



West Virginia Wesleyan

2012 - 2013
GRADUATE CATALOG

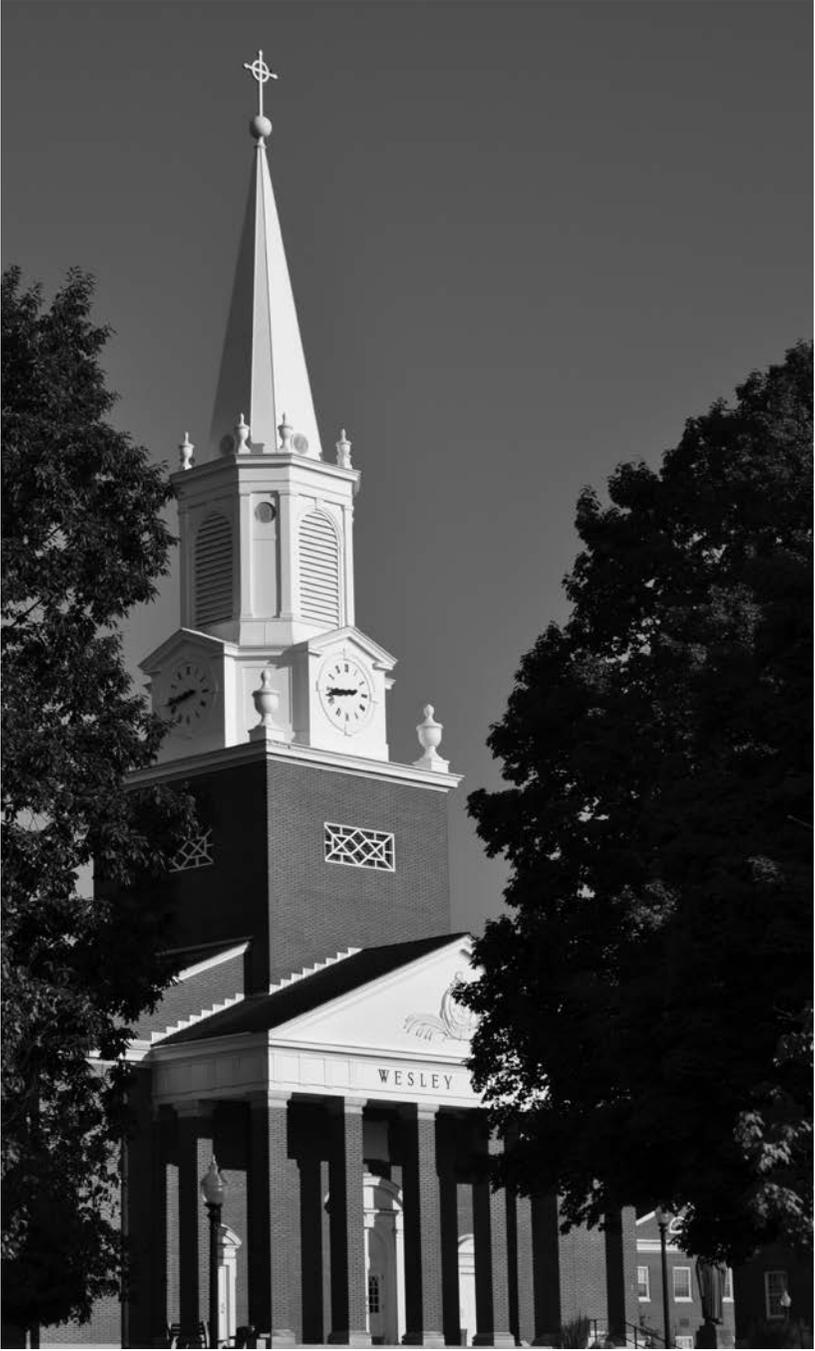
Buckhannon, WV 26201-2998
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www.wvwc.edu/gradprograms

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 and Enrollment Management.



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The *West Virginia Wesleyan Graduate 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 GRADUATE STUDIES CALENDAR 2012-2013

2012 FALL SEMESTER

| | | | |
|-----------|-------|-----------|--|
| August | 19 | Sunday | Graduate Registration for Fall classes or |
| | 20-23 | Mon-Thu | Graduate Registration-30 minutes before 1st class on campus or by email for online classes |
| | 20 | Monday | Classes begin (8 am) |
| | 24 | Friday | Deadline: Schedule changes and late registration |
| September | 3 | Monday | Labor Day Recess |
| | 21-23 | Fri.-Sun. | Family Weekend |
| October | 1 | Monday | Incomplete grades from May, Summer School and Spring Semester due in Registrar's Office |
| | 2 | Tuesday | Progress Reports due in Registrar's Office |
| | 11-12 | Thu-Fri | Fall Recess (classes dismissed) |
| | 19 | Friday | Founders Day (classes cancelled for 11:00 convocation; all other classes meet) |
| | 19-21 | Fri.-Sun. | Homecoming |
| | 22 | Monday | Deadline: Withdrawing from full-semester classes |
| November | 16 | Friday | Thanksgiving Break begins (5 pm) |
| | 26 | Monday | Classes resume (8 am) |
| December | 3-6 | Mon-Thurs | Final examinations in evening graduate classes in last class period |
| | 5 | Wednesday | Last day of undergraduate classes and daytime graduate classes |
| | 6 | Thursday | Reading Day for undergraduate classes and daytime graduate classes |
| | 7-8 | Fri-Sat | Final examinations for undergraduate classes and daytime graduate classes |
| | 10-11 | Mon-Tues | Final examinations for undergraduate classes and daytime graduate classes |
| | 13 | Thursday | Final grades due in Registrar's Office |

2013 SPRING SEMESTER

| | | | |
|---------|------|-----------|--|
| January | 6 | Sunday | Graduate Registration for Spring classes or |
| | 7-10 | Mon-Thurs | Graduate Registration - 30 minutes before first class on campus or by email for online classes |

| | | | |
|----------|-------|-----------|---|
| | 7 | Monday | Classes begin (8 am) |
| | 11 | Friday | Deadline: Schedule changes and late registration |
| February | 18 | Monday | Incomplete grades from Fall Semester due in Registrar's Office |
| | 19 | Tuesday | Progress Reports due in Registrar's Office |
| March | 1 | Friday | Spring Break begins (5 pm) |
| | 11 | Monday | Classes Resume (8 am) |
| | 19 | Tuesday | Deadline: Withdrawing from full-semester classes |
| | 29 | Friday | Good Friday Recess |
| April | 1 | Monday | Easter Monday Recess |
| | 13-14 | Sat.-Sun. | Spring Weekend |
| | 22-25 | Mon.-Thu. | Final examinations in evening graduate classes in last class period |
| | 24 | Wednesday | Last day of undergraduate classes and daytime graduate classes |
| | 25 | Thursday | Reading Day for undergraduate classes and daytime graduate classes |
| | 26-27 | Fri-Sat | Final Examinations for undergraduate classes and daytime graduate classes |
| | 29-30 | Mon-Tues | Final Examinations for undergraduate classes and daytime graduate classes |
| May | 2 | Thursday | Master's Commencement Banquet |
| | 3 | Friday | Baccalaureate |
| | 4 | Saturday | Commencement |
| | 6 | Monday | Final grades due in Registrar's Office for second semester by 4:30 p.m. |

MAY TERM- 4 weeks

| | | | |
|------|-----|----------|---|
| May | 6-7 | Mon-Tue | Registration and graduate classes begin |
| | 27 | Monday | Holiday |
| June | 1 | Saturday | Final Examinations |

SUMMER SESSION - 4 weeks

| | | | |
|------|-----|----------|---|
| June | 3-4 | Mon-Tues | Registration and graduate classes begin |
| | 28 | Friday | Final Examinations |

NOTE: Calendar subject to modification in the interest of the total College program.

*MFA program has a unique calendar. See MFA section of catalog or online program description for MFA calendar.



Unite the pair so long disjoined, knowledge and vital piety.

--Charles Wesley

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

During the 1970's, Wesleyan offered its first graduate degree program in education and in the 1980's in business administration. 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 2012, Wesleyan captured the West Virginia Intercollegiate Athletic Conference's Commissioner's Cup as the most successful athletic program.

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.

WESLEYAN ACCREDITATION

West Virginia Wesleyan is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (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. The College participates in the Interstate Certification Project, whereby a number of states certify teachers graduating from Wesleyan's Department of Education. The undergraduate and graduate education programs are approved by the West Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; telephone 1-202-466-7496). The nursing undergraduate and graduate programs are accredited by the National League for Nursing Accrediting Commission (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; telephone 404-975-5000) and approved by the State of West Virginia Board of Examiners for Registered Nurses. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). 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, the Council of Independent Colleges, and the Council of Graduate Schools.



GRADUATE ACADEMIC PROGRAMS

The mission of West Virginia Wesleyan's Graduate Programs is to serve the educational needs of graduate students in acquiring advanced learning through applied skills and ethical practice while developing competence in research scholarship in their discipline.

West Virginia Wesleyan College's graduate programs are housed in academic departments that are housed within schools. The following section contains general graduate studies policies and procedures and the current individual graduate program admission requirements, descriptions, and degree requirements as well as all graduate course descriptions. These requirements and descriptions are current at the time of printing of this catalog; however, the College reserves the right to revise or change this information in whole or in part at anytime as such change is determined to be necessary. In any such case, the College will give appropriate and reasonable notice as is practical.

ADMISSION PROCEDURES AND PROCESS FOR GRADUATE PROGRAMS

All graduate program applicants, including non-matriculating and visiting students, must complete an Application for Graduate Studies Admission. The application forms are available online at www.wvwc.edu/grad_programs or from the Graduate Studies Office within the Academic Affairs Office in the Lynch-Raine Administration Building on campus. The completed application and all undergraduate and graduate transcripts, recommendations, required test scores, and any additional materials required by the specific program as described within this catalog should be submitted with an application fee of \$50.00 to the Graduate Studies Office, WVWC, 59 College Avenue, Buckhannon, WV 26201.

Upon receipt, the application package is reviewed by the Dean of Graduate Studies for completeness, and then forwarded to the Director of the applicant's program for review by each program's faculty Admission Committee. Each program's Admission Committee and Director make the recommendation for admission to the Graduate Dean who makes the final admission decision. Applicants are notified of admission decisions by mail, generally within two weeks of receipt of the complete application.

At the discretion of the applicant's program Admission Committee, Program Director and Dean of Graduate Studies, applicants who do not meet the minimum requirements for a program, but who appear to be capable of performing well in graduate work, may be accepted provisionally. The provisional acceptance will be lifted upon the student's successful completion of the specific provisional requirements cited in their provisional acceptance letter. Failure to meet the conditions and requirements of the provisional acceptance within the first year of graduate work will result in the student being academically suspended.

Accepted students are required to submit a \$200 enrollment deposit, if domestic, and \$500 if international, upon receipt of acceptance to secure the student's place

in the program and classes. The deposit will be applied to the student's first semester tuition and fees.

NON-MATRICULATING OR VISITING STUDENTS AND AUDITING

Individuals who have earned a baccalaureate degree and wish to enroll in particular courses for personal or professional development or certification or licensure requirements without the intent to matriculate in any degree program may apply for admission as a non-matriculating student. Applicants to this status are expected to meet the minimum academic requirements as established for regular admission to the particular graduate program including official verification of an earned baccalaureate degree. Admission on this basis does not imply acceptance or eligibility in any graduate degree program, regardless of the number of credits earned on this basis. Non-matriculating students may enroll for a limited number of classes upon approval of the relevant program director.

Graduate students who are matriculating at another college or university and wish to enroll in graduate courses at West Virginia Wesleyan College for transfer to their home institution may apply as a visiting graduate student. Visiting students must submit an official letter from their home institution documenting their status as a graduate student in good standing with their application. Transfer of these course credits is solely at the discretion of their home institution.

Individuals who wish to audit graduate courses for personal or professional development on a non-credit, ungraded, auditing basis may do so in select graduate courses at the sole discretion of the relevant program director. Those interested in auditing must apply as a non-matriculating student and submit with their application the application fee, all transcripts which attest to an earned degree appropriate to the chosen program and a satisfactory GPA.

TUITION, FEES AND PAYMENT PROCEDURES

| | |
|--------------------------------------|-------------------------|
| Tuition | \$425 per credit hour |
| Technology Fee | \$195 per online course |
| Application Fee | \$50 (non-refundable) |
| Graduation Fee | \$125 |
| Audit Fee per Course | \$400 |
| Enrollment Deposit (non-refundable): | |
| Domestic | \$200 |
| International | \$500 |

Graduate tuition is billed per credit. The tuition charge (2012-13) for Master level classes is \$425 per semester credit hour. Some online graduate courses carry a \$195 technology fee per course. The application fee is \$50. The graduation fee is \$125. The audit fee is \$400 per course. Accepted students are required to submit a \$200 enrollment deposit, if domestic, and \$500 if international, upon receipt of acceptance to secure the student's place in the program and classes. The deposit will be applied to the student's first semester tuition and fees.

Graduate students who have pre-registered may view and pay their bill online by selecting “View my Bill” and “Make a Payment” below the Financial Information section of WebAdvisor. The entire student account balance must be paid 7 calendar days before the first day of classes. WVWC accepts American Express, MasterCard, Visa and Discover payments. Personal checks, money orders and/or third party payments may be mailed to the Student Accounts Office, West Virginia Wesleyan College, 59 College Avenue, Buckhannon, WV 26201. No academic credentials will be issued to the student until all college bills are paid and all financial aid documentation, if applicable, has been completed.

Funds paid in advance that are in excess of institutional costs are refunded to the student when the Student Accounts Office receives a completed Refund Request Form.

Students who are approved or are considering withdrawing from courses or from the college should review the withdrawal policy and schedule below:

1. For students who withdraw from the College due to illness, or for other reasons approved by the Dean of Graduate Studies, and are enrolled in full semester courses during the Fall and Spring semesters, the following schedule will be used:

| Fall Semester 2012 | Spring Semester 2013 | Student Responsibility |
|----------------------------|--------------------------|------------------------|
| August 20 - September 3 | January 7 - January 21 | 20% of tuition |
| September 4 - September 17 | January 22 - February 4 | 40% of tuition |
| September 18 - October 1 | February 5 - February 18 | 60% of tuition |
| After October 2 | After February 19 | 100% of tuition |

| May Term 2013 | Summer Term 2013 | Student Responsibility |
|-----------------|-------------------|------------------------|
| May 6 - May 9 | June 3 - June 6 | 20% of tuition |
| May 10 - May 14 | June 7 - June 11 | 40% of tuition |
| May 15 - May 17 | June 12 - June 14 | 60% of tuition |
| After May 17 | After June 14 | 100% of tuition |

2. As MFA courses are offered on a different academic calendar, their refund schedule is also on a different schedule found in the MFA section of this catalog.

FINANCIAL AID

Various financial aid opportunities are available for graduate students including interest-free loan deferrals, Federal Student Loan programs, and other loan and scholarship opportunities. Many companies, embassies and agencies directly reimburse students for their educational expenses upon successful completion of courses. In these situations, the student is responsible for paying the bill at the beginning of the term or selecting another payment option. Tuition may not be left unpaid pending reimbursement by a third party. For financial aid purposes, students are considered full-time when enrolled in six or more graduate credit hours per semester or session. For further information, contact the WVWC Financial Aid Office at 800-343-2374.

HOW TO APPLY FOR FINANCIAL AID

We highly recommend that you file the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. You are required to secure a Personal Identification Number (PIN) at www.pin.ed.gov. If you prefer to file a paper FAFSA, contact the Wesleyan Financial Aid Office at 800-343-2374. West Virginia Wesleyan College's School Code number is 003830-00. In order to maximize all of your Financial Aid options, we strongly advise that all students file the FAFSA. The information you submit on the FAFSA determines your eligibility for Federal Loan programs, work-study, Graduate PLUS, as well as other loan and scholarship opportunities.





GRADUATE PROGRAMS INSTRUCTIONAL OFFERINGS

COURSE NUMBERING SYSTEM

The first of the three digits of the course number indicates the general level of instruction (target audience). Graduate courses are open only to students who have earned a bachelor's degree and to students in the combined Five-Year Undergraduate/ Graduate Programs.

500 - 799 Graduate courses.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

PROFESSOR: Bernard F. Keating

ASSOCIATE PROFESSORS: Susan Aloi, Tracie M. Dodson, Michael B. Ervin,
Hamid Shaafi

ASSISTANT PROFESSORS: Nicholas W. Conger, Kelly T. Hughes

SENIOR LECTURER: David W. McCauley

LECTURER: Russell H. Francis

DIRECTOR OF MBA: Susan Aloi

The Wesleyan Master of Business Administration program offers an integrative general management curriculum that prepares managers to think and lead at all levels of an organization. The broad-based curriculum strives to create organizational leaders with multiple skills who can analyze business problems from a variety of perspectives and exercise ethical judgments when finding solutions. At the core of the program are the functional areas of business: accounting, finance, management, and marketing. These are supported by courses in ethics, economics, and quantitative analysis. The objectives of the program are to offer a curriculum with a rich philosophy about judgment, analysis, and action via a healthy mix of theory and practice; to provide a unified and innovative core curriculum that provides focus and continuity; to provide outstanding, student-centered teaching that results from faculty who are current in their fields and committed to developing students as ethical decision makers; and to offer a curriculum that balances technical and substantive issues in management.

The 42-semester hour program is designed to be pursued either on an intensive schedule by full-time students or on a part-time basis by business professionals, using evening and summer class opportunities.

ADMISSION

Application for admission to the program is invited from anyone who holds a bachelor's degree from an accredited college or university, regardless of undergraduate major. Applicants should complete the **application form** and return it to the Graduate

Studies Office, West Virginia Wesleyan College, 59 College Avenue, Buckhannon, WV 26201, along with:

1. a current curriculum vita showing relevant work experience;
2. a non-refundable application fee of \$50;
3. two completed recommendation forms or letters (one from an employer and one from a professor);
4. official transcripts of all undergraduate and graduate work;
5. an official report of the Graduation Management Admission Test (GMAT); and
6. an official report of the Test of English as a Foreign Language (TOEFL) if an international student.

Based on the recommendations of the M.B.A. Admission Committee and the M.B.A. Director, the Graduate Studies Dean will make final admission decision and notify applicants in writing of those decisions.

UNDERGRADUATE FOUNDATION COURSES

Although Wesleyan's M.B.A. program is designed for students committed to a career in business, regardless of their undergraduate major, all students are required to have a basic knowledge of business. As students enter the M.B.A. program, they must complete the following prerequisite foundation courses: Financial Accounting, 3 hours; Microeconomics, 3 hours; Statistics, 3 hours.

REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

All candidates must:

1. Complete 42 semester hours, including BUSI 510, 520, 530, 540, 550, 560, 570, 610, 620, 630, 640, 700; plus 6 hours selected from other graduate business courses or courses approved for transfer from other institutions;
2. Earn at least 33 hours in residence;
3. Achieve a cumulative B average (3.0 grade point average) in all courses applicable toward the M.B.A. degree and in all M.B.A. work completed at Wesleyan.
4. Complete all M.B.A. course requirements within seven years from the date of enrollment in their first Wesleyan M.B.A. course.

FIVE - YEAR UNDERGRADUATE MASTER OF BUSINESS ADMINISTRATION PROGRAM

See the Undergraduate Catalog for more information on the Five - Year Undergraduate/ Master of Business Administration program.

MBA COURSES

BUSI 510. Accounting I: Financial Accounting. **3 hrs.**
Introduction of the rationale for, and implications of, fundamental accounting concepts and accounting procedures with the goal of preparing students to interpret, analyze, and evaluate financial statements. The importance of financial statements in the managerial decision-making process is emphasized.

- BUSI 520. Finance I: Fundamentals of Finance.** 3 hrs.
Introduction to the concept of time value of money and its effect upon financial decisions. The course also addresses the idea of risk-return trade-offs, essentials of capital budgeting, identification and estimation of relevant cash flows, and evaluation of alternatives on a comparable basis.
- BUSI 530. Management I: Management Theory and Leadership.** 3 hrs.
Introduction to the fundamental concepts and practices of management and leadership. The course covers the core functions: planning, organizing, leading, and controlling. Topics include strategic decision making, models of leadership, process design and control, total quality management, organizational design and structure, and project management.
- BUSI 534. Human Resource Management.** 3 hrs.
This course introduces the theoretical, technical and legal aspects of human resource management and employment relations. Topics covered include: human resource planning, recruitment, selection, performance evaluation, training and development, compensation, labor relations, occupational safety and health, and the evaluation of human resource management programs.
- BUSI 535. Management for Non-profits.** 3 hrs.
This course is intended to provide you with a broad understanding of the wide range of issues involved in developing and leading a non-profit enterprise. You will be introduced to the operating environment, resource concerns, and unique leadership requirements of non-profits.
- BUSI 540. Marketing I: Marketing Management.** 3 hrs.
A course emphasizing the decisions that marketing managers face in their efforts to bring together the objectives and resources of their organizations with the needs and opportunities in the marketplace. The strategies, tactics, and administrative issues surrounding marketing decisions are addressed by integrating the four functional areas of business in a market-drive simulation. In addition, the theoretical foundations of marketing management are explored.
- 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.
- 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.*
- 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 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 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. Accounting II: 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. *Prerequisite:* BUSI 510.

BUSI 620. Finance II: 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. *Prerequisite:* BUSI 520.

BUSI 630. Management II: Organizational Behavior. 3 hrs.

The "people" side of management. With emphasis on understanding why people behave the way they do in organizations, the course examines variables at the individual, group, and organizational levels. Topics include individual differences, perception, values and attitudes; motivation; group dynamics; teamwork; communication; leadership; power and politics; conflict management; organizational design and structure; job design; organizational culture; and organizational change.

BUSI 640. Marketing II: Marketing Research. 3 hrs.

An examination of the role of marketing research in business decision making. The course addresses both substantive and technical aspects of marketing research: problem definition, data collection, data analysis, and interpreting and communicating research

findings. The theory undergirding the course maintains that one must carry out research in a field setting to fully understand the processes involved in designing relevant, timely, and accurate research studies. Students will gain experience in applying research concepts and methods to current business problems. *Prerequisite:* BUSI 550.

BUSI 700. Business Policy.

3 hrs.

The capstone M.B.A. course, designed to integrate the functional areas of business: accounting, finance, management, and marketing. Patterned after the method of the Harvard Business School, this case-oriented course draws on readings, group analysis, written reports, panel discussions, and oral presentations. *Prerequisites:* BUSI 510, 520, 530, 540, 550, 560, 570, 610, 620, 630, 640.

MASTER'S IN EDUCATION PROGRAM

ASSOCIATE PROFESSORS: Deborah Bush, Shirley Fortney, Karen Petitto, Lynn Rupp

ASSISTANT PROFESSOR: MaryAnn Casale, Tammy Samples

DIRECTOR: Lynn Rupp

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 in 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. The program is approved by the West Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; telephone 1-202-466-7496).

Graduates who complete Wesleyan's Master's in Education **Multi-Categorical Special Education with Autism** program qualify for professional licensure in multi-categorical special education in 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. Graduates who complete the Master's in Education **Post-Baccalaureate Accelerated Initial Certification** program will qualify for professional licensure in secondary education in a content area of art, biology, chemistry, English, mathematics, physics, science, or social studies 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 MASTER'S IN EDUCATION PROGRAM

Five-year program. Students currently 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. Up to six graduate hours may be taken during the senior year. To be eligible for financial aid, at least three-credit hours of undergraduate work that count toward the undergraduate degree must be taken each semester throughout the master's program (excluding summer sessions). Five-year students must be enrolled for twelve credit hours or more to be considered full time. The bachelor's and master's degrees will be conferred simultaneously upon successful completion of the five-year program. See the Undergraduate catalog for more information on the 5 - Year Undergraduate / Master's in Education program.

Traditional program. Individuals with an earned undergraduate degree wishing to enter the master's program may apply for admission at any time and must be enrolled for six credit hours or more to be considered full-time. Students may also enroll for part-time study in the traditional master's program.

Applicants should complete the **Application Form** and submit it and all supporting materials detailed below to the Graduate Studies 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 Secondary Education majors of English, Math, Science, or Social Studies.
- 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.
- provide two recommendations, using the Graduate Recommendation Form, one of which must be completed by the advisor of record or professional supervisor.
- submit a Personal Statement of Goals and Objectives.
- submit a \$50 nonrefundable fee.
- non-native-English speakers must demonstrate proficiency in English by submitting their results on the Test of English as a Foreign Language (TOEFL).

Once admitted to the Master's in Education program, the candidate must provide evidence of a negative TB test, 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 admitted to the Post Baccalaureate Accelerated Initial Certification program must pass the Praxis I during their first semester in the program.

Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree.

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, 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 Registrar's 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 of application.

Multi-categorical Special Education with Autism: 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 with autism. This multi-categorical special education with autism endorsement **must** be attached to certification in elementary education or secondary education majors of English, mathematics, science, or social studies.

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. In order for a teacher to be "highly qualified" in the state of West Virginia, the reading specialist endorsement **must** be attached to certification in elementary education. Certification as a reading specialist may be attached to secondary education majors in English, mathematics, science, or social studies.

Post-baccalaureate Accelerated Initial Certification: This program is designed to serve individuals who already possess an undergraduate degree and now wish to pursue initial teaching certification in a secondary-education content area. The program is ideal for individuals who are interested in returning to the workforce or changing careers. Candidates must possess an undergraduate degree in a secondary teaching content field of art, biology, chemistry, English, mathematics, physics, or one of the areas of social studies. During the first semester of enrollment, candidates must pass the Praxis I Pre-Professional Skills Test (reading, writing, mathematics). Candidates are required to pass Praxis II exams in content and Principles of Learning and Teaching prior to enrolling in Practicum.

MASTER'S IN EDUCATION PROGRAM OF STUDY REQUIREMENTS

A minimum of 30 graduate credit hours is required for the Master's degree.

Professional Education Core Courses: EDUC 510, 520, 530, 570, 597, 598

Pre-Requisite Undergraduate-level Multi-Categorical Education Courses: SPEC 230, 330

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

Undergraduate-level Specialization in Reading Education Courses: EDUC 131, 250 or EDUC 131, 210, 211

Specialization in Reading Courses: RDNG 510, 520, 530, 540, 550, 574

Post-baccalaureate Accelerated Initial Certification Courses: SPEC 230, 330; EDUC 370, 610, 620, 640, 650; 671 and 672, or 673; 675

MASTER'S IN EDUCATION CORE COURSES - 18 GRADUATE HOURS

PROFESSIONAL EDUCATION CORE COURSES (18 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. *Prerequisite:* SPEC 230. *Usually offered spring semester.*

EDUC 520. Advanced Education 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 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 summer term.*

EDUC 570. National Board Portfolio Development. 1-3 hrs.

This course is designed to provide an extensive professional development experience for teachers who are pursuing National Board Certification. After completing the portfolio and assessment process, teachers will be prepared to submit their portfolio for consideration for National Board Certification. Master's students who do not yet meet the National Board requirement of three-years' teaching experience will participate in portions of the course for reduced credit. *This course can be repeated for credit.*

EDUC 588. Special Topics. 1 - 6 hrs.

EDUC 597. Research Methods. 3 hrs.

This course will introduce Master's candidates to the methods of education 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 innovations in research in education. Candidates will gain experience in the evaluation, design, and application of educational research methods. *Usually offered 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. The final product is the candidate's Master's thesis. *Usually offered spring semester.*

**MULTI-CATEGORICAL SPECIAL EDUCATION WITH
AUTISM CONCENTRATION COURSES - 24 GRADU-
ATE HOURS***

UNDERGRADUATE PRE-REQUISITES (6 HRS.)

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 behavior disorders, giftedness, hearing impairments, learning disabilities, mental impairments, physical disabilities, speech and language impairments, and visual impairments. Special emphasis will be given to the inclusion of the students with disabilities and diverse backgrounds (low social and economic status, students at-risk, ethnicity and gender) in the regular education setting.

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.

**MULTI-CATEGORICAL SPECIAL EDUCATION WITH 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 disorders 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 including 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. *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, characteris-

tics, theories, and multi-disciplinary approaches as they relate to the field of learning disabilities. Federal legislation and judicial decisions are investigated. Educational placements for children and youth with learning disabilities are presented. Attention deficits and other mild cognitive disorders are studied. *Usually offered 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. Field placement included. *Usually offered 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 fall 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. *Usually offered 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. *Usually offered spring semester.*

SPEC 574. Practicum -- Multi-categorical 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 a one-half day assignment five days a week to teaching responsibilities for a full rotation. The candidate will conduct an abbreviated action research project during his/her placement. *Usually offered spring semester.*

SPEC 588. Special Topics. 1 - 6 hrs.

**Pending approval by faculty governance, fall 2012.*

SPECIALIZATION IN READING CONCENTRATION COURSES - 18 GRADUATE HOURS

UNDERGRADUATE-LEVEL REQUIREMENTS

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.

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, comprehension, and exploring a variety of genres (including drama) and reading materials.

EDUC 211. 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.

EDUC 250. Teaching Reading 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, writing strategies, assessment techniques, appropriate literature choices, and how to effectively incorporate a variety of materials in various content fields.

SPECIALIZATION IN READING COURSES (18 HOURS)

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 fall semester.*

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 May term.*

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 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 20-hour field placement in which candidates will select and use appropriate assessments in order to design individualized approaches in teaching reading. *Usually offered 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 eight weeks. This opportunity blends theory into practice through application of learned concepts and instructional practices. *Usually offered spring semester.*

RDNG 588. Special Topics.

1-6 hrs.

**POST-BACCALAUREATE ACCELERATED INITIAL
CERTIFICATION CONCENTRATION COURSES - 18
GRADUATE HOURS****UNDERGRADUATE CO-REQUISITES****SPEC 230. Exceptionalities and Human Diversity.****3 hrs.**

An introduction to the field of special education.

SPEC 330. Behavior Management.**3 hrs.**

A survey of classroom management and behavior modification procedures utilized in changing specific behavior and/or academic characteristics of exceptional children in the classroom.

EDUC 370. Special Methods of Secondary Instruction.**3 hrs.**

Methods of teaching in specialized fields are examined, including lesson and unit planning, differentiated instruction, and assessment. Separate sections of this course are required for each content area of English, Math, Science, and Social Studies.

**POST-BACCALAUREATE ACCELERATED INITIAL
CERTIFICATION COURSES (18 HOURS)****EDUC 610. Foundations of Education.****3 hrs.**An introductory course that provides information to assist in career transition to teaching, with emphasis on educational philosophies and theories. *Usually offered fall semester.***EDUC 620. The Psychology of Teaching and Learning.****3 hrs.**A study of the development of the educational psychology of learning. *Usually offered fall semester.***EDUC 640. Curriculum Development and Assessment.****3 hrs.**An introduction to the process of instruction; includes analysis of instructional models, strategies, and skills needed in planning, organizing, and assessing instruction. *Usually offered spring semester.***EDUC 650. Literacy in the Content Area.****3 hrs.**A course to prepare secondary teacher candidates to incorporate reading skills in lesson planning within their specific content areas. *Usually offered during May term.***EDUC 671. Content Practicum in Middle Childhood Education (5-8)****2 hrs.**

A teaching experience in the classroom 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 as well as analysis of child growth and development are stressed. Prerequisite: Passage of all Praxis II exams in the content area and Principles of Learning and Teaching as well as completion of the Culturally Diverse Field Experience.

EDUC 672. Content Practicum in Adolescent Education (9-12)**2 hrs.**

A teaching experience in the classroom 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 as well as analysis of child growth and development are stressed. Prerequisite: Passage of all Praxis II exams in the content area and Principles of Learning and Teaching as well as completion of the Culturally Diverse Field Experience.

EDUC 673. Content Practicum in Adolescent Education (9-12)**4 hrs.**

A teaching experience in the classroom 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 as well as analysis of child growth and development are stressed. Prerequisite: Passage of all Praxis II exams in the content area and Principles of Learning and Teaching as well as completion of the Culturally Diverse Field Experience.

EDUC 675. Professional Seminar for Educators. **2 hrs.**

A course in which candidates reflect on student teaching experiences and examine contemporary issues and professional problems. Candidates engage in reflective research on their teaching and develop a professional portfolio.

MASTER OF FINE ARTS PROGRAM

PROFESSOR EMERITUS: Mark DeFoe

PROFESSOR: Devon McNamara

ASSOCIATE PROFESSORS: Richard Schmitt, Eric Waggoner

ASSISTANT PROFESSOR: Jessie van Eerden, Doug Van Gundy

DIRECTOR: Jessie van Eerden

The MFA in Creative Writing, a two-year low-residency program requiring 48 hours of credit, offers students the opportunity to design their own program in poetry, fiction, or creative non-fiction under the supervision of a faculty mentor and the program director. Each semester begins with a 10-day intensive residency on Wesleyan's campus, after which students return home and carry out their programs of study by correspondence. During the residency, student writers participate in a scheduled series of craft lectures, seminars, workshops, and readings presented by the Wesleyan core faculty of writers and the semester's visiting faculty.

Students are assigned a different faculty mentor each semester. The student meets with the assigned faculty mentor to design the following semester's work, which includes forming a reading list of 20-25 books, a list comprised of works on craft, criticism, and theory, as well as the work of individual authors; the exchange of five packets of original writing, revisions, and annotations on the required readings, with faculty responses by e-mail, regular mail, and phone, no later than one week after receiving the packets; and the submission of a final portfolio. These exchanges are not online courses, but tutorials which encourage a close, sustained apprenticeship with master writers who have significant publications and standing in their field. Students are expected to spend a minimum of 25 hours per week on their writing and directed reading.

Students may choose to spend one residency period in a faculty-supervised field seminar in Ireland or other Wesleyan-sponsored travel destinations. Other possible place-based locations include the Appalachian region itself. The program has a strong environmental and geographic emphasis. Other options include internships in publishing, editing, and teaching. Each option is equivalent to one residency, and only one may be substituted for the residency on Wesleyan's campus.

PROGRAM LEARNING OUTCOMES

Students who complete the WVWC low-residency MFA program will be:

- Versant in the craft of creative writing with a thorough grounding in the best that is being written.
- Proficient in the craft and technique of creative writing while deepening and enlarging their writing mind and talent.
- Active and productive as members of a community of writers who will mutually enrich each other's life and writing.

REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE

A minimum of 48 credit hours are required for the MFA degree. Requirements include completion of four consecutive residencies and a thesis-presentation residency, and completion of the following required courses:

Poetry Track: ENG 540 (four times), ENG 545 (four times), ENG 570 (three times), and ENG 650.

Fiction Track: ENG 520 (four times), ENG 525 (four times), ENG 570 (three times), and ENG 650.

Creative Non-Fiction Track: ENG 530 (four times), ENG 535 (four times), ENG 570 (three times), and ENG 650.

EVALUATION AND DEGREE AWARD

The MFA Director, based on faculty feedback and the student's participation in residency activities, will submit a Pass or Fail grade for all residency courses (ENGL 520, 525, 530, 535, 540, 545). The faculty mentor will submit to the MFA Director a mid-semester written evaluation and an end of the semester evaluation and recommendation for Pass or Fail for the semester-long course (ENGL 570). Both student and faculty mentor will keep a dated record of the exchanges of written material. This information will be kept in the student's file and will be reviewed by the Advisory Committee, the Director, and the appropriate faculty mentor as the basis for the award of credit for the semester.

The fourth-semester student's Pass/Fail grade for the final credits earned during Thesis project completion (ENGL 650) will remain an "I" (Incomplete) until the receipt of the Final Deposit and the completion of the Fifth Residency. Once all requirements are satisfied, the final grades will be submitted to the Registrar and the MFA degree will be finalized on the first degree-conferring date to follow the students' Fifth Residency--for Thesis students finishing in spring, the degree is finalized in August; for students finishing in fall, the degree is finalized the following May.

The MFA Program Director will maintain a record of all of the above materials and a brief written evaluation for each residence and semester based on the above methods and materials, and the final end-of-program evaluation which in total forms the basis for the award of the Master of Arts degree.

APPLICATION REQUIREMENTS

1. Completed Graduate Application Form and Application Fee
2. Writing Sample – see below
3. Official transcripts of all undergraduate and graduate coursework
4. Two Letters of Recommendation with the Graduate Application Recommendation Form
5. Current vita/resume

Admission writing sample requirements include: 20 pages of your best work for fiction and creative non-fiction, and 15 of your best poems for poetry. The two recommendations should be from knowledgeable and relevant recommenders; an undergraduate degree with a grade point average of 3.00 or above; and significant course work in English and writing. Prospective students may apply at any time. However, the application deadline is October 15th for the Winter Residency and March 31st for the Summer Residency. Once accepted, students may begin their residency in either the Winter or Summer residency period.

The MFA Graduate Admission Committee will read all applications and make recommendations about admittance to the program to the MFA Director. (Members of the committee will include the graduate program director and at least three creative writers). The MFA Director will make the recommendation for admission to the Graduate Dean who makes the final Admission decision.

GRADUATION REQUIREMENTS

1. Four semesters of supervised work, earning minimum of 48 credit hours.
2. Five residencies. The Fifth Residency may be shorter and is devoted to teaching a seminar and presenting a graduate reading.
3. Critical Essay (20-25 pages).
4. Creative Thesis (100-page minimum for fiction and non-fiction; 50-page minimum for poetry).
5. Comprehensive Annotated Bibliography.
6. Submission of the Application for Degree form one semester before intended graduation.
7. Payment of the \$125 graduation fee.

2012-2013 MFA GRADUATE STUDIES CALENDAR

2012-13 SUMMER RESIDENCY and SEMESTER

June-July

- 29-8 Summer Residency: Seminars, Workshops and Craft Talks and Readings (total of 4 credit hours - see courses below)
- 30-1 Add/Drop dates for residency courses
- 3 **Deadline** for Withdrawal from residency courses with responsibility for 50% of tuition
- 9 Begin ENGL 570: Semester Project in Fiction, Poetry, or Creative Non-Fiction (8 credit hours)

- 9-13 Add/Drop dates for ENGL 570
 16 Grades from residency due in Registrar's office
 20 Withdrawal from ENGL 570 **deadline** with responsibility for 20% of tuition
- August
 3 Withdrawal from ENGL 570 **deadline** with responsibility for 40% of tuition
 17 Withdrawal from ENGL 570 **deadline** with responsibility for 60% of tuition
- September
 7 Advisor's Midterm Advisee Evaluation due to Director
 23 **Final Deadline** for Withdrawal from ENGL 570 – responsible for 100% of tuition
- November
 1-16 Pre-registration for 2012-13 Winter Residency and Spring 2013 courses
 2 End of Semester Portfolio due for ENGL 570
- December
 13 ENGL 570 grades due in Registrar's office; Advisor's Final Advisee Evaluation Due to Director
- 2012-13 WINTER RESIDENCY and SEMESTER
- December - January
 29-5 Winter Residency: Seminars, Workshops and Craft Talks and Readings (total of 4 credit hours - see courses below)
 30-31 Add/Drop dates for residency courses
 2 **Deadline** for Withdrawal from residency courses with responsibility for 50% tuition
 7 Begin ENGL 570: Semester Project in Fiction, Poetry, or Creative Non-Fiction (8 credit hours), or ENGL 650: Thesis Preparation and Defense
 7-11 Add/Drop dates for ENGL 570 or ENGL 650
 14 Grades from residency due in Registrar's office
 25 Withdrawal from ENGL 570 or ENGL 650 **deadline** with responsibility for 20% of tuition
- February
 8 Withdrawal from ENGL 570 or ENGL 650 **deadline** with responsibility for 40% of tuition
 22 Withdrawal from ENGL 570 or ENGL 650 **deadline** with responsibility for 60% of tuition
- March
 11 Advisor's Midterm Advisee Evaluation due to Director
 15 **Final Deadline** for Withdrawal from ENGL 570 or ENGL 650 responsible for 100% of tuition
- April
 2-12 Pre-registration for 2013-14 Summer Residency and Fall 2013 Semester courses
- May
 2 Master's Commencement Banquet
 3 Baccalaureate and End of Semester Portfolio due for ENGL 570; First Deposit of Thesis due for ENGL 650

- 4 Commencement [Thesis students, pending committee recommendation, will participate in commencement but degree will be finalized August 10, 2013]
- 13 ENGL 570 grades due in Registrar's office; Advisor's Final Advisee Evaluation Due to Director (ENGL 650 grades will remain on record as "I" (Incomplete) until the final grades are submitted to the Registrar once Final Deposit of Thesis is received and Fifth Residency is completed.)

June-July 28-7 Summer Residency 2013-2014

Residency courses include the following: ENGL 520, 525, 530, 535, 540, 545 depending on the student's genre.

MFA COURSES

ENGL 520. Craft and Theory of Fiction. 2 hrs.

In this course, various issues of craft and theory in fiction are presented by the fiction faculty, in a format which ranges from lectures to seminars. This course provides an analysis of professional and student work, focusing on a particular issue of craft or theory, including the construction of time-lines, the use of sensory detail, characterization, and narrative structure. *May be repeated for a total of 8 hours credit.*

ENGL 525. Fiction Workshop. 2 hrs.

This course focuses on student fiction writing, which is read and evaluated by the entire class. Students expand their writing and critical skills, and strengthen their knowledge of literary standards. *May be repeated for a total of 8 hours credit.*

ENGL 530. Craft and Theory of Creative Non-Fiction. 2 hrs.

In this course, various issues of craft and theory in creative non-fiction are presented by the non-fiction faculty in a format which ranges from lectures to seminars. The course provides an analysis of professional and student work, focusing on a particular issue of craft or theory, including the role of memory, structure, characterization, point of view, and detailed description. *May be repeated for a total of 8 hours credit.*

ENGL 535. Creative Non-Fiction Workshop. 2 hrs.

This course focuses on student writing in memoir, autobiography, creative essay, and nature writing. The work is read and evaluated by the entire class. Students expand their writing and critical skills, and strengthen their knowledge of literary standards. *May be repeated for a total of 8 hours credit.*

ENGL 540. Craft and Theory of Poetry. 2 hrs.

In this course, various issues of craft and theory in poetry are presented by the poetry faculty, in a format which ranges from lecture to short-term seminars. The course provides an analysis of professional and student work, focusing on a particular issue of craft or theory, including traditional verse forms, the use of vernacular speech in poetry, the long poem, the role of place and region in poetry, and the structure of free verse. *May be repeated for a total of 8 hours credit.*

ENGL 545. Poetry Workshop. 2 hrs.

This workshop focuses on student writing in the poetic form, which is read and evaluated by the entire class. Students expand their writing and critical skills, and strengthen their knowledge of literary standards. *May be repeated for a total of 8 hours credit.*

ENGL 570. Semester Project in Fiction, Poetry, or Creative Non-Fiction.* 8 hrs.

Students plan their semester projects with their faculty mentor. The project entails

twenty-five hours per week of work on the packets of writing exchanged with the mentor. A booklist of 20-25 books relevant to the craft and theory of the chosen genre will be assembled and documented in an annotated bibliography, five packets of writing will be exchanged throughout the semester, and a final portfolio will be submitted at the semester's end. The faculty mentor may refer the student to other readings in addition to those on the agreed-upon reading list. *May be repeated for a total of 24 hours credit.*

ENGL 650. Thesis Preparation and Presentation.* 8 hrs.

The student will complete the Creative Thesis of publishable quality under the supervision of the faculty advisor. For prose writers, both fiction and non-fiction, the manuscript should be 100 pages or more; for poetry writers, the manuscript should be 50 pages or more. The student will return for a Fifth Residency for at least three days in which a reading will be given from the completed manuscript and a seminar will be taught to peers.

**Revisions pending approval by faculty governance, fall 2012.*

MASTER OF SCIENCE DEGREE IN ATHLETIC TRAINING PROGRAM

PROFESSOR: Dan Martin

ASSISTANT PROFESSORS: Rae Emrick, Drew Mason

CLINICAL INSTRUCTOR: Bonnie Smith

DIRECTOR: Dan Martin

The program is a 12-month, 36 credit hour curriculum with two tracks that blend classroom instruction and real clinical, practical experiences. Track One (research) students will complete a thesis as part of their degree requirements. Track Two students will not complete a thesis, but the course work will still cover research.

Each fall and spring semester includes a clinical practicum in which graduate students will be placed in various clinical placements (collegiate athletics, high school athletics, middle school athletics, etc.). Graduate students will need reliable transportation to and from clinical placements. Students must note that specific clinical placements may begin prior to the actual first day of class.

Students who graduate from the program and hold the ATC (Certified Athletic Trainer) credential will be qualified to be employed as athletic trainers in secondary schools, colleges and universities, professional athletic teams, sports medicine clinics, physician's offices or in industrial preventative medicine clinics.

The Athletic Training Master of Science degree is designed to provide students with the theoretical knowledge and understanding of the profession of athletic training beyond that of the entry level program and to enhance the quality of health care services for the physically active through the development of advanced clinicians.

ADMISSION TO THE MASTER OF SCIENCE IN ATHLETIC TRAINING

The master's degree in athletic training is designed as a time efficient mechanism by which graduates from any CAATE accredited curriculum can obtain an advanced degree, in addition to nationally recognized certifications as a Certified Athletic Trainer

(ATC), Certified Strength and Conditioning Specialist (CSCS), and Emergency Medical Technician (NREMT-B). The major strength of this program is the fact that the student may complete all of this training in a one year plan of study. *Note: The Emergency Medical Technician (NREMT-B) course is an additional course for any non-West Virginia Wesleyan College ATEP graduate.*

Each applicant will be considered individually by the Master of Science in Athletic Training Admission Committee. For full consideration, each applicant must be a graduate of a CAATE undergraduate curriculum with a GPA of 2.75 or higher in all undergraduate college work and a GPA of 3.0 or higher in any graduate work. BOC certification and/or BOC eligibility are required. Applicants must submit the following to the Dean of Graduate Studies:

- official transcripts for all undergraduate and graduate courses;
- an official report of the Graduate Record Examination (GRE), if applicable;
- two completed recommendation forms or letters of recommendation;
- a current vita with relevant work experience;
- an Application for Admission with a \$50 nonrefundable application fee;
- an official report of the TOEFL, if applicable.

Once admitted to the program, students must maintain a cumulative grade point average of 3.0 or above on all graduate work. Students must also complete at least one course per semester to maintain enrollment within the program. This Master's degree is designed for time efficiency so that graduates from any CAATE accredited curriculum can obtain an advanced degree in one calendar year. Students can also choose to complete the coursework during a more traditional two-year program of study. If the student fails to enroll for more than one semester, a new application for admission must be approved before resuming the program.

Candidates must complete the program within five years. Transfer credits older than seven years will not be applied toward the master's degree.

MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM OF STUDY REQUIREMENTS

A minimum of 36 credit hours are required for the M.S.A.T. degree. For both Track One and Track Two the following courses are required (24 credit hours): EXSC 520, 551, 597, 620, 625, 630, 650 and 655. Track One (research) also requires an additional section of EXSC 650 and nine hours of approved electives. Track Two requires an additional 12 credit hours of approved electives. Approved elective courses include EXSC 510, 525, 560, and 521. *Additional course choices may be applied to the student's plan of study after consultation with the director of the M.S.A.T. program. Students are encouraged to pursue electives in other academic units if approved.*

ATHLETIC TRAINING COURSES

EXSC 510. Graduate Clinical Internship. **3 hrs.**
One hundred-hour offsite placement locally with physician specialists, physical therapists, nutritionists, emergency medical personnel, and/or other disciplines that are individually chosen by the student to compliment their personal and career interests, goals, and preparation needs.

EXSC 520. Clinical Practicum I. **3 hrs.**

Clinical experience in athletic training that allows a greater understanding of the different members of sports medicine community, incorporates viewpoints into the process of making decisions about the care of the injured athlete, and allows students to broaden their exposure to administrative duties. Seminar discussions will be included.

EXSC 521. Clinical Practicum II. 3 hrs.

Clinical experience in athletic training that allows students to broaden their experience and to develop advanced clinical skills, clinical thinking and problem solving abilities. Seminar discussions will be included.

EXSC 525. Pharmacology and Drug Therapy. 3 hrs.

Principles of Pharmacology will be discussed including pharmacodynamics and pharmacokinetics. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs. Social, cultural, legal, and ethical issues related to drug therapy are explored. Research related to the application of pharmacotherapy for the athlete and related issues are explored by the student.

EXSC 551. Statistics in Allied Health Research. 3 hrs.

In-depth exploration of statistical modeling including but not limited to multivariate techniques, single subject designs, ANOVA, ANCOVA, MANOVA, MANCOVA, regression models, path analysis, etc.

EXSC 560. Foundations of Strength and Conditioning. 3 hrs.

This course is designed to provide students with a comprehensive review of muscle and cardiovascular physiology, biochemistry, and endocrinology related to the principles of strength training and conditioning. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. Emphasis will be placed on program design, for individuals and groups, to enhance performance variables. The course is designed to assist the student in meeting the requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam (additional fee required for examination).

EXSC 597. Graduate Research Seminar. 4 hrs.

In-depth master's thesis development and proposal. Students will complete the first three chapters of the formal thesis and complete a departmental thesis proposal for review. Topics will include thesis development, types of research (including but not limited to literature review, meta analyses, case reports, etc) in current top tier refereed research publications. Students will also identify a journal of choice and submit the prospectus per its format for publication submission upon completion in spring.

EXSC 620. Advanced Orthopedic Assessment. 3 hrs.

Advanced manual, radiologic, and other current evaluation methods in the orthopedic and sports medicine arena. Topics will include but are not limited to: evaluation of orthopedic pathologies, advanced manual techniques, radiologic evaluation(s), surgical anatomy reviews, and surgical procedure observation and evaluations. Significant guest lectures by local and regional surgeons, and other physician specialists included.

EXSC 625. Advanced Physical Assessment. 3 hrs.

An in-depth clinically advanced study of advanced medical assessment of common illnesses, and medical problems in the athletic and physically active population. Significant physician guest lectures and interaction.

EXSC 630. Evidence Based Medicine. 3 hrs.

Students will gain a greater understanding of utilizing evidence-based medicine (EBM) theory and how it can be incorporated into athletic training daily practice.

EXSC 650. Graduate Writing/Thesis Defense. 3 hrs.

Completion of data acquisition, analyses, and presentation of formal five chapter thesis

document to committee. Also, the student will complete a formal thesis defense presentation to department faculty upon completion and submit to a research journal.

EXSC 655. Professional Topics Seminar.

2 hrs.

Exploration of current professional topics including certification requirements, licensure, third party reimbursement, grantsmanship, and other professional domains in athletic training as defined by the NATA Role Delineation Study.

MASTER OF SCIENCE DEGREE IN NURSING PROGRAM

PROFESSOR: Judith A. McKinney

ASSOCIATE PROFESSORS: Susan B. Leight, Shauna L. Popson, Janet T. Teachout-Withersty

LECTURER: Terri H. Blake

DIRECTOR: Susan B. Leight

The Wesleyan Master of Science in Nursing degree program with four concentrations, one in **Nursing Education**, one in **Nursing Administration**, and one in **Nurse-Midwifery** and one in **Psychiatric Mental Health Nurse Practitioner**, prepares professional nurses with skills and abilities to contribute to the development of nursing and health care knowledge as well as ensuring the delivery of quality and cost-effective client care. At the core of the program are the courses that emphasize advanced study in nursing science, specifically, nursing theory and research methods, health care leadership and policy, and concepts essential to advance nursing practice.

The concentration in **Nursing Education** strives to develop well prepared graduates for nursing teaching roles with multiple skills who will provide the leadership to advance nursing education, conduct pedagogical research, and contribute to the ongoing development of the science of nursing education. Nursing education foundational courses, offering an opportunity to integrate advanced nursing knowledge with educational theory and research include: curriculum, development and evaluation, advanced educational psychology, role synthesis in nursing education and transitioning to the nurse educator role. These courses are informed by the study of rural health as a context for practice, education and research.

The concentration in **Nursing Administration** prepares graduates for nursing executive positions in a variety of settings both traditional and innovative. The core knowledge and skills incorporate the ability to analyze issues in health care from a variety of perspectives and to exercise ethical judgements; provide leadership for strategic planning in healthcare organizations; manage fiscal and technical resources; and guide human resource development.

West Virginia Wesleyan offers two **Advanced Practice Nursing Concentrations – Nurse-Midwifery and Psychiatric Mental Health Nurse Practitioner** through a collaboration with Shenandoah University. Graduate Students will receive a Master of Science degree from West Virginia Wesleyan and a Certificate of Endorsement in Nurse-Midwifery or Psychiatric Mental Health Nurse Practitioner from Shenandoah University.

Nurse-Midwifery is an essential element of comprehensive health care for women. This collaborative program ensures the supply of nurse midwives by providing opportunities for graduate nursing students to receive midwifery education while still attending their home institutions. After completion of graduate core courses at West Virginia Wesleyan, the student will enroll at Shenandoah for midwifery specialty

courses.* Didactic material is taught using face-to-face, online, and low-residency pedagogies while clinical experiences are arranged in students' home communities. Following completion of both curricula, students may sit for the national certification examination.

Psychiatric Mental Health Nurse Practitioners (PMHNP) are educationally prepared to provide a full range of psychiatric services, including the delivery of primary mental health care services. Students in this program will complete their graduate core course work at West Virginia Wesleyan and their PMHNP course work at Shenandoah University with clinical experiences arranged in their home communities.** Following completion of both curricula, students may sit for national certification examinations as Psychiatric Mental Health Nurse Practitioners.

The objectives for all MSN concentrations are to offer curricula that foster scholarly inquiry in the art and science of nursing via a healthy mix of theory and practice; to provide unified and innovative curricula that have focus and continuity; to provide outstanding student-centered teaching that results from faculty who are current in their fields and committed to developing students as leaders, thinkers, scholars, communicators, and change agents; and to offer curricula that balance advanced study in nursing science with pedagogical theory from nursing and related disciplines. The 36 hour programs (Nursing Education and Nursing Administration) as well as the Advanced Practice Nursing Concentrations (Nurse-Midwifery – 42 hour program) and (Psychiatric Mental Health Nurse Practitioner - 49 hour program) are designed to be pursued either on an intensive schedule by full-time students or on a part-time basis.

The MSN program at West Virginia Wesleyan is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326, (404) 975-5000.

* Shenandoah's Nurse- Midwifery Program is accredited by the American College of Nurse Midwives Accreditation Commission for Midwifery Education.

** Shenandoah's Psychiatric Mental Health Nurse Practitioner program is accredited by the Commission of Collegiate Nursing Education.

ADMISSION TO THE MASTER OF SCIENCE IN NURSING PROGRAM

Early Assurance Program (EAP): Academically excellent high school students may be eligible for the MSN Early Assurance Program, an accelerated pathway to the MSN. This program permits students entering the Wesleyan BSN program to apply for admission to the MSN program and have their place reserved in our highly competitive nursing education master's program. Accepted students may take 7 hours of core MSN classes during their junior and senior year. Inclusion in the program is contingent upon maintaining a GPA of 3.0, first time passage of NCLEX, and professional behavior throughout the nursing program.

Current Students: Students currently enrolled in the BSN program at Wesleyan may apply for admission to the master program during the second semester of their sophomore year. Up to seven graduate credits may be taken during the junior and senior year. BSN students must still earn 120 undergraduate hours. Bachelor degrees will be conferred upon completion of the BSN program and the MSN will be conferred upon successful completion of the MSN program.

Traditional Program: Individuals who have an earned undergraduate degree in Nursing wishing to enter the master's program may apply for admission at any time and must be enrolled for six credits hours or more to be considered for full-

time study. Students may also enroll for part-time study in the traditional master's program.

REQUIREMENTS FOR ADMISSION TO THE MASTER OF SCIENCE IN NURSING PROGRAM

All M.S.N. applicants must be a graduate of an accredited B.S.N. program.

NURSING EDUCATION AND NURSING ADMINISTRATION

Each applicant will be considered individually by the Graduate Nursing Admission Committee. For full consideration, each applicant must:

- complete the Application for Admission and submit with a \$50 nonrefundable application fee to the Dean of Graduate Studies;
- submit official transcripts for all coursework completed at the collegiate level to the Dean of Graduate Studies;
- declare intention to enter the 5 year program during the second semester of the sophomore year, if a current student;
- have an undergraduate GPA of 3.0 or higher in all previous college work;
- submit two recommendations, using the Graduate Recommendation Form, one of which must be completed by the advisor of record or professional supervisor;
- submit a personal statement of goals and objectives;
- demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL);
- submit validation of an unencumbered license to practice as a Registered Nurse.

NURSE-MIDWIFERY AND PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

Each applicant will be considered individually by the Graduate Nursing Admissions Committees from West Virginia Wesleyan and Shenandoah University. For full consideration, each applicant must:

- be interviewed by the Nursing Graduate Admissions Committees from West Virginia Wesleyan and Shenandoah University
- complete the Application for Admission and submit with a \$50 nonrefundable application fee to the Dean of Graduate Studies
- submit official transcripts of all coursework completed at the collegiate level to the Dean of Graduate Studies
- have an undergraduate GPA of 3.0 or higher in all previous college work
- submit three recommendations using the Graduate Recommendation Form, one of which must be completed by a professional supervisor or the advisor of record
- submit a personal statement of goals and objectives
- submit a current resume
- demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL)
- submit validation of an unencumbered license to practice as a Registered Nurse

- submit evidence of a minimum of one year (2,080 hours) clinical nursing experience (or equivalent) before entering the Specialty Tracks (Nurse-Midwifery and Psychiatric Nurse Practitioner). These are generally offered in the second year; therefore the first year courses may be taken while the student is accumulating clinical nursing experience.

Once a candidate is admitted to the MSN program:

- the student must maintain a GPA of 3.0 for all graduate work;
- the student must maintain an unencumbered WV RN license;
- if student fails to enroll for 2 semesters, a new application for admission and application fee must be completed before resuming the program;
- candidates must complete the program within five years.

MSN PROGRAM OF STUDY REQUIREMENTS: NURSING EDUCATION AND NURSING ADMINISTRATION

A minimum of 36 credit hours is required in these two concentrations. If a student has not completed Statistics and Health Assessment in their BSN degree programs, these undergraduate courses must be taken as pre-requisites for two of the core knowledge courses.

Nursing Core Courses (12 hours): NURS 523, 555, 565, 570.

Nursing Education Foundation Courses (18 hours): EDUC 520, NURS 540, 541, 551, 552, 560, 561L.

Nursing Administration Foundation Courses (18 hours): BUSI 530, 630, NURS 545, 546, 563, 575, 576L.

Research (Capstone/Topics) Project course (3 hours): NURS 600.

Electives (3 hours): Chosen from NURS 530, 533, 536, EDUC 530, or BUSI 550 or approved graduate-level business classes. *(Elective courses support role development in the MSN curriculum. Students select one elective according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate).*

MSN PROGRAM OF STUDY REQUIREMENTS: NURSE-MIDWIFERY

A minimum of 42 credit hours is required in this concentration. If a student has not completed statistics and health assessment in their BSN degree program, these undergraduate courses must be taken as pre-requisites for two core knowledge courses.

Nursing Core Courses (WV Wesleyan) (25 hours): NURS 523, 525, 551, 552, 555, 563, 565, 570

Nurse-Midwifery Specialty Track (Shenandoah University) (19 hours): NM 610, 620, 630, 640, 650, 660

MSN PROGRAM OF STUDY REQUIREMENTS: PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

A minimum of 49 credit hours is required in this concentration. If a student has not completed statistics and health assessment in their BSN degree program, these undergraduate courses must be taken as pre-requisites for two core knowledge courses.

Nursing Core Courses (WV Wesleyan) (25 hours): NURS 523, 525, 551, 552, 555, 563, 565, 570

PMHNP Specialty Track (Shenandoah University) (26 hours): HP 576, 570, 580, 690, PMH 645, 650, 665, 670, 685, 686, 695

NURSING COURSES**NURS 523. Human Diversity and Health Promotion for Advanced Practice Nursing. 3 hrs.**

This course provides the student with knowledge related to the concepts of health promotion, health protection, cultural diversity, and moral/ethical influences across the lifespan. Core concepts for the course include theories of health and health promotion/protection, epidemiology, disease and injury prevention, health education, cultural diversity, growth and development, nutrition and family systems. The students will explore values clarification and ethical analysis. Multi-dimensional frameworks to explore specific care constructs pertinent to cultural diversity and health promotion for advanced practice nurses will be explored. *Pre-requisite: Undergraduate Health Assessment.*

NURS 525. Advanced Health Assessment. 4 hrs.

This course focuses on promotion of health, prevention of illness, and identification of factors that impact health across the life span. It prepares students to conduct comprehensive assessment of clients, including health history, family history, physical and mental status examinations, and selected laboratory diagnostics. Developmental, cultural, social, environmental, nutritional, spiritual, and occupational aspects are included in the assessment. Clinical reasoning provides for differentiation between normal and abnormal findings. Principles of health promotion and illness prevention/early detection are emphasized.

NURS 530. Ethics of Healthcare.

A survey of key concepts in moral and political philosophy with an emphasis on their application to issues in health care ethics. Topics addressed include informed consent, patient rights, confidentiality, controversial health care technology, and distributive justice and health care access. Includes original source materials and case studies.

NURS 533. Cultural Diversity and Health Beliefs. 3 hrs.

Persons in the helping professions are challenged to deliver culturally sensitive, competent care. This course is designed to assist students to examine behaviors, values, language and health beliefs that define cultural roots and influence the delivery of health care.

NURS 536. Behavioral and Social Aspects of Health 3 hrs.

This course focuses on social and behavioral models of health and how these differ from biological determinants. Behavioral and social patterns of living currently account for the greatest percentage of premature death in the U.S. Core theories and models of behavior and behavior change for persons will be discussed. Theories specific to public health problems that are influenced by social and societal norms will be examined.

NURS 540. Curriculum Development: Application and Evaluation in Nursing Education. 3 hrs.

This course is designed for graduate students who plan to teach in nursing education programs, either in academic or health care settings. Analysis of principles and processes involved in building curricula as well as concepts of curriculum theory, design, development, and evaluation are explored. Theories, concepts from education, psychology, and related fields inform the development and analysis of nursing curricula for the classroom and clinical practice setting. Factors influencing the curricular components of planning, instruction, and evaluation are examined. *This course is a prerequisite to the courses: Seminar and Practicum: Role Synthesis in Nursing Education. Prerequisites:* BSN, WV RN License.

NURS 541. Effective Teaching, Learning, and Testing in Nursing Education. 3 hrs.

This course focuses on the development and analysis of teaching, learning and testing strategies in nursing education. Students will be introduced to teaching, learning, and testing constructs and concepts in the context of nursing education including philosophy of education, principles of teaching and learning, history of nursing education, learning styles, and critical thinking. Distance methodologies will be explored. Ethical/legal principles within the context of nursing education will be discussed. Prerequisites: BSN, WV RN License.

NURS 545. Management of Diverse Human Resources in Health Care and Nursing. 3 hrs.

The emphasis of this course will be the understanding of the vital nature of diverse human resources in health care delivery and nursing. Selected topics include professional growth, performance appraisal, recruitment, hiring, retention, promotion, conflict management, collective bargaining and diversity. Legal, ethical, and labor issues will be discussed, as will the use of motivation and power.

NURS 546. Financial Management in Complex Health Systems 3 hrs.

This course will provide an introduction to the structure and operations of various contemporary health care financing and reimbursement systems and related policy issues. Historical, current and proposed policy options in health care financing including private and government programs will be addressed. Programming, budgeting, and controlling processes in complex health systems will be discussed within the nursing administrator's role.

NURS 551. Pathophysiology for Advanced Practice Nurses. 3 hrs.

This course focuses on altered health states across the lifespan. In-depth study of pathophysiologic responses of body systems to disease processes is presented from both biological and behavioral perspectives. Age specific and developmental variations are explored. The concepts of physiologic control, altered system function, and system failure will be an organizing framework for body system study.

NURS 552. Pharmacology and Drug Therapy for Advanced Practice Nurses. 3 hrs.

This course focuses on altered health states and drug therapy across the lifespan. Using a systems approach to disease and illness, pharmacotherapy is presented with an emphasis on pharmacodynamics, pharmacokinetics, major drug classifications and prototype drugs. Age specific and developmental variations are explored. Factors involved in rationale during selection for treatment of specific diseases is explored.

NURS 555. Theoretical Foundations of Nursing Science. 3 hrs.

This course provides an advanced analysis of assumptions, theoretical structures and methods that underpin the science of nursing. Students are presented with opportunities

to critique extant and emerging theories as they relate to nursing. Coursework facilitates advancement of nursing practice based on theoretical principles. *Prerequisites:* BSN, WV RN License.

NURS 560. Seminar: Transitioning into the Nurse Educator Role. 1 hrs.

This course provides the student with opportunities to synthesize the multi-faceted role of nurse educator including teacher, scholar, and leader. Selected teaching strategies to achieve educational objectives in the cognitive, affective and psychomotor domains are explored. The seminar covers such topics as how professional expertise is taught and learned, teaching styles appropriate for novice, as well as experienced learners, the multicultural classroom, and evaluation of student outcomes in both the classroom as well as the clinical setting. Legal/ethical issues for the nurse educator will be considered. *Co-requisite:* NURS 561L. *Prerequisite:* NURS 540, NURS 588-01.

NURS 561L. Practicum: Role Synthesis in Nursing Education (Laboratory Course). 2 hrs.

This course taken concurrently with NURS 560 provides the student with an ongoing mentored classroom experience. A faculty mentor will be assigned to assist the student in developing instructional skills in the traditional and/or virtual classroom for an academic term.

NURS 563. Applied Data Analysis and Interpretation for Advanced Practice Nursing. 3 hrs.

This course provides the student with the tools to search, retrieve, and manipulate and interpret statistical data. The focus of the course is on quantitative methodologies, research design, data collection and statistical analysis. The content provides essential knowledge for the evaluation of research to guide evidence-based nursing practice for the advanced practice nurse.

NURS 565. Advanced Nursing Research for Evidence Based Practice. 3 hrs.

This course focuses on theory-guided and evidence-based advanced practice nursing research to prepare students to become proficient in the synthesis and utilization of research finding. Critical analysis of qualitative and quantitative research methods and design, and strategies to improve dissemination and application of nursing research findings will be emphasized. Through an integrated literature review, students will synthesize researching an area of interest and develop skills in the use of electronic databases. Ethical issues in the conduct of research will be explored.

NURS 570. Advanced Leadership and Health Policy in Complex Health Systems. 3 hrs.

This course explores the impact of political, social, economic and ethical influences on the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and legislative action influence health care in the United States. Principles of systems and change theory in relation to evidenced-based practice in nursing will be examined. *Prerequisites:* BSN, WV RN License.

NURS 575. Seminar: Transitioning into the Nurse Administrator Role. 1 hr.

Provides the student with opportunities to integrate theory in a context of the nurse administrator's role, including those of leader, teacher, and scholar. The seminar covers such topics as organizational and management theories in relation to the planning continuum, practice and institutional environments, human and financial resource management, and accreditation standards as they relate to traditional and nontraditional healthcare systems. Ethical and legal issues will be considered. Taken concurrently with Practicum: Transitioning into the Nurse Administrator Role; Pre-requisites: BUSI 530, BUSI 630.

**NURS 576L. Practicum: Transitioning into the Nurse Administrator Role. 2 hrs.**

This clinically based course taken concurrently with Seminar: Transitioning into the Nurse Administrator Role operationalizes the theoretical principles and norms studied in previous courses. Students will have the opportunity to apply concepts of leadership in a selected specialty area. Emphasis is placed on the roles and functions performed by the nurse administrators, and opportunities will be provided for students to participate in these roles. Students will interact with a variety of health care managers and professionals as well as participate in management, leadership and teaching roles of the nurse administrator. Ethical principles will be considered within the context of these roles.

NURS 600. Research (Capstone/Topics) Project.**3 hrs.**

Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination. Students select from an array of research skills, contract with faculty to mentor the project and write up the findings in a format suitable for publication. *Prerequisites:* NURS 555, 565, undergraduate statistics course.





ACADEMIC POLICIES

ADVISING

All graduate students are assigned a faculty advisor from within their program. Prior to the first semester of graduate study, or during the first semester of graduate study, the student will make a plan of study with their advisor. Education is ultimately the responsibility of the learner, but the advisor's input to the student's plan of study and semester schedules enhances student awareness of how each semester and course contributes to the overall progress towards graduation.

PRE-REGISTRATION AND REGISTRATION FOR CLASSES

Students must pre-register for the upcoming semester, May and/or Summer Terms during the dates posted on the graduate calendar on our website at www.wvwc.edu. All students then must complete their registration at the beginning of each semester, May and Summer Terms. Students may change their registration for courses in accordance with College policies within the first week of on-campus or online classes during Fall and Spring semesters or within the first two days of May and Summer Terms. This period is called the "add/drop period." Courses dropped within these time periods will not appear on the student's permanent academic record. Course changes made during this period may result in a revised tuition invoice. No courses may be added to a student's schedule after these times periods.

WITHDRAWAL FROM COURSES

A graduate student will be permitted to withdraw from a course only during the period designated in the academic calendar on our website at www.wvwc.edu. In order to withdraw from a course, a student must complete the Course Withdrawal Form available in the Graduate Studies office in the Lynch-Raine Administration Building and online and submit the completed form either to the Registrar's office or to registrar@wvwc.edu. Email approval from the instructor is required for all online courses and is the student's responsibility to obtain and have submitted to registrar@wvwc.edu. If a 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 Graduate Studies, WF (Failure, Irregular Withdrawal) is entered on the record.

GRADUATE TRANSFER CREDIT

A maximum of nine semester hours of graduate credit from another regionally accredited U.S. college or university may be applied toward a graduate degree program, if the course is applicable, provided the grade for each course is at least a B* (3.0) and has been earned within the last seven years. Individual graduate programs may elect to grant fewer graduate transfer hours. If graduate transfer hours are approved, the credits and quality points will be computed into the student's WVWC graduate grade point.

*B- or Pass grades are not acceptable.

Requests for transfer graduate credit must be approved by the specific graduate Program Director, the Dean of Graduate Studies and the Registrar. Any individual requesting graduate transfer credit must complete the **Graduate Transfer Credit Evaluation Form** in full and attach all related college transcripts and syllabi that include course descriptions. Official transcripts from all colleges attended are an admission/application requirement for every WVWC graduate program. As long as all official transcripts are included with the application, an *unofficial* copy of any transcripts that relate to requested transfer credits may be attached to the form.

AUDITING

A person who wants to audit a graduate course must apply as a non-degree student using the Graduate Application form, evidence of an earned undergraduate degree, and pay the \$50 application fee. If accepted, the Dean of Graduate Studies will notify the student and process the registration. The fee for auditing a graduate course is \$400. An admitted graduate student may audit a course and will also incur the \$400 audit fee. Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited.

GRADES, ACADEMIC STANDING, AND QUALITY POINTS

All graduate students must maintain a quality point average of at least 3.00 to graduate and to remain in good standing. Students whose GPA falls below 3.00 after attempting twelve or more semester hours of course work will be on Academic Probation and will be given nine additional hours in which to raise the GPA to 3.0. Students who fail to attain the 3.0 GPA during this probationary period are subject to Dismissal from their program. The Dean of Graduate Studies, in conjunction with the specific program director, may elect to place a graduate student on Academic Suspension for specific deficiencies in achieving program outcomes for either one or two semesters. A suspended graduate student will be eligible to apply for readmission after the specified time period and upon meeting the conditions stated at the time of suspension. Students who earn two Fs will be dismissed from their program. Students who are dismissed from their program may apply for re-admission after four full academic semesters.

Students who have been dismissed or suspended and who choose to re-apply will need to write a statement of justification for their re-admittance and continuation in the program. In addition, these students must complete the entire application process again, including paying the application fee, and submitting their complete application. The application and justification letter will be submitted to the appropriate program director and admission committee for consideration.

The following letter grades, explanations, and quality points are used to evaluate a graduate student's performance at Wesleyan.

| Grade | Explanation | Quality Points (per hr) | Grade | Explanation | Quality Points (per hr) |
|-------|----------------|----------------------------|-------|--------------------|----------------------------|
| A | Excellent | 4.00 | F | Failure | 0 |
| A- | | 3.67 | I | Incomplete | 0 |
| B+ | Good | 3.33 | W | Withdrawal | 0 |
| B | | 3.00 | P | Pass | 0 |
| B- | Unsatisfactory | 2.67 | WF | Withdrawal Failing | 0 |

| | | | | |
|----|------|----|-------|---|
| C+ | 2.33 | AU | Audit | 0 |
| C | 2.00 | | | |
| C- | 1.67 | | | |

Grades of I, W, P and AU are not included in grade point average calculation. Graduate students must repeat a course in which they receive an F or WF; graduate student may also repeat courses in which they earn a B- or lower. While the original F, C-, C, C+, or B- will remain on the transcript, when the course is repeated satisfactorily, the original grade will not be counted further in the grade point average.

GRADE POINT AVERAGE

A graduate 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, audited coursework, and courses in which a grade of Pass was earned are not included in this computation.

INCOMPLETE GRADE (I)

This grade may be given to a graduate student who is passing a graduate course but cannot complete scheduled course work due to illness or a cause that is beyond reasonable control. An Incomplete Course Grade form must be completed by the course instructor and should be signed by the student, if at all possible. For online courses, an Incomplete Grade Form, available online, must be completed by the course instructor and emailed to registrar@wvwc.edu. Email acknowledgement is required by the graduate student. The course, unless a thesis or action research project 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. If an extension of time is granted, a new completion deadline will be specified. Otherwise, the (I) automatically becomes either an (F) or whatever grade the instructor assigns.

Thesis and action research project courses with incomplete grade assignments must be completed one year from the end of the term that the student originally enrolled in the graduate course. The Incomplete will remain on the record until the work is completed and a final grade is assigned. To receive consideration for this extended Incomplete, the student must submit a written request with the approval of the course instructor, the faculty advisor of record, and the Dean of Graduate Studies to the Registrar for approval. This request must be submitted prior to the Final Exam period of the term in which the course is due for completion (refer to Wesleyan's Academic Calendar for the due dates). It is the student's responsibility to contact the course faculty to arrange for completion of the work, and it is the faculty's responsibility to submit the final grade. When no grade is received, a grade of F will be assigned.

GRADE REPORTS AND TRANSCRIPTS

Grade reports and unofficial transcripts are available to students online once they log into the WVWC WebAdvisor portal. Official transcripts may be requested by completing the Transcript Request form that is available online at www.wvwc.edu/offices/academicservices/forms/transcripts.pdf or by requesting the form from the Registrar's Office located in the Lynch-Raine Administration Building. A fee of \$5 is charged for each official transcript.

INFORMATION TECHNOLOGY REQUIREMENTS

West Virginia Wesleyan College requires that all graduate students have a computer. Some graduate programs require a laptop computer. Speak to the specific program director for information. A graduate student purchase plan is offered through a partnership with Dell Corporation for those graduate students interested.

APPLICATION FOR DEGREE AND PARTICIPATION IN COMMENCEMENT

Graduate students must submit an Application for Degree form one semester before intended graduation. A degree audit is performed to ensure that the graduate student has met all requirements to graduate. The graduation fee is \$125.

West Virginia Wesleyan College holds one commencement activity per year in May. Graduating students who have completed their academic requirements in the past academic year are invited to participate in the May commencement exercise. Students are required to wear appropriate academic regalia, ordered through the bookstore, for the commencement exercise.

A graduate student in the MSAT, MSN, or MFA program who wishes to participate in May commencement activities and who is a maximum of nine semester hours short in completing their program requirements may participate in May commencement activities provided the conditions listed below have been met. A graduate student in the MEd program who wishes to participate in May commencement activities and who is a maximum of four semester hours short in completing their program requirements may participate in May commencement activities provided the conditions listed below have been met. A graduate student in the MBA program who wishes to participate in May commencement activities and who is a maximum of three semester hours short in completing their program requirements may participate in May commencement activities provided the conditions listed below have been met.

1. The student has maintained a 3.0 average in graduate course work and is in good academic standing in their program of study.
2. The student has submitted a plan to the Director of their graduate program for completion of the remaining requirements in the summer following their walk at the commencement ceremonies.
3. The student has obtained approval from the Director of their graduate program for their completion plan.
4. The student has submitted a letter of request to the Dean of Graduate Studies, with the above mentioned plan attached, requesting permission to walk during the commencement ceremonies.

CANCELLATION OF COURSES/CHANGE OF COURSE TIME

Courses may be subject to cancellation or change of day and time offered. The College reserves the right to change the day and time of a course or to cancel a course as late as the end of schedule change period each term. Every effort will be made to work with students regarding program planning and placement in alternative courses.

ACADEMIC INTEGRITY AND PLAGIARISM

A true community requires that all participants share common goals and respect the

particular contributions that each member makes toward achieving them. The common enterprise of a college is learning. Learning is a discipline of the mind, not merely a manipulation of assignments, activities, and information. This process involves interaction with teachers and fellow learners on the one hand and personal reflection and critical inquiry on the other. In all cases, it 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.

The College considers academic dishonesty a serious offense because it diminishes the quality of scholarship and defrauds those who eventually may depend upon our knowledge and integrity. The penalties for violation of academic standards are applied in the context of our firm stance on academic integrity.

Plagiarism is appropriating the original work of another with the intent of falsely misrepresenting the work as one's own. It includes using the exact words of another without identification of the material as a direct quotation or without citing the exact source, paraphrasing the work of another person without citing the exact source (note that a correct paraphrase requires complete transformation of the passage, not a simple change of a few phrases or words), using facts, figures, statistics, graphical representations or interpretations which are not original to the writer or speaker without citing the original source; and knowingly aiding or abetting another who is plagiarizing. Plagiarism is defined as written work that includes five or more successive words from another source other than the student's own work that is not quoted and cited as described in the *Publication Manual of the APA*, 6th edition (2009).

PROCEDURES FOR HANDLING INCIDENTS

1. When an instructor suspects or is informed of academic misconduct, he/she will attempt to determine as clearly as possible the facts related to the incident. In on-campus courses he/she may then meet with the student(s), present the charge, and consider the response. In online courses, an online conference will be conducted with the student(s) to present the charge, and the instructor will consider the response. If the student voluntarily admits to the charge, or if the evidence is substantial, the instructor shall determine the appropriate penalty.
2. A summary of the incident and action will be reported in writing to the Dean of Graduate Studies and copied to the students. The Dean of Graduate Studies will send a letter to the students involved informing him/her of this action. In cases where there is record of repeated offenses by a student, the Dean of Graduate Studies will review the matter.

PENALTIES FOR VIOLATIONS OF ACADEMIC INTEGRITY

1. An instructor has the right to discipline a student if he or she has justifiable evidence that the student has violated the definitions of academic integrity in this Code or in further elaboration of course materials.
2. A minimum expected penalty for offense is failure in the assignment or in the course. A warning may be appropriate when the facts of the case are ambiguous or where no willfulness is evident.

3. More severe penalties (formal notation on permanent transcript, suspension dismissal) are assessed by the Dean of Graduate Studies.

COMMERCIALIZATION OF LECTURE NOTES

Selling course lecture notes, handouts, readers or other information provided by an instructor, or using them for any commercial purpose without the express permission of the instructor is prohibited.

STUDENT GRADE REVIEW PROCESS

In cases of alleged arbitrary, inconsistent, or discriminatory grading, the review process below will be utilized.

1. For on-campus courses, the student requests a meeting with the instructor to review the basis for the grade. For online courses, the student requests an online conference with the instructor to review the basis for the grade.
2. If after this meeting or conference the student is not satisfied that the grade was fairly determined, he or she may review with the appropriate graduate program director. The graduate program director will seek to mediate the issue between the student and the instructor.
3. If the student remains unsatisfied, he or she may appeal to the Dean of Graduate Studies, who will hear the student on the matter, confer with both the instructor and the graduate program director, and then make the final decision. The student must provide a written description of concerns prior to the on-campus or online meeting with the Dean of Graduate Studies.
4. Reviews to have a grade changed must be submitted no later than the end of the subsequent semester.

POLICY ON STUDENT COMPLAINTS

A student complaint is defined as a written allegation of injury caused by one of the following:

1. the decision concluding a review process;
2. an allegation that the review process was unfair;
3. the absence of a review process.

Students who continue to be dissatisfied after a final decision has been rendered by the College shall be told of their right to file a written complaint. Such complaints shall be submitted to the President, the Vice President for Academic Affairs and the Dean of Graduate Studies, or the Vice President for Student Development and Enrollment Management, depending on the nature of the complaint. Student complaint files shall be maintained by each of these offices for review by representatives of accrediting agencies.

ACCESS TO INSTITUTIONAL RECORDS

West Virginia Wesleyan College, as required by law, guarantees students who are or have been registered at the College the right of access to official records directly related to the student and an opportunity for a review process to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate.

The College must obtain written consent from the student before releasing personally identifiable data from records to persons other than those specifically identified by the College as having a legitimate educational interest in that information.

The types of records and information include materials in the offices of the Registrar, Academic Affairs, and Financial Aid, as specified in the written College policy. Students may both inspect and request copies of this information at their expense.

In the implementation of this policy provided for by the Buckley Amendment, there are several items which students should note:

1. Copies of the full Wesleyan policy on the Family Educational Rights and Privacy Act (FERPA) are available to students in the Office of the Registrar or online.
2. Final grade reports are available to students and their faculty advisors through their online WebAdvisor accounts. A student may request a paper copy by completing the appropriate form in the Academic Services Office or online.
3. Certain types of information are classified as public or “directory” information, and may be disclosed without a student’s written consent. These are name, address, telephone number, email address, campus box number, major, participation in officially recognized activities and sports, height/weight of athletic team members, dates of attendance, degrees and awards received, and course schedule and roster.
4. In addition to a procedure for a hearing on-campus, or online, an office has been established by the U.S. Department of Education to investigate and adjudicate violations. Complaints may be addressed to the Family Educational Rights and Privacy Act (FERPA) Office, U.S. Department of Education.



GRADUATE STUDENT LIFE

SOCIAL RESPONSIBILITY STATEMENT

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 the College-sponsored social, recreational, and academic activities either on or off campus.

West Virginia Wesleyan College will not tolerate any form of harassment or intimidation, including, but not limited to sexual, racial, religious, handicap, or age discrimination. Using the telephone, mail, or electronic mail to intimidate or interfere with a person's basic rights is also a form of harassment. Attitudes of condescension, hostility, role-stereotyping, and sexual or racial innuendo weaken the health of the community and are considered harassment as well.

Wesleyan will not tolerate acts of hazing or the exploitation of individuals or groups. At the same time, the College affirms the principle of academic freedom and prohibits discrimination against individuals or groups by any means including social media, because freedom of expression does not justify violating human dignity. Intentionally or substantially interfering with the freedom of expression of others on College property or a College-sponsored activities is prohibited. If a student feels that he/she has been unfairly or inappropriately treated by any member of the Wesleyan community, it is suggested that the student do one or more of the following without fear of reprisal:

1. discuss the matter with a trusted third party to help determine a course of action.
2. approach the offending party directly and discuss the matter and its possible solutions.
3. pursue facilitation with the offending party through a facilitator. The facilitator may be a faculty member, a department chair, the Dean of the Chapel, the Director of Intercultural Affairs, a staff member of the Counseling and Wellness Center, the Student Development Office or some other administrative member.
4. for reporting purposes, if this is a racial or ethnic incident, the facilitator will contact the Director of Intercultural Relations before the facilitation takes place.

DEFINITIONS FOR CODE OF CONDUCT

Student - a person enrolled in or auditing courses at the institution, either on a full or part-time basis.

Aggravated Violation - a violation which resulted or foreseeably could have resulted in significant damage to persons or property, or which otherwise posed a substantial

threat to the stability and continuance of normal College or College-related activities.

Distribution - sale or exchange for personal profit, or the giving to another with no thought of personal profit.

Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic activity or assignment.

Institution or College - West Virginia Wesleyan College.

Organization - campus groups recognized according to designated policies and procedures of the College.

Reckless - conduct which one is reasonably expected to know and that could cause a substantial risk of harm to persons or property, or which would otherwise be likely to result in interference with normal College or College-sponsored activities.

College Premises - buildings or grounds owned, leased, or operated by the College.

College-Sponsored Activity - any activity on campus; or any activity off campus which is expressly authorized or supervised by the College.

SEXUAL HARASSMENT POLICY

West Virginia Wesleyan College is committed to establishing and maintaining an academic environment in which all members of the campus community are protected from sexual harassment. Condescension, hostility, role stereotyping, dissemination of unsolicited and objectionable jokes, literature and/or photographs, and sexual innuendo weaken the health of the campus community. Sexual harassment compromises the integrity of higher education through hostility and intimidation. Sexual harassment undermines opportunities for students and staff alike to develop strong, positive self-concepts including a sense of self-confidence which is essential to the ideals and mission of West Virginia Wesleyan College. Individuals who engage in sexual harassment seriously compromise their own integrity and credibility. Sexual harassment shall not be tolerated within the West Virginia Wesleyan College campus community.

SEXUAL HARASSMENT DESCRIPTION

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or any other verbal, written or physical conduct of a sexual nature, when:

1. submission to that conduct is explicitly or implicitly made a term or condition for any individual's obtaining employment, services or education;
2. submission to or rejection of any unwelcome overtures is a factor in decisions affecting any individual's employment, services or education;
3. conduct has the purpose or effect of creating an intimidating or hostile environment for any individual's employment, services or education.

INITIAL COMMUNICATION OF UNWELCOME CONDUCT

As the first step in preventing sexual harassment, the College finds that individuals believing themselves to be the target or focus of unwelcome actions or overtures which could in the mindset of the offended person progress to sexual harassment, have a responsibility to promptly and clearly communicate to the offending person that such conduct is unwelcome and that such offensive conduct should cease immediately. The College seeks to create an environment whereby campus community members appreciate their responsibility to first communicate what are often uncomfortable issues with individuals initiating offensive conduct, and if the conduct persists, to then involve

College personnel who are identified within the Investigation and Reviews Procedures section set forth below. The College recognizes that there may be initial conduct by an offender which is so offensive or objectionable that immediate invocation of the Investigation and Reviews Procedures is required without requiring the offended individual's adherence to this section.

INVESTIGATION AND REVIEWS PROCEDURES

Students believing they have been sexually harassed should promptly report the conduct to either the Vice President for Student Development and Enrollment Management or the Vice President for Academic Affairs. Investigation of reported incidents of sexual harassment then shall be conducted by the executive officer, or designee thereof, in an expedient manner, while seeking to maximize confidentiality and consistent with principles of fair procedure as follows:

1. a written complaint signed and dated by the offended individual must be promptly provided to the investigator, setting forth all relevant facts;
2. individuals who make complaints founded in good faith will not be subject to any retaliation or disciplinary procedures by the College;
3. individuals against whom complaints are lodged will be promptly notified by the investigator of the complaint's lodging, and given a reasonable opportunity to offer a written response to the complaint;
4. if upon the investigation's conclusion, it is determined that the complaint is valid, the offender may be required to undergo appropriate counseling as a condition to maintaining employment or enrollment at the College, and depending upon the seriousness of the conduct, the offender may be subject to disciplinary action by the College, which could involve discharge from employment in cases where the offender is a faculty or staff member, or the dismissal from enrollment in cases where the offender is a student.

Because a lengthy period of time between an alleged incident's occurrence and the conducting of an investigation may make fact finding difficult or impossible, it is very important that individuals believing they have been sexually harassed initiate the Investigation and Reviews Procedures as soon after the incident's occurrence as possible.

ALCOHOL AND DRUG POLICIES

West Virginia Wesleyan College seeks to create an environment that promotes individual and community health and well-being. The illegal or abusive use of alcohol and other drugs jeopardizes this effort. Therefore, the College is committed to defining standards of behavior, enacting and enforcing policies, and complying with local, state, and federal laws. The Drug Free Workplace Act of 1989 requires information regarding the following:

1. the conduct that is prohibited under campus policy and sanctions that will be imposed for violations of the policies;
2. the applicable legal sanctions under the local, state, and federal laws;
3. the health risks associated with the use and abuse of alcohol and other drugs;
4. the educational and treatment resources available on and off campus.

The United Methodist Church, the College's sponsoring denomination,

encourages abstinence from alcohol and illegal drugs and supports educational programs that inform and encourage abstinence. While abstinence from alcohol may be preferred, the College acknowledges other choices that students may make and works aggressively to educate students regarding community responsibility and Wesleyan's expectations for all members of the student body.

ALCOHOL

The College prohibits the use of alcoholic beverages by individuals who are not of legal age and the abuse of alcohol by individual community members of any age. Violations of local, state, and federal laws applying to alcoholic beverages are prohibited. Furthermore, the College prohibits the illegal use of drugs on College property or property used by any recognized student or College group. State and federal laws state that it is unlawful for any person to manufacture, deliver, or possess with intent to manufacture or deliver a controlled substance. According to the federal Controlled Substance Act of 1970, this applies to drugs that have a high potential for abuse, may lead to chemical dependence, and are required by law to be prescribed or administered under the supervision of a physician.

Full compliance with the specific set of standards related to alcohol and other drug use is expected. Although Residence Hall staffs play an important role in monitoring student conduct, any member of the Wesleyan community may refer a student alleged to have violated this, or any policy, to the Vice President for Student Development and Enrollment Management (see "Case Referrals"). This policy will be strictly enforced, and all cases of alleged violations will be resolved in accordance with normal disciplinary procedures described in this resource.

UNDERAGE USE

1. All individuals, College affiliated organizations, and social groups are to comply with local, state and federal laws concerning the possession, consumption, distribution of alcoholic beverages and be aware of the legal ramifications of noncompliance. Noncompliance with any state or federal law is a violation of College policy and is subject to disciplinary action.
2. Furnishing alcohol to a person under the age of 21 is prohibited.
3. The possession and/or consumption of alcohol on College premises by persons under the age of 21 is prohibited.

PUBLIC USE OF ALCOHOL

1. The purchase, sale or distribution of alcoholic beverages on College premises is prohibited.
2. The influence of alcohol does not relieve an individual of responsibility for his or her behavior. Behavior that causes or threatens to cause physical harm to oneself or others, harassment of others, damage to property, or general disruption is a violation of College policy.
3. Only individual residence hall rooms are considered private; an open door causes an individual's room to be considered a public area.
4. Possession of an open container includes, but is not limited to, open or unsealed cans and bottles, cups, wine sacks, and squeeze bottles.

IMPAIRMENT/PUBLIC INTOXICATION

1. Public intoxication or the state of being drunk that leads to aggressive or disruptive behavior, the significant distortion of memory, the significant dulling of responses, reduction in the capacity to make reasonable judgments or the violation of the Code of Conduct is prohibited regardless of age and will be considered an aggravating factor.
2. The influence of alcohol does not relieve an individual of responsibility for his or her behavior. Behavior that causes or threatens to cause physical harm to oneself or others, harassment of others, damage to property, or general disruption is a violation of College policy.
3. All members of the College community are fully responsible for the alcohol related conduct of their guests.
4. Driving under the influence of alcohol, either on or off campus, is considered to be an extreme example of irresponsible behavior.

MASS QUANTITY, DISTRIBUTION/POSSESSION

1. Kegs, beer balls, or other forms of a common supply of alcoholic beverages are strictly prohibited on College premises, including residence hall rooms.
2. A student of legal age who possesses more than a total of 192 ounces of alcoholic beverages or exceeds any one of the following, even though in the privacy of his/her residence hall room, will be in violation of the mass quantity regulation: twelve, 16-ounce containers of beer or equivalent; two liters of wine, twelve, 12-ounce wine coolers; one liter of distilled spirits (1 and 1/2 fifths).

ALCOHOL PARAPHERNALIA

Alcohol paraphernalia, including but not limited to, empty alcohol containers, is strictly prohibited on College premises and in residence hall rooms.

OFF CAMPUS CONDUCT

Conduct which occurs off campus that is a violation of state, federal, or local law, or has a detrimental impact on the College, may result in college judicial action.

DRUGS

1. The possession, use, or distribution of illegal controlled substances is strictly prohibited on College premises.
2. The manufacture, delivery or possession with the intent to manufacture or deliver a controlled substance as prohibited by the WV Code (Vol. 17, Chapter 60A) is also strictly prohibited by the College. This applies to drugs that have a high potential for abuse, may lead to chemical dependence, and are required by law to be prescribed or administered under supervision of a physician.
3. Drug paraphernalia is strictly prohibited. Drug paraphernalia includes, but is not limited to, rolling papers, roach clips, water bongs, pipes, etc. or anything fashioned for such use.

STATE AND FEDERAL LAWS

State and federal laws prohibit the manufacture, possession, sale and trafficking of marijuana and other drugs. State law also controls the sale, distribution, possession and consumption of alcoholic beverages except in a licensed establishment.





RESOURCES

CAMPUS CENTER

The Benedum Campus Center is a place of recreation, relaxation, and work. It houses the College Bookstore, Post Office, radio station, Sunny Buck's (convenience store), the Cat's Claw (restaurant), and the French A. See Dining Center (cafeteria). Graduate students may use facilities for swimming, billiards, pinball, and reading. Offices located in the Campus Center include the Vice President for Student Development and Enrollment Management, Campus Life, Greek Affairs, Intercultural Relations, Career Services and the Community Engagement Center.

The French A. See Dining Center, connected to the Benedum Campus Center, is available to graduate students in a spacious and attractive environment. Graduate students are eligible for meal plans which include options for a 19 meal plan with \$60 bonus or 14 meal plan with a \$100 bonus for a cost of \$1,775 per semester. Bonus dollars can be used at campus food service facilities.

CAMPUS SECURITY

The Office of Campus Safety and Security is located in Rockefeller Center. If you need assistance please call the Campus Safety and Security Office at (304) 473-8011. Security officers are available 24 hours per day, 7 days per week.

CAREER CENTER

Advisors in the Career Center can assist students with career decision making and 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. Further, an extensive alumni network for career guidance and job placement is available to graduate students.

CHAPEL AND MARTIN 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 at 11:00 a.m. 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 Dean of the Chapel, guest presenters, artists and speakers, students, staff and faculty, and community leaders. 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, Christmas on Campus, Hanging of the Green, Community Service Center activities, and Christian service organizations such as Sigma Theta Epsilon and Kappa Phi.

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 Dean of the Chapel encourages all members of the campus community to seek ways in which to practice their spirituality.

CHILD DEVELOPMENT CENTER

Graduate students, as members of the community, are eligible for child-care provision during the hours of 7:00 a.m. to 5:30 p.m., Monday through Friday. To be placed on a waiting list for child-care, please contact the Child Development Center at (304) 473-8348 or cdc@wvwc.edu. (Please visit the Child Development website at www.cdcofcentralwv.org/ for further information).

CULTURAL EVENTS

West Virginia Wesleyan College is known for its rich performing arts tradition. In 2009, the Virginia Thomas Law Center for the Performing Arts opened on College Avenue and is a spectacular new college, community, and regional venue. The 374-seat auditorium is used for college and community theatre, musical concerts, dance performances, lecture events, and film festivals. Additionally, visual art exhibits are presented throughout the year at the Sleeth Gallery located in McCuskey Hall. Culturally, the college community benefits from touring artists and Artists-in-Residence that enhance the many campus offerings available to graduate students. Visit www.wvwc.edu for Arts Alive! schedules and ticket information.

FOOD SERVICE

There are three dining venues on campus located in the Benedum Campus Center. Campus dining is provided in the French A. See Dining Center. Meals and menus are provided by a contracted professional catering service. Selections include traditional entrees, grill items, deli sandwiches, pizza, pasta, and specialty food bars. Vegetarian choices are available at every meal. Discounted meal cards are available for graduate and commuter students. The Cat's Claw offers a variety of food selections and extended hours during the week and on the weekend. Sunny Buck's is the college's convenience store that operates with extended hours and provides coffee, pastries, sandwiches and snacks. Up-to-date information concerning menus and specific hours for each food service on campus is available at www.wvwc.edu/aladdin.

Additionally, Cafe Libros is the Library's in-house coffee bar. Cafe Libros offers a selection of fresh pastries daily. Fair-trade organic coffee, organic teas, and hot chocolate are also available. Hours of operation follow the library schedule.

HEALTH AND COUNSELING CENTER

The mission of the Health and Counseling Center staff is to provide a host of quality medical and counseling services that support optimal levels of individual and community health. The staff is committed to providing primary care, intervention, prevention, consultative, and referral services with competence and compassion.

The Health and Counseling Center is located in the Barnhart Memorial Health Center, which is located adjacent to the Rockefeller Physical Education Center and next to the Stadium.

Graduate students are welcome to utilize the services. The Health and Counseling Center is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. The staff includes an Administrative Assistant, Doctor, Nurse Practitioner, Nurse, and Professional Counselors. Since the medical staff is available on a limited basis, the hours are advertised at the beginning of each semester. Special evening programs for Graduate Students will be offered on a periodic basis, and these programs will be advertised through the Graduate Studies Office.

HOUSING SERVICES

The College houses approximately 85 percent of its undergraduate students in eight residence halls and a complex of apartments and suites. Graduate students are eligible for on-campus housing if available. Contact the Director of Campus Life and Housing, (304) 473-8441. Additional rental housing resources are available through the Graduate Studies and Extended Learning Office at (304) 473-8235.

LEARNING CENTER

West Virginia Wesleyan College provides support programs to students with diagnosed learning disabilities, attention disorders, and other special needs. The Learning Center offers assistance to students who are interested in enhancing their academic performance. Master's level professionals in the field of education and related areas work to help students design strategies for academic success. Located in Haymond Hall, 2nd Floor, the Learning Center is opened from 8:00 a.m. to 9:00 p.m., Monday through Thursday and Until 4:30 p.m. on Fridays. The Technology Lab offers several software and hardware tools to assist students with their coursework. Software programs are available to help students with reading, writing, and organizing information. Individual arrangements for extended time for tests or exams, or any other special needs, are approved through the Office of the Dean of Graduate Studies at (304) 473-8234.

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 more 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.

Serving Students with Disabilities

West Virginia Wesleyan College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation in or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitations of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs and activities as provided for in Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.

Students with disabilities are required to maintain the same level of responsibility for their education as other students attending Wesleyan. These responsibilities include maintaining levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and following the College's policies and procedures. In addition, the College establishes appropriate standards for its courses, programs, services, and facilities and is not required to grant accommodations that impose a fundamental alteration of a program or activity.

The College encourages students to request accommodations before the semester begins or as early in the semester as possible. If the student chooses to delay providing documentation and/or making a request for accommodations, the College will not provide retroactive accommodations, but will upon the student's request begin the procedure for approving and implementing future accommodations. A reasonable time will be necessary to implement accommodations.

The confidentiality of all documentation will be maintained in accordance with the applicable law. Documentation may be shared with others on a need to know basis. To be eligible for services, students with disabilities must identify themselves and provide the necessary documentation to Dr. Kathleen Long, Dean of Graduate Studies and Extended Learning, in the following manner:

1. Provide current documentation of the disability and professional materials from a physician/psychologist/psychiatrist on the evaluator's letterhead stationery demonstrating that the disability currently and substantially limits a major life activity of the student. The medical documentation must include:
 - a. A diagnostic statement identifying the disability and describing the current level of functioning;
 - b. A description of the diagnostic tests, methods/criteria used, employing the DSV IV when appropriate;
 - c. A description of the current functional impact of the disability including a statement of any substantial limitations as they relate to the ability of the student to meet the various demands of college life, and which includes specific test results and the examiner's narrative interpretation;
 - d. Treatments, medications, or assistive devices/services currently prescribed or in use;
 - e. Recommendations to assist the College in designing reasonable accommodations for the condition;
 - f. The credentials of the diagnosing professional when not indicated on letterhead stationery.
2. The College may request additional documentation. IEPs and 504 plans are not considered to be sufficient documentation.
3. Identifying oneself as having a disability to an individual professor is not considered an official notification to the College. The student must follow the above procedures in order to access accommodations. However, it is the

student's responsibility to notify a professor, or others as necessary, of a need for accommodations.

4. Coordination of accommodations and services may involve any number of College offices and personnel, including faculty, staff, and administrators, depending on the nature of the accommodations and services needed.
5. If an individual believes that the services or accommodations provided or recommended do not meet his or her needs, the student should promptly discuss the matter with Dr. Kathleen Long, Dean of Graduate Studies and Extended Learning, who will seek to resolve the situation in a timely manner. If the student is not satisfied with this response, the student may file a grievance using the investigation and reviews procedures available through the Office of the Dean of Graduate Studies and Extended Learning.

LIBRARY

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. Currently, the number of print and electronic books is nearly equal at 150,000 each, and the nearly 20,000 electronic journal titles far exceed the 300 received 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, wireless network connectivity throughout the building, and a quiet place for reading and reflection.

- *Paula McGrew, Director of Library Services: mcgrew_p@wwvc.edu*
- *Sue Roth, Director of Cataloging: roth_s@wwvc.edu*
- *Beth Rogers, Coordinator of Reference and Instructional Services: rogers_e@wwvc.edu*
- *Brett Miller, Circulation Supervisor: miller_bt@wwvc.edu*

Graduate students are welcome to use the library for individual or group study, social interaction, or to sit and read while enjoying a cup of coffee from Cafe Libros, the Library's in-house coffee bar.

MOTOR VEHICLE POLICIES AND PROCEDURES

Registration of vehicles on campus

1. All students, faculty, staff or other employees of the College who park in College owned lots at any time are required to register their motor vehicle on campus by purchasing a numbered parking decal or "hang tag." The hang tag must be displayed from the inside rearview mirror at all times while the vehicle is parked on campus, even in a loading/unloading zone.
2. This contract is the binding document for motor vehicle policies and procedures. Language contained herein takes precedent over all other references to motor vehicle use on campus of WWVC.
3. Items required to register a motor vehicle are:
 - a. a valid driver's license;
 - b. make, model, year, and license number of the vehicle;
 - c. proof of ownership (certificate of registration).
4. Parking hang tags are issued for safety and vehicle identification purposes.

Possession of a valid parking hang tag does not guarantee that a parking space, especially one near any particular area, will be automatically available upon arrival.

5. A numbered WVWC hang tag must be displayed on the inside rearview mirror at all times while parked in campus owned lots, visible from outside the vehicle.
6. Any lost or stolen hang tag must be reported immediately to the Office of Campus Safety and Security. A new hang tag must then be purchased for a fee of \$75 from the Office of Student Accounts in the Lynch-Raine Administration building.
7. The individual in whose name a vehicle and hang tag is registered will be held responsible for all parking and traffic violations.
8. WVWC parking hang tags must be purchased annually, expiring each year on August 31st.
9. The fee for registering a vehicle and obtaining a parking hang tag is \$75 for students.

Parking Regulations

1. The responsibility of finding a legal parking space rests solely with the vehicle operator. The lack of what the vehicle operator deems to be an adequate parking space is not an acceptable excuse for violating any parking regulation(s).
2. Handicapped parking spaces are identified by the official handicapped emblem, and the adjacent curbs and stripes are painted a light blue. Handicapped spaces are restricted from general use 24 hours a day. Vehicles parked in handicapped spaces must display an official handicapped license plate or a WVWC handicapped decal. WVWC handicapped decals may be obtained at the campus security office for any student, faculty or staff. These decals will be issued at no cost to anyone who has a temporary handicap that would warrant the need to park in a handicapped space (sprains, broken bones or other injuries of a temporary nature). These decals will only be valid for a specified time and are authorized for use only in WVWC parking lots.
3. Fire lanes shall be designated by red curbs and/or red stripes and will be clearly marked to indicate a prohibited area.
4. No parking is permitted on the lawn or sidewalks. This includes the period during which students are moving in/out of the residence halls.
5. Prohibited zones are marked with yellow lines and/or yellow curbs; at times they are also designated by “No Parking” signs. These areas include, but are not limited to, loading/unloading zones, parking zones for maintenance vehicles, etc.
6. During the academic year between the hours of 7:00 a.m. and 4:30 p.m., student parking in designated faculty/staff areas and faculty/staff parking in student designated areas is strictly prohibited. Note signage in specific lots for further restrictions.
7. The streets surrounding the College campus (Camden Ave., College Ave., Meade St., Railroad Ave., Randolph St., etc.) are under the jurisdiction of the City of Buckhannon.
8. No weapons of any kind may be stored in a vehicle while on College property. All legal weapons must be stored at the Office of Campus Safety and Security.

Visitor Parking

Visitors to campus are permitted to park in Lot “A” (the oval lot in front of the Chapel). This is the designated lot for visitors until 10:00 p.m. If the visitor is spending the night on campus, they must first obtain an overnight visitor pass from the Office of Campus Safety and Security. This visitor’s pass will be displayed on the vehicle dash where it is visible through the windshield. Vehicles displaying this overnight visitor pass will be the only vehicles allowed to park in this lot after 10:00 p.m. each night.

Violations, Fines and Fees

Following are the most common violations and the fine for each:

| | | |
|-----|---------------------------------------|------|
| 1. | Speeding/reckless driving* | \$50 |
| 2. | Driving/parking on grass or sidewalk* | \$50 |
| 3. | Parking in handicapped space* | \$50 |
| 4. | Parking in a reserved lot* | \$25 |
| 5. | Parking in a prohibited area* | \$25 |
| 6. | Parking in a restricted area | \$15 |
| 7. | Double parking | \$10 |
| 8. | Parking in two spaces | \$10 |
| 9. | Having no registration decal* | \$10 |
| 10. | Backing into space (Lots A & D only) | \$10 |
| 11. | Improper display of hang tag | \$10 |

*A parking boot may be used to temporarily disable any vehicle in these violation categories. A parking boot may also be used to temporarily disable any vehicle which has received three (3) or more parking tickets during the academic year or for any vehicle that has received any number of parking tickets for which the fines have been left unpaid. The fee for boot removal is \$35 in addition to the original ticket cost. All violations with an asterisk above may also result in the vehicle in question being towed at the owner’s expense. Any damage resulting from towing or booting will be the responsibility of the vehicle owner. Removal of a College boot by the vehicle operator is strictly prohibited. Any vehicle operator who removes, dismantles, confiscates, or damages a parking boot will be fined.

Payment of Fines and Fees

1. All fines for parking violations must be paid at the Office of Student Accounts in the Administration Building during regular business hours Monday through Friday. Fines and fees are applicable to all employees, guests and students (graduates and undergraduates) and are payable through Student Accounts.
2. Fines for violations 6 through 11 (section III above) may be reduced if paid within two (2) working days. This early payment or reduced fee opportunity is not applicable to any other violation. FINES FOR ALL VIOLATIONS DOUBLE IF NOT PAID WITHIN TEN (10) WORKING DAYS.
3. Acceptable forms of payment for fines and fees will be cash, bank check, personal check, credit card, money order, or charged to the respective Student Account. All checks should be made payable to WVWC. Students should not assume that the Office of Campus Safety and Security has automatically billed their account for the minimum amount. If a student fails to pay the fine or file an appeal within ten (10) working days, the amount of the fine doubles and this amount is automatically billed to the student’s account.

4. All such fines and fees are valid financial obligations due and payable to West Virginia Wesleyan College. Delinquent fines for faculty and staff are reported directly to the Office of Vice President for Finance. Any individual who refuses to pay delinquent fines will have their parking privileges revoked and their vehicles will be towed when found on College property.

Parking Ticket Appeal Process

1. An appeal board for ticket review consists of one member of WVWC faculty, one staff member and one student, all of which will be appointed by the Vice President for Student Development and Enrollment Management.
2. Parking tickets can be appealed to the Appeal Board provided it is done within ten working days of the date of the parking ticket and done so on the Parking Appeal form which can be found on-line at the following address: www.wvwc.edu/intranet. This form must be submitted via parkingappeal@wvwc.edu. Fines for any parking tickets not paid or appealed within ten working days will be doubled and automatically billed to the student account. After that time, no appeal will be permitted.
3. If an appeal has been filed within the allotted time frame, the appeal board will meet to consider the merits of this appeal and then render their decision. If the appeal is granted, the ticket will be dismissed and the student will owe no charges. If the appeal is denied, the student will owe the amount of the fine and must pay the fine within ten working days from the date of the appeal board's decision, after which time, the fine will double.

Traffic Regulations

1. A 15 mile per hour speed limit has been set on all College drives and parking lots and must be observed.
2. Right of way will be given to all pedestrians, WVWC security vehicles, police, fire, and emergency vehicles.
3. Motor vehicles shall be operated in a safe and prudent manner at all times, in accordance with the laws of the city, county, and state, and in conjunction with this motor vehicle policy.
4. All traffic related accidents occurring on College property must be reported to the Office of Campus Safety and Security as soon as possible.
5. All visitors and/or guests shall park in the campus parking lots assigned to them and be responsible for all violations committed by them.

College Owned and Operated Parking Lots

The College owned parking lots are “color coded” according to your status (i.e. student or faculty/staff) as follows:

- | | |
|--------------------------|--|
| White | curbs and/or stripes indicate student parking only. |
| Orange | curbs and/or stripes indicate faculty/staff parking only. |
| Green | curbs and/or stripes indicate multi-use parking - i.e. Faculty/staff, commuters, and visitors only. |
| Yellow or Red | curbs and/or stripes indicate no parking. |
| Blue | curbs and/or stripes indicate handicap parking only. |

Lot Identification

- Lot A: Area behind the Child Development Center and Lot I. This lot is available for anyone with a valid Wesleyan parking permit.
- Lot B: Area between Jenkins and Loar Halls. This lot is reserved for students only.
- Lot C: Rear of Jenkins and Agnes Howard Halls. Reserved for students only.
- Lot D: Located in front of the Administration Building. No parking at the top of the oval, on any crosswalk, or with any portion of vehicle adjacent to any area marked with yellow or red curbs. No backing into spaces. Lot D is reserved for faculty/staff only. No overnight parking in this lot except by visitor permit.
- Lot E: Rear of McCuskey, Doney, Fleming, and Haymond Halls up to the Health Center driveway on both sides. Lot E is reserved for student parking.
- Lot F: Area between the Health Center driveway and Christopher Hall of Science on both sides. Lot F is reserved for faculty/staff only.
- Lot G: Area between the Library and Haymond Hall. Lot G is reserved for faculty/staff only.
- Lot H: Area between Haymond and Fleming Halls. Lot H is reserved for faculty/staff only.
- Lot I: Lot adjacent to the Child Development Center. The nonreserved parking spaces of Lot I provide parking opportunities for faculty/staff. The reserved parking spaces contain bumpers or signs with designated reserved spaces painted on them.
- Lot J: Located directly behind Middleton Hall and the Camden Complex. This lot is available for anyone with a valid Wesleyan parking permit. No parking is permitted along the curbs adjacent to the Camden Avenue Complex Buildings or the curb on the Randolph avenue side of the lot.
- Lot K: The lot located on the south side of Randolph Avenue behind the Camden Complex. This lot is available for anyone with a valid Wesleyan parking permit.
- Lot L: Located behind 57 and 59 Meade Street.
- Lot M: Located adjacent to Erickson Alumni Center. Lot L is reserved for faculty, staff and alumni visitors only.
- Lot N: Located adjacent to the Performing Arts Center. This lot is reserved for commuters, faculty, and staff.

Municipal ordinances of the City of Buckhannon, West Virginia do not allow parking on either side, or in the median of Camden Avenue east of Meade Street. All individuals who use campus parking lots are responsible for reading and abiding by the motor vehicle policy as stated in this contract. If you have questions, please contact the Office of Campus Safety and Security at (304) 473-8011.

The College assumes no responsibility for the care or protection of any vehicle or its contents at any time. Any damage or loss that occurs to a parked vehicle on College property should be reported to the Campus Safety and Security Office, the Buckhannon Police Department and the owner's automobile insurance company.



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 gold practice area, a dance studio, and athletic team weight rooms. Rockefeller Center is home to the College's 20 intercollegiate varsity sports, the athletic training academic program, and an extensive array of offerings. The College pool is located in the adjacent Benedum Campus Center.

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.

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 non-computer based only; and the Praxis Series and School Leadership Series - for teacher education. Information about these tests is available in the Finance Office, (304) 473-8040.

WRITING CENTER

The Writing Center is located in the English Annex, Room 20, or at (304) 473-8854. The English Annex is located between the Lynch-Raine Administration Building and the Annie Merner Pfeiffer Library. The Writing Center is open to all students seeking help with writing assignments for any course or to assist with personal writing, resumes, or articles for publication. Hours of operation are posted semester by semester.



REGISTER

ADMINISTRATIVE OFFICERS AND STAFF

President of the College

| | |
|--|-----------------------------------|
| President of the College..... | Pamela M. Balch, Ed.D. |
| Executive Assistant..... | Debbie K. Mullens, A.A.S. |
| College Counsel..... | David W. McCauley, J.D. |
| Dean of the Chapel..... | Angela Gay Kinkead, M.Div. |
| Assistant to the Dean of the Chapel..... | Deborah G. Leigh |
| Director of Institutional Research..... | Tammy J. Crites, M.B.A. |
| Director of Athletics..... | Randall Tenney, M.A.T. |
| Director of Compliance & Academic Services..... | Alison M. Clausen, M.S. |
| Director of Sports Information & Promotions..... | Philip T. Fetty, 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. |
| | |
| Baseball Coach..... | Randall L. Tenney, M.A.T. |
| Men's Basketball Coach..... | Patrick J. Belein, B.A. |
| Women's Basketball Coach..... | Jacqueline C. DeVane, M.S. |
| Football Coach..... | Jonas A. Jackson, M.A. |
| Men's Golf Coach..... | Robert M. Rogers, M.B.A. |
| Women's Golf Coach..... | Robert M. Rogers, M.B.A. |
| 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. Staniszewski, M.S. |
| Tennis Coach..... | Nicholas Barr, B.A. |
| Track and Cross Country Coach..... | Jesse F. Skiles, B.A. |
| Women's Volleyball Coach..... | Jacqueline S. Murphy, M.B.A. |

Vice President for Academic Affairs

| | |
|--|--------------------------------|
| Vice President for Academic Affairs and | |
| Dean of the College..... | Larry R. Parsons, D.M.A. |
| Executive Assistant..... | |
| Dean of Graduate Studies & Extended Learning..... | Kathleen M. Long, Ph.D. |
| Graduate Enrollment Counselor..... | Emily Kohler, M.A. |
| Director of M.B.A..... | Susan L. Aloï, Ed.D. |
| Director of M.Ed..... | 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 Academic / Registrar..... | Alice J. Creasman, B.S. |
| Assistant Director of Academic & Career Services.. | Tammy J Frederick, M.B.A. |
| Credentials Analyst/Academic Advisor..... | Shauna G. Jones, M.A. |
| Registration Services Assistant..... | Denise L. Mills |
| Coordinator of General Education..... | Eric G. Waggoner, Ph.D. |

| | |
|---|-------------------------------|
| Director of the Honors Program | Douglas Van Gundy, M.F.A. |
| 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. |
| Serials Coordinator | Carol A. Smith, B.A. |
| Circulation Supervisor | Brett T. Miller, B.A. |
| Coordinator of Reference & Instructional Services | Elizabeth S. Rogers, M.L.I.S. |
| Acquisitions and Media Services Supervisor | Carol M. Bowman, M.L.I.S. |
| Assistant for Library Electronic Access | Richard D. Manspeaker, B.Mus. |
| Audiovisual Coordinator | Sam J.P. di Stefano, M.A. |
| Director of the School of Allied Health Sciences | Thomas Smith, M.A. |
| Director of the School of Business | Susan Aloï, Ed.D. |
| Director of the School of Education | Deborah Bush, Ed.D. |
| Director of the School of Fine Arts and Humanities | Boyd Creasman, Ph.D. |
| Director of the School of Science | Luke Huggins, Ph.D. |
| Director of the School of Social and Behavioral Science | Mu Hu, Ph.D. |

Vice President for Student Development and Enrollment Management

Vice President for Student Development and

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|---|---|
| Enrollment Management | Julia A. Keehner, M.S. |
| Executive Assistant | Tonny K. Lowther |
| Director of Career Services | Barbara Morrisette, B.A. |
| Coordinator of the Writing Center and E.S.L. Programs | Nancy B. Porter, M.S. |
| Director of Admission | John R. Waltz, M.A. |
| Associate Directors | Elizabeth A. Lampinen, M.A., Caitlin D. Rexrode, B.F.A. |
| Senior Associate Director | Brett B. Ripley, M.B.A. |
| Admission Counselors | Abbie D. Brake, B.M.E.; Erica E. Byrd, B.A. |
| | Leah Ripley, B.S.; Sarah L. Carr, B.A. |
| Senior Assistant Director of Admission and External Relations | |
| | Stephen Brothers-McGrew, M.A. |
| Office Manager & Campus Visit Coordinator | Terrie L. Brady, B.A. |
| Director of Financial Aid | Susan M. George, B.S. |
| Office Manager | Eileen Johnston |
| Coordinator of Technology Processes and Programs and Financial Aid | |
| Counselor | Justin T. Haney, B.S. |
| Financial Aid Counselor | Ronda S. Howell, M.B.A. |
| Director of Counseling and Health Center | Michael Kuba, M.A. |
| Director of Campus Life | Alisa M. Lively, M.A. |
| Residence Life Coordinator | |
| Coordinator of Student Programs and Conference Assistant | |
| | Roxanne L. Bright, B.A. |
| Director of Leadership Development and | |
| Civic Engagement | LeeAnn Fraser Brown, M.A. |
| Office Manager, Academic Support, Switchboard Operator | Linda J. Hicks, A.A. |
| Coordinator of Outreach & Leadership Development | Katie Loudin, M.P.A. |
| Director of Intercultural Programs | Courtney E. Rayam, M.S. |
| Director of Security | Tom L. Wingler |
| Director of Greek Life and Intramural Programs | John K. Bohman, M.A.T. |
| Director of the Learning Center | Shawn Mahoney Kuba, Ed.D., LPC |
| Comprehensive Advisors | Suzanne K. Haas, M.A. |

.....Susan Marshall, M.A.; Denton King, M.S; Lynne Neaves, M.A.
 Coordinator of Lindamood Bell Methods..... William C. Pastorius, M.S.
 Mentor Advantage Program Coordinator.....Lynne Neaves, M.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..... Keith D. Nichols, B.S. B.A.
 Assistant Director of Administrative Services Sara Loughney, M.A.
 Director of Human Resources..... Vickie J. Crowder, M.B.A.
 Director of the Bookstore..... Jennifer Dalton, B.A.
 Director of Dining Services (Aladdin)..... Terry L. Brown
 Director of the Physical Plant Kenneth J. Andrew, B.S.
 Custodial Supervisor C. Lynn Frame
 Maintenance Supervisor..... Jeffery A. Wagner, B.S.
 Vice President for Information Technology R. Duwane Squires, M.S.
 Manager of Computer Operations Edwin P. Andrew, B.S.
 Telecommunications Engineer Neil K. Roth, B.S.
 Computer Help Desk Supervisor Robert A. Burch, B.S.
 Programmer..... Jonathan S. Andrew, M.B.A.
 Network Specialist Leon S. McKisic, B.S.
 Technical Support Specialists Robert L. Osburn, Micah J. Snyder, B.A.
 Thomas Reed, B.S.

Vice President for Institutional Advancement

Vice President of Advancement Robert N. Skinner, M.A.
 Coordinator of Stewardship Molly S. Patterson
 Director of Advancement Operations Rose Ellen Loudin, B.A.
 Director of Foundation and Government Relations
 Beverly Bentley-Colthart, M.S.W.
 Advancement Associate Edward A. Sisson, B.S.
 Planned Giving Coordinator David R. Peters, M.Div.
 Director of Public Relations Rochelle L. Long, M.A.
 Webmaster Jacob A. Beaver, B.S.
 Writing Specialist Carra A. Higgins, B.S.
 Director of Alumni Relations..... Kristi Lawrence Wilkerson, M.A.
 Coordinator of Emeritus Club..... Harold T. Elmore, M.Div.

BOARD OF TRUSTEES

Elected Members

- Gavin S. Appleby '76**, Atlanta, GA
- Anne S. Barth**, Charleston, WV
- Phyllis M. Cole**, Petersburg, WV
- Ellis E. Conley '73**, Fairmont, WV
- Christine R. Cox '69** (*3rd Vice Chair*), Lawrenceville, NJ
- Randall L. Crawford '89**, Pittsburgh, PA

Stephen H. Cruikshank '72, Maineville, OH
Gregg J. Donley '70, Arlington, VA
John D. Esaias '71 (*5th Vice Chair*), Pittsburgh, PA
Leigh H. Fleming '83, Martinsburg, WV
Gary A. Frantz, Pittsburgh, PA
William B. Grant '75 (*Secretary*), Oakland, MD
John L. Griffith, Jr. '69 (*2nd Vice Chair*), Princeton, NJ
Marc A. Halbritter (*Chairman*), Richmond, VA
Timothy G. Harper '72, South Charleston, WV
Gregory B. Isaacs '80, Charleston, WV
Lloyd G. Jackson II, Hamlin, WV
Joseph S. Kenaston '81, Lewisburg, WV
Frederick H. Leasure '70 (*1st Vice Chair*), Pittsburgh, PA
Philip A. Lindeman '80, Madison, AL
Brian A. Maxwell, Jefferson Hills, PA
David C. Myers '70 (*4th Vice Chair*), Chevy Chase, MD
Caroline H. Rapping '79, Fairfax, VA
Kimberly A. Reed '93, Washington, DC
Kevin W. Ryan '66, Jupiter, FL
John W. Shimrak '67, Berwyn, PA
Dennis R. Slagle '76, Winston-Salem, NC
Scott H. Strickler '84, Marietta, OH
John C. Taylor '80, Derwood, MD
Robert B. Walker, Barboursville, WV
Linda K. Wellings '92, Buckhannon, WV
Mary Jane Willis '68, Smyrna, DE
Bob Wise, Washington, D.C.
Linda C. Xander '75, Buckhannon, WV

Ex Officio Members

President of the College, **Pamela M. Balch '71**
Chair of the College Staff Assembly
President of the College Alumni Council, **Danette E. Ifert Johnson '90**
Chairperson of the College Faculty Assembly, **Eric Waggoner**
President of the Student Senate, **Nathan Weaver**, Weston, WV
Resident Bishop of the West Virginia Area
Resident Bishop of the Pittsburgh Area

THE FACULTY

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

Susan L. Aloï, *Associate Professor of Business and Director of the School of Business* (2007). B.S., M.B.A., West Virginia Wesleyan College; Ed.D., West Virginia University.
Charles Bruce Anthony, *Visiting Instructor of Chemistry* (2012). B.S., Ball State University; Ph.D., Louisiana State University.
Katharine Antolini, *Visiting Instructor of History* (2011). B.A., West Virginia Wesleyan College; M.A., Rutgers, The State University of New Jersey; M.A., West Virginia University; Ph.D., WVU.
Karim F. Badwan, *Assistant Professor of Dramatic Arts* (2011). B.A., West Virginia Wesleyan College.

- Angela M. Barrickman**, *Visiting Instructor of Math* (2011). B.A., Hollins College; M.S., Virginia Tech.
- Kimberly A. Bjorgo-Thorne**, *Assistant Professor of Biology* (2006). B.S., University of Florida; M.S. Clemson University; Ph.D., West Virginia University.
- R. Andrew Bloxham**, *Assistant Professor of Art* (2011). B.A., M.F.A., Louisiana Tech University.
- Kwame A. Boateng**, *Associate Professor of Political Science* (1994). University Teacher's Diploma, University College of Education, Winneba, Ghana; B.S. Ed., M.S., Ph.D., University of Tennessee, Knoxville.
- Greg Bradley-Popovich**, *Assistant Professor of Exercise Science* (2008). B.S., Fairmont State College; M.S., WVU; M.S., WVU; D.P.T., Creighton University.
- Deborah K. Bush**, *Associate Professor of Education and Director of the School of Education* (2000). B.A., West Virginia Wesleyan College; M.A., West Virginia College of Graduate Studies; Ed.D., West Virginia University.
- Mengfei Cai**, *Assistant Professor of Psychology* (2012). B.S., Hudzhong Normal University; M.S., Brigham Young University.
- Richard S. Calef**, *Professor of Psychology* (1970). B.A., University of Bridgeport; M.A., Ph.D., Southern Illinois University.
- Ruth A. Calef**, *Associate Professor of Psychology* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.
- Canea Carothers**, *Instructor of Nursing* (2011). B.S.N, M.S.N., West Virginia Wesleyan College.
- MaryAnn Casale**, *Assistant Professor of Education* (2012). B.S., Rhode Island College; M.Ed., Rhode Island College; Ed.D., Johnson & Wales University.
- Amelia M. Clark**, *Visiting Instructor of Sociology* (2011). B.A., Tulane University; M.St., Oxford University; Ph.D., University of the Witwatersrand.
- Nicholas W. Conger**, *Visiting Assistant Professor of Business* (2010). B.B.A., West Virginia University; M.B.A., The American University.
- Boyd H. Creasman**, *Professor of English and Director of the School of Fine Arts and Humanities* (1990). B.A., Middle Tennessee State University; M.A., Ph.D., Florida State University.
- Stephen E. Cresswell**, *Professor of History* (1986). B.A., University of Virginia; M.A., M.L.S., Catholic University; Ph.D., University of Virginia.
- Tracie M. Dodson**, *Assistant Professor of Business* (2008). B.S., Wheeling Jesuit College; M.S., Ed.D., WVU.
- Rae L. Emrick**, *Assistant Professor in Exercise Science* (2004). B.S., West Virginia Wesleyan College; M.S. Marshall University.
- Michael B. Ervin**, *Associate Professor 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.
- Russell H. Francis**, *Lecturer of Accounting* (2001). B.S., M.B.A., Indiana University of Pennsylvania; C.P.A..
- Barbara E. Frye**, *Associate Professor of Nursing* (2008). B.S.N., West Virginia Wesleyan College; M.S.N., West Virginia University.
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- Kelly T. Hughes**, *Assistant Professor of Business* (2006). B.S., M.B.A., West Virginia Wesleyan College.
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- Kathleen M. Long**, *Professor of Communication and Dean of Graduate Studies and Extended Learning* (1987). A.B., M.A., West Virginia University; M.S., Southern Illinois University; Ph.D., University of Connecticut.
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- William M. Mahoney**, *Associate Professor of History* (1983). B.A., University of Delaware; M.A., Wake Forest University; Ph.D., University of Connecticut.
- William E. Mallory**, *Professor of English* (1969). B.A., The American University; M.A., University of Washington; Ph.D., State University of New York at Buffalo.
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- Joseph E. Wiest**, *Professor of Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.
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- Robert E. Baden**, *Lecturer in Music*. B.M.E.
- Lorena Ballester**, *Lecturer in Spanish*.
- Terri Blake**, *Lecturer in Nursing*. Ph.D.
- 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.
- Sarah Carr**, *Lecturer in Music, M.C.C., M.S.M.*
- Melissa Charlton-Smith**, *Chemistry Lab and Supplies Coordinator*, B.S.
- Caroline Dees**, *Lecturer in Music*.
- Gavin D. Donaldson**, *Lecturer in Geography*. M.S.
- John Epler**, *Lecturer in Mathematics*, M.Ed.
- Michael Garber**, *Lecturer in Theatre and Dance*.
- Curtis Johnson**, *Lecturer in Music*.
- Anne D. Hamilton**, *Lecturer in Music*. M.M.
- Patrick Holguin**, *Lecturer in Business*.
- Tammie Moody**, *Lecturer in Health and Physical Education*. M.S., ATC, CSCS
- T. Mark Hamrick**, *Lecturer in Music*. B.S.



Penny Haymond, *Student Teacher Supervisor in Education.*
Angela Gay Kinhead, *Lecturer in Christian Education.* M.Div.
Michael Kuba, *Lecturer in Psychology.* M.A.
Donald Laney, *Lecturer in Theatre and Dance.*
Katie Loudin, *Lecturer in Interdisciplinary Studies.*
Sara Loughney, *Lecturer in Communication.* M.A.
J. Mark Lynch, *Lecturer in Education.* M.A.
Richard Manspeaker, *Lecturer in Music.* B.Mus.
David W. McCauley, *Senior Lecturer in Business.* J.D.
Phil McCollam, *Lecturer in Art.*
Dianne Phillips, *Lecturer in Nursing, Director of Simulation Lab.* M.S.N.
Shari Phillips, *Lecturer in Education.*
Dennis W. Porter, *Lecturer in Athletic Training.* M.Ed., A.T.C.
Sara Pritchard, *Lecturer in M.F.A. Program.* M.F.A.
Cynthia Raffety, *Lecturer in Education.* M.Ed.
Susan Rice, *Lecturer in Nursing.*
Elisabeth Rogers, *Lecturer in English*
Nina Scattaregia, *Lecturer in Dance.* B.A.
Terri Sisk, *Lecturer in Education.*
Jesse Skiles, *Lecturer in Health and Physical Education.* B.A.
Bonnie J. Smith, *Clinical Instructor in Nursing.* M.S.N., F.N.P.
Randall L. Tenney, *Lecturer in Health and Physical Education.* M.A.T.
Robert Turizziani, *Lecturer in Music.* B.M.
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- Thomas H. Williams**, *Professor of Education, Emeritus* (1991-2006). B.A., Fairmont State College; M.A., West Virginia University; Ed.D., Virginia Polytechnic Institute and State University.

**PRESIDENTS**

- Bennett W. Hutchinson, A.M., S.T.D.,
LL.D., 1890-1898
- Frank B. Trotter, A.M., LL.D. (Acting),
1898
- Simon L. Boyers, A.M., D.D.,
1898-1900
- John Wier, A.M., D.D., 1900-1907
- Carl G. Doney, Ph.D., LL.D., 1907-1915
- Thomas W. Haught, A.M., Sc.D.
(Acting), 1913-1914, 1922-1923,
1925-1926
- Wallace B. Fleming, Ph.D., D.D.,
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1941-1942
- Elmer Guy Cutshall, Ph.D., 1923-1925
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1926-1931
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- Pamela M. Balch, Ed.D., 2006-

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- Frank B. Trotter, LL.D., 1890-1907
- William A. Haggerty, Ph.D., 1907-1909
- Thomas W. Haught, Sc.D., 1909-1929
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- Larry R. Parsons, D.M.A., 2004-

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