and DNA fingerprinting. Science concepts involving density, atoms and molecules, simple chemical reactions, light and spectroscopy, solubility, chromatography, electrophoresis and immunoassay will be emphasized. Designed for non-majors. Laboratory and lectures.

**CHEM 161. Accelerated General Chemistry for Science Majors.**

**3 hrs.**

A one-semester accelerated course in general chemistry designed for students majoring in biochemistry, biology, chemistry, engineering, physics, pre-medicine, pre-pharmacy and related fields who have very strong high school chemistry backgrounds. It emphasizes essential chemistry concepts and problem solving skills, with particular attention to areas that are typically neglected or minimally studied in high school chemistry courses. Topics include: atomic theory, inorganic compounds, stoichiometry, solution chemistry, gases, electronic structure, chemical bonding and molecular structure, hybridization, thermodynamics, acids-bases and kinetics. Note: This course satisfies 3 credit hours of general/inorganic chemistry required by medical schools. *Prerequisites:* MATH ACT score of 26, MATH SAT score of 600, grade of A or better in MATH 110, 112 or 115, or a grade of C or better in MATH 130 or 161; successful completion of one year of high school chemistry (preferably an AP course or its equivalent) or a grade of A or better in CHEM 105; a score of 80th percentile on placement exam. Co-requisite: CHEM 163L. *Gen Ed. Foundational or Lens: Foundational Science requirement*

**CHEM 163L. Accelerated General Chemistry for Science Majors Laboratory.**

**1 hr.**

The laboratory for CHEM 161. Note: This course satisfies 1 credit hour of general/inorganic chemistry laboratory required by medical schools. *Prerequisites:* MATH ACT score of 26, MATH SAT score of 600, grade of A or better in MATH 110, 112 or 115, or a grade of C or better in MATH 130 or 161; successful completion of one year of high school chemistry (preferably an AP course or its equivalent) or a grade of A or better in CHEM 105; a score of 80th percentile on placement exam. Co-requisite: CHEM 161. *Gen Ed. Foundational or Lens: Foundational Science requirement*

**CHEM 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**CHEM 221. Organic Chemistry I.**

**3 hrs.**

An introduction to fundamental concepts of organic chemistry, functional groups, nomenclature, and reactivity including basic work with mechanisms. *Prerequisites:* grades of C- or better in CHEM 131, 132, 133L and 134L or CHEM 161, 163L. Co-requisite: CHEM 223L.

**CHEM 222. Organic Chemistry II.**

**3 hrs.**

An exploration of organic chemistry focusing on higher-level functional groups. Emphasis is placed on mechanisms, synthesis, and structure elucidation utilizing spectroscopic analysis. *Prerequisites:* grades of C- or better in CHEM 221 and 223L. Co-requisite: CHEM 224L.

**CHEM 223L. Organic Chemistry I Laboratory.**

**1 hr.**

The laboratory for CHEM 221. *Prerequisites:* grades of C- or better in CHEM 131, 132, 133L, and 134L or CHEM 161, 163L. Co-requisite: CHEM 221.

**CHEM 224L. Organic Chemistry II Laboratory.**

**1 hr.**

The laboratory for CHEM 222. *Prerequisites:* grades of C- or better in CHEM 221 and 223L. Co-requisite: CHEM 222.

**CHEM 231. Analytical Chemistry.**

**3 hrs.**

This course is an introduction to the analysis of inorganic and organic samples, and the underlying physical principles of analytical methods. Topics include measurements, error, statistics, quality assurance, calibration methods, chemical equilibria, acid-base chemistry, buffer systems, spectroscopy, electrochemistry, analytical separations and chromatography. Note: This course satisfies

3 credit hours of general inorganic chemistry required by medical schools. *Prerequisites:* grades of C- or better in CHEM 131, 132, 133L, 134L or CHEM 161, 163L. Math 115 strongly recommended. Co-requisite: CHEM 233L.

**CHEM 233L. Analytical Chemistry Laboratory.**

**1 hr.**

The laboratory for CHEM 231. Note: This course satisfies 1 credit hour of general/inorganic chemistry laboratory required by medical schools. *Prerequisites:* grades of C- or better in CHEM 131, 132, 133L and 134L or CHEM 161, 163L. Math 115 strongly recommended. Co-requisite: CHEM 231.

**CHEM 250. Environmental Chemistry.**

**3 hrs.**

Study of the fundamental chemical aspects of environmental problems. This includes atmospheric chemistry, toxic substances, water chemistry, global warming, and other environmental concerns. *Prerequisites:* CHEM 221, 223L or permission of instructor.

**CHEM 251L. Environmental Chemistry Laboratory.**

**1 hr.**

The laboratory for CHEM 250. *Prerequisite:* CHEM 221 or permission of instructor.

**CHEM 279. Pharmacy Seminar.**

**1 hr.**

This course is intended to provide students with an introduction to the pharmacy profession by meeting with pharmacists from retail, hospital and/or independent facilities. They will learn about the rules and regulations that apply to a pharmacy such as HIPPA, CMEA, and Pharmacy Board Regulations. They will also become familiar with commonly prescribed drugs and prepare for pharmacy school application and interviews. This course is a requirement for the B.S. Pharmaceutical Science collaborative major between Wesleyan and the West Virginia University School of Pharmacy. *Prerequisite:* CHEM 221 with a minimum grade of C. Typically offered every spring semester.

**CHEM 301. Laboratory Safety Management.**

**1 hr.**

This course is a study of laboratory safety and management that will prepare students for the practical elements of safety during employment in both academic and industrial environments. A wide range of topics will be covered including personal safety, risk assessment, chemical hazards, safety equipment and regulations, usage, storage and disposal of chemicals, chemical waste classification, understanding safety data sheets and chemical hygiene plans. *Prerequisites:* CHEM 222, CHEM 224L or permission of the instructor.

**CHEM 320. Physical Chemistry.**

**3 hrs.**

A one-semester foundations course in physical chemistry with greater emphasis on physical concepts and applications. Topics include: quantum chemistry, spectroscopy, statistical mechanics, thermodynamics, equilibria, kinetics, transport and macromolecules. *Prerequisites:* grades of C- or better in CHEM 231 and 233L; MATH 161. MATH 162, 163 strongly recommended. Co-requisite: CHEM 322L.

**CHEM 322L. Physical Chemistry Laboratory.**

**1 hr.**

The laboratory for CHEM 320 with an emphasis on molecular spectroscopy, apparatus construction and molecular modeling. *Prerequisites:* grades of C- or better in CHEM 231 and 233L; MATH 161. MATH 162, 163 strongly recommended. Co-requisite: CHEM 320.

**CHEM 340. Advanced Inorganic Chemistry.**

**3 hrs.**

A survey of the chemistry of inorganic elements with emphasis on the transition metals. Topics include: symmetry; molecular orbital theory; acid-base donor-acceptor; coordination chemistry; organometallics; catalysis; bioinorganic chemistry; solid state chemistry. *Prerequisites:* grades of C- or better in CHEM 222, 224L, 231, and 233L. CHEM 320, 322L strongly recommended. Co-requisite: CHEM 341L.

**CHEM 341L. Advanced Inorganic Chemistry Laboratory.**

**1 hr.**

The laboratory for CHEM 340. *Prerequisites:* grades of C- or better in CHEM 222, 224L, 231, and 233L. CHEM 320, 322L strongly recommended. Co-requisite: CHEM 340.

**CHEM 350. Biochemistry I.**

**3 hrs.**

This one semester course offers an in-depth biochemistry curriculum with emphasis on intracellular protein/enzyme structure, function, and interactions. It also offers studies in basic DNA/RNA structure and function with a detailed examination of the metabolic processes involved in cellular and tissue specific energy metabolism. The flow of cellular and tissue specific energy is linked to kinetics, regulation, and alterations from disease. *Prerequisites:* grades of C- or better in CHEM 222 and 224L or BIOL 354.

**CHEM 351L. Biochemistry Laboratory.**

**1 hr.**

This laboratory course is designed to accompany CHEM 350. Topics include protein and DNA/RNA purification and analysis. Techniques include: cell culture, cloning, vectors and expression, kinetics, and protein and DNA/RNA purification and analysis. *Prerequisites:* grades of C- or better in CHEM 222 and 224L. Co-requisite: CHEM 350.

**CHEM 352. Biochemistry II.****3 hrs.**

This course is designed for advanced biochemistry topics recommended for an American Society for Biochemistry and Molecular Biology biochemistry curriculum. It may also serve as an advanced course option for an ACS-approved chemistry curriculum. It is sequential to CHEM 350 and required for the B.S. Biochemistry major. Course topics will include in-depth studies in DNA/RNA biosynthesis, controlled expression and regulation mechanisms. Additional course work includes areas of research in biotechnology, pharmaceuticals and medical health care, DNA based technology, gene expression/cloning, genomics, and proteomics. *Prerequisites:* grades of C- or better in CHEM 350 and 351L. Co-requisite: CHEM 353L.

**CHEM 353L. Biochemistry II Laboratory.****1 hr.**

This biochemistry laboratory course is designed to accompany CHEM 352. Topics will include: enzyme kinetics and analysis, ligand binding, subcellular compartmentalization, recombinant DNA technology, advanced computational proteomics and genomics. *Prerequisites:* grades of C- or better in CHEM 350 and 351L. Co-requisite: CHEM 352.

**CHEM 363. Neurochemistry: Memory, Learning and Disease.****3 hrs.**

This course is an introduction to basic neurochemistry. The course is designed to give students interested in biomedical research, medicine, or pharmaceutical drug design, an introduction to the central nervous system function. Topics will include anatomical regions and associated function, cell types and specific metabolic functions, cell signaling, communications and signal transduction mechanisms and regulation, kinetics, lipids and membrane construction, and introduction to diseases and disorders of the central nervous system, their mechanisms of action, and pharmacological applications in health care treatment. *Prerequisite:* CHEM 350.

**CHEM 365. Advanced Physical Chemistry.****3 hrs.**

An in-depth course in physical chemistry with extensive mathematical development and computational approaches. Topics include: quantum chemistry, molecular modeling, molecular spectroscopy, differential thermodynamics; kinetic theory of gases, dynamics, transport and macromolecules. *Prerequisites:* grades of C- or better in CHEM 320 and CHEM 322L; MATH 162, 163. MATH 223 is strongly recommended.

**CHEM 370. Advanced Chemistry Topics.****2 hrs.**

Junior and senior level advanced seminar-type chemistry course extending beyond the core curriculum. Advanced topic offerings vary each semester and depend upon the expertise of faculty and interest of students. Possible course focus topics include (but are not limited to): bioanalytical separations; catalysis; computational chemistry; instrumental analysis; forensic chemistry; medicinal chemistry; nanotechnology; neurochemistry; magnetic resonance spectroscopy. *Prerequisites:* CHEM 222, 224L, 231, 233L, and others depending on course topic. Repeatable for credit with different course topic.

**CHEM 397. Summer Research.****0 hrs.**

Undergraduate research, as a distinctively problem-oriented rather than discipline-oriented activity, can integrate the components of the core chemistry curriculum into a unified picture. Additionally, well-planned research helps undergraduate chemistry and biochemistry students acquire a spirit of inquiry, initiative, independence, sound judgment, patience, persistence, alertness, and the ability to use the chemical literature. Supervised research at a university, national laboratory, industry, or private facility can be the highlight of a student's academic experience. Furthermore, it prepares the student for graduate school, industry, and other scientific endeavors. Summer research to be performed at an external institution must be pre-approved by the department and meet all course outcomes and requirements. Pass/Fail Grading. *Prerequisites:* CHEM 221, 223L, 231, 233L. Recommended *Prerequisite:* CHEM 301.

**CHEM 399. Research.****2 hrs.**

Undergraduate research, as a distinctively problem-oriented rather than discipline-oriented activity, can integrate the components of the core chemistry curriculum into a unified picture. Additionally, well-planned research helps undergraduate chemistry students acquire a spirit of inquiry, initiative, independence, sound judgment, patience, persistence, alertness, and the ability to use the chemical literature. By supervising research, faculty members project their enthusiasm onto students, and maintain professional development and scholarly productivity. Individually supervised research projects are usually the highlight of a student's academic work at college and will prepare the student for graduate school, industry, and various other scientific endeavors. Research may be performed on-campus or at an external institution during May Term and/or Summer Term as a directed study with a Wesleyan Department of Chemistry & Biochemistry faculty sponsor. Research to be performed at an external institution must be pre-approved by the department and meet all course outcomes and requirements. *Prerequisites:* CHEM 221, 223L, 231, 233L. Pre- or co-requisite: CHEM 301. Note: Repeatable for up to 2 additional credits. There is an associated course fee.

**CHEM 497. Seminar.****2 hrs.**

Development of oral and written scientific communication skills through a topic-based course extending beyond the core curriculum. Topics vary each year and depend upon the expertise of the instructor. Students search and critically interpret the

primary chemical literature. Students also write a review paper and give a formal oral presentation. Satisfies advanced composition requirement for General Education. *Prerequisite:* Senior-status chemistry major or permission of instructor.

---

## COMPUTER SCIENCE

---

ASSISTANT PROFESSOR: Donald Tobin

The Computer Science program at Wesleyan is designed to provide the student with a broad background suitable as a basis for continued studies in graduate school or employment. Students may specialize in hardware, software, or application areas and complete their senior project in their area of interest.

Graduates who major in computer science at Wesleyan will be able to (1) demonstrate knowledge of the significant events in the history of the computer's development; (2) set up and install hardware and peripherals; (3) evaluate, install, and use software packages; (4) demonstrate how to use current operating systems/shells/GUIs and utilities; (5) demonstrate knowledge of ethical and legal responsibilities of computer professionals and the privacy issue; (6) demonstrate programming proficiency in a high-level language; (7) demonstrate knowledge of a low-level language that reflects the architecture of a microprocessor; (8) set up the hardware, install software, and maintain a local area computer network and access wide-area networks; (9) analyze a problem, design a solution, and debug the solution; and (10) help non-technical users operate computers and run software.

### Requirements for Computer Science Major

46-57 semester hours, including CSCI 140, 150, 210, 220, 310, 320, 330, 340, 350, 388 (388 may be repeated), 395, 498, 499; MATH 161, 162; one course selected from MATH 240, 310, or 330.

The department recommends that Computer Science majors take PHIL 201 (Logic), which may fulfill a general education requirement, and a foreign language.

### Requirements for Computer Information Science Major

40-41 semester hours, including CSCI 140, 150, 210, 220, 498, 499; BUSI 111, 114, 221, 255; ECON 250 or MATH 115; one course selected from CSCI 310, 320, 330, 350; an approved 300-level special topics course (may be repeated for credit); one business course at the 300 level or above; one course selected from MATH 110, MATH 130, or MATH 161;

### Requirements for Computer Science Minor

15 semester hours, including CSCI 140, 150, 210, 220; and one course from CSCI 310, 320, 330, 350, 388.

### Program Outcomes

- Students will be able to apply critical thinking to analyze a problem and develop a suitable solution utilizing the computer as a tool.
- Students will demonstrate a fundamental knowledge of computer systems including both hardware and software.
- Students will work on a non-trivial project to utilize their computing skills.
- Students will demonstrate proficiency in high-level programming skills.
- Students will make effective presentations in face-to-face, written and electronic communications.

## COMPUTER SCIENCE COURSES

### CSCI 131. Microsoft Word.

1 hr.

Covers essential topics for any Microsoft Word user to function independently and perform most of the everyday, routine tasks. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

### CSCI 132. Microsoft Excel.

1 hr.

Covers essential topics for any Microsoft Excel user to function independently and perform most of the everyday, routine tasks. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

### CSCI 133. Microsoft PowerPoint.

1 hr.

Covers essential topics for any Microsoft PowerPoint user to function independently and perform most of the everyday, routine tasks plus some extensions such as VBA Macros. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

**CSCI 134. Internet Research.**

**1 hr.**

A hands-on approach to learning to use the Internet and World Wide Web as available resources to support online research. Topics include the use of a variety of search engines, effective search strategies by using Boolean operators in search expressions and the analysis of the validity of a web site.

**CSCI 135. Microsoft Access.**

**1 hr.**

Covers essential topics for any Microsoft Access user to function independently and perform most of the everyday, routine tasks. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

**CSCI 140. Computer Science Essentials.**

**3 hrs.**

A first course for computer science majors covering hardware and software aspects of currently available computer systems. Hardware topics include setting up a computer system, installing and troubleshooting boards, memory, disk drives and peripheral devices. Software topics include commands to interact with operating system user interfaces, use of application-based software packages, electronic mail, and methods to access remote systems and databases. Usually offered every fall semester.

**CSCI 150. Computer Science as a Discipline.**

**3 hrs.**

An introduction to a variety of topics within the realm of computer science. Topics include algorithms, history of computers, ethical considerations, data representations, assemblers and compilers, machine architecture, logic gates, operating systems, theory, artificial intelligence, networks, and databases. *Prerequisite:* CSCI 140. Usually offered every spring semester.

**CSCI 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

Topics that are timely and worthy of exploration. Offerings may consist of, but are not limited to, Robotics, Software Engineering, Advanced Networking, Programmable Mobile Devices, Theory of Computing, and Parallel Computing. May be repeated for credit.

**CSCI 210. Object Oriented Programming I.**

**3 hrs.**

An introduction to object-oriented computer programming. Topics include using and writing classes with fields, constructors and methods as well as conditional statements, loops, collections and arrays to implement algorithms. Debugging and testing methodology is also covered. Usually offered every fall semester.

**CSCI 220. Object Oriented Programming II.**

**3 hrs.**

A continuation of CSCI 210 emphasizing good design of object-oriented programs. Topics include refactoring, enumerated types, inheritance, polymorphism, abstract classes, interfaces, and exceptions. *Prerequisite:* CSCI 210. Usually offered every semester.

**CSCI 230. Scientific Programming.**

**3 hrs.**

Analysis and computer implementation of numerical techniques for problems solving science and engineering in an object-oriented language. Plots of functions, zeroes and root finding, areas, searching and sorting, statistics, introductory linear algebra. *Prerequisites:* PHYS 152 or PHYS 162. Usually offered spring of odd years.

**CSCI 240. Introduction to Visual Basic.**

**3 hrs.**

An introduction to Microsoft's Visual Basic programming language to develop Windows-based programs for a wide variety of applications.

**CSCI 310. Advanced Programming.**

**3 hrs.**

An object-oriented approach to data structures and algorithms with time/space analysis. Topics include stacks, queues, collections, trees, searching, and sorting. *Prerequisite:* CSCI 220. Usually offered every fall semester.

**CSCI 320. Assembly Language/Microprocessor Architecture.**

**3 hrs.**

A study of the details of a computer at the machine level. The student will learn an assembly language and use it to investigate the architecture of a particular microprocessor. Much of the work will be project-oriented. *Prerequisites:* CSCI 150 and 220; or PHYS 260. Usually offered in alternate years.

**CSCI 330. Computer Networks.**

**3 hrs.**

A study of various types of computer networks - their strengths and weaknesses. The course is a blend of practical and theoretical topics such as how to set up a local area network as well as an overview of communication protocols and network programming. *Prerequisite:* CSCI 220. Usually offered in alternate years.

**CSCI 340. Operating Systems.**

**3 hrs.**

An examination of the techniques used in modern operating systems, the interface between application programs and the computer hardware. Topics include processes, threads, concurrency, memory management, scheduling algorithms, input/output design, and distributed systems. *Prerequisite/Co-requisite:* CSCI 310. Usually offered in alternate years.

**CSCI 350. Database Management Systems.**

**3 hrs.**

Comparison of hierarchical, network, and relational database designs; coverage of implementation and security issues; in-depth study of a particular database package. *Prerequisite:* CSCI 140 or 250. Usually offered in alternate years.

**CSCI 360. Organization of Programming Languages.**

**3 hrs.**

An introduction to formal languages and to the analysis and comparison of computer programming languages. Topics include binding, scope rules, execution environments, and control structures in imperative, declarative, functional, and object-oriented languages. *Prerequisite/Co-requisite:* CSCI 310. Usually offered in alternate years.

**CSCI 395. Computer Science Internship.**

**1-12 hrs.**

An opportunity to work with end users and explain technical ideas to non-technical people in terms that can be understood—preparation for a vast number of computer jobs dealing with the public. May be fulfilled by an outside placement, by tutoring in the computer lab, or by working for the computer center. *Prerequisite:* Major or minor in computer science department or consent of instructor. Usually offered each semester.

**CSCI 498. Senior Project I.**

**3 hrs.**

An in-depth project designed and implemented by the student demonstrating both research and programming skills. In combination with CSCI 499, satisfies advanced composition requirement for General Education. *Prerequisite:* Major in computer science. Usually offered every fall semester.

**CSCI 499. Senior Project II.**

**1 hr.**

Presentation of the senior project to interested faculty and upper-division math, engineering, and computer science students. In combination with CSCI 498, satisfies advanced composition requirement for General Education. *Prerequisite:* CSCI 498. Usually offered every spring semester.

## ENVIRONMENTAL STUDIES

PROFESSORS: Luke Huggins, Robert Rupp

ASSOCIATE PROFESSORS: Kim Bjorgo-Thorne, Debra Dean Murphy

ASSISTANT PROFESSOR: Kelly Sharp

INSTRUCTORS: Abigail Benjamin, Amy Rogosky

The mission of the Environmental Studies program at WVWC is to provide students with an interdisciplinary understanding of local, regional, and global environmental issues. Graduates of the B.A. program will be broadly educated in diverse aspects of global issues with an emphasis on environment, economics, and social justice. Graduates will use critical thinking and problem-solving skills to create solutions to complex environmental problems. The ENVS program prepares students for careers in environmental advocacy, resource use, public policy, or graduate studies in environmental law or resource management, among others.

**Requirements for Bachelor of Arts in Environmental Studies Major**

48 semester hours, including BIOL 112; CHEM 105, 107L; COMM 221; ECON 120, 333; ENVS 125, 130, 220, 340, 395, 497; MATH 115 or BIOL 215; PHIL 130; POLS 328; RELG 214; SOCI 225, 330.

**Requirements for Environmental Studies Minor**

16-20 semester hours, including ENVS 130, 220; ECON 333; SOCI 330 and any other two of the following courses: PHIL 130, RELG 214; POLS 328, SOCI 225.

**Program Outcomes**

- Students will demonstrate knowledge of the major fields of environmental studies, including the fields of biology, ecology, economic, and sociology.
- Students will design and conduct experiments, analyze data, incorporate published scientific research, and place conclusions in a larger scientific context.
- Students will communicate scientific information effectively, both in writing and orally; analyze and discuss current scientific literature.
- Students will work effectively in groups to investigate research questions and solve problems.
- Students will demonstrate the ability to integrate social issues, economics, and environmental science as the “three pillars” of sustainability within the local community.

## ENVIRONMENTAL STUDIES COURSES

### ENVS 125. Introduction to Geographical Information Systems.

1 hr.

An introduction to the basics of geographic information systems, based on the ESRI™ ArcGIS platform. The course includes the fundamentals of geodatabase construction, attribute and spatial data entry, and basic analysis of spatial data.

### ENVS 130. Environmental Science.

3 hrs.

A multidisciplinary approach to understanding the interaction of humans and the planet, with emphasis on developing foundational knowledge of ecology, economics, and social issues. Application and integration of scientific principles via case studies will allow the student to understand the role of the environment in our sustainable future and to value the importance of environmental science as a multidisciplinary approach concerned with finding sustainable solutions to complex environmental issues. *This course satisfies the Experimental Inquiry requirements of the General Education program. Students may not receive credit for both ENVS 130 and BIOL 111.*

### ENVS 140. Soil Science and Sustainability.

3 hrs.

An introduction to soil science with emphasis of soils as a resource, historical record, and a source of many ecosystem services including food, timber, nutrient cycling and biodiversity. Through hands-on labs, field trips and service learning projects, students will learn to investigate soil health and conservation in Appalachia and beyond. *This course satisfies the Experimental Inquiry requirement of the General Education program. Laboratory and field trips.*

### ENVS 220. Applied Geospatial Technology/Lab.

3 hrs.

Designed for all majors, Applied Geospatial Technology evaluates the use of spatial technology across multiple platforms. The Course features a practical hands-on approach to analysis of environmental and other spatial data using remote sensing, geographic information systems, and rapidly developing analytical tools. Students will individually design, conduct, analyze, and present a resource-based spatial analysis project. *Prerequisites:* ENVS 125, MATH 115.

### ENVS 335. Environmental Analysis.

4 hrs.

Methods for design, sampling, and statistical analysis of environmental research. A laboratory class with emphasis on techniques for assessing the health of terrestrial and aquatic ecosystems, including introductory use of geographic information systems. Students will design, conduct, and analyze a research project working in small groups. Laboratory and field trips. *Prerequisites:* ENVS 130, MATH 115. *Offered spring semester, alternate years.*

### ENVS 340. Applied Resource Management/Lab.

4 hrs.

The emphasis of this course is the development of a working knowledge of resource management and conservation issues. Anthropogenic impacts on natural resources from the social, economic, and environmental points of view are examined in detail. Additional topics include terrestrial and aquatic habitat assessment, biodiversity analysis, conflict resolution, and project management. *Prerequisites:* BIOL 112, ENVS 130, MATH 115, or permission of instructor.

### ENVS 395. Environmental Studies Internship.

1 hr.

A hands-on, career-related internship in disciplines related to environmental science (e.g., natural resource management, wildlife biology, environmental law, or environmental policy). Internship experiences can be used by Environmental Studies majors to develop ideas for presentation in Seminar in Environmental Issues. *Prerequisite:* ENVS 130 and MATH 115 or permission of instructor.

### ENVS 497. Seminar in Environmental Issues.

2 hrs.

Oral and written presentation on student research projects and current research papers from the primary environmental literature. Emphasizes perfecting skills in the interpretation of scientific research and scientific communication. *Satisfies advanced composition requirement for General Education. Prerequisite:* ENVS 395 or permission of instructor.

### ENVS 398/498. Environmental Science Research.

1-2 hrs.



Students will design, conduct, statistically analyze, and summarize an original research project. Students will use the scientific method and hypothesis-driven research to analyze either a natural resource or sociological problem or issue relevant to the study of environmental science. In addition, students will write a draft of a research paper summarizing their research project. Presentation at a scientific meeting is strongly encouraged. *Prerequisite:* MATH 115; Environmental Studies majors; or permission of faculty.

## MATHEMATICS

ASSOCIATE PROFESSOR: Pamela Wovchko

ASSISTANT PROFESSOR: John Epler, Jesse Oldroyd

The Mathematics program at Wesleyan is designed to prepare students for entrance into graduate school, for certification as secondary or elementary teachers of mathematics, or for a variety of careers in other disciplines which require that blend of intuition, formalism, and logic which characterizes the mathematical process.

### Requirements for Major

48 semester hours, including PHYS 161 or 162; CSCI 210 or 230; MATH 115, 161, 162, 163, 223, 205, 230, 240, 250, 310, 320, 341 and 398.

### Requirements for Minor

19 semester hours, including MATH 161, 162, 163, and 223. The remaining 6 hours must be selected from courses numbered above 223.

For programs leading to teacher certification in mathematics at the middle childhood and adolescent levels, see Education.

### Program Outcomes

- Students will communicate mathematics clearly both in written and oral forms.
- Students will be able to correctly solve a wide variety of problems using both basic mathematics skills and advanced mathematical techniques.
- Students will learn to reason and think in abstract terms, construct correct and coherent proofs, and recognize valid mathematical arguments.
- Students will demonstrate an effective use of technology, especially computer algebra systems, as an aid to solving problems.

## MATHEMATICS COURSES

### MATH 102. Mathematics Skills for Science Majors.

1 hr.

A course that trains students in fundamental mathematical operations essential for science courses. Topics include: scientific notation, arithmetic with numbers expressed in scientific notation, powers and roots, common and natural logarithms, mathematical operations using logarithms, quadratic equations, graphing, algebraic manipulations, use of scientific calculators.

### MATH 103. Mathematics for the Liberal Arts.

3 hrs.

A general education level course. Topics include probability, statistical reasoning, financial management, problem-solving and graph theory. *Usually offered every semester. Gen. Ed. Lens or Foundational Area: Quantitative Analysis.*

### MATH 110. College Algebra.

3 hrs.

Polynomial equations and inequalities in one and two variables. Systems of equations and inequalities. Emphasis throughout on applications and problem-solving techniques. *Usually offered every semester. Gen. Ed. Lens or Foundational Area: Quantitative Analysis.*

### MATH 112. College Algebra for Education Majors.

3 hrs.

A course designed for education majors, particularly those in the Elementary Education (K-6) track. A brief review of numbers and elementary algebra; linear and quadratic equations, linear and nonlinear inequalities and applications. Relations, functions and graphing. Polynomials and rational functions. Systems of equations and inequalities. Arithmetic and geometric progressions and

applications. In addition, there will be use of appropriate manipulatives and other activities. *Does not count towards the General Education Quantitative Inquiry requirement.*

**MATH 115. Elementary Statistics.**

**3 hrs.**

An introductory-level course emphasizing data and statistical reasoning. Topics include data representation and distributions, regression and correlation, sampling, inference, estimation and confidence. *Usually offered every semester. Gen. Ed. Lens or Foundational Area: Quantitative Analysis.*

**MATH 130. Pre-Calculus.**

**3 hrs.**

Functions and their inverses; the straight line, the circle and parabola. Exponential and Logarithmic functions. The trigonometric and inverse trigonometric functions and their graphs, identities and equations. Double, half-angle, sum and difference of angle identities. Solutions of triangles, the Law of Sines and Cosines. Problem solving techniques are stressed throughout. *Usually offered every fall semester. Gen. Ed. Lens or Foundational Area: Quantitative Analysis.*

**MATH 141. Mathematics for Elementary Teachers.**

**3 hrs.**

Designed to develop the mathematical competency of the prospective teacher at the elementary level. Topics include geometry, measurement, area of 2D shapes, volume and surface area of solid shapes, statistics and probability. *Does not count towards the General Education Quantitative Inquiry requirement. Offered spring semester.*

**MATH 161. Calculus I.**

**4 hrs.**

Introductory calculus. Differentiation and applications of the derivative; transcendental functions; mathematical modeling. L'Hopital's rule. Riemann sums and introduction to integration. *Prerequisite:* C or better in MATH 130 or equivalent, or official placement. *Gen. Ed. Lens or Foundational Area: Quantitative Analysis.*

**MATH 162. Calculus II.**

**4 hrs.**

Introductory calculus. Integration techniques and applications of the integral; the Fundamental Theorem of Calculus. Improper integrals. Infinite series and power series. Polynomial approximations. Parametric and polar coordinates. Additional work with differential equations and mathematical modeling. *Prerequisite:* C (2.0) or better in MATH 161 or equivalent. *Usually offered every fall semester.*

**MATH 163. Technology for Calculus.**

**1 hr.**

A survey of computer algebra techniques including entering data, algebraic manipulations, solving equations, graphing, differentiation, integration, and calculus applications. *Co-requisite:* Math 162.

**MATH 188, 288, 388, 488. Special Topics.**

**1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**MATH 203. Mathematics for Secondary Teachers.**

**3 hrs.**

Designed to align with the CAEP Mathematics Content Standards for Secondary and Middle Grades. Topics include number theory, mathematical modeling, probability, and the historical development of these areas. *Does not count towards the General Education Quantitative Inquiry requirement.*

**MATH 205. Modern Geometry.**

**3 hrs.**

An advanced study of Euclidean and non-Euclidean geometries from an axiomatic viewpoint, with an emphasis on mathematical communication, investigation and conjecture, and formal proof. This course also presents the history of the development of Euclidean and non-Euclidean geometry. Dynamic geometry software will be used for geometric constructions to help develop and illustrate mathematical arguments. *Does not count towards the General Education Quantitative Inquiry requirement.*

**MATH 223. Calculus III.**

**4 hrs.**

Multivariable calculus. Curves and surfaces in space. Partial differentiation, multiple integration. Vector calculus. Green's theorem. *Prerequisite:* C or better in MATH 162 or equivalent. *Pre- or co-requisite:* MATH 163. *Usually offered every spring semester.*

**MATH 230. Differential Equations.**

**4 hrs.**

First and second order differential equations; analytic methods, Laplace transforms, Fourier series, numerical methods, series solutions, and stability of solutions. *Prerequisite:* MATH 162. *Pre- or co-requisite:* MATH 163.

**MATH 240. Discrete Mathematics.**

**3 hrs.**

Graph theory; transversability, trees and directed graphs. Combinatorics; counting, partial orderings and elementary probability. Number theory; divisibility and modulo arithmetic. Introduction to basic proof techniques. *Prerequisite:* Placement in MATH 161 or MATH 110. *Usually offered every spring semester, odd years.*

**MATH 250. Basic Concepts of Mathematics.**

**3 hrs.**

Introduction to formal mathematics, including proofs, formulating and proving conjectures, mathematical notation. Sets and set operations; relations and functions. Finite, countable and uncountable sets. Introduction to LaTeX. Group work and the communication of mathematics, written and oral, will be emphasized. *Pre- or co-requisite:* MATH 162. *Usually offered every fall semester of odd years.*

**MATH 301. Advanced Engineering Mathematics.** **3 hrs.**

Three-dimensional vector calculus; Stokes' theorem, linear algebra, eigenvalues, unitary transformations, numerical methods, and partial differential equations. *Prerequisite:* MATH 223.

**MATH 310. Linear Algebra.** **3 hrs.**

Vectors and vector spaces; inner product spaces. Coordinate systems; bases; linear independence, orthogonality. Matrices; linear transformations; eigenvalues and eigenvectors. *Prerequisite:* MATH 162 or *Co-requisite:* MATH 250. *Usually offered spring semester, even years.*

**MATH 320. Algebraic Structures.** **3 hrs.**

Groups and rings. Homomorphisms, structure theorems. Quotient groups and rings. *Prerequisites:* MATH 250.

**MATH 341. Real Analysis I.** **3 hrs.**

Sequences and their limits; continuity and consequences; uniform continuity. An introduction to real line topology, including the Bolzano-Weierstrass theorem. The Riemann integral and series. Emphasis on group work and oral presentations. *Prerequisite:* MATH 250. *Usually offered fall semester, even years.*

**MATH 398. Research.** **3 hrs.**

An introduction to mathematical research and the writing of mathematical papers. Emphasis is placed on current and historical mathematics literature. The course consists of a series of papers and oral presentation of them and culminates in the writing of the research paper. *Co-requisite:* MATH 341

## PHYSICAL SCIENCES

**PHSC 110. Physical Science for Teachers.** **3 hrs.**

A multidisciplinary introduction to the physical sciences for elementary education majors. Contains units on astronomy, chemistry, and geology. Lecture and laboratory.

**PHSC 127. Geology.** **3 hrs.**

An introduction to the scientific study of the natural aspects of the earth, including the geophysical processes that shape the earth, the structure and formation of rocks and minerals, and erosion and weathering. Lecture and laboratory.

## PHYSICS AND ENGINEERING

PROFESSORS: G. Albert Popson, Joseph Wiest

ASSOCIATE PROFESSOR: Tracey DeLaney

ASSISTANT PROFESSOR: Eric Reynolds

The B.S. in Physics prepares students for employment in government or industry labs and for graduate studies in physics or a related field. The B.A. in Physics is designed for students who have interdisciplinary interests, especially when combined with a second major.

The B.S. in Applied Physics is a four-year program for students interested in applications of physics to meet the needs of society. It combines all the courses in our Physics-Engineering Dual-Degree program (see below) plus the courses in our B.S. in Physics program.

Wesleyan's Physics-Engineering Dual-Degree Program prepares students for degrees in engineering. By taking part in this program, a student can earn two degrees in a total of five years. One of these degrees is a B.A. in Physics from Wesleyan and the other is either an M.S. in Engineering from the University of Virginia, a B.S. in Engineering from West Virginia University, or a B.S. in Engineering from Marshall University. The Dual-Degree program enables students to start with a solid foundation for engineering with Wesleyan's smaller classes and labs.

Students in the Physics-Engineering Dual-Degree Program finish their work at Wesleyan in three years. Students transfer to study engineering at the chosen university at the beginning of their fourth year. The fourth-year coursework transfers back to Wesleyan to fill the missing hours for the Wesleyan degree. Six hours of general education courses may be transferred to Wesleyan from the engineering university.

The student returns to the university for a fifth year of study to complete the engineering degree. Students may select from the following fields: Aerospace Engineering, Biomedical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Engineering, and Mechanical Engineering.

**Requirements for the Physics Major, Bachelor of Science degree**

74 semester-hours, including PHYS 161, 162, 210, 211L, 220, 221L, 250, 251L, 260, 261L, 305L, 310, 320, 321L, 330, 331L, 340, 342, 360, 497, 498; CHEM 161, 163L or CHEM 131, 132, 133L, 134L; CSCI 230; MATH 161, 162, 163, 223, 230, 301. PHYS 151, 152 may be substituted for PHYS 161, 162.

**Requirements for the Physics Major, Bachelor of Arts degree**

50 semester-hours, including PHYS 161, 162, 210, 211L, 220, 221L, 250, 251L, 305L, 310, 330, 331L, 360, 497, 498; MATH 161, 162, 163, 223, 230. PHYS 151, 152 may be substituted for PHYS 161, 162.

**Program Outcomes**

- Students will demonstrate foundational knowledge of the branches of physics—mechanics, thermodynamics, sound, light, electronics, electromagnetism, and nuclear physics.
- Students will design an appropriate experiment that uses an evidence-based problem-solving method that identifies a physics problem, analyzes the data, and communicates the result.
- Student will use the tools and techniques of physics.
- Students will demonstrate the role of physics in contemporary societal issues.

**Requirements for the Applied Physics Major, Bachelor of Science degree**

84 semester-hours, including PHYS 161, 162, 210, 211L, 220, 221L, 250, 251L, 260, 261L, 305L, 309, 310, 311, 320, 321L, 330, 331L, 340, 342, 345L, 350, 360, 497, 498; CHEM 161, 162L or CHEM 131, 132, 133L, 134L; CSCI 230; MATH 161, 162, 163, 223, 230, 301. PHYS 151, 152 may be substituted for PHYS 161, 162.

**Program Outcomes**

- Students will demonstrate broad knowledge of the branches of physics—mechanics, thermodynamics, sound, light, analog and digital electronics, materials science, solid state physics, electromagnetism, nuclear physics and quantum mechanics.
- Students will design an appropriate experiment that uses an evidence-based problem-solving method that identifies a physics problem, analyzes the data, and communicates the result.
- Student will use the tools and techniques of physics.
- Students will demonstrate the role of physics in contemporary societal issues.

**Requirements for the Physics-Engineering Dual-Degree Program, Bachelor of Arts degree**

65-69 semester-hours, including PHYS 145, 146, 161, 162, 210, 211L, 250, 251L, 305L, 309, 310, 311, 340, 345L, 350, 360; MATH 161, 162, 163, 223, 230, 301; CHEM 161, 163L or CHEM 131, 132, 133L, 134L; CSCI 230.

Aerospace-Civil-Industrial-Mechanical Engineering track— After completing the Wesleyan portion of the Dual-Degree requirements, students transfer to a collaborating university to study one of the following fields of engineering:

Biomedical Engineering track (Marshall University or the University of Virginia only)—Students also take BIOL 151, 152, 163, 164 at Wesleyan. Students may transfer equivalents of PHYS 309, 311, 340, 350, and MATH 301 from the collaborating university.

Electrical and Computer Engineering track (Marshall University or the University of Virginia only)—65-69 semester-hours, including PHYS 145, 146, 161, 162, 210, 211L, 250, 251L, 260, 261L, 305L, 310, 360; MATH 161, 162, 163, 223, 230, 240, 301; CHEM 161, 163L, or CHEM 131, 132, 133L, 134L; CSCI 150, 210, CSCI 220.

### Program Outcomes

- Students will demonstrate knowledge of the branches of physics—mechanics, thermodynamics, sound, light, electromagnetism, quantum mechanics, and nuclear physics.
- Students will design an appropriate experiment that uses an evidence-based problem-solving method that identifies a physics problem, analyzes the data, and communicates the result.
- Student will use the tools and techniques of physics.
- Students will examine the role of physics to solve engineering problems.

### Requirements for the Physics Minor

16 semester-hours of physics from the above list of courses applicable to the B.A. in Physics. PHYS 151, 152 may be substituted for PHYS 161, 162.

## PHYSICS & ENGINEERING COURSES

### PHYS 103. Discovering Physics as a Liberal Art.

3 hrs.

A liberal arts course in physics intended for non-scientists. The course presents physics as a human endeavor underlying the major technological advancements of the twentieth century. Topics include the scientific method, motion, energy, heat, light, relativity, the atom, fission and fusion. No prior knowledge of physics is assumed, and one credit of high school algebra is required. Lecture and laboratory. *Gen. Ed. Lens or Foundational Area: Foundational Scientific Inquiry requirement. Offered every Fall.*

### PHYS 110. A Journey to the Moon and Mars

3 hrs.

This course focuses on the Earth's Moon, the planet Mars, and space travel from a scientific perspective. To understand space travel, students will learn the historical foundations including classical mechanics from Isaac Newton and orbital dynamics analysis from Katherine Johnson. Ultimately, students will explore the feasibility and implementation of human communities on the Moon and Mars, demonstrating the role of science in societal decisions. This course includes a laboratory portion, in which students collect and analyze data using experiments and planetarium demonstrations. *Corequisite: PHYS 110L. Offered every Fall. Gen. Ed. Or Foundational Area: Foundational Scientific Inquiry requirement.*

### PHYS 131. The Solar System.

3 hrs.

A study of the structure and origin of the solar system including historical views, comparing the planets and their satellites, and solar system formation. Lecture and laboratory.

### PHYS 132. Stars and Galaxies.

3 hrs.

A study of the sun, the life and death of a star, the interstellar medium, galaxies, and both the past and future of the universe. This course emphasizes how the properties of light are used to study the universe. The laboratory component requires students to use scientific method to interpret experimental results. The role of astronomy and science in society is examined. Lecture and laboratory. *Gen. Ed. Lens or Foundational Area: Foundational Scientific Inquiry requirement. Offered every other Spring and every other Fall.*

### PHYS 145. Engineering Design I.

1 hr.

Departmental resources, teamwork, problem solving techniques.

### PHYS 146. Engineering Design II.

1 hr.

A continuation of PHYS 145.

### PHYS 151. General Physics I.

4 hrs.

An introductory course in mechanics and heat. Lecture and laboratory. *Prerequisite: Official math placement or permission of instructor. Students may not receive credit for PHYS 151 and 161. PHYS 151 and 152 may be taken in either order.*

**PHYS 152. General Physics II.****4 hrs.**

An introductory course in sound, electricity, magnetism, light and modern physics. Lecture and laboratory. *Prerequisite:* Official math placement or permission of instructor. *Students may not receive credit for PHYS 152 and PHYS 162. PHYS 151 and 152 may be taken in either order.*

**PHYS 161. General Physics I with Calculus.****4 hrs.**

A calculus-based introductory course in mechanics and heat. Lecture and laboratory. *Pre- or co-requisite:* MATH 161. *Students may not receive credit for PHYS 151 and 161. PHYS 161 and 162 may be taken in either order.*

**PHYS 162. General Physics II with Calculus.****4 hrs.**

A calculus-based introductory course in sound, electricity, magnetism, light and modern physics. Lecture and laboratory. *Pre- or co-requisite:* MATH 161. *Students may not receive credit for PHYS 152 and PHYS 162. PHYS 161 and 162 may be taken in either order.*

**PHYS 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**PHYS 210. Light and Atomic Physics.****3 hrs.**

Kinetic theory, charged subatomic particles, atomic interactions with radiation, photon mechanics, relativity, Bohr Theory, quantum mechanics. *Prerequisites:* MATH 161; PHYS 152 or 162. *Co-requisite:* PHYS 211L.

**PHYS 211L. Light and Atomic Physics Laboratory.****1 hr.**

Experiments in physical optics, atomic absorption and emission of light, microwaves, the ratio of electronic charge to mass, x-rays and crystal structure, nuclear magnetic resonance. *Co-requisite:* PHYS 210.

**PHYS 220. Nuclear Physics.****3 hrs.**

Particle accelerators, detection of charged particles, the neutron, nuclear stability, nuclear reactions, nuclear forces, the shell model, beta decay, particle physics. *Prerequisite:* PHYS 210. *Co-requisite:* PHYS 221L.

**PHYS 221L. Nuclear Physics Laboratory.****1 hr.**

Experiments in detecting charged particles, neutrons, and gamma rays. Counting statistics, radiation shielding, stopping power, scintillation counters, semiconductor detectors, the multichannel analyzer, time-of-flight techniques, analysis of bubble chamber photographs, detection electronics. *Co-requisite:* PHYS 220.

**PHYS 235. Heat Transfer.****3 hrs.**

Theory and applications of Fourier's Law; heat transfer by conduction, convection, and radiation. The study of heat exchangers, design fins for dissipating heat. Thermal resistance and the electrical analogy. Transient and multidimensional heat conduction, laminar and turbulent boundary layers, and forced convection. *Prerequisites:* MATH 162; PHYS 151 or 161, PHYS 152 or 162.

**PHYS 250. Electronics.****3 hrs.**

DC and AC circuits. Semiconductor devices, rectifiers, amplifiers, and oscillators. *Prerequisites:* MATH 161; PHYS 152 or 162. *Co-requisite:* PHYS 251L.

**PHYS 251L. Electronics Lab.****1 hr.**

Multimeters, oscilloscopes, Thevenin's theorem, Fourier analysis, Lissajous figures, timing circuits, transient and steady-state responses, transducers, diodes, transistors, and operational amplifiers. *Co-requisite:* PHYS 250.

**PHYS 260. Digital Electronics.****3 hrs.**

Representation of digital information, logic networks, integrated circuit technology, multiplexing, microprocessors. *Prerequisites:* PHYS 152 or 162. *Co-requisite:* PHYS 261L.

**PHYS 261L. Digital Electronics Lab.****1 hr.**

Logic circuits, number systems, adders, Boolean algebra, comparators, multiplexers, multivibrators, memories, shift registers, and analog-to-digital conversion. *Co-requisite:* PHYS 260.

**PHYS 305L. Electro-Optics Laboratory.****1 hr.**

Experiments in modern optics involving electromagnetic theory, including the Kerr effect, electron beam optics, fiber-optic wave guides, the monochromator, the ruby laser, nonlinear optics, the nitrogen laser, the tunable dye laser, and atomic excitation using lasers. *Prerequisite:* PHYS 210.

**PHYS 309. Engineering Mechanics.****3 hrs.**

Moments, couples, equivalent force systems, distributed force systems, free-body diagrams, equilibrium, static indeterminacy, friction, application of forces to engineering systems. *Prerequisites:* MATH 161; PHYS 152 or 162.

**PHYS 310. Analytical Mechanics.****3 hrs.**

Newtonian mechanics, linear oscillations, Lagrangian and Hamiltonian dynamics, central forces, dynamics of rigid objects.

*Prerequisites:* MATH 162; PHYS 151 or 161; PHYS 152 or 162.

**PHYS 311. Mechanics of Materials.**

**3 hrs.**

Stress, strain, torsion, bending, shear, pressure vessels, deflection of beams and shafts, buckling, energy methods. *Prerequisites:* MATH 162; PHYS 151 or 161; PHYS 152 or 162.

**PHYS 320. Materials Science.**

**3 hrs.**

Crystal structure and defects, stress and strain, theories of hardness and fracture, metallurgy. *Prerequisites:* PHYS 152 or 162; MATH 161. *Co-requisite:* PHYS 321L.

**PHYS 321L. Materials Science Laboratory.**

**1 hr.**

Crystal structure, Young's modulus, shear modulus, polymers, elastomers, visible spectrophotometry, porosity, phase diagrams, viscosity, heat treatment. *Co-requisite:* PHYS 320.

**PHYS 330. Solid State Physics.**

**3 hrs.**

Thermal, optical, and electronic properties of solids. Metals, insulators, and semiconductors. Magnetic resonance and superconductivity. *Prerequisites:* PHYS 152 or 162; MATH 162. *Co-requisite:* PHYS 331L.

**PHYS 331L. Solid State Physics Laboratory.**

**1 hr.**

Impurities in semiconductors, x-ray spectrometry, the Hall Effect, magnetic resonance, electron spin resonance, hysteresis, and superconductivity. *Co-requisite:* PHYS 330.

**PHYS 340. Engineering Thermodynamics.**

**3 hrs.**

The first and second laws of thermodynamics, reversible processes, PVT diagrams, non-ideal gases, enthalpy, entropy, heat engines, heat pumps, the Carnot cycle, efficiency, Maxwell's relations, heat flow, thermodynamic systems. *Prerequisites:* MATH 161; PHYS 151 or 161.

**PHYS 342. Quantum Mechanics.**

**3 hrs.**

Solutions to the Schrodinger equation, the Heisenberg uncertainty principle, step potentials, tunneling, potential wells, harmonic oscillators, the hydrogen atom, approximation methods. *Prerequisites:* MATH 162; PHYS 151 or 161; PHYS 152 or 162.

**PHYS 345L. Engineering Measurements Laboratory.**

**1 hr.**

Heat engines, the internal combustion engine, oscillations, fluid analysis, wind tunnels, strain gauges. *Pre or Co-requisite:* PHYS 162.

**PHYS 350. Fluid Mechanics.**

**3 hrs.**

The Bernoulli equation, momentum equations, potential flows, viscosity, streamlines, supersonic flow, open channels, turbo machines, and the Navier-Stokes equation. *Prerequisites:* MATH 162; PHYS 151 or 161; PHYS 152 or 162.

**PHYS 360. Electromagnetic Theory.**

**3 hrs.**

Vector analysis of electric and magnetic fields, Laplace's equation in spherical and cylindrical coordinates, electrostatic images, polarization, dielectrics, electrostatic and magnetic energy, electric current, Biot-Savart law, electromagnetic induction, Kirchhoff's laws, Maxwell's equations, electromagnetic waves. *Prerequisites:* PHYS 151 or 161; PHYS 152 or 162; *Pre- or Co-requisite:* MATH 230.

**PHYS 497. Research Seminar I.**

**1 hr.**

A study of the writing style for a scientific research paper. Researching scientific journals. Students will write a research paper based on a literature search. *In combination with PHYS 498, this course satisfies the advanced composition requirement for General Education. Prerequisite:* Major in physics.

**PHYS 498. Research Seminar II.**

**1 hr.**

Continuation of PHYS 497. Students will conduct experimental research and present results in a research paper and an oral presentation. *In combination with PHYS 497, this course satisfies the advanced composition requirement for General Education. Prerequisite:* PHYS 497.

## SOCIAL AND BEHAVIORAL SCIENCE

Departments: Communication, Criminal Justice, Gender Studies, Health Science, Media Communication,

---

## COMMUNICATION

---

ASSISTANT PROFESSOR: Nancy Bressler

LECTURER: Jessica Fabbriatore

The Communication Department pursues the study of how humans make and interpret meaning through the design, delivery and evaluation of messages as individuals, in media, and in various cultures and contexts. The Communication Department offers a vibrant curriculum that teaches students analytical skills that they can use in a variety of professions. The curriculum includes outcomes that emphasize critical thinking, speaking skills, writing skills, media literacy, and a deeper understanding of culture. Students apply their knowledge to create verbal and/or written messages, to interact with other people, to exhibit effective leadership, and to listen to others. The Communication Department also emphasizes the role of media in society. Through the development of media literacy skills and media production techniques, majors discover how they can express their perspectives employing the use of media. When students major in Communication, they can pursue graduate work or a professional career in a variety of fields upon graduation.

Building upon the analytical, speaking, and writing skills developed in the classroom, communication students also learn through hands-on experiences. Majors and minors benefit from co-curricular activities, such as serving as disc jockeys and staff for C92FM, the campus radio station. Students can also write, edit or serve as staff for The Pharos, the campus newspaper. Majors can also participate in individually tailored internships that further their future career objectives. This required practical experience enhances the Communication major because students leave with hands-on experience and a tangible portfolio of what they have achieved while completing their degree.

In pursuit of these goals, two majors are offered: Communication and Media Communication. In consultation with department faculty, students may select courses that will prove helpful in achieving individual goals. This broad communication background is accomplished through the Communication core of nine courses (27 credit hours) required of all majors. Students who are undecided about a major may take core courses before selecting their particular major. Major requirements include a combination of required courses as well as elective courses so students can design a curriculum that fits their future interests. The Communication major focuses on the professional side of the discipline; students learn how to improve relationships with other people, how to work in small group settings, how to demonstrate effective leadership, and a deeper understanding of communication theory. This major provides the knowledge and skills for careers in business, not-for-profit organizations, public relations, service-oriented fields, or the pursuit of graduate work within the Communication discipline. The Media Communication major focuses on the role of media in our lives; students analyze, critique, and produce examples of media through a variety of channels to prepare for a future career in journalism, broadcasting, advertising, print production, social media, or the pursuit of graduate work within the Communication discipline.

The Communication Department offers one minor in Communication. This minor requires three courses (COMM 105, COMM 230, and COMM 226 or COMM 375); students select three additional courses of their choice to complete the minor. COMM 138, 139, 238, & 239 can be taken and repeated up to three times to count as one three credit course within the minor.

### Program Outcomes

The Communication major stresses the analysis and critique of different forms of communication, as well as message creation. Upon completion of the program, the student will demonstrate the following outcomes:

- Employ communication theories, principles, and concepts.
- Construct messages appropriate to the audiences, purposes, and contexts.
- Analyze messages utilizing critical thinking skills, media literacy skills, and self-efficacy.
- Influence public discourse through well-reasoned oral and written arguments.

**Communication Major (41 hours):** COMM 105, 121, 125, 226, 230, 318, 327, 375, 425; 2 credit hours of TV, Newspaper and/or Radio (COMM 137, 138, 139, 237, 238, & 239); select two of the following courses: COMM 221, 240, 320, 324 ; select any two of the following courses: ART 123, ART 141, ART 151, ART 261, BUSI 141, 242, 251, 252, COMM 250, 260, 270, 342, COMM



495 Communication Internship or any additional courses from the major requirements except COMM 137, 138, 139, 237, 238, & 239. Communication majors may elect to add a Broadcasting minor.

**Media Communication Major (42 hours):** COMM 105, 121, 125, 226, 230, 318, 327, 375, 425; 3 credit hours of TV, Newspaper and/or Radio (COMM 137, 138, 139, 137, 238, & 239). In addition, students earning a Media Communication degree must complete at least two semesters of participation with major responsibilities (e.g. executive board membership in radio or an editorial position in newspaper) in either C92-FM radio or The Pharos newspaper. Students may concurrently count their semesters with major responsibilities towards their requirements for participation; select two of the following: ART 261, 268, COMM 250, 260; select any two of the following courses: ART 101, ART 123, ART 141, ART 151, ART 261, ART 268, BUSI 141, BUSI 242, COMM 270, 324, 342, 495, ENGL 213, ENGL 214, POLS 221 or any additional courses from the major requirements except COMM 137, 138, 139, 237, 238, 239. Media Communication majors will not be eligible for a Broadcasting minor.

**Communication Minor (18 hours):** COMM 105, 230, 226 OR 375, and 9 hours of COMM electives. Students can opt to take up to 3 credit hours of COMM 137, 138, 139, 237, 238, 239 to count as one COMM elective in the Communication minor.

**Broadcasting Minor (18 hours):** COMM 137, COMM 138, COMM 139; a combination of 3 total credit hours of COMM 237 (0-3 credits), COMM 238 (0-3 credits), COMM 239 (0-3 credits); COMM 260, COMM 425, COMM 495; and one of the following courses: COMM 125, COMM 230, COMM 250, or COMM 327. In addition, students earning a Broadcasting minor must complete at least one semester of participation with major responsibilities (e.g. executive board membership in television or radio or an editorial position in newspaper) in either the TV studio, C92-FM radio or The Pharos newspaper. Students may concurrently count their semesters with major responsibilities toward their requirements for participation.

## COMMUNICATION COURSES

**COMM 105. Introduction to the Communication Discipline.** **3 hrs.**

An introduction to the development of the communication discipline. Subjects covered in the course include theories, practices, and the history of the discipline and its various fields. This course will address communication research through reading, writing, database usage, and APA style guidelines. *Offered fall semester, even years.*

**COMM 121. Intercultural Communication within the United States.** **3 hrs.**

A theoretical and practical survey of the intrapersonal and interpersonal dimensions of communication between co-cultures in the United States. Examination of the distinctive cultural orientations, behaviors, expectations, and values that affect our ability to communicate effectively with people from diverse cultures and co-cultures. *Offered every spring semester.*

**COMM 125. Fundamentals of Journalism.** **3 hrs.**

In this course, students examine the practices and principles of journalism in a variety of platforms. Students explore and analyze newspaper stories, electronic/online news stories, and broadcasting to better understand the accuracy and objectiveness required in journalism. The course focuses on collecting information and interviewing sources. Students produce journalism examples including writing ethical hard news and feature news stories and preparing news stories for online and television broadcasts. *Offered fall semester, odd years.*

**COMM 137. Introduction to Television Broadcasting Practicum.** **0-1 hr.**

This class is a practical opportunity for students to produce their own television broadcasts. Students will be instructed in how to design, create, and shoot a television broadcast. In this course, students will embody various roles such as on-air broadcaster, producer, camera person, and/or editor. *Offered every semester.*

**COMM 138. Introduction to Newspaper Practicum.** **0-1 hr.**

The student will be trained to become a regular staff member of *The Pharos*, participating in all paper activities and meetings. Each student will be responsible for compiling a portfolio reflecting the individual contribution he or she made to their assigned area – either reporting, editing, layout and design, photography, public relations/advertising, or a combination thereof. *Offered every semester.*

**COMM 139. Introduction to Radio Broadcasting.** **0-1 hr.**

The student will be trained to become a regular staff member of C92-FM participating in all station activities and meetings. The student will fulfill all requirements to become a certified and licensed radio broadcaster. *Offered every semester.*

**COMM 188, 288, 388, 488. Special Topics.** **1-3 hrs.**

A course or seminar on selected topic within the discipline that is not otherwise represented in the curriculum.

**COMM 270. Applied Visual Communication.** **3 hrs.**

**This course introduces students to the multiple facets of online and printed journalism. In this class, students create print and video journalism examples that can be published online and in print. This course introduces students to traditional newspaper layout and how to apply the fundamentals of typesetting. Students create a tandem online news website that incorporates the video news segments in addition to the written articles. Finally, students promote their newspaper using social media and produce an analytics report. Offered spring semester, odd years.**

**COMM 211. Fundamentals of Human Communication.**

**3 hrs.**

This course introduces students to an overview of appropriate and effective communication techniques in a variety of settings. The course emphasizes students' ability to communicate messages to different audiences. Students demonstrate audience analysis, delivery speaking skills, writing and organizing a speech, and self-reflection on their communication techniques. While primarily performance based, students also critique memorable speeches and embody communication skills in a small group setting. *Students are required to earn a C or better in this course in order to graduate. Prerequisite: ENGL 110. This course does not fulfill the minor requirement for Communications.*

**COMM 221. Interpersonal Communication.**

**3 hrs.**

A study of the situational and developmental views in building interpersonal communication and its influence in the enhancement, maintenance, and/or deterioration of relationships. Students will explore interpersonal communication theories, styles, competence levels and coding structures. Emphasis will also be given to various relational contexts, functions and patterns. *Offered fall semester, even years.*

**COMM 226. Argument and Evidence.**

**3 hrs.**

The study of analyzing communication and the construction of points of view for issues, problems, and challenging topics. Emphasis will be on evaluating the source of communication, message structure, use of evidence, and overall message effectiveness in class exercise and larger projects with a strong emphasis on development of argumentative writing skills. Recommended for pre-law students. *Prerequisite: COMM 211. Offered spring semester, odd years.*

**COMM 230. Introduction to Media Studies.**

**3 hrs.**

Employing concepts from critical/cultural studies, this course focuses on critically analyzing mass media to understand how texts and society influence and inform one another. Students study media production, representation, and audience responses when analyzing and critically evaluating media. The course considers examples from books, magazines, newspapers, music, film, television, advertising, video games, and the Internet. *Offered spring semester, even years.*

**COMM 237. Television Broadcasting Practicum.**

**0-1 hr.**

This practicum allows students to build upon their knowledge from COMM 137. Students continue to produce their own television broadcasts, but in a more in-depth approach. Students design, create, and shoot multiple television broadcasts over the course of the semester. Students embody various roles such as on-air broadcaster, producer, camera person, and/or editor. *May be repeated for a total of five hours of credit. Offered every semester.*

**COMM 238. Newspaper Practicum.**

**0-1 hr.**

Students will continue their membership in *The Pharos* by significantly contributing, under the guidance of the course instructor and *The Pharos'* editors, to the production of the paper in one or more capacities – reporter, editor, layout and design artist, photography or public relations/advertising specialist. Each student will be responsible for compiling a portfolio illustrating and reflecting on his or her individual contributions to the paper during the semester enrolled. *Prerequisite: COMM 138. Offered every semester. May be repeated for a total of five hours of credit.*

**COMM 239. Radio Broadcasting Practicum.**

**0-1 hr.**

Students in this course have the opportunity to build upon their experiences in COMM 139. By performing weekly radio shows, students gain practical radio experience in the radio broadcasting medium. Students may also embody the role of general manager, assistant director, programming director, and/or participate in public relations for the studio. *Prerequisites: COMM 139, 230, and instructor's permission. May be repeated for a total of five hours of credit. Offered every semester.*

**COMM 240. Public Relations Principles and Practice.**

**3 hrs.**

Introduction to the principles, processes, history, and practice of public relations. Students will learn the nature of public opinion, the application of problem-solving processes to case studies, and the use of persuasion and marketing skills in public relations practice by developing a public relations plan for a client. *Prerequisites: COMM 211, 230. Offered fall semester, even years.*

**COMM 250. Topics in Communication.**

**3 hrs.**

This course focuses on selected topics or subject areas within the Communication field. Students study a special topic that is not covered in the regular course offering. Topics may include, but not limited to, media studies, critical/cultural studies, media

production, journalism, advertising, and public relations. *Prerequisites:* COMM 211. *Offered fall semester, odd years. May be repeated for a total of six hours of credit.*

**COMM 260. Media Narrative Analysis.**

**3 hrs.**

In this course, students examine the power of storytelling within media texts. During class, students view media texts such as feature films, television shows, advertisements, and music videos to better understand how the creators, writers, directors, and editors engaged in storytelling. Students consider how stories can have an educational influence because of the audience's emotional involvement with the characters and in the plot. Finally, students also have the opportunity to critically and ethically create their own media narrative examples. *Offered spring semester, odd years. Gen. Ed. Lens or Foundational Area: Aesthetic Expression.*

**COMM 318. Communication Research Methods.**

**3 hrs.**

This course introduces students to communication research design and experimental, survey, field, and ethnographic methodologies. Students examine social scientific, interpretive/humanistic, and critical perspectives through quantitative and qualitative research methods. Finally, students analyze and critique theory, research methodology and design in published studies, and prepare an original research paper. *Prerequisites:* COMM 105 and COMM 211. *Offered fall semester, odd years.*

**COMM 320. Small Group Communication.**

**3 hrs.**

A study of communication in small groups with a balance between analyzing theories of small group communication and applying practical procedures and techniques for improving the functioning of groups. *Prerequisite:* COMM 211.

**COMM 324. Communication Theory.**

**3 hrs.**

Examination of the history, nature and purpose of communication theory, including predominant current theories in rhetoric and interpersonal, small group, mediated, and organizational communication and the role of communication theory in allied areas, such as health, law, family communication, international relations, and conflict resolution. *Prerequisite:* Junior with at least 12 hours in communication or permission of instructor.

**COMM 327. Persuasion.**

**3 hrs.**

A study of motivational appeals and approaches to creating and evaluating persuasive messages. Emphasis will be on applying theory by both analyzing examples and creating appeals for new circumstances. *Prerequisite:* COMM 211. *Offered spring semester, even years.*

**COMM 335. Digital Studio Production.**

**3 hrs.**

An advanced-level video production course meant to augment skills learned from Digital Video Field Production in a controlled studio environment. Proper use of studio equipment and the professional production techniques associated with studio work will be emphasized. *Prerequisite:* ART 268.

**COMM 342. Public Relations Writing.**

**4 hrs.**

Advanced study of the selection and development of public relations writing tools. Emphasis will be on competence in grammar, spelling, and punctuation and choosing the most appropriate medium for the communication task. Experience applying writing techniques to print and broadcast news releases, proposals, fact sheets, public service announcements, backgrounders, and media kits will be stressed. *Prerequisites:* COMM 240.

**COMM 375. Media Criticism.**

**3 hrs.**

Students in this course study media texts such as film, television, advertisements, music videos, and Internet messages to interpret the dominant ideological themes that are depicted in these texts. This course examines media representations of race, gender, and class using theoretical frameworks within cultural studies and media studies. Students discuss how the dominant ideologies associated with these media messages influence our cultural beliefs, perceptions of others, and broader hegemonic themes in society. Students analyze the patterns of prevailing ideas to consider to what extent media portrayals participate in the larger discussion of power in society. *Prerequisite:* COMM 230. *Offered fall semester, even years.*

**COMM 425. Communication Capstone.**

**3 hrs.**

Communication Capstone is a practical course in which students create a senior capstone project that is the culmination of the student's studies in the Communication Department. Students will select a specific area within the Communication discipline and identify the outcomes they hope to accomplish with the capstone. Students will select between developing an in-depth research study or constructing a media-based project that demonstrates their knowledge of message creation. Finally, students also complete a required experiential learning experience within the course. *Prerequisites:* COMM 105, COMM 211, COMM 318, Junior or Senior status. *Students must have completed a minimum of 9 credit hours in Communication before taking this course. Offered every spring.*

**COMM 495. Communication Internship.**

**3 hrs.**

A professional field placement for senior communication and media communication majors in an approved agency or business that allows students to observe, analyze and apply communication concepts, thus serving as the major's capstone assessment experience. In consultation with a field supervisor and the instructor, students develop a contract that specifies on-site field and academic learning objectives and methods for the internship. Class meetings required. *Prerequisite:* Consent of the instructor.

---

## CRIMINAL JUSTICE

---

ASSISTANT PROFESSOR: Travis Zimmerman

LECTURER: Matthew Gregory

The major in Criminal Justice (CJUS) is rooted in the liberal arts tradition of West Virginia Wesleyan College. It is an interdisciplinary subject with foundations in the social sciences. The Criminal Justice major provides a macro-level understanding of the justice system, its functions, problems, and cultural impacts, as well as an understanding of micro forces that impact crime and deviance.

Students majoring in Criminal Justice will learn to think critically and holistically about their chosen field. Criminal Justice majors will learn to appreciate the racial, gender, social-cultural, political, and historical forces that impact the American justice system.

The Criminal Justice major prepares graduates for careers in law enforcement, corrections, courts and related areas; further study in law, criminal justice, criminology, sociology, social work, and public administration. Career opportunities include police officer, federal law enforcement agent (F.B.I., Secret Service, Treasury, Drug Enforcement, Customs Inspector), corrections officer, parole officer, and with further graduate or professional education, prosecutor, public defender, and forensic scientist.

Completing a minor in criminal justice will complement the educational pursuits of students in many different majors. The minor program of study provides a general overview of the criminal justice system and an understanding of the cultural and environmental factors that impact crime.

### Requirements for Criminal Justice Major

39 semester hours, including CJUS 110, 112, 114, 241, 260, 345, 498 or 499; 3 credits from SOCI 102, 225, 243, 320, 356; PSYC 101; 3 credits from POLS 101, 202, 215, 232, 328, 348, HIST 360; three hours electives from a 300-level CJUS course; three hour CJUS elective, three hours from CJUS 395: Internship; CJUS 396: Independent Study; or approved International Experience.

### Requirements for Criminal Justice Minor

15 semester hours, including CJUS 110, CJUS/SOCI 241, and nine hours of electives from CJUS.

### Program Outcomes

- Demonstrate knowledge of core concepts in the field, including: the structure and operation of the justice system, crime and its definitions, philosophies of punishment, justice, deviance, and how to evaluate research findings and apply research methods that demonstrate proficiency in oral and written communication skills and information literacy.
- Recognize and apply theory and practice through participation in research, service learning, study abroad, civic engagement, and/or internships.
- Identify and explain the role and limitations of each component of the system.
- Analyze the functions and impacts of social inequalities and power on the functioning of the justice system and the content of law.

## CRIMINAL JUSTICE COURSES

**CJUS 110. Introduction to Criminal Justice.**

**3 hrs.**

A general overview of the criminal justice system including a description of its components: the police, the courts and corrections.

**CJUS 112. Introduction to Policing.**

**3 hrs.**

Overview of police functions and responsibilities. Examines the role of police in society, as well as police functions, subculture, community relations and discretion.

**CJUS 114. Introduction to Corrections.** 3 hrs.

An overview of historical and contemporary correctional philosophies, practices, and procedures in the United States.

**CJUS 188, 288, 388, 488. Special Topics.** 1-3 hrs.

A course or seminar on selected topics within the discipline that is not otherwise represented in the curriculum.

**CJUS 230. Criminal Investigation.** 3 hrs.

Introduction to criminal investigation procedures including theory of investigation, conduct at the crime scene, collection and preservation of physical evidence, introduction to related forensic science, including the importance of DNA investigation in some cases, and follow-up legal investigation. *Prerequisite:* CJUS 110 or departmental approval.

**CJUS 240. Juvenile Delinquency.** 3 hrs.

A survey of juvenile delinquency and the functioning of the juvenile justice system to include issues such as: theories of delinquency, youth subcultures, prevention, rehabilitation, and punishment of youthful offenders. It will also explore issues important to the developmental years such as schools, peers, and family.

**CJUS 241. Criminology.** 3 hrs.

An exploration of the classical and contemporary theories of crime causation, prevention, and punishment.

**CJUS 260. Criminal Law and Procedures.** 3 hrs.

The history of criminal law, its development in the United States, elements of crime, law of arrests, and courtroom procedures. *Prerequisite:* CJUS 110 or departmental approval.

**CJUS 320. Issues in Criminal Justice.** 3 hrs.

Examination of topical issues that affect the criminal justice system, with an emphasis on problems and trends. May be repeated with different issues up to 6 credit hours.

**CJUS 330. Domestic Violence.** 3 hrs.

An exploration of the theoretical and empirical literature on violence in intimate relationships with particular emphasis on the role of gender. Addresses issues such as physical, sexual, and emotional violence against women, children, and domestic partners. *May be credited toward a major or minor in Gender Studies. Prerequisites:* CJUS 110 or 3 hours in Gender Studies, or departmental approval.

**CJUS 340. International and Comparative Criminal Justice Systems.** 3 hrs.

A survey of selected world criminal justice systems including police, courts, and corrections. Cross-national and cross-cultural criminality from several perspectives will be examined. May include study abroad. *Prerequisite:* CJUS 110 or departmental approval.

**CJUS 345. Research Methods in the Social Sciences.** 3 hrs.

A course focusing on scientific investigation and the design of program and practice research in the field of social science, with attention to the use of both qualitative and quantitative methods, the appropriate use of statistics, and a working knowledge of selected computer programs. *Prerequisite:* SOCI 101, or POLS 101, or CJUS 110.

**CJUS 351. Drugs and Society.** 3 hrs.

This course will critically explore licit and illicit drugs, and the effects of drugs on American society. It will examine drug trafficking, drug control policies, and the connections between drugs and crime.

**CJUS 395. Internship.** 3 hrs.

Field placement in an approved criminal justice agency for integration of theory and practice. May be re-taken for a maximum of 6 credit hours. Pass/Fail grading. *Prerequisite:* CJUS 110, sophomore standing, or departmental approval.

**CJUS 396. Independent Study.** 3 hrs.

Individual study and/or research on a problem relating to criminal justice. May be retaken to a maximum of six hours. Independent study proposal must be approved by faculty supervisor and department chair. *Prerequisites:* CJUS 110, departmental approval, sophomore standing.

**CJUS 498. Senior Capstone for Applied Social Sciences Careers** 3 hrs.

Capstone course in which students will develop and implement a project to prepare them for professional level careers in the social sciences, particularly in criminal justice field work, social work, nonprofits, and public services. Students should consult with their advisor to determine enrollment in either CJUS 498 or SOCI 498. *This course satisfies the advanced composition requirement for General Education.. Prerequisites:* Senior standing, declared major in Criminal Justice, Sociology, or Social Justice

**CJUS 499. Senior Seminar in Social Science Research Careers****3 hrs.**

Capstone course in which students will research, write, and present a major research paper on an approved topic. This course is intended for students who plan to pursue graduate degrees and/or work in research oriented careers in nonprofits, public service, and/or higher education. Students should consult with their advisor to determine enrollment in either CJUS 499 or SOCI 499. *This course satisfies the advanced composition requirement for General Education. Senior standing required.*

## GENDER STUDIES

ASSOCIATE PROFESSORS: Katharine Antolini, Ashley Lawson, Thomas Schoffler, Jessica Scott

ASSISTANT PROFESSORS: Tamara Denmark Bailey, Molly Clever, Lynn Linder

LECTURER: Tammie Hammon Moody

**Requirements for Gender Studies Major**

33 hours including GNST 150, 220, 360, 450.

9 hours selected from ENGL 288 Masculinities in Literature OR ENGL 345 OR 275; GNST 310, HIST 253, RELG 362, SOCI 243 or 248.

15 hours selected from ENGL 276, EXSC 120, CJUS 330, HIST 251, 252, 269, INDS 120 Intro to Humanities: Gender OR Intro to Humanities: Women and Creativity, INDS 288 (approved gender special topics courses), MUSC 288 (approved gender special topics courses), POLS 233, RELG 212, 261, ART 356 (Performance Art - Gender), and designated special topics courses.

**Requirements for Gender Studies Minor**

15 hours, including GNST 150 and 450; plus 12 hours selected from courses approved to count toward the Gender Studies major, not to exceed 6 hours from any one department outside of GNST.

**Program Outcomes**

- Students will demonstrate knowledge of historical and contemporary issues of gender, sexuality, race, and class.
- Students will be able to analyze the social construction of sex, gender, and sexuality in historical and contemporary contexts through the organization and mobilization of relations of power in order to make visible the implications of categorizations of sex and gender in political, economic, and social lives.
- Students will possess the skills and theoretical knowledge to be able to pursue scholarly research in the field.

**GNST 150. Introduction to Gender Studies.****1 hr.**

Taking a multi-disciplinary approach, this course is meant to provide new minors with a preliminary understanding of issues and topics pertinent to the field of gender studies. This course is a requirement for all minors.

**GNST 220. Understanding Gender.****3 hrs.**

This course provides students with a foundational knowledge in developing and utilizing gender as an analytical lens. The course involves an in-depth study of sex, gender, and sexuality in order to develop the skills necessary for the successful application of gender as analytical category for future research in Gender Studies. Offered in alternating years.

**GNST 310. Queer Theory, Queer Lives in America.****3 hrs.**

This course explores a number of critical theories related to gender and sexuality through a queer theoretical lens. It traces thematic concerns in the foundational and contemporary literature of queer theory by mapping the directions in which queer theory has extended itself over the past several decades, locating these within a larger history of critical, theoretical and political debates in America. The course considers the implications of major movements and strategies for queer resistance and LGBT inclusion alongside the emergence of theoretical perspectives.

**GNST 350. Gender, Peace, and Development.****3 hrs.**

This course examines strategies employed in the areas of development and peace-making, responses to violence and conflict, and theoretical frameworks for understanding gender and sexuality in contemporary African and Middle East contexts. The course examines the contributions of those located on the African continent and the Middle East to movements for peace and trajectories of development in their own contexts.

**GNST 360. Theorizing Difference.****3 hrs.**

This course is an advanced exploration of the critical theories that are central to the study of gender. Drawing from feminist theory, queer theory, postcolonial theory, and critical race studies, the course utilizes an intersectional approach to understanding the way power is structured, in addition to exploring powerful sources of resistance offered by each theoretical position. Offered in alternating years.

**GNST 450. Capstone Gender Studies Course.****2 hrs.**

After fulfilling all other course requirements for the minor or major, the student will enroll in the Capstone Gender Studies Course. This course will guide the student through the process of writing the student's capstone project. The project is meant to allow the student to combine and apply the knowledge s/he has gained through the major/minor in an unified, sustained project that is meant to extend the student's knowledge of a particular area of research. *Prerequisites:* Must have fulfilled (or must currently be enrolled in classes that will finish requirements) course requirements for the Gender Studies minor or major.

---

---

## HEALTH SCIENCE

---

---

ASSOCIATE PROFESSOR: Susan Rice

### HEALTH SCIENCE

As the health needs of populations change, there are expanded opportunities for careers in healthcare in the United States and globally. There is a continuing need for workers educated in public health. Healthcare is one of the largest industries in the United States and includes hospitals, other medical service providers, long term care, public health organizations, health insurance companies, the pharmaceutical industry, medical related sales, health fitness organizations, community and nonprofit health related agencies. Career opportunities for graduates with a major in health science are possible in all of these organizations.

The mission of the Bachelor of Science in Health Science is to prepare graduates to think globally, develop a broad knowledge base in regards to health, with a focus on populations. Graduates will be responsible persons who contribute positively to health issues nationally and internationally.

This mission will be accomplished through the interdisciplinary nature of the curriculum which combines education from multiple disciplines as well as specific focused coursework. The internship offers the student an opportunity to have a real world experience in the healthcare field and reflect on this experience.

**Requirements for Bachelor of Science in Health Science Degree**

46 semester hours, including HSCI 110, 168, 210, 220, 230, 260, 345 350, 425, 495; BIOL 151, 152; PSYC 101, 238, and SOCI 101.

**Requirements for Minor in Health Science**

15 semester hours, including HSCI 110.

**Program Outcomes**

- Knowledge of human behavior, human body functioning and natural world: integrates knowledge of basic sciences, psychology, social sciences to better understand the human experience and health choices made by humans.
- Building intellectual and practical skills: assimilates critical and creative thinking, oral and written communication skills, scholarly inquiry, and knowledge of health systems, policy, and informatics to assess health needs of a community
- Understand personal and social responsibility for public health work: adopt and apply ethical reasoning, and knowledge of the ecological character of public health
- Apply understanding of principles of public health and health education: realize health problems, identify causes, plan interventions, implement and evaluate public health programs
- Interprofessional collaboration for improving health outcomes: illustrate the interdisciplinary character of public health and contributions of a range of disciplines and professions to improve health

- Utilize modern technologies: understand the principles of health literacy and apply principles of health communication and informatics to evaluate the quality of health information

**Requirements for Health Education/Health Promotion Concentration**

8 semester hours in health science, including HSCI 340, 360, 420.

**HEALTH SCIENCE COURSES****HSCI 110. Introduction to Health Science.****3 hrs.**

This introductory course provides an overview of the role of healthcare and public health in society. Health communication and informatics will be discussed. A framework for disaster preparation, principles of health promotion and disease prevention will be included. Students will begin to explore concepts and skills needed to carry out health education with an emphasis on vulnerable populations. Career options in healthcare will be introduced.

**HSCI 168 (also EXSC 168). Medical Terminology for Health Professionals.****3 hrs.**

This course is designed to help students understand the language of medical science utilized by health professionals. Students receive a thorough grounding in basic elements, rules of building and analyzing medical terms associated with body systems. There will be opportunity to practice defining and interpreting medical reports and students will learn terms related to pathology, diagnosis, clinical procedures, and pharmacology. Students will also learn common abbreviations used in the health professions.

**HSCI 210. Introduction to Epidemiology.****3 hrs.**

Epidemiology is the science of public health that explores the distribution of disease in populations and risk factors that influence health outcomes. Application of epidemiological principles to facilitate understanding of the occurrence and control of chronic and infectious diseases, environmental risks, accidents, and mental illness across the lifespan. Students will explore epidemiological study design, the relationship of biostatistics to public health and epidemiology.

**HSCI 220. Understanding Health Behavior.****3 hrs.**

The goal of this course is to introduce the student to behavioral science theories that will provide the framework for understanding public health initiatives, including health promotion. A practical theoretical approach to health behavior change will be utilized by exploring the methods of behavior change for lifestyle behaviors such as obesity, smoking, and substance use. Strategies for individual behavior change in a variety of settings will be introduced.

**HSCI 230. Global Health.****3 hrs.**

The focus of this course is the complexity of health within a global context. Beginning with linking health and economic and social development, it includes an overview of biological, social, and environmental causes of disease in populations all over the world. The course includes global organizational structures and systems related to population health, infectious diseases, nutritional issues, and the health effects of environmental change. Health disparities among nations will be discussed.

**HSCI 260. Ethics and Policy in Healthcare.****3 hrs.**

An overview of policy and professional ethics within the framework of health organizations. Included is the discussion of the role of ethics in policy decisions and a review of past health related policies considering the role of politics, finances, and special interest groups in shaping health policy.

**HSCI 345. Community Health Assessment.****3 hrs.**

Various techniques to assess the health of individuals and communities will be explored. Students will become competent in recognizing and enhancing the health of communities. They will identify resources, both tangible and human. Students will learn to work with community residents to identify and prioritize issues affecting their lives and their communities. Emphasis is placed on diagnosing health issues in the community and organizational strategies for solutions.

**HSCI 350. Research Methods for Health Sciences.****3 hrs.**

This course is an overview of the principles of research related to healthcare with an emphasis on public health issues and health education. Students learn the process of research from the initial development of the research question through the final presentation of research findings. Students will become critical consumers of research by learning to evaluate and apply findings in healthcare settings. This course will provide direction to those students who are participating in research activities.

**HSCI 425. Health Science Capstone****2 hrs.**

In conjunction with the Internship, students will compose an in-depth research paper regarding the population involved with their Internship. This paper should include the contributions that their internship site contributes to the health of the population being served. The primary purpose for this paper is to assist students in the development of their professional career.



**HSCI 495. Health Science Capstone and Practicum.****3 hrs.**

Students will gain valuable health science professional experience by completing a practicum in an agency related to their career goals. This experience will be completed during the final semester of the senior year and must be approved by the program director. In addition to gaining practical experience, students will prepare a portfolio and begin to develop themselves as professionals. *Satisfies the advanced composition requirement for the General Education curriculum. Prerequisites:* All HSCI 100 and 200 level courses plus HSCI 345 and HSCI 350. Open only to Health Sciences majors. May be taken concurrently with the professional issues course.

## POLITICAL SCIENCE

ASSISTANT PROFESSOR: Coty Martin

The undergraduate degree in Political Science provides a suitable foundation for the student who wishes to obtain an advanced degree in political science, public administration, professional studies, social sciences, and law.

The degree in Political Science can lead to employment opportunities in government and diplomatic service, research organizations, social advocacy and lobbying programs, journalism and specialized writing and editing, professional campaign organizations, and to the holding of elective or appointive office.

**Requirements for Major**

39 semester hours, including POLS 101, 222, 232, 342, 345, 497;; 6 hours from POLS 202, 210, 215, 220, 235, 333; 3 hours from POLS 240, 336, 337, 338, 339, 340; 3 hours from POLS 354, 355, CJUS 320, SOCI 320; 3 hours from POLS 233, 238, 265, 348, SOCI 361; and six elective hours of which 3 must be at the 300 level.

**Requirements for Minor**

15 semester hours, including POLS 101, 222 or 232 and six elective hours of which 3 must be at the 300 level.

**Program Outcomes**

- Students will articulate central concepts, principles, and patterns of political behavior.
- Students will critically analyze and communicate the impact of relevant local, national, and international political forces on individual, societal, economic and global structures.
- Students will evaluate research findings and will apply the appropriate methodologies in conducting original research projects.
- Students will demonstrate knowledge of Political Science through participation in research, service learning, study abroad, civic engagement, and/or internships.

## POLITICAL SCIENCE COURSES

**POLS 101. Intro to American National Government.****3 hrs.**

An introductory study of the development, powers, organizations, and processes of American national government, focusing on the structures and functions of the institution, political parties and interest groups, and citizen participation in these structures.

**POLS 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**POLS 202. State and Local Government.****3 hrs.**

A study of local-state-federal relations, relations among states, and the structure and functions of state and local governmental institutions, organizations, and processes.

**POLS 210 (also HIST 210). Parties and Elections.****3 hrs.**

A survey of the role of political parties and elections in the modern American political system. The course focuses on the formation of political beliefs, the development of political parties, and trends in recent electioneering practices.

**POLS 215. Constitutional Law.****3 hrs.**

A course in the legal principles of the Constitution of the United States as interpreted by the courts. The case method is used.

**POLS 220. The American Presidency.****3 hrs.**

An examination of the American presidency and those individuals and forces which shaped its evolution. The course will examine how the power and roles of the American president reflect and affect American society and values.

**POLS 221. Politics and Film.** 3 hrs.

This course focuses on films that present components of the American political system. Primary emphasis is on the political messages, symbols, and values contained within select Hollywood films.

**POLS 222. Introduction to Comparative Politics.** 3 hrs.

Students will be introduced to Comparative Politics concepts including the design of the modern state; political systems; contentious politics; political economy; and comparative public policy.

**POLS 232. Introduction to International Relations.** 3 hrs.

This course presents a survey of the theories of international relations, and a review of the basic factors affecting the position and policies of states. This course critically analyzes global power dynamics and evaluates the causes and outcomes of nationalism, civil war, genocide, terrorism, international crime, interstate and intrastate war, trade, economic power relations, and international cooperation. The primary emphasis is on global political relationships; as such, it necessarily concentrates on non-western countries and their place in the geopolitical landscape.

**POLS 233. Gender and Politics in the Global South** 3 hrs.

This course will focus on gender and political issues in the world. The course begins with a brief introduction to the major theories of international relations but also will ask students to consider international relations from a gendered perspective. In this class we will focus on how women are affected by issues such as international conflict and economic development as well as human rights issues affecting women and the LGBTQ community in different regions of the world.

**POLS 235. Race and Public Policy.** 3 hrs.

A course outlining the major theoretical and legal issues surrounding race and policy in the United States.

**POLS 236. American Political Movements.** 3 hrs.

A survey course outlining the historical social movements in the United States, with a special emphasis on contemporary movements of disenfranchised populations.

**POLS 238. Global Perspectives on Terrorism and Counterterrorism.** 3 hrs.

This course examines the debate on defining terrorism in the global context. Topics include the causes, conditions, goals, and tactics of terrorism as well as organizational structures, state-sponsored terrorism, counterterrorism, the role of the media and social media in promoting terrorist propaganda, and gender dynamics in terrorist groups. This course will compare and contrast terrorist organizations and terrorist events from the late anarchist wave of the late nineteenth century to the present day religious wave of terrorism. Special focus will be given to marginalized ideological groups utilizing terrorism to achieve political, ethnic, and religious objectives in Sub-Saharan Africa, North Africa, the Middle East, and Asia.

**POLS 240. African Politics.** 3 hrs.

A study of the ancient and recent evolution and current political environment of African nations. Examination of both historical processes of political change and development and contemporary political institutions, practices, and policies. Attention to colonial era, nationalism, post-independence states and their inter-governmental relations.

**POLS 265. International Organizations.** 3 hrs.

A course examining the legal and political components of international political institutions in the world today, with special emphasis on major organizations such as the United Nations, the European Union, the African Union, and the Organization of American States (OAS).

**POLS 305. West Virginia Politics.** 3 hrs.

An intensive study of the governmental and political institutions and processes of West Virginia. Emphasis on the functions and interrelations of the branches of government, political parties and interest groups, and the state-local relationship.

**POLS 322 (also HIST 322). Kennedy, Charisma, and Catholicism: 1960 West Virginia Presidential Primary.** 3 hrs.

The 1960 West Virginia presidential primary holds a special place in state and national politics. In May of 1960 the nation watched a turning point in American history as John F. Kennedy battled both Hubert Humphrey and the belief that Catholicism was a fatal handicap in presidential politics. This course utilizes primary sources such as television ads, newspaper coverage, debate transcripts and campaign memos to explore the role that religion, organization and charisma played in this historic contest in the Mountain state.

**POLS 328. Environmental Law and Politics.** 3 hrs.

This course traces the development of environmental politics and law in the United States and provides an in-depth examination and analysis of current issues and problems in U.S. environmental politics and law.

**POLS 333. American Foreign Policy (also HST 333).** 3 hrs.

A study of the formulation and execution of American foreign policy utilizing case studies of decision making.

**POLS 336, 337, 338, 339, 340. Comparative Area Studies.**

**3 hrs.**

Students will study the similarities and differences between the governing systems, peoples, and politics of the following: Western Europe (336), South and Latin America (337), Middle East and North Africa (338), South and Central Asia (339) and East/Southeast Asia (340).

**POLS (SOCI) 342. Social and Political Thought.**

**3 hrs.**

A review of classical, contemporary, and critical theories in the social and political sciences. Students are advised to take this course in the fall of their junior year. *Prerequisite:* 100-level SOCI or POLS, junior standing.

**POLS 345. Research Methods in the Social Sciences.**

**3 hrs.**

A course focusing on scientific investigation and the design of program and practice research in the field of social science, with attention to the use of both qualitative and quantitative methods, the appropriate use of statistics, and a working knowledge of selected computer programs. *Prerequisite:* SOCI 101, or POLS 101, or CJUS 110.

**POLS 348. International Law and Human Rights.**

**3 hrs.**

This course examines international law applied through the concept of human rights. Particular attention is given to the sources, enforcement, and challenges with the application of international law. The course will be themed around the promotion and protection of human rights in the world today, including the rights of indigenous people, women, and children.

**POLS 354 and 355. Contemporary Political Issues.**

**3 hrs.**

Analysis of current American and international political events. Students will apply political theories and concepts to contemporary issues in the US (354) and Internationally (355) through literature and film.

**POLS 395. Internship.**

**3 hrs.**

Field placement in an approved agency or organization for integration of theory and practice. May be (re)taken for a maximum of 6 credit hours. (Pass/Fail grading.) *Prerequisite:* Sophomore standing or departmental approval.

**POLS 497. Senior Seminar.**

**3 hrs.**

Advanced readings, discussion, and use of primary and secondary materials to write and present orally a major research paper. Methods will include the use of numeric data, speeches, and official government records. *Satisfies advanced composition requirement for General Education. Prerequisite:* POLS 345, senior political science major or permission of instructor.

---

## PSYCHOLOGY

---

PROFESSORS EMERITI: Rich Calef, Ruth Calef, Michael Choban

VISITING ASSISTANT PROFESSOR: Mary Medlin

LECTURER: Jerry Dooley, Tammy Manners

It is the purpose of this program to aid students in understanding themselves and others through the perspective of scientific study in psychology. It provides basic mastery of content appropriate to the undergraduate level and a thorough grounding in the scientific method.

### Requirements for Major

37 semester hours, including PSYC 101, 210, 215, 230, 238, 301, 302, 320, 330, 350, two-semester capstone class choosing from either thesis 397 and 497 or practicum 451 and 452 as required; choose from PSYC 205, 209, 220, 224, 245, GNST 220 or EXSC 220 as elective.

### Requirements for Minor in Psychology

17 semester hours, including PSYC 101, 215 and 230.

### Program Outcomes

- Students will demonstrate the ability to apply principles and theories to professional settings under supervision.
- Students will demonstrate knowledge of the major principles, research methods and theories of human and animal behavior.
- Students will be able to gain admission to graduate school programs in psychology and related social fields.
- Students will demonstrate a proficiency in oral presentation and defense of their research.
- Students will be able to design, execute, critically analyze and report study of some aspect of human or animal behavior.
- Students will indicate improved understanding of self and others as a result of their experiences in the psychology program.

## PSYCHOLOGY COURSES

### PSYC 101. General Psychology.

3 hrs.

A survey of basic concepts in psychology including physiological mechanisms, learning, personality, abnormal behavior and psychotherapy, development, social processes and intelligence.

### PSYC 188, 288, 388, 488. Special Topics.

1-3 hrs.

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

### PSYC 205. Business and Industrial Psychology.

3 hrs.

Designed to help students understand, appreciate and apply basic behavioral theories and principles relevant to human behavior in business and industrial settings. Appropriate for students in business and may be credited as a business elective where applicable.

*Prerequisite:* PSYC 101 or BUSI 131.

### PSYC 209. Behavior Modification.

3 hrs.

The application of the learning and motivation principles of Skinner, Pavlov, Hull and Wolpe to abnormal psychology, mental retardation, education, industry and life in general. Beneficial to people who wish to pursue some avenue of counseling, or plan to work in hospitals or clinics. *Prerequisite:* PSYC 101.

### PSYC 210. History and Systems of Psychology.

3 hrs.

This course is designed to provide students an opportunity to reflect upon the field of psychology as a whole. Specifically, we will focus on exploring the history of the research in the field with a particular emphasis on the evolution of ideas over time. We will focus on major empirical breakthroughs in the field and explore how these advances led to our current understanding of certain psychological phenomena. Major schools of thought are discussed including structuralism, functionalism, Gestalt psychology, psychoanalysis, behaviorism, and cognitive psychology, among others. *Prerequisites:* PSYC 101. *Offered every fall.*

**PSYC 215. Advanced Experimental Psychology. 4 hrs.**

An introduction to experimental methods in psychology emphasizing practice in formulating and investigating research problems, applying scientific method in a laboratory setting and developing skill in presenting scientific reports. Experience in literature review. *Prerequisites:* PSYC 230.

**PSYC 220. Counseling Psychology. 3 hrs.**

An introduction to counseling and human services featuring interviewing, interpersonal effectiveness skills in the environment of social services, stress management skills, and ethical issues. The course may be of interest to students who are considering careers in clinical, counseling or school psychology, psychiatry, social work, guidance, or pastoral counseling. *Prerequisite:* PSYC 101.

**PSYC 224. Cultural Psychology. 3 hrs.**

A survey of topics in how cultures reflect and shape the psychological processes of their members. Topics of study in this field include similarities and differences between cultures in terms of norms, values, attitudes, patterns of behavior, cultural products, social structure, and so on. *Prerequisites:* PSYC 101. *Offered every other fall.*

**PSYC 230. Statistics and Methodology in the Behavioral Sciences. 4 hrs.**

Components of research design, scales of measurement, descriptive statistics, probability, and inferential statistics with emphasis on relating statistical techniques to general strategies of research in the social sciences. Includes a computer laboratory. *Prerequisite:* PSYC 101.

**PSYC. 238. Developmental Psychology. 3 hrs.**

A chronological survey of major developmental issues and tasks from conception through death. Application of theory and research to issues confronted by health and human services practitioners, educators, parents and the children of aging parents. *Prerequisite:* PSYC 101.

**PSYC 240L. Laboratory in Developmental Psychology I. 1-2 hrs.**

Students work with children individually and in groups at the Child Development Center, planning and implementing age-appropriate activities under supervision of the director of the Center. *Pre- or co-requisite:* PSYC 238.

**PSYC 245. Personality Psychology. 3 hrs.**

A survey of major contemporary theoretical approaches to understanding personality. Applications of and research to support each theory are presented in readings and demonstrations. *Prerequisite:* PSYC 101.

**PSYC 255. Laboratory in Psychological Experimentation I. 2 hrs.**

Directed participation in experimental procedures including literature review and experiment preparation. *Prerequisite:* PSYC 101.

**PSYC 301. Social Psychology. 3 hrs.**

A survey of theory and research regarding social influences on individual behavior and the application of these findings to selected social issues. Lectures and discussion. *Prerequisite:* PSYC 101.

**PSYC 302. Careers and Graduate School Preparation in Psychology. 1 hr.**

The purpose of this course is to raise student awareness of various careers available in the field of psychology and how to prepare for applying to graduate school. The major format of this class is group discussion. This course is designed for majors to be taken second semester junior year or first semester senior year. *Prerequisite:* Must be a second semester junior or first semester senior status and have completed a minimum of 9 hours in psychology.

**PSYC 320. Abnormal Psychology. 3 hrs.**

A broad overview of the various types or classifications of “abnormal” behavior according to the DSM system. Also discussed will be the application of theory and research to issues confronted by social service providers, educators, and parents. *Prerequisite:* PSYC 101.

**PSYC 330. Psychological Tests and Measurements. 3 hrs.**

Psychometric properties of tests; theoretical background and practical application of some of the most commonly used psychological tests of intelligence and personality. *Prerequisites:* PSYC 230 and junior or senior standing.

**PSYC 350. Cognitive Psychology. 3 hrs.**

A survey of topics in human information processing with a focus on cognitive and perceptual processes including attention, memory, analogy, concept learning, imagery, and problem solving. *Prerequisite:* PSYC 101, 209, 215, and junior or senior standing.

**PSYC 397. Thesis in Psychology. 2 hrs.**

Students will gain experience in reviewing the literature on a specific research topic in experimental psychology and designing an experiment based on the previous research. *In combination with PSYC 497, satisfies advanced composition requirement for General Education. Prerequisite:* PSYC 215. *This class is taken during the junior or senior year.*

**PSYC 451. Practicum in Psychology I.****3 hrs.**

Practical internship experience in a supervised clinical setting, including planning and delivery of services, documentation and presentation of outcome. Supervised by psychology department faculty and field supervisors at practicum site. Campus and off-campus placements available; learning objectives and activities drawn from previous course content. *In combination with PSYC 452, satisfies advanced composition requirement for General Education. Prerequisites:* PSYC 101, 215, 230.

**PSYC 452. Practicum in Psychology II.****3 hrs.**

Continuation of PSYC 451. *In combination with PSYC 451, satisfies advanced composition requirement for General Education. Prerequisite:* PSYC 451.

**PSYC 497. Thesis in Psychology II.****2 hrs.**

Continuation of PSYC 397. Students are given the experience of conducting laboratory research on topic reviewed in PSYC 397, analyzing the data and using APA standards in writing the lab report associated with the experiment. Students will also be required to present an oral defense of their research project. *In combination with PSYC 397, satisfies advanced composition requirement for General Education. Prerequisite:* PSYC 397.

## SOCIOLOGY

ASSISTANT PROFESSOR: Molly Clever

Sociology is the scientific study of human interaction, social change, and the social causes and consequences of human behavior. Sociologists explore the structure and interactions of groups, social institutions, and societies, as well as the ways these forces impact human behavior.

Sociology promotes critical thinking by guiding students as they explore social inequalities, racial and ethnic conflict, gender and sexuality, social and political movements, and law and justice.

The Sociology major promotes tolerance and understanding of human beings and their cultures throughout the world. The program provides students an understanding of societies and their cultures, and knowledge of their social, political, economic, and environment systems.

The many opportunities available to sociology graduates include public policy analysis; work with non-governmental organizations; public administration, social work, and other public sector careers. The program prepares students for immediate employment in a variety of occupations or graduate school.

The Social Justice Studies major educates students about power differentials in society, the plight of disenfranchised populations, and human rights issues in the world. It prepares students for work with governmental and non-governmental agencies, a variety of social service occupations, and graduate programs in the social sciences.

Social Justice Studies exposes students to the most recent research in social justice and human rights, and develops students' research skills. The major bridges the gap between academics and activism by requiring students to complete an internship, work on a service learning project, or to study abroad. It is designed to provide students the skills and knowledge needed to work toward social change.

**Requirements for Sociology Major**

39 semester hours including SOCI 101, 225, 243, 248, 342, 345, 498 or 499; three hours from SOCI 320, CJUS 320, or POLS 355; three hours from SOCI 361, POLS 348, or approved international experience; three hours from SOCI 230, POLS 235, or POLS 233; and 9 hours SOCI electives.

**Requirements for Sociology Minor**

15 semester hours including SOCI 101, 243 or 248; 9 hours SOCI electives.

**Program Outcomes**

- Demonstrate knowledge of the core principles in the field, including: familiarity with the social structure, culture, social institutions, theories and major theoretical paradigms.

- Apply the sociological imagination in analyzing culture, inequality, organization, and institutions (including family, education, and the economy), which facilitates cultural relativism and an acceptance of diversity.
- Understand the social stratification and the difficulties that minority groups encounter, and have an awareness of social problems in global society.
- Demonstrate effective writing and oral communication skills, to include an understanding of the research process, and demonstrate knowledge necessary for advanced studies or a career.

### **Requirements for Social Justice Studies Major**

39 semester hours, including SOCI 102, 230, 345, 356, 498 or 499; GNST 360, BUSI 256 or 265; 3 hours from SOCI 395, which can be earned from an internship, approved international experience, service initiative, or independent research; 3 hours selected from Values and Ethics Cluster: RELG 121, COMM 121, BUSI 261; 3 hours selected from Social Issues Cluster: SOCI 225, SOCI 243, SOCI 248, SOCI 330, SOCI 366, CJUS 330, CJUS 351; 9 hours selected from Social Change Cluster: GNST 350, HIST 252, HIST 345, HIST 360, RELG 262, POLS 234, POLS 235, POLS 236, POLS 240, POLS 348

### **Requirements for Social Justice Studies Minor**

15 hours including SOCI 102 and 356, and 9 hours selected from courses approved to count towards the Social Justice Studies major, not to exceed 6 hours from any one department outside of SOCI.

### **Program Outcomes**

- Articulate central concepts and principles of social justice from a variety of perspectives, evaluate research findings and apply research methods that demonstrate proficiency in oral and written communication skills and information literacy.
- Analyze the functions and impacts of specific social practices and policies.
- Identify and explain the varied intersections of cultural and societal difference and formulate strategies of advocacy that promote social and ethical responsibility and non-discrimination.
- Recognize and apply theory and practice through participation in service learning, study abroad, civic engagement, internships and other out-of-classroom learning experiences.

### **Social Justice Concentrations**

Students majoring in Social Justice Studies may elect to complete in a concentration in addition to their major. This is NOT mandatory. These concentrations are designed for students who wish to focus their studies in a particular area from a social justice model rather than a traditional minor.

#### **Non-Profit Management Concentration**

*The combination of Social Justice and Non-Profit Management will prepare graduates for advanced degrees and/or leadership positions in the rapidly growing Non-Profit sector.*

15 semester hours including BUSI 232, 234, 256, 265, and ECON 110.

#### **Environmental Justice Concentration**

*The combination of Social Justice and Environmental Science will prepare students for advanced degrees and/or work to improve sustainable environmental practices, community wellness initiatives and natural resource conservation.*

15 semester hours including PHIL 130, ENVS 130 and 330, SOCI 330, and POLS 328.

## **SOCIOLOGY COURSES**

### **SOCI 101. Introduction to Sociology.**

**3 hrs.**

An introduction to the sociological imagination and the discipline of sociology. A focus on the relationship between the individual and society. Explores social structure, collective behavior, socialization, culture, conflict and change.

### **SOCI 102. Introduction to Social Justice.**

**3 hrs.**

This course is an introduction to social justice perspectives. Students will be introduced to practical applications of social justice, its history, the meanings of oppression and discrimination, and various disenfranchised and vulnerable populations. The course will explore select social movements and efforts to remedy social and economic injustice.

**SOCI 114. Introduction to World Cultures.****3 hrs.**

An introduction to the study of different cultures, including ways of comparing and contrasting the structures of social relationships and belief systems that operate in different cultural settings. A cross-cultural examination of variation in material culture, kinship, gender roles, marriage, religion, economic organization, social and political organization, linguistics, and global social problems.

**SOCI 188, 288, 388, 488. Special Topics.****1-3 hrs.**

A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

**SOCI 210. Appalachian Studies.****3 hrs.**

A study of a rural region that includes discussion of the role of coal in the life of the region, poverty, community life, migration, folk arts and crafts, and social change.

**SOCI 225. Social Stratification****3 hrs.**

Have you ever wondered: Why does poverty exist? Is the American Dream still possible? How much should billionaires pay in taxes? This course critically examines systems of social inequality and their consequences on human lives, with a special focus on understanding political and economic ideologies as products of culture and history. We will trace the transformation of the United States economy from the early 20<sup>th</sup> Century into the present day and examine changing patterns of inequality, resistance, and change over time and in comparison to other democratic societies. *Gen. Ed. Lens or Foundational Area: Cultural Perspectives.*

**SOCI 230. Utopias.****3 hrs.**

What makes a perfect society? Many societies have attempted social and institutional reforms to make the world more just. These attempts have been met with varying levels of success and failure. This course employs a global perspective to understand societal attempts to create real utopias, and analyze the reasons why some efforts are more successful than others. In particular, we focus on comparing capitalist and socialist reforms of political and economic systems and assess the viability and feasibility of instituting alternative forms of social organization. Specific cases examined may include indigenous liberation movements in Latin America, the Chinese Great Leap Forward, and the Israeli Kibbutz system. *This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.*

**SOCI 240. Juvenile Delinquency.****3 hrs.**

A survey of juvenile delinquency and the functioning of the juvenile justice system to include issues such as: theories of delinquency, youth subcultures, prevention, rehabilitation, and punishment of youthful offenders. It will also explore issues important to the developmental years such as schools, peers, and family.

**SOCI 243. Race, Class, and Power.****3 hrs.**

An analysis of structured inequality in the United States including political, economic, and social power structures, and the nature and extent of inequality (based on race, gender, class, ethnicity, sexuality, etc.). Topics include institutionalized forms of domination such as racism, classicism, sexism, and colonialism, as well as reactions to them.

**SOCI 248. Sex and Gender.****3 hrs.**

Investigation of social categories of sex and gender. Feminist, social constructionist, phenomenological, ethnomethodological, sociobiological, and social psychological perspectives will be explored. Focuses on the creation of gender and sexual identities, inequalities, cultural expectations, and cultural representations of sex and gender.

**SOCI 320. Popular Culture.****3 hrs.**

An exploration of the social implications of popular culture. Includes film, television, music, fashion, books, magazines, the Internet, and other forms of entertainment. The course examines popular culture production, dissemination, consumption, and interpretation in the United States.

**SOCI 330. Environmental Sociology.****3 hrs.**

This course will discuss the relationship between human societies and the larger natural environment. It will provide insight into the relationships between environmental and social problems.

**SOCI 339. Deviance and Social Control.****3 hrs.**

An examination of conceptions of deviant behaviors, beliefs, and characteristics in American society. Explores the relationship between deviance and social control, theoretical explanations, and the importance of power in the labeling process.

**SOCI (POLS) 342. Social and Political Thought.****3 hrs.**

A review of classical, contemporary, and critical theories in the social and political sciences. Students are advised to take this course in the fall of their junior year.

*Prerequisite:* 100-level SOCI or POLS, junior standing.



**SOCI 345. Research Methods in the Social Sciences.****3 hrs.**

A course focusing on scientific investigation and the design of program and practice research in the field of social science, with attention to the use of both qualitative and quantitative methods, the appropriate use of statistics, and a working knowledge of selected computer programs. *Prerequisite:* SOCI 101 or 102, or POLS 101, or CJUS 110.

**SOCI 356. Community-Based Social Justice.****3 hrs.**

This course bridges theories of social justice and community activism with hands-on experience in community service working with marginalized populations, with a special emphasis on poverty in WV. In partnership with community service organizations, students will learn about structural inequality, public policy, and civic responsibility through direct service experience. Course requirements will take place both in the classroom and at service sites within the local community.

**SOCI 361. Global Conflict.****3 hrs.**

This course examines the origins, dynamics, and trends of organized violence from the 1960s through present. Dynamics of conflict include justifications, tactics, political organization, and the lasting consequences of mass violence on human society. This course will compare the conflict dynamics and possibilities for peace across inter-state, intra-state, and extra-state wars, with special focus on recent trends in global terrorism and ethnic conflict in the Middle East and Africa.

**SOCI 366. Genocide.****3 hrs.**

This course will analyze cases of genocide in the 20<sup>th</sup> Century, with focus on the largest mass killings in history: Armenia, the Holocaust, Cambodia, Bosnia, and Rwanda. It will use key social and political theories to explain the causes of, responses to, patterns of denial, and efforts to prevent genocide. These lessons will be applied to understanding societies that are at high risk of genocide in the 21<sup>st</sup> Century. *Gen. Ed. Lens or Foundational Area: Cultural Perspectives. Offered every other Fall.*

**SOCI 395. Internship.****3 hrs.**

Field placement in an approved agency for integration of theory and practice. May be re-taken for a maximum of 6 credit hours. Pass/Fail grading. *Prerequisites:* CJUS 110, sophomore standing, or departmental approval.

**SOCI 498. Senior Capstone for Applied Social Sciences Careers****3 hrs.**

Capstone course in which students will develop and implement a project to prepare them for professional level careers in the social sciences, particularly in criminal justice field work, social work, nonprofits, and public services. Students should consult with their advisor to determine enrollment in either SOCI 498 or SOCI 499. This course satisfies the advanced composition requirement for General Education. *Prerequisites:* Senior standing, declared major in Criminal Justice, Sociology, or Social Justice

**SOCI 499. Senior Seminar in Social Science Research Careers****3 hrs.**

Capstone course in which students will research, write, and present a major research paper on an approved topic. This course is intended for students who plan to pursue graduate degrees and/or work in research oriented careers in nonprofits, public service, and/or higher education. Students should consult with their advisor to determine enrollment in either CJUS 499 or SOCI 499. *This course satisfies the advanced composition requirement for General Education. Senior standing required.*

## THE LEARNING CENTER

Departments: College, Developmental

---

### COLLEGE

---

**Program Outcomes**

- Students enrolling in the College Study Strategies class will report improved knowledge and skills for college level study.
- Students attending Walk-In Tutoring will express satisfaction with assistance given during the tutoring session, direction and purpose given for future study, and the tutor's helping attitude.
- Students enrolled in the structured support program for students with disabilities will express satisfaction with the support and services set up to provide academic assistance and accommodations.
- Students enrolled in the structured support program for students with learning disabilities will maintain a cumulative GPA of 2.0 or better.

- Students enrolled in the Learning Center program using Lindamood-Bell®\* methods will improve their ability to decode and encode written symbols and improve their receptive and expressive oral and written language comprehension.
- Students enrolled in one-to-one professional mentoring through the Learning Center's Mentor Advantage Program will report satisfaction with the support received 1- in guiding future study outside of the mentoring session, 2- in developing and strengthening a repertoire of academic strategies, and 3- in organizing coursework by forming a systemized approach that works for the student.

## COLLEGE COURSES

### **COLL 104. College Study Strategies.**

**1 hr.**

College Study Strategies is designed to help students make the academic adjustment to college life. The small group structure of the course will enable the instructors from The Learning Center to assist students with differing needs. In this class, students will: 1) develop a working knowledge of the information processing model of memory, 2) demonstrate an understanding of personal learning style, 3) choose effective academic strategies to understand and remember information associated with current academic course work, 4) learn to monitor academic progress, 5) develop an awareness of personal reasons for attending college. This course is open to first and second year students only. Offered both 1st and 2nd quarters.

### **COLL 109. Tutor Training Level I.**

**0-1 hr.**

An introduction to tutoring based on the philosophy that the goal of tutoring is student independence. The class emphasizes tutor guidelines, goals, responsibilities, roles, and strategies appropriate for the tutorial session. This quarter course is among the requirements for students wishing to tutor in the Learning Center peer tutoring program and has been designed to meet the tutor certification criteria through the College Reading and Learning association. If the course causes an overload, it may be taken for zero credit. *Prerequisite:* GPA of 3.0 or above in the subject to be tutored and permission of the instructor.

### **COLL 150. Career Planning.**

**1 hr.**

A course designed primarily for "undecided" students. Participants identify and evaluate their interests, skills, and career options through a series of interactive exercises and guided workshops. Open only to freshmen and sophomores.

### **COLL 305. Graduate School Test Preparation.**

**1 hr.**

A course designed to give students an opportunity to study and prepare for the various examinations required for admission to graduate schools. (GRE, LSAT, GMAT, etc.) Students take four full-length model tests over the course of the semester, analyze their test results and use the analysis to plan their preparation.

### **COLL 405. Job Search for Seniors.**

**1 hr.**

Seniors prepare to "market" themselves through the development of applied skills in resume and cover letter writing and job search techniques. Intensive interviewing practice includes videotaped interviews for self-critique.

## DEVELOPMENTAL

Developmental offerings are designed to assist students to improve their academic and planning skills so they may become more effective college students and lifelong learners. *Developmental course credits do not count toward graduation, nor are grades in these courses calculated in the grade point average. Developmental courses do count as load hours for determining student status in the semester in which they are taken.*

## DEVELOPMENTAL COURSES

### **DEVL 024. Evening Check-In.**

**0 hrs.**

A professional tutor will be on duty to provide academic support between the hours of 4:30 PM and 8:30 PM in our Mentor Advantage study area, Monday through Friday, while the College is in session. Students signing in to this area make or revise to-do lists for the day or week, get started on school work before the first class, and work on assignments and readings between classes as needed. *Prerequisite:* Permission of instructor and additional fee required.

### **DEVL 025 - 029. Strategic Content Tutoring I - V (1 - 5 hours per week)**

**0 hrs.**

The Mentor Advantage Program offers strategic organizational and academic support to the student who is making the transition to college. Through participation in organizational mentoring and strategic content tutoring, the student is guided to plan academics, to start to work, to develop strategies to understand and complete course requirements, and to follow through on academic tasks.

Students are assisted to build personalized strategies based on their unique processing strengths. Depending on the level of enrollment, students have the opportunity to meet one-on-one with mentoring staff up to five hours weekly to organize and carry out coursework preparation. *Prerequisite:* Permission of instructor and additional fee required.

**DEVL 032 - DEVL 033. Day-Time Check-In.**

**0 hrs.**

A professional tutor will be on duty to provide academic support between the hours of 8:00 AM and 4:30 PM in our Mentor Advantage study area, Monday through Friday, while the College is in session. Students signing in to this area make or revise to-do lists for the day or week, get started on school work before the first class, and work on assignments and readings between classes as needed. *Prerequisite:* Permission of instructor and additional fee required.

**DEVL 040-043. Lindamood-Bell Learning.\***

**1-2 hrs.**

LBP Reading introduces a clinical approach involving one-on-one sessions with trained instructors to improve students' reading and speaking skills and language comprehension. One focus of the program includes using articulatory feedback and symbol imagery to gain automaticity with word recognition, accuracy with spelling, and increased reading speed. Another area of concentration utilizes concept imagery to process meaning, organize thought, and retain information to adequately comprehend and assimilate text and lecture information, facilitate vocabulary development, and improve overall reading rate. *Prerequisite:* Permission of instructor and additional fee required.

\* West Virginia Wesleyan College is NOT Lindamood-Bell Learning Processes nor is it affiliated with, certified, endorsed, licensed, monitored or sponsored by Lindamood-Bell, Nanci Bell, Phyllis Lindamood or Pat Lindamood. Lindamood-Bell – an international organization creating and implementing unique instructional methods and programs for quality intervention to advance language and literacy skills – in no way endorses or monitors the services provided by West Virginia Wesleyan College.

**DEVL 050. Academic Mentoring.**

**1 hr.**

This is a one credit course designed specifically for students who are on Continued Academic Probation or have an academic standing that resulted from an appeal (i.e. show cause, required withdraw, academic suspension). Students meet individually each week with an academic mentor, with whom they create a specific plan to improve their academic standing. Mentors coach the students in building needed skill areas and maintain regular contact with students' professors to determine strengths, weaknesses, and recommendations. This course is graded pass/fail. *Co-requisite:* Study Strategies. *Offered every semester.*

**DEVL 070. Developmental Algebra.**

**0 hrs.**

This course is designed to prepare students to be successful in introductory level, college mathematics classes. Topics will include: the real number system, linear equations, problem solving, polynomials, exponents, rational expressions, roots and radicals. The course counts as three semester hours toward financial aid and eligibility standards; however, it does not count as credit hours towards graduation. The course and grade will appear on a student's transcript. Students are required to earn a C (2.0) or better in this course before taking 100-level mathematics course.

**DEVL 075. Developmental Composition.**

**0 hrs.**

Developmental Composition is West Virginia Wesleyan College's "fundamentals of writing" class. This class is designed to give you an introduction to the basics of successful prose writing, including developing ideas for essays, crafting well-built sentences and paragraphs, and revising multiple drafts. The course counts as three semester hours toward financial aid and eligibility standards; however, it does not count as credit hours towards graduation. The course and grade will appear on a student's transcript. Students are required to earn a C (2.0) or better in this course before taking Composition I.



## ACADEMIC POLICIES

### ACADEMIC INTEGRITY

See policy under Rules for Living, page 148.

### REGISTRATION

#### COURSE LOAD

Full-time tuition entitles a student to register for a maximum of 17 credit hours per semester, except for Music Education majors, for whom 18 credit hours are allowed. An average load is 15 hours; the minimum full-time load is 12 hours. Students who wish to enroll in more than 17 hours in a semester (or eight hours in any one summer term) must have sophomore standing, a minimum grade point average of 2.75, and the approval of the Registrar. An overload fee is charged. The Admission and Academic Standing Council may require a student to enroll for fewer than 17 credit hours.

#### WHEN TO REGISTER

All students must register at the beginning of each semester and summer terms by the official deadline published in the College calendar. A charge will be made for failure to register on the date designated for registration.

Students in residence during any semester or summer term are urged to preregister for the upcoming semester, academic year, summer terms on dates designated.

#### CHANGES IN REGISTRATION

Students may change their registration for courses in accordance with College policies within the first five days of classes in any semester or within the first two days of classes of any May term or summer term--the "add/drop period." Courses dropped within these time periods will not appear on the student's permanent academic record. No semester-long courses may be added to a student's schedule after these time periods. Eligibility to add or drop courses may be limited by specific academic policies. (See Withdrawal from Courses.)

#### WITHDRAWAL FROM COURSES

A student will be permitted to withdraw from a course only during the period designated in the academic calendar. Unless otherwise specified, the final date for withdrawal from a course of less than a semester's duration will be the midpoint of that course. In order to withdraw from a course, a student must complete the withdrawal form available in the Registrar's Office.

If the student is granted permission to withdraw, a W (Withdrawal) is entered on the record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Dean of the College, FW (Failure, Irregular Withdrawal) is entered on the record.

#### CANCELLATION OF COURSES

A course may be subject to cancellation. The College reserves the right to cancel the course as late as the end of the schedule change period each term. Every effort will be made to work with students regarding program planning and placement in appropriate alternative courses.

#### AUDITING

A person who wants to audit a course must obtain permission from the Dean of the Faculty, register as an auditor, and pay the auditor's fee for the course. (See Auditors in Expenses and Financial Aid section.) A full-time student may audit a course without having to pay the audit fee if the credit hours normally granted for the audited course would not create an overload, were they earned credits.

## ATTENDANCE REQUIREMENTS

Students are expected to attend classes and laboratory sessions. Missing a substantial portion of any class or laboratory session constitutes an absence. Missing sessions because of late registration may constitute absences. Faculty members may establish attendance policies that penalize students for classes missed.

A student who, in the judgment of the Admission and Academic Standing Council, has been grossly negligent in class attendance shall be subject to disciplinary action. Students should review the Student Handbook for specific implications of failing to attend class on a regular basis.

## SEMESTER HOURS / CREDIT HOURS

A semester is a 15-week term. With some exceptions, a course meeting one hour per week for a semester carries one semester hour of credit; a course meeting two hours per week for a semester, two semester hours, etc. Summer classes meet more frequently over shorter periods of time to achieve the same number of classroom hours.

## CLASSIFICATION

Students who have earned 29 semester hours or less of college credit are classified as freshmen; those who have earned 30-59 semester hours of credit are sophomores; those who have earned 60-89 semester hours of credit are juniors; and those who have earned 90 semester hours of credit or more are seniors.

## GRADES AND QUALITY POINTS

In order to remain in good academic standing, students must maintain a cumulative grade point average of at least 2.0 (1.75 for first-semester freshmen). See **Requirements for Graduation, page 19, and Academic Status, page 141.**

Grade	Explanation	Quality Points (Per hr.)	Grade	Explanation	Quality Points (Per hr.)
A	Excellent	4.00	D+		1.33
A-		3.67	D	Poor	1.00
B+		3.33	D-		0.67
B	Good	3.00	P	Pass	0
B-		2.67	F	Failure	0
C+		2.33	I	Incomplete	0
C	Satisfactory	2.00	W	Withdrawal	0
C-		1.67	WF	Withdrawal Failing	0
			AU	Audit	0
			NC*	No Credit	0

\*NOTE: For the Spring 2020 semester only, a NC (no credit) grading option was implemented due to the COVID-19 pandemic.

**Grades of P, I, W and AU are not included in grade point average calculation. A grade of WF is the equivalent of a grade of F.**

If a student who has been passing cannot complete work in a course because of illness or other extenuating reason, an I (incomplete) may be entered temporarily on the record. The course must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Admission and Academic Standing Council. Otherwise, the I automatically become either an F or whatever grade the instructor assigned as noted on the notice of incomplete grade form.

## GRADE POINT AVERAGE

A student's grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded semester hours for which the student has registered. Courses from which the student has withdrawn officially, courses in process, and courses in which a grade of Pass was earned are not included in this computation.

## PASS/FAIL COURSES

A junior or senior student may choose to take one elective course each semester to be graded on a Pass/Fail basis with the approval of the instructor, faculty advisor, and Registrar. In order to receive a grade of Pass, the student must earn the equivalent of a 2.0 or above in that course. The student may not use this option for courses in the major or minor or required for general education. The Pass or Fail will be entered on the student's permanent record. Courses for which a Pass is earned will fulfill hour requirements but will not affect the grade point average (GPA).

Pass/Fail application forms are available online and in the Registrar's Office and must be submitted prior to registration for the course.

## COURSES REPEATED

A course in which the final grade is C- through F may be repeated at Wesleyan. A C- To F Repeat Application form must be completed; forms are available online and in the Office of the Registrar.

When a course is repeated at Wesleyan, both the original grade and the grade in the repeated course will appear on the permanent record; the first grade will be ignored when computing the student's grade point average. The last grade will be used in computation. If a student repeats a course more than one time, the last grade will always be used in computation.

When a course is repeated at another institution, the course must be approved by the Registrar's Office prior to enrollment. Both the original grade and the grade in the repeated course will appear on the permanent record; both grades are calculated into the cumulative grade point average. Hours may only be earned one time for the same course.

If for any reason a student repeats a course in which a grade higher than C- has been received, only the first grade will be included in the calculation of the grade point average. The second grade will appear on the student's academic record, but the credit hours will be zero. However, for courses designed for incremental learning (e.g., applied music), duplicate hours of credit and all grades will be counted, not exceeding limitations as noted.

## GRADE REPORTS

At the end of each semester and summer terms, the College processes each student's grades. During the fall and spring semesters, progress reports are processed for students reflecting academic work as of the first five weeks of classes. Progress reports are available through the student's Web Advisor account and do not become a part of a student's permanent record.

Final grade reports are available to the students and their faculty advisors through their on-line Web Advisor accounts. Students also have the option to authorize proxy access. For more information on establishing a proxy, contact the Academic Services Office at [registrar@wvwc.edu](mailto:registrar@wvwc.edu).

## PRESIDENT'S AND DEAN'S LIST

Superior scholarship is encouraged and recognized by the publication of the President's Recognition List and the Dean's List at the end of each semester. The President's Recognition List includes students who earned a 4.0 for the semester while completing at least 12 semester hours with no incomplete grades. The Dean's List includes students who have achieved a grade point average of 3.5 or above for the semester, while completing a load of at least 12 semester hours with no incomplete grades.

## UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES

An undergraduate West Virginia Wesleyan College student in good standing with a 3.25 GPA or better who has earned at least 84 credit hours may apply as a non-degree seeking graduate program applicant to the M.B.A. or M.S.N. programs, and if admitted the student may earn up to 9 (nine) graduate credit hours while matriculating as an undergraduate student. The following will be the procedures:

1. The undergraduate student will complete parts 1, 3, 4, and 8 of the Application for Graduate Admission and will submit this application along with the application fee and an official WVWC transcript to the Admissions Office. With this

application, students will also submit a letter stating the graduate program and course in which they wish to enroll and their reasons.

2. The Dean of the Faculty will make the decision regarding permission to enroll in graduate course work as an undergraduate degree seeking student. Permission to enroll in graduate coursework as an undergraduate does not imply acceptance to a graduate program.
3. The Dean of the Faculty will monitor this policy and will send a letter of acceptance or rejection to the student applicant, the graduate program director, the student's advisor, and the Registrar.
4. If permitted to enroll in graduate course work, the courses will be recorded as graduate credit on the student's transcript. The student must still complete 120 undergraduate credits in order to graduate with their undergraduate degree.
5. The student must maintain the 3.25 undergraduate GPA and earn a minimum of a "B" in the first graduate course in order to enroll in the second course.

*Requirements for the Business Administration Bachelor of Science degree are described on page 22. Information on the Five-Year Undergraduate/Master of Business Administration Program can be found on page 30. Requirements for the Master of Science in Nursing degree Early Admission are described on page 28 of the Graduate Catalog.*

## ACADEMIC STATUS

### GOOD STANDING AND GOOD STANDING WITH ACADEMIC WARNING

In order to remain in good academic standing, students must maintain a cumulative grade point average (GPA) of 2.0 or above. However, freshmen with a GPA of 1.75-1.99 at the end of their first semester of full-time study will be in good standing, but will be placed on *academic warning* for their next semester of enrollment. Academic warning is based solely on Wesleyan work during the first semester of enrollment. Students on academic warning will be encouraged to work closely with their academic advisors to develop strategies to improve their academic performance. Students on academic warning may be ineligible for institutional financial aid.

### ACADEMIC PROBATION

Students who fail to maintain good standing at the end of any semester of their enrollment at the College, but who were in good standing the previous semester, will be placed on academic probation. At the end of the probationary semester, students will either (a) re-establish good standing (b) be placed on continued academic probation, provided their GPA for the probationary semester was at least 1.01, or (c) may be suspended for academic reasons.

### CONTINUED ACADEMIC PROBATION

Students who fail to achieve good standing at the end of a semester on academic probation, or who fail to achieve good standing and have been on academic probation two times or more during their careers at Wesleyan, or who fail to achieve good standing at the end of a semester on continued probation but earn a semester GPA of at least 2.2 on 12 credit hours, will be placed on *continued academic probation*. To continue enrollment after a semester on continued academic probation, students must (a) achieve good standing or (b) earn at least a 2.2 GPA on 12 or more earned hours. Students who fail to meet either of these standards may be suspended for academic reasons. Students suspended for academic reasons may appeal their dismissal; appeals will be judged on a case-by-case basis.

### SPECIAL REVIEW OF CONTINUED ENROLLMENT

Students who earn a GPA of 1.0 or less during any semester of enrollment, regardless of their official student status, and who have not been suspended for academic reasons will be required to provide clear justification for their continued enrollment at Wesleyan. Permission to continue enrollment will be granted case-by-case, based on the merits of the student's request. First-semester freshmen who earn a GPA of 1.0 or less may be required to withdraw from the College. Students granted permission to enroll after a special review of their status will be placed on academic probation or continued academic probation.

## ACADEMIC SUSPENSION AND DISMISSAL

Students at academic risk who fail to qualify for probation or continued probation are subject to academic suspension or dismissal. Students who are suspended or dismissed by the College for academic negligence prior to the completion of a term of enrollment shall have the grade of FW entered in their permanent records for the courses involved. West Virginia Wesleyan College also reserves the right to require students to withdraw if their scholarship proves unsatisfactory, or if their presence significantly deviates from standards and ideals the College seeks to maintain.

Academic suspension is a time-limited separation from the College. After review by the Admission and Academic Standing Council, a student may be suspended for either one semester or one year. A suspended student will be eligible to apply for readmission after the specified time period and upon meeting any conditions stated at the time of suspension. A student may be suspended only twice. Subsequent lack of academic progress will result in dismissal.

Academic dismissal is a complete separation from the College. After five years, a dismissed student may initiate an application for readmission by contacting the Admissions Office.

## ACADEMIC CREDIT

### CREDIT BY EXAMINATION

Students who take the College Board Advanced Placement Program examinations and achieve a score of three or higher will in most cases be eligible for credit in the appropriate course(s) upon enrollment at Wesleyan.

Entering students may receive credit for the College Level Examination Program (CLEP) through general examinations when they achieve the passing score set by Wesleyan.

Students must be enrolled at Wesleyan to take advantage of credit by examination. Credit will be awarded only when it does not duplicate or significantly overlap credit which already appears on the student's official college transcript. Likewise, exams may not be taken for credit by a student who has already completed a course for which the credit is requested is a prerequisite. A student may not take an exam for a course in which he or she has been enrolled previously. General information regarding acceptance of credit is available from the Registrar's Office.

### TRANSFER CREDIT

West Virginia Wesleyan College accepts transfer credit from regionally accredited colleges and universities in the United States as well as from officially recognized colleges and universities in other countries. Credit earned in the arts, letters, and sciences, and selected professional disciplines is eligible for transfer to Wesleyan. Credit may be accepted by special arrangement from a non-accredited institution; however, credit will not be posted to the student's permanent record until the student has completed one academic year of work at Wesleyan with an average grade of C (2.0). The Admission and Academic Standing Council may require examinations to demonstrate proficiency in work taken at non-accredited institutions. The Registrar's Office is responsible for the evaluation and acceptance of transfer credit.

Wesleyan students may complete work toward a Wesleyan degree at another institution. However, they must receive approval for specific courses prior to enrolling in them to guarantee that they will be accepted by the College and will satisfy intended degree requirements. The transfer credit approval form is available online and in the Office of the Registrar. No more than 60 semester hours of credit may be transferred from a junior or community college. No more than 90 semester hours of credit may be transferred from a four-year college. No more than 90 total hours may be transferred. No more than 4 semester hours of physical activity (EXSC) credit may be applied to the 120 hours required for graduation. Upon receipt of an official transcript, all courses and grades recorded on the transcript of record will be applied to the Wesleyan transcript. Students who complete college courses (dual credit) while enrolled in high school must provide official transcripts from the institution awarding credit. Students are highly encouraged to submit transcripts prior to matriculation to prevent duplication of credits.

## ALTERNATIVE ENTRY PROGRAM

See description under Admissions on page 150.

## CREDIT FOR EDUCATIONAL EXPERIENCE IN ARMED FORCES

The College may grant appropriate credit, as recommended in *The Guide to the Evaluation of Educational Experiences in the Armed Services*, and as modified or superseded by later recommendations of the Commission on Educational Credit of the



American Council on Education, to students who either submit satisfactory documentary evidence (e.g., DD 214), or demonstrate on such tests as the College may prescribe that they have achieved, through educational experience in the armed services, a satisfactory degree of mastery of any subject for which the College regularly gives credit.

In granting credit under these regulations, no duplication of credit will be allowed, and no fractional credits will be granted. Credit for educational experience gained in the armed services will be recorded only for persons who are currently enrolled as students in the College.

Interested persons should consult the staff in the Registrar's Office.

## **ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**

Wesleyan engages in the systematic, ongoing assessment of student academic achievement as a means of improving academic programs and reinforcing the College's commitment to its educational mission. Assessment activities are designed to determine student growth and to measure student achievement, both in general education courses and in the academic major. For purposes of institutional program review, students may be required to participate in national or departmental assessment examinations.

Although student participation in assessment activities is required, confidentiality of data will be strictly maintained. Individual scores or responses will not become part of the student's permanent academic record, and reports of assessment results will be in aggregate form.



## STUDENT LIFE

The College considers community living, co-curricular activities, and campus leadership as significant complementary elements of a liberal arts education. The College is committed to a challenging academic program in a residential setting that helps students appreciate diversity, accept responsibility for their own actions, respect the value of community life, and exercise their leadership capacity.

### THE CHAPEL AND RELIGIOUS CENTER

The placement of Wesley Chapel at the center of the campus was quite intentional. The presence of the Chapel affirms Wesleyan's commitment to the integration of intellectual, spiritual, and social concerns.

Each Tuesday morning during the academic year worship services are provided for the campus community to gather for spiritual, intellectual, and social nurture and challenge. The chapel time features a variety of programs conducted by the United Methodist Church Liaison and Spiritual Life Coordinator, guest presenters, artists and speakers, students, staff and faculty, and community leaders. The College strives to ensure that no other activities, including classes, organization meetings, rehearsals, seminars and practices be scheduled during the weekly chapel time so that all students, faculty and staff will be free to attend and participate in chapel if they choose. In addition, Catholic Mass is offered each Saturday evening in the Meditation Chapel.

Wesley Chapel is the site of all-campus convocations, cultural events, and celebrations. The Chapel program also sponsors activities such as the Peace and Justice Committee, Hanging of the Greens, Center for Community Engagement activities, and Christian service organizations such as Kappa Phi, a Christian service organization for women. Other spiritual life organizations include the Fellowship of Christian Students, Wesley Fellowship and the Catholic Campus Ministry. The United Methodist Church Liaison and Spiritual Life Coordinator encourages the formation of new groups to meet the ongoing spiritual needs of students, staff and faculty.

Martin Religious Center, located in the rear of Wesley Chapel, houses the Meditation Chapel, which is open to all within the Wesleyan community for private meditation and small group worship.

Wesleyan is open to persons of all faiths. Wesley Chapel and Martin Religious Center stand as symbols of both our Christian heritage and identity and our openness to religious diversity. The United Methodist Church Liaison and Spiritual Life Coordinator encourages all members of the campus community to seek ways in which to practice their spirituality.

### THE PHYSICAL EDUCATION CENTER

The John D. Rockefeller IV Physical Education Center includes a spacious main gymnasium, which seats more than 3,000 spectators, accommodates intercollegiate basketball and volleyball and, with its portable stage, is the venue for concerts and large-scale events. The Center also contains an auxiliary gym, an indoor Astroturf facility, an anatomy and physiology laboratory, athletic training rooms, racquetball courts, an indoor tennis court, an indoor golf practice area, a dance studio, and athletic team weight rooms. Well-maintained playing and practice fields, lighted soccer, baseball, and softball stadiums and an all-weather outdoor track complement Wesleyan's athletic facilities.

Rockefeller Center is home to the College's 22 intercollegiate varsity sports, the athletic training academic program, and an extensive array of offerings. The College pool is located in the adjacent Campus Center.

### HEALTH SERVICES

Community Care of West Virginia will be providing medical services in the Health Center. They offer the following services:

- Vaccinations and immunizations
- Acute illnesses
- Annual Wellness Exams
- Chronic illnesses such as Asthma, Allergies, Diabetes, Obesity, Sickle Cell Anemia, and Seizures
- Allergy Injections
- Accidents and injuries
- Nutrition Counseling
- School and Sports Physicals

- Vision and Hearing Screenings
- Family Planning Services
- 24-hour on-call physician coverage

For Hours of Operation, please go to WVWC website. Hours will be posted at the Health Center as well.

## **WELLNESS CENTER, OUTDOOR RECREATION AND INTRAMURALS**

The College offers a state of the art and engaging environment where students, faculty and staff can enjoy their passions for physical fitness and well-being. Located on the first floor of Jenkins Hall, the Wellness Center offers over twenty pieces of cardio equipment, over fifteen pieces of nautilus equipment, a weight room with bench press, max racks and free weights, group exercise classes, and specialized programming, such as “Wesleyan’s Biggest Loser.” Exercise Science students are available on request to work individually with patrons. The Outdoor Recreation Office, located in the Wellness Center, offers a catalog of items to check out for any outdoor adventure! Our Graduate Assistants lead six to eight trips per semester available for students to experience the wonders of West Virginia like caving, zip-lining, canoeing, horseback riding, camping, skiing, whitewater rafting and more! Our intramural program is vast and varied and offers an opportunity of our students to ‘team up’ and engage in sports such as flag football, volleyball, basketball, dodgeball and more.

## **THE CAMPUS CENTER**

The Benedum Campus Center is a place of recreation, relaxation, and work. It houses the Bobcat Den (apparel store), Post Office, radio station, Commuter Lounge, Sunny Buck’s (convenience store), the 24/7 Study Lounge, and the Cat’s Claw (restaurant), as well as facilities for swimming, billiards, and television viewing. Offices include Campus Life, Housing, Residence Life, Campus Activities, Multicultural Affairs, Judicial Affairs, the Center for Community Engagement and Leadership Development, Greek Affairs, Student Senate and the Aquatics Office.

Most of the campus social and cultural programming is coordinated by the Assistant Director of Campus Life for Student Programming and Bobcat Entertainment (BE). Each weekend, entertainment such as concerts, variety shows, comedians, dances, and box office films is presented. Other activities include recreational trips, athletic tournaments, game nights, and student talent shows.

The French A. See Dining Center, connected to the Benedum Campus Center, offers varied meal plans for residential and commuter students in an environment that is spacious and attractive.

## **CULTURAL EVENTS**

The Arts Alive! Committee and Bobcat Entertainment together provide the campus with numerous cultural activities, including concerts, dramatic productions, musical performances, modern dance and ballet, and lectures. Nationally and internationally renowned groups and artists provide a splash of cultural diversity and entertainment to the campus, including residencies.

## **STUDENT ACTIVITIES**

Students are urged to become involved in any of a wide range of activities and organizations. For example, Wesleyan men and women participate in a total of 22 intercollegiate sports and support an active and competitive intramural program. Wesleyan’s musical organizations--Concert Chorale, Concentus Vocum, Concert Band, and Jazz Band--have received recognition throughout the eastern United States. Interest runs high in these and other musical ensembles.

Students interested in drama may audition for any of a number of major productions or student-directed performances each year. Students interested in journalism and communication find their way to the offices of the *The Pharos* and *Vandalia*, the campus newspaper and literary magazine, or to the campus radio station, C92.

Five national social fraternities maintain fraternity houses near the campus: Chi Phi, Kappa Alpha Order, Alpha Sigma Phi, Theta Chi, and Theta Xi. Four national sororities occupy meeting suites in a special wing of Holloway Hall: Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta and Zeta Tau Alpha.

Departmental organizations include the American Marketing Association, Beta Beta Beta (Sciences), Computer Science Club, Economics Club, Engineering Physics Club, Pre-law Club, Pre-Physical Therapy Club, Public Relations Club, Sociology Club, Student Art League, Student Athletic Trainers, ENACTUS, Student National Education Association, and Student Nurses of Wesleyan.

Interest groups recognized as campus organizations include 4-H Club, Alpha Phi Omega Service Fraternity, Black Student Union, Bobcat Entertainment, Religious Life Council, College Democrats, Gaming League, College Republicans, International

Student Organization, Phi Mu Alpha Sinfonia (Men of Music), Sigma Alpha Iota (Women of Music), Wesleyan Ambassadors, Fellowship of Christian Students and the Fellowship of Christian Athletes United, among others.

## STUDENT SENATE

Coordination of campus activities and student organizations and oversight of quality of life issues on campus and in the residence halls are the responsibilities of Student Senate. Made up of student representatives as well as representatives of campus organizations, faculty, and administration, this body meets bi-weekly to facilitate campus communication and to provide leadership in dealing with campus problems and issues. Meetings of Student Senate are open to all who are interested.

## HONORS, AWARDS AND HONORARY SOCIETIES

In addition to the Hallam Mathematics Honorary, Wesleyan has chapters of a number of honorary societies: Alpha Lambda Delta (Freshman Scholarship), Alpha Psi Omega (Dramatic Arts), Beta Beta Beta (Biology), Delta Mu Delta (Business), Gamma Sigma Alpha (Greek Women), Kappa Delta Pi (Education), Kappa Pi (Art), Lambda Pi Eta (Communication), Mortar Board (Leadership), Omicron Delta Epsilon (Economics), Omicron Delta Kappa (Leadership), Order of Omega (Greek), Phi Alpha Theta (History), Phi Kappa Phi (Scholarship), Phi Sigma Tau (Philosophy), Pi Gamma Mu (Social Science), Phi Mu Alpha Sinfonia (Music), Psi Chi (Psychology), Sigma Alpha Iota (Women in Music), Sigma Theta Tau (Nursing), and Sigma Tau Delta (English).

A special Honors Convocation is held annually at the College. The following honors and awards are among those presented to Wesleyan students who have distinguished themselves during the academic year:

\* *Outstanding Seniors*

\* *Sheridan Watson Bell Religious Life Influence Award*

\* *Pamela Thorn Memorial Humanities Scholarship*

\* *Senior Academic and Leadership Awards*

\* *International Student Ambassador*

\* *Academic Departmental Recognitions*

\* *Honorary Association Awards*

\* *Sam Ross Scholar-Athlete Award*

\* *Who's Who Among Students in American Colleges and Universities*

\* *Wesleyan Spirit Awards*

## STUDENT DEVELOPMENT

Wesleyan faculty and staff believe that social maturity and values clarification are important aspects of the student's intellectual and personal development. We provide a range of services and programs that can help students achieve goals in these areas. These include career planning and job search guidance; intercultural student programming; community engagement opportunities; retention coordination; undeclared student advising; personal counseling and assessment; internship and study abroad guidance; housing of students and residence hall programs; campus activities and outdoor recreation programming; Greek life coordination; health, wellness and medical programs; and campus safety and security.

## ORIENTATION

The orientation program for all new freshmen is designed to assist incoming students in making a successful transition from high school to college, and to assist transfer students in making a smooth transition to a new environment. The program includes general information, academic advising, counseling and registration for classes. (See Calendar for dates.)

All freshmen participate in a full-semester three-credit topics course, which fulfills a general education requirement. Students will meet in small groups with a faculty leader and an upper-class student who are prepared to assist new students to achieve success in their academic pursuits and co-curricular experiences.

## COUNSELING SERVICES

The objective of the Counseling Center is to assist students in resolving personal and educational concerns, developing self-management and interpersonal skills, and learning to improve individual well-being. A variety of services are offered, including individual counseling, educational programs and resource materials on a variety of important issues. These services are confidential.

If a student needs specialized services not available on campus, the staff will make an appropriate recommendation or referral.

## ACADEMIC SERVICES

The Academic Services Office combines academic advising and registrar services. The staff of the Academic Services Office provides support for faculty advisors and are available to advise students on an emergency basis when faculty advisors are not available or when students are planning changes in their academic program. Services available to students include:

General advising for any student who is undeclared or in the process of changing majors, advising assistance is available. Curriculum check sheets are available for students and serve as an important advising tool to guide students through their academic program.

Registrar Services include coordinating registration activities, processing official transcript requests, enrollment verifications, degree requirement, transfer credit evaluations, classroom assignments, report requests from both internal and external constituencies and many other academic support functions.

## STUDENT SUCCESS CENTER

The Student Success Center provides services designed to assist in the academic development of students. The staff encourages students to reach their full academic potential and provides resources to assist in the journey toward educational goals. The SSC provides a variety of services, including advising, academic skills seminars, and support for first generation college students, assistance in internship placement and Career Services.

## LEARNING CENTER

### *Support for All Students*

The Learning Center offers assistance to students who are interested in enhancing their academic performance. Through individual conferences and small group classes, students are encouraged to target and correct problems that interfere with academic success and to use cognitive strengths to deepen their learning process. The College Study Strategies class helps incoming students make the transition to college level academics. Graduate School Test Preparation assists upper level students in developing a strategic plan to prepare for examinations such as the GRE, LSAT, and GMAT. All students may come to the Center to receive individual academic guidance from the professional staff, to participate in the Walk-In Peer Tutoring system that is certified by the College Reading and Learning Association, and to use computer software programs to broaden skills in math, writing, reading, vocabulary development, research, and study techniques.

### *Support for Students with Documented Learning Disabilities (foundational program)*

The College provides excellent support to students with documented learning disabilities. An individually structured program has been designed to accommodate students with varying needs. Professionals who hold graduate degrees in the fields of Learning Disabilities, Reading, Education, and Counseling work to help each student design strategies for academic and personal success. Accommodation Plans are determined through a review of the documentation provided by the student and the recommendations of the student's Comprehensive Advisor, who works closely with each individual. For more information about eligibility and requirements for accessing this support system, contact the Director of the Learning Center.

### *Mentoring to Support Student Transition and Persistence*

The Mentor Advantage Program offers strategic academic and organizational support to the student who is making the transition to college and continues to give support as the student persists to graduation. Through participation in organizational mentoring and strategic content tutoring, the student plans academics, develops strategies to understand and complete course requirements, and follows through on academic tasks. Personalized strategies are built based on unique processing strengths and in response to particular difficulties with tasks. Students enrolled in the Mentor Advantage Program have the opportunity to meet one-on-one with mentoring staff several times weekly to organize and carry out coursework preparation. Students may enroll in one-to-five hours of weekly one-on-one mentoring, Day-Time, and/or Evening Check-In on a semester-by-semester basis, throughout their enrollment at Wesleyan. The level of enrollment may change as the student's needs change each semester. *These programs are fee-based.*

### *Support for Students with Receptive and Expressive Language Processing and Comprehension Difficulties*

This fee-based service is offered to all Wesleyan students who have reading, writing, cognitive processing and verbal expressive difficulties. Many students who receive support and services from the Learning Center also enroll in our language processing program which uses Lindamood-Bell® Techniques.\* Consistent application with Wesleyan's LBP Learning will improve skills required for accurate decoding, quick word recognition, and comprehension for the increased volume of information facing today's college student. The components of this program include: LiPS® (Lindamood Phoneme Sequencing®), V-V® (Visualizing and Verbalizing for Language Comprehension and Thinking®) and Application (applying these skills to actual course work).\*

\* West Virginia Wesleyan College is NOT Lindamood-Bell Learning Processes nor is it affiliated with, certified, endorsed, licensed, monitored or sponsored by Lindamood-Bell, Nanci Bell, Phyllis Lindamood or Pat Lindamood. Lindamood-Bell – an international organization creating and implementing unique instructional methods and programs for quality intervention to advance language and literacy skills – in no way endorses or monitors the services provided by West Virginia Wesleyan College.

## TESTING SERVICES

The College provides testing services to assist students seeking professional certification and admission to graduate and professional programs.

West Virginia Wesleyan College is a Controlled Test Center for the administration of the American College Test (ACT); Graduate Record Examination (GRE) -- subject examinations only; and The Praxis Series and School Leadership Series -- for teacher education. Information about these tests is available in the Finance Office.

## WRITING CENTER

Staffed by student writing consultants and a faculty/staff member, the Writing Center is open to all students seeking help with writing assignments for any course. The Writing Center is a place where students can work on any aspect of writing, from conceptualizing a paper topic to revising drafts. Staff can also assist students with personal writing, such as resumes and cover letters, graduate school application essays, articles for publication, and evaluation of writing samples for GRE, LSAT, and GMAT. Students may call in advance for appointments; walk-in appointments are generally available as well.

## RESIDENTIAL SYSTEM

### HOUSING

The College houses approximately 85 percent of its students in eight residence halls, a complex of apartments and suites and a few off campus houses. Full-time students are required to live and board in College residence halls during the regular academic year. Students who live with their parents, married students, non-traditional students and students with children may be classified as commuters.

Rooms in the residence halls are furnished with beds, mattresses, desks, desk chairs, dressers, closet space, and window shades. Internet (WiFi) and stereo/TV cable hook-ups are included in the room charge. Each residence area maintains study facilities, a vending area, and laundry facilities.

College regulations are found in the *West Virginia Wesleyan Student Handbook*, and the *Residence Life Accommodations Agreement*. This publication is accessible on the College's website at [www.wvwc.edu/students/pdf/StudentHandbook.pdf](http://www.wvwc.edu/students/pdf/StudentHandbook.pdf).

### FOOD SERVICE

Campus dining is provided in the French A. See Dining Center, where meals and menus are provided by a contracted professional catering service. Selections include traditional entrees, grill items, deli sandwiches, pizza, pasta, and specialty bars. Vegetarian and gluten-free choices are available at every meal.

Currently, two meal plans are offered, a 19-meal plan plus 120 points and a 14-meal plan plus 200 points. The plans provide any 19 or 14 meals each week during the academic year plus points (dollars) annually to spend in the Cat's Claw or Sunny Bucks. Specific information about meal plans is available in the Student Development Office.

All students residing in the residence halls, except for the Camden Avenue Apartments and off campus houses are required to board on campus.

Sunny Buck's convenience store, located in Benedum Campus Center, provides pastries, cappuccino, sandwiches, and snacks during daytime and evening hours. Grab n' Go Meals, an alternative to dining hall meals, is offered Monday through Friday from 10:30 a.m. until 7:30 p.m. as a quick, on-the-run meal option. The Cat's Claw serves as a restaurant and non-alcohol pub from 11 a.m. until late evenings, offering a full menu including specialty coffees, smoothies, milkshakes and desserts.

## 2021-2022 UPDATE

Please defer to the 2021-2022 West Virginia Wesleyan Student Handbook for up-to-date policies related to the College's response to the COVID-19 pandemic.

## RULES FOR LIVING

From its founding and through its developing years, the College has been committed to the basic principles and standards established by The United Methodist Church and its West Virginia Annual Conference, as they relate to learning, social conduct, and cultural and spiritual enrichment.

The College reserves the right, privilege and responsibility for establishing and maintaining appropriate rules of social conduct, which will be published in the *Student Handbook*.

## ACADEMIC INTEGRITY

The common enterprise of a college is learning. In all cases, learning demands integrity. At Wesleyan, as in all academic communities, claiming another person's work as one's own is a serious offense subject to disciplinary action and even dismissal.

## ALCOHOL AND OTHER DRUGS

The College prohibits the illegal use of alcohol and drugs on College property or property used by any recognized student or College group. Regulations regarding alcohol and drug use are contained in the *Student Handbook*, housing contract, and substance-free living agreement, and adherence is expected of all students enrolled at Wesleyan. The United Methodist Church encourages abstinence from alcohol and illegal drugs and supports educational programs that inform and encourage abstinence. The College acknowledges other choices that students may make with respect to alcohol use and works aggressively to educate students regarding community responsibility and Wesleyan's expectations for all members of the student body.

## SOCIAL RESPONSIBILITY

All individuals and/or groups of the West Virginia Wesleyan College community are expected to speak and act with respect for the human dignity of others, both inside and outside the classroom and in social, recreational, and academic activities either on campus or sponsored by the College.

West Virginia Wesleyan College will not tolerate any form of harassment or intimidation, including, but not limited to, sexual, racial, religious, age, or gender discrimination. Attitudes of condescension, hostility, role-stereotyping, and sexual or racial innuendo are considered forms of harassment. Wesleyan will not tolerate acts of hazing or the exploitation of individuals or groups by any means including social media. The College affirms the principle of academic freedom and prohibits discrimination against individuals or groups because they express different points of view, but it also affirms that freedom of expression does not justify violating human dignity.

## THE COLLEGE JUDICIAL SYSTEM

### Rationale for Discipline

By applying for and accepting admission to West Virginia Wesleyan College, students voluntarily become part of a living and learning community based on mutual respect, honesty, and trust. The opportunity for free inquiry and free expression essential to the educational process exists only within a system of basic order that supports it. To maintain this requisite order, each member of the Wesleyan community accepts responsibility for personal actions and adheres to and respects the general regulations of the College as well as the laws of the larger society, including municipal, state, and federal statutes. When individuals fail to accept these responsibilities, the College will impose disciplinary sanctions in order to protect the campus community and to uphold the ideals and standards the College seeks to maintain.

### Administrative Authority

The Board of Trustees of West Virginia Wesleyan College possesses by legal charter ultimate authority for the College. The Trustees have entrusted the President of the College with the responsibility and authority to develop and supervise the operation of the disciplinary function. The President, in turn, has designated the Director of Campus Life as the primary officer in charge of maintaining and supervising the judicial process.

Colleges and universities are not expected to develop disciplinary regulations written with the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently dangerous to the individual or to others in the community, or raises a substantial threat to the basic ideals and standards of the College, that extraordinary action not specifically authorized in the rules must be taken. West Virginia Wesleyan College reserves the right to take necessary and appropriate action to remedy serious academic or social problems, including disciplinary warning, disciplinary probation for a stated period, suspension or dismissal.

The standards and operating procedures of the judicial system are found in the Code of Conduct published in the *Student Handbook*.

## USE OF CARS

Any student enrolled at Wesleyan may operate a motor vehicle at West Virginia Wesleyan but is required to register it with the Office of Campus Safety and Security and purchase a numbered parking decal. Every motor vehicle driven by a student must have

bodily injury and property damage liability insurance. Any student who makes reckless or improper use of a car, fails to register a vehicle properly, or consistently violates traffic standards will lose the privilege of having a car on campus. Regulations describing the use of parking areas, restricted zones, time limits, and financial penalties for traffic violations are outlined in the online *Student Handbook* and can be obtained at the Security Office.





# ADMISSIONS

Wesleyan seeks students with inquiring and creative minds who will profit from a liberal arts program in an atmosphere of freedom with responsibility.

Students are selected by the Office of Admissions on the basis of academic ability, interests, academic preparation, character, and promise, as indicated by their own statements on the application, as well as by high school or college records, recommendations, and standardized test results. Since applicants are considered on their own merit, the College invites applicants for admission to supply further evidence to indicate their competence and eagerness to deal with a demanding and exciting program.

Open without discrimination to all qualified students, the College reserves the right to refuse to admit any applicant who, because of low scholarship or citizenship record, is deemed by the Admissions and Academic Standing Council to be unlikely to succeed within the standards the College seeks to maintain.

## HIGH SCHOOL GRADUATES

Persons wishing to be admitted directly from high school should present the following items to the Office of Admissions:

1. An application for admission on a form furnished by the College (no application fee). The application may also be submitted (no application fee) through the West Virginia Wesleyan College home page ([www.wvwc.edu](http://www.wvwc.edu)) or the Common Application (<https://www.commonapp.org/>)
2. A transcript of record from an accredited high school showing courses pursued, grades earned, and credits earned in at least grades 9 through 11. In addition to any transcript used in the application process, a final copy certifying graduation must be submitted prior to actual enrollment. Students who have taken college courses while in high school must submit an official college transcript to document all college work.
3. A copy of an SAT or ACT score is not required for admissions decision. However, if a student has taken and SAT/ACT the student should submit it during the admissions/enrollment process for placement and permanent record.

Applicants from non-accredited high schools or completing General Educational Development testing may be considered for admission if satisfactory ability and achievement are demonstrated. Students applying with below a 2.5 cumulative weighted GPA are required to be evaluated by members of the Admission and Academic Standing Council.

West Virginia Wesleyan reviews applications on a rolling basis. Notification letters of admission decisions are sent after September 1. Upon receipt of all required information, an admission committee reviews applications and notifies applicants of its decisions, normally within three weeks.

## TRANSFER STUDENTS

Persons seeking to transfer from another accredited college or university may be admitted to advanced standing upon presentation of the following items to the Office of Admissions:

1. An application for admission on a form furnished by the College (no application fee). The application may also be submitted (no application fee) through the West Virginia Wesleyan College home page ([www.wvwc.edu](http://www.wvwc.edu)) or the Common Application (<https://www.commonapp.org/>)
2. An official transcript showing all credits attempted at all post-secondary institutions previously attended.
3. A high school transcript certifying graduation and showing courses pursued and grades earned and either SAT I or ACT scores if the cumulative college grade point average is less than 2.5 or may be required if the student has earned less than 24 hours of College credit.
4. A final high school transcript is required prior to enrollment.
5. Transfer students will also be required to submit a "Dean's Form" from a Dean of Students, Chief Student Development Officer, or a designee prior to enrollment from their outbound institution confirming good standing and conduct.

Wesleyan will accept transfer credit courses compatible with its academic program. Grades and hours so earned shall count toward graduation. The College accepts no more than 60 semester hours of credit from a junior or community college. The College accepts no more than 90 semester hours of credit from a four-year college.

Credit for courses taken in non-accredited institutions may be accepted by special arrangement. See Transfer Credit, page 143.

#### **ADMISSION WITH ASSOCIATE DEGREE**

Students who transfer to Wesleyan with an associate degree from a regionally accredited community or junior college may be admitted with the degree credited as fulfilling Wesleyan's general education requirements when the total educational background, including high school record, shows compatibility with Wesleyan's general education requirements. Deficiencies in general education requirements, as determined by Admission and Academic Standing Council, must be satisfied after enrollment at Wesleyan. West Virginia Wesleyan College does not accept more than 60 semester hours of credit from a junior or community college.

#### **READMISSION OF FORMER STUDENTS**

Former students who were in good standing may be readmitted upon completion of the appropriate forms in the Office of Admissions.

Former students who were not in good standing may seek to be readmitted after meeting the conditions stated at the time of dismissal and upon completion of the appropriate forms. Transcripts of any credits completed at other institutions of higher learning should be filed with the application for readmission, which is available upon request from the Office of Admissions or through the West Virginia Wesleyan College home page ([www.wvwc.edu](http://www.wvwc.edu)).

#### **OTHER CLASSIFICATIONS**

##### **INTERNATIONAL STUDENTS**

The primary language of instruction at Wesleyan is English. The College offers a program in English as a Second Language (ESL) to assist international students whose primary language is not English. Applicants from a non-English speaking country will be required to certify their language competency through a TOEFL score and they may be required to enroll in courses in the ESL program. This program carries an additional fee. Information on required standards is available from the Admissions Office or through the West Virginia Wesleyan College home page ([www.wvwc.edu](http://www.wvwc.edu)).

##### **ALTERNATIVE ENTRY PROGRAM**

The Alternative Entry Program is designed to meet the needs of those persons 25 years of age or older who are interested in pursuing an academic degree program. Alternative Entry credit allows the possibility of life experience and noncollegiate educational credits being applied toward the degree, based on the student's background and work experience. Up to 30 hours of credit may be achieved through the program. Contact the Academic Services Office for more information.

##### **CONDITIONAL ADMISSION**

At the discretion of the Vice President for Enrollment Management and the Vice President for Academic Affairs, students may be admitted conditionally or on academic probation. All restrictive conditions will be specified at the time of admission. Those who fail to meet the conditions and/or maintain a satisfactory record are subject to dismissal. See the Academic Status section in this catalog for details.

##### **SPECIAL CATEGORY**

Students wishing to take one or more courses without pursuing a degree from Wesleyan must submit a special student application for each semester that they plan to enroll. *No student financial aid is available for special category students.* Contact the Office of Admissions for details.

##### **ADVANCED PLACEMENT BY EXAMINATION**

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken and satisfactorily passed college-level courses in high school and who have passed the Advanced Placement Examination of the Educational Testing Service at the level of three or higher may apply to the College for credit or advanced placement in these subjects. These examinations are administered in the spring. Applicants must have results sent to the Office of Admissions for verification prior to the fall semester.

General information regarding acceptance of credit is available from the Academic Services Office.

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

The College recognizes the International Baccalaureate Diploma Program. Students who have successfully completed the IB program and earn a score of four or above on higher-level examinations may apply to the College for credit or advanced placement in the appropriate subjects. These exams are administered in the spring. Applicants must have results sent to the Office of Admission for verification prior to the fall semester.

**CONTINUE YOUR EDUCATION IN A MASTERS AT WESLEYAN**

**MASTER OF BUSINESS ADMINISTRATION.** Considered the ultimate business credential and a passport to the ranks of upper management, Wesleyan's 36 credit hour MBA Program is offered in two formats: the traditional MBA for those who have completed an undergraduate degree, and a continued undergraduate/graduate degree (5 year program). Call Professor Kelly Sharp, MBA Director, at 304.473.8484 or check [www.wvwc.edu/academics/graduate-programs](http://www.wvwc.edu/academics/graduate-programs) for details.

**MASTER OF FINE ARTS IN CREATIVE WRITING.** This is a two-year, low residency program in one of three genres: poetry, fiction or creative non-fiction. Each semester begins with a ten-day intensive residency followed by a mentored semester of individualized instruction. Call Doug Van Gundy, MFA Director, at 304.473.8523 or check [www.wvwc.edu/mfa](http://www.wvwc.edu/mfa) for details.

**FIVE-YEAR MASTER OF SCIENCE IN ATHLETIC TRAINING.** This program is a combination undergraduate/graduate degree in Athletic Training, now the entry-level credential for this area of study. The curriculum provides theoretical knowledge and understanding of the profession of athletic training. Contact program director Rae Emrick at [Emrick\\_r@wvwc.edu](mailto:Emrick_r@wvwc.edu) for details.

**MASTER OF SCIENCE IN ATHLETIC TRAINING.** The curriculum provides theoretical knowledge and understanding of the profession of athletic training. The 12-month, 36 hour program blends classroom and real clinical, practical experience to produce clinicians with an advanced degree in one calendar year. Call Dr. R. Daniel Martin, MSAT Director, at 304.473.8103 or check [www.wvwc.edu/academics/graduate-programs](http://www.wvwc.edu/academics/graduate-programs) for details.

**MASTER OF SCIENCE IN NURSING.** Earn an advanced nursing degree designed to prepare professional nurses for managerial leadership or to become a Family Nurse Practitioner. Also, earn an advanced practice nursing degree as a nurse midwife or psychiatric mental health nurse practitioner in Wesleyan's joint program with Shenandoah University. Complete the program in as few as 16 months, or over 2 and ½ years, and attain cutting-edge knowledge and skills to enhance your clinical practice. Call the nursing department at 304.473.8224 or check [www.wvwc.edu/academics/graduate-programs](http://www.wvwc.edu/academics/graduate-programs) for details.

**DOCTORATE OF NURSING PRACTICE.** Earn a doctoral degree in either nursing leadership or advanced nursing practice through the 37-49 hour DNP program. Students may enter the program with a MSN or they may begin the program with their BSN degree and earn both an MSN and DNP degree from WVWC. Complete the program in either part-time or full-time progression. Call the nursing department at 304.473.8224 or check [www.wvwc.edu/academics/graduate-programs](http://www.wvwc.edu/academics/graduate-programs) for details.

**QUALITY GRADUATE EDUCATION IN YOUR BACKYARD!**



## EXPENSES AND FINANCIAL AID

### EXPENSES

#### APPLICATION FEE

There is no charge to apply for admission online or via an application fee.

#### ENROLLMENT DEPOSIT

All new students, including freshmen, transfers and former students who have been readmitted, shall make an enrollment deposit with the Office of Admissions in the amount of \$500 or \$200, depending on premium or regular housing choices by the student. This deposit will be treated as an advance payment on the student account. The deposit may be refunded to prospective students who notify the Office of Admissions in writing of withdrawal not later than May 1st.

#### ORIENTATION FEE

To cover the cost of the Orientation program, each new first-year student pays a fee of \$200, which covers the cost of all family meals.

#### ESTIMATE OF EXPENSES

2021-2022	Fall Semester	Spring Semester	Year
Tuition	\$15,692	\$15,692	\$31,384
Activity Fee	50	50	100
General Fee	442	442	884
Technology Fee	122	122	244
Room (Double Occupancy)	2,456	2,456	4,912
Board	2,571	2,571	5,142
Total	<u>\$21,333</u>	<u>\$21,333</u>	<u>\$42,666</u>

This estimate does not include miscellaneous fees, books, travel, or any other personal expenses. Consult the Student Accounts Office for a complete schedule of fees and charges. **The College reserves the right to change any of the charges at any time.**

#### TUITION

**Academic Year:** The tuition charge (2021-2022) is \$15,692 per semester for all students carrying 12 through 17 credit hours of work. For students carrying 1 through 11 credit hours of work, the charge is \$1,000 per credit hour. For each credit hour carried in excess of 17, the charge is \$650.

**Master Level Classes:** The tuition charge for Master level classes ranges from \$455 to \$800 per credit hour. Consult the Student Accounts Office for a listing for each master level course.

**Doctorate Level Classes:** The tuition charge for Doctorate level classes is \$900 per credit hour.

**May and Summer Terms:** The tuition charge for courses taken during May and Summer 2021 Terms was \$330 per credit hour. May and Summer 2022 fees are to be determined. Only students registered in a course will be permitted to live on campus.

## MISCELLANEOUS FEES

Students enrolled in certain courses or programs may be assessed special fees to cover unique expenses. Consult the Student Accounts Office for a complete schedule of fees and charges.

**International Student Insurance:** The insurance charge for International Students is \$1,600 for 2021-2022.

**Applied Music Fee:** For individual instruction in music, the charge is \$150 per credit hour for music majors; the charge is \$275 per credit hour for music minors and non-majors.

**Auditors:** Auditors pay \$200 for each undergraduate course audited. However, if an audited course does not constitute an overload for a full-time student, no audit fee is required. If any portion of the course audited represents an overload, the full fee of \$200 shall be due. Auditors pay \$400 for each graduate level course audited.

**Automobile Registration Fee:** Students must register their vehicles with the Office of Campus Safety and Security. The annual registration fee is \$100.

**Breakage and Damage to Property:** A charge will be made to cover the cost of equipment broken in laboratories.

A charge will be made to cover any damage done to College property beyond the wear caused by normal and proper use thereof. Damage in College housing not chargeable to an individual will be shared by occupants of the residence hall, floor, or other designated area.

**Business Course Fee:** All students enrolled in BUSI 219 Accounting Information Systems will be assessed a fee of \$50.

**Campus Wireless Technology Fee:** A charge of \$122 per semester assessed to all full-time undergraduate students for campus wireless projects.

**Credit Card Convenience Fee:** All consumers will pay a non-refundable 2.25% fee on credit card payments.

**Electronic Check (E-Check) Processing Fee:** All consumers will pay a non-refundable \$1.00 fee on e-check payments.

**Dance Course Fees:** All students enrolled in dance courses will be assessed a fee of \$25 per course.

**English as a Second Language Program:** Students enrolled in English as a Second Language courses are charged \$200 per credit hour.

**General Fee:** The General Fee covers support services including campus student printing, network support services, library electronic databases, and help desk service and support that is made available for all students. It also supports intramurals, student publications, intercollegiate game entrance, athletic facility use, wellness center use, swimming pool use, and game room use.

**Graduation Fee:** During the registration period for the semester or summer term in which students complete requirements for a degree, they will pay a graduation and diploma fee of \$150.

**Lab Fee:** Students enrolled in any lab science course will be assessed a fee of \$45 per semester per course.

**Late Application for Degree:** A charge of \$50 is made for any application for a degree filed less than 12 months prior to anticipated completion of degree requirements.

**Late Payment (for term/semester) Fee:** A charge of \$250 is made for failure to make payment by designated due date.

**Late Pre-Registration:** A charge of \$50 is made for failure to pre-register by the designated date for any term of enrollment.

**Late Registration:** A charge of \$100 is made for failure to register by the designated final registration day for any term of enrollment.

**Lindamood-Bell® Learning** at Wesleyan is a component of the Student Academic Support Services Program and is offered on a fee-for- service basis.

4 hours of full clinical instruction per week includes one-on-one instruction plus 1 to 2 hours of guided independent application.  
(*\$3,800 per semester*)

3 hours of full clinical instruction per week includes one-on-one instruction plus 1 to 3 hours of guided independent application.  
(*\$2,850 per semester*)

2 hours weekly of application clinical instruction includes applying clinical skills to specific course work in one-on-one instruction plus 1 to 2 hours of guided independent application.  
(*\$1,900 per semester*)

1 hour weekly of application clinical instruction includes applying clinical skills to specific course work in one-on-one instruction plus 1 to 2 hours of guided independent application.  
(*\$950 per semester*)

**Mentor Advantage Program Fees:**

Mentor Advantage - Transition Phase (\$4,300 per semester)

Mentor Advantage - Persistence Phase (\$3,600 per semester)

College Transition Group I (\$800 per semester)

College Transition Group II (\$800 per semester)

Evening Check-In (\$1,000 per semester)

Strategic Content Tutoring I

1 hour of strategic content tutoring (\$800 per semester)

Strategic Content Tutoring II

2 hours of strategic content tutoring (\$1,600 per semester)

Strategic Content Tutoring III

3 hours of strategic content tutoring (\$2,400 per semester)

Strategic Content Tutoring IV

4 hours of strategic content tutoring (\$3,200 per semester)

Strategic Content Tutoring V

5 hours of strategic content tutoring (\$4,000 per semester)

DEVL 032 - Day-Time Check-In: if Strategic Content Tutoring III or above, the Transition or Persistence levels of the MAP program, or if Lindamood-Bell Level Three or Four (\$1,400 per semester)

DEVL 033 - Day-Time Check-In: all other program configurations (\$2,200 per semester)

**Non-Approved Late Arrival Fee:** All students that do not register by the add/drop period without prior approval by the Dean of Faculty or Designee will pay a fee of \$1,000.

**Nursing Course Fees:** Students enrolled in Undergraduate Nursing Courses will be assessed a \$500 fee. Students enrolled in Master of Science or Doctor of Practice Nursing Programs will be assessed a \$350 fee.

**Room Deposit:** Enrolled students who plan to live in College housing the following year shall pay a non-refundable room deposit in the amount of \$100 not later than the last day of spring semester exams each year. This deposit will apply toward the student's account for the following semester.

**Scene Painting Course Fee:** All students enrolled in THRE 221 Scene Painting will be assessed a fee of \$45.

**Stage Makeup Course Fee:** All students enrolled in THRE 125 Stage Makeup will be assessed a fee of \$25.

**Student Activity Fee:** A charge that supports student programming events.

**Teacher Education Fee:** Students enrolled in EDUC 475 or 676 will be assessed a \$200 fee. Students enrolled in EDUC 470, 471, 472, 474, 476, or 477 will be assessed a \$100 fee.

**Course, program and overload fees are non-refundable following the add/drop period. (5 days for academic semester, 2 days in May and Summer Terms.)**

## TERMS OF PAYMENT

Students may view bills on Self Service in advance of each semester as they are prepared by the Office of Student Accounts for tuition, fees and other applicable charges. Account balances must be paid in full before each term's due date OR enrolled in the College's monthly payment plan to avoid a late payment fee. This plan allows charges to be spread over fall and spring terms (ten months). American Express, Mastercard, Visa and Discover card as well as e-check will also be accepted. Students with unpaid accounts will not be permitted to register. Students are not eligible to receive transcripts of credits or diplomas until all charges are paid in full.

## POLICY FOR A STUDENT WITHDRAWING FROM WVWC

Students are required to meet with the Director of Academic Services to complete the withdrawal process. Students withdrawing from the College would use the following schedule:

Fall Semester 2021	Spring Semester 2022	Student Responsibility
August 23, 2021 – September 5, 2021	January 11, 2022 – January 24, 2022	20% of tuition
September 6, 2021 - September 19, 2021	January 25, 2022 - February 7, 2022	40% of tuition
September 20, 2021 – October 3, 2021	February 8, 2022 - February 21, 2022	60% of tuition
After October 3, 2022	After February 21, 2022	100% of tuition
May Term 2022	Summer Term 2022	Student Responsibility
May 11, 2022 - May 14, 2022	June 9, 2022 - June 12, 2022	20% of tuition
May 15, 2022 - May 19, 2021	June 13, 2022 - June 16, 2022	40% of tuition
May 19, 2022 - May 22, 2022	June 17, 2022 - June 19, 2022	60% of tuition
After May 22, 2022	After June 19, 2022	100% of tuition

Room fees will not be prorated for a withdrawing student unless the student has been approved for a medical withdrawal. Board charges are prorated for withdrawing students except those students who are required to withdraw due to a judicial board decision. A student dismissed for disciplinary reasons will receive no proration of any charges. Mandatory fees are non-refundable.

All withdrawing students must surrender their student identification card in the Office of Student Development. The date the student identification card is surrendered will be the date used to calculate prorated charges.

## POLICY FOR A STUDENT WITHDRAWING FROM A COURSE

Students making schedule changes moving them from full-time to part-time status or reducing their part-time load during the first five days of a semester or the first two days of a summer term will receive refunds of the difference in tuition charges according to the schedule listed above for withdrawal from the College. After the add/drop period, course fees are not refundable.

## POLICY FOR REFUNDS

Refunds of financial aid for students withdrawing prior to completing the term or reducing credit hours to below full-time status are in accordance with institutional policy and certain federal and state regulations.

The Higher Education Amendments of 1998 mandate a refund policy which states that if a recipient of Title IV aid (Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Direct Stafford Loan--subsidized and unsubsidized, Federal Plus Loan) withdraws during a period of enrollment, the institution must calculate the amount of Title IV aid the student did not earn and return those unearned funds to the Title IV programs. Refunds of institutional, state, or outside source aid will be according to the refund schedule published in the school catalog using the official date of withdrawal.

Students wishing to withdraw officially from the College must submit a written request to the Director of Academic Services. The Withdrawal Form establishes the official withdrawal date to be used by both the Student Accounts and Financial Aid offices for the calculation of unearned Title IV aid, retained charges, and distribution of refunded aid. For details or examples, students should contact the Financial Aid Office.

All refund calculations take into account any unpaid institutional charges, the length of the enrollment period, all of the student's educational costs for the enrollment period, and amounts paid toward institutional charges (including financial aid and cash paid by student). Federal work study earnings are never included in the calculation, and only the loan amounts actually received are used.

## VA PENDING PAYMENT COMPLIANCE

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we **will not**:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;

Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

## SCHOLARSHIPS AND STUDENT FINANCIAL AID

Financial aid at West Virginia Wesleyan College is available on the basis of scholastic achievement, special talents and abilities, and financial need. Awards are given for a period of one academic year, beginning in August. Students must reapply for all financial assistance each year. Undergraduate academic and performance-based awards have additional requirements for eligibility and renewal during four years (eight semesters) of study. Students with undergraduate study extending beyond eight semesters must file the Free Application for Federal Student Aid (FAFSA) and may be awarded a need-based financial aid package.

More detailed information is available from the Financial Aid Office or the Office of Admissions. The following describes general guidelines and resources: Full and part-time students are required to maintain satisfactory academic progress to receive institutionally funded awards and/or to be eligible for Title IV Aid, such as Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Work-Study and US Department of Veterans Affairs education benefits. Progress is measured at the end of the academic year.

To determine satisfactory academic progress (able to complete a baccalaureate degree as a full-time student in 6 years), the following progress scale will be used to determine if the student is eligible to receive financial aid for subsequent enrollment periods. The academic progress for students first enrolling during a spring semester will be reviewed at the end of the spring semester. Transfer students will be evaluated prior to their first semester of enrollment at the College and again in May of each academic year.

Yearly Progress*	Percentage of Cumulative Hours Attempted that must be Earned	Minimum CGPA**
End of Year 1	80%	1.75
End of Year 2	80%	2.00
End of Year 3	80%	2.00
End of Year 4	80%	2.00
End of Year 5	80%	2.00
End of Year 6	80%	2.00

\* Yearly Progress is your standing after the spring semester of each academic year

\*\* Cumulative College Grade Point Average

The Financial Aid Office will notify students not making satisfactory academic progress for renewal of financial aid after grades are finalized each academic year in May. If students wish to appeal a decision, they must file a letter describing special circumstances and plan to meet progress must be filed with the Financial Aid Office within 15 days of the notification of unsatisfactory academic progress. If a dismissed or suspended student submits an appeal through the Student Affairs Office, that letter will be used by the Financial Aid Office. Students should compare their grade report at the end of each semester to the standards of the academic progress policy. In addition, if enrollment status falls below full time (12 hours per semester), financial aid awards may be cancelled and academic progress may be affected.

Grade levels for federal loans will be consistent with institutional classification according to Credit Hours Earned (CHE).



	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Fifth Year</b>
CHE	0-29	30-59	60-89	90+	
Grade Level	1	2	3	4	5
Loan Amount	\$5,500	\$6,500	\$7,500	\$7,500	\$7,500

**Procedure to follow when applying for financial aid:** (1) When first applying, complete the West Virginia Wesleyan Application for Admission and return it to the Office of Admissions. (2) Carefully complete the Free Application for Federal Student Aid (FAFSA) and submit it before March 1 to receive primary consideration from available resources.

**General information:** Financial aid awards for entering students are announced beginning in March; awards for returning students with completed forms are made in May. Renewal forms are made available to returning students in advance of scheduled deadlines.

The College will credit any funds received to the student's account until all institutional charges have been paid, subject to program limitations. Grants, scholarships, and loans will be credited to the student's account (half each semester or as stated); student work earnings will be paid to the student by check on the fifteenth day of the month following the month worked. Federal regulations governing Title IV programs require that financial information for selected applicants be verified before funds can be credited to a student. If selected for verification, students and parents will be notified and given 60 days to provide required documentation and complete the process.

## SCHOLARSHIPS

**Presidential, Dean's, and Merit Scholarship Program:** To recognize significant academic achievement and extracurricular involvement, scholarships are awarded to outstanding freshmen and transfer students. Students meeting the academic criteria will be awarded scholarships ranging from \$11,500 to \$18,000 per year. These are renewable scholarships during eight semesters of undergraduate study. Merit and performance-based awards have additional requirements for eligibility and renewal. Information on the application process and required standards is available from the Office of Admissions and the Financial Aid Office.

**Performing Arts Scholarships:** These renewable awards recognize superior contributions to the campus in music, theatre and dance. Candidates must audition on campus before March 1. Students who wish to pursue a theatre, musical theatre, or dance scholarship must pursue a major or minor in the Theatre Arts Department.

The West Virginia Wesleyan Performing Arts Scholarship provides awards of \$500 to \$4,000 annually for up to four years of study. The actual award is based on talent and other aid received. The successful candidate must audition on campus before March 1.

**Visual Arts Scholarships:** These \$500-\$4,000 renewable awards recognize superior contributions to the campus in art. Candidates must be a declared major in art and must bring a portfolio to campus before March 1.

**Athletic Scholarships:** These recognize achievement and potential for success in NCAA II competition. Awards begin at \$500. Athletic scholarships are awarded annually based on NCAA II regulations at the recommendation of the Athletic Department.

**Legacy Scholarships:** Awards of \$1,000 per year, renewable for four years, are made to eligible dependents of Wesleyan graduates. Eligibility is based on information provided on the admission application. The combination of a Legacy Scholarship and other College-funded financial assistance cannot exceed annual tuition cost.

**Community Service Scholarships:** Wesleyan offers awards to entering freshmen who demonstrate outstanding dedication to community service. Candidates must complete the application process and file the Free Application for Federal Student Aid before February 15 (priority deadline).

**United Methodist Ministerial Dependent Grants:** These provide one-half of direct costs at Wesleyan for unmarried dependent children (under age 23) of the following members of the West Virginia Conference of The United Methodist Church: full-time ordained ministers, full-time local pastors with at least three years of service, diaconal ministers, and conference missionaries. The United Methodist Ministerial Grant is also available for unmarried dependent children (under age 23) of full-time ordained ministers in other United Methodist conferences. The Ministerial Dependent Grant cannot be combined with other Wesleyan merit programs except Performing Arts, Visual Arts, and Athletics.

**Wesleyan Grants:** These awards assist full-time applicants who show financial need.

**National United Methodist Scholarships:** The Board of Higher Education and Ministry of The United Methodist Church annually awards several West Virginia Wesleyan students (usually upperclassmen) scholarships of \$500 to \$750 each. In order to qualify, a student must meet the general requirements for admission to the College, have been a member of The United Methodist Church for at least one year prior to date of application, be outstanding in Christian motive and purpose, and rank high in scholarship. National United Methodist Scholarships may be renewed, subject to the same conditions as govern original awards. Funds for this program come from the annual Methodist Student Day offering for the Student Loan and Scholarship Fund.

**Restricted Scholarships:** Various special and restricted scholarships have been established at Wesleyan. These vary in amount and are awarded according to specific criteria of the donors.

**The Mason Crickard Scholarship:** The Greater Kanawha Valley Foundation, a non-profit, charitable foundation located in Charleston, West Virginia, awards scholarships from a trust established by Mason Crickard, Wesleyan Class of 1907. The recipients of these competitive grants are students who demonstrate good character, scholastic ability, and leadership potential. In accordance with the provisions of the will establishing the fund, preference is given to residents of Randolph County, Upshur County and the area comprising The Greater Kanawha Valley in West Virginia. Award amounts depend, in part, on the demonstrated need of the recipient.

## GRANTS

Various grants for educational support are available to qualified students from state and federal sources or are awarded by the College to students manifesting special talents or abilities.

**Program Leadership Grants** recognize and support student leadership in co-curricular programs of the College, including chapel, publications, and radio.

**Federal Pell Grants** are made available by the federal government to eligible undergraduate students with financial need. Eligibility is determined by filing the Free Application for Federal Student Aid.

**Supplemental Educational Opportunity Grants (SEOG)** are awarded annually by the College under a federal program to undergraduate students with exceptional financial need. The grants range from \$500 to \$4,000.

**State Grants** are available from various states for use at Wesleyan. All students should inquire into this possibility. West Virginia, Pennsylvania, Delaware, Maryland, Rhode Island, and Vermont are states whose residents may receive a state grant to attend Wesleyan. West Virginia residents should be sure that need analysis forms are submitted before March 1 and that high schools supply grade report forms to the West Virginia Higher Education Grant Program.

## STUDENT EMPLOYMENT

Work opportunities for students are available in almost all areas of the College. The state minimum hourly wage is paid. Financial need is not the only criterion, but a Free Application for Federal Student Aid is recommended for placement. West Virginia Wesleyan participates in the Community Service Learning Program. Federal funds are available for performing work which primarily benefits the community as defined by the Department of Education. These jobs may be on or off campus.

## LOANS

Educational loans offer the possibility of meeting college costs with borrowed money, to be paid back after graduation, usually with favorable repayment terms. Because of periodic revisions in federal programs, students should inquire for more specific information about such loans.

**Federal Direct Stafford Loans** are intended to make loan money available to students enrolled at least half time in college. Loan amounts are \$5,500 for the first year, \$6,500 for the second year, and \$7,500 for the next three years. Repayment at a favorable interest rate begins six months after the borrower ceases to attend college on at least a half-time basis. Federal Direct Stafford Loans may be subsidized or unsubsidized according to the need as determined by the Free Application for Federal Student Aid. The College will certify the cost, financial aid received, and the calculated family contribution to determine the loan amounts for which the borrower is eligible.

**Federal Direct Parent Loan for Undergraduate Students (PLUS)** offers families of dependent student's funds to supplement educational costs. A parent may borrow the difference between total cost of attendance less financial aid, with various repayment options. Students whose parents have been denied a PLUS Loan are eligible to borrow up to \$4,000 for the first two years, and \$5,000 thereafter in an unsubsidized loan. Students are responsible for the interest, but payments are deferred while they are enrolled at least half-time.

**Five-Year Master's Programs** - Federal regulations mandate that in the final year of study a student transitions from an undergraduate student to a graduate student. As student aid eligibility is affected for state and federal, the student is strongly encouraged to seek guidance from the Financial Aid Office.





# REGISTER

## ADMINISTRATIVE OFFICERS

President of the College .....	Joel Thierstein, J.D., Ph.D.
Vice President for Academic Affairs and Dean of the Faculty.....	James H. Moore, Ph.D.
Director of Student Success and Title IX Coordinator .....	Alison M. Whitehair, B.S., M.S.
Vice President for Enrollment Management.....	John R. Waltz, B.A., M.A.
Dean of Students and Director of Campus Life .....	Alisa M. Lively
Chief Diversity, Equity, and Inclusion Officer.....	Dedriell D. Taylor, Ed.D.



## BOARD OF TRUSTEES

### **ELECTED MEMBERS**

*Mr. John F. Allevato '76*  
*Chaplain Michael T. Bradfield '75*  
*Rev. Dr. Ellis E. Conley '73*  
*Dr. Christine R. Rapking Cox '69, Hon. '13*  
*Dr. Krista L. Haught Denning '97*  
*Mrs. Tracy S. Dunn-Cunningham*  
*Rev. Dr. Joseph S. Kenaston '81 (Secretary)*  
*Mr. Paul S. Klick III '66*  
*Mr. John A. Lhota '76*  
*Mr. Brian A. Maxwell*  
*Dr. Jeffrey S. Neal '80*  
*Mr. Justin Raber '08*  
*Rev. Dr. Ken A. Ramsey '84*  
*Ms. Caroline H. Rapking '79 (Chair)*  
*Mr. Michael B. Reger '89*  
*Dr. Sarah J. Rinehart '97*  
*Dr. Joanne Cadorette Soliday '69, Hon. '16*  
*Mr. Kevin W. Spear '76*  
*Ms. Tara L. Steed '87*  
*Bishop Sandra Steiner Ball*  
*Mr. Craig D. Welsh '93*  
*Mr. David A. Young '87*

### **EX OFFICIO MEMBERS**

*Hannah Cook, Student Senate President*  
*Tara Steed '87, President of the Alumni Council*  
*April Cutright, Staff Council Chair*  
*Sandra L. Steiner Ball, Resident Bishop of the West Virginia Conference*  
*Joel P. Thierstein, President of West Virginia Wesleyan College*  
*Rae Emrick, Faculty Senate Chair*



## THE FACULTY

*The year of the faculty member's initial appointment is given in parentheses.*

**Charles Bruce Anthony**, *Assistant Professor of Chemistry* (2012). B.S., Ball State University; Ph.D., Louisiana State University.

**Katharine L. Antolini**, *Associate Professor of History and Chair of the Department of History* (2011). B.A., West Virginia Wesleyan College; M.A., Rutgers, The State University of New Jersey; M.A., Ph.D., West Virginia University.

**Tamara Denmark Bailey**, *Assistant Professor of History* (2014). B.A., M.A., West Virginia University.

**Joshua Beck**, *Visiting Assistant Professor of Business* (2020). B.A., University of Pittsburgh, Johnstown, M.B.A.; Saint Francis University.

**Jon W. Benjamin**, *Assistant Professor of Art* (2017). B.S., State University of New York, Plattsburgh; M.F.A., Rochester Institute of Technology.

**Kimberly A. Bjorgo Thorne**, *Associate Professor of Biology* (2006). B.S., University of Florida; M.S., Clemson University; Ph.D., West Virginia University.

**Shannon R. Bosley**, *Assistant Professor of Nursing* (2013). B.S.N., M.S.N., West Virginia Wesleyan College; D.N.P., Samford University.

**Nancy Bressler**, *Assistant Professor of Communication Studies and Chair of the Department of Communication* (2019). B.A., Albright College; M.A., University of Hartford; Ph.D., Bowling Green State University.

**Molly M. Clever**, *Associate Professor of Sociology* (2014). B.A., University of Pittsburgh; M.A., Ph.D., University of Maryland.

**Amy R. Coffman**, *Associate Professor of Nursing and Director of Graduate Studies in Nursing* (2014). B.S.N., Marshall University; M.S.N., F.N.P., West Virginia University; D.N.P., Samford University.

**Kimberly A. Conrad**, *Assistant Professor of Marketing* (2016). BoR, Glenville State College; M.S., West Virginia University; D.B.A., Northern University.

**Tracey DeLaney**, *Associate Professor of Physics* (2012). B.S., M.S., New Mexico Institute of Mining and Technology; Ph.D., University of Minnesota.

**Tracie M. Dodson**, *Associate Professor of Business* (2008). B.S., Wheeling Jesuit College; M.S., Ed.D., West Virginia University.

**Rae L. Emrick**, *Associate Professor of Exercise Science and Director of the School of Exercise Science and Athletic Training* (2004). B.S., West Virginia Wesleyan College; M.S., Marshall University. Ed.D., West Virginia University.

**Melissa Franke**, *Assistant Professor of Nursing* (2014). A.D.N., B.S.N., Arkansas State University; M.S.N.E., Marshall University; F.N.P.

**Caleb Gibson**, *Assistant Professor of Chemistry* (2019). B.S., Carson-Newman University; Ph.D., University of Tennessee.

**Robert R. Howsare**, *Assistant Professor of Art and Chair of the Department of Art* (2015). A.D., Community College of Philadelphia; B.F.A., Kansas City Art Institute; M.F.A., Ohio University.

**Luke G. Huggins**, *Professor of Biology* (2005). B.S., Albright College; M.S., University of Delaware; Ph.D., State University of New York at Stony Brook.

**R. Daniel Hughes**, *Associate Professor of Music and Chair of the Department of Music* (2012). B.A., Otterbein University; M.M., Eastman School of Music; D.M.A., University of Illinois, Urbana-Champaign.

**Ashley M. Lawson**, *Associate Professor of English, Chair of the Department of English and Director of Honors Program* (2012). B.A., West Virginia University; M.A., University of Rochester; Ph.D., University of Nebraska.

**Tuan Le**, *Associate Professor of Economics* (2015). B.S., Foreign Trade University, Hanoi; M.A., M.S., Ph.D., West Virginia University.

**Lynn M. Linder**, *Associate Professor of English and Director of the First Year Experience Program* (2014). B.A., University of Missouri-Columbia; M.A., Ph.D., Saint Louis University.

**Gregory A. Mach**, *Associate Professor of Dramatic Arts* (2000). B.A., Michigan Technological University; M.F.A., University of Mississippi.

**Angela S. Mahaffey**, *Visiting Assistant Professor of Nursing* (2018). A.A.S., Marion Technical College; B.S.N., Chamberlain College of Nursing; M.S.N., West Virginia Wesleyan College.

**Lindsay Marsh**, *Assistant Professor of Nursing* (2016). B.S.N., M.S.N., West Virginia Wesleyan College.



- Coty J. Martin**, *Assistant Professor of Political Science* (2017). B.A., Ohio State University; M.A., East Carolina University; M.A., Ph.D., West Virginia University.
- Drew F. Mason**, *Assistant Professor of Exercise Science and Athletic Training* (2009). B.S., West Virginia Wesleyan College; M.S., Marshall University.
- Devon McNamara**, *Professor of English* (1997). B.A., Principia College; M.A., University of Illinois; Ph.D., New York University.
- Melody J. Meadows**, *Professor of Music* (1995). B.A., Davis and Elkins College; M.A.T., West Virginia Wesleyan College; D.M.A., University of Michigan.
- Mary M. Medlin**, *Assistant Professor of Psychology* (2021). B.A., University of Louisiana Monroe, M.S., University of Louisiana Monroe, Ph.D., University of Southern Mississippi.
- Michael Mendicino**, *Associate Professor of Education* (2015). B.S.E.D., M.S., California University of Pennsylvania; Ed.D., West Virginia University.
- Debra Dean Murphy**, *Associate Professor of Religion and Chair of the Department of Religion and Physics* (2009). B.S., West Virginia Wesleyan College; M.T.S., Duke Divinity School; Ph.D., Drew University.
- Joseph M. Niederhauser**, *Assistant Professor of Biology* (2021). B.S. University of Michigan, M.S. University of Central Florida, Ph.D. Florida Atlantic University.
- Jesse Oldroyd**, *Assistant Professor of Mathematics* (2016). B.S. University of Alaska, Anchorage; M.S., Ph.D., University of Idaho.
- Theresa A. Poling**, *Associate Professor of Nursing* (2015). A.D.N., Fairmont State College; B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University; F.N.P., D.N.P.
- Greg Bradley-Popovich**, *Associate Professor of Exercise Science* (2008). B.S., Fairmont State College; M.S., West Virginia University; D.P.T., Creighton University.
- G. Albert Popson Jr.**, *Professor of Physics and Engineering and Chair of the Department of Physics* (1989). B.S., M.S., Indiana University of Pennsylvania; Ph.D., Clemson University.
- Matthew Reid**, *Assistant Professor of Biology* (2020). B.A., Hendrix College; M.S., University of Louisiana at Monroe; Ph.D. University of Louisville.
- Eric W. Reynolds**, *Assistant Professor of Physics* (2013). B.S., University of Connecticut; Ph.D., West Virginia University.
- Susan P. Rice**, *Associate Professor of Health Science and Coordinator of Health Sciences* (2012). A.S.N., B.S.N., Shenandoah University, M.S.N., M.P.H., Columbia University; Ph.D., University of Alabama Birmingham.
- Melanie S. Sal**, *Associate Professor of Biology* (2009). B.A., B.A., Ph.D., West Virginia University.
- Tammy J. Samples**, *Associate Professor of Education* (2008). B.S., West Virginia University; M.A., M.A., Marshall University; Ed.D., West Virginia University.
- Thomas I. Schoffler**, *Associate Professor of Musical Theatre and Chair of the Departments of Dance and Theatre* (2007). B.A., West Virginia Wesleyan College; M.F.A., University of Texas at Austin.
- Jessica Scott**, *Associate Professor of Gender Studies and Chair of the Department of Gender Studies, Sociology, Political Science and Criminal Justice* (2010). B.A., West Virginia Wesleyan College; M.M., University of Illinois; M.Sc., Ph.D., University of Cape Town.
- Hamid Shaafi**, *Associate Professor of Business and Economics* (1990). B.S., M.P.A., University of Tehran; Ph.D., Syracuse University; C.M.A., C.F.M.
- Kelly T. Sharp**, *Assistant Professor of Business and Director of the Master of Business Administration Program* (2006). B.S., M.B.A., West Virginia Wesleyan College; M.A. West Virginia University.
- Robert Stevens**, *Assistant Professor of English* (2020). B.A., University of Pittsburgh; M.F.A., University of Pittsburgh.
- Tina A. Straight**, *Associate Professor of Nursing, Director of the School of Nursing and B.S.N. Chairperson* (2010). B.S.N., Fairmont State University; M.S.N., Marshall University; D.N.P., Samford University.
- Scott B. Street**, *Associate Professor in Exercise Science and Athletic Training* (2008). B.S., Ohio Northern University.; M.S. Marshall University; D.A.T., Moravian College.
- Rebecca J. Swisher**, *Associate Professor of Accounting* (2015). B.S., M.P.A., West Virginia University; Ph.D., Northcentral University; C.P.A.
- Donald L. Tobin**, *Assistant Professor of Computer Science* (2017). B.S., University of Texas at Arlington; M.S., Boston University.
- Douglas A. Van Gundy**, *Associate Professor of English and Director of the Master of Fine Arts Program* (2009). B.A., Davis & Elkins College; M.F.A., Goddard College.

**Joanna Webb**, *Associate Professor of Chemistry and Chair of the Department of Chemistry* (2012). B.S., West Virginia Wesleyan College; Ph.D., University of Virginia.

**Joseph E. Wiest**, *Professor of Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.

**Scott F. Williams**, *Visiting Assistant Professor of Philosophy* (2019). B.A., West Virginia University; M.A., M.Div., Duke University.

**Edward A. Wovchko**, *Professor of Chemistry*. (2003). B.S., St. Vincent College; Ph.D., University of Pittsburgh.

**Pamela M. Wovchko**, *Associate Professor of Mathematics and Chair of the Department of Math and Computer Science* (2005). B.S., West Virginia Wesleyan College; M.S., West Virginia University; Ph.D., University of Northern Colorado.

**Travis Zimmerman**, *Visiting Assistant Professor of Criminal Justice* (2017). B.S., M.S., Shippensburg University; A.B.D., Capella University.

## EMERITI

**Michael L. Berry**, *Professor of Mathematics, Emeritus* (1966-2006). B.S., West Virginia Institute of Technology; M.A., Pennsylvania State University.

**Robert S. Braine**, *Professor of Health and Physical Education, Emeritus* (1969-2005). B.S., Lock Haven State College; M.A.T., University of North Carolina; Ed.D., West Virginia University.

**Howard H. Bright**, *Professor of Sociology, Emeritus* (1967-1993). B.S., University of Pittsburgh; S.T.B., Th.D., Boston University.

**Deborah K. Bush**, *Associate Professor of Education, Emerita* (2000-2015). B.A., West Virginia Wesleyan College; M.A., West Virginia College of Graduate Studies; Ed.D., West Virginia University.

**Richard S. Calef**, *Professor of Psychology, Emeritus* (1970). B.A., University of Bridgeport; M.A., Ph.D., Southern Illinois University.

**Ruth A. Calef**, *Associate Professor of Psychology, Emerita* (1973-2013). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

**Margaret C. Campbell**, *Professor of Nursing, Emerita* (1976-1997). B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University.

**Marvin H. Carr III**, *Associate Professor of Christian Education, Emeritus* (1974-2008). B.S., M.A., West Virginia University; B.D., Duke Divinity School; S.T.M., Union Theological Seminary; D.Min., Methodist Theological School of Ohio.

**Michael C. Choban**, *Associate Professor of Psychology, Emeritus* (1982). B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University.

**Richard C. Clemens**, *Associate Professor of Computer Science, Emeritus* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.

**Carl M. Colson**, *Professor of Biology, Emeritus* (1969-2008). B.S., University of Nebraska; Ph.D., University of Florida.

**Herbert R. Coston Jr.**, *Professor of History, Emeritus* (1962-1992). B.A., University of Florida; B.D., Garrett Theological Seminary; M.A., Ph.D., Northwestern University.

**Patricia K. Craven**, *Professor of Nursing, Emerita* (1971-1988). B.S., Alderson-Broaddus College; M.N., University of Pittsburgh.

**Stephen E. Cresswell**, *Professor of History, Emeritus*. (1986). B.A., University of Virginia; M.A., M.L.S., Catholic University; Ph.D., University of Virginia.

**Benjamin F. Crutchfield**, *Professor of Library Science, Emeritus* (1969-2001). B.A., M.S.L.S., University of North Carolina.

**Margaret E. Davis**, *Assistant Professor of Art, Emerita* (1997-2005). B.F.A., West Virginia University; M.F.A., James Madison University.

**Caroline L. Dees**, *Associate Professor of Music, Emerita* (1969-2006). A.B., Tift College; M.M., University of Kentucky, M.L.I.S., University of South Carolina.

**G. Mark DeFoe**, *Professor of English, Emeritus* (1975-2007). B.S., M.A., Oklahoma State University; Ph.D., University of Denver.

**Esther G. Wilmoth Dyer**, *Professor of Education, Emerita* (1965-1996). A.B., West Virginia Wesleyan College; M.A., Scarritt College.

**Michael B. Ervin**, *Associate Professor of Business, Emeritus* (1993-2017). B.S., B.A., West Virginia University; M.Acc., University of Denver; M.S. in Taxation, University of Hartford; C.P.A.



- Shirley D. Fortney**, *Associate Professor of Education, Emerita* (1992-2017). B.A., Fairmont State College; M.A., Marshall University; M.A., West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute and State University.
- Barbara E. Frye**, *Associate Professor of Nursing, Emerita* (2008-2017). B.S.N., West Virginia Wesleyan College; M.S.N., West Virginia University.
- Katherine R. Glenney**, *Associate Professor of Psychology* (1989). B.A., Susquehanna University; M.S., Shippensburg University; Ed.D., West Virginia University.
- Katharine B. Gregg**, *Professor of Biology, Emerita* (1976). B.A., Emory University; Ph.D., University of Miami.
- Anthony A. Gum**, *Associate Professor of Business, Emeritus* (1969-2006). A.B., Glenville State College; M.A., Marshall University.
- Donald L. Hamilton**, *Professor of Music, Emeritus* (1985-1998). A.B., Fairmont State College; M.M., West Virginia University.
- Allen T. Hamner**, *Professor of Chemistry, Emeritus* (1969-2007). B.S., West Virginia Wesleyan College; Ph.D., Cornell University.
- Nancy A. Jackson**, *Professor of Nursing, Emerita* (1977-1993). B.S., Boston University; M.N.Ed., Ph.D., University of Pittsburgh.
- Bernard F. Keating**, *Professor of Philosophy, Emeritus* (1977-2017). B.A., The College of William and Mary; M.B.A., West Virginia Wesleyan College; M.A., Ph.D., University of Virginia.
- George A. Klebez**, *Associate Professor of Health and Physical Education and Director of Athletics, Emeritus* (1986-2008). B.S., West Virginia Wesleyan College; M.S., D.Phys Ed., Indiana University.
- Susan B. Leight**, *Professor of Nursing*. (2004). B.S.N., State University of New York, Buffalo; M.S.N., Ed.D., West Virginia University.
- Kathleen M. Long**, *Professor of Communication and Dean of Graduate Studies and Extended Learning, Emerita* (1987-2013). A.B., M.A., West Virginia University; M.S., Southern Illinois University; Ph.D., University of Connecticut.
- Gretchen H. Lynn**, *Associate Professor of Computer Science, Emerita* (1989-2017). B.S., Concord College; M.S., University of Tennessee, Knoxville; Ph.D. University of Pittsburgh.
- William E. Mallory**, *Professor of English, Emeritus* (1969-2017). B.A., The American University; M.A., University of Washington; Ph.D., State University of New York, Buffalo.
- Judith R. Martin**, *Associate Professor of Library Science* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.
- R. Daniel Martin**, *Professor of Exercise Science and Director of the Master of Science in Athletic Training Program* (2008). B.A., Bethany College; M.S., Ed.D., West Virginia University.
- Paula L. McGrew**, *Associate Professor of Library Science and Director of Library Services, Emerita* (2001-2017). B.S., West Virginia Wesleyan College; M.A.L.S., Rosary College; M.A., West Virginia University.
- Judith A. McKinney**, *Professor of Nursing, Emerita* (1977-2014). B.S., West Virginia Wesleyan College; M.A., M.S.N., Ed.D., West Virginia University.
- Charles E. Miller**, *Assistant Professor of Education and Coach of Men's Basketball, Emeritus* (1992-2005). B.A., West Virginia Wesleyan College; M.A., West Virginia University.
- Kumaran R. Nair**, *Professor of Economics, Emeritus* (1969-1995). B.A., M.A., Kerala University, India.
- Larry R. Parsons**, *Professor of Music and Dean of the College, Emeritus* (1968-2013). B.A., Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A., University of Illinois.
- Karen R. Petitto**, *Associate Professor of Education and Director of the School of Education* (1992). B.A., Fairmont State College; M.Ed., University of North Carolina at Greensboro; Ed.D., West Virginia University.
- Vicki C. Phillips**, *Associate Professor of Religion, Emerita* (1998-2017). B.A., St. John's College; M.A., University of California, San Diego; M.T.S., Harvard Divinity School; Ph.D., Vanderbilt University.
- Sandra J. Presar**, *Professor of Communication, Emerita* (1968-2004). B.S., M.A., Bowling Green State University.
- Vijaya Rao**, *Professor of Sociology and Social Work, Emerita* (1990-1998). B.A., M.A., Agra University, India; M.S.W., The M.S. University of Baroda, India; D.S.W., University of Pennsylvania.
- Larry A. Reed**, *Professor of Dramatic Arts, Emeritus* (1977). B.A., West Virginia Wesleyan College; M.A., M.F.A., West Virginia University.
- G. Paul Richter**, *Professor of Chemistry, Emeritus* (1965-1997). B.A., Grinnell College; Ph.D., University of Minnesota.
- Lynn G. Rupp**, *Associate Professor of Education and Director of the Master's in Education Program, Emerita* (1996-2017). B.A., Ohio Wesleyan University; M.S., Ed.D., Syracuse University.
- Robert O. Rupp**, *Professor of History* (1989). B.A., Ohio Wesleyan University; M.A., Ph.D., Syracuse University.
- Linda R. Sabak**, *Professor of Music, Emerita* (1974-2015). B.M., M.M., D.M.A., West Virginia University.

**John K. Saunders**, *Associate Professor of English, Emeritus* (1983-2005). B.A., M.A., Oklahoma State University; Ph.D., State University of New York at Stony Brook.

**Jeanne D. Sullivan**, *Associate Professor of Biology, Emerita* (1993-2017). B.A., M.A., University of Texas at Austin; Ph.D., University of Maryland.

**Janet T. Teachout-Withersty**, *Associate Professor of Nursing, Emerita* (1994-2017). B.S.N., Alderson-Broaddus College; M.S.N., Syracuse University; DNP, Regis University.

**Stephen D. Tinelli**, *Professor of Art, Emeritus* (1961-1992). B.S., Lamar State College of Technology; M.A., Columbia University.

**Marjorie F. Trusler**, *Professor of Modern Languages, Emerita* (1969-2005). B.A., Hood College; M.A., Middlebury College; M.A., West Virginia University; Ph.D., Emory University.

**Margaret I. Walls**, *Professor of Human Ecology, Emerita* (1960-1992). B.S., West Virginia Wesleyan College; M.S., West Virginia University.

**Richard G. Weeks Jr.**, *Professor of History, Emeritus* (1998-2015). B.A., Macalester College; M.A., Ph.D., University of Minnesota.

**Elizabeth M. Weimer**, *Professor of Biology, Emerita* (1962-1986). B.S., Bethany College; M.S., University of New Hampshire.

**Kenneth B. Welliver**, *Professor of Religion, Emeritus* (1964-1997). B.A., DePauw University; B.D., Yale Divinity School; M.A., Ph.D., Yale University.

**Thomas H. Williams**, *Professor of Education, Emeritus* (1991-2006). B.A., Fairmont State College; M.A., West Virginia University; Ed.D., Virginia Polytechnic Institute and State University.

## PRESIDENTS

Bennett W. Hutchinson, A.M., S.T.D., LL.D., 1890-1898

Frank B. Trotter, A.M., LL.D.\*, 1898

Simon L. Boyers, A.M., D.D., 1898-1900

John Wier, A.M., D.D., 1900-1907

Carl G. Doney, Ph.D., LL.D., 1907-1915

Thomas W. Haught, A.M., Sc.D.\*, 1913-1914, 1922-1923, 1925-1926

Wallace B. Fleming, Ph.D., D.D., L.H.D., LL.D.\*, 1915-1922, 1941-1942

Elmer Guy Cutshall, Ph.D., 1923-1925

Homer E. Wark, Ph.D., LL.D., 1926-1931

Roy McCuskey, S.T.B., D.D., 1931-1941

Joseph Warren Broyles, Ph.D., D.D., 1942-1945

Arthur Allen Schoolcraft\*, Ph.D., LL.D., 1945-1946, 1956-1957

William John Scarborough, Ph.D., LL.D., 1946-1956

Stanley Hubert Martin, Ph.D., D.D., LL.D., 1957-1972

Kenneth M. Plummer, Ph.D. \*, 1971

Richard Alvin Cunningham, Ed.D.\*1972-1973

John Davison Rockefeller IV, A.B., LL.D., L.H.D., D.P.S., 1973-1975

William H. Capitan, Ph.D.\*, 1975-1976

Ronald Eugene Sleeth, Ph.D., 1976-1977

Fred E. Harris, Ed.D., 1977-1981

Hugh A. Latimer, B.S.E.E., LL.D., 1981-1986

Thomas B. Courtice, Ph.D., 1986-1994

G. Thomas Mann, Ph.D., (Interim), 1994-1995

William R. Haden, M.A., LL.D., 1995-2006

Pamela M. Balch, Ed.D., 2006-2016

Boyd H. Creasman, Ph.D.,\* 2017

Joel Thierstein, J.D., Ph.D., 2017-

## ACADEMIC DEANS

Frank B. Trotter, LL.D., 1890-1907

William A. Haggerty, Ph.D., 1907-1909

Thomas W. Haught, Sc.D., 1909-1929

Oscar Doane Lambert, Ph.D., 1929-1944

Arthur Allen Schoolcraft, Ph.D., LL.D., 1944-1959

Orlo Strunk, Jr., Ph.D., 1959-1968

Nelson M. Hoffman, Jr., Ph.D., 1968-1970

Richard Alvin Cunningham, Ed.D.\*1970-1971, 1973-1974

Kenneth M. Plummer, Ph.D., 1971-1973

William H. Capitan, Ph.D., 1974-1979

Kenneth B. Welliver, Ph.D., 1979-1987

Barbara L. Richardson, Ph.D., 1987-1991

G. Thomas Mann, Ph.D., 1991-1998

Richard G. Weeks, Jr., Ph.D., 1998-2002

Shirley D. Fortney, Ed.D., 2002-2003

Jeff Abernathy, Ph.D., 2003-2004

Larry R. Parsons, D.M.A., 2004-2013

Melody J. Meadows, D.M.A.,\* 2017

Boyd H. Creasman, Ph.D., 2013-2016, 2017

James H. Moore, Ph.D. 2018 -

\*Acting