West Virginia Wesleyan College

UNDERGRADUATE
2016 - 2017 CATALOG

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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.

Cover photo courtesy of Edward Sisson.
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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
### 2016-2017

### 2016 FALL SEMESTER

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<th>Date</th>
<th>Event</th>
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<tr>
<td>August</td>
<td>20 Saturday</td>
<td>Orientation for new students begins</td>
</tr>
<tr>
<td></td>
<td>20 Saturday</td>
<td>Residence halls open for returning students (2:00p)</td>
</tr>
<tr>
<td></td>
<td>21 Sunday</td>
<td>Registration</td>
</tr>
<tr>
<td></td>
<td>22 Monday</td>
<td>Classes begin (8:00a)</td>
</tr>
<tr>
<td></td>
<td>26 Friday</td>
<td>Deadline: Schedule changes and late registration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline: Pass/Fail application</td>
</tr>
<tr>
<td>September</td>
<td>5 Monday</td>
<td>Labor Day Recess</td>
</tr>
<tr>
<td></td>
<td>15 Thursday</td>
<td>Deadline: Withdrawing from first quarter classes</td>
</tr>
<tr>
<td></td>
<td>23-24 Fri-Sat</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>October</td>
<td>3 Monday</td>
<td>Deadline: Incomplete grades from Spring Semester and Summer School due in Registrar’s Office</td>
</tr>
<tr>
<td></td>
<td>4 Tuesday</td>
<td>Progress Reports due in Registrar’s Office</td>
</tr>
<tr>
<td></td>
<td>7 Friday</td>
<td>First-quarter classes end</td>
</tr>
<tr>
<td></td>
<td>7 Friday</td>
<td>Founders Day (3:00p classes cancelled for convocation; all other classes meet)</td>
</tr>
<tr>
<td></td>
<td>7-9 Fri-Sun</td>
<td>Homecoming</td>
</tr>
<tr>
<td></td>
<td>10 Monday</td>
<td>Second quarter classes begin</td>
</tr>
<tr>
<td></td>
<td>14 Friday</td>
<td>Deadline: Adding/dropping second quarter classes</td>
</tr>
<tr>
<td></td>
<td>20-21 Thu-Fri</td>
<td>Fall Recess (classes dismissed)</td>
</tr>
<tr>
<td></td>
<td>24 Monday</td>
<td>Deadline: Withdrawing from full semester classes</td>
</tr>
<tr>
<td>November</td>
<td>4 Friday</td>
<td>Deadline: Withdrawing from second quarter classes</td>
</tr>
<tr>
<td></td>
<td>18 Friday</td>
<td>Thanksgiving Break begins (5:00p)</td>
</tr>
<tr>
<td>September</td>
<td>27 Sunday</td>
<td>Residence halls open (12:00p)</td>
</tr>
<tr>
<td></td>
<td>28 Monday</td>
<td>Classes resume (8:00a)</td>
</tr>
<tr>
<td>December</td>
<td>7 Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td></td>
<td>8 Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td></td>
<td>9-10 Fri-Sat</td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>12-13 Mon-Tues</td>
<td>Final examinations</td>
</tr>
<tr>
<td></td>
<td>13 Tuesday</td>
<td>Residence halls close (7:00p)</td>
</tr>
<tr>
<td></td>
<td>15 Thursday</td>
<td>Final grades due in Registrar’s Office (3:00p)</td>
</tr>
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2017 SPRING SEMESTER

January  
8  Sunday  Residence halls open (12:00p)  
9  Monday  Registration  
10  Tuesday  Classes begin (8:00a)  
16  Monday  Deadline: Schedule changes and late registration  
      Deadline: Pass/Fail application

February  
1  Wednesday  Deadline: Withdrawing from first quarter classes  
22  Wednesday  Deadline: Incomplete grades from Fall Semester due in Registrar’s Office  
23  Thursday  Progress reports due in Registrar’s Office  
27  Monday  First quarter classes end  
28  Tuesday  Second quarter classes begin

March  
3  Friday  Spring Break begins (5:00p)  
12  Sunday  Residence halls open (12:00p)  
13  Monday  Classes Resume (8:00a)  
13  Monday  Deadline: Adding/Dropping second quarter classes  
24  Friday  Deadline: Withdrawing from full-semester classes  
30  Thursday  Deadline: Withdrawing from second quarter classes

April  
7-8  Fri-Sat  Spring Weekend  
13-14  Thur-Fri  Easter Recess (classes dismissed)  
22  Saturday  Admissions Open House  
22  Saturday  Academic Leadership Awards Convocation Banquet  
26  Wednesday  Last day of classes  
27  Thursday  Reading Day

28-29  Fri-Sat  Final Examinations

May  
1-2  Mon-Tues  Final Examinations  
3  Wednesday  Residence halls close for non-graduating students (12:00p)  
5  Friday  Baccalaureate  
6  Saturday  Commencement  
8  Monday  Final grades due in Registrar’s Office (3:00p)

MAY TERM  4 weeks for on-campus courses  
3 weeks for international travel courses

May  
8  Monday  Registration; Residence Halls open (2:00p)  
      and all classes begin  
29  Monday  Memorial Day Recess (classes dismissed)

June  
3  Saturday  Final Examinations

SUMMER SESSION - 4 weeks

June  
5  Monday  Registration; Classes begin  
30  Friday  Final examinations

*Calendar subject to modification in the interest of the total College program.
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. Haught, 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 was 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 artists 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 consortia 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 College participates in the Interstate Certification Project, whereby a number of states certify teachers graduating from Wesleyan’s Department of Education. The nursing program is fully accredited by the West Virginia Board of Examiners for Registered Nurses (101 Dee Drive, Suite 102, Charleston, WV 25311-1620; telephone 304-558-3596), and accredited by the Accreditation Commission for Education in Nursing, Inc., (3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326; telephone 1-866-747-9965). 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, 512-733-9700)*. The 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).

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, Campus Compact, and the Council of Independent Colleges.

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*The Athletic Training Program has been placed on Probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.*
ACADEMIC ADVISING
During the first semester of the freshman year, students are advised by their First-Year Seminar instructor. Thereafter, 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 7).

GENERAL EDUCATION PROGRAM
The general education curriculum is designed to assure that each graduate of West Virginia Wesleyan College has achieved a broad educational foundation that includes meaningful engagement with the principal areas of human inquiry. The knowledge and skills derived from this broad-based education are the mark of an educated person, and help prepare the student for the demands of life after graduation. Students select courses from a range of choices which satisfy requirements of the general education program. Students are encouraged to satisfy some requirements through upper-division courses (300-level). Students pursuing an Honors Degree should refer to requirements of the Honors Program (page 19).
West Virginia Wesleyan College seeks to fulfill its mission of preparing students for their lives and vocations through a rich array of curricular and co-curricular offerings. Each candidate for graduation is required to satisfy the following requirements; no single course may satisfy more than one general education requirement. The General Education Program connects students to the four main goals of the institution in the following areas:

1. **Think Critically and Creatively.** We believe that the ability to gather appropriate information and to analyze and synthesize these data is the key to understanding and solving the ever-changing and complex problems of today’s world. Courses in this section are aimed toward developing in our students a mode of thinking about a variety of subjects and problems in a way that continually questions and improves the quality of their thinking.

   **Experimental Inquiry (3-6 hours)**
   The student will be able to:
   1. Apply the basic concepts and/or theories of a field of science.
   2. Use the scientific method to formulate a hypothesis, and given a simple problem or questions, design a valid experiment, interpret and communicate the outcome.
   3. Demonstrate the use of the basic tools and techniques of the scientific discipline.
   4. Examine the role of science in personal and societal decisions.
   - Two laboratory courses in the physical or biological sciences for students seeking a B.S. degree. (6 hours)
   - One laboratory course in the physical or biological sciences for students seeking a B.A., B.F.A., or B.M.E. degree. (3 hours)

   **Quantitative Inquiry (3-4 hours)**
   The student will be able to:
   1. Identify and apply appropriate problem-solving strategies.
   2. Present and interpret quantitative results.
   3. Critically evaluate quantitative processes and results.
   - One course in mathematics (100-level or above*) (3 hours) **OR**
     - BUSI 220 Financial Literacy (3 hours) **OR**
     - PSYC 225 Introductory Statistics for Social Sciences (3 hours) **OR**
     - PSYC 230 Statistics & Methodology in the Behavioral Sciences (4 hours)

   *MATH 112: College Algebra for Education Majors, MATH 141: Mathematics for Elementary Teachers, MATH 203: Mathematics for Secondary Teachers, and MATH 205: Modern Geometry do not fulfill the Quantitative Inquiry requirement.

   **Humanities (6 hours)**
   - INDS 120 Introduction to the Humanities (3 hours)
     (To be taken during the freshman or sophomore year)
   - One course in Literature (3 hours)

   **Aesthetic Expression (3 hours)**
   The student will engage with the creative process, through making art or through analysis of art.
Three semester hours in a single fine art selected from art, dance, music, theatre or ENGL 213.

Options:
   a. One three-hour course
   b. One two-hour course and a one-hour performance credit
   c. Three one-hour performance credits

2. Communicate Effectively. We believe that preparation for life in the modern world requires communication with a cross section of diverse people who often have conflicting needs and interests. Courses in this section are aimed at developing effective written and oral communication skills that are crucial for cultivating and maintaining a sense of community and an ability to develop consensus in an increasingly diverse and complex world.

   Written Expression (3-8 hours)
   A grade of C or better is required in Composition I and II and Fundamentals of Human Communication.
   - ENGL 101 Composition I (3 hours)
     The student will be able to:
     1. Compose coherent essays in response to a variety of rhetorical situations.
     2. Complete the stages required to produce competent writing through planning, drafting, revising, and editing.
     3. Demonstrate competence in Standard Written English, including grammar, syntax, and mechanics.
   - ENGL 102 Composition II (3 hours)
     The student will be able to:
     1. Compose complex persuasive arguments regarding controversial public issues, using appropriate secondary sources, and deliberately designed to appeal to a particular readership.
     2. Evaluate the coherence and logical consistency of argumentative writing; and, in the case of essays in draft form, to offer suggestions to improve that writing.
     3. Plan and conduct appropriate self-directed research on controversial public issues ethically and appropriately, using a variety of strategies, e.g. primary research, electronic, online and/or print research.
   - Enrollment in an approved departmental senior seminar or writing course (courses satisfying this requirement will be noted in the course descriptions of the college catalog).

   Oral Expression (3 hours)
   - COMM 211 Fundamentals of Human Communication (3 hours)

ENGL 101, ENGL 102, and COMM 211 are to be taken in sequence upon entering Wesleyan.

3. Act Responsibly. We believe that students learn to act responsibly by studying what society considers to be right and wrong, by investigating the origins of ideas and beliefs, and by learning about and experiencing the results of the application of these ideas and beliefs in their lives and the lives of others. Courses in this section are aimed toward developing and enhancing the student’s sense of responsibility to himself/herself and to others.
Religious and Philosophical Inquiry (6 hours)
- One course in Philosophy (3 hours)
- One course in Religious Studies (3 hours)

Physical & Mental Well-Being (3 hours)
The student will be able to differentiate between health and unhealthy behaviors.
- One course selected from:
  - PHED 110 Exercise and Weight Control
  - EXSC 120 Women’s Wellness
  - EXSC 121 Wellness Across the Lifespan
  - PHED 130 Personal and Community Health
  - PHED 201 School Health
  - PHED 240 Fundamentals of Human Nutrition

4. Demonstrate Local and World Citizenship Through Service. We believe that collaboration with and service to the larger community lead to the mutually beneficial exchange of knowledge and resources and are essential for enhancing the value of life in a world of conflicting needs and interests. Courses in this section, as well as many of Wesleyan’s co-curricular activities and programs, are aimed at instilling in our students the understanding that, as members of the world community, they have a lifelong vocation to serve.

United States Cultural Studies (3 hours)*
The student will be able to:
1. Identify patterns of oppression, exclusion, and/or resistance of marginalized groups in the United States.
2. Analyze cultural, material, and/or sociopolitical implications of historical and/or contemporary marginalization in the United States.
- One course selected from:
  - COMM 121 Intercultural Communication Within the United States
  - ENGL 168 Literature of American Minorities
  - ENGL 248 Appalachian Literature
  - ENGL 275 Special Topics in Gender
  - GNST 310 Queer Theory, Queer Lives in America
  - HIST 239 History of West Virginia
  - HIST 241 Holidays in American History
  - HIST 244 History of Multicultural America
  - HIST 251 U.S. Women’s History
  - HIST 252 Women’s Rights Movement in America
  - HIST 253 Motherhood in American History
  - HIST 269 African-American History
  - HIST 345 Sexuality in American History
  - POLS 230 Gender and Politics
  - POLS 235 Race and Public Policy
  - POLS 236 American Political Movements
  - RELG 212 Issues in Feminist Theology
  - RELG 261 Women and Religion
  - SOCI 210 Appalachian Studies
  - SOCI 221 Popular Culture
  - SOCI 225 Social Stratification: Wealth, Power, Inequality
  - SOCI 243 Race, Class, and Power
  - SOCI 248 Sex and Gender
Non-Western Cultural Studies (3 hours)*
The student will be able to:
1. Identify the values and cultural elements of non-Western societies.
2. Analyze and explain course-specific elements of the linguistic, political, social, economic, or cultural systems of non-Western societies.

- One course selected from:
  ENGL 230 Non-Western Literature: African
  ENGL 231 Non-Western Literature: Asian
  ENGL 232 Non-Western Literature: Other Non-Western Countries
  GNST 350 Gender, Peace and Development
  HIST 274 History of Latin America, Prehistory to 1867
  HIST 275 History of Latin America, 1867 to the Present
  HIST 358 History of Modern Middle East
  INDS 130 Modern Latin America
  INDS 231 Cultural Capitals
  POLS 234 Latin American Social Movements
  POLS 240 African Politics
  RELG 161 Jesus According to Global Christianity
  RELG 240 Judaism and Islam
  RELG 245 Hinduism and Buddhism
  SOCI 114 Introduction to World Cultures
  SOCI 230 Utopias
  SOCI 235 Latin American Social Movements
  SOCI 305 Global Minorities
  SOCI 361 Global Conflict
  SOCI 366 Genocide

*NOTE: A limited, changing selection of other courses from the humanities, fine arts and social sciences may satisfy these requirements. Please check in the Academic Services Office if you have questions.

Social Sciences (6 hours)
The student will be able to:
1. Identify, examine, and explain elements of historical context.
2. Recognize conflicting interpretations of history.
3. Evaluate and integrate types of historical sources including popular, academic, primary and/or secondary.

- Any 100 or 200 level history course, with the exception of
  HIST 201: Historical Methods (3 hours).

The student will be able to:
1. Identify, define, and describe key concepts, themes and/or issues related to human behavior, social interactions, and institutions.
2. Analyze and evaluate the complexities of human behavior, social interactions, and institutions.

- One course selected from Criminal Justice, Economics, Geography, Political Science, Psychology, Sociology (3 hours).
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 23.

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.

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

**Bachelor of Science**
- Accounting
- Applied Physics
- Biochemistry
- Biology
- Business Administration
- Chemical Hygiene Officer
- Chemistry
- Computer Information Science
- Computer Science
- Economics
- Exercise Science
- Health Science
- Management
- Marketing
- Materials Chemistry
- Mathematics
- Pharmaceutical Science
- Physics
- Sport Business
Bachelor of Fine Arts
Graphic Design

Bachelor of Music Education
Music Education

Bachelor of Science in Athletic Training
Athletic Training

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. All 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 102 with a C (2.0) or better.

After enrolling in the Honors Program, a student must declare his or her intention to complete the Honors Program no later than the second semester of the sophomore year. To be eligible for participation in the program, including its co-curricular events, a student must maintain the following cumulative grade point average by the end of each academic year: freshman, 3.25; sophomore, 3.4; junior, 3.5. To graduate with an Honors Degree—e.g., Bachelor of Arts (Honors) – a student must complete the requirements on page 20 and achieve a cumulative grade point average of 3.5 or above.

Any student who has earned a cumulative grade point average of 3.5 may enroll in Honors classes, subject to meeting any prerequisites.
Requirements for Graduation with Honors Degree

No more than two courses in a single subject area – e.g., ENGL, INDS, SOCI – will satisfy Honors Program requirements.

1. Freshman sequence
   - INDS 120, Introduction to the Humanities (Honors) 3 hrs.
   - ENGL 170, Contemporary Literature (Honors) 3 hrs.
   For general education, the requirement of Composition I and II is waived upon completion of this sequence, which also satisfies the requirements for Introduction to the Humanities and a literature course.

2. Sophomore, junior, and senior sequence
   - Three 3-hr. Honors courses, or
   - Two 3-hr. Honors courses AND a semester of study abroad, or
   - Two 3-hr. Honors courses AND completion of two college-level courses (6 hrs.) in a single foreign language.

3. Two 1-hr. Honors Seminars (INDS 310) to be taken in the sophomore, junior, or senior year. No more than one Honors Seminar may be taken per year.

4. A cumulative grade point average of 3.5 or above.

5. A total of 17 hours in honors courses, or 14 hours with a semester of study abroad. All Honors credits must be earned through West Virginia Wesleyan College. Transfer credit, while counting toward graduation, will not count toward the completion of the Honors minor.

6. To remain in good standing in the program, Honors students will attend at least two events which are sponsored or co-sponsored by the Honors Program each semester. The director will monitor this requirement.

Policy on Washington Center Internship

A student enrolled in a Washington Center Internship may count 3 credit hours toward completion of the Honors Program. Upon completion of the internship, the student must submit an evaluative research essay, length and content to be determined by the appropriate professor.

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 pages 21 and 22.
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 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 register for INDP 201 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 College.

**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 during the May term 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 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 in the Career Center to plan for program selection and approval. 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, 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 20). Internships relate primarily to a student’s major or minor area of study. Internships originate with the student, although faculty, staff, and the placement supervisor all have a role in helping students translate their interests into credit-worthy learning plans.

MAY TERM
During the May 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. 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 9-12 hours in one of the sponsoring departments and should not overlap courses in the major. Guidelines are available in Academic Services. See Policies under Requirements for Graduation on page 23.

PRE-PROFESSIONAL PROGRAMS
PRE-LAW STUDIES
The College offers a variety of academic majors and courses 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 Athletic Training (B.S.A.T), Bachelor of Science in Nursing (B.S.N.), Master of Business Administration (M.B.A.), Master’s in Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Science in Athletic Training (M.S.A.T.), and Master of Science in Nursing (M.S.N). The degree granted is determined by the choice of major, as listed on pages 18 and 19, 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. Undergraduate students who expect to take up to seven credits to complete degree requirements during the ensuing summer may apply to the Dean of the College for permission to participate in Commencement. Guidelines for participation are available in the Academic Affairs 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 Athletic Training, 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, Composition II, and Fundamentals of Human Communication.

A student can earn both a B.A. degree and a B.S. degree simultaneously only if he/she has earned 150 credit hours and completed the requirements for both a B.A. and a B.S.

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.

For non-music majors, no more than eight hours of music ensemble 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.

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., M.Ed., 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 College 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 College 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 29. Information on the Five-Year Undergraduate/Master of Business Administration Program can be found on page 38.

Requirements for the Five-Year Undergraduate/Master’s in Education Program may be found on page 55.

Requirements for the Master of Science in Nursing degree Early Admission are described on page 40 of the Graduate Catalog.

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 made 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 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 after graduation or, in some cases, earn an additional bachelor’s degree, provided he or she meets specific requirements. Policy statements governing additional majors 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.

School Offerings
Academic departments at the College are organized on a school basis in order to promote and coordinate interdisciplinary study. There are seven schools: Business, Education, Exercise Science and Athletic Training, Fine Arts and Humanities, Nursing, Science, and Social and Behavioral Science.
THOMAS H. ALBINSON II
SCHOOL OF 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.

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

School Outcomes
Each Student will:
* Recognize and analyze business problems and develop the knowledge, skills, and abilities to make informed decisions in business administration, accounting, finance, economics, quantitative skills, management, and marketing.
* Conceptualize complex issues into a coherent written statement and oral presentation.
* Understand and be able to use leadership, team building, and collaborative behaviors in the accomplishment of group tasks.
* Develop an understanding of current business issues including global issues and ethics.
* Demonstrate quantitative and qualitative competency in all the core areas of business administration, accounting, finance, economics, management, and marketing.

ACCOUNTING
See Business for description of major program.

BUSINESS

ASSOCIATE PROFESSORS: Susan Aloi, Tracie Dodson, Michael Ervin, Hamid Shaafi
ASSISTANT PROFESSORS: Kimberly Conrad, Tuan Le, Kelly Sharp, Rebecca Swisher
SENIOR LECTURER: David McCauley

Programs in the School of Business prepare men and women for careers in business that require decision making in a complex setting. The programs’ two overriding goals are to provide for all students, through the College’s general education core curriculum, a firm base of liberal education that will develop within them a global view of human understanding; and to present business instruction so that students may understand the functions of the business organization as a whole and the purposes of functional areas of business in particular.
The Business faculty recognize that the growing, rapidly-changing character of American and world business demands that individuals involved in the decision-making process of business organizations project their thinking to the future. They must be innovative and entrepreneurial while learning from the successes and failures of the past. Wesleyan’s strong liberal arts component provides students a foundation from which to evaluate the organization’s social and moral responsibilities and their own individual responsibilities as they develop a personal philosophy of business.

The programs in business lead to the Bachelor of Science and Master of Business Administration degrees.

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. Students may declare a major in only one of the five business areas, and they may not combine a business minor with any business major.

Core Requirements (33 hours): BUSI 111, 114, 131, 141, 221 or 354, 250, 497; ECON 110, 120, 250; CSCI 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:
* Engagement, acceptance and understanding the assignment
* Understanding the entity and its environment
* Performing audit procedures and evaluating evidence
* Evaluating audit findings, communications, and reporting
* Accounting and review services engagements
* Professional responsibilities

Financial Accounting and Reporting (FAR):
* Conceptual framework, standards, standard setting, and presentation of financial statements
* Financial statement accounts: Recognition, measurement, valuation, calculation, presentation and disclosures
* Specific transactions, events and disclosures: Recognition, measurement, valuation, calculation, presentation and disclosures
* Governmental accounting and reporting
* Not-for-profit (Nongovernmental) accounting and reporting

Regulation:
* Ethics, professional, and legal responsibilities
* Business law
* Federal tax process, procedures, accounting and planning
* Federal taxation of property transactions
* Federal taxation of individuals
* Federal taxation of entities
* Business Environment and Concepts:
* Corporate governance
* Economic concepts and analysis
Financial management
Information systems and communications
Strategic planning
Operations management

Business Administration Major (18 hours): BUSI 220, 232, 348, and 9 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
* Understand the role of finance across the functional areas of business
* Integrate marketing concepts in business operations and strategy development
* 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, 332, and 6 hours of business electives at the 200 level or above.

Program Outcomes
* Plan: Graduates will understand how to successfully plan in business settings
* Lead: Graduates will be able to analyze the characteristics and skills essential to lead and support individual and organizational initiatives
* Organize: Graduates will understand the structure and climate of organizations
* 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: COMM 234, BUSI 145, 146, 147, 148, 149.

Program Outcomes
* Upon completion of this program, graduates will be able to:
* Identify the ethical values marketers should embrace in an organization’s marketing strategy
* Define the role of marketing in organizations and how marketers create value for a product or service
* Describe the elements of a strategic marketing plan
* Understand the techniques used in making marketing strategy decisions and analyzing a marketing situation
* Understand the steps in the consumer buying process, the psychological and social/cultural factors that affect buyer behavior, and post-purchase outcomes
* Understand and describe the marketing research process
* Explain the various components of brand equity and the various types of branding strategies used by organizations
* Explain the various stages involved in developing a new product or service; describe the product life cycle concept; identify different groups of adopters
* Understand the various principles and techniques used to set prices, and the variety of pricing orientations considered
* Describe the flow of merchandise and the flow of information in the supply chain, and the strategies used in managing supply chains and marketing channels
* Understand the principles of communication, the strategies, and channels/media used to effectively market
* Identify marketing metrics and processes used to measure integrated marketing communications success
* Understand that relationships with Customers are the foundation of marketing, and that product design and service development are aimed at meeting customer needs
* Understand the increasing importance of content and social media; demonstrate the ability to write appropriate content for various audiences and purposes
* Understand basic design principles and apply these to various print, online, and social media
* Because the field of marketing is ever evolving, graduates will adopt a habit of continuous learning and the 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)
* Sport management principles
* Sport Leadership
* Sport Operations & Event Management
* Sport Governance
* Ethics in Sport Management
* Sport Marketing & Communication
* Accounting for Sport Business
* Economics of Sport
* Legal Aspects of Sport
* Integrative Experience; Application of Sport Management in Field Setting

**Requirements for Business Minor**
15 semester hours, including BUSI 111, 131, 141, and at least two 3-hour approved electives. Electives that satisfy the minor requirements include any business course at the 200 level or above and CSCI 250.

**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 one of the following: BUSI 348, BUSI 252, 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.
Introduction to the fundamental principles involving business transactions necessary for financial reporting.

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.

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 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 215. Managerial Accounting.** 3 hrs.
A survey of accounting methods from the viewpoint of management, income measurement, analysis of and interpretation of accounting data, internal cost reports, operation budgets, standard costs, transfer jobs, job and process costing, capital budgeting. Prerequisite: BUSI 114.

**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 223. Fundamentals of Investing.** 3 hrs.
Introduction to basic financial concepts relating to marketable investment choices (common stock, debt securities, options, futures, etc.). The student will examine the analysis and research necessary to make good investment choices and learn some of the language of investments. Prerequisite: BUSI 111.
BUSI 225. Intermediate Finance. 3 hrs.
Analysis and discussion of financial theories and practice relating to major corporate financial decisions—long-term investment and financing. Topics include cost of capital, capital structure, risk analysis, capital budgeting, long-term financing, financial forecasting, and financial analysis and planning. Prerequisite: BUSI 221.

BUSI 226. Financial Institutions. 3 hrs.
Analysis of the principles underlying decision making in the administration of specialized financial institutions and activities, such as commercial banks, insurance companies, finance companies, mutual funds, investment banking, mortgage banking. Prerequisite: BUSI 221.

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 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 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.

**BUSB 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. *Prerequisites:* BUSI 136.

**BUSB 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.

**BUSB 313. Certified Management Accountant Review I.** 3 hrs.
A current and comprehensive analysis of Certified Management Accountant exam content specifications in preparation for the CMA Uniform Exam. *Prerequisite:* BUSI 218.

**BUSB 314. Certified Management Accountant Review II.** 3 hrs.
Continuation of BUS 313. *Prerequisite:* BUSI 313.

**BUSB 315. Auditing.** 3 hrs.

**BUSB 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.

**BUSB 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.

**BUSB 325. Advanced Financial Analysis.** 3 hrs.
Examination of the tools and techniques of financial planning and analysis at the level of the firm. Topics include capital budgeting, working capital management, capital structure strategy, and financial planning and forecasting. *Prerequisite:* BUSI 221.

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.

**BUSB 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.

**BUSB 333. Free Enterprise 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.

**BUSB 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.
A study of the applications of various mathematical techniques to the solution of modern business problems. Topics include decision tables, linear programming, network analysis, inventory models, PERT, and simulation. **Prerequisite:** ECON 250.

BUSI 337. Labor Management.  
Historical development of the labor movement, collective bargaining, role of government in the labor field, wage and employment theory, and the public interest. **Prerequisite:** BUSI 131.

BUSI 343. Consumer Behavior.  
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.  
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 technology. **Prerequisite:** BUSI 141.

BUSI 348. Marketing Research and Strategy.  
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, ECON 250.

BUSI 352. Business Communications.  
Focuses on principles and techniques involved in organizing ideas, writing effective business letters, and presenting reports, both oral and written.

BUSI 353. Sport Law.  
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.  
Topics in accounting and finance, applied to managerial functions of sport organizations. **Prerequisites:** BUSI 111 and BUSI 114.

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. **Prerequisite:** Senior business major.
ASSISTANT PROFESSORS: Tuan Le, Kelly Sharp

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, 221 or 354.

Program Outcomes
* Express and relate the supply and demand framework with relation to the material presented
* Identify and 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
* Express relationship between consumers, producers, and the government
* Compare and contrast international differences in economic policy and outcomes
* Demonstrate 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. Offered spring semester of odd year.
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. Offered fall semester of even year.

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. Offered spring semester of even year.

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. Offered spring semester of even year.

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. Offered fall semester.

ECON 332. Free Enterprise 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.
The 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. 
Prerequisites: ECON 110 and 120, or permission of instructor. Offered fall semester of odd year.

ECON 334. Health Economics. 3 hrs.
The course applies general theoretical principles of economics to the health care sector. Particular attention is given to the demand and supply of health and medical care as they involve physicians, nurses, hospitals, health insurance markets, and the role of the government. 
Prerequisites: ECON 110, 120.

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. Offered spring semester of odd year.

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. Offered spring semester of even year.
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 Admissions Office during their junior year. 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 during their fourth year, or they may choose to begin graduate courses during the summer between years four and five.

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.

**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.
- **Labor and Law:** BUSI 534, 562, 572, 575.
- **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**
* Demonstrate high levels of knowledge and skills in current theory and application in the four functional areas of business: accounting, finance, management, and marketing
* Use a results-oriented approach to problem-solving and decision-making in each course within the MBA 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.

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.

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 571. Ethical Issues in Marketing. 3 hrs.
Ethical frameworks and case studies for the analysis of marketing decisions, especially as regards pricing, product management, promotion and distribution, and advertising and personal selling.
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 573. Insurance Principles and Planning. 3 hrs.
This course introduces students to the fundamentals associated with the principles of risk management through insurance contracts. It also covers the topics of property and casualty insurance, life insurance and living benefits.

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.

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 66210, 913-339-9356.
School of Education

Director: Karen Petitto

Departments: Education, Five-Year Undergraduate/M.Ed., Geography

EDUCATION

ASSOCIATE PROFESSORS: Shirley Fortney, Karen Petitto, Lynn Rupp, 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.nasdtec.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 2.5 or above after admission to the Teacher Education program on all college work and a cumulative grade point average of 2.5 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.

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
49 semester hours, in addition to the College’s general education program, maintenance of a cumulative grade point average of 2.0 or above, and 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
2. Focus on Young Children requirements: PHED 140, 201, 240, 352; PSYC 101, 209, 235, 240L (2hrs.), 302, 343, and any 200 level Sociology class.

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 2.5 or above.
e. A cumulative grade point average of 2.5 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 102 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.** 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. Evidence of a negative T.B. test.
k. Signed professional dispositions contract.
l. 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 2.5 or above on all college work and a cumulative grade point average of 2.5 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 2.5 or higher.
d. GPA of 2.5 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. Negative T.B. test results on file.
i. Completion of the dispositions self evaluation.
j. A 15-hour culturally diverse field experience.
k. Education faculty approval on final feedback conference.
l. 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.

**PRESCRIBED PROFESSIONAL EDUCATION SEQUENCES**

**Elementary Education (K-6)**

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; GEOG 121; HIST 122; PHED 201.
4. Multi-subject specialization requirements: ART 215*; BIOL 112; EDUC 131, 209, 210, 260, 310, 315, 360; HIST 101; MUSC 217; PHED 352; PHSC 110; MATH 141; MATH 110 or 112, and 3 hours of math at or above the 100 level.

*May also apply toward satisfying general education requirements.

**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:

**EARLY EDUCATION ENDORSEMENT** (Pre K-K): EDUC 212, 245, 265, 477 (15 hours total).

**GENERAL MATHEMATICS** (5-9): MATH 110*, 115, 130*, 161, 203, 205, 240; PHIL 105; EDUC 370, 471 (34 hours total - *depending on official math placement).

**GENERAL SCIENCE** (5-9): BIOL 111, 112, or BIOL 161, 162; 250; PHSC 110,127; CHEM 105, 107L or 131, 133L or 161, 163L; PHYS 131, 103 or 151 and 152; EDUC 370, 471 (35-42 hours total).

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

**Secondary Education** (9-Adult or 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.

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 PHED 130 or 201.
4. Selection of one of the secondary teaching fields from the following list:

**BIOLOGY** (9-Adult): BIOL 161, 162; 220 or 360; 250, 254, 310; 312 or 316; 344, 352, 354; CHEM 131, 133L, 132, 134L or CHEM 161, 163L; CHEM 221, 223L; PHSC 127; PHYS 151, 152 or 161, 162; MATH 115; EDUC 370 (64-68 hours total).
CHEMISTRY (9-Adult): CHEM 131, 133L, 132, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L, 231, 233L, 250 or PHSC 127, CHEM 301, 320, 322L, 350, 370, 399, 497**; BIOL 161, 162; PHYS 151, 152 or PHYS 161, 162; MATH 161; EDUC 370 (56-61 hours total). **CHEM 497 Seminar is not currently listed as a requirement, but if taken will permit completion of requirements for the B.A. Chemistry degree.

ENGLISH (5-Adult): ENGL 101*, 102*, 225, 235, 240, 248; 251 or 252; 321, 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.

GENERAL SCIENCE (5-Adult): ENVS 130; BIOL 161, 162, 250, 344, 352; CHEM 131, 133L, 132, 134L or CHEM 161, 163L; 221, 223L, 250; PHSC 127; PHYS 131 or 132; PHYS 151, 152 or PHYS 161, 162; MATH 115; EDUC 370 (53-57 hours total).

MATHEMATICS (5-Adult): MATH 115, 130*, 161, 162, 163, 203, 205, 223, 240, 250, 310, 320, 341, 388; CSCE 210 or 230; PHIL 105; EDUC 370 (52 hours total*). *Depending upon official placement.

PHYSICS (9-Adult): PHYS 151, 152 or PHYS 161, 162; PHYS 210, 211L, 220, 221L, 250, 251L, 310, 497, 498; BIOL 161, 162; CHEM 131, 133L, 132, 134L or CHEM 161, 163L; PHSC 127; MATH 161, 162, 223; EDUC 370 (56-60 hours total).

SOCIAL STUDIES (5-Adult): ECON 110, 120; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 120, 335; PSYC 101, 301; SOCI 101, 114; 6 hours of social science electives; EDUC 370, 471 (35-41 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; PHIL 105; EDUC 370 (28 hours total*). *Depending upon official placement.

GENERAL SCIENCE (5-9): BIOL 111, 112, or BIOL 161, 162; 250; PHSC 110, 127; CHEM 105, 107L or 131, 133L or 161, 163L; PHYS 131, 103 or 151 and 152; EDUC 370, 471 (35-41 hours total).

SOCIAL STUDIES (5-9): ECON 110; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 120; PSYC 101; SOCI 114; EDUC 370 (36 hours total).

Combined Elementary/Secondary Education Music (PreK-Adult)
2. Professional semester courses: EDUC 467, 472 or 474.
3. A selection of courses to satisfy general education requirements to include PHED 130 or 201.
MUSIC (PreK - Adult): MUSC 101, 102, 108, 111, 112, 146, 201, 202; 209 (meets EDUC 206 requirements), 222; 246, 247, 248, 270, 275, 276, 301, 310 (meets EDUC 241 requirements), 321, 322; ensemble (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).

The B.S. in Physical Education and Health major is being phased-out and will not be an available option for students beginning with the fall of 2016.

**EDUCATION COURSES**

**EDUC 110. Seminar in Education.** 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 131. Literature for Children.** 3 hrs.
A survey of children’s literature. Emphasis is on identification, selection, evaluation, and use of books, print materials, and other related materials for children. This course introduces elementary education students to the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The course incorporates the use of multicultural and West Virginia authors. *Does not count toward general education.*

**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 learn-
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.
An introductory course. 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 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 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.
The curriculum, content, methods, and materials for effective teaching of mathematics. Emphasis is placed on incorporating problem solving and the use of manipulatives in developmentally appropriate instructional strategies based on national math standards. 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 305. Clinical Experience II: Elementary Education. 1 hr.
A clinical experience designed to provide the education major 55 to 60-hours of experience as a paraprofessional in a school setting. Includes observation of an accomplished teacher and opportunities to participate in large group, small group, and individualized teaching experiences. This course provides a bridge between prior experiences and student teaching. Prerequisite: Admission to the teacher education program. Pre- or co-requisite: SPEC 230. Failure to pass this course with a C or better in three attempts will result in dismissal from the Teacher Education program.

EDUC 306. Clinical Experience II: Secondary Education. 1 hr.
A clinical experience designed to provide the education major 55 to 60-hours of experience as a paraprofessional in a school setting. Includes observation of an accomplished teacher and a limited number of teaching experiences. This course provides a bridge between prior experiences and student teaching. Prerequisite: Admission to the teacher education program. Pre- or co-requisite: SPEC 230. Failure to pass this course with a C or better in three attempts will result in dismissal from the Teacher Education program.

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 creation of a teacher work sample. Prerequisite: Admission to the teacher education program. Usually offered fall semester.

EDUC 321. Technology Integration. 1 hrs.
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 322. Developing a Professional Portfolio. 1 hr.
Students will prepare a standards-based professional portfolio in both electronic and hard copy format. This portfolio will document candidate preparation to meet the West Virginia Professional Teaching Standards.

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. Integrated 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 306.

EDUC 398. Capstone Experience Senior Practicum. 2 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.

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.
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.

*Only for students seeking PreK-Adult in art, music, physical education, or physical education/health.

**Only for students seeking the Early Education Endorsement.

EDUC 498. Directed Reading/Writing Reflection. 1 hr.
A course in which students read, reflect, and write on contemporary issues and profession-related challenges and successes through examination of their Capstone Experience.

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 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.

FIVE-YEAR UNDERGRADUATE/MASTER’S IN EDUCATION PROGRAM

MEd: MULTI-CATEGORICAL SPECIAL EDUCATION AND AUTISM HOURS

MEd: SPECIALIZATION IN READING

The purpose of Wesleyan’s Master’s in Education program is to provide certified teachers or candidates in the five-year program with opportunities to extend their knowledge and experiences, and improve their own teaching as well as student learning. Candidates of this program should develop the advanced knowledge, skills, and dispositions essential for teaching excellence. The program includes advanced study in research and analysis of data, schools and society, human development and learning, curriculum design, and strategies for adapting learning to individual student needs. Opportunities are provided for master’s candidates to improve their knowledge of
subjects that are taught, how to effectively teach students that subject, and how to effectively integrate instructional technology into the classroom. Through field experiences, master’s candidates will gain advanced skills in working with educational colleagues, K-12 students, and parents, and will conduct action research in the K-12 schools. Approved by the West Virginia Department of Education.

Graduates who complete Wesleyan’s Master’s in Education’s Multi-Categorical Special Education program and Autism Hours qualify for professional licensure in multi-categorical special education and Autism in West Virginia and in most other states. Those who complete the Master’s in Education Reading Specialization program will qualify for professional licensure as a Reading Specialist in West Virginia and in most other states. 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 master’s 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.

ADMISSION TO THE FIVE-YEAR UNDERGRADUATE/MASTER’S IN EDUCATION PROGRAM

Students enrolled in the Teacher Education program at Wesleyan may apply for admission to the Five-Year Master’s program during the second semester of their junior year. Students are strongly encouraged to inquire with the Financial Aid Office regarding financial aid eligibility requirements. Students enrolled for twelve credit hours or more are considered to be full time. The bachelor’s and master’s degrees will be conferred simultaneously upon successful completion of the five-year program.

Applicants should complete the graduate studies application form and submit it and all supporting materials detailed below to the Admissions Office. Each applicant will be considered individually by the Education Admission Committee. For full consideration, each applicant must:

- Provide official transcripts for all undergraduate and graduate coursework.
- Declare intention to enter the Five-Year Program prior to completion of 60 hours of undergraduate course work in one of the following majors: Elementary Education, or any Secondary Education major.
- Have an undergraduate GPA of 2.75 or better in all previous college work and at least a 2.0 or better undergraduate and 3.0 or better graduate grade in each education course.
- Receive an acceptable rating on the Graduate Recommendation Form completed by the advisor of record or professional supervisor.
- Submit a Personal Statement of Goals and Objectives.
- Non-native-English speakers must demonstrate proficiency in English by submitting their results on the Test of English as a Foreign Language (TOEFL).

Once a candidate is admitted to the Master’s in Education program, he or she must complete all undergraduate student teaching rotations with a B or better, maintain a cumulative grade point average of 3.0 or above on all graduate work and be free of substantiated challenges to his or her dispositions regarding the teaching profession.

Candidates must complete the program within five years. Credits older than seven years will not be applied toward the master’s degree. A minimum of 30 credit hours is required for the Master’s degree.
Master’s Practicum candidates must pass all required Praxis exams and complete a Clinical Permit prior to placement in any county school. This permit 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 practicum candidate will be allowed to begin a placement until their permit is approved. Once approved, the Clinical Permit is valid for the current academic year.

**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 candidates apply for West Virginia licensure immediately upon graduation as all certification coursework and testing is valid for only one year and 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 appropriate 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’ enrollment in the graduate programs.

**MEd PROGRAM DESCRIPTIONS**

**Multi-categorical Special Education and Autism Hours:** This program is designed to provide certified teachers and Wesleyan teacher candidates with the opportunity to simultaneously earn a master’s degree in education and an endorsement in multi-categorical special education and Autism. This Multi-Categorical Special Education and Autism endorsement may be attached to certification in elementary education or any secondary education major.

**Reading Specialization:** This program is designed to provide certified teachers and Wesleyan teacher candidates with the opportunity to simultaneously earn a Master’s Degree in Education and an Endorsement in Reading Specialist. Secondary education majors may also earn a reading specialist endorsement.

**MASTER’S IN EDUCATION PROGRAM OF STUDY**

*Professional Education Core Courses required for both undergraduate and MEd. programs:* EDUC 510, 515, 520, 530, 567, 597, 598.

*Prerequisite Multi-Categorical Education and Autism Courses:* SPEC 230, 330.

*Multi-Categorical Courses:* SPEC 515, 525, 535, 545, 555, 560, 562, 574.

*Beginning July 2016, WVDE policy changes require 12 hours of reading instruction in the Multi-Categorical program. Candidates should contact the program director for an updated schedule of classes.*

*Undergraduate-level Specialization in Reading Education Courses:* EDUC 131, 250 or EDUC 131, 209, 210.

*Master’s-Level Reading Courses:* RDNG 510, 520, 530, 540, 550, 574.
Program Outcomes
* Apply decision-making skills to the analysis of the curriculum and modifications necessary to meet individual learner needs and comply with legal policy requirements.
* Synthesize and apply the various learning theories of behaviorism, cognitivism, and constructivism to facilitate the learning of all students.
* Explore technology and related resources to enhance and facilitate student success.
* Incorporate technology and 21st century knowledge, skills and techniques into current instructional strategies to promote higher level student learning.
* Use technology as a tool for assessing student learning and for providing feedback to students and their parents.
* Understand the need for reflective leadership to create effective inclusive classrooms and practical strategies for change.
* Develop information literacy and problem solving skills as tools for lifelong learning.
* Understand the strengths and limitations of educational research and its application for the continuous improvement of educational practice and optimization of student learning.
* Prepare and present a research plan and a thesis involving original research in written and oral formats.
* Demonstrate the knowledge, skills, and dispositions appropriate for advanced applications within a particular area of specialization.

Professional Education Core Courses (16 Hrs.)
EDUC 510. Adapting Instruction to Individual Students. 3 hrs.
This course is intended to enable teacher candidates to master and apply best practices of instructional and communication skills to facilitate the learning of each student in their classroom. Specific research-based strategies in curriculum content acquisition and specific research-based strategies in behavior management will be applied to real teaching experiences. Candidates will learn instructional planning to differentiate various learner needs, universal design principles, and how to develop appropriate accommodations and modifications to facilitate student learning. Field placement required. Prerequisite: SPEC 230. Usually offered spring semester.

EDUC 515. Introduction to Professional Topics Seminar. 1 hr.
A team taught introductory course which explores current education professional topics, master level research skills, certification and licensure requirements, and National Board Portfolio requirements. Should be taken fall of year four.

EDUC 520. Advanced Educational Psychology. 3 hrs.
This course focuses on current and historical theories of learning, cognition, and motivation from a research perspective. Specific implications and applications of both learning and instruction related to these theories are discussed. Examples are drawn from education situations and problems at the classroom and instructional-design levels. Usually offered during summer term.

EDUC 530. Advanced Technology Integration. 3 hrs.
A survey course examining the field of educational technology, especially its impact on teaching and learning including historical and current perspectives, as well as trends and issues in the field. Candidates will develop a variety of activities in order to demonstrate their mastery of the use of technological resources in the 21st century school curriculum. Usually offered during summer term.
EDUC 567. Action Research with Field Placement. 2 hrs.
This course will enable candidates to master and apply best practices of instructional
and communication skills as well as the elements of 21st century learning to facilitate
the learning of each student in their classroom. Candidates will design and conduct
an action research project with public school students as they determine their impact
on student learning in the elementary or secondary classroom. Usually offered during
May term.
EDUC 588. Special Topics. 1 - 6 hrs.
EDUC 597. Research Methods. 3 hrs.
This course will introduce Master’s candidates to the methods of educational research
and the skills necessary to use research in their role as an education professional. The
course will focus on the investigation of scientific, empirical, and contemporary in-
novations in research in education. Candidates will gain experience in the evaluation,
design, and application of educational research methods. Offered during fall semester.
EDUC 598. Research Design. 3 hrs.
The course will focus on the selection of an appropriate research design, interpretation
of readings and results of data analysis, implementation of the research project, and
the reporting of research findings. Prerequisite: EDUC 597. Offered during spring
semester.

Multi-categorical Special Education and Autism
Courses (24 Hrs.)**
SPEC 515. Characteristics of Emotional / Behavior Disorders. 2 hrs.
The course is designed to acquaint the candidate with the discipline of behavior dis-
orders within the field of special education. Topics of discussion include etiology,
characteristics, scope, and prevalence of emotional/behavioral disorders. Other areas
of interest include the history of behavioral disorders within special education along
with influences and trends. Conceptual frameworks and models are discussed includ-
ing Functional Behavioral Assessments/Interventions and Positive Behavior Supports.
Usually offered during May term.
SPEC 525. Characteristics of Individuals with Intellectual Disabilities. 3 hrs.
This course presents the nature and needs of persons with intellectual disabilities
from an educational and community integration approach. Characteristics of children
and adults with intellectual disabilities will be discussed. Topics will include history,
etiology, characteristics and functioning levels, curriculum analysis, and educational
programming issues. In addition, early childhood intervention along with behavioral
and cognitive interventions will be studied. Community life with adult living and work
will be researched. Usually offered during May term.
SPEC 535. Theories & Practice of SLD & Related Disorders. 3 hrs.
This course is an in-depth study of the field of Specific Learning Disabilities. Topics of
discussion and research include history, human development, etiology, characteristics,
theories, and multi-disciplinary approaches as they relate to the field of learning dis-
abilities. Federal legislation and judicial decisions are investigated. Educational place-
ments for children and youth with learning disabilities are presented. Attention deficits
and other mild cognitive disorders are studied. Usually offered during fall semester.
SPEC 545. Teaching Strategies in Learning & Behavior Problems. 3 hrs.
Candidates will learn the techniques used in teaching students with mild disabilities
(including Specific Learning Disabilities, Intellectual Disabilities, and Emotional /
Behavior Disorders). Strategies for classroom management and behavior change are
presented. Comparison and contrast of delivery models with appropriate strategies are studied. A technology component and a field placement are required. Usually offered during fall semester.

**SPEC 555. Learning & Prescriptive Assessment Techniques.** 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 on the assessment information. Usually offered during spring semester.

**SPEC 560. 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 for children and adults with autism spectrum disorders, and to plan educational programs to meet these needs. This course emphasizes current research on definition, diagnosis, and program options for individuals with autism spectrum disorders, and an interdisciplinary approach to services across the lifespan. Field hours required. Field placement included. Usually offered during fall semester.

**SPEC 562. 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 research, theories, and interventions for individuals with autism spectrum disorders. Field hours required. Usually offered during spring semester.

**SPEC 574. Practicum – Multicategorical with Autism Placement.** 4 hrs.
A field based experience in a public school setting with a qualified teacher certified in Learning Disabilities, Mild Impairments, and/or Behavioral Disorders. This opportunity blends theory into practice through application of learned concepts and instructional approaches. Total involvement in the school program is gained by the one-half day assignment five days a week to teaching responsibilities for a full rotation of 30 consecutive days. The candidate will conduct an abbreviated action research project during his/her placement. Prerequisite: Fingerprinting and FBI background check. Usually offered during spring semester. Must have valid Clinical Experience Permit.

**SPEC 588. Special Topics.** 1 - 6 hrs.
**Beginning July 2016, WVDE policy changes require 12 hours of reading instruction in the Multi-Categorical program. Candidates should contact the program director for an updated schedule of classes.**

**Specialization in Reading Courses (18 hrs)**

**RDNG 510. Foundations of Teaching Reading.** 3 hrs.
This introductory course explores the historical, psychological, sociological, and cultural foundations that underlie the development of reading instruction. Throughout the course, candidates will examine theories of the reading process, literacy development in children, and effective pedagogical techniques. Usually offered during May term.

**RDNG 520. Sociocultural Context of Reading Education.** 3 hrs.
This course explores the theory and research of teaching reading to students of diverse cultural, linguistic, and learning backgrounds. Focus is also on selecting and using appropriate materials and approaches in teaching reading to diverse students. Usually offered during fall semester.
RDNG 530. Leadership in Literacy. 3 hrs.
This course is intended to develop in candidates a commitment to becoming a leader in literacy instruction and supervision. Candidates will explore the various responsibilities involved in leadership in literacy at the school, district, state, and national levels. Usually offered during spring semester.

RDNG 540. Contemporary Methods of Reading Intervention. 2 hrs.
A seminar course dealing with the current issues, trends, regulations, and innovations in assessing and teaching reading. Usually offered during May term.

RDNG 550. Assessment of Reading. 3 hrs.
This will develop in candidates the theoretical understanding and operational skills in classroom-based and standardized reading assessment techniques that are essential to diagnose reading abilities and difficulties. Includes a field placement in which candidates will select and use appropriate assessments in order to design individualized approaches in teaching reading. Field hours included. Usually offered during fall semester.

RDNG 574. Practicum in Reading Placement. 4 hrs.
Practicum is the culminating field-based experience in the public school classroom appropriate to the certification sought. Candidates teach under the direct supervision of an experienced teacher certified as a Reading Specialist. Total involvement in the school program is gained by a one-half day assignment five days a week to teaching responsibilities for a full rotation of six weeks. This opportunity blends theory into practice through application of learned concepts and instructional practices. Candidates must experience three different programmatic levels for certification. Prerequisite: Fingerprinting and FBI background check. Usually offered during spring semester. Must have valid Clinical Experience Permit.

RDNG 588. Special Topics. 1-6 hrs.

GEOGRAPHY

LECTURER: Gavin Donaldson

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.
School of Exercise Science and Athletic Training

Director: Rae Emrick
Departments: Athletic Training, Exercise Science

EXERCISE SCIENCE

PROFESSOR: Dan Martin
ASSOCIATE PROFESSOR: Greg Bradley-Popovich
ASSISTANT PROFESSORS: Rae Emrick, Drew Mason, Scott Street
LECTURERS: John Bohman, Alison Clausen, Hideomi Masuda, Tammie Hammon Moody, Megan Mullins, LeeAnn Rainey, Randall Tenney

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 degrees in Athletic Training or Exercise Science.

Requirements for Exercise Science Major
61-62 semester hours, including EXSC 220 or 261, 303, 315, 316, 320, 325, 331, 338, 360, 395, 415, 416, 420; PHED 110, 130, 140 or 164, 240, 340; BIOL 151, 152; PSYC 101; 8 credit hours of chemistry.

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. Upon completion of the Exercise Science degree, students should be prepared to pass nationally accredited certification exams from the American College of Sports Medicine, National Academy of Sports Medicine, American Society of Exercise Physiologists, American Council on Exercise, and/or the National Strength and Conditioning Association.
Mission Statement: The mission of the undergraduate program in Exercise Science 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.

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 prepare the student to become competent in the scope of practice for exercise physiologists per the American College of Sports Medicine.
* 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 provide the student with the necessary skills and knowledge to become appropriately credentialed.
* To prepare the student with the necessary skills to obtain graduate school and/or job placement upon graduation.

Additional Fees Associated with the EXSC Program: Additional fees associated with the program 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 program 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.

Requirements for Athletic Training Major
67 semester hours, including EXSC 155, 160, 163, 211, 212, 213, 214, 220 or 261, 276, 303, 305, 311, 312, 313, 320, 325, 372, 396, 403, 404, 411, 412; PHED 164, 240, 340; BIOL 151, 152; PSYC 101. CHEM 161, 163L or CHEM 221, 223L and PSYC 225 strongly recommended.

The Athletic Training major provides students with theoretical knowledge and understanding of the profession of athletic training. The major 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. In addition, students will be well prepared to pursue graduate level studies in Athletic Training and, upon completion of specified prerequisite coursework, advanced degrees in movement science, exercise physiology, physical therapy, medicine (including physician's assistant programs), health, and physical education. The major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE)*.

The prospective Athletic Training student is strongly advised to consider fully the demands of extensive classroom and fieldwork demands of the Athletic Training Program (ATP). Participation in varsity sports and/or other heavy extracurricular activities will make completion of the ATP within four years VERY difficult. Once a student is accepted into the ATP, he/she can participate in only one sport during the academic year (i.e., Fall and Spring baseball or cross country/track, etc. constitutes two sports), due to the inability of completing required competencies and clinical proficiencies during each of the practicum courses, and the importance of the clinical experience in making one more proficient, and thus more marketable in the Athletic Training field. The Athletic Training student must be available for clinical experience assignment throughout the academic year. Students should also keep in mind that the ATP does not offer clinical practicum experiences in the May/Summer terms. Remember, the more clinical experiences one misses due to athletic or other obligations, the more he/she will have to overload at other times to “catch-up” on missed clinical experience opportunities. Those who choose to participate in these activities may need to stay for at least one semester or one full academic year to complete all requirements and the minimum of six semesters of fieldwork experience. Every attempt will be made to accommodate these students; however, student athletes and others that will have extensive time demands outside the ATP are required to communicate this to the Program Director and academic advisor during the first semester at WVWC.

Students who wish to combine Athletic Training with a second major in Teacher Education must fulfill all requirements of both the Athletic Training major and the Teacher Education program, including the specific requirements for the desired teaching field(s). This combination will require more than four years to complete.

*The Program has been placed on Probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

Mission Statement: The mission of the ATP is to prepare undergraduate athletic training students to sit for the BOC national certification examination as per CAATE and BOC guidelines and requirements. Graduates will be proficient in all five domains of athletic training: injury/illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being.

Program Goals: Upon completion of the WVWC ATP, the graduate will be able to:
1. Think creatively and critically.
2. Communicate effectively in both the written and spoken word.
3. Act responsibly and within the ethical, professional, clinical, and legal parameters of the athletic trainer.
4. Demonstrate citizenship and community involvement through service.
5. The ATP will maintain or exceed a three year aggregate 70% minimum first time pass on the BOC examination as per CAATE standards.
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 prepare the student to become competent in five performance domains of athletic training.
* To provide the student with an experience throughout the program involving on-campus, off-campus sites with diverse populations of age, gender, race, etc.
* To provide the student with the necessary skills and knowledge to become appropriately credentialed.
* To prepare the student with the necessary skills to obtain graduate school and/or job placement upon graduation.

Additional Fees Associated with ATP Program: Additional fees associated with the program are for uniform requirements (assessed immediately prior to first semester after acceptance into program), transportation to and from off-site clinical and class placements, BOC preparatory exams and/ or workshops and membership to the National Athletic Trainers’ Association (Athletic Training Students are required to obtain membership prior to second year in program). Students in the program are required to provide own transportation to internships and off campus clinical and class placements. Students may also incur additional expenses with their chosen internship site for EXSC 396 Clinical Internship in Athletic Training; 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 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 Athletic Training Educational 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 Educational 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.

Although students are accepted into the College as Athletic Training majors, continuation in the major 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. Freshmen apply for admission to the program during the spring semester. Transfer applicants may apply prior to their first semester on campus. Students are accepted into the program in the spring semester and formally begin the major the following semester.

Students must meet the following eligibility requirements for formal admission into the Athletic Training program:

1. a cumulative grade point average of 2.5 or higher.

2. completion of the following prerequisites with no grade below C (2.0): BIOL 151, 152; EXSC 155, 160; PHED 164, EXSC 163.

3. submission of a written application, including two letters of recommendation.

4. successful completion of an interview with the athletic training faculty and clinical instructors.

5. completion of a minimum of 60 observation hours as part of EXSC 155, and EXSC 160.
6. 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)

Candidates must meet ALL six criteria to be selected to the program.

Application materials must be completed and turned in to the Program Director by February 15 of the spring semester. 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 acceptance status by June 1 of each year.

Transfer students may apply by completing all program admission materials and turning them in to the Program Director by August 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 August 1st. 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 major.
2. maintain a minimum of a 2.75 CGPA after completion of the first year of formal admittance in all required athletic training courses through completion of the program. **Students must also maintain institutional standards for graduation.
3. demonstrate continual progress in attainment of the required clinical competencies (each semester) and minimum of 6 semesters of clinical fieldwork.
4. remain in good judicial standing with West Virginia Wesleyan College.

The B.S. in Physical Education and Health major is being phased-out and will not be an available option for students beginning with the fall of 2016.

**EXERCISE SCIENCE COURSES**

**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 155. Introduction to Athletic Training. 1 hr.
An introduction to the profession for prospective athletic training majors. The course examines the history of the profession, the roles and responsibilities of the certified athletic trainer, as well as educational preparation and employment opportunities. Students become familiar with the WVWC athletic training department through structured observation hours (minimum of 20 hours required), a mentoring program, and related assignments and clinical competency requirements that orient them to the Athletic Training Facility operations and policy and procedures.

EXSC 160. Athletic Training I. 3 hrs.
An introduction to the basic principles of prevention, evaluation, and management of athletic injuries. Topics covered include training and conditioning techniques, protective sports equipment, mechanisms and characteristics of sports trauma, tissue response to injury, environmental considerations, and additional health conditions. Requires a minimum of 40 hours of supervised clinical observation. Prerequisite: EXSC 155; Co-requisite: PHED 164.

EXSC 163. Athletic Training Taping Laboratory. 1 hr.
Introduction to the basic principles of selection, fabrication, and application of preventative and protective taping, wrapping, splinting and bracing devices. Pre- or co-requisite: EXSC 155, 160; PHED 164.

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 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 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 in Allied 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. Prerequisite: EXSC/AT majors only.

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.

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.
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.

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 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 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. Pass/Fail grading. 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 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 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 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 411.

**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 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.

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.

PHYSICAL EDUCATION COURSES

PHED 105. Introduction to Health Education and Health Promotion. 3 hrs.
This introductory course in Health Education/Health Promotion provides a framework for principles of health education, health promotion, and disease prevention. Students will learn concepts and skills needed to carry out effective health education programs in a variety of settings including: community, school, health care and worksite settings.

PHED 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.

PHED 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.

PHED 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.

PHED 150. Physical Education Major I. 4 hrs.
Introduction to physical education, its various fields, qualifications and employment possibilities. Fitness activities, testing and evaluation. An in-depth study of personal fitness, track and field, swimming and dance with emphasis on physical education fundamentals, basic coaching, choice and care of equipment.

PHED 164. Emergency Care of the Athlete. 4 hrs.
In their role as athletic healthcare providers, athletic trainers may be called upon to render emergency medical care to injured or ill athletes while awaiting the arrival of more trained rescuers. This course is designed to teach the importance of preparing for athletic emergencies, as well as 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, hands on practice, and scenario based learning.

PHED 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.

**PHED 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.

**PHED 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.

**PHED 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.

**PHED 251. Physical Education Major II. 3 hrs.**
An in-depth study of touch football, soccer, volleyball and basketball with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite:* PHED 150.

**PHED 252. Physical Education Major III. 3 hrs.**
An in-depth study of racquetball, golf, softball and tennis with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite:* PHED 251.

**PHED 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:* PHED 240.

**PHED 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.*

**PHED 352. Methods of Physical Education in Elementary Schools. 1 hr.**
This course is designed to help develop philosophy, objectives, activities, program-planning and evaluation for a functional and meaningful program in elementary school physical education. *Prerequisite:* Junior or senior standing.

**PHED 353. Methods of Physical Education in Secondary Schools. 3 hrs.**
Philosophy, objectives, activities, equipment, program-planning, measurement and evaluation procedures for a functional program in secondary school physical education. *Prerequisite:* Junior or senior standing.
School of Fine Arts and Humanities

Director: Stephen Cresswell


ART

ASSISTANT PROFESSORS: Beth Koch, Phil McCollam, Ellen Mueller
VISITING ASSISTANT PROFESSOR: Robert Howsare
LECTURERS: Crystal Ann Brown, David Carson, Megan Leight, Jen Randall, Darrian Rapp

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, 151, 243, 246, 415, 425

B.A. Graphic Design Concentration (25-27 hours):

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 (22-24 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, 262, 263, 264, 265, 266, 268, 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, veterans 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, 151, 155, 232; ART 325 or ART 332.

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

Psychology Requirements (19 hours):
PSYC 101, 220, 245, 320, 343; PSYC 235, 240L or PSYC 236, 260.
Students who are interested in working with children should take PSYC 235, 240L. Students who are interested in working with the elderly should take PSYC 236, 260. (See Psychology section of the Catalog for course descriptions.)

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 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) screenprinting, 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. A DSLR camera
and a laptop computer are required, with the current Adobe Photoshop and Lightroom software installed.

**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 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 215. Methods of Teaching Elementary Art.** 3 hrs.
Pre-service teachers explore art media, techniques and processes, learn to evaluate the structure and purposes of art, and examine visual arts in relation to history and cultures. Students will learn and practice national, state and local guidelines for teaching art in grade levels K-4. They will assess the characteristics of their own and others’ work and discover connections between visual arts and other disciplines in the curriculum. *Enrollment limited to elementary education majors and secondary education majors seeking K-12 certification in art.*

**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.

**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 hr.
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.

**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 315. Methods of Teaching Art (Grades 5-12).** 3 hrs.
Study of emotional, artistic and cognitive development of adolescents and young adults as foundation for planning instruction and management related to their specific interests, abilities and issues. Curriculum development including art making, art history, art criticism and aesthetics in a variety of instructional formats reflecting national, state and local curricular standards and frameworks. Evaluation of methods used for assessing student and teacher performance. For secondary education majors seeking 5-12 or K-12 certification in art. Concurrent enrollment in EDUC 306 recommended. Course may be offered on a contract basis. Student needs to coordinate this with the chair of the art department.

**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.

ART 356. Performance Art. 3 hrs.
This course will cover a brief historical survey of performance art from the Futurists to the 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. In combination with ART 425, 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. **In combination with ART 415, satisfies advanced composition requirement for General Education. 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 48-59 hours including core requirements and requirements for the specific track, 15 hours in Business and 12 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**
47-59 semester hours, including core requirements and requirements for the specific track.

**Core Requirements:** 26-28 semester hours including BUSI 111, 136, 141, 232 and 265; COMM 234, 240, 341, 342; INDS 395.

**Art Track:** 22-24 semester hours including ART 111, 123, 243, 246, 261, 395; MUSC 215; and THRE 110.

**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 ensemble credit; a 1-3 hour senior internship in music; ART 243 or 246; and THRE 110.

**Theatre Track:** 21-23 semester hours including THRE 120, 130, 220, 250, 270, 395; DANC 101; ART 243 or 246; and MUSC 215.

**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.
LECTURERS: Gretchen Moore, Nina Scattaregia

All dance courses will meet the general education requirement for humanities/fine arts.

**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.

**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, lead 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, lead 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.
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 102 toward the 120 hours required for graduation.

Core Requirements (23 hours): ENGL 225; 240 or 241; 251 or 252; 235 or 337; 321, 350, 420; and one course from ENGL 230, 231, 232, 275, or 276.

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 Composition II.

Requirements for Writing Minor
15 semester hours including ENGL 213; 6 hours from ENGL 311, 313, 315; and 6 hours from 361, 362, 363.

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 Composition II. This course may be waived on the basis of official placement.

ENGL 102. Composition II. 3 hrs.
An introduction to persuasive writing and the research paper. This course emphasizes critical thinking and identification with audience, as well as research methods and documentation sources. Essays and a research paper are required. Students are required to earn a C (2.0) or better in this course in order to graduate. 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 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 170. Contemporary Literature (Honors). 3 hrs.
A study of novels, film, poetry, memoirs, etc., written by living writers. American and international authors are equally represented among the works studied. Prerequisite: Honors student or 3.5 GPA.

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 102. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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 102 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 102.
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 102.

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 102. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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 102.

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 102.

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 102.

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 102. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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 102.

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 102.
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 102; 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 102.

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 102. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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 102 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 102 and one course in literature.

ENGL 321. The English Language: History, Grammar, and Style. 3 hrs.
A study of the history and structure of the English language, with focus on its development, syntax, and grammar. Includes focus on style, usage, punctuation, and expression.

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 102 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 102 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 102 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 102; a literature credit, or prior approval by instructor. This course satisfies the literature requirement for the General Education Curriculum.

ENGL 350. Shakespeare. 3 hrs.
A study of representative plays: comedies, histories, tragedies and romances against the background of the Elizabethan age. Prerequisites: ENGL 102 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 102 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-shorts 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.

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 102 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 500 or below will be required to enroll in Wesleyan’s English as a Second Language (ESL) program for the first year at the College. 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. 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. *This course meets three hours per week.*

**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. *This course meets three hours per week.*

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**GENDER STUDIES**

ASSOCIATE PROFESSORS: Vicki Phillips, Thomas Schoffler
ASSISTANT PROFESSORS: Katharine Antolini, Melissa Buice, Molly Clever, Ashley Lawson, Lynn Linder, Jessica Scott
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, SOCI 243 or 248.
- **15 hours** selected from ENGL 276, EXSC 120, HIST 251, 252, INDS 102 Gender, INDS 109 Women in Leadership OR The Feminist Movement: Sixties to Present, INDS 120 Intro to Humanities: Gender OR Intro to Humanities: Women in Arts, INDS 288 (approved gender special topics courses), MUSC 288 (approved gender special topics courses), POLS 230, RELG 212, 261, ART 356 (Performance Art - Gender), and designated special topics courses.

**Requirements for Gender Studies Minor**

**15 hours**, including GNST 150, 450; **12 hours** selected from ENGL 275, 276; HIST 251, 252, 253; POLS 230; RELG 212, 362; SOCI 243, 248; and designated special topics courses. No more than 6 hours are to be completed in any one discipline.

**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.  
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.  
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.  
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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

GNST 350. Gender, Peace, and Development.  
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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

GNST 360. Theorizing Difference.  
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.  
After fulfilling all other course requirements for the minor, the student, under the advise-ment of an appropriate faculty member, will complete a guided capstone project on the topic of his/her choice, as approved by the appropriate faculty. The project is meant to allow the student to combine and apply the knowledge he/she has gained through the minor in a unified, sustained project that is meant to extend the student’s knowledge beyond academia. Satisfies advanced composition requirements for General Education. Prerequisites: Must have fulfilled (or must currently be enrolled in classes that will finish requirements) course requirements for the Gender Studies minor.
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 Public History, 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
* 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.

* 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.

* 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. The faculty wish to equip history graduates with the disciplinary skills and knowledge that will provide structure for their historical studies.

* Skill in oral communication is fundamental to most careers and one of the means in which faculty determine the historical interest and comprehension of students. In conjunction with their historical research and writing, students will also express their historical knowledge in oral formats. History graduates will demonstrate their ability to speak knowledgeably and appropriately in a variety of academic settings.
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 develop-
ments 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: His-
tory major, International Studies major, sophomore standing and one course selected
from HIST 101, 102, 121, or 122.

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.  This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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.  This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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.  This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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.  This course satisfies the United States Cultural Studies requirement for the General Education curriculum.
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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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.

**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 Euro-
pean 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 ori-
gins 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. This course satisfies the United States Cultural Studies requirement for
the General Education curriculum.
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.
This course uses biography to understand the role of individuals in the American history and the relationship to historical periods. From Tecumseh to Teddy Roosevelt, Andrew Jackson to Amelia Earhart, Frederick Douglass to Frank Lloyd Wright, various lives of prominent Americans will be studied in the context of their times in their impact on American society. Prerequisite: HIST 101 or 102, or permission of instructor.

HIST 354. Civil War and Reconstruction. 3 hrs.
An analytical study of the social forces, events and personalities involved in the disruption of the Union and its reconstruction (from 1840 to 1876).

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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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

INDS xxx. First-Year Seminar  
A topics course designed to introduce students to the academic expectations of college.  
As part of a small seminar group, students will work toward making a smooth transition to college life. Each seminar focuses on a topic of interest and fulfills a general education requirement.

The course numbers and corresponding general education are noted below:

- IND 102 Written Expression - Composition II
- IND 103 Oral Expression - Fundamentals of Human Communication
- IND 104 Social Science
- IND 105 Physical & Mental Well -Being
- IND 106 Written Expression - Composition I
- IND 107 Aesthetic Expression
- IND 108 Non-Western Cultural Studies
- IND 109 United States Cultural Studies
- IND 110 Religious and Philosophical Inquiry - Philosophy
- IND 111 Religious and Philosophical Inquiry - Religion
- IND 112 Experimental Inquiry - Lab Science
- IND 113 Literature
- IND 114 Quantitative Inquiry
- IND 116 Humanities
- IND 117 History

INDS 120. Introduction to the Humanities.  
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 130. Modern Latin America.  
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.  
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.  
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 142. Introduction to Information Literacy. 3 hrs.
Information Literacy can be defined as the ability to effectively and ethically locate, evaluate, and use information to accomplish tasks or goals. A fundamental skill set for lifelong learning and success, Information Literacy encompasses a variety of tools and technologies. This course is designed to help students begin to develop the skills needed to become an information literate student, to succeed academically, and to thrive in a constantly evolving world of information bombardment and technological change.

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 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 220. Organization of Information. 3 hrs.
This course will provide the students with an introduction to cataloging tools and resources. Topics covered will include: the Dewey Decimal System, Library of Congress Classification system, Sears & Library of Congress Subject headings, AACR2, Metadata Schemes such as Dublin Core, and the role of OCLC in the modern library. Prerequisite: INDs 140.

INDS 221. Introduction to Reference and Public Services. 3 hrs.
This course will provide students with knowledge and skills in the areas of reference services in library and information environments. Topics covered will include: philosophies of reference and information services, types of information resources, evaluation of information resources, identifying current information resources, conducting an effective reference interview, and effective information search strategies. Prerequisite: INDs 140.

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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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 340. Collection Development and Management. 3 hrs.  
This course will provide students with an understanding of principles and best practices in collection management. Topics covered will include: gathering and analyzing data relevant to community served; creating and evaluating collection management policies; collection assessment; and acquisition and weeding of materials in both print and electronic formats. Prerequisites: INDS 140, 221.

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 440. Library Science Field Experience. 2 hrs.  
This course will provide students with supervised experience in a public, school, or academic library setting. This capstone experience will require students to demonstrate both theoretical knowledge and practical skills gained in the courses undertaken for a minor in Library Science. Projects of benefit to the student and the cooperating library will be arranged on an individual basis with the supervision of a library faculty member. Prerequisites: INDS 140, 220, 221, 340.

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. Credit of up to three credit hours selected from an approved international study course may be applied to the major. International Studies majors are encouraged to participate in the International Student Organization while on campus.

Requirements for Major

54-60 semester hours. Courses must be selected from the core requirements, plus your choice of the European concentration or Global concentration.

Core Requirements: A total of 36 hours from the courses selected below, or 33 hours with a semester of study abroad or May term travel. 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.

9 hours: INDS 135, HIST 201/POLS 345, INDS 398 Senior Seminar
27 hours selected from: ECON 110, 120, 331; GEOG 121, POLS 120, 232, 265, 326, 347, 350, SOCI 305.
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): Three courses from HIST 204, 214, 225, 228, 232, 325, 330, 335, 340, 355; three courses in ART 243, 246; ENGL 235, 251, 252, 255, 337, 350, 359; PHIL 111, 140, 260 or POLS 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): Three courses from HIST 161, 270, 273, 274, 275, and 358; three courses in ENGL 230, 231, 232; GNST 350; RELG 161, 240, 245; POLS 240, 347. 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 French, German, or Spanish, indicated by CLEP examination. Additional language study is strongly recommended. 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. This foreign language requirement may not serve concurrently with the study abroad courses in the Core Requirements section.

LIBRARY SCIENCE

The Library Science minor is suitable for undergraduate students of all majors who are interested in pursuing graduate work in library and information science.

Requirements for a minor in Library Science

Library Science courses are listed under the previous Interdisciplinary section.

MODERN AND CLASSICAL LANGUAGES

ASSOCIATE PROFESSOR: Vicki Phillips
ASSISTANT PROFESSOR: Manuel Soto

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.*

Continuation of GERK 201. *Prerequisite: GERK 201. Not offered every year.*

GERK 301. Readings in Hellenistic Greek I. 1-3 hrs.

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.*

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.*

MUSIC

PROFESSOR: Melody Meadows
ASSOCIATE PROFESSORS: Daniel Hughes, James Moore
ASSISTANT PROFESSOR: Leigh Usilton
INSTRUCTOR: Kyle Andrews
LECTURERS: Marguerite Bostonia, Tim DeWitt, Scott Green, Anne Hamilton, Curtis Johnson, Ryan Kennedy, Logan Lindsey, Adam Loudin, Seth Maynard, Brett Miller, Andrew Powell, Jeremiah Smallridge, Paul Thompson, Reggie Watkins, Linda Wolfersheim

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.

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 ensemble each semester, with or without credit, and to establish a minimum of 4 semester hours credit in ensemble. Only 8 ensemble credits 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, 306, 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: PHED 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, a minimum of 4 hours of ensemble and 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. Only 8 ensemble credits may apply toward the 120-hour minimum required for graduation.

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 ensemble 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 proficiency with 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 differentiate the historical contexts of Western musical tradition from medieval times to the present.
* Students will demonstrate a level of performance skills that includes standard literature and studies requisite for graduate study.
* Students will demonstrate a 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 participate in an enhanced cultural life on the campus and in the greater community through their music courses, and attendance in ensembles and concerts, promulgating a variety of musical styles.

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.
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.

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.  
Class instruction in the development and basic singing techniques. Required course for all Instrumental Music Education majors. Two periods weekly.

MUSC 112. Diction.  
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.

MUSC 146. Percussion Instrument Methods.  
Class instruction in the various instruments of the percussion family. Limited to music majors and minors. Two periods weekly. 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.  
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.  
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.  
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

MUSC 201. Advanced Musicianship I.  
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.  
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. Laboratory includes the preparation of lesson plans using keyboard and fretted instruments and industry standard software. (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 217. Introduction to Music Education for the Classroom Teacher. 1 hr.**
A course designed to provide the elementary classroom teacher an appreciation of music and skills necessary to teach or reinforce the general music class in the primary and intermediate grades. The course addresses basic music education philosophies and pedagogy, the history of music, various types of music, famous composers, and presents the fundamental elements of music through the study of basic classroom instruments. Students listen to, move to, critique, perform, and compose music in addition to observing presentations by the instructor and guest performers. **Open only to elementary education majors. Meets two hours weekly.**

**MUSC 222. Fundamentals of Voice. 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 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.**
Study of range, use, and characteristics of orchestral and band instruments. Scoring for various instrumental combinations. The student is required to make at least one symphonic arrangement from a piano score. **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. 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.

Contemporary concepts in teaching middle, junior, and high school level music. Survey of published curricula and designs for specific school situations, including introduction to multicultural materials, use of industry standard software, and organizational approaches for music educators. Pre- or co-requisite: EDUC 201. Offered in alternate years.

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 music history and literature in modern Europe and the United States from ca.1750-present. Using primary and secondary sources, the course surveys the stylistic developments of music, performing practices, and compositional procedures and forms, within the context of related social and historical events. Includes listening, score analysis, and practice in writing about music. Prerequisite: 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 152, 252, 352, 452. Bassoon. 1-2 hrs.
MUSC 169, 269, 369, 469. Euphonium. 1-2 hrs.
MUSC 182, 282, 382, 482. Violin. 1-2 hrs.
MUSC 376, 476. Half Recital. 1 hr.
MUSC 378, 478. Full Recital. 1 hr.

Prerequisites: Proficiency Level 8; permission of the instructor.

Prerequisites: Proficiency Level 10; permission of the instructor.
PHILOSOPHY

PROFESSORS: Bernard Keating, Robert Hull

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.

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 Medievals. 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

PROFESSORS: Bernard Keating, Robert Hull

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 PROFESSORS: Debra Dean Murphy, Vicki Phillips
LECTURERS: James Murphy, Christopher Scott, Scott F. Williams

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 235 or 236 (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.
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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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.  
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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

RELG 241. Ministry with the Poor.  
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.  
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.  
A historical study of the faith and practice of Hinduism and Buddhism, with consideration of other Asian religious traditions alongside which these have developed. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

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.

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.  
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.  
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.  
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 and the Unite States Cultural Studies requirement for the General Education 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 direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for the aesthetic in 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.)
52-54 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 two faculty-directed West Virginia Wesleyan College Theatre productions 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 to participate in an academic/professional audition each year they are in the major. A grade of B (3.0) or better in THRE 397 is required for graduation. 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. Students are required to complete a portfolio review/defense with the Theatre and Musical Theatre faculty in order to graduate. 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 (38-40 hours):
THRE 118, 120, 130, 135, 228, 235, 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, 397.
Requirements for Minor in Musical Theatre
21 semester hours including: THRE 110 or 118, 105 or 130, 216; 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.)
39-49 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 (21-24 hours):
DANC 101 or THRE 363, THRE 118, 120, 130, 135; 270; three hours selected from THRE 309 or 310; THRE 395, 397; ENGL 350.

Acting/Directing Concentration (25 hours):
THRE 235, 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 110.

Design/Technical Concentration (18 hours):
THRE 220, 221, 222, 231, 342 and 491.

Requirements for Minor in Theatre Arts
18 semester hours, including THRE 110 or 118; 105 or 130; 120, 270; 3 hours of 101; 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 (23-25 hours):

Other Arts Requirement: 3 semester hours from ART 243, 246 or MUSC 215
Psychology Core Requirements (22-23 hours): PSYC 101, 209, 220, 245 and 3 credit internship.

Childhood populations track: PSYC 235, 240L, and 343.

Adult populations track: PSYC 236, 260, and 320.
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.

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 110. 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 or minor in theatre arts.

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 125. Stage Makeup. 3 hrs.
An exploration of stage makeup techniques, including corrective, old age, fantasy, prosthetic and gender-reversed applications.

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 118. Co-requisite: THRE 135.
THRE 135. Acting II.  
2 hrs.
A course focusing on the Stanislavski method and theatrical basics such as the theatrical hierarchy, terminology, etiquette, and blocking notation. **Prerequisite:** THRE 118. **Co-requisite:** THRE 130.

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 102.

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 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 235. Acting III.  
1 hr.
A course focusing on scene studies in which actors learn about various theatre techniques and hone their skills and methodology for the stage and screen. Students will work with the instructor and student directors on scenes from contemporary plays. **Prerequisite(s):** THRE 105 or 130, and 135. **Co-requisite:** THRE 236.
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 135. 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 110 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 135; 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, 135, 235, and 236.

THRE 263, 264, 363. Movement/Voice Practicum. 2 hr.
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; and the Arts Section of the Sunday New York Times. 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.

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.  
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.  
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.  
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.  
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.  
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.  
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 397. Seminar.  
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 or gallery exhibition of the student’s theatrical history. **Prerequisite:** Minimum of 20 hours in theatre arts or permission of instructor.

THRE 491. Advanced Design Practicum.  
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.
School of Nursing

Director: Susan B. Leight

PROFESSOR: Susan B. Leight
ASSOCIATE PROFESSORS: Barbara Frye, Susan Rice, Tina Straight
Janet Teachout-Withersty, Marilyn Zrust
ASSISTANT PROFESSORS: Shannon Bosley, Amy Coffman, Melissa Franke, Theresa Poling
LECTURERS AND CLINICAL INSTRUCTORS: Pamela Lewis, Lindsay Marsh, Tracey Oldaker, Bonnie Smith

The mission of Wesleyan’s Nursing program is to provide accessible, high quality nursing education to a diverse group of undergraduate 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 of Examiners for Registered Nurses (101 Dee Drive, Suite 102, Charleston, WV 25311-1620; telephone 304-558-3596), and accredited by the Accreditation Commission for Education in Nursing, Inc., (3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326; telephone 1-866-747-9965).

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 reserves 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 237,
   (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.

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.

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, 107L; PHED 240; PSYC 235 and 236 OR PSYC 237.

Program Outcomes
* Value caring, commitment and concern for individuals, families, groups and communities.
* Provide culturally competent holistic nursing care to individuals, families, groups and communities.
* Recognize nursing as an evolving profession whose contribution reflects the public’s well-being.
* Value membership in professional organizations.
* Apply previous/current knowledge to various contexts and new nursing situations.
* Analyze nursing theories and research literature for use in nursing practice.
* Use the nursing process and concept mapping as methods for providing care based on critical analysis and client centered intervention strategies.
* Value commitment to lifelong learning.
* Articulate ethical and legal principles related to practice.
* Apply ethical and legal framework in caring for diverse populations.
* Use standards of care and the Nursing Code of Ethics in nursing practice.
* Demonstrate responsibility and accountability for nursing judgments and actions.
* Use effective communication techniques in professional practice.
* Assume personal responsibility for effective communication.
* Demonstrate effective writing skills consistent with the College and program expectations.
* Manage information technology in facilitating communication.
* Engage the community to meet social and health care needs.
* Use knowledge for nursing and general education to care for diverse populations.
* Value relationships with community partners.
* Engage the community in health promotion.
* Participate as a politically aware individual in promoting the profession and the practice of nursing.
* Assume the role of provider of care incorporating advocate, counselor and teacher roles to promote health and prevent disease and/or disseminate information in all settings for individuals, families, groups and communities.
* Value collaboration with healthcare team members.
* Exhibit leadership/management skills in coordinating healthcare services and promoting positive change.
* Use nursing research in evidence based practice.
* Use effectively human, fiscal and material resources to provide safe quality care.
* Delegate responsibilities to persons best qualified to complete them.
* Evaluate outcomes of management decisions.
* Support strategies to minimize risk and harm.

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 237.

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 237.

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. Transitioning to the Professional Nursing Role. 1 hr.  
Senior seminar 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. Prerequisites: All 300-level nursing courses, NURS 440, 455, and all support courses.

NURS 451L. Transitioning to the Professional Nursing Role Lab. 1 hr.  
The course assists the student in preparation for the NCLEX-RN examination with 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. Prerequisites: All 300-level nursing courses, NURS 440, 455, and all support courses.
School of Science

Director: Pamela Wovchko

Departments: Biology, Chemistry, Computer Science, Engineering Physics, Environmental Studies, Mathematics, Physical Sciences, Physics and Engineering

Biology

ASSISTANT PROFESSORS: Kim Bjorgo-Thorne, Jordana LaFantasie
INSTRUCTOR: Allison Hull
LAB COORDINATORS: Kristy Henson, 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 majors and minors in Environmental Science and Environmental Studies begin on page 143.

Requirements for Major
49-54 semester hours, including BIOL 161, 162, 250, 254, 344; either BIOL 310 or 320; either BIOL 312 or 316; either BIOL 325 or BIOL 354 or BIOL 374; BIOL 352 or 360; BIOL 379 or BIOL 398/498 with a C or better; BIOL 497; CHEM 131, 133L, 132, 134L or CHEM 161, 163L; CHEM 221, 223L; MATH 115.

These courses also constitute the “core requirements” for the concentrations listed below. Biology majors are expected to take BIOL 161, 162, 250 and 254 in sequence as prerequisites for further majors’ courses. Completion of BIOL 379 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: Molecular Biology/Biotechnology or Environmental Science and Ecology. 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 Molecular Biology/Biotechnology Concentration:
Students who complete the core and the concentration requirements for Molecular Biology/Biotechnology earn a B.S. in Biology with a concentration in Molecular Biology and Biotechnology.
CHEM 222/224L; 350. Three courses beyond the core requirements, selected from the following list, at least two of these courses must include a laboratory:
BIOL 305*, 325, 352, 354, 360, 374, 388/488 Special Topics; CHEM 388/488 Special Topics; CHEM 352. 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 Environmental Science and Ecology Concentration:
Students who complete the core and the concentration requirements for Environmental Science and Ecology earn a B.S. in Biology with a concentration in Environmental Science and Ecology.
ENVS 125, 220; Three courses beyond the core and the GIS requirements, selected from the following list: BIOL 310, 312, 316, 320, 360, CHEM 250/251L. Strongly recommended: CHEM 222/224L, 231/233L, at least one semester of calculus (MATH 161, 162) and one year of physics (PHYS 151, 152 or PHYS 161, 162).

Requirements for Biology Minor
20 semester hours, including BIOL 161, 162 and three 4-hour courses numbered 250 and above.

Requirements for Human Biology Minor
15-16 semester hours, including BIOL 161, 162 and at least two courses numbered BIOL 250 or above, at least one of which must have a lab.

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
* Students will demonstrate knowledge of the major fields of biology: molecular and cellular biology, physiology, genetics, ecology, evolution, and systematics.
* Students will design and conduct experiments, analyze data 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; and attribute ideas appropriately by citing sources.
* Students will work effectively in groups to investigate research questions and solve problems.

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 162. BIOL 111 and BIOL 112 may be taken in any order. Offered spring 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. 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.

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. Students may not receive credit for both BIOL 161 and BIOL 111. Offered fall semester.

BIOL 162. Principles of Biology II. 4 hrs.
Continuation of BIOL 161 Principles of Biology I. A survey of the principles of biology at the molecular and cellular level including biological chemistry, cellular structures, cellular respiration, photosynthesis, and molecular genetics. Includes laboratory. Students may not receive credit for both BIOL 162 and BIOL 112. Prerequisite: For Biology majors and majors other than Biochemistry, BIOL 161. For Biochemistry majors, CHEM 131/133L or CHEM 161/163L. 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 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 161. BIOL 162 for Biochemistry majors. Offered spring semester.

BIOL 254. Experimental Biology. 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: MATH 115; BIOL 161 and 250 for Biology majors; BIOL 161 and 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 312. Plant Systematics. 4 hrs.
An introduction to systematics, diagnosis, identification, and classification of higher plants, with emphasis on local flora and flowering plant families of West Virginia. Lectures, laboratory, independent group research project, and field trips. Prerequisite: BIOL 254 (or BIOL 120 with permission.) Offered fall semester.

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 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 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 254 or permission of the instructor. Offered fall semester, alternate years.

BIOL 330. Histology. 4 hrs.
A study of animal tissues including a survey of techniques and laboratory practice in selected procedures. Prerequisite: BIOL 254. Offered spring semester, alternate years.

BIOL 340. Comparative Anatomy. 4 hrs.
A comparative evolutionary study of different vertebrate anatomical systems with emphasis on the dissection of the shark, mudpuppy, and cat. Prerequisite: BIOL 254. Offered spring semester, alternate years.

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 352. 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 254 or permission of the instructor. Offered fall 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 222, 224L. 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 365. Advanced Cellular and Molecular Biology. 3 hrs.
A course designed to emphasize important research topics and concepts in cellular and molecular biology such as inter- and intracellular communication, cell movement, cell division, disease implications and the experimental techniques used to examine these concepts. Recent discoveries and outstanding problems in cell biology will be emphasized. A large portion of the course will focus on new directions of biological research. Because this course is focused on new developments in cellular and biological research, the exact content will evolve from year to year, and with the specific instructor. Prerequisite: BIOL 354 or BIOL 360 or BIOL 374 or permission of instructor. Offered alternate years; semester may vary with instructor.

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 or Chemistry major. Offered fall semester, alternate years.

BIOL 379. Experiential Learning in Biology. 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.

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
ASSISTANT PROFESSORS: Bruce Anthony, Joanna Webb
INSTRUCTOR: Thomas Wood

The Chemistry Department 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, chemical hygiene, 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.S. in Chemical Hygiene and Safety major emphasizes laboratory and experiential coursework to develop skills needed to prepare to be a professional chemical hygiene officer. 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 the chemistry education major or 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, and materials.
Requirements for a Bachelor of Science in Chemistry Major
60-64 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), 399, 497; MATH 115, 161, 162, 163; PHYS 151 or 161; PHYS 152 or 162.

Requirements for a Bachelor of Science in Biochemistry Major
66-71 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, 399, 497; BIOL 162, 250, 354; a minimum of 3 BIOL credits from 305, 325, 360, or 374; MATH 115, 161; PHYS 151 or 161; PHYS 152 or 162.

Requirements for a Bachelor of Science in Materials Chemistry Major
61-66 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, 399, 497; CHEM 250, 340, or 365; 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.

Requirements for a Bachelor of Science Chemical Hygiene and Safety Major
64-68 semester hours including CHEM 131, 132, 133L, 134L or CHEM 161, 163L; CHEM 221, 222, 223L, 224L, 231, 233L, 260, 320, 322L, 350, 351L, 361, 362, 370 (Note: two courses required with different course topics. CHEM 250, 340, or 365 may replace one of the CHEM 370 courses); CHEM 399, 460, 497; BIOL 305 (note that there may be prerequisites for course); MATH 115, 161; PHED 140; PHYS 151 or 161; PHYS 152 or 162; POLS 328.

For students choosing to complete, or have already completed, a B.S. in chemical, physical, biological, industrial hygiene, environmental, or health and safety sciences, and desiring to gain training toward Chemical Hygiene Officer certification, the following list of courses will be required in addition to respective major requirements.

Requirements for Chemical Hygiene Certification training and testing through NRCC:
17 semester hours including CHEM 260, 361, 362, 460; BIOL 305 (note that there may be prerequisites for course); PHED 140, POLS 328. Note: To gain chemical hygiene officer certification, one must apply to the National Registry of Certified Chemists (NRCC) and pass the organization's certification exam.

Program Outcomes
* 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, chemical hygiene, 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

* 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.

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 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 less than one year of strong high school chemistry.

67 semester hours including BIOL 161, 162 or BIOL 162, 250; BIOL 360; CHEM 131, 132, 133L, 134L, 221, 222, 223L, 224L, 231, 233L, 279, 301, 320, 322L, 350, 351L, 370, 399, 497; BIOL 325 or BIOL 354 or CHEM 352, 353L; 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 Chemistry Department, are required to complete this major.

Option II. For students with at least one year of strong high school chemistry.

63 semester hours including BIOL 161, 162 or BIOL 162, 250; BIOL 360; CHEM 161, 163L, 221, 222, 223L, 224L, 231, 233L, 279, 301, 320, 322L, 350, 351L, 370, 399, 497; BIOL 325 or BIOL 354 or CHEM 352, 353L; 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 Chemistry Department, 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 B.S. pharmaceutical science major Wesleyan requirements does not guarantee matriculation 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.

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- 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: CHEM 105, 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. 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.

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.

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 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; chemical bonding and molecular structure; thermodynamics; acids-bases; 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.

CHEM 163L. 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.

**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.  
An introduction to the analysis of inorganic and organic samples. Topics include: chemical equilibria and volumetric methods, the statistical analysis of data and an introduction to instrumental methods including spectroscopic, electrometric, and chromatographic techniques. **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. **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 260. Chemical Hygiene Officer Experiential Learning I.** 1 hr.  
An introduction to Chemical Hygiene Officer profession by working with a Chemical Hygiene Officer in either an industrial chemical research lab, collegiate educational chemistry lab/research facility, or governmental chemical research lab. **Prerequisite:** CHEM 221 & CHEM 223L. **Note:** Curriculum requires total of 2 credit hours (which corresponds to a total of 80 physical hours experiential learning). Credit hours may be divided between two separate locations/academic terms (1 hr credit each) or completed at one location during one academic term (2 hr credit). One credit hour (40 physical hours) must be completed at an off campus location with a qualified mentor. **Offered fall semester.**
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 B–. May be taken for 1-2 hrs. and may be repeated in a different type of pharmacy (retail, hospital or an independent) for up to 6 total hours. Typically offered every spring semester.

CHEM 301. Laboratory Safety Management. 1 hr.
This course is a hands-on 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 MSDS sheets and developing a chemical hygiene plan. Prerequisites: CHEM 222, CHEM 224L.

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.

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. Corequisite: 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. Corequisite: CHEM 352.

CHEM 361. Survey of Industrial Hygiene and Hazardous Waste Operations. 2 hrs.
A general overview of Industrial Hygiene and Hazardous Waste Operations as they pertain to Chemical Hygiene Officers. It will arm students with a knowledge base of the aspects of these two fields as they apply to Chemical Hygiene and aid students in future compliance with the OSHA Lab Standard. Prerequisite: CHEM 222 & CHEM 224L. Note: This course is a required course for the CHO.BS program. This course may also be used as an alternative course to CHEM 301 Lab Safety Management for B.A. Chemistry, B.S. Chemistry and B.S. Materials Chemistry majors. This course does not replace OSHA mandated Industrial Hygiene or HAZWOPER certifier courses.

CHEM 362. Chemical Hygiene Officer Experiential Learning II. 1 hr.
A continued investigation into Chemical Hygiene Officer profession by working with a Chemical Hygiene Officer in either an industrial chemical research lab, collegiate educational chemistry lab/research facility, or governmental chemical research lab. Prerequisite: CHEM 260 & CHEM 361. Note: Curriculum requires total of 2 credit hours (which corresponds to a total of 80 physical hours experiential learning). Credit hours may be divided between two separate locations/academic terms (1 hr credit each) or completed at one location during one academic term (2 hr credit). One credit hour (40 physical hours) must be completed at an off campus location with a qualified mentor. Offered spring semester.

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 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. Prerequisites: CHEM 221, 223L, 231, 233L. Note: Repeatable for up to 2 additional credits. There is an associated course fee.

CHEM 460. Chemical Hygiene Officer: Preparation for the Profession. 4 hrs.
A final comprehensive preparatory course, with laboratory, to be taken the senior year, for students planning to enter the workplace as Certified Chemical Hygiene Officers. This course terminates with the National Registry of Certified Chemists, Chemical Hygiene Officer Certification exam. This course is designed to prepare the student for developing various Chemical Management and Safety plans, familiarity with applicable Federal Codes and Regulations, laboratory specific hazards, and training programs required by the occupation. This course includes a laboratory component designed to give students hands on experience with professional laboratory scenarios and compliance experience. Prerequisite: Senior Status or completion of CHO specific coursework & Permission of Instructor.

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. Satisfies advanced composition requirement for General Education. Prerequisite: Senior-status chemistry major or permission of instructor.

COMPUTER SCIENCE

ASSOCIATE PROFESSORS: Tracie Dodson, Gretchen Lynn

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, 250, 498, 499; BUSI 111, 114, 221 or 354; 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.

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.

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 250. Management of Information Systems. 3 hrs.
An overview of skills required to manage information systems from a business administration standpoint. Topics include effective communication and documentation, executive users and information systems, decision support systems, and resource planning. Usually offered every semester.

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.

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, score rules, execution environments, and control structures in imperative, declarative, functional, and object-oriented languages. Prerequisite/Co-requisite: CSCI 310. Usually offered in alternate years.

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.

ENGINEERING PHYSICS

See Physics and Engineering for description of Engineering- 3/2 Option, page 149.
ENVIRONMENTAL STUDIES

PROFESSORS: Robert Hull, Robert Rupp
ASSOCIATE PROFESSORS: Luke Huggins, Debra Dean Murphy, Jeanne Sullivan
ASSISTANT PROFESSOR: Kimberly Bjorgo-Thorne, Kelly Sharp
INSTRUCTORS: Nathan Fetty, 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, 379, 497; MATH 115; PHIL 130; POLS 328; RELG 214; SOCI 225 or 249, 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, 249.

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.

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. 3 hrs.
In this course students will examine the importance of soil as a resource for agriculture and forestry including aspects of its conservation and management. The processes of soil development and erosion will be studied. Through hands-on laboratory exercises and field trips, students will investigate the taxonomy and physical and chemical characteristics of soil. This course satisfies the Lab Science requirement of the General Education program. Laboratory and field trips. Offered spring semester, alternate years.

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.

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 379. Experiential Learning in Environmental Science. 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: BIOL 254 for Environmental Science majors; ENVS 130 and MATH 115 for Environmental Studies majors; 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 379 or permission of instructor.

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: BIOL 254 for Environmental Science majors; MATH 115 for Environmental Studies majors; or permission of faculty.
MATHEMATICS

ASSOCIATE PROFESSORS: Gretchen Lynn, Pamela Wovchko
ASSISTANT PROFESSORS: Darren Gemoets, Jesse Oldroyd, Scott Zinzer
LECTURER: John Epler

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
50 semester hours, including PHYS 161 or 162; CSCI 210 or 230; PHIL 105; MATH 115, 161, 162, 163, 223, 205 or 230, 240, 250, 310, 320, 341, 440, and MATH 388: Special Topics.

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.

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. Offered during first quarter of semester.

MATH 103. Mathematics for the Liberal Arts. 3 hrs.
A general education level course. Topics include probability, statistical reasoning, financial management, problem-solving and basic geometry. Usually offered every semester.

MATH 110. College Algebra. 3 hrs.
Polynomial equations and inequalities in one and two variables. Systems of equations and inequalities. Functions, including exponential and logarithm functions. Emphasis throughout on applications and problem-solving techniques with a technology component. Usually offered every semester.

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, experimental design, sampling, inference, estimation and confidence. Students may not receive credit for both MATH 115 and PSYC 225. Usually offered every semester.

MATH 130. Pre-Calculus. 3 hrs.
Functions and their inverses; the straight line, the circle and parabola. 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 and the use of technology are stressed throughout. Usually offered every semester.

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 with a laboratory component. Differentiation and applications of the derivative; transcendental functions; differential equations, numerical approximations, mathematical modeling. Emphasis throughout on projects, group work and written reports. Prerequisite: C or better in MATH 130 or equivalent, or official placement.

MATH 162. Calculus II. 4 hrs.
Introductory calculus with a laboratory component. Integration techniques and applications of the integral; the Fundamental Theorem of Calculus. Improper integrals. Polynomial approximations. L'Hopital's rules. Additional work with differential equations, numerical methods and mathematical modeling. Emphasis throughout on projects, group work and written reports. Prerequisite: C (2.0) or better in MATH 161 or equivalent. Usually offered every semester.

MATH 163. Technology for Calculus. 1 hr.

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. A MATH 288 course will usually be offered spring semester in odd years; a MATH 388 course will usually be offered spring semester in even years.

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. Usually offered fall semester, every years.

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. Prerequisite: C (2.0) or better in PHIL 105. Does not count towards the General Education Quantitative Inquiry requirement.
MATH 223. Calculus III. 4 hrs.
Multivariable calculus with a computer component. Parametric and polar coordinates. Curves and surfaces in space. Partial differentiation, multiple integration. Infinite series and power series. Emphasis throughout on projects, group work and written reports. **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, partial differential equations. **Prerequisite:** MATH 162. **Pre- or co-requisite:** MATH 163. Usually offered every spring semester.

MATH 240. Discrete Mathematics. 3 hrs.
Graph theory; transversibility, trees and directed graphs. Combinatorics; counting, partial orderings and elementary probability. Number theory; divisibility and modulo arithmetic. Algorithms emphasized throughout. **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. Axiomatic construction of the real number system. Group work and the communication of mathematics, written and oral, will be emphasized. **Prerequisite:** PHIL 105. **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, complex analysis, residue integration, conformal mappings, numerical methods. **Prerequisite:** MATH 223. Usually offered every fall semester.

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. Technology will be used. **Prerequisite:** MATH 162 or **Co-requisite:** MATH 250. Usually offered spring semester, even years.

MATH 320. Algebraic Structures. 3 hrs.
Groups, rings, fields and algebras. Homomorphisms, structure theorems. Quotient groups and rings. Emphasis on models throughout. **Prerequisites:** MATH 250. Usually offered spring semester, even years.

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. Emphasis on group work and oral presentations. Some use of technology. **Prerequisite:** MATH 250. Usually offered fall semester, even years.

MATH 342. Real Analysis II. 3 hrs.
Differentiation and the mean value theorems; the Riemann integral and the mean value theorems. The Fundamental Theorem of Calculus. Series, power series and uniform convergence. There will be projects, oral presentations, and use of technology. **Prerequisite:** MATH 341. Usually offered spring semester, odd years.
MATH 440. 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 senior research paper. Satisfies advanced composition requirement for General Education. Prerequisites: Mathematics major and senior standing. Usually offered every fall semester.

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
ASSISTANT PROFESSORS: Tracey DeLaney, Eric Reynolds

The Department of Physics and Engineering offers the B.S. and B.A. in Physics, and a B.S. in Applied Physics.

The B.S. in Physics prepares students for employment in government or industry labs and for graduate work in physics or a related field. The B.A. in Physics is designed for students with interdisciplinary interests, especially when combined with a second major. The B.A. in Physics is also designed for students who plan to teach physics in high school. The B.S. in Applied Physics is a comprehensive major for students interested in applications of physics to meet the needs of society.

Wesleyan’s Engineering-3/2-Option B.A. in Physics program* prepares students for degrees in engineering. By taking part in this program, a student can earn two degrees in a total of about 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 the Virginia Polytechnical Institute. The 3/2-Option enables students to start with a solid foundation for engineering with Wesleyan’s smaller classes and labs.

Students in the 3/2-Option 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 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: Mechanical Engineering, Civil Engineering, Electrical Engineering, Aerospace Engineering, Chemical Engineering, Materials Science, Biomedical Engineering, Computer Engineering, and Systems Engineering.

*NOTE: Students need to consult with the partnering university regarding course requirements for this program.
Requirements for 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, 133L, 132, 134L; CSCI 230; MATH 161, 162, 163, 223, 230, 301.

Requirements for 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 apply knowledge of physics to solve problems.
* Students will apply an evidence-based problem-solving method that identifies a physics problem, designs an appropriate experiment, analyzes the data, and communicates the result.
* Students will use the tools and techniques of physics.
* Students will examine the role of physics in contemporary societal issues.

Requirements for the Applied Physics Major B.S. Degree

Program Outcomes
* Students will apply comprehensive knowledge of physics to solve problems.
* Students will apply an evidence-based problem-solving method that identifies a physics problem, designs an appropriate experiment, analyzes the data, and communicates the result.
* Students will use advanced tools and techniques of physics.
* Students will examine the role of applied physics in contemporary societal issues.

Requirements for Physics Major, Engineering-3/2-Option Bachelor of Arts Degree
62-66 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; CHEM 161, 163L or CHEM 131, 133L, 132, 134L; CSCI 230. Six credits of Wesleyan’s general education requirements may be transferred from the engineering university.

Program Outcomes
* Students will apply knowledge of physics and math to solve problems.
* As teams, students will apply an evidence-based problem-solving method that identifies an applied science problem, designs an appropriate experiment, analyzes the data, and communicates the result.
* Students will use the tools and techniques of applied physics and math.
* Students recognize a responsibility for life-long learning to apply physics to contemporary ethical and societal issues.

Requirements for 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.

The B.S. in Petroleum and Natural Gas Geophysics major is being phased-out and will not be an available option for students beginning with the fall of 2016.
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.

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. Lecture and laboratory.

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 165. Hydrology. 3 hrs.
Ground water properties involving movement, distribution, and carrier processes. The role of fluids in affecting a broad range of geologic processes, including the thermal structure of the crust, fault strength, and earthquake behavior. The aquifer system. Protecting water quality. The state and transport of water co-produced with methane and petroleum. The role of water in the earth’s dynamics. Isotope markers. Geophysical structures, water flow, and environmental impact. Prerequisite: PHSC 127, PHYS 151 or 161.

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-light techniques, analysis of bubble chamber photographs, detection electronics. Co-requisite: PHYS 220.

PHYS 245. Seismology. 3 hrs.

PHYS 245L. Seismology Lab. 1 hr.

PHYS 248. Rock Mechanics. 3 hrs.

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.

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.

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.

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.

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, 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 Schroedinger 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 346. Sedimentology.** 3 hrs.
The role of sediments. Derivation of information on depositional conditions. Evolution of sedimentary sequences and basins; the earth’s geological history. Uniformitarianism and stratigraphy. Conditions withinlain sediments. Capacity of sedimentary rocks to generate deposits of petroleum, natural gas, and other energy resources. Water quality. Professional ethics. **Prerequisite:** PHYS 245. **Co-requisite:** PHYS 347L.

**PHYS 347L. Sedimentology Lab.** 1 hr.
The laboratory for PHYS 346. **Co-requisite:** PHYS 346.

**PHYS 348. Earth Structure and Processes.** 3 hrs.
Geophysics of the solid earth. The formation, structure, and composition of the earth. Interactions among crust, mantle, and core. Surface and internal dynamics. Mantle

**PHYS 350. Fluid Mechanics.** 3 hrs.
The Bernoulli equation, momentum equations, potential flows, viscosity, streamlines, supersonic flow, open channels, turbo machines, the Navier-Stokes equation. Prerequisites: MATH 162; PHYS 151 or 161; PHYS 152 or 162.

**PHYS 352. Petroleum and Natural Gas Extraction.** 3 hrs.

**PHYS 353L. Petroleum and Natural Gas Extraction Lab.** 1 hr.

**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 478. Geophysics Research I.** 1 hr.
A study of the research style of a scientific research paper. Researching scientific journals. Students will write a research paper based on a literature search. In combination with PHYS 479, this course satisfies the advanced composition requirement for General Education.

**PHYS 479. Geophysics Research II.** 1 hr.
Continuation of PHYS 478. Students will conduct experimental research and present results in a research paper and an oral presentation. In combination with PHYS 478, this course satisfies the advanced composition requirement for General Education. Prerequisite: PHYS 478.

**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.
School of Social And Behavioral Science

Director: Karen Miller

Departments: Communication, Criminal Justice, Health Science, Media Studies, Political Science, Psychology, Public Relations, and Sociology

COMMUNICATION

ASSOCIATE PROFESSOR: Mu Hu
ASSISTANT PROFESSORS: Peter W. Galarneau, Jr.
INSTRUCTOR: Jessica Fabbricatore

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. In pursuit of this overall goal, three fields of study are offered: Communication Studies, Media Studies, and Public Relations.

The Communication Studies major focuses on the design and impact of messages on the individual in various contexts and cultures. The Media Studies major examines and practices the delivery of various news media and information to audiences in the traditional media and the multiple and interactive ways of the new digital and electronic media. The Public Relations major studies the design, delivery and impact of communication as organizations strive to build relationships between themselves and their various publics.

All three majors emphasize analytical thinking, writing and oral expression, and require an internship which creates a bridge between theory and applied knowledge. This broad communication background is accomplished through the Communication core of five courses (15 credit hours) required of all three majors. Students undecided about a major may take core courses before selecting their particular major. Core courses include: COMM 105, 318, 320, 327, and an internship (COMM 495, 496, or COMM 497). This broad background together with each major’s required and elective courses prepares communication department graduates to apply their knowledge and skills to careers in business, not-for-profit organizations, public relations, broadcasting, print and new media platforms, or service-oriented fields. These majors also prepare our graduates for graduate study in such areas as interpersonal communication, organizational behavior, instructional communication, public relations, or integrated marketing communication.

Majors and minors, as well as non-majors, benefit from a flexible program of courses and co-curricular activities, such as serving as disc jockeys and staff for C92-FM, the campus radio station, or writing, editing or serving as staff for The Pharos, the campus newspaper, and individually tailored internships. In consultation with department faculty, students may select courses that will prove helpful in achieving individual goals. Majors and minors within the department may not be combined.
Requirements for Communication Studies Major
38 semester hours including COMM 105, 121 or 220, 221, 226, 318, 320, 324, 325, 327, 329, 495, and 5 hours of electives in communication. Also required is one semester of participation in C92-FM Radio or The Pharos newspaper.

Requirements for Communication Studies Minor
15 semester hours including COMM 105, 221, 226, 320, 327; also required is one semester of participation in either C92-FM radio or The Pharos newspaper.

Program Outcomes
* Students will demonstrate an understanding of communication theories, principles, and research methods.
* Students will develop a repertoire of communication skills in order to be an effective and ethical communicator across contexts.
* Students will demonstrate an ability to integrate self-knowledge and communication principles in order to evaluate the effectiveness and appropriateness of communication.
* Students will develop well-reasoned arguments both orally and in writing.

Requirements for Media Studies Major
48 semester hours including COMM 105, 138, 139, 230, 232, 234, 235, 239, 240, 318, 320, 327, 330, 335, 336, 337, 341 or 343, 438 and 497. Also required are two semesters of participation in C92-FM radio and two additional semester of participation in either C92-FM radio or The Pharos newspaper. In addition, media studies majors must complete at least four semesters of participation with major responsibilities (e.g. executive board membership in radio or an editorial position in newspaper or yearbook) in either C92-FM radio or The Pharos newspaper. Students may concurrently count their semesters with major responsibilities towards their requirements for participation.

Requirements for Media Studies Minor
18 semester hours including COMM 138, 139, 230, 232, 235, 239, 240; and 344, or 234 plus either 341 or 343. Also required is one semester of participation in C92-FM radio and one additional semester of participation in either C92-FM radio or The Pharos newspaper. In addition, media studies minors must complete at least two semesters of participation with major responsibilities (e.g. executive board membership in radio or an editorial position in newspaper or yearbook) in either C92-FM radio or The Pharos newspaper. Students may concurrently count their semesters with major responsibilities towards their semester requirements for participation.

Program Outcomes
* Students will develop effective ethical, legal and theoretical self-knowledge as it concerns mediated communication.
* Students will apply critical thought to communicate messages to local service.
* Students will demonstrate technical knowledge as it applies to the broadcast media industry.

Requirements for Public Relations Major
40 semester hours including COMM 105, 230, 232, 234, 235, 240, 318, 320, 327, 342, 341 or 343, 344, 496, and 3 hours of electives in communication. Also required are two semesters of participation in C92-FM radio and two additional semesters of participation in either C92-FM radio or The Pharos newspaper.
Program Outcomes

* Students will demonstrate competence in using research and analysis to predict trends, synthesize information from a variety of sources, analyze audiences and solve problems to meet client needs.
* Students will demonstrate competence in using planning skills to organize and implement communication programs to further client goals.
* Students will demonstrate an ability to communicate clearly, ethically and effectively using print, broadcast and electronic communication channels.
* Students will demonstrate and ability to evaluate the effectiveness and appropriateness of public relations messages.

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 social scientific literacy through reading, writing, database usage, and APA style guidelines.

COMM 121. Intercultural Communication Within the United States. 3hrs.
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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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.

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 211. Fundamentals of Human Communication. 3 hrs.
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories in intrapersonal, interpersonal, small group, and public address will be studied. Practical communication experience will be provided through classroom exercises, group projects and speeches. Students are required to earn a C or better in this course in order to graduate. Prerequisite: ENGL 102.

COMM 220. The Cultural Impact on Organizations. 3 hrs.
With the increase of globalization, forms of communication within organizations can be culturally diverse. Expectations have shifted from working with individuals with a common background to working with individuals from different cultures and/or countries. This impacts how organizations function and individuals work together in areas such as leadership, group communication, and decision-making. This course examines how culture impacts aspects of organizational communication and the daily interactions of people and messages within organizations. Offered May term.
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. Prerequisite: COMM 211. 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 fall semester, even years.

COMM 230. Introduction to Media Studies. 3 hrs.
An examination of the historical development of mass media, including print, radio, television and film. Government and other control, FCC laws, ethics and responsibility, and the effects of the mass media on our society and the future will be discussed. Offered fall semester.

COMM 232. News Media Writing. 3 hrs.
Practice in the process of writing for the news media including investigation, design, and completion of publishable or airable news stories for all media contexts: newspaper, magazine, radio, television, and electronic. Discussion of various perspectives on social, institutional and individual responsibility, and ethics in information gathering and reporting. Prerequisites: ENGL 102. Offered fall semester.

COMM 234. Principles of Visual Communication. 1 hr.
Introductory survey course that explores the role of visual messages and design principles in the communication process and the importance of such messages to inform, educate, and persuade. Offered fall semester.

COMM 235. Digital Video Field Production. 3 hrs.
Students will be trained in digital video production techniques for field productions. Emphasis will be on message and image design, mastery of camera and location shooting, lighting and sound production, editing and post-production techniques. Prerequisites: COMM 211, 230. Offered spring 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.
The student will be afforded the opportunity to strengthen practical radio experience in the radio broadcasting medium. The student will also complete an independent study, under the guidance of the instructor, on an advanced project in radio or video research and production. Each student will be responsible for the “pitch,” design, and implementation of his or her own original project. Prerequisites: COMM 139, 230, and instructor’s permission. May be repeated for a total of five hours of credit.
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.

COMM 318. Communication Research Methods. 3 hrs.
Introduction to communication research design and experimental, survey, field, and ethnographic methodologies. Students will analyze and critique theory, research methodology and design in published studies, and prepare an original research paper. Prerequisite: Junior with at least 12 hours in communication or permission of instructor. Offered fall semester.

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. Offered spring semester.

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. Offered fall semester, odd years.

COMM 325. Seminar in Communication. 3 hrs.
A seminar designed to study advanced concepts in communication theory. Special topics not covered in the regular course offerings will be discussed. Satisfies advanced composition requirement for General Education. Prerequisite: Junior or senior with at least 12 hours in communication or instructor’s permission. Offered spring semester, odd years.

COMM 327. Persuasion. 3 hrs.
A study of motivational appeals and social scientific 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 fall semester.

COMM 329. Organizational Communication. 3 hrs.
A survey of organizational structure and process and the impact of organizational design on communication. Exploration of organizational communication theory and research with emphasis on preparing students to function effectively in formal organizations’ dynamic communication systems and to solve problems involving the interactions of people and messages in organizations. Prerequisite: COMM 211. Offered spring semester, odd years.

COMM 330. Media Theory. 3 hrs.
This course will examine the origins of modern social science perspectives on media communication and introduce a variety of contemporary theories of media communication, including their history, recent development, and criticism. Satisfies advanced composition requirement for General Education. Prerequisite: COMM 230. 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: COMM 235. Offered fall semester.
COMM 336. Media Ethics. 3 hrs.
Media ethics is the study of the moral and professional conduct of practitioners in the communication professions across various communication contexts. The goal of the Media Ethics course is critical thinking through the study and process of decision-making based upon the principles, ethical standards and practices of media professionals. Prerequisites: COMM 230, 232. Offered fall semester even years.

COMM 337. Media Law. 3 hrs.
This course is designed to introduce students to the concepts and issues related to the law of mediated communication: First Amendment theory, libel, privacy, copyright, access to government information, pornography and obscenity, and the regulations of the broadcasting and media industry, and internet-related issues. The perspectives of both professional communicators and the audience will be examined in this course. Prerequisite: COMM 230. Offered fall semester, odd years.

Introduction to the use of computer web design software for the creation of new media communication channels. The student will consider the practical connection between the technical and visual aspects of the Internet and apply them to messages constructed for defined audiences. Fundamental principles in usability and the proper selection of digital new media will be considered. Prerequisites: COMM 232, 234, 240. Offered spring semester, odd years.

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. Satisfies advanced composition requirement for General Education. Prerequisites: COMM 232, 240. Offered fall semester, odd years.

COMM 343. Print Design, Layout, and Production. 2 hrs.
Practical introduction to the use of computer pagination software for the creation of public relations publications, including newsletters, news releases, brochures, pamphlets, and catalogs. Publication design fundamentals, principles and elements will be studied and applied. Prerequisites: COMM 232, 234, 240. Offered spring semester.

COMM 344. Public Relations Campaigns. 3 hrs.
Advanced study in planning, implementing, and evaluating campaigns in public relations, advertising, marketing, and fundraising. Case studies and current campaign models will be analyzed. Students will develop a public relations campaign for a client. Prerequisites: COMM 327, 342. Offered spring semester, even years.

COMM 438. New Media Practicum. 3 hrs.
A practical, hands-on experience that serves as a capstone to the new media curriculum. Students will put into practice textual, visual and theoretical knowledge of analog-to-digital constructs in multiple environments including print, broadcast and Internet. Prerequisites: COMM 234, 235, 335, and 341 or 343. Offered spring semester.

COMM 495. Communication Studies Internship. 3 hrs.
A professional field placement for senior communication studies majors in an approved agency or business that allows students to observe, analyze and apply communication studies 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.
COMM 496. Public Relations Internship. 3 hrs.
A professional field placement for senior public relations majors in an approved agency or business that allows students to observe, analyze and apply public relations 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.

COMM 497. Media Studies Internship. 3 hrs.
A professional field placement for senior media studies majors in an approved media outlet or business that allows students to observe, analyze and apply media studies 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

ASSOCIATE PROFESSOR: Karen Miller
ASSISTANT PROFESSOR: Julie Shelton

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, 241, 260, 345, 360, 497; SOCI 252; PSYC 101; POLS 202; three hours electives from a 300-level CJUS course; three hours from CJUS 395: Internship; 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.

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 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 arrest, 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 101 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 101.

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 360. Correctional Institutions. 3 hrs.
An overview of historical and contemporary correctional philosophies, practices, and procedures in the United States. Prerequisite: CJUS 110 or departmental approval.

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 101, departmental approval, sophomore standing.

CJUS 497. Senior Seminar. 3 hrs.
Capstone course in which students will research, write and present a major research paper on an approved topic. Satisfies advanced composition requirement for General Education. Prerequisites: Senior standing, completion of at least 15 hours in CJUS courses, including CJUS 101.

**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

45 semester hours, including HSCI 110, 210, 220, 230, 240, 260, 350, 495; one 3-credit hour topics course in Medical Terminology; BIOL 151, 152; PSYC 101, 237, and SOCI 101.

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

In addition to the requirements for a BS in Health Science, students can choose to complete a concentration in Health Education/Health Promotion which would enable them to sit for the Certified Health Education Specialist (CHES) Examination.

Requirements for Health Education/Health Promotion Concentration

8 semester hours in health science, including HSCI 340, 360, 420.

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 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 240. 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 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 340. Health Education Resources and Program Planning.** 3 hrs.
This course will introduce students to a wide variety of resources used by health educators. Students are introduced to basic techniques and strategies used to assess the health education needs for individuals and groups; in developing goals and objectives; and in planning health education/health promotion programs. Special emphasis is on selection and development of resources and use of technology in the delivery of health education programs. **Prerequisite:** HSCI 110.

**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 360. Evaluation of Health Education/Health Promotion Programs.** 3 hrs.
Students in this course will learn evaluation methods appropriate for health education/promotion interventions and programs. The use of quantitative and qualitative data for program evaluation is included. Students will learn to apply findings from evaluation data to continue or change the intervention. **Prerequisites:** HSCI 350 or research course from another discipline and HSCI 340.

**HSCI 420. Professional Issues in Health Education.** 2 hrs.
This seminar course will introduce students to the profession of health education and the responsibilities of health educators to promote the profession. Ethics, advocacy and policy in specific healthcare settings will be included. Various roles for health educators will be discussed. This course will be taken with the internship course so that students can process and reflect on internship experiences. **Prerequisites:** HSCI 110, 220, 240, 340, 360. **Co-requisite:** HSCI 495.
HSCI 495. Health Sciences Internship. 4 hrs.
Students will gain experience and complete an internship in an agency related to their career goals. This internship must be completed during the final semester of the senior year and must be approved by the program director. Prerequisites: All HSCI 100 and 200 level courses plus HSCI 350. For those in the Health Education concentration, other required prerequisites include; 340 and 360. Open only to Health Sciences majors. May be taken concurrently with the professional issues course.

MEDIA STUDIES

See Communication for description of major program.

POLITICAL SCIENCE

PROFESSOR: Robert Rupp
ASSISTANT PROFESSOR: Melissa Buice

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
40 semester hours, including POLS 101, 120, 232, 255, 326, 335, 345, 497, 498; 3 hours of electives.
• 3 hours from POLS 202, 210, 305.
• 3 hours from POLS 215, 220.
• 3 hours from SOCI 305, 363, POLS 347.
• 3 hours from POLS 230, 235, 236.

Requirements for Minor
15 semester hours, including POLS 101, 120 and at least one 300-level elective.

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.
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 120. Introduction to Political Science.  3 hrs.
A general introduction to the study of the sub-fields of political science, governments and nations, and the fundamental concepts, ideas, and issues in world politics, including the role of the United Nations and international law.

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 230. Gender and Politics.  3 hrs.
An in-depth examination of the scholarship on gender and political leaders and political participants, as well as an assessment of contemporary policy concerns that involve gender. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

POLS 232. 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 234. Latin American Social Movements (also SOCI 235).  3 hrs.
This course examines the causes, dynamics, and outcomes of social movements in Latin America from a cross-societal perspective. Historical, cultural, religious and political dynamics will be examined and will be applied to understanding social movement framing, organization, and tactics. It will explore various social movements with an emphasis on late twentieth and twenty-first century mobilizations. Of special interest is the role of indigenous political and cultural practices invoked by social movements during and following colonization. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.
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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

POLS 255. Comparative Area Studies. 3 hrs.
A course examining central concepts and theories of political, economic, and social change in lesser-developed countries, including the regions of Africa, Latin America, the Middle East, and Southeast Asia.

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 326. Developed and Developing States. 3 hrs.
A survey course of the comparative political approach and methodology. The course examines state-level politics in countries around the world and provides a foundational knowledge of institutional arrangements, societal cleavages, social movements, political economy, voting behavior, civil conflict, and human rights.

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 335. Political Theory. 3 hrs.
A survey course covering Classical Greek, Enlightenment, and Modern Political Theory.

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 347. Human Rights. 3 hrs.
The concept of human rights and its practice in various nation-states. Particular attention is given to prevailing concepts, institutions, problems, laws, and norms for the promotion and protection of human rights in the world today, including the rights of indigenous people, women and children.

Analysis of current international events. Exploration of contemporary conflicts and other international events and issues with political implications. May be repeated up to 6 hours.

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.

POLS 498. Senior Comprehensive Examination. 1 hr.
Review and written and/or oral examination covering several areas in the discipline of political science.

PSYCHOLOGY

PROFESSOR EMERITUS: Rich Calef, Michael Choban
PROFESSOR EMERITA: Ruth Calef
ASSOCIATE PROFESSOR: Katherine Glenney
ASSISTANT PROFESSORS: Mengfei Cai, Michael Kuba, Derek Zeigler

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

Track I (for majors who seek a solid foundation in psychology and want to work in human services or pursue a graduate degree in fields such as social work, rehabilitation, and related areas) 34 semester hours, including PSYC 101, 209, 211, 220, 225, 235, 236, 245, 302, 330, 451, 452.

Track II (for students who seek a thorough foundation in the discipline as preparation for a psychology graduate or other professional study) 37 semester hours, including PSYC 101, 209, 215, 230, 245, 301, 302, 320, 330, 340, 397, 497 plus 3 hours of electives. Students must earn a 3.0 cumulative grade point average in PSYC 101, 215, and 230 to continue in the Psychology major.
Requirements for Minor in Psychology
15 semester hours, including PSYC 101.

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.

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 126. Addictions and Recoveries. 3 hrs.
Exploration of addictive substances and addictive behaviors and their impact on the individual, the family and society. Includes signs and symptoms, assessment, treatment, and recovery processes. Prerequisite: PSYC 101.

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 211. Psychological Experimentation. 3 hrs.
An introduction to methodology in psychological experimentation. Students will gain experience in conducting a research project and presenting results of their study. Prerequisites: PSYC 101, 209.

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 209, 225/230.

PSYC 220. Interviewing and Counseling Processes. 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. \textit{Prerequisite: PSYC 101.}

**PSYC 225. Introductory Statistics for Social Sciences.** 3 hrs.
An introduction to commonly encountered statistical concepts and techniques, with an emphasis on practical application and interpretation. Includes descriptive and inferential statistics needed to address problems frequently found in a variety of work settings. \textit{Prerequisite: PSYC 101. Students may not receive credit for both PSYC 225 and MATH 115.}

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. \textit{Prerequisite: PSYC 101.}

**PSYC 235. Developmental Psychology I.** 3 hrs.
A chronological survey of major developmental issues and tasks from conception through middle childhood. Application of theory and research to issues confronted by health and human services practitioners, educators, and parents. \textit{Prerequisite: PSYC 101.}

**PSYC 236. Developmental Psychology II.** 3 hrs.
A chronological survey of major developmental issues and tasks from adolescence to death. Application of theory and research to issues confronted by health and human services practitioners and by the children of aging parents. \textit{Prerequisite: PSYC 101.}

**PSYC 237. Lifespan Psychology.** 3 hrs.
A chronological survey of the major developmental issues and tasks from conception to death. Also discussed will be the application of theory and research to issues confronted by social service providers, educators and parents. This course is designed for non-psychology majors. \textit{Not open to students who have completed 235 or 236.}

**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. \textit{Pre- or co-requisite: PSYC 235.}

**PSYC 245. Theories of Personality and Psychotherapy.** 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. \textit{Prerequisite: PSYC 101.}

**PSYC 255. Laboratory in Psychological Experimentation I.** 2 hrs.
Directed participation in experimental procedures including literature review and experiment preparation. \textit{Prerequisite: PSYC 101.}

**PSYC 256. Laboratory in Psychological Experimentation II.** 2 hrs.
Participation in experimental project, including experience with data compilation, preparation of abstracts and oral presentation of results. \textit{Prerequisite: PSYC 101.}

**PSYC 260. Field Experience: Working with the Elderly.** 1 hr.
Students work with the elderly individually and in groups in a hospital nursing care setting or similar work site, planning and implementing appropriate activities under the supervision of the director/staff of the nursing care facility. \textit{Pre- or co-requisite: PSYC 236.}

**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. \textit{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 304. Learning and Behavior Analysis. 4 hrs.
A survey of the concepts, research methods and principles of learning and behavior analysis, with a primary focus on contemporary investigations of human and animal learning. Historical antecedents of principles, theories and methods are reviewed insofar as they are important to the understanding of contemporary issues. Includes laboratory exercises and use of computer for data analysis. Prerequisite: PSYC 101, 209, 215, and junior or senior standing.

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 225 or 230 and junior or senior standing.

PSYC 340. Biological Psychology. 3 hrs.
Structure and function of the nervous, sensory and muscular systems; their roles in emotion, motivation, learning and behavioral disorders; regulatory mechanisms and effects of drugs and environmental agents on functioning. Prerequisite: PSYC 101.

PSYC 343. Psychopathology of Childhood. 3 hrs.
A broad overview of the different types or classifications of “abnormal” behavior occurring in childhood according to the Diagnostic and Statistical Manual of Mental Disorders 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 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.

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 209; 211 or 215; 220, 225, 245; senior status or permission of instructor.

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.

PUBLIC RELATIONS

See Communication for description of major program.

SOCIOLOGY

ASSOCIATE PROFESSOR: Karen Miller
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 they 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, 252, 345, 365, 420; three hours from SOCI 240, 339, CJUS 241; 3 hours from SOCI 249, 305, POLS 326, 350, CJUS 340, or 3 hour International Experience; 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, 225, 243, 248 or 249, 252, 345, 355, 365, 420; 3 hours from SOCI 395, which can be earned from an internship, approved international experience, service initiative, or independent research; 3 hours from SOCI 305, 361, or POLS 347; 6 hours electives from SOCI, CJUS, or GNST.

Requirements for Social Justice Studies Minor
15 semester hours including SOCI 102, 252, 355; 3 hours from SOCI 225, 243, or 248; 3 hours SOCI electives.

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 136, 232, 234, BUSI 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.
SOCI 101. Introduction to Sociology.  
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.  
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 112. Human Origins.  
Examines the origin and evolution of humans through the perspective of two subfields of anthropology, physical anthropology and archaeology. Focuses on the biological evolution of the human species with reference to the fossil record of Pliocene and Pleistocene man. Archaeology of early man and their relationship to biological evolution, the natural environment, and other primates, living and extinct.

SOCI 114. Introduction to World Cultures.  
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. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

SOCI 188, 288, 388, 488. Special Topics.  
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

SOCI 210. Appalachian Studies.  
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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

SOCI 216. Culture, Health, and Healing.  
In this course we will look at health, disease, healers, and healing historically, cross-culturally and comparatively. This includes distributions of health, illness, and health services across place and time; various types of healers, healing, medicine, and medical institutions around the world and at different points in time, including so-called “alternative medicines” in modern countries. Students will also explore varying beliefs about the body, and about the nature and sources of health and illness, that are relevant to medicine. The course is designed to be taught at an introductory level- for people interested in social and cultural aspects of medicine and illness, those with a general interest in other cultures and their beliefs, and/or for nursing or premed students.

SOCI 218. Food and Culture.  
This course explores culture and the many ways that societies and cultures produce, value, and consume food. It examines a variety of elements of world cultures, with emphasis on the role of food in culture, society, environment and economy through readings and hands-on engagement with culture, world food, and food issues.

SOCI 221. Popular Culture.  
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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.
SOCI 225. Social Stratification: Wealth, Power, Inequality. 3 hrs.  
This course will examine social and economic inequalities, their effects on society, and on individuals. The primary focus is stratification by race, class, and gender in the United States, but other societies will be explored to provide a comparative and historical perspective. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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 235. Latin American Social Movements (also POLS 234). 3 hrs.  
This course examines the causes, dynamics, and outcomes of social movements in Latin America from a cross-societal perspective. Historical, cultural, religious and political dynamics will be examined and will be applied to understanding social movement framing, organization, and tactics. It will explore various social movements with an emphasis on late twentieth and twenty-first century mobilizations. Of special interest is the role of indigenous political and cultural practices invoked by social movements during and following colonization. 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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

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. This course satisfies the United States Cultural Studies requirement for the General Education curriculum.

SOCI 249. Sex and Gender in World Cultures. 3 hrs.  
A cross-cultural exploration of sex and gender in the U.S. and other cultures. It explores the impact of sex and gender in past and present local and global structures. Students will explore the social constructs of sex and gender in the context of human evolution, biology, prehistory, and the current ideologies, including the sociobiological, social
constructionists, ethnomethodological, feminist, and social psychological perspectives. Cross-cultural case studies will be used to illuminate the perspectives discussed and strengthen knowledge of social theory.

**SOCI 252. Social Problems.**
An exploration of select modern social problems. Topics may include crime, violence, urbanization, racism, and poverty, among others. Discussion will focus on the definitions, causes, and consequences of social problems.

**SOCI 260. Forensic Anthropology.**
Deals with search, recovery, and analysis of human skeletal remains. Provides an overview of the human skeletal system; explores the history, and theoretical foundation of forensic anthropology; and provides a hands-on approach to assessing ancestry, sex, cause and manner of death.

**SOCI 305. Global Minorities.**
A study of selected racial and ethnic minorities in Africa, the Middle East, the former U.S.S.R., Latin America, and Europe. Major theories of racial conflict and interracial tensions throughout the world; methods of reducing tensions and working toward pluralism, assimilation or integration. *This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.*

**SOCI 330. Environmental Sociology.**
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.**
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 345. Research Methods in the Social Sciences.**
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 101.*

**SOCI 355. Community Development.**
Intellectual roots of community sociology and contemporary community studies. Nature of community: its institutions, problems and processes, including growth, disintegration, and development. Sources of stability and stress in changing societies, consequences of planned and unplanned change; future trends.

**SOCI 361. Global Conflict.**
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. *This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.*

**SOCI 365. Social Theory.**
A review of the major classical and contemporary sociological theories and theorists. *Prerequisites: 6 hours of SOCI courses, including SOCI 101, junior standing.*

**SOCI 366. Genocide.**
This course will analyze cases of genocide in the 20th century, with focus on the largest mass killings in history: Armenia, the Holocaust, Nanking, Cambodia, Bosnia, and
Rwanda. It will use key social theories to explain the causes of international responses (or lack of response 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 21st century. This course satisfies the Non-Western Cultural Studies requirement for the General Education curriculum.

**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 420. Senior Seminar.** 3 hrs.
Capstone course in which students will research, write and present a major research paper on an approved topic. This course satisfies the advanced composition requirement of the General Education curriculum.

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**THE LEARNING CENTER**

**Director:** Shawn Mahoney Kuba  
**Departments:** College, Developmental

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**COLLEGE**

**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 120-125. Mentor Advantage Program.** 1-2 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. In the **Transition Phase**, students...
enrolled in the Mentor Advantage Program have the opportunity to meet one-on-one with mentoring staff four to five hours weekly to organize and carry out coursework preparation. During each of the first two semesters, students in the Mentor Advantage Program are enrolled in academic credit bearing small group classes, College Transition I and II. These academic credit bearing courses focus on adapting to the academic side of college life by practicing self-regulated learning skills and exploring issues in personal growth and development, wellness as a lifestyle, mindfulness-based stress reduction, career decision making, etc. After a successful transition to the College is made, the opportunity to stay enrolled in the Mentor Advantage Program while scaling down to a less intense level of assistance in the Persistence Phase of the program is available. Both the Transition and Persistence Phase include enrollment in Evening Check-In. Prerequisite: Permission of instructor and additional fee required.

**COLL 122. Transition to College I.** 1 hr.
This discussion based course focuses on adapting to the academic side of college life by learning about and practicing self-regulated learning skills which are embedded in the instruction of college level study strategies. Prerequisite: Permission of instructor and additional fee required.

**COLL 125. Transition to College II.** 1 hr.
This discussion based course explores issues in personal growth and development, wellness as a lifestyle, mindfulness-based stress reduction, career decision making, etc. Prerequisite: Permission of instructor and additional fee required.

**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.

**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 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 INTEGRITY
See policy under Rules for Living, page 195.

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, May term, or summer term 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, May term or summer term 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 Academic Services.
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 College, 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.

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. May term and 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 24, and Academic Status, page 184.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points (per hr)</th>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points (per hr)</th>
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</thead>
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<td>D+</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>W</td>
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<tr>
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</tr>
</tbody>
</table>

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 sufficient 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 becomes either an F or whatever grade the instructor assigns.

**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 in the Academic Services Office and must be submitted prior to the last day of classes.

**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 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.

GRADE REPORTS
At the end of each semester, summer term and May term, the College processes each student’s grades. During the fall and spring semesters, progress reports are processed for students whose academic work is evaluated as deficient (C- through F) during 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. A student may request a paper copy by completing the appropriate form in the Academic Services Office.

PRESIDENTS 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.

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 Academic Services 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 Academic Services 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. 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.

ALTERNATIVE ENTRY PROGRAM
See description under Admissions on page 200.

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 in physical education may be allowed for educational experience in the armed services only when the applicant has completed 12 continuous months of active military service. 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 Academic Services Office.
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.
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 Chaplain and Director of Religious and Spiritual Life, 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 Chaplain and Director of Religious and Spiritual Life 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 Chaplain and Director of Religious and Spiritual Life 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 3,700 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, a lighted soccer stadium and an all-weather outdoor track complement Wesleyan’s athletic facilities.

Rockefeller Center is home to the College’s 21 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

Barnhart Memorial Health Center provides out-patient medical treatment service with registered nurse, nurse practitioner and local physician coverage during scheduled daytime office hours. When students are admitted to Wesleyan, they must submit a physical examination and immunization report.

Accidents or cases of serious illness which occur during hours when the Health Center is closed are referred to the emergency room at St. Joseph’s Hospital, which provides 24-hour emergency service. All students receiving medical care from local providers must assume the responsibility of payment directly to the physician or hospital from personal funds or through their hospitalization programs. The College cannot assume responsibility for prolonged or specialized medical care or for hospitalization.

Accident and sickness insurance is required for all students, most of whom are provided coverage through their parents’ policies.

WELLNESS CENTER

The College offers a state of the art and engaging environment where students, faculty and staff can enjoy their passions of 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, and group exercise classes. Full-time staff and Exercise Science students are available on request to work individually with patrons.

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), and the Cat’s Claw (restaurant), as well as facilities for swimming, billiards, and television viewing. Offices include The Student Development Office, which houses the Dean of Students, Campus Life, Housing, Residence Life, Campus Activities, Outdoor Recreation, Multicultural Affairs, Judicial Affairs and Career Services, the Center for Community Engagement, Greek Affairs, Intramurals 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 renown 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 21 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.

Four national social fraternities maintain fraternity houses near the campus: 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, Standard Deviators (Math), 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, Kappa Phi (Christian Women), Model UN, Phi Mu Alpha Sinfonia (Men of Music), Sigma Alpha Iota (Women of Music), Sigma Theta Epsilon (Christian Men), 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 four-credit topics course, which fulfills a general education requirement. Students will meet in small groups with a faculty leader and an upperclass 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 and Health 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 is offered, including individual and group counseling, educational programs and resource materials on a variety of important issues, support groups, and a comprehensive drug and alcohol education program. These services are free and 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, the course requirement information is available.
• Registrar Services - Services such as 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.

CAREER CENTER
Students are encouraged to begin the process of career planning as early as the freshman year. Advisors in the Career Center help students learn how to plan effectively for course selection and career decision-making and assist students with the assessment of job and career opportunities.

A collection of career-choice materials and a library focused on career opportunities are available for student use. Freshmen and sophomores may choose to receive assistance in identifying personal strengths and relating them to career options by registering for the one-credit Career Planning course. Juniors and seniors preparing for the employment search may register for the one-credit Job Search course where they learn skills in resume and cover letter writing, and practice effective interviewing techniques. An extensive alumni network for career guidance, internship planning and job placement is accessible to all students.
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. There are several components to this program; students may enroll in the entire Transition or Persistence Phase, any number of hours of one-on-one mentoring each week per semester, the College Transition class, Day-Time, and/or Evening Check-In 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
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 and a complex of apartments and suites. 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*. This publication is accessible on the College’s website at 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 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, 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, and 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 and desserts.

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 for each vehicle. Every motor vehicle driven by a student must have in force 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.
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 with a $35 fee (non-refundable). The application may also be submitted (no application fee) through the West Virginia Wesleyan College home page (apply.wvwc.edu). Students who visit the campus prior to submitting an application are eligible for a paper application fee waiver.

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 record of either SAT I (Scholastic Aptitude Test) or ACT (American College Test) scores. The ACT Writing Assessment is optional.

Applicants from non-accredited high schools or completing General Educational Development testing may be considered for admission if satisfactory ability and achievement are demonstrated.

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 with a $35 fee (non-refundable). The application may also be submitted (no application fee) through the West Virginia Wesleyan College home page (apply.wvwc.edu). Students who visit the campus prior to submitting an application will receive a paper application fee waiver.

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.

4. A final high school transcript is required prior to enrollment.

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 186.

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).
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 abroad will be required to certify their language competency through a TOEFL score of 550 or computer-based TOEFL score of 213, or they may be required to enroll in courses in the ESL program. This program carries an additional fee. Information on required standards and a special application form are available from the Admissions Office or through the West Virginia Wesleyan College home page (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’S IN EDUCATION. Two concentrations, Multi-Categorical Special Education with Autism and Specialization in Reading, provide certified teachers with opportunities to extend their knowledge and experience and improve their own teaching and student learning. For those who already possess an undergraduate degree in Art, Biology, Chemistry, English, General Science, Mathematics, Physics or Social Studies, but not teacher certification, Wesleyan offers a Post-Baccalaureate Accelerated Certification in Secondary Education Master’s in Education. Call Dr. Lynn Rupp, MEd Director, at 304.473.8028 or check www.wvwc.edu/academics/graduate-programs for details.

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 Dr. Susan Aloi, MBA Director, at 304.473.8580 or check 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 writing correspondence. Call Jessie van Eerden, MFA Director, at 304.473.8329 or check www.wvwc.edu/academics/graduate-programs for details.

MASTER OF SCIENCE IN ATHLETIC TRAINING. The curriculum provides theoretical knowledge and understanding of the profession of athletic training beyond that of the entry level bachelor’s degree. 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 for details.

MASTER OF SCIENCE IN NURSING. Earn an advanced nursing degree designed to prepare professional nurses for clinical leadership in managerial positions or in nursing education. Two additional concentrations are Family Nurse Practitioner and a joint MSN/MBA degree program. 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 Dr. Susan B. Leight, MSN Director, at 304.473.8228 or check www.wvwc.edu/academics/graduate-programs for details.

QUALITY GRADUATE EDUCATION IN YOUR BACKYARD!
EXPENSES AND FINANCIAL AID

EXPENSES

APPLICATION FEE
The paper application fee for admission is $35. Students who visit the campus prior to submitting an application will receive an application fee waiver. There is no charge to apply for admission online.

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. Students who deposit under the Early Decision Program will not receive a refund of the enrollment deposit.

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

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<th>2016-2017</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Year</th>
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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 (2016-2017) is $14,287 per semester for all students carrying 12 through 17 credit hours of work. For students carrying 9 through 11 credit hours of work, the charge is $1,200 per credit hour. For those carrying 1 through 8 credit hours, the charge is $405 per credit hour. For each credit hour carried in excess of 17, the charge is $600.

Master Level Classes: The tuition charge for Master level classes is $425 per credit hour. The tuition charge of Master of Science in Nursing classes is $690 per credit hour.

May and Summer Terms: The tuition charge for courses taken during May and Summer 2016 Terms was $325 per credit hour. May and Summer 2017 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.

The insurance charge for International Students is to be determined.

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 $97 per semester assessed to all full-time undergraduate students for campus wireless projects.

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 $25 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 $150 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.

($3,600 per semester)

3 hours of full clinical instruction per week includes one-on-one instruction plus 1 to 3 hours of guided independent application.

($2,700 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.

($1,800 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.

($900 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 ($800 per semester)
- Strategic Content Tutoring I
  - 1 hour of strategic content tutoring ($750 per semester)
- Strategic Content Tutoring II
  - 2 hours of strategic content tutoring ($1,500 per semester)
- Strategic Content Tutoring III
  - 3 hours of strategic content tutoring ($2,250 per semester)
- Strategic Content Tutoring IV
  - 4 hours of strategic content tutoring ($3,000 per semester)
- Strategic Content Tutoring V
  - 5 hours of strategic content tutoring ($3,750 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
    ($1,200 per semester)
- DEVL 033 - Day-Time Check-In:
  - all other program configurations ($2,000 per semester)

Nursing Course Fees: Students enrolled in NURS 220 or 250 will be assessed a
$400 fee. Students enrolled in NURS 420 or 440 will assessed a $500 fee and students
enrolled in NURS 320 or 340 will be assessed a $400 fee.

Room Deposit: Enrolled students who plan to live in College housing the following year
shall pay a room deposit in the amount of $50 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 674 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 Web Advisor 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 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:

<table>
<thead>
<tr>
<th>Fall Semester 2016</th>
<th>Spring Semester 2017</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22 - September 4</td>
<td>January 10 - January 22</td>
<td>20% of tuition</td>
</tr>
<tr>
<td>September 5 - September 18</td>
<td>January 23 - February 5</td>
<td>40% of tuition</td>
</tr>
<tr>
<td>September 19 - October 2</td>
<td>February 6 - February 19</td>
<td>60% of tuition</td>
</tr>
<tr>
<td>After October 2</td>
<td>After February 19</td>
<td>100% of tuition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May Term 2017</th>
<th>Summer Term 2017</th>
<th>Student Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8 - May 11</td>
<td>June 5 - June 8</td>
<td>20% of tuition</td>
</tr>
<tr>
<td>May 12 - May 16</td>
<td>June 9 - June 13</td>
<td>40% of tuition</td>
</tr>
<tr>
<td>May 17 - May 19</td>
<td>June 14 - June 16</td>
<td>60% of tuition</td>
</tr>
<tr>
<td>After May 19</td>
<td>After June 16</td>
<td>100% of tuition</td>
</tr>
</tbody>
</table>

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 workstudy earnings are never included in the calculation, and only the loan amounts actually received are used.

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, and Federal Work-Study. 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.
<table>
<thead>
<tr>
<th>Yearly Progress*</th>
<th>Percentage of Cumulative Hours Attempted that must be Earned</th>
<th>Minimum CGPA**</th>
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<tbody>
<tr>
<td>End of Year 1</td>
<td>80%</td>
<td>1.75</td>
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<tr>
<td>End of Year 2</td>
<td>80%</td>
<td>2.00</td>
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<tr>
<td>End of Year 3</td>
<td>80%</td>
<td>2.00</td>
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<tr>
<td>End of Year 4</td>
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<td>2.00</td>
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<tr>
<td>End of Year 5</td>
<td>80%</td>
<td>2.00</td>
</tr>
<tr>
<td>End of Year 6</td>
<td>80%</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* 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.

Students who do not achieve the required GPA after the grace period will receive need-based awards for which they qualify. The Director of Financial Aid will review the files of students outside of the grace period and decide if or how the merit scholarships will be cancelled and/or replaced with other institutional funds.

Grade levels for federal loans will be consistent with institutional classification according to Credit Hours Earned (CHE).

<table>
<thead>
<tr>
<th>CHE</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>0-29</td>
<td>30-59</td>
<td>60-89</td>
<td>90+</td>
<td>5</td>
</tr>
<tr>
<td>Loan Amount</td>
<td>$3,500</td>
<td>$4,500</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

**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 $17,000 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-$3,000 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.

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. Application information may be obtained from the Office of Admissions.

**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 Perkins Loans offer up to $4,000 per year from available federal funds for students with exceptional financial need.

Federal Direct Stafford Loans are intended to make loan money available to students enrolled at least half time in college. Loan amounts are $3,500 for the first year, $4,500 for the second year, and $5,500 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 students’ funds to supplement educational costs. A parent may borrow the difference between total cost of education 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 and Staff

President of the College

President of the College ....................................................... Pamela M. Balch, Ed.D.
Executive Assistant ................................................................. Deborah K. Mullens, A.A.S.
Director of Academic Services / Registrar .............................. Alice J. Creasman, B.S.
Assistant Director of Academic Services ................................. Tammy J. Frederick, M.B.A.
Credentials Analyst/Academic Advisor ............................... Elizabeth A. Lampinen, M.A.
Registration Services Assistant ............................................. Denise L. Mills
College Counsel ................................................................. David W. McCauley, J.D.
Director of Institutional Research ........................................ Tammy J. Crites, M.B.A.
Director of Athletics ............................................................. Randall L. Tenney, M.A.T.
Director of Compliance and Academic Services ....... Jacqueline C. Hinton, M.B.A.
Director of Sports Information & Promotions .............. Duane D. Carpenter, B.S.
Athletic Training Ed. Program Director ...................... Rae L. Emrick, M.S., A.T.C.;
Athletic Trainers ................................................................. Tammie Hammon Moody, M.S., A.T.C.;
.............................................................................................. Hideomi Matsuda, M.S., A.T.C.
Baseball Coach ................................................................. Randall L. Tenney, M.A.T.
Men’s Basketball Coach ..................................................... Gary W. Nottingham, M.A.
Women’s Basketball Coach ................................................ Victoria A. Bullett, M.S.
Football Coach ................................................................. Delos G. Smith, IV, M.B.A.
Men’s Golf Coach ............................................................... James R. Huber
Women’s Golf Coach ........................................................ James R. Huber
Women’s Lacrosse Coach .............................................. Hannah N. Lively, M.Ed.
Men’s Soccer Coach ........................................................ Gavin D. Donaldson, M.S.
Women’s Soccer Coach ...................................................... Patrick J. Holguin, M.Ed.
Softball Coach ................................................................. Stephen M. Warner, B.S.
Swimming Coach/Director of Aquatics .............................. April L. Gitzen, M.S.
Tennis Coach ................................................................. Marc A. Walters, M.S.
Track and Cross Country Coach ...................................... Jesse F. Skiles, B.A.
Women’s Volleyball Coach .............................................. Ashley E. Ziegle, M.S.
Title IX Coordinator ............................................................ Meghan K. Frum, M.Ed.

Vice President for Academic Affairs

Vice President for Academic Affairs and

Dean of the College .............................................................. Boyd H. Creasman, Ph.D.
Executive Assistant ............................................................ Robyn A. Curry, B.A.
Associate Dean for Teaching and Learning ................... Melody J. Meadows, D.M.A.
Coordinator of the Writing Center and E.S.L. Programs ............... Director of M.B.A.
......................................................................................... Lynn Rupp, A.B.D.
Director of M.F.A. ................................................................. Jessica-Jan van Eerden, M.F.A.
Director of M.S.A.T. ........................................................... R. Daniel Martin, Ed.D.
Director of M.S.N. ............................................................... Susan B. Leight, Ed.D.
Director of General Education ........................................ Eric G. Waggoner, Ph.D.
Director of the Honors Program ................................. Douglas Van Gundy, M.F.A.
Director of the Learning Center ................................. Shawn Mahoney Kuba, Ed.D., LPC
Comprehensive Advisors ........................................ Anita S. Dib, M.A.; Suzanne K. Haas, M.A.
......................................................................................... Susan Harsh, M.A.; Jodee L. Wilt, M.S.
Coordinator of Lindamood Bell Methods ............... William C. Pastorius, M.S.
Lead Mentor ................................................................. Teresa A. Buckner
Director of Library Services ........................................ Paula L. McGrew, M.A.L.S.
Head of Reference and Bibliographic Services .......... Paula L. McGrew, M.A.L.S.
Director of Cataloging ............................................. Marcella S. Roth, M.A.T.
Interlibrary Loan and Serials Coordinator ................. Carol A. Smith, B.A.
Archivist and Music Librarian .................................. Brett T. Miller, M.L.I.S.
Coordinator of Reference & Instructional Services ......... Elizabeth S. Rogers, M.L.I.S.
Acquisitions and Media Services Supervisor ............ Carol M. Bowman, M.L.I.S.
Director of the School of Business ......................... Michael B. Ervin, M.A.
Director of the School of Education ....................... Karen R. Petitto, Ed.D.
Director of the School of Exercise Science and Athletic Training ............................................ Rae L. Emrick, M.S., A.T.C.
Director of the School of Fine Arts and Humanities ........ Stephen Cresswell, Ph.D.
Director of the School of Nursing ............................. Susan B. Leight, Ed.D.
Director of the School of Science ............................. Pamela K. Wovchko, Ph.D.
Director of the School of Social and Behavioral Science .... Karen S. Miller, Ph.D.
Student Success Coordinator ................................... Alison M. Clausen, M.S.
Coordinator for the Center for Teaching and Learning .... Cynthia Brissey, M.S.
First-Year Academic Advisor ................................. Shauna G. Jones, M.A., M.F.A.
Experiential Learning Coordinator ......................... Jill A. Okes, M.Ed.
Title III Instructional Technology Specialist .............. Traci Probst, M.A.
First-Generation Student Mentor ............................. Kristin E. Greene, M.S.
Technical Theatre Director ....................................... Keith H. Saine, B.A.

Vice President for Enrollment Management
Vice President for Enrollment Management ................ John R. Waltz, M.A.
Senior Associate Director ....................................... Brett B. Ripley, M.B.A
Associate Director ............................................... Leah M. Ripley, B.S.
Assistant Director ................................................ Amanda B. Holbert, B.A.
Admission Counselors ........................................... Joshua S. Lopitz, B.A.; Jaclyn M. Luciany, B.A.; Emily A. Noel, B.S.
Office Manager and Campus Visit Coordinator .......... Terrie L. Brady, M.A.
Director of Financial Aid ......................................... Susan M. George, B.S.
Senior Financial Aid Counselor ............................... Ronda S. Howell, M.B.A.
Financial Aid Counselor and VA Benefits Coordinator .. Matthew D. Linder, B.A.
Financial Aid Counselor .......................................... April V. Smith, B.S.
Director of the Marching Band ................................. Logan E. Lindsey, B.A.

Vice President for Administration and Finance
Vice President for Administration and Finance ............ Barry R. Pritts, Ph.D.
Executive Assistant .............................................. Deborah K. Mullens, A.A.S.
Controller .......................................................... Randall W. Crites, M.B.A.
Assistant Controller .............................................. Brenda L. Friend, B.A.
Payroll Coordinator .............................................. Rhonda K. Haler
Director of Administrative Services ......................... Robert J. Kimble, B.S.
Assistant Director of Administrative Services .......... Sara H. Loughney, M.A.
Retail Manager .................................................... Bethaney M. McKisic
Retail Assistant .................................................... Jennifer L. Fletcher
Director of Human Resources ................................. Vickie J. Crowder, M.B.A.
Director of Dining Services (Aladdin) ....................... Terry L. Brown
Director of the Physical Plant ................................ Vaughn E. Hartley, B.S.
Custodial Supervisor .................................................. C. Lynn Frame
Maintenance Supervisor .........................................
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Computing Services</td>
<td>Neil K. Roth, B.S.</td>
</tr>
<tr>
<td>Information Technology Specialist</td>
<td>R. Duwane Squires, M.S.</td>
</tr>
<tr>
<td>Manager of Computer Operations</td>
<td></td>
</tr>
<tr>
<td>Telecommunications Engineer</td>
<td>Thomas Reed, B.S.</td>
</tr>
<tr>
<td>Computer Help Desk Supervisor</td>
<td>Robert A. Burch, B.S.</td>
</tr>
<tr>
<td>Programmer</td>
<td>Jonathan S. Andrew, M.B.A.</td>
</tr>
<tr>
<td>Network Specialist</td>
<td>Leon S. McKisic, B.S.</td>
</tr>
<tr>
<td>Technical Support Specialist</td>
<td>Jacob A. Beaver, B.S.; Micah J. Snyder, B.A.</td>
</tr>
<tr>
<td>Audiovisual Coordinator</td>
<td>Robert L. Osburn</td>
</tr>
<tr>
<td>Evening Helpdesk Coordinator</td>
<td>Boyd J. Mayle, B.S.</td>
</tr>
<tr>
<td>Director of Security</td>
<td></td>
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<tr>
<td>Director of Greek Life and Intramural Programs</td>
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</tr>
<tr>
<td>Director of Multicultural Programs</td>
<td></td>
</tr>
<tr>
<td>Director of Health Services/College Nurse</td>
<td>Angela Mahaffey, B.S.N.</td>
</tr>
<tr>
<td>Director of Multicultural Programs</td>
<td></td>
</tr>
<tr>
<td>Director of Campus Life</td>
<td></td>
</tr>
<tr>
<td>Assistant Director of Campus Life</td>
<td>John Adam Linetty, M.Ed.; Rebecca A. Radcliff, B.S.; Jeffrey M. Tice, M.S. John Adam Linetty, M.Ed.</td>
</tr>
<tr>
<td>Assistant Director of Campus Life and Title IX Coordinator</td>
<td>Meghan K. Frum, M.Ed.</td>
</tr>
<tr>
<td>Director of Community Engagement and Development</td>
<td>LeeAnn Fraser Brown, M.A.</td>
</tr>
<tr>
<td>Office Manager, Academic Support, Switchboard Operator</td>
<td>Linda Hicks, A.A.</td>
</tr>
<tr>
<td>Associate Director of the CCE and Leadership Development</td>
<td></td>
</tr>
<tr>
<td>Assistant Director of the CCE and Leadership Development</td>
<td>Katie Loudin, M.P.A.</td>
</tr>
<tr>
<td>Director of Health Services/College Nurse</td>
<td>Jessica D. Vincent, M.B.A.</td>
</tr>
<tr>
<td>Director of Multicultural Programs</td>
<td></td>
</tr>
<tr>
<td>Director of Greek Life and Intramural Programs</td>
<td>John K. Bohman, M.A.T.</td>
</tr>
</tbody>
</table>
BOARD OF TRUSTEES

Elected Members
Gavin S. Appleby '76 (Chairman)
Sean Boyle '94
Kari L. Carpenter Mattson '95
Ellis E. Conley '73
Krista L. Denning '97
Tracy S. Dunn-Cunningham
C. Suzanne Ellis '71
John D. Esaias '71, (2nd Vice Chair)
C. Mitchell Evans, '83
William B. Grant '75, (Secretary)
Timothy G. Harper '72
Joseph S. Kenaston '81
Paul S. Klick '66
John F. Lacaria '71 (6th Vice Chair)
Philip A. Lindeman '80, (3rd Vice Chair)
David C. Myers '70 (1st Vice Chair)
Herbert Oye
Evan D. Peterson '73
Charles L. Pickering '78
Caroline H. Rapking '79 (4th Vice Chair)
Michael B. Reger '89
Sarah J. Rinehart '97
Kevin W. Ryan '66
John W. Shimrak '67 (5th Vice Chair)
Joanne C. Soliday '69
Scott H. Strickler '84
John C. Taylor '80
Mary Jane Willis '68
Melinda J. Witt '74
Felicia Wooton Williams
David A. Young '87

Ex Officio Members
Sandra L. Steiner Ball, Resident Bishop of the West Virginia Area Conference
Cynthia Moore-Koikoi, Resident Bishop of the Western Pennsylvania Conference
Pamela M. Balch '71, President of the College
Danette E. Ifert Johnson '90, President of the Alumni Council
Shirley J. Fortney, Chair of Faculty Senate
Alisa M. Lively, Chair of Staff Council
Charles F. Wall, President of the Student Senate
THE FACULTY

The year of the faculty member's initial appointment is given in parentheses.

Susan L. Aloi, Associate Professor of Business (2007). B.S., M.B.A., West Virginia Wesleyan College; Ed.D., West Virginia University.


Charles Bruce Anthony, Assistant Professor of Chemistry (2012). B.S., Ball State University; Ph.D., Louisiana State University.

Katharine L. Antolini, Assistant Professor 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.

Kimberly A. Bjorgo Thorne, Assistant Professor of Biology (2006). B.S., University of Florida; M.S. Clemson University; Ph.D., West Virginia University.

Greg Bradley-Popovich, Associate Professor of Exercise Science (2008). B.S., Fairmont State College; M.S., West Virginia University; D.P.T., Creighton University.

Shannon R. Bosley, Assistant Professor of Nursing (2013). B.S.N., M.S.N., West Virginia Wesleyan College.

Melissa Buice, Assistant Professor of Political Science (2014). B.S., Lambuth University; M.A., Ph.D., University of Tennessee, Knoxville.

Mengfei Cai, Assistant Professor of Psychology (2012). B.S., Hudzhong Normal University; M.S., Ph.D., Brigham Young University.

Molly M. Clever, Assistant Professor of Sociology (2014). B.A., University of Pittsburgh; M.A., Ph.D., University of Maryland.

Amy R. Coffman, Assistant Professor of Nursing (2014). B.S.N., Marshall University; M.S.N., West Virginia University; F.N.P.

Kimberly A. Conrad, Visiting Assistant Professor of Marketing (2016). BoR, Glenville State College; M.S. West Virginia University.

Stephen E. Cresswell, Professor of History and Director of the School of Fine Arts and Humanities (1986). B.A., University of Virginia; M.A., M.L.S., Catholic University; Ph.D., University of Virginia.

Tracey DeLaney, Assistant 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, Assistant 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.

Michael B. Ervin, Associate Professor of Business and Director of the School of Business (1993). 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 (1992). 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.

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.
Barbara E. Frye, Associate Professor of Nursing (2008). B.S.N., West Virginia Wesleyan College; M.S.N., West Virginia University.


Darren E. Gemoets, Assistant Professor of Mathematics (2016). B.A., Fort Lewis College; M.S., Montana State University; Ph.D., University of Wyoming.

Katherine R. Glenney, Associate Professor of Psychology (1989). B.A., Susquehanna University; M.S., Shippensburg University; Ed.D., West Virginia University.


Mu Hu, Associate Professor of Communication Studies (2007). B.A., Anhui University, China; M.A., Ph.D., The Ohio State University.

Luke G. Huggins, Associate 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 (2012). B.A., Otterbein University; M.M., Eastman School of Music; D.M.A., University of Illinois, Urbana-Champaign.

Robert N. Hull, Professor of Philosophy (1994) B.A., Hamline University; M.A., Ph.D., Iowa State University.


Beth E. Koch, Assistant Professor of Art (2015). B.F.A., Herron School of Art; M.F.A., Ph.D., University of Minnesota.

Michael Kuba, Assistant Professor of Psychology (2014). B.A., Bowling Green State University; M.A., Villanova University; N.C.C., L.P.C.

Jordan T. Kuck, Assistant Professor of History (2015). B.A., M.A., University of Nebraska at Kearney; Ph.D., University of Tennessee, Knoxville.

Jordana LaFantasie, Assistant Professor of Biology (2016). B.S., Ph.D., University of Wyoming.

Ashley M. Lawson, Assistant Professor of English (2012). B.A., West Virginia University; M.A., University of Rochester; Ph.D., University of Nebraska.

Tuan Le, Assistant Professor of Economics (2015). B.S., Foreign Trade University, Hanoi; M.A., M.S., Ph.D., West Virginia University.

Susan B. Leight, Professor of Nursing and Director of the School of Nursing and Director of the Master of Science in Nursing Program (2004). B.S.N., State University of New York, Buffalo; M.S.N., Ed.D., West Virginia University.

Lynn M. Linder, Assistant Professor of English (2014). B.A., University of Missouri-Columbia; M.A., Ph.D., Saint Louis University.

Gretchen H. Lynn, Associate Professor of Computer Science (1989). B.S., Concord College; M.S., University of Tennessee, Knoxville; Ph.D. University of Pittsburgh.

Gregory A. Mach, Associate Professor of Dramatic Arts (2000). B.A., Michigan Technological University; M.F.A., University of Mississippi.


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.

Drew F. Mason, Assistant Professor of Exercise Science and Athletic Training (2009). B.S., West Virginia Wesleyan College; M.S., Marshall University.

Phil McCollam, Assistant Professor of Art (2013). B.F.A., B.S., Bemidji State University; M.F.A., University of Minnesota Duluth.
Paula L. McGrew, Associate Professor of Library Science and Director of Library Services (2001). B.S., West Virginia Wesleyan College; M.A.L.S., Rosary College; M.A., West Virginia University.

Devon McNamara, Professor of English (1997). B.A., Principia College; M.A., University of Illinois; Ph.D., New York University.


Michael Mendicino, Assistant Professor of Education (2015). B.S.E.D., M.S., California University of Pennsylvania; Ed.D., West Virginia University.

Karen S. Miller, Associate Professor of Sociology and Criminal Justice and Director of the School of Social and Behavioral Science (2008). B.S., M.S., Eastern Kentucky University; Ph.D., University of Kentucky.

James H. Moore, Associate Professor of Music (2006). B.M, West Virginia University; M.M., University of the Arts; Ph.D., University of Pittsburgh.

Ellen Mueller, Assistant Professor of Art (2012). B.A., B.S., Bemidji State University; M.F.A., University of South Florida.

Debra Dean Murphy, Associate Professor of Religion (2009). B.S., West Virginia Wesleyan College; M.T.S., Duke Divinity School; Ph.D., Drew University.

Jesse Oldroyd, Assistant Professor of Mathematics (2016). B.S. University of Alaska, Anchorage; M.S., Ph.D., University of Idaho.

Karen R. Pettito, 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.


Theresa A. Poling, Assistant 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.

G. Albert Popson Jr., Professor of Physics and Engineering (1989). B.S., M.S., Indiana University of Pennsylvania; Ph.D., Clemson University.

Eric W. Reynolds, Assistant Professor of Physics (2013). B.S., University of Connecticut; Ph.D., West Virginia University.

Susan P. Rice, Associate Professor of Nursing (2012). A.S.N., B.S.N., Shenandoah University, M.S.N., M.P.H., Columbia University; Ph.D., University of Alabama Birmingham.

Lynn G. Rupp, Associate Professor of Education and Director of the Master’s in Education Program (1996). 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.

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 (2007). B.A., West Virginia Wesleyan College; M.F.A., University of Texas at Austin.
Jessica Scott, Assistant Professor of Gender Studies (2010). B.A., West Virginia Wesleyan College; M.M., University of Illinois; M.Sc., 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.


Julie R. Shelton, Assistant Professor of Criminal Justice (2015). B.A., M.A., Western Kentucky University.

Bonnie J. Smith, Instructor of Nursing (2013). B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University; F.N.P.

Tina A. Straight, Associate Professor of Nursing (2010). B.S.N., Fairmont State University; M.S.N., Marshall University.

Scott B. Street, Assistant Professor in Exercise Science and Athletic Training (2008). B.S., Ohio Northern University; M.S., Marshall University.

Jeanne D. Sullivan, Associate Professor of Biology (1993). B.A., M.A., University of Texas at Austin; Ph.D., University of Maryland.

Rebecca J. Swisher, Assistant Professor of Accounting (2015). B.S., M.P.A., West Virginia University; Ph.D., Northcentral University; C.P.A.

Janet T. Teachout-Withersty, Associate Professor of Nursing (1994). B.S.N., Alderson-Broaddus College; M.S.N., Syracuse University; D.NP, Regis University.

Leigh Usilton, Assistant Professor of Music (2015). B.A., Salisbury University; M.A., New York University; D.M.A., West Virginia University.

Jessica-Jan H. van Eerden, Assistant Professor of English and Director of the Master of Fine Arts in Creative Writing Program (2012). B.A., West Virginia University; M.F.A., University of Iowa.


Eric G. Waggoner, Associate Professor of English (2002). B.A., West Virginia Wesleyan College; M.A., Old Dominion University; Ph.D., Arizona State University.

Joanna Webb, Assistant Professor 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.


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 Director of the School of Science (2005). B.S., West Virginia Wesleyan College; M.S., West Virginia University; Ph.D., University of Northern Colorado.

Derek E. Zeigler, Assistant Professor of Psychology (2016). B.A., M.S., Ph.D., The Ohio University.

Scott Zinzer, Assistant Professor of Mathematics (2015). B.S., Aurora University; M.A., Ph.D., Arizona State University.

Special Faculty Appointments

John K. Bohman, Lecturer in Health and Physical Education, M.A.T.
Marguerite Bostonia, Lecturer in Music, M.Mus., D.M.A.
LeeAnn Brown, Lecturer in Communication, M.A.
Gavin D. Donaldson, Lecturer in Geography, M.S.
Tim DeWitt, Lecturer in Music.
John Epler, Lecturer in Mathematics, M.Ed.
Scott Green, Lecturer in Music, D.M.A.
Katherine B. Gregg, Director of the Greenhouse and Curator of the Herbarium. Professor Emerita, Ph.D.
Matthew Gregory, Lecturer in Criminal Justice, M.S.
Anne D. Hamilton, Lecturer in Music, M.M.
Penny Haymond, Student Teacher Supervisor in Education
Kristy Henson, Assistant Lab Coordinator, M.S.
Ashley Higginbotham, Lecturer in English, M.F.A.
Amanda Lanaham Holbert, Lecturer in Dance, B.A.
Patrick Holguin, Lecturer in Business.
Allison Hull, Instructor of Biology, M.S.
Curtis Johnson, Lecturer in Music.
Ryan Kennedy, Lecturer in Music, B.A.
Donald Laney, Lecturer in Theatre and Dance.
Logan E. Lindsey, Lecturer in Music, B.A.
Adam Loudin, Lecturer in Music, M.M.
Katie Loudin, Lecturer in Interdisciplinary Studies, M.A.
Seth Maynard, Lecturer in Music, B.Mus.
David W. McCauley, Senior Lecturer in Business, J.D.
Brett T. Miller, Lecturer in Music, M.L.I.S.
Tammie H. Moody, Lecturer in Exercise Science, M.S., ATC, CSCS
Gretchen Moore, Lecturer in Dance, B.A.
Shari Phillips, Lecturer in Education.
Andrew Powell, Lecturer in Music, M.M.
Cynthia Raffety, Lecturer in Education, M.Ed.
Elisabeth Rogers, Lecturer in English
Amy Rogosky, Assistant Lab Coordinator, M.S.
Lance Russell, Lecturer in Dance, B.A.
Keith Saine, Technical Theatre Director, B.A.
Nina Scattaregia, Lecturer in Dance, B.A.
Jeremiah Smallridge, Lecturer in Music, M.M.E.
Paul Thompson, Lecturer in Music.
Randall L. Tenney, Lecturer in Health and Physical Education, M.A.T.
Reggie Watkins, Lecturer in Music.
Mason Z. Williams, Lecturer in English, M.F.A.
Linda Wolfersheim, Lecturer in Music, M.Ed.
EMERITI


Carl M. Colson, *Professor of Biology, Emeritus* (1969-2008). B.S., University of Nebraska; Ph.D., University of Florida.


Katharine B. Gregg, *Professor of Biology* (1976). B.A., Emory University; Ph.D., University of Miami.

Lillian J. S. Halverson, Professor of Family and Consumer Sciences, Emerita (1970-1999). B.S., M.S., Stout State University; Ph.D., Ohio State University.


Annette R. Hiedemann, Professor of Psychology, Emerita (1968-1994). B.A., University of California; Ph.D., Leopold-Franzens Universität, Austria.

Arthur B. Holmes, Professor of Religion, Emeritus (1970-2006). B.S., Stetson University; B.D., Emory University; Ph.D., Drew University.


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.

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.


Betty J. Norvell, Professor of Communication and Dramatic Arts, Emerita (1957-1995). A.B., Greensboro College; M.F.A., Ohio University; Ph.D., West Virginia University.

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.


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.


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.


Elizabeth M. Weimer, Professor of Biology, Emerita (1962-1986). B.S., Bethany College; M.S., University of New Hampshire.


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
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

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
Ronald Eugene Sleeth, Ph.D., 1976-1977
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
Pamela M. Balch, Ed.D., 2006-

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

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
Boyd H. Creasman, Ph.D., 2013-
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