



## University of Charleston 2016-17 Academic Catalog

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*The Mission of the University of Charleston is to educate each student for a life of productive work, enlightened living, and community involvement.*

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## Regional Accreditation:

Higher Learning Commission – (HLC)

## Specialized Accreditation

Accreditation Council for Occupational

Therapy Education – (ACOTE)

Accreditation Council for Pharmacy

Education – (ACPE)

Accreditation Review Commission on

Education for the Physician Assistant, Inc.

(ARC-PA) – Provisional (Charleston)

American Health Systems Pharmacists

(ASHP)

Commission on the Accreditation of Allied

Health Education Programs (CAAHEP) –

in cooperation with the

Committee for Registered Professional

Accreditation for Respiratory Care

Commission on the Accreditation of

Athletic Training Education (CAATE)

Council for the Accreditation of Educator

Preparation – (CAEP)

Council for Interior Design Accreditation

(CIDA)

Joint Review Committee on Education in

Radiologic Technology (AS and BS)

Joint Review Committee on Education in

Diagnostic Medical Sonography – (JRC-

DMS)

Accreditation Commission for Education in

Nursing

West Virginia State Board for Registered

Professional Nurses

## Memberships

The American Council on Education (ACE)

American Association of Colleges for

Teacher Education (AACTE)

American Association of Colleges of

Nursing (AACM)

The American Association of Colleges of

Pharmacy (AACP)

American Library Association

Appalachian College Association (ACA)

Association of American Colleges &

Universities (AAC&U)

Association of Governing Boards (AGB)

Association on Higher Education and

Disability (AHEAD)

Campus Compact

College Entrance Examination Board

Council for Higher Education Accreditation

(CHEA)

Council of Independent Colleges (CIC)

Community-Campus Partnerships for Health  
(CCPH)

Interior Design Educator's Council (IDEC)

LOEX (Clearinghouse for Library

Instruction)

Medical Library Association (MLA)

Mountain East Conference (MEC)

National Association for Developmental

Education (NADE)

National Association of Independent

Colleges and Universities (NAICU)

National Collegiate Athletic Association /

Division 2 (NCAA/D2)

National Council for State Authorization

Reciprocity Agreements

Recording for the Blind & Dyslexic

(RFB&D)

West Virginia Independent Colleges and

Universities (WVICU)

### The University of Charleston operates at the following locations:

2300 MacCorkle Avenue, S.E.  
Charleston, WV 25304-1099

158 Dye Drive  
Beckley, WV 25801

142 North Queen Street  
Martinsburg, WV 25401

### and on an *ad hoc* basis at other locations throughout West Virginia.

Telephone (304) 357-4800 or (800) 995-GOUC (4682)

Fax (304) 357-4715

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## ACADEMIC CALENDAR 2016-2017

### Fall 2016

**In-seat classes begin on Mondays. Online classes begin on Wednesdays.**

<i>Month</i>	<i>Date(s)</i>	<i>Event</i>
<b>August 2016</b>	8/22 – 12/9	<b>Begin/End dates for 15-week classes</b>
	8/24 – 10/16	<b>Begin/End dates 1<sup>st</sup> Fall 8-week Session – *On-line</b>
	8/26	<b>Last Day to ADD a Class – 15- &amp; 1<sup>st</sup> Fall 8-week week classes *On-line</b>
	8/31	<b>Last Day to DROP a Class without "W" grade – 1<sup>st</sup> Fall 8-week *On-line</b>
<b>September</b>	9/1	<b>Last Day to DROP a Class without "W" grade –15-week classes</b>
	9/14	<b>Last Day to DROP a Class without "WF" grade – 1<sup>st</sup> Fall 8-week *On-line</b>
<b>October</b>	10/11	<b>Midterm Grades Due by 5 p.m. – 15-week classes</b>
	10/14	<b>Fall Break – In-seat classes</b>
	10/18	<b>Final Grades Due by 5 p.m. – 1<sup>st</sup> Fall 8-week Session *On-line</b>
	10/19 – 12/11	<b>Begin/End dates 2<sup>nd</sup> Fall 8-week Session – *On-line</b>
	10/21	<b>Last Day to ADD a Class – 2<sup>nd</sup> Fall 8-week *On-line</b>
	10/26	<b>Last Day to DROP a Class without "W" grade – 2<sup>nd</sup> Fall 8-week *On-line</b>
	10/28	<b>Last Day to DROP a Class without "WF" grade – 15-week classes</b>
<b>November</b>	11/9	<b>Last Day to DROP a Class without "WF" grade – 2<sup>nd</sup> Fall 8-week *On-line</b>
	11/21 – 11/25	<b>Thanksgiving Break</b>
<b>December</b>	12/4	<b>December 2016 Commencement</b>
	12/5 – 12/9	<b>Final Exams Week for 15-week classes</b>
	12/13	<b>Final Grades Due by 5 p.m. – 15-week classes &amp; 2<sup>nd</sup> 8-week *On-line</b>

## Spring 2017

**In-seat classes begin on Mondays. Online classes begin on Wednesdays.**

<i>Month</i>	<i>Date(s)</i>	<i>Event</i>
<b>January 2017</b>	<b>1/16 – 5/5</b>	<b>Begin/End dates for 15-week classes</b>
	<b>1/18 – 3/12</b>	<b>Begin/End dates 1<sup>st</sup> Spring 8-week Session – *On-line classes</b>
	<b>1/20</b>	<b>Last Day to ADD a Class – 15-week classes &amp; 1<sup>st</sup> Spring 8-week *On-line</b>
	<b>1/25</b>	<b>Last Day to DROP a Class without "W" grade – 1<sup>st</sup> Spring 8-week *On-line</b>
	<b>1/26</b>	<b>Last Day to DROP a Class without "W" grade – 15-week classes</b>
<b>February</b>	<b>2/8</b>	<b>Last Day to DROP a Class without "WF" grade – 1<sup>st</sup> Spring 8-week *On-line</b>
<b>March</b>	<b>3/7</b>	<b>Midterm Grades Due by 5 p.m. – 15-week classes</b>
	<b>3/13 – 3/17</b>	<b>Spring Break – In-seat classes</b>
	<b>3/14</b>	<b>Final Grades Due by 5 p.m. – 1<sup>st</sup> Spring 8-week *On-line</b>
	<b>3/15 – 5/7</b>	<b>Begin/End dates 2<sup>nd</sup> Spring 8-week Session – *On-line</b>
	<b>3/17</b>	<b>Last Day to ADD a Class – 2<sup>nd</sup> Spring 8-week *On-line</b>
	<b>3/22</b>	<b>Last Day to DROP a Class without "W" grade – 2<sup>nd</sup> Spring 8-week *On-line</b>
	<b>3/24</b>	<b>Last Day to DROP a Class without "WF" grade – 15-week classes</b>
<b>April</b>	<b>4/5</b>	<b>Last Day to DROP a Class without "WF" grade – 2<sup>nd</sup> Spring 8-week *On-line</b>
<b>May</b>	<b>5/1 – 5/5</b>	<b>Final Exams Week – for 15-week classes</b>
	<b>5/7</b>	<b>May 2017 Commencement</b>
	<b>5/9</b>	<b>Final Grades Due by 5 p.m. 15-week classes &amp; 2<sup>nd</sup> Spring 8-week *On-line</b>

**W grades start and will be applied the day after the 'Last Day to Drop without a W grade' date.**



## MESSAGE FROM THE PRESIDENT

Welcome to the University of Charleston. I am delighted that you are attending UC and pledge to you that we will help you achieve your educational goals.

The mission of the University of Charleston is not just a statement written for a catalog. It is our guiding light that pulls us together in a common cause. The University really does exist “to educate each student for a life of productive work, enlightened living and community involvement.”

The University is an innovative environment. We change all of the time because the needs of the world and the interests of students change. We will assist you in learning the skills of innovation – how to prepare for a situation that is not yet seen, how to think critically, and how to see something very familiar in an entirely new way.

Our nationally-recognized, outcomes-based curriculum allows students to experience learning in a variety of ways and to master the critical learning outcomes that are most sought after in today’s job market. Our six Liberal Learning Outcomes areas are Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice and Inquiry. Opportunities to demonstrate these outcomes are embedded across the curriculum. We are proud of having developed a unique curriculum to serve you.

The information included in this catalog is designed to assist you in navigating the process of earning your degree. You will find contact information, curriculum requirements and other information necessary to make this process easier.

We are sincere about our mission, excited about your future, and committed to assisting you in surpassing your current goals.

# THE UNIVERSITY OF CHARLESTON

## The UC Mission

*The mission of the University of Charleston is to educate each student for a life of productive work, enlightened living, and community involvement.*

### Productive Work

The University prepares students to contribute to society. His or her work will vary tremendously, but we hope that each graduate will improve his or her world. “Productive” work isn’t defined by only by acquisition of wealth, but also by the positive impact of the work on the graduate’s community and world.

### Enlightened Living

College graduates must possess a broad range of knowledge to thrive in modern society. Graduates should be scientifically, economically, politically, aesthetically, and culturally literate. They should have a sense of history and shared values, and a commitment to moral purpose and personal character.

### Community Involvement

Finally, the University attempts to develop within every student a commitment to involvement in his or her community – at local, state, national and global levels. The foundation of our democratic society rests on community involvement, so we want graduates to take responsibility for leadership and initiative in shaping organizations, institutions, and communities.

The University realizes this mission by assisting each student to:

- Develop the skills and knowledge necessary to contribute to society and find personal fulfillment through a profession, vocation, or avocation;
- Develop his or her potential for informed appreciation of and creative contribution to the arts;
- Develop a commitment to uphold the duties of citizenship through regular service to and effective involvement in his or her community.

## The University’s Core Ethical Values

The University Community expects that members working within and students graduating from the University of Charleston will subscribe to the core values of justice, integrity, respect, equality, responsibility, and altruism.

## History of the University of Charleston

The University of Charleston is an independent, comprehensive institution of higher education located in the capital city of West Virginia. Founded by the Methodist Episcopal Church, South in 1888 as Barboursville Seminary, the institution was originally located in the rural community of Barboursville, West Virginia. The institution became Morris Harvey College in 1901 to honor a prominent donor. In 1935 the College responded to a request from Charleston businessmen and moved to the state’s capital city.

As a result of a merger between the Methodist Episcopal Church, North and South, the College disaffiliated from the denomination and became independent in 1942. The institution grew between 1935 and 1960, due in part to mergers with Kanawha Junior College and Mason College of Fine Arts and Music. On December 13, 1978, the Board of Trustees changed the name of the institution to the University of Charleston to reflect the institution's strong ties to the local community and to recognize the diversity of programs offered by the institution.

In the mid-1990s the University made demonstrable student learning its central educational focus. The curriculum was redesigned to incorporate specific learning outcomes, based in the liberal arts, in all academic programs. Successful achievement of these outcomes, in the areas of Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice and Inquiry, is now required of all students seeking a degree.

The University of Charleston benefits greatly from its location in the state's capital city and proximity to the state's largest medical, commercial and financial centers, and to major research and manufacturing facilities, all of which provide excellent opportunities for learning experiences outside the classroom. The University, in return, serves the community as a focal point for intellectual, cultural, athletic, and civic events. These interactions between the University and community are vital to the achievement of the University's mission.

In January 2013 the University of Charleston expanded regionally, adding locations in Beckley and Martinsburg, WV. These new locations provided the opportunity to offer new programs and expand access. The institution's academic programs were further enriched by the development of online and hybrid courses and programs.

## ORGANIZATIONAL STRUCTURE

The University's senior administrative officers report to the President. They are responsible for the following functions:

- **Regional President / Chief of Staff**—Regional locations, Information Technology, Facilities Services, Purchasing, Accounting, Food Services, Catering, Safety and Security, and Financial Aid.
- **Executive Vice President & Provost and Dean of the Faculty**—Undergraduate and Graduate Faculty, the Academic Program, Academic Advising, Assessment, the Faculty Center, Institutional Research, Student Leadership and Engagement, Residence Life, Academic Support, Schoenbaum Library and Student Solutions Center.
- **Executive Vice President & CFO**—Budget, Institutional Finance, Human Resources,
- **Executive Vice President and Chief Officer of Admissions & Marketing**—Recruitment of Students, Admissions, Marketing and Communications, Educational Partnerships, and Military Programs.
- **Vice President for University Development**—Annual Fund, Development, Alumni, Fundraising, and Parent Relations

### Academic Organization

UC's academic programs are delivered through four academic Schools, each led by an Academic Dean:

- **The School of Arts & Sciences**
  - Department of Education
  - Department of Humanities
  - Department of Natural Sciences
  - Department of Social Sciences
- **The School of Business & Leadership**
  - Department of Accounting
  - Department of Business
  - Department of Leadership
- **The School of Health Sciences**
  - Department of Diagnostic Imaging
  - Department of Nursing
  - Department of Physician Assistant
  - Department of Rehabilitation Sciences
- **The School of Pharmacy**
  - Department of Pharmaceutical Sciences & Administrative Services
  - Department of Pharmacy Practice

## THE CURRICULUM

UC's *outcomes-based* curriculum requires each course and degree program to have clear statements about the skills or knowledge a student must demonstrate (competencies) to meet a specific learning goal (outcome). In addition, performance expectations and how that performance is evaluated (assessment) must also be well-defined. Sharing this information in advance of coursework ensures that students and faculty have a shared understanding of the expected coursework and how it will be judged. This approach provides a rich educational experience.

### The Liberal Learning Outcomes

At the core of the University's curriculum are its Liberal Learning Outcomes (LLOs). To be an educated citizen in the 21<sup>st</sup> century and engage in "enlightened living," a student must be able to communicate effectively, act ethically, respond aesthetically, and engage in creative thought in his or her professional and personal life. He or she must also be able to think critically and analytically, and be able to locate and evaluate information necessary for discipline-specific research and the pursuit of life-long learning.

To help students acquire these competencies the University of Charleston has developed a curriculum with a solid foundation in the liberal arts. Students must demonstrate achievement in six Liberal Learning Outcome areas: **Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice, and Inquiry.**

LLOs must be demonstrated at multiple levels before an outcome is considered to be met. Opportunities to practice skills and demonstrate competencies occur in courses and other learning experiences, within and outside the student's major field. Liberal Learning Outcomes are tightly woven into the curriculum in all academic programs.

Many students complete external learning activities within their major while at the University of Charleston. Clinical and field experiences, service learning, community service projects and internships all provide insight into a profession or practical experience in the student's chosen field of productive work.

These experiences, in and out of the classroom, create an integrated educational experience and provide evidence that each student leaves the University prepared to live a life of productive work, enlightened living, and community involvement.

There are a variety of ways students can demonstrate achievement of our LLOs. These are described in the Academic Policies section of this Catalog.

## Liberal Learning Definitions and Outcomes

1. **Citizenship** – the rights and responsibilities that are associated with social, political, and economic communities that an individual demonstrates as an engaged and knowledgeable member of a society.
  - 1.1 The graduate demonstrates an understanding of social, political, and economic institutions. (Civic Literacy - foundational)
  - 1.2 The graduate demonstrates an understanding of global awareness. (Global Literacy – mid-level)
  - 1.3 The graduate demonstrates an understanding of key historical patterns in human civilization and their relationship to the present. (Historical Literacy – mid-level)
  - 1.4 The graduate demonstrates active and responsible citizenship. (Civic Involvement – advanced level)
2. **Communication** – the ability to effectively send and receive messages.
  - 2.1 The graduate writes effectively for a variety of audiences and purposes.
    - Demonstrate at foundational level
    - Demonstrate at mid-level
    - Demonstrate at advanced level
  - 2.2 The graduate speaks effectively to a variety of audiences for a variety of purposes.
    - Demonstrate at foundational level
    - Demonstrate at mid-level
    - Demonstrate at advanced level
  - 2.3 The graduate reads effectively
3. **Creativity** – the process of generating original ideas or making new connections among existing ideas for the advancement of human endeavor.
  - 3.1 The graduate is able to critique the creative product in traditional creative disciplines.
    - Demonstrate at foundational level (1 experience)
  - 3.2 The graduate engages in the study or production of a body of work.
    - Demonstrate at mid-level (2 experiences)
  - 3.3 The graduate demonstrates creative ability in the major.
    - Demonstrate at advanced Level (1 experience)
4. **Critical Thinking** – the process of reflection, reasoning and imagining, through which the individual willingly, systematically, and habitually examines and explores statements, problems, issues, beliefs, and social constraints. The graduate demonstrates these competencies at each level: (1) an attitude of intellectual inquiry; (2) information literacy; and (3) critical, analytical, and reflective thinking skills [metacognition].
  - 4.1 Foundational level (2 experiences)
  - 4.2 Mid-level (4 experiences)
  - 4.3 Advanced level (1 experience in the major *and* 1 experience outside the major, i.e. Senior Capstone UNIV 459. The LLO lives on the course in the major)



5. **Ethical Practice** – the disposition to treat others with honesty, fairness, justice, integrity, and altruism within communities and areas of professional service. The graduate demonstrates these competencies at each level: (1) an understanding of their ethical beliefs and the ethical beliefs of others; (2) the ability to identify ethical conflicts; and (3) the ability to make ethical decisions.
  - 5.1 Foundational level (1 experience)
  - 5.2 Mid-level (2 experiences)
  - 5.3 Advanced level (1 experience)
6. **Inquiry** – the application of concepts and tools to create, verify and communicate new knowledge.
  - 6.1 The graduate will understand and apply basic principles of science and mathematics.
    - 6.1M The graduate demonstrates understanding and competence in applying the fundamental theories and laws of mathematics.
      - Foundational level - Mathematics (1 experience)
    - 6.1S The graduate demonstrates understanding and competence in applying the fundamental theories and laws of science.
      - Foundational level - Science (1 experience)
  - 6.2 The graduate will analyze and interpret data in a variety of contexts using mathematical and scientific principles.
    - Mid-level – Application of Mathematics and Science (1 experience)
  - 6.3 The graduate will create new knowledge using principles of inquiry appropriate to his/her discipline.
    - Advanced level – Research in Major/discipline (1 experience)

**Note:** All Liberal Learning Outcomes may also be demonstrated through a Roundtable-approved Independent Learning Plan (ILP).

## **ASSESSMENT – TO DEMONSTRATE LEARNING**

The University of Charleston systematically measures students' learning using a variety of assessment strategies. Results of these assessments are used to strengthen academic programs and improve learning and teaching. They provide information about the level of a student's skills or knowledge and can be used to measure growth of learning over time. Assessments include, but are not limited to, those described below.

### **Placement Assessments**

Scores on ACT or SAT examinations, when available, are used to identify weaknesses in basic academic skills. Other assessments may be used for this purpose when ACT or SAT scores are not available. When weaknesses are identified, students are required to participate in skill building sessions or classes designed to increase performance in such core areas as writing, reading, or mathematics.

Some academic programs, such as those in the natural sciences, also have departmental placement examinations to assure that students are placed in appropriate courses. These assessments are generally administered during freshmen and transfer orientation sessions.

### **Program Admission Assessments**

Some academic programs, including Teacher Education and some Health Science programs, require passing scores on specific, standardized tests before students are admitted to the programs. In addition to these tests students must meet other admission requirements as stated by the program. A student may be admitted to the University and still be denied admission to a specific program if the admission requirements are not achieved. Students should check with program faculty about these requirements.

### **Assessment of New Students**

In order to establish a baseline of learning, incoming students may be required to take assessments. These are typically administered online in UNIV 101 and UNIV 203.

### **Senior Assessments**

In order to measure the effectiveness of our academic program, graduating students are required to participate in standardized examinations as a condition for graduation. Participation is tracked on the Program Evaluation (degree audit). These assessments are separate from and in addition to the Comprehensive Examinations required by each academic program.

## **FIRST-YEAR EXPERIENCE (FYE)**

*Debbie Bannister, Program Director*

### **New Student Orientation**

Students begin their academic career at the University of Charleston with Orientation. During Orientation, students begin to make friends and feel at home in a new environment. The Office of Student Leadership and Engagement oversees all activities of the orientation process, working with faculty to integrate the curricular and co-curricular elements of the experience.

The first day of New Student Orientation is also the first day of classes for first-year students. The students will meet faculty and begin the work of meeting the Liberal Learning Outcomes. Students are expected to participate in the Summer Orientation and Registration (SOAR) described elsewhere in the *Academic Catalog*. The two processes work in tandem to orient the student to the academic and practical sides of life at the university.

### **The First Year Experience Courses (FYE)**

The first year curriculum at the University of Charleston combines academic coursework with co-curricular and residential life activities to create a rich First Year Experience (FYE).

The student begins his or her liberal arts education and the work of meeting Liberal Learning Outcomes through participation in two or more FYE classes over two semesters. Students generally participate in one FYE class in the fall semester and one FYE class in the spring semester. The FYE classes examine the foundations of the Social Sciences, Humanities, and Natural Sciences and serve to build the student's communication, and critical thinking skills. They also serve to orient students to the scholarly process.

Assignments in the FYE classes are designed to help students meet foundational requirements for achievement of some LLOs. For example, writing assignments successfully completed are designed to fulfill the requirements for foundational Communication (COMM 101 and COMM 102 writing portfolios.)

### **Mentors and Major Advisors**

Incoming students are paired with a faculty mentor, who will also be the UNIV 101/102 instructor. The Mentor serves the student as an informed guide, as an advocate, and as a role model. Incoming students are also assigned a major advisor who provides advice on appropriate coursework or other issues associated with a particular academic discipline or major field of study. The major advisor will change if a student changes his or her major. If the student has not declared a major, the major advisor will be the Discovery Program Director.

## University 101 & 102

UNIV 101 Orientation to University and UNIV 102 The University Experience are courses designed to help students master the complexities of University life, understand the academic program, and deal with personal and social issues presented by a newly independent living status. Each student meets at least one hour each week with his or her mentor, Living Learning Community, and a peer educator. Peer educators are student leaders selected to assist new students adjust to University life and connect with campus programs and co-curricular activities.

Successful completion of all UNIV 101 and 102 activities and assignments provides students with written, spoken, and other work products that can be used to meet some portfolio requirements for completing Liberal Learning Outcomes for foundational Ethics (UNIV 112) and Oral Communications (SPCH 103).

## University 203

The UNIV 203 course is designed specifically to meet the needs of students who do not enter UC as traditional, bachelor-degree seeking freshmen taking courses in-seat at the Charleston campus, including transfer students, associate degree students, and students who are online or taking classes at regional locations. Students are introduced to the UC mission and the Liberal Learning Outcomes and are provided with opportunities to demonstrate competency of the LLOs at a foundational level.

## Co-Curricular Activities

The Office of Student Leadership and Engagement and various campus organizations offer a variety of experiences that support the academic program. Participation in some of these activities may be required for particular courses or programs of study. In some cases, significant participation may be used as evidence that a student has demonstrated one or all of the competencies for a particular Liberal Learning Outcome.

## A Typical First Year Schedule

The first year's strong introduction to the liberal arts is accompanied by introductory coursework in the academic discipline or major field. The specific classes will vary from major to major, but a typical schedule will look like the one below.

Typical First Year Schedule			
Fall Semester	Credit	Spring Semester	Credit
FYE Class	3 or 4	FYE Class	3 or 4
COMM 101 (Embedded)	3	COMM 102 (Embedded)	3
UNIV 101	1	UNIV 102	2
Course in Major	3	SPCH 103 (Embedded)	3
LLO course	3	UNIV 112 (Embedded)	1
Course in Major	3	Course in Major	3
		Course in Major	3
<b>Total:</b>	<b>16 or 17</b>	<b>Total:</b>	<b>18 or 19</b>

COMM 101 and 102 Freshman Writing courses are foundational-level English composition portfolios. There are three ways to demonstrate foundational writing competency:

- Work done in FYE courses may be submitted as a portfolio.
- The COMM 101 and COMM 102 Freshmen Writing courses may be taken as free-standing courses, where competency is demonstrated through successfully completing assignments.
- A student may prepare and submit a portfolio of their writing for assessment. A fee will be charged for the last option. Refer to Policies for Credit for Prior Learning for more information.

SPCH 103 is an oral communication (speech) portfolio. Competency in speech may be demonstrated through:

- Successful completion of speaking opportunities embedded in UNIV 102 / UNIV 203.
- Successful completion of the SPCH 103 course online.
- Preparing and submitting a video portfolio for assessment.

A fee will be charged for the last option. Refer to Policies for Credit for Prior Learning for more information.

## DEGREE PROGRAMS

*Minors, available in many of these fields, are detailed in program descriptions.*

Name of Major	Degree	Location
<b>University-Wide Program</b>		
General Studies	BA/BS	All Locations
Individualized Major	BA/BS	All Locations
<b>School of Arts &amp; Sciences</b>		
Art	BA	Charleston
Graphic Design		
Studio Art		
Biology	BS	Beckley, Charleston
Pre-Pharmacy		
Pre-Professional		
Chemistry	BS	Charleston
Pre-Pharmacy		
Pre-Professional		
Chemistry-Biology Dual Major		
Education		Charleston
Elementary Education	BA	
Elementary Education/Special Education	BA	
Secondary Special Education	BS	
Elementary Studies and Child Development	BA	
English	BA	Charleston
History	BA	Charleston
Integrated Communications	BA	Charleston
Interior Design	BA	Charleston
Political Science	BA	Charleston
Pre-Law		
Public Policy		
Psychology	BA	Charleston, Online
Psychology	BS	Charleston
<b>School of Business and Leadership</b>		
Accounting	BS	Charleston, Online
Business Administration	BS	Charleston, Online
Organizational Leadership	BS	Charleston, Beckley, Martinsburg, Online
Sport Business	BS	Charleston

## School of Health Sciences

Athletic Training	BS	Charleston
Diagnostic Medical Sonography	AS & BS	Beckley
Health Promotion	BS	Charleston
Nursing	ADN	Beckley
Nursing	BSN	Charleston
Nursing	RN-BSN	Online
Occupational Therapy Assistant	AS	Beckley
Radiologic Science	BS	Charleston
Radiologic Technology	AS	Beckley

## The Graduate Schools

Master of Business Administration	MBA	Beckley, Charleston, Martinsburg
Master of Forensic Accounting	MFAcc	Charleston – (Low residency)
Master of Strategic Leadership	MSSL	Charleston, Beckley, Online
Physician Assistant	MSPA	Charleston
Doctor of Executive Leadership	DEL	Online – (Low residency)
Doctor of Pharmacy	PharmD	Charleston

## Individualized Major

The Individualized Major is designed for students who have completed an extensive number of college-level courses at other institutions that do not fit conveniently or logically into existing University of Charleston majors, OR for students who want to combine adequate content from two or three existing University of Charleston majors to meet personal educational goals. As in all other programs, students must demonstrate exit level achievement of Liberal Learning Outcomes to graduate. Students interested in pursuing this option should read carefully the requirements and procedures outlined in the “Academic Policies” section of this *Academic Catalog*.

## Statement on Specialized Accreditation

*The University of Charleston is committed to excellence in each program that is offered to students. We regularly review program and liberal learning outcome data to evaluate how our students are doing during and at the end of each program. Specialized accreditation is sought and maintained for appropriate programs. (For a listing of currently specialized accredited programs, go to Accreditation and Memberships lists in the front of this Catalog.*

*In the unlikely situation a decision is made to end a program holding specialized accreditation, UC will provide opportunities to teach-out current students according to the regulations of the specialized accrediting agency, the requirements of the Higher Learning Commission, and any applicable federal or state law.*

## OFFICE OF ADMISSIONS

*Joan Clark, Executive Vice President and Chief Officer of Admissions & Marketing*

### Admission Philosophy

The University of Charleston seeks to enroll students who possess the potential and motivation to take full advantage of our unique curriculum, be successful academically, and contribute to the University community. Admission is based on academic records, evidence of leadership and community involvement, and demonstrated personal qualities of the applicant.

### Admissions Office Mission Statement

The Office of Admissions seeks to identify, counsel, and enroll students who possess the potential and motivation to be successful in their pursuit of intellectual growth in their chosen major or career path and social growth in their on and off campus outreach for enlightened living and community involvement.

A visit to campus, scheduled with the Office of Admissions in Charleston or Beckley, is strongly recommended for all in-seat applicants. To schedule a campus visit please contact us at 1.800.995.4682 (GO UC) or 1.304.357.4750.

### Standardized Tests

Results of the American College Test (ACT) or the Scholastic Assessment Test (SAT) are required for certain classes of applicants and/or for certain degree programs, as described below in the “Admission Requirements.”

Most individuals take the ACT or SAT on a national testing date. However, the University of Charleston is authorized to administer the ACT Residual Test to applicants who need test results to complete their application to the University of Charleston. Such results may be used only at the University of Charleston. ACT Residual Test results from another institution will not be recognized for admission to the University of Charleston.

### Special Admission Requirements

Some programs, most notably Health Science and Education, have special and separate admission requirements. Applicants should consult program descriptions in this Catalog for a complete description of any special or additional requirements specific to the program or programs in which they are interested.

### Undergraduate Admission Requirements

#### General Freshman Admission

A student applying for general freshman admission may submit an application any time after the completion of six semesters of high school. Admission requirements are:

- Minimum 2.25 academic grade point average (on a 4 point scale); or GED or TASC score of 500 (50 if taken prior to 1/1/2003)



Applicants are encouraged to take the ACT or SAT tests prior to their senior year in high school, but are not required to submit the score for admission to the University. The test scores will, however, be needed for placement into the first semester of coursework. A composite ACT score and/or SAT score and sub-scores in the Reading and Mathematics sections and the writing sample sections of the ACT and SAT may be used to determine placement. The writing sample sections of the ACT and SAT will not be used to determine admission status, but may be used to determine placement. Students who have the highest chance of success in college level courses typically have scores of at least a 19 on the ACT and / or SAT score of 900 on the combined Reading and Mathematics sections.

Notes regarding the [American College Test \(ACT\)](#) and the [Scholastic Aptitude Test \(SAT\)](#): Results of the ACT or SAT are highly recommended for those applicants who graduated from high school (or would have graduated, for those who earned a GED/TASC) within five years of the time of application. For applicants removed from high school for over five years, these tests may be recommended. If appropriate, a Residual ACT can be offered by the Office of Admissions if requested by the applicant in a timely fashion and the standardized tests are no longer being offered prior to the start of the school year. If such an applicant elects not to take the ACT or SAT, he or she may be placed in foundational courses (specifically, math and science) upon successful admission and subsequent enrollment. These tests are required for students seeking admission to a health sciences programs and will be acquired during the admission process into the specific program.

Applicants must submit the following documentation for consideration by Admissions staff:

- Completed Undergraduate Application for admission;
- \$25 application fee;
- Official secondary school records documenting completion of 15 units of academic courses with grades indicating intellectual ability and promise;
- High school transcripts or official GED/TASC results with an average score of 5 (prior to January 1, 2003) and 500 or more on the new test (after January 1, 2003), if applicable;
- A campus visit, either in group format or as an individual, is strongly recommended;
- A personal essay and resume are recommended but not required unless the student will be competing for scholarship awards. Student essay may be about their potential for leadership and/or the importance of community involvement.
- A record of active participation in school or community organizations or events throughout high school is also recommended.
- Applicants accepted by the University of Charleston must submit proof of high school graduation or GED to the University's Office of Admissions before they will be allowed to enroll.
- Online applicants must submit a valid driver's license or state issued photo identification

## Home School Admission

The University of Charleston makes every effort to accommodate the special circumstances of home school students during the admissions process. Minimum admission requirements include:

- If you are under the umbrella of a diploma-granting organization, you will need to submit evidence of the coursework completed and your level of performance;
- In the absence of such a document, you will need a detailed portfolio comprised of the breadth of work you have completed to help us evaluate your level of preparation for college-level work (e.g. research project, resume, reading list, community service, athletic and/or artistic endeavors and study abroad);
- Official transcript from an accredited university or college (if applicable);
- AP tests (if applicable);
- ACT/SAT test scores (for placement into courses);
- Essay (recommended not required)

## General Transfer Admission

Applicants who have earned 12 or more college-level credits (generally, courses numbered 100 and above) at another institution, have a minimum 2.25 grade point average (on a 4.0 point scale) and are in good standing at the institution last attended must submit the following documentation for consideration by Admissions staff:

- Completed online or paper Undergraduate Application for Admission;
- \$25 application fee;
- Unofficial transcripts at time of admissions and then Official transcript from EACH university or college previously attended by the start of the second semester;
- Transfer Clearance Form (the Office of Admissions will advise applicants if they qualify to complete the form);
- **Students WHO do not submit all required transcripts by the requested date will not be able to receive financial aid until all required college transcripts are received;** and
- Applicants who have earned fewer than 12 college level credits must also submit the documentation required of general freshman applicants.

Prospective transfer students may send their college transcripts at any time during their current college enrollment for transcript evaluation by the University of Charleston. Applicants who are accepted at the University of Charleston must submit a final official transcript to the Office of Admissions before the start of the second semester of enrollment.

Transfer applicants who have been accepted for admission will have the opportunity to review the evaluation of his or her transcript after review by the Records Manager. Only courses earned from a regionally accredited college or university will be considered for transfer. See Evaluation of Transfer Equivalency Policy Section. For more information on the policies for evaluation of transfer credits and specific Articulation Agreements can be found on the Student Right-to-know Information page on the UC website.

Only courses with earned grades of “C” or better will transfer unless a transfer agreement exists between the University of Charleston and another institution. No grades are recorded for courses accepted in transfer. A student’s grade point average at the University of Charleston will be based only upon credits earned at the University of Charleston.

### **Military Student Admission – The University is a supporter of the US military**

- Completed online or paper Undergraduate Application for Admission;
- Unofficial transcripts at time of admissions and then Official transcript from EACH university or college previously attended by the start of the second semester;
- Official copy of Combo JST or other military training transcript
- If you are planning to use Tuition Assistance, Veterans Affairs benefits, or any other type of military funding, take steps to ensure all documentation has been submitted for those benefits. If you are unsure about your eligibility, please contact your Base Education Office or the Veterans Affairs Administration directly.
- We are proud to offer resources on all chapters of Veterans & GI Benefits, as well as Tuition Assistance guides for each branch of the military.
- Online applicants must submit a valid driver’s license or state issued photo identification
- **Students who do not submit all required transcripts by the requested date will not be able to receive financial aid until all required college transcripts are received**

### **Transfer Equivalency for Liberal Learning Outcomes (LLOs)**

- Courses with a direct equivalency to a University of Charleston course carrying LLO designations will automatically receive LLO credit; and
- Students must bring requests for non-equivalent courses to the appropriate LLO Roundtable for approval. The necessary form and a description of the process for submission of these requests are available in the Student Solutions Center

### **Re-Admission Students**

- Individuals who have previously attended Morris Harvey College or the University of Charleston as degree-seeking students, but who have not taken courses from the University for at least one academic year, may be considered for re-admission by the Executive Vice President and Chief Admissions and Marketing Officer.
- The student must complete an Application for Admission available in the Office of Admissions or on the University’s website. The student’s standing within the Registrar, Financial Aid, Cashier, and Student Leadership and Engagement offices must be assessed by each department’s designee. Based on their assessments, the Executive Vice President makes the final re-admissions decision.
- Applicants who have attended any college or university since leaving Morris Harvey College or the University of Charleston are considered readmit-transfer students, and must use follow both the transfer and readmit procedures.

## International Student Admission

International student applicants must follow the requirements for **general freshmen** or **transfer admission**, depending on the desired enrollment status. For progression policies see **English as a Second Language Progression Policy**.

### English Exam Requirements

International Students who do not take the ACT or SAT exams must submit a standardized English test score. The College Board's [Test of English as a Foreign Language \(TOEFL\)](#), the [International English Language Testing System \(IELTS\)](#), and the [Duolingo](#) exams are accepted. Other standardized English exams are accepted only upon pre-approval from the Director of International Programs. For approval, please submit documentation with your application to Rebecca Burns, International Admissions Representative, to [rebeccaburns1@ucwv.edu](mailto:rebeccaburns1@ucwv.edu).

A minimum score of 550 for the [paper-based test \(PBT\)](#) / 61 for the Internet-based test ([IBT on the TOEFL](#)) or the equivalent [IELTS](#) score of 6.0 is required generally. Students with [Duolingo](#) scores of 2.6 or higher for undergraduate work and 4.6 or higher for graduate level work may be considered for enrollment. Conditional admission is available to applicants who have not achieved the minimum English proficiency standards.

When international students, whose primary language is not English, arrive on campus, they must take an English diagnostic exam, which includes a writing sample. The results will be used for placement purposes. Based on their scores, some students will be required to enroll in ESL courses. Once placed in this program, all required ESL courses must be passed with a grade of "C" or better.

### Other International Admissions Requirements

Though American College Test (ACT) or Scholastic Assessment Test (SAT) results are recommended of international students whose first language is English, applicants should submit the results when they have taken either test. These results will help Admissions staff make an informed decision about placement.

International students wishing to receive transfer credits for any college or university level work completed prior to arrival at the University of Charleston must have all credits evaluated by an international transcript evaluation service, such as W.E.S. Please contact the appropriate service for your needs.

All official secondary school and college/university scholastic records submitted in support of your application should include English translations. English translations do not need to be official but they should be literal (word-for-word, not interpretive) translations.

The University of Charleston recommends that students seek foreign educational credential evaluations from [NACES](#)<sup>®</sup> members. NACES<sup>®</sup> is an association of private foreign educational credential evaluation services committed to formulating and maintaining ethical standards in the field of foreign educational evaluation. A list of these evaluation services can be found at <http://www.naces.org/members.htm>

Proof of adequate financial resources to support study in the United States is required to be provided an application for student visa. An official statement specifying these resources is required before an international student may gain entry into the United States for study. If the financial documentation is not in the applicant's name, the account holder or sponsor must submit a Letter of Support stating their relation to the applicant and verifying they are financially responsible for the entirety of the applicant's studies while enrolled at the Institution.

## **Admission to Undergraduate Degree Completion Programs**

Applicants who have prior learning credit such as military transcripts, law enforcement or first responder training will be evaluated by the Director of Educational Partnerships to determine acceptance into the University and will work with program leaders to place the student into foundational coursework or straight into the degree completion program. If a student has college credits, all transcripts must be submitted for review in addition to the prior learning credits.

## **Provisional Admission / Admission by Academic Contract for Freshmen or Transfer Students**

Applicants whose scores fall below the stated minimums must submit an essay (at least one page in length, single spaced) containing the following information:

- Explanation of Low Scores and/or significant discrepancies between GPAs and test score composites;
- Description of Applicant's College Readiness and Preparedness;
- Career Goals; and
- Other Items the Applicant and Admissions Counselor Deem Relevant to Application.

An applicant can choose to submit this essay at the time of application. However, the Office of Admissions will formally request it after receipt of all required materials necessary for review.

Throughout the application process, the Office of Admissions' first preference is for students to improve their GPA (during their remaining high school courses). Increased test scores can also be used to demonstrate readiness for college level work.

Additionally, the Office of Admissions may request an interview with the applicant. Neither the essay nor the interview guarantees admission.

Applicants who demonstrate the ability to be successful in a university environment may be offered Admission by Academic Contract. The contract, which must be signed by the student and parents or guardians if under 18 years of age, will limit the student to a maximum of 14 credits of prescribed courses during his or her first semester. Students who fall below the admittance standard of the GPA and/or have a low test score, may gain acceptance through the use of a metric system, allowing for quick, consistent and mathematically based acceptance of provisional students.

If the student achieves a grade point average of 2.0 or higher in the first semester, the contract arrangement will be terminated. If the student does not achieve a 2.0 grade point

average, the student will be subject to the University of Charleston's probation and dismissal policies.

## **Special Student / Non-Degree Admission**

Students who wish to pursue academic courses for purposes other than a University of Charleston degree can be admitted to the University as special students. Such students must be in good academic standing in all previously attended institutions, and are subject to all academic rules and regulations of the University of Charleston. Special students should possess the requisite academic background for college-level work. A maximum of 15 credit hours may be accumulated as a special student unless the Office of Admissions makes an exception based on individual circumstances.

If a special student later applies to be a degree student he or she must complete the application process for [general](#) or [transfer](#) admission, whichever is applicable. To obtain permission to enroll as a special student or a non-degree student, applicants contact the Student Solutions Office. One of the following statuses may be granted:

- **Audit Admission** - Most courses at the University of Charleston can be audited (taken for no college credit). Enrollment requires submission of a "Non-Degree Student Application." Enrollment is contingent upon class size and availability. Once a course is audited it may not be taken again for credit.
- **Transient Student Admission** - Students applying with permission from their home college to transfer course credit are encouraged to enroll. A "Transient Student" Form must be completed along with a "Non-Degree Student Application." Enrollment is contingent upon class size and availability.
- **High School / University Dual Enrollment** - A student may choose to be enrolled in both high school and college simultaneously. After completion of the sophomore year in high school, a student is eligible to apply for special admission to the University to enroll in freshman-level coursework, provided the student is concurrently enrolled in high school. Students applying for concurrent admission must submit the following documentation for consideration by Admissions staff:
  - Completed Non-Degree Student Application;
  - \$25 application fee;
  - Official copy of high school transcript showing evidence of a 3.0 grade point average (on a 4.0 scale);
  - Written recommendation from his or her high school principal or guidance counselor.

The student must consult his or her high school guidance counselor to select the course(s) to be taken, which must supplement and not overlap the high school program.

A student may take a maximum of two courses per semester. The Office of Admissions must approve participation each semester. The University of Charleston has two semesters: the traditional fall and spring semesters, and a variable number of five-week summer semesters annually. Course work done at the University by a pre-college student may count toward the high school diploma if approved by the student's high school. The course work will be credited toward a University of Charleston degree for those who subsequently enroll as regular students and may be evaluated for credit toward

a degree at other accredited postsecondary institutions. Enrollment is contingent on class size and availability.

## **Regular Non-Degree**

Includes individuals who have already earned a bachelor's degree or more but who wish to enhance job skills, seek additional academic certification or prepare for graduate school. This category also includes individuals who have not completed a degree but who wish personal or professional enrichment. Enrollment requires submission of a *Non-Degree Student Application* each semester. Enrollment is contingent upon class size and availability. Students will not be able to register for courses until the week prior to the beginning of classes.

## **Undergraduate Admission and Enrollment Procedures**

Once the applicant has submitted the application and other necessary documentation to the University of Charleston, the Admissions Office professional staff carefully review the information and make one of four decisions:

- The student is granted general or contracted (provisional) admission to the University of Charleston;
- The admission decision is delayed and additional information is requested from the student, for example, final grades, scores, or essay;
- The student is granted conditional admission until the pending documentation is received and the student gains general admission status; and
- The student is denied admission.

If the decision is delayed, a decision will be made upon receipt of the additional information. Most admission decisions are made on a rolling basis and applicants are usually notified within 5 days of receipt of the completed credential file. Individuals seeking admission to Health Science and Education programs should refer to the specific program descriptions in this Catalog for information on special admission requirements.

After an offer of admission to the University of Charleston is made, the student must remit a \$100 enrollment deposit. Students must remit the deposit upon acceptance of a financial aid package and prior to pre-registering for classes, unless special arrangements have been made with the Executive Vice President and Chief Admissions and Marketing Officer. This deposit will be credited to the first semester's tuition.

If the applicant requests campus housing, (freshmen and sophomores must live in the residence halls if their permanent address is outside a 60-mile radius), a \$100 housing security deposit must also be remitted by the deposit deadline. This is refundable at the conclusion of campus residency providing the student has no unpaid University charges and no damage to rooms or common areas has occurred.

Both deposits are refundable upon written request, until May 1 for fall semester enrollment. After this date, no deposits are refunded. For spring applicants, no deposit refunds will be given after December 1, but the deposits may be deferred for use in the following semester if the University received a request from the student, in writing, before the next semester begins.

## Graduate Admission

Admission into the University of Charleston graduate programs is handled by each of the respective programs. Prospective students will work with admissions specialists who will help plan a path to an earned graduate degree. See specific programs for admissions details.

**Master of Business Administration** - <http://www.ucwv.edu/School-of-Business-Leadership/Graduate-Programs/Master-of-Business-Administration-MBA/>

**Master of Forensic Accounting** - <http://www.ucwv.edu/school-of-business-leadership/graduate-programs/Master-of-Forensic-Accounting-MFAcc/>

**Master of Science in Strategic Leadership** - <http://www.ucwv.edu/Academics/Degree-Programs/Graduate-Programs/Master-of-Science-in-Strategic-Leadership/>

**Master of Physician Assistant** - <http://www.ucwv.edu/Physician-Assistant-Program/>

**Doctor of Executive Leadership** - <http://www.ucwv.edu/school-of-business-leadership/graduate-programs/Doctor-of-Executive-Leadership/>

**Doctor of Pharmacy** - <http://www.ucwv.edu/School-of-Pharmacy/>

### TUITION & FEES

Tuition and fees for undergraduate programs can be found on the [Undergraduate Tuition & Fees](#) page on the University website.

Tuition and fees for graduate programs can be found on the [Graduate Tuition & Fees](#) page.



## ROOM & BOARD COSTS – 2016-2017 ACADEMIC YEAR

<u>Housing Rates</u>	<u>Cost Per Semester</u>
<b>East Apartments</b>	
Efficiency Apartment	\$4,250.00
Two Bedroom	\$3,940.00
Four bedroom	\$3,765.00
Married / Large Single	\$4,500.00
<b>Brotherton Hall (Non-Smoking, Alcohol Free Residence Hall)</b>	
Double-Double Room	\$2,500.00 + Meal Plan
<b>Middle Hall (Non-Smoking, Alcohol Free Residence Hall)</b>	
Double-Double Room	\$2,500.00 + Meal Plan
Apartments (four residents per apartment with cook stove)	\$2,863.00 + Meal Plan
Suites (four residents per suite without cook stove)	\$2,697.00 + Meal Plan
<i>*Available on a limited basis</i>	
<b>Ratrie Hall (Non-Smoking Residence Hall)</b>	
Double-Double Room	\$2,450.00 + Meal Plan
Super Single Room*	\$2,843.50 + Meal Plan
Apartments (four residents per apartment)*	\$2,813.00 + Meal Plan

Room rates include basic television cable service, basic telephone service, and wired and wireless Internet.

*\*Available on a limited basis*

Summer Session room charges will be based on contract terms at the time of reservation.

### **Board Rates**

During the fall and spring semesters, three meals are offered daily except on Saturday and Sunday, when brunch and dinner are served. The cafeteria closes during vacations, including Thanksgiving, Winter Break, and Spring Break. Meals between semesters are not included in the Board Rates.

Students who reside in University of Charleston housing are required to participate in a meal plan unless they live in East Apartments, though they are available for purchase by other students as well.

West Virginia sales tax on meals is charged to the student and collected by the University of Charleston on behalf of the state.

<b>First Year Student options:</b>	<b>Cost Per Semester</b>
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<i>Plan #1</i>	19 meals per week	\$2,050.00 + tax
<i>Plan #2</i>	14 meals per week plus \$225 Eagle Card Credit*	\$2,030.00 + tax
<i>Plan #3</i>	14 meals per week	\$1,863.00 + tax

**Upperclassmen may also choose from the following:**

<i>Plan #4</i>	10 meals per week plus \$225 Eagle Card Credit*	\$1,863.50 + tax
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**Residents residing in an apartment may also choose from the following:**

<i>Plan #5</i>	5 meals per week plus \$225 Eagle Card Credit*	\$ 943.00 + tax
<i>Plan #6</i>	5 meals per week	\$ 779.00 + tax

\*Eagle Card Credit is accepted in the Coffee Tavern.

**Other Costs**

Application fee (undergraduate)	\$25
Application fee (graduate)	\$50
Health Science Insurance	\$20 / semester
Accident/Sickness Insurance	As announced
(Contact the Office of Student Leadership and Engagement for current rates)	
Identification Card replacement	\$10
Laboratory and breakage fees	See class schedule

Students will be charged for any damage to University of Charleston property if the damage occurs due to misuse. Students must also pay for any test required by an academic program or the University of Charleston for graduation, and any test required by the West Virginia State Board of Education for teacher education.

## FINANCIAL AID

*Nina Morton, Director of Financial Aid*

The University of Charleston offers a comprehensive financial aid program. Many students miss the opportunity for financial aid during their college years simply because they do not apply. UC uses the Federal Application for Federal Student Aid (FAFSA) as the financial aid application. Every student is encouraged to apply in order to determine his or her eligibility for federal aid.

The most current information regarding financial aid may be found on the University's website at: <http://www.ucwv.edu/finances/>.

The Office of Financial Aid is located in Riggelman Hall and coordinates all federal, state and institutional aid awarded to students, including academic scholarships, grants, loans, student employment, veteran's benefits, vocational rehabilitation, and external scholarships. Audited courses will not be included for determining financial aid eligibility.

Students interested in being considered for federal financial aid must complete the application procedure every year. Documents which must be submitted include the Free Application for Federal Student Aid (FAFSA). All application materials must be received by March 1 for full consideration for the following academic year. Any applications received after the March 1 deadline will be given consideration only if funds are available.

West Virginia applicants must file the Free Application for Federal Student Aid (FAFSA) by March 1 for the Promise Scholarship. Students are also required to complete a Promise Scholarship application at [www.cfwv.edu](http://www.cfwv.edu) by March 1. Traditional students are required to file the FAFSA by April 15 for consideration for the West Virginia Higher Education Grant.

### University of Charleston Scholarships

The scholarships listed here are for undergraduate students only. Scholarships do not apply to graduate programs at the University of Charleston.

#### Endowed Scholarships

Alumni and friends of Morris Harvey College/University of Charleston often choose to endow scholarships to show support for the university and its students. These scholarships carry varied stipulations and are awarded, usually on the basis of demonstrated financial need. These scholarship dollars are used to fund the UC Scholarship Grid Program.

#### Presidential Scholarships

Requirements:

- High School GPA of 3.8 or higher
- ACT 28 or SAT 1250
- Must live on campus
- Must interview with the President on Scholarship Competition Days

Award Information:

- Full Tuition Covered

## **Welch Innovation Scholarship**

Requirements:

- High School GPA of 2.5 or higher
- Must live on campus
- Compete by participating in a Hack-A-Thon
- Cannot combine this scholarship with any other UC scholarship

Award Information:

- \$20,000

## **Merit Scholarship**

Requirements:

- ACT score of 22 or higher
- GPA of 3.0 or higher
- Selection based upon competition during Scholarship Days

Award Information:

- \$500-4,000 per year

## **Student Ambassador Scholarships**

Requirements:

- GPA of 3.0 or higher
- Selection based upon competition during Scholarship Days

Award Information:

- \$500-3,000 per year

## **Athletic & Cheerleading Scholarships**

Requirements:

- Must be an outstanding NCAA Division II level athlete and meet UC Admissions requirements
- Offered by athletic coaches
- Can only be combined with academic scholarships awarded at acceptance and no other award

Award Information:

- Various

## **Chorus Scholarships**

Requirements:

- [Audition for choir required](#)

Award Information:

- Various

**\*Note: students can participate on one team and thus may not stack talent scholarships such as athletic, choir, innovation or merit.**

Several other scholarship opportunities exist, including Legacy Scholarships, Need Grants, UC Grants, and more. These programs are designed to help make a high quality private university education affordable.

- Scholarship award amounts and requirements are subject to change at the discretion of the University of Charleston.
- The University retains the right to make final decisions about combinations of awards.
- Award levels may change depending on residential status (on-campus or off-campus).

## **Federal and State Grants / Scholarships**

### **Federal Pell Grants**

Federal Pell Grants are available to students who apply and meet the eligibility criteria determined by the U.S. Department of Education. The federal government sets the range for these awards based on the student's financial need.

### **Pennsylvania / Rhode Island / Vermont / Delaware Higher Education Grants**

State grants that are available to students in the designated states. The grant is based on the student's financial need and determined by the individual state grant agency. Please check with your state on these grants.

### **Federal Supplemental Education Opportunity Grants**

Federally funded grants for students with exceptional financial need. The grant is based on the student's financial need and students must qualify for Pell Grant to be eligible for SEOG funds. Awards are given to the neediest students first.

### **West Virginia National Guard Scholarship Military Discounts**

Requirements:

- Soldier to have completed basic training and AIT by enrollment date
- Applies to undergraduate work
- Scholarships for WV Army and Air Guard
- Ask about discounts for prior or current military duty

Award Information:

- \$16,000

### **West Virginia Higher Education Grants**

State need based grant funds that are available to West Virginia residents. Grants are based on financial need, academic performance, and grade point average (GPA). Applicants must maintain a minimum cumulative grade point average of at least 2.0 ("C") and earn at least twenty-four (24) credits during an academic year, or twelve (12) credits if only enrolled for one semester. **Summer term is not considered a make-up period for eligibility.**

## **Promise Scholarships**

The Promise Scholarship is awarded to West Virginia high school seniors with a cumulative high school grade point average of at least 3.0 and an American College Test (ACT) composite score of at least 22 (20 in each category or higher) or a SAT total of at least 1020 (490 in reading/ 480 in math or higher). **Students may use the summer term to improve GPA and hours needed to complete the requirements for continued eligibility.**

Please refer to <http://www.cfww.com> for the most current information on these two West Virginia scholarships/grants.

## **Employment**

### **Federal College Work Study**

Federal College Work Study is awarded to students as part of the financial aid package solely on the basis of financial need. A Federal College Work Study Application is required for consideration in the program. The Financial Aid office staff assigns students to positions on the Charleston and Beckley campuses as well with non-profit agencies off-campus. Students employed within this program may earn no more than the amount of the College Work Study award.

### **University of Charleston Resident Advisor Awards**

Resident Advisor Awards are available to residential upperclassmen. Resident Advisors have responsibilities for providing campus-based programming, as well as peer counseling and tutorial services. Students apply for the RA Awards through the Office of Student Leadership and Engagement.

## **Federal Loans**

### **Federal Perkins Student Loans**

**Perkins Loans** are available to students who demonstrate financial need and are enrolled as undergraduates in degree programs. The borrowing regulations are set by the federal government. Repayment of this loan begins nine months after the student graduates or withdraws from school. During the repayment period, five percent interest will be charged on the unpaid balance of the loan principal.

### **Federal Stafford Loans**

Federal Stafford Loans have a fixed interest rate, which is set by the federal government. Undergraduates must be enrolled for at least six credits per semester in a degree program. Pharmacy students are required to be enrolled for at least six hours. Other on line graduate students must be enrolled for five hours to qualify for fulltime loan amounts.

Undergraduate student qualify for subsidized and unsubsidized loans. Graduate students qualify for unsubsidized loans and the Graduate PLUS Loan program.

### **Nursing Student Loans**

Nursing Student Loans provide funding for students enrolled in the four year BSN nursing program. No interest is charged while the student is in school. Five percent

simple interest is charged after completion of a nine-month grace period. The student must demonstrate financial need and be enrolled in nursing classes to be eligible for this program.

### **Federal PLUS Loans**

The Parent Loan for Undergraduate Students (PLUS) is a federal loan program. The interest rate is currently fixed and repayment may begin within 60 days after the loan is disbursed, or can be deferred for up to four years. Parents may borrow the total cost of education per year less other financial aid.

### **Graduate PLUS Loans**

The Grad PLUS Loan is a federal loan program for graduate students. The interest rate is currently fixed and payments are deferred as long as the student is enrolled at least half-time. Students may borrow the total cost of attendance less other financial aid.

## **Additional Outside Financial Aid Programs**

### **Veterans**

Veterans' Benefits are administered through the Veterans Coordinator for full-time and part-time students. Students must carry a course load of 12 credits to be eligible for full-time undergraduate student veterans' benefits. Information on benefits and payment is available from the Veterans' Administration Regional Office in St. Louis, MO. Telephone: 1-888-442-4551 or at <http://www.gibill.va.gov>.

### **Reserve Officers Training Corps (ROTC)**

Two, three, and four-year scholarships are available for those students who apply and meet the ROTC eligibility requirements. Each award covers tuition, other academic expenses, and a subsistence allowance. These scholarships are offered in cooperation with the ROTC Detachment located at West Virginia State University.

## **Satisfactory Academic Progress for Financial Aid**

### **Introduction**

To receive federal and state need based funds administered by the Financial Aid Office at the University of Charleston, students must be making measurable academic progress toward completion of an eligible degree. Federal regulations require evaluation of both qualitative and quantitative academic progress as well as completion of degree objective within 150% of normal time frame.

Satisfactory Academic Progress (SAP) standards are the same for all categories of students, including those students registered with the University's Academic Success Center. Students registered with the Academic Success Center should take advantage of suggested accommodations in order to meet the SAP standards. Failure to register with Academic Success Center will not be considered an extenuating circumstance. All periods of enrollment will be included in the measurement of satisfactory academic progress. Terms in which the student enrolled but did not receive financial aid are included in the measurement.

## Guidelines for Academic Progress

The academic year at the University of Charleston consists of fall, spring, and summer enrollment periods. Fall term begins the academic year and the summer term concludes it. The measurement of academic progress is made at the end of each enrollment period and the status is effective with the next enrollment period. Students applying at the University of Charleston for the first time (including transfers) are considered initially to be meeting SAP. The measurement of academic progress will be determined when all academic transcripts are received by the Financial Aid Office. All transcripts are to be reviewed prior to any disbursement of federal/state funds. Students who have been academically suspended from the University and who are readmitted are not eligible for financial aid unless meeting the SAP policy. Students who are readmitted may follow the appeal policy if consideration for financial aid is desired. Students who receive academic forgiveness for previous course work will continue to have all attempted credit hours and all earned grades considered as part of the evaluation of academic progress for financial aid.

### GPA

Students must meet a qualitative standard of academic progress measured through cumulative grade point average. Students must have an overall 2.0 GPA in order to graduate from the University. The required GPA is based upon the total number of attempted credit hours (not earned credit hours):

#### **GPA Required for Undergraduate level students:**

- 1-25 credit hours attempted 1.60 GPA
- 26-59 credit hours attempted 1.90 GPA
- 59 or more credit hours attempted 2.00 GPA

#### **GPA Required for Graduate-level students:**

- School of Business 3.00 GPA
- School of Pharmacy 2.30 GPA

### Quantitative Standards

Students must meet a quantitative standard of academic progress measured by a percentage completion rate. Students must successfully complete 72% of all attempted credit hours (this allows students to graduate within 150% of the normal timeframe). The calculation is made as follows:  $\text{earned credit hours} / \text{attempted credit hours} = \text{completion rate}$  (result will be rounded to the closest whole number). Courses in which a student receives a grade of “W,” “I,” “F,” “FW,” “FX,” “IF,” “NF,” “NR,” and courses taken under the University’s repeat regulations are included in attempted credit hours but are not included in earned credit hours. Credit hours transferred are included in this quantitative measure.

### Maximum Time Frame for Degree Completion

Students must obtain degree objective within 150% of the normal time frame for degree completion. For example, in a baccalaureate program requiring 120 credit hours, students must obtain degrees within 180 attempted credit hours ( $120 \times 1.50 = 180$ ). For associate programs of 60 credit hours, students must complete within 90 attempted hours.



Graduate students in master degree programs requiring 68 hours must complete within 102 attempted credit hours. Doctoral students have a maximum of 219 attempted credit hours. This maximum time frame is based upon student classification in the University's academic records.

Students who are pursuing a course of study with greater credit hour requirements need to notify the Financial Aid Office in order to have a review done on a case-by-case basis. This request for review will not be considered an appeal.

Students who are pursuing second degrees may be considered for financial aid (this is not the same situation as dual degrees). A second undergraduate degree must be obtained within 60 attempted credit hours. A second associate degree must be obtained within 30 attempted credit hours. A second master degree must be obtained within 36 credit hours. The attempted hour limitations for a second degree, i.e., 60 attempted credit hours, is measured from the point at which the student earned the initial degree.

Financial aid eligibility is limited to no more the two associate degrees, two undergraduate degrees, two master degrees, and one Doctor. Students who wish to pursue degrees beyond these may do so without federal financial assistance.

### **Warning Period**

A student who fails to meet SAP (excluding maximum time frame) at the end of the enrollment period will automatically be placed on "warning", not to exceed one enrollment period. During the "warning" enrollment period, the student may receive federal financial aid despite the determination that the student is not meeting SAP standards. The student must meet SAP standards at the end of the warning period or will be suspended from further financial aid until such time as the student meets SAP standards (student must pay for any additional course enrollment after the warning period through personal or private funds) or the student must appeal and the appeal is granted.

### **Probation Period**

"Probation" is the status assigned to a student who fails to meet SAP standards and who had appealed and has had eligibility for aid reinstated. A student on financial aid "probation" may receive financial aid for one enrollment period. At that point, the student must meet SAP standards or meet the requirements of the individual academic plan developed in conjunction with an academic advisor.

### **Appeal Process**

There may be extenuating circumstances encountered by a student which impact his/her ability to be successful during an enrollment period. These circumstances include personal injury or illness which occurs during an enrollment period; death of an immediate family member or legal guardian during an enrollment period; or other documented circumstances that were unexpected in nature and beyond control of the student. In these cases, cumulative grade point average or completion rate may decline resulting in the student not meeting the minimum qualitative and quantitative standards previously described.

If this occurs and the student wishes to appeal the suspension from financial aid eligibility, a Satisfactory Academic Progress Appeal Form must be submitted to the Financial Aid office no later than the date listed on the student's denial letter. The Academic Progress Appeal Form will be available in the Financial Aid Office. If the appeal is granted and the student is able to meet the SAP policy within one enrollment term, the advisor/official form needs to state the number of credit hours and semester GPA that a student must obtain in order to be compliant at the next assessment period. If the student will require more than one enrollment period to become compliant with SAP standards, academic plan must be developed which specifies the course work and term GPA necessary to become compliant within three enrollment periods. A review will be done at the end of each enrollment period to ensure that the student is meeting the terms of the academic plan. If the student is not meeting those terms, further eligibility for aid is suspended immediately. An academic plan should not exceed three additional terms of enrollment.

In some cases, a student may not complete the degree objective within 150% of the normal time frame as a result of a change in major. If this occurs and the student wishes to appeal the suspension from financial aid eligibility, a Satisfactory Academic Progress Appeal Form must be submitted no later than the deadline listed on the denial letter sent from the Financial Aid Office. This appeal must include an academic plan which specifically identifies remaining required course work and the projected graduation date. Extensions of the maximum timeframe will not exceed three additional enrollment periods. Extensions of the time frame will not be granted to students who have less than an overall 2.0 grade point average or less than 67% completion rate or who received academic forgiveness under the University Academic Forgiveness Policy.

An appeal form must contain a copy of the University academic transcript (unofficial copy is acceptable), appropriate documentation regarding the extenuating circumstance, and a signed University academic advisor/official form. Incomplete appeal forms will not be reviewed.

The appeal will be reviewed as noted below:

Financial Aid Appeals Committee

## **Additional Special Requirements**

### **Report of Graduation Rates**

Information about the graduation rates of a variety of student groups, and other information in compliance with the Student-Right-to-Know-Act, is available in the Student Solutions Center and on the UC website's Student Right-to-Know page.

### **Withdrawal from the University and Financial Aid – Title IV Refund Policy**

When a student withdraws from school before completing an enrollment period, the University must determine whether any of the student's financial aid must be repaid. Students earn Title IV federal student financial aid based on the length of time enrolled. If more than 60% of the enrollment period is completed, all Title IV funds are considered "earned," and no funds have to be repaid.

If charges over and above the amount of retainable Title IV financial aid are not covered by other funds, the University will bill the student to make up for the difference. Students owing a repayment to any federally sponsored student aid program cannot receive any federally supported student financial assistance for future enrollment periods until repayment arrangements have been made with either the University of Charleston or the U.S. Department of Education.

### **Residence of the Student**

A student who receives financial aid as an on-campus, resident student and who subsequently decides to move off campus will receive a reduction of twenty-five (25%) in his/her University financial aid. This reduction applies to **all** forms of University scholarship and grant assistance including academic, involvement/ leadership, athletic, and need-based awards. Students who are planning to move off campus should contact the Financial Aid Office to determine the exact amount of aid that will be reduced.

### **Student Lending Code of Conduct**

The University of Charleston is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this and in an effort to rule out any perceived or actual conflict of interest between University officers, employees, or agents and education loan lenders, the University has adopted the following:

- The University does not participate in any revenue-sharing arrangements with any lender.
- The University does not permit any officer, employee or agent of the school who is employed in the financial aid office or is otherwise involved in the administration of education loans to accept any gifts of greater than nominal value from any lender, guarantor or servicer.
- The University does not permit any officer, employee or agent of the school who is employed in the financial aid office or is otherwise involved in the administration of educational loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of

consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.

- The University does not permit any officer, employee or agent of the school who is employed in the financial aid office or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors. The University does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions, or groups by lenders, guarantors, or groups of lenders or guarantors.
- The University does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- The University recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. The University will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- The University will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.
- The University will not request or accept any assistance with call center or financial aid office staffing.

### **Identity Theft Prevention Policy**

The risk to the University of Charleston's faculty, staff, students, and other applicable constituents from data loss and identity theft is of significant concern to the University. The University of Charleston adopts this Identity Theft Prevention Policy and enacts this program in an effort to detect, prevent, and mitigate identity theft, and to help protect its faculty, staff, students, and other applicable constituents from damages related to the loss or misuse of identifying information due to identity theft.

Under this policy, the program will:

- Identify patterns, practices, or specific activities ("Red Flags") that could indicate the existence of identity theft with regard to new or existing covered accounts;
- Detect red flags that are incorporated in the program;
- Respond appropriately to any red flags that are detected under this program to prevent and mitigate identity theft;
- Ensure periodic updating of the program, including reviewing the accounts that are covered and the identified red flags that are part of this program; and
- Promote compliance with state and federal laws and regulations regarding identity theft protection.

The program shall, as appropriate, incorporate existing anti-fraud programs and information security programs that control reasonably foreseeable risks.

## POLICY ON SMOKING AND TOBACCO USE

The University maintains a smoke and tobacco-free environment in all of its buildings/facilities on campus and in all of its vehicles. No smoking or other use of tobacco products (including, but not limited to, pipes, cigars, snuff, or chewing tobacco) is permitted in any part of any building/facility or in vehicles owned, leased, or rented by the University.

Employees and students may smoke on campus only in the designated smoking areas. These designated smoking areas are located between the Geary Student Union/Clay Tower Building and between Cox Hall/Middle Hall on the Charleston campus. The designated smoking areas on the Beckley campus are located at the right side of the building of Carter Hall, the right rear corner of the Health Science building, the left rear corner of the John W. Eye Conference Center, the left side of the rear lot by the volleyball court of Hogan Hall, the bottom left corner by the loading dock of the Learning Resource Center, the left rear corner outside of Wiseman Hall, the right rear corner by the dumpster of University Hall, and the left rear corner of the Bookstore building. No one may smoke along any pathway or walkway leading to or from the designated smoking area, the campus lawn or the parking areas. Additionally, employees and students may smoke in their personal vehicles, but the smoke and tobacco products must be completely contained within the vehicle. It is not acceptable that both smoking or non-smoking employees and students are subjected to smoke that they must walk through to reach their vehicle or any other destination on campus.

While the University makes the designated areas available to smokers, it in no way has any legal responsibility to do so. Employees and students who choose to use these smoking areas do so at their own risk. No special release time will be given to any employee or student who smokes. Finally, smokers and users of tobacco products must dispose of the remains in the proper containers. This helps to keep a neat and clean environment for all employees, students and visitors.

### Enforcement

This policy applies to all employees, vendors, visitors, and students. Employees, students, or visitors violating this policy shall be subject to discipline in accordance with the progressive disciplinary policy in the *Employee Handbook*. Students violating this policy shall be subject to discipline in accordance with the disciplinary and social justice policies contained in the *Student Handbook*. Vendors or visitors violating the policy shall be notified of the policy and asked politely to refrain from smoking outside of the designated smoking areas.

### Smoking Cessation Opportunities

The University encourages all smoking employees and students to quit smoking. The University wellness program offers a number of services for employees who want to quit.

### Questions

Any questions regarding the smoke-free workplace policy should be directed to the Administration & Finance Office.

## **ACADEMIC POLICIES**

*Carol Spradling, Registrar*

### **Placement**

When scores on placement or ACT or SAT examinations reveal weaknesses in basic skills, students are required to participate in skill building sessions or classes designed to increase performance in core areas such as writing, reading, or mathematics. Needs of individual students will be assessed by the Director of the Academic Success Center.

Students entering with an ACT reading score less than 17 or an SAT verbal score of 400 or lower may be enrolled ASC 100 College Reading.

Students must have a 21 ACT or 540 SAT math score, or must have completed MATH 120 before they will be allowed to enroll in MATH 121. Students who need MATH 121 and who do not have ACT/SAT scores should contact the Department of Natural Science & Mathematics for advisement.

Students in majors requiring MATH 116 do not need a minimum ACT/SAT score.

Students with an ACT of 19 or below and/or a GPA of 2.25 or below may be considered for admission as a provisional student. This is a conditional acceptance pending successful completion of the following the first semester:

- Meeting with the Director of the Academic Success Center to review and sign an academic contract
- Successful completion of ASC 089 (Academic Reading) and ASC 091 (Personal Academic Success)
- Achieve a minimum GPA of 2.0

Students admitted provisionally will be limited to a maximum of 15 credits their first semester.

Students whose native language is not English, regardless of having met or exceeded the minimum TOEFL requirement for admission, must complete the *CaMLA English Placement Test (EPT)* and writing sample to determine if they will enroll in the ESL bridge program. Please see scores and corresponding course placement below:

- >60 High Intermediate Level ENSL courses required -- ENSL 095/ENSL 097
- 60-69 Advanced Level ENSL courses required – ENSL 096/ENSL 098
- 70+ ENSL requirement waived

For more information on the ESL bridge program see the English as a Second Language Progression Policy.

## **Majors**

Academic majors consist of a variety of learning experiences, with at least 40 credits, 15 of which must be from upper-division (300-400 level) courses or learning experiences that **meet program outcomes**. Students must complete at least six upper-division credits in that major at the University of Charleston, with a 2.0 grade point average. An overall grade point average of 2.0 is required in all work attempted in the major. Some programs may have a higher requirement.

Students must declare a major and be assigned or choose a major advisor before completing his or her 60th academic credit.

Any change in major, including a choice of major by an undecided student, requires the student to file a new “Declaration of Change of Major” form with the Student Solutions Center, to assure that proper credit toward a degree is tracked and awarded. These forms are available to enrolled students in the MyUC portal under “Student Resources.” Access to the portal requires an official UC network login.

### **General Studies Degree (BS or BA)**

The General Studies Major is designed for students who have either completed an extensive number of college-level courses at other institutions that do not fit logically into existing University of Charleston academic majors or students who want to combine content from existing University of Charleston majors to meet personal educational goals.

Student must make an appointment with the General Studies Program Director to discuss his or her educational goal(s) and determine the outcomes of the individualized program (contact the Student Solutions center for the Program Director contact information). The General Studies Program Director and student, in consultation, may select an appropriate Advising Team, including a primary advisor and one or two other faculty. This Advising Team will help the student develop a coherent program of study designed to meet the agreed upon outcomes, and a plan for demonstrating Liberal Learning Outcomes. The importance of the latter will grow in proportion to the number of credits transferred from other institutions where Liberal Learning Outcomes are not integrated in or assessed through regular coursework.

Students pursuing this degree option must have, or must complete, a minimum of 120 credit hours, maintain a 2.0 GPA, declare an area of concentration based on the courses the student has taken, complete all the Liberal Learning Outcomes, amass a total of 30 upper-division credit hours, and complete the General Studies Capstone course. The area of concentration chosen will determine whether the Bachelor of Arts (BA) or Bachelor of Science (BS) degree in General Studies is awarded.

## **Minors**

Students may elect to complete coursework and demonstrate specified outcomes in a minor field of study. A minor is a sequence of courses within an integrated curriculum that is outside of the discipline or area of study of a student’s primary major. Minors require a minimum of 18 credits in the discipline. At least six of these credits must be completed at the University of Charleston. Up to six credit hours may be counted towards

both the major and a minor. No limit has been placed on the number of minors a student may acquire.

Minors are offered in many disciplines or programs that offer a major, as well as in selected disciplines for which a major is not available. Requirements are described in the appropriate academic department or program course listings. Accumulation of credits in other disciplines or programs will not constitute completion of a minor.

### **Concentrations**

A concentration is a sequence of courses within an integrated curriculum that is within the discipline or area of study of a student's primary major. At least 9 credits must be outside the core requirements of the major and the concentration must contain at least 15 credits.

### **Double Majors**

A student may declare a second major. Students need to satisfy LLO requirements only once, regardless of number of majors. At least 21 credits in the second major must be outside the core requirements of the first major and unique to the second major. If the two majors are in two different degree classifications (AS, BS and BA) the student will receive two diplomas. If the majors are in the same degree classifications (AS, BS or BA) only one diploma will be received.

### **Undergraduate Degree Requirements**

Students must meet the graduation requirements as published in the Catalog in effect when they first enroll in order to graduate, unless they have not maintained continuous enrollment (summers exempted). Students who interrupt their studies may be expected to meet degree requirements of the Catalog in effect at the time of their return. Transfer student requirements are governed by the Catalog in effect at the time of initial enrollment. Subsequent changes in degree requirements, as published in the Catalog or amended by the faculty, may be substituted at the option of the faculty in discussion with the student.

Students are expected to complete all requirements for the bachelor's degree within 10 years of original enrollment at the University and within five years for the associate degree. Within the University certain programs have specific guidelines as to the courses accepted for credit or the time in which courses can be applied for credit. Records of students not completing degree requirements within these times will be subject to review to determine graduation requirements.

Departmental requirements for graduation are those in effect at the time the student declares the major except in cases in which an external accrediting agency requires otherwise. Changes in departmental requirements after declaration will apply, provided they do not require a student to enroll in more than a normal complement of credit hours in any term or do not prolong the time required to complete degree requirements. Department chairs and program coordinators have authority to waive or provide substitute course work for departmental requirements.



**The student is responsible for completing all requirements of his or her major program, including mastery of exit-level outcomes at designated standards, and for meeting all University requirements, including meeting all Liberal Learning Outcomes, before they will be allowed to graduate.** Students should confer with major advisors and refer to the *Academic Catalog* in place when they originally entered the program, to assure satisfactory progress toward graduation. Those catalogs may be available online, or in the Student Solutions Center.

### **Associate Degree**

Minimum requirements include:

- 60 earned academic credits;
- Fulfillment of the Foundational LLOs;
- 20 resident credits, 10 of which must be earned during the year of graduation;
- Decisions on the acceptance of transfer equivalencies within the major are made by the program faculty;
- Fulfillment of all requirements and outcomes of the academic program;
- Cumulative University of Charleston grade point average of 2.0; and
- Demonstration of achievement of exit-level standard on discipline and program outcomes.

### **Bachelor's Degree**

Minimum requirements include:

- 120 earned academic credits;
- 30 upper-division credits – six of which must be University of Charleston credits;
- 30 University of Charleston credits, 15 of which must be earned during the senior year;
- Fulfillment of all requirements and outcomes of the academic program;
- Demonstration of achievement of exit level standard on Liberal Learning Outcomes;
- Cumulative University of Charleston grade point average of 2.0; and
- Demonstration of achievement of exit-level standard on discipline and program outcomes.

### **General Studies Degree**

Minimum requirements include:

- 120 earned academic credits;
- 30 upper-division credits – six of which must be University of Charleston credits;
- 30 University of Charleston credits, 15 of which must be earned during the senior year;
- 18 academic credits earned in a single academic discipline;
- Demonstration of achievement of exit level standard on Liberal Learning Outcomes;
- Cumulative University of Charleston grade point average of 2.0; and
- Demonstration of achievement of exit-level standard of agreed upon program outcomes.

## Second Degree Requirements

Students who have obtained a bachelor's degree from an accredited institution other than the University of Charleston may receive a second degree from the University of Charleston.

Requirements include:

- The second degree field of study must be different from one completed as part of the student's first bachelor's degree
- Take at least 30 credits at the University of Charleston. Students who earn their first bachelor's degree from the University of Charleston and wish to return for a second degree must also complete an additional 30 credit hours.

Students completing a second bachelor's degree will not need to show additional competency in foundational or mid-level LLOs. Competency at the Advanced level for all LLOs is required; this is achieved through successful completion of the Senior Capstone UNIV course.

## Academic Credit – Credit for Prior Learning

The University of Charleston's outcomes-based philosophy encourages evaluation of prior learning for college credit. Students may be able to meet certain degree requirements by demonstrating achievement of University or program competencies. Evaluation of prior learning also assures that students begin the college experience at the most appropriate level, subject to the limitations detailed below.

The Registrar, major advisors and mentors will discuss placement, course credit and options for demonstrating outcomes achievement through prior learning when schedules are arranged during orientation and advising. Prior learning may be demonstrated in the following ways:

- Advanced Placement (AP) Examinations;
- College Level Examination Program (CLEP);
- Credit by examination;
- Self-Acquired Competency (SAC);
- American Council on education (ACE);
- International Baccalaureate Degree;
- Joint Services Transcript (JST);
- European Patterned Education; and
- Educational Experiences in the Armed Services.

**Advanced Placement (AP): Credit may be given to students who have scores of at least three (3) on the appropriate College Entrance Examination Board Advanced Placement Examinations. The University accepts the following AP tests:**

<b>AP Test Name</b>	<b>Credits</b>	<b>Equivalent UC Course</b>
American Government	3	POLS 101
American Literature	3	ENGL 223
Art – History of Art	3	ART 123
Art – General Portfolio	3	(contact Art Program faculty)
Art – Studio: Drawing	3	ART 100
Biology (Score of 5)	4	BIOL 130
Calculus – AB	4	MATH 201
Calculus – BC	4	MATH 202
Chemistry (Score of 4 or 5)	8	CHEM 101, CHEM 102
Economics – Micro	3	BUSI 201
Economics – Macro	3	BUSI 202
English – Language	3	COMM 101
English – Literature	3	COMM 102, ENGL 2XL
French	6	FREN 101, FREN 102
German	6	GERM 101, GERM 102
Government & Politics	6	POLS 101, POLS 102
History – American	6	HIST 251, HIST 252
History – European	6	HIST electives
Introduction to Accounting	6	ACCT 201, ACCT 202
Introduction to Management	3	MGMT 311
Music – Theory	3	MUSC 101
Music – Listening & Literature	3	MUSC 212
Physics	8	PHSC 201, PHSC 202
Principles of Marketing	3	MRKT 321
Psychology	3	PSYC 101
Spanish	6	SPAN 101, SPAN 102

College Level Examination Program (CLEP): Students may be exempted from one or more introductory courses, with an award of credit for such courses, based on good CLEP performance. The Student Solutions Center and the Learning Support Office can provide information about which CLEP tests are accepted for credit. CLEP testing facilities are available at the University of Charleston-Beckley, the University of Charleston-Charleston and the University of Charleston-Martinsburg.

Credit by Examination: Academic departments or programs may develop examinations to allow students to demonstrate mastery of course content. The Program Director, Department Chair, Dean of the Faculty and the Registrar must approve the award of credit. The Program Director shall approve content of the examination prior to administration. Completed examinations are filed in the Office of the Registrar. Credit will be awarded only to those receiving a grade of “C” or above on the examination. A grade of “P” or “F” is recorded on the student’s transcript. Students who fail to establish credit for a course by examination will not be allowed to take a second examination for credit for the same course. Contact the Director of the program of interest to inquire about this option.

**Self-Acquired Competency (SAC):** Self-Acquired Competency is used to earn academic credit for learning that occurred outside the classroom. Regularly enrolled students or applicants for admission may request SAC credit to be applied to specific courses, program requirements, or Liberal Learning Outcome(s). He or she submits a written request and a portfolio documenting mastery of the content area(s) and outcome(s) to program faculty or the appropriate faculty Liberal Learning Roundtable. The portfolio is evaluated by a faculty member (full-time or part-time) who has expertise in the field or fields being assessed, or by the faculty Roundtable with responsibility for the Liberal Learning area being addressed. The University of Charleston does not award academic credit in areas in which it does not have faculty expertise.

SAC credit is used only for prior learning. Independent Learning Projects (ILPs) are used to formulate out-of-classroom alternatives for current learning. SAC requests that involve approval by any Liberal Learning Outcome Roundtable may be submitted to the Faculty Center at the end of the semester preceding the semester in which the student anticipates graduation. For example, May graduates should have requests submitted by December 10, and December graduates should submit requests by May 5.

Credit for Self-Acquired Competency may also be awarded if the educational experience being evaluated is listed in **The National Guide For College Credit for Workforce Training**. Published by the American Council on Education (ACE), this guide lists credit recommendations for educational programs and courses sponsored by non-collegiate organizations that offer courses to employees or members. These included business and industry, unions, professional and voluntary organizations, and government agencies. In most instances, the University of Charleston will accept such recommendations and award appropriate credit.

**International Baccalaureate Degree:** Students achieving 5, 6, or 7 in an individual higher level examination may receive credit for an equivalent course at the University of Charleston. No credit will be awarded for subsidiary (lower) level subjects. Official transcripts must be issued by the **International Baccalaureate North American Office**.

**European-Patterned Education:** Up to one year of credit may be awarded upon completion of the courses and the national examination for advanced high school work, the equivalent of the thirteenth year of school. If you are completing such curricula, you may be eligible to receive variable amounts of advanced standing credit (0 – 32) depending on your examination results, course syllabi and subjects taken. We require an officially certified copy of your externally issued exam results showing scores for each exam subject. We also require an official English translation. Advanced standing credit is most often awarded for the following programs:

- British GCE Advanced-level or AS-level examinations
- Canadian (Quebec) two-year College d'enseignement General et Professionnel (CEGEP)
- Caribbean Advanced Proficiency Examinations (CAPE) when two units are completed
- Danish Studentereksamen
- Finnish Ylioppilastutkinto
- French Baccalaureate exams

- German Abitur exams
- Hong Kong HKALE
- Icelandic Studentsprof – Menntaskoli exams
- Italian Maturita
- Lebanese Baccalaureate
- Netherlands Voorbereidend Wetenschappelijk Onderwijs (VWO)
- Norway Vitnemal
- Singaporean Advanced-level exams
- Swedish *Fullständigt Slutbetyg från Gymnasieskolan*
- Swiss Federal Maturite exams
- Other European Baccalaureate

Other international high school programs and diplomas will be evaluated for transfer credit on a case-by-case basis. A final evaluation of credit is subject to receipt of official documents and information about the courses of study completed.

### **Educational Experiences in the Armed Services**

The University may accept military learning experiences if these experiences are consistent with recommendations made through the use of ACE (American Council on Education). The Joint Services Transcript (JST) or a transcript from the Community College of the Air Force (CCAF) are the records for these credits. ACE recommendations are provided to assist the University in assessing the applicability of military learning experiences to an educational program. The University may modify the recommendations in accordance with institutional policies and practices.

Credit may be applied to a student's program in various ways: (1) applied to the major to replace a required course, (2) applied as an optional course within the major, (3) applied as a general elective, (4) applied to meet basic degree requirements, or (5) applied to waive a prerequisite. Credit granted by a postsecondary institution will depend on institutional policies and degree requirements.

The learning of some service personnel may exceed the skills, competencies, and knowledge evaluated for a specific course. In these cases, the University may conduct further assessment.

The University requires the prospective student to provide the AARTS or SMART transcripts as primary source documents when reviewing military training completed by a service member, verified by the services, and evaluated and endorsed by ACE.

### **Policies for Credit for Prior Learning:**

Credit for any Prior Learning may be applied toward graduation, up to 90 credits:

- Examination: A maximum of 30 credits toward associate and 60 credits toward bachelor's degrees may be established by examination, except in clinical programs. Credit for any Prior Learning may be applied toward graduation, but not toward residency requirements (30 UC credits). Credit earned by departmental examination will usually be restricted to lower-division (100 and 200 level courses).

- Self-Acquired Competency. Maximum credit awarded for Self-Acquired Competency (SAC) will be 15 credits toward an associate's degree and 30 credits toward a bachelor's degree.

Application for credit for Prior Learning must be submitted prior to the completion of 96 credit credits for bachelor's degree programs and prior to the completion of 45 credits for associate degree programs. The Registrar must approve any exceptions to this regulation.

Tuition and fees may be charged prior to examination or for posting of credit.

All credits earned through Prior Learning options will be counted for purposes of the Financial Aid Satisfactory Progress policy.

- Self-Acquired Competency. Maximum credit awarded for Self-Acquired Competency (SAC) will be 15 credits toward an associate's degree and 30 credits toward a bachelor's degree.

### **Travel Program Academic Credit**

Several programs, most notably Business and History, provide travel courses that may award one to three credits. To register for these courses a student must submit a petition to a special review committee consisting of the Dean of the appropriate school, the Director of the appropriate program and a faculty member from the program. The student must prepare, and submit to the committee for its approval, a written report describing the experience before credit can be granted.

To be considered for credit, the travel must be a bona fide, full-time intercultural experience of intensity and depth, which exposes the student to another culture, either interurban or international. In general, one credit is granted for each week of travel to a maximum of six credits.

A Travel Program experience may be developed as an Independent Learning Project (ILP) to meet the Citizenship Outcome for Global Literacy. Students must work with a faculty member to develop methods for demonstrating and documenting required outcomes within the experience, and identify methods by which the experience may be assessed. The ILP must be reviewed and approved by the faculty Citizenship Roundtable, which may require alterations to the ILP. The Citizenship Roundtable will review documentation of the experience and review or conduct appropriate assessments before credit for achievement of the Citizen Outcome for Global Literacy is granted. It is possible for one Travel Program experience to meet outcomes in more than one area. For example, an experience could meet outcomes for the Business program and also meet the Citizenship Outcome for Global Literacy. Students should try to maximize such opportunities.

### **International Exchange Program**

In addition to study on the Charleston campus, the University of Charleston recognizes the value of study abroad, which enriches the student's educational experience and provides intercultural, cosmopolitan, and enhanced pluralistic dimensions of knowledge. These experiences are highly desirable for performance and advancement in today's worlds of business, government, and cultural affairs.

The University of Charleston welcomes qualified students from abroad and regularly enjoys the presence of a number of students from some 15 to 20 foreign countries who are enrolled on the Charleston campus. Likewise, the University has benefited from visiting scholars from such international centers as Rome, Italy; Villa Velha, Brazil; Tokyo, Japan and Baoding, China. Professors and students from the University of Charleston have studied and taught on campuses in other countries and those campuses in turn have sent scholars to the Charleston campus for both short-term and extended residence. The University seeks to promote such exchanges of both students and scholars as a valuable contribution to the learning environment.

### **Transient Student Option**

Study at another institution can be beneficial to a University of Charleston student in a variety of ways, including opportunities to enroll in courses not available at the University, the opportunity to study with other faculty, and the opportunity to experience unique living/learning environments.

Students with a grade point average of 2.0 or better may obtain permission to attend another institution with the intent of transferring credit back to the University of Charleston. Only credits earned at a level of “C” or better will be accepted for transfer back to the University. Credit for the course is reflected on the student’s transcript, but grades are not recorded and may not be used to make up quality point (grade point) deficiencies at the University of Charleston. A student may not be given transient permission for the purpose of repeating a course. Transient credits will be accepted toward fulfilling degree requirements provided approval of courses and written permission are granted by the Registrar and the student’s major advisor prior to the term in which the courses are to be taken. It is the student’s responsibility to request that a transcript be forwarded to the University of Charleston upon completion of the course. Transient students are not eligible for financial aid from the University of Charleston for these courses.

### **Military Science Courses**

Students who participate in the Military Science Program (Army ROTC) may count all 20 credits taken in the program as elective credit toward the minimum credits required for graduation. Students who are not participants in the Military Science Program may also take Military Science courses, which may be applied as elective credits toward the minimum credits required for graduation. Courses in Military Science shall not be used to satisfy major or allied field requirements. Military Science courses are not included in the calculation of semester credit limitations.

### **Veterans**

Veterans enrolled at the University of Charleston may receive credit for courses taken from the Defense Activity for Non-Traditional Education Support (DANTES) and for special college-level training received while in the Armed Forces. The Director of Educational Partnerships and Military Programs will determine the amount of credit allowed.

## **Transfer Students**

The University of Charleston's outcomes-based curriculum provides distinct advantages to transfer students. In addition to credits that may be awarded by the Registrar for work completed at another accredited institution, students may be able to receive credit for prior learning using strategies outlined in the "Academic Policies" section of this Catalog. Decisions on acceptance of transfer equivalencies within the program may be referred to the program faculty. However, transfer students should be aware that they must meet the University's Liberal Learning Outcomes before a degree can be awarded. The awarding of credit for transfer courses does not necessarily equate to recognition of achievement of competencies or Liberal Learning Outcomes.

Students transferring to the University of Charleston may have already met some requirements for graduation. The University of Charleston accepts for credit only courses in which the student has earned a grade of "C" or better. The Office of Admissions will review each incoming student's academic record and determine the program and Liberal Learning Outcomes requirements the transfer student must complete at the University of Charleston. Transfer students are responsible for submitting an official transcript from all schools attended before enrollment at the University of Charleston.

### **University Courses for Transfer students: UNIV 101/203**

Transfer students entering with less than 14 academic credits **must** enroll in UNIV 101, explained in the section of this Catalog entitled "First Year Experience."

Students entering with 14 or more credits are exempt from UNIV 101 and UNIV 102. Instead, they are enrolled in UNIV 203 University Transition. This course is designed to help students complete some elements of the lower-level UNIV courses in an accelerated timeline. Students will be guided through this process by a faculty mentor, become acquainted with the University's outcomes-based curriculum, be assessed to determine baseline achievement levels on Liberal Learning Outcomes and develop a Master Academic Plan (MAP). Assignments in UNIV 203 are designed to meet requirements for a variety of portfolios students must complete for graduation.

### **Master Academic Plan (MAP)**

Each transfer student will work with his or her mentor and/or major advisor in UNIV 101/102/203 to develop a Master Academic Plan (MAP) outlining learning goals and the strategies the student will use to meet Liberal Learning and academic program outcomes required for graduation. The MAP is revised with the support of the mentor and major advisor as necessary, and becomes part of the student's academic degree plan. Students may revise the Master Academic Plan with the approval of his or her mentor and major advisor.



## **COURSES - DEFINITIONS**

### **Traditional Courses (1-4 credits)**

Most of the courses described in this Catalog are Traditional courses. For each credit granted, the student participates in one hour of faculty-directed lecture/discussion/activity per week. The student is expected to spend approximately two hours per week per credit hour preparing/studying for that class. Laboratory/Studio/Production classes receive at least one credit and meet for varying lengths of time based on program requirements.

### **Clinical Courses (1-6 credits)**

Clinical courses are a type of Regular courses, but they vary in the number of hours required and the nature of the work expected of students. Almost all Clinical courses are found in health science programs. Sometimes Regular courses have clinical components and in some cases Clinical courses are completely separate. A Clinical course is similar to an Internship with the exception that a group or team of students may be involved and the supervision from instructors is more frequent. The number of hours the student is required to take part in Clinical courses varies extensively and is not guided by the amounts of time prescribed in Regular courses or Internships. In some cases the Clinical course is a full-time commitment.

### **Special Topics Courses (1-4 Credits)**

Special Topics courses are also similar in many ways to Regular courses, but they are offered on a one-time basis only. In this *Academic Catalog*, Special Topics courses do not list a specific title, i.e., HIST 350 Topics in History: The American Civil War (3 credits). These courses allow faculty to teach courses in special fields of expertise from time to time and provide attractive opportunities for students to delve more deeply into academic disciplines. Special Topics courses are assigned the number 350.

### **Independent Study (1-6 credits)**

Independent Study courses are offered on a tutorial basis. The content of the course may be suggested by the student to supplement work in his or her major field of study, or it might be suggested by a faculty member to give a student greater experience in the research in the major. However, the content is not the same as delivered in a Regular course. A full-time faculty member must determine if the student has a sufficient academic background to pursue an Independent Study course successfully. The student and faculty member work together to design the syllabus. The student then signs this syllabus to indicate agreement with course requirements. The student and the sponsoring faculty member should be in contact once every week or every other week for a total of 15 hours for the duration of the course to assess the progress of the study. Independent Study courses usually carry the number 299 or 499.

### **Independent Learning Project (variable credit based on competency)**

An Independent Learning Project allows students to demonstrate competency in a program outcome or LLO outside the formal course structure. The student must identify a faculty sponsor who helps the student formulate a project plan for the ILP, including activities and assessment of learning. The faculty sponsor assesses the student's final product. Forms for submission of Independent Learning Projects for LLOs can be found on the University

website. The timeline as stated on the form for submission of an LLO Independent Learning Project and final work product will be strictly enforced.

To prevent any delay in receiving their degree, graduating students must submit these forms to the appropriate Roundtables on the following timeline:

- November 1<sup>st</sup> for spring (May) and summer (August) graduation candidates; and
- April 1<sup>st</sup> for winter (December) graduation candidates.

### **Internship (1-16 credits)**

Internships provide opportunities for a student to apply principles learned in Regular courses to a career-related work experience. The student, with the assistance of the supervising faculty member and the University's Center for Career Development, identifies an appropriate Internship placement site and work-site supervisor. The faculty member and student complete a Learning Contract outlining learning outcomes and competencies the student is expected to achieve, the method of assessing achievement, and the means of maintaining communication between all parties. The faculty member and the Director of the Center for Career Development communicates the terms of the Learning Contract to the work site supervisor. A copy of the Learning Contract is retained by the supervising faculty member, the student, the work site supervisor, and by the Center for Career Development. The amount of academic credit granted to the Internship should be determined by comparison with student effort in Laboratory/Studio courses. An internship usually requires a minimum of 40 hours of involvement for each academic credit. Internships usually carry the course number of 298 or 498. No student may take more than 16 credits of Internship in the 120 credits required for graduation.

### **Directed Study (1-4 credits)**

Directed Studies are Regular courses which, under exceptional and limited circumstances, are taught on a basis arranged between the student and the instructor and approved by the Dean of the School. A course taken by Directed Study will only be recognized if a Change to Schedule form is completed and filed in the Student Solutions Center prior to the beginning of the course.

### **College Preparation Courses (1-3 credits)**

These courses, identified by numbers beginning with a "0," e.g. 095, are meant to prepare students for college-level work. Equivalency courses do not count toward the 120 credits required for graduation, but they do count as part of the academic load for purposes of financial aid and to determine academic good standing. Some students, athletes in particular, need to monitor the number of equivalency courses included in college work. For more information on these limitations, consult the faculty athletic representative or the Registrar.

**Online Course** – An online course is one in which course activities occur only through internet-based communication and interaction.

**Hybrid Course** – A hybrid course combines traditional, face-to-face class time with online and out-of-class course work. Hybrid courses replace face-to-face class time with

25% – 50% online or out-of-class work. The student must attend face-to-face classes at the location designated on the course schedule.

**Web-enhanced Course** – A web-enhanced course meets in a face-to-face environment during regularly scheduled class hours and uses internet-based activities and resources to enhance the face-to-face experience. The majority of University of Charleston classes are web-enhanced.

## Special Course Designations

### Liberal Learning Outcomes (LLO) Courses

Courses that include opportunities for meeting one or more Liberal Learning Outcomes are “LLO courses.” Originally these courses were marked in course schedules with small pictures, or icons, specific to the particular Liberal Learning Outcome(s) being addressed in the course. The courses are now marked with the number designation of the LLO addressed in the course. Opportunities for meeting Liberal Learning Outcomes are integrated with the students’ regular course work in LLO courses. A student must meet **all** the competencies for the course **and** the specified Liberal Learning Outcome **at a level of “C” or better** to pass an LLO course.

### Portfolios

A collection of completed student work (papers, artwork, computer programs or media, etc.) used to demonstrate achievement of an outcome is called a “Portfolio.” The portfolio may be built over the course of several Regular classes as described in the syllabi.

While achievement of any outcome may be assessed through a portfolio evaluation, students are ***required*** to submit evidence of achievement via a portfolio for the foundational Communication LLO in COMM 101, COMM 102 and SPCH 103. In many cases the work necessary for completion of these foundational level Communication portfolios takes place in First-Year Experience (FYE) classes in humanities, social science and natural science. A student may also put together a portfolio documenting work and learning done outside of class.

Portfolios are submitted periodically for assessment and feedback. Competency will be awarded for outcomes when assessment shows the outcome has been achieved at the required level.

### Prerequisite Courses

Students may be required to prove a certain level of competence or complete specific courses before being allowed to enroll in a specific course or participate in a learning experience. Questions concerning prerequisites should be referred to the course instructor. Students who have not met all the prerequisites may be excluded from the course or the instructor may waive the prerequisite, based on demonstrated competence or equivalent academic experience. Prerequisites are listed in the course descriptions in the Catalog.

## Co-requisite Courses

Students may be required to take two courses simultaneously, such as a science lecture and an accompanying lab. Content and competencies of co-requisite courses are linked.

## Course Numbering System

<b>000-099</b>	College Preparation courses These courses count as part of the student's academic load, but credit cannot be used to meet graduation requirements.
<b>100-199</b>	Lower division freshman level courses
<b>200-299</b>	Lower division sophomore level courses
<b>300-399</b>	Upper division junior level courses Freshman may not enroll without permission of the Department Chair and Dean responsible for the course.
<b>400-499</b>	Upper division senior level courses. Freshman may not enroll without permission of the Department Chair and Dean responsible for the course.
<b>L-Courses</b>	Course numbers followed by "L" denote laboratory courses
<b>X-Courses</b>	Course numbers followed by "X" denote one- time experimental courses, which may be offered again under a permanent number once approved by the appropriate Curriculum Committee
<b>500-999</b>	Graduate level courses Open to advanced undergraduate students with instructor permission.

*Courses listed in this Academic Catalog are subject to change through normal academic channels.*

## Student Class Standing (Year in the University)

Students are classified by the cumulative number of semester credit hours they have earned as recorded in the student's official records. The cumulative number of hours will include all institutional credit earned at University of Charleston and all transfer credit which has been presented by the student and accepted by the Registrar. Acceptance of transfer credit is indicated by the credit being recorded in the student's record as maintained by the institution.

Students are classified as follows:

- Freshmen            25 or fewer hours earned
- Sophomores        26-60 hours earned
- Juniors             61-90 hours earned
- Seniors             91 or more hours earned

These classifications will apply for institutional and federal financial aid as well as in any academic uses which may exist in the various catalogs and publications regarding undergraduate study.

## General Course Policies

- The minimum enrollment for a course is eight (8) students. Courses with enrollments of less than eight students are subject to cancellation by the Department Chair, School Dean or by the Dean of the Faculty.
- Credit can be counted toward a degree only once for a course covering a specific body of knowledge. No credit can be given for a second course covering essentially the same body of knowledge, even though there is a difference in the course titles and/or number.
- Certain courses may be counted toward a major in more than one department (cross-listed). Cross-listed courses are given designations under both departments, and listed under both departments, however, even though the course numbers are different, the course may not be taken twice to earn credit for both course numbers.
- In order to provide a wider range of courses for students, certain advanced courses are offered on a rotating basis or only if the number of students majoring in the field justifies the offering of the course. To determine which courses will be offered in a given year, the official *Class Schedule* must be consulted

## Semester Credit Limitations

An undergraduate student wishing to enroll in more than 19 semester credits\* must have the permission of his/her advisor, a cumulative grade point average (GPA) of at least 3.50, and must have completed at least 45 semester credits. A student who wishes to enroll in more than 23 semester credits must petition his/her advisor's School Dean, who will seek the Dean of the Faculty approval of the request. A fee per credit will be charged over 18 credit hours.

\*Total credits counted toward the limitation do not include the following courses when delivered in-seat: COMM 101, COMM 102, SPCH 103, UNIV 101, UNIV 102, UNIV 203, MGMT 355 (Free Enterprise), MUSC 324 (Concert Choir), MSCI (Military Science), and MUSC 327 (Band).

## Changes of Instructors and Class Sections

The University of Charleston reserves the right to close sections of classes and to add new sections of classes as conditions warrant. In addition, the University reserves the right to change instructors from those listed in the *Class Schedule* whenever such a change is necessary.

## Changes of Courses and Class Schedule Change

**15-16-week courses:** A student may not **add** a class after 5 p.m. on the 5<sup>th</sup> school day of a fall, spring, or summer semester. A student may **drop** a class prior to the 10<sup>th</sup> day of the semester without receiving a "W" grade. If a student drops a course between the 10<sup>th</sup> day of the semester and the Friday after midterm grades are posted (last day to drop), a "W" will be recorded. If a student drops a course after the last day to drop a class a "WF" will be recorded. If the student wishes to add or drop a class outside these dates permission must be obtained from the class instructor and the student's advisor (or mentor). Students should be advised that dropping or adding a course may affect the

student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center. COMM 101 and 102, and SPCH 103, UNIV 100 and UNIV 112 are exceptions to this policy, and may be added whenever appropriate.

A student may not **add** a class after 5 p.m. on the 5<sup>th</sup> school day of a fall, spring, or summer semester. A student may **drop** a class prior to the 10<sup>th</sup> day of the semester without receiving a "W" grade. If a student drops a course between the 10<sup>th</sup> day of the semester and the Friday after midterm grades are posted (last day to drop), a "W" will be recorded. If a student drops a course after the last day to drop a class a "WF" will be recorded. If the student wishes to add or drop a class outside these dates permission must be obtained from the class instructor and the student's advisor. Students should be advised that dropping or adding a course may affect the student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center. COMM 101, COMM 102, SPCH 103, and UNIV 100 are exceptions to this policy, and may be added whenever appropriate.

**8-week courses:** A student may not **add** a class after the 5<sup>th</sup> school day of a fall, spring, or summer session. A student may **drop** a class prior to the 5<sup>th</sup> day of the session without receiving a "W" grade. If a student drops a course between the 5<sup>th</sup> day of the session and 3 days after midterm grades are posted (last day to drop), a "W" will be recorded. If a student drops a course after the last day to drop a class a "WF" will be recorded. If the student wishes to add or drop a class outside these dates permission must be obtained from the class instructor and the student's advisor. Students should be advised that dropping or adding a course may affect the student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center. COMM 101, 102, and 103, UNIV 100 and UNIV 112 are exceptions to this policy, and may be added whenever appropriate.

**5-week courses:** A student may not **add** a class after 5 p.m. on the 3<sup>rd</sup> school day of a 5-week session. A student may **drop** a class prior to the 5<sup>th</sup> day of the session without receiving a "W" grade. If a student drops a course between the 5<sup>th</sup> day of the semester and the 3<sup>rd</sup> day after midterm grades are posted (last day to drop), a "W" will be recorded. If a student drops a course after the last day to drop a class a "WF" will be recorded. If the student wishes to add or drop a class outside these dates permission must be obtained from the class instructor and the student's advisor. Students should be advised that dropping or adding a course may affect the student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center. COMM 101, 102, and 103, UNIV 100 and UNIV 112 are exceptions to this policy, and may be added whenever appropriate.

## **Withdrawal from the University**

A student desiring to withdraw totally from the University of Charleston must obtain a "Complete Withdrawal" form from the Student Solutions Center or the University website and submit the completed form to Student Solutions Center. In order to complete the form the student must consult with his or her instructors, major advisor and the designated retention officer for each location and modality.

- Charleston: Student Solutions Center – Phone 304-357-4947
- Beckley, Martinsburg, and Online: Student Solutions Center – 1-877-393-5014

Withdrawal will be granted when the completed form with proper signatures are presented to the Student Solutions Center. If a student withdraws before the last day to drop a grade of “W” will be recorded on the student’s record. If a student withdraws after the last day to drop a grade of “WF” will be posted unless the withdrawal is approved medically.

### **Medical Withdrawal from the University**

A student must submit documentation from a physician stating that there is a medical reason for withdrawal and that the student is under the care of that physician. Documentation is submitted to the Registrar and reviewed by the Dean of the Faculty and the Chief Financial Officer. Withdrawal from the University may require cancellation, refund or repayment of all or part of the student’s financial aid package.

### **Military Service**

Men and women called to active duty in the armed services of the United States shall be granted a full refund of fees, but no credit, if the call comes before the end of the first three-fourths of the semester or term. Full credit, but no refund of fees, shall be granted if the call comes thereafter; provided, that credits as described above will be granted only in those courses in which the student is maintaining a passing mark at the time of departure to military service. The term “called to active duty” is herein defined as being called to active duty as a result of the federal activation of a total reserve component, National Guard unit or any portion thereof which involves a particular student or an individual who is a bona fide member of the reserve component or a National Guard unit. The student’s final grades, both passing and failing, for three-fourths of a semester or more, will be shown on the student’s permanent record.

Withdrawal from the University may require cancellation, refund or repayment of all or part of the student’s financial aid package.

### **In-seat Class Attendance Policy**

- The faculty of the University of Charleston expects students to attend/participate in all sessions of classes for which they have registered. The University does, however, recognize several types of excused absences:
  - Illness of a student;
  - Attendance at a University-approved function, e.g., a field trip;
  - Representing the University, as a member of a University-sponsored team or music ensemble for competition or performance; and
  - Personal or family emergency, e.g., severe illness or death of a parent.It is always the responsibility of the student to inform an instructor in advance if he or she is unable to attend or participate in instructional activities. In the event of an excused absence it is the responsibility of the student to make up work that is missed. Individual programs or faculty may have more restrictive policies, which will be published in the respective handbooks and/or syllabi.
- A student’s grade may be lowered unless the work missed is made up to the satisfaction of the instructor. Since all absences represent a loss in classroom

activity and learning opportunity, no absence (even an excused one) will relieve the student of academic responsibility.

- A student with an excused absence must be permitted to make up a test or other work missed within a reasonable time, e.g., within two weeks of the excused absence. Individual instructors are permitted to determine the definition of “reasonable time.”
- The faculty member shall communicate the attendance policy in each syllabus. The instructor should communicate the policy to each class at the beginning of the semester and explain its application to his or her particular class.
- Individual program may have more restrictive policies (i.e. Pharmacy, Nursing, etc.) which will be published in the relevant student handbook.

### **Online Class Participation Policy**

It is suggested students access the course several times each week in order to receive assignments, submit assignments, participate in discussions, and receive instructor feedback.

You are required to attend this course through active participation in the course within the first week of class to confirm your enrollment and attendance. Active participation may be fulfilled by one of the following methods:

- Discussion post
- Completion of an exam or quiz
- Submission of an assignment

If a student fails to engage in at least one of these activities during the first week, he or she is considered ‘non-attending’. If you do not attend the course as stated above, the Registrar’s Office will be notified and you will be dropped from the class roster.

### **Grading Policies**

Students are graded on class attendance and participation, required readings, written reports and papers, tests, oral presentations, other faculty designated activities and assessments. The student receives a final report of his or her level of achievement on academic work at the close of each semester. In addition, the student receives a midterm grade report so that he or she can seek assistance if necessary.

### **Grading Scheme**

Students may receive one of the following letter grades: A, B, C, D, F, I, P, W, and AU. The instructor determines the grading scale for each individual course, i.e., the level of performance required to earn a particular letter grade. The significance of each letter grade is as follows:

- A** An honor grade given for ability and performance of an exceptionally high quality.
- B** Represents performance distinctly better than average.
- C** Represents performance of average quality.
- D** The lowest grade for which a student earns academic credit. A grade of “D” may not meet the standards necessary to fulfill program outcomes. Such standards are



stated in program or course outcomes descriptions. A grade of “D” does not indicate competency in Liberal Learning Outcomes.

- F** Represents failure to meet the outcomes or requirements of a learning experience.
- FX** Failure – Violation of Academic Integrity Policy\*
- I** Is a temporary grade that indicates a student’s work is “Incomplete” because of illness or other unavoidable reasons and additional time is being allowed for completion. A grade of “I” will not be awarded if the student has completed less than 20% of the coursework. See section “Removal of an Incomplete.”
- I/F** Designates an “I” (Incomplete) grade that was automatically changed to “I/F” at the end of the allowed time for course completion.
- IM** Is a temporary grade that indicates a student’s coursework is “Incomplete” because of military deployment and additional time is being allowed for completion. The student must notify the Faculty members teaching the course(s) and the UC Director of Educational Partnerships and Military Programs (EPMP) as soon as they are notified of the deployment. The student will work with their unit Commanding Officer (CO) to provide evidence of this deployment for approval prior to actual deployments. A grade of “IM” will not be awarded if the student has completed less than 20% of the coursework.
- IM/F** Designates an “IM” (Incomplete due to Military Deployment) grade that was automatically changed to “IM/F” at the end of the allowed time for course completion. See section “Removal of an Incomplete due to Military Deployment.”
- P** Represents Passing. It is the grade that is assigned to represent satisfactory completion of:
- Courses designated Pass/Fail;
  - Work for which fractional credit is allowed by the University because of interruption of courses by entrance by the student into the Armed Forces;
  - Work in required activity courses in physical education for which the student is not physically qualified, as evidenced by a physician’s certification and in which the scholastic average maintained by the student in all other phases of the course is 2.0 or above;
  - Courses for which credit is established by examination;
  - Courses in which students elect the Pass/Fail option;
  - Credit for experience.
- W** Indicates the student withdrew from the course on or before the last day to officially withdraw.
- WF** Withdraw from a course after the last day to officially withdraw from a class unless the withdrawal is approved medically.
- AU** Signifies that the student registered for the course on the Audit plan and did not desire to submit the evidence necessary for academic credit in the course. Once a course is audited it may not be taken again for credit.

\*Effective Academic Year 2012-2013.

## Removal of an Incomplete (“I”) Grade

To change a grade of “I” (Incomplete) to a regular letter grade, and receive credit for a course or other learning experience, the student must complete all coursework by the time designated below.

- 15-16-week courses: the 10<sup>th</sup> week of the following semester (If the “I” is in the spring semester the following semester would be the fall semester.)
- 8-week courses: the 5<sup>th</sup> week of the following session

Failure to complete coursework within this time frame will result in the course grade being recorded as “I/F.” If a student receives an incomplete grade in a prerequisite course, he or she will not be allowed to enroll in the subsequent course until satisfactory completion of the prerequisite course.

## Removal of an Incomplete due to Military Deployment (“IM”) Grade

To change a grade of “IM” (Incomplete due to Military Deployment) to a regular letter grade, and receive credit for a course or other learning experience, the student must complete all coursework by the time designated below.

- The student must notify the Director of EPMP of the end of the deployment by working with their unit CO.
- Within two semesters (15 week courses) or four sessions (8 week courses) of the end of deployment identified on the documentation of the deployment.

Failure to complete coursework within this time frame will result in the course grade being recorded as “IM/F.” If a student receives an incomplete grade in a prerequisite course, he or she will not be allowed to enroll in the subsequent course until satisfactory completion of the prerequisite course.

## Quality Points and Grade Point Average

Each letter grade has a numerical equivalent as indicated below. These equivalents are called “quality points.” Quality points are multiplied by the number of credits a student earns for each course. The results for all courses are added together and divided by the total number of credits earned by a student to calculate his or her cumulative Grade Point Average (GPA). Courses in which grades are “P,” “W,” or “AU” are not included when calculating GPA.

- A** – Four quality points per credit
- B** – Three quality points per credit
- C** – Two quality points per credit
- D** – One quality point per credit
- F** – Zero quality points per credit
- I** – Not included in credits attempted for GPA calculations
- IM** – Not included in credits attempted for GPA calculations
- I/F** – Zero quality points per credit attempted for GPA calculations
- IM/F** – Zero quality points per credit attempted for GPA calculations

## **Dean's and Provost's List**

### **Dean's List**

Every student who earns a semester Grade Point Average of 3.75-3.99 for a full-time schedule of courses consisting of 12 or more credits is eligible for the Dean's List. These twelve credits may not include more than 3 credits that are Pass/Fail. The Deans of each School will recognize these students.

### **Provost's List**

Every student who earns a semester Grade Point Average of 4.0 or higher for a full-time schedule of courses consisting of 12 or more credits is eligible for the Provost's List. These twelve credits may not include more than 3 credits that are Pass/Fail. The Provost will recognize these students.

The Dean's and the Provost's List are calculated within one month after the end of each 16-week semester. A student who is ineligible for inclusion at the time the lists are calculated will not be given Dean's or Provost's List status retroactively. For example, a student who completes an Incomplete, i.e., "I" grade, after the list is calculated and raises his or her GPA to 3.75-3.99 will NOT receive Dean's List status. Omissions or errors in calculation on the part of the University of Charleston, however, will be corrected when detected.

### **Policy on Grade Appeal**

The assignment of grades for academic work is an important matter that falls within the professional responsibility of each individual faculty member. Grades are determined in such a way as to reflect as accurately as possible student performance according to criteria available to the student and so as to protect the academic freedom of the faculty member and the student. It is recognized that there is an inherently subjective element to grading, but it does not follow from this that grading is done in an arbitrary fashion.

It is possible that a student may dispute a final grade given for a course. When this occurs, the student should follow the procedure outlined below. However, it should be recognized that the faculty member issuing the grade generally has final authority and responsibility for determining that grade. In order to appeal a grade:

- Step 1 Within two weeks of the end of the course, the student should provide a grade appeal in writing to the faculty member who assigned the grade and attempt to resolve the issue.
- Step 2 If no resolution of the grade dispute is achieved after Step 1; the student should discuss the matter with the department chairperson. In this case, the function of the chairperson will be to attempt to determine the relevant facts and mediate the disagreement.
- Step 3 If no resolution is achieved at Step 2; the student or the faculty member may refer the whole matter to the Dean of the School, whose function it will be to mediate the disagreement. The Dean will confer privately with the faculty member and with the student, and may call additional witnesses if this is deemed important. Following this process, the Dean will communicate a decision to the faculty

member, who will communicate that decision to the student. This step is the final step in the appeal process.

It is expected that a final decision will generally be made within the first six weeks of the following semester or the first three weeks of the following session. The instructor and the student should resolve grading conflicts regarding individual assignments during a semester.

### **Course Repeat Rule**

**A student earning a grade of “D”, “I/F” or “F” in a course may repeat the course once to attempt to achieve a higher grade. Exceptions: Students may not repeat UNIV 101, UNIV 102, or UNIV 203. The original grade will remain on the student’s academic record, but it will not be calculated into the cumulative grade point average (GPA).**

A student is discouraged from repeating a course in which he/she has already earned a “B” or “C” grade. The grade earned when the course is repeated is the grade used in determining the student’s cumulative GPA.

A course in which the student has earned a grade of “A” may not be repeated.

The Registrar in consultation with the student’s program coordinator may grant an exception to the “Repeat Rule.”

## Provisionally Admitted Students, Academic Probation and Academic Dismissal Policy

An undergraduate student with a cumulative Grade Point Average (GPA) of 2.00 or higher is considered to be in “Good Academic Standing” with the University of Charleston. When a student does not obtain a cumulative GPA of 2.0 or higher they are subject to the University’s policy on Academic Probation and Dismissal. Graduate students must follow the policy of the program of study. The following policy is in effect for undergraduate students matriculating after January 2003:

- **Provisionally Admitted Students**—Students who enter the university under an academic contract are probationary students and are subject to the requirements set forth in the policy for Level I Probation.
- **Level I Probation** – Students who obtain a GPA less than 2.0 must meet with their mentor and major advisor to discuss plans for better performance. If appointments are not made or kept, the student will not be allowed to register for subsequent semesters. Students who obtain a GPA less than 2.0 will be limited to a maximum of 15 credits in the following semester, one of which will be the ASC 091 Personal Academic College Success (PACS) class. Part of this class includes the creation of a contract describing how the student will improve academically. Failure to successfully complete this class will result in dismissal from the University.
- **Level II Probation** – Students who obtain a term GPA less than 2.0 a second time are placed on Level II probation. They can register for a maximum of 12 credits in the subsequent semester with the approval of the major advisor and the School Dean. Students on Level II Probation are not allowed to register online. The schedules of students who are pre-registered for more than 12 hours may be subject to administrative revision. Students may only be on Level II Probation for one semester over their time at the University.

### Academic Dismissal from the University

- A student who obtains a term GPA in any term of less than 1.0 and whose cumulative GPA is less than 2.0 will be dismissed from the University.
- Failure to successfully complete ASC 091 during Level I Probation will result in dismissal.
- Failure to obtain a term GPA of 2.0 or higher while on Level II Probation may result in dismissal from the University. The final decision on dismissal will be made considering the following factors: significant improvement of the term GPA and an improvement in the cumulative GPA. Students must have a minimum cumulative GPA of 2.0 (some academic programs have higher requirements) to graduate from the University of Charleston.

## Academic Dismissal Appeal Procedure

A student who is dismissed has ten (10) working days in which to appeal via the following process:

- Student will notify the Registrar in writing (email is acceptable) of his/her intention to appeal;
- Registrar notifies the Provost who will convene the Student Affairs Committee;
- The Student Affairs Committee will review the written appeal and make a recommendation upholding or denying the appeal; and
- The recommendation of the Student Affairs Committee will be sent to the Provost who may accept or reject the recommendation.
- The Provost will notify the student of the final decision.

Students who have been academically dismissed may request to return to the University after one year. The student will need to submit to the Registrar a written description detailing what he/she has done since leaving and why they believe their record will improve if they are readmitted, including appropriate documentation. The Registrar must approve the readmission request before it is acted upon by the Office of Admissions. Examples of possible demonstration that the student will be successful if readmitted include:

- Successful completion of courses at another institution with grades of “C” or higher. The student must keep in mind that courses taken at another college may not be used as part of the D/F Rule to replace grades of “D” or “F” at the University of Charleston.
- Submission of a letter of recommendation from their employer or commanding officer.

## English as a Second Language Progression Policy

Students whose native language is not English, regardless of having met or exceeded the minimum TOEFL requirement for admission, must complete the *CaMLA English Placement Test (EPT)* and writing sample to determine if they will enroll in the ESL bridge program. Please see scores and corresponding course placement below:

- >60 High Intermediate Level ENSL courses required -- ENSL 095/ENSL 097
- 60-69 Advanced Level ENSL courses required – ENSL 096/ENSL 098
- 70+ ENSL requirement waived

Completion of the ENSL program includes the following:

- ENSL 095 – High Intermediate English with a grade of “Pass” unless a student tested out of this course with a *CaMLA EPT* score of 60 or above
- ENSL 097 – High Intermediate English Conversation with a grade of “Pass” unless a student tested out of this course with a *CaMLA EPT* score of 60 or above
- ENSL 096 – Advanced English with a grade of “Pass” unless a student tested out of this course with a *CaMLA EPT* score of 70 or above

- ENSL 098 – Advanced Academic Reading and Writing with a grade of “Pass” unless a student tested out of this course with a *CaMLA EPT* score of 70 or above

ENSL 095 and ENSL 097 are to be taken concurrently, as are ENSL 096 and ENSL 098. ENSL students may repeat each course once before being referred to an outside intensive English program. Students who score higher than 70 on the placement test but desire ESL instruction may opt to enroll in ENSL 096 and ENSL 098.

Students enrolled in the advanced level courses (ENSL 096/098) who have a passing score of 70% or higher will complete an exit assessment portfolio at the end of the semester. The portfolio will consist of three parts:

1. *CaMLA EPT*
2. *Nelson Denny*
3. Writing Sample

- If the student scores a 70 or above on the *CaMLA*, scores above a 10<sup>th</sup> grade reading level on the *Nelson Denny*, and scores above a 3 on the writing sample, the student will have achieved the level of proficiency needed to fully integrate into the undergraduate curriculum and may enroll in any undergraduate classes the academic advisor deems appropriate.
- If the student scores below a 70 on the *CaMLA*, the student may receive a grade of “F” in ENSL 096 and ENSL 098 and subsequently be required to repeat both courses.
- If the student scores below a 10<sup>th</sup> grade reading level on the *Nelson Denny*, s/he will be placed in ASC 100 College Reading in addition to regular classes.
- If the student scores below a 3 (UC Writing Rubric) on the writing sample, the student will be placed in standalone COMM 101 in addition to regular classes. These students will be permitted to take FYE courses after successful completion of COMM 101.

## Graduation

### Program Comprehensive Assessment

All students who plan to receive a baccalaureate degree must successfully complete a comprehensive assessment, usually during his or her final semester at the University. The assessment may be prepared and administered by faculty in the student’s major discipline or program, or it may be a nationally normed examination, such as the Graduate Record Examination or the National Teachers Examination. Details of the examination or assessment method in a particular major are available from the program chair for the major.

### University Exit Assessments

The University of Charleston requires one or more assessments as a condition for graduation, in addition to the comprehensive assessment done by the student’s major discipline or program.

## **Graduation Application**

A student must complete a Graduation Application in order to receive a degree. So that students may be appropriately advised, application deadlines are scheduled prior to registration for the expected final semester. Applications are available online and should be submitted to the Student Solutions Center. Specific deadlines will be published on the University webpage.

If a student applies for graduation but, does not graduate that semester he/she will be moved to the next semester at no additional charge. If the student fails to graduate in the new semester in which he/she was moved then the application is voided. The student will be required to submit a new graduation application and pay the graduation fee again.

## **Commencement Participation**

Students who have completed graduation requirements, submitted a Graduation Application and are no more than eight (8) credit hours from degree completion may request to participate in the next commencement ceremony.

## **Graduation with Honors**

To graduate with honors a student must have completed at least 50 percent of the course work required for graduation in the student's program at the University of Charleston. The student must also have maintained a minimum 3.50 GPA for all work completed at the University of Charleston. The type of honor awarded will be based upon the GPA on all work taken, including that of the student's last semester, as follows:

### **Bachelor's Degree**

- Cum laude, 3.50-3.74;
- Magna cum laude, 3.75 to 3.89;
- Summa cum laude, 3.90 to 4.0.

### **Associate Degree**

- With Honors, 3.50 to 3.74;
- With high honors, 3.75 to 3.89;
- With highest honors, 3.90 to 4.0

**Graduate Degrees:** Each graduate program determines the title and expectations for honors.

NOTE: Honors are based on all work completed at the University. Final grades must be officially entered for the course to be considered completed. Students who apply to graduate in August will **NOT** be recognized for honors in the May commencement ceremony. Honors will be denoted on the diploma and official transcript.



## Educational Records (FERPA)

### Family Educational Rights and Privacy Act Policy) Summary

The University of Charleston is committed to maintaining the confidentiality of student records and abides by the Family Educational Rights and Privacy Act (FERPA). The law ensures the confidentiality of student records, permits the student access to his or her records and prohibits the release of records except by permission of the student or by a court order, while permitting the continued release of “directory information” without specific permission of the student. Information determined to be part of a student’s educational record may be released according to the guidelines in this policy. Any other anecdotal information will not be released without the student’s express written consent and/or personal involvement.

### Educational Records

The University of Charleston designates the official records maintained in the following locations as educational records:

Record	Custodian
Registrar’s Office	Registrar
Student Solutions Center Cashier	Cashier – Student Solutions Center
Office of Student Leadership and Engagement	Dean of Students
Office of Financial Aid	Director of Financial Aid
Academic Success Center	Director, Academic Success Center

### Disclosure of Educational Records

In most cases, the University of Charleston will not disclose information from a student’s educational records without the written consent of the student. Normally, disclosure of educational records will occur only when the student or other eligible person makes an express request for such disclosure. All requests for information must be made in writing unless being made by an on-site University of Charleston official. The exceptions in which a student’s educational records may be disclosed without consent include:

- Requests from University of Charleston officials who have a legitimate educational interest in the records;
- Officials of another school in which a student seeks or intends to enroll;
- Requests from certain government officials;
- Appropriate parties in a health or safety emergency; and
- Requests from parents of an eligible student who is claimed as a dependent for income tax purposes. The University will assume students are independent until a written request is made and proof of dependency is shown.

A student’s grades will only be mailed to the home address if he or she completes the “Release of Student Information” form in the Student Solutions Center allowing grades to be sent to parents. Otherwise, grades are posted electronically only.

The University of Charleston will maintain a record of all requests for and/or disclosures of information from a student’s educational records, except for disclosure to

University officials. The student may review this disclosure record in the Student Solutions Center.

**The University of Charleston will not disclose information over the telephone, nor will it initiate disclosure, except in cases of health or safety emergencies, serious crimes or to complete financial obligations to the University.**

### **Directory Information**

The University of Charleston designates the following items as Directory Information:

- Student name, address, and telephone number;
- E-mail address;
- Date and place of birth;
- Major field of study;
- Participation in officially recognized activities;
- Height and weight of athletic teams;
- Dates of attendance;
- Degrees and awards received;
- Most recent school attended; and
- Other similar information.

The University may disclose any of these items without prior written consent of the student unless the student has completed and filed in the Student Solutions Center a “*Request to Prevent Disclosure of Directory Information*” form. This form must be completed annually.

### **Procedure to Inspect Educational Records**

Students may inspect and review personal educational records by submitting a written request to the custodian of the records or other appropriate University employee, stating as precisely as possible the record or records he or she wishes to inspect. The records custodian or an appropriate University employee will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in five (5) working days or less from the date of receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records relating to him or her. The fee for copies will be 50 cents per page and must be paid at the time copies are made.

The student has the right to inspect his or her educational records at least once per year. Transcripts may be reviewed by appointment in the Student Solutions Center.

### **Correction of Educational Records**

Students have the right to ask that records they believe are inaccurate, misleading or in violation of privacy rights be corrected. To initiate the process for the correction of records a student must submit a written petition to the custodian of the educational record, asking that it be amended. The petition should identify the part of the record to be amended, the reasons why the student believes it is inaccurate or misleading and the action requested.

## Academic Integrity

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The University of Charleston community holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic dishonesty will not be tolerated.

It should be noted that a hearing involving academic dishonesty – discussed below – is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members may use evidence and their professional judgment to determine whether a student has violated academic integrity. The expectation is to follow the rules of “preponderance of evidence” rather than “evidence beyond a reasonable doubt” in the process described below.

The University of Charleston believes that students learn and develop greater knowledge of academic integrity as part of our educational process. The Academic Integrity process is designed to facilitate a student’s development of this understanding while requiring accountability for violation of the policy. The following is an outline of the levels of academic integrity infractions and sanctions:

### Academic Dishonesty Levels

- 1) Minor Infraction (Student lacks understanding)
  - a. Examples include but are not limited to:
    - i. Repetitive improperly formatted citations within a document
    - ii. Improper citation – i.e. omission of references when in-text citation is present.
    - iii. Partial paraphrase, makes an attempt but lacks understanding
    - iv. Collaborating inappropriately while completing outside coursework.
  - b. Consequences
    - i. First infraction - Training with Reference & Instruction Librarian and/or possible failure of assignment at the faculty member’s discretion. Failure to comply within one month of notification will result in the sanction being upgraded to a standard infraction and the student will receive an automatic F in the course.
    - ii. Second infraction - This becomes a Standard Academic Violation. See section 2-b-i.
- 2) Standard Academic Violations (Cheating, plagiarism, fabrication or facilitating academic dishonesty)
  - a. Examples include but are not limited to:

- i. Cutting and pasting or manually copying another’s intellectual property w/o proper citation
    - ii. Cheating on exam
    - iii. Receiving answers from another student
    - iv. Giving answers to another student
    - v. False insertion of citation
    - vi. Copying a classmate’s assignment and passing it off as your own work.
    - vii. Third minor infraction
  - b. Consequences
    - i. First standard infraction (or second minor infraction) – Failure of the course (F). An “F” indicates that the course can be repeated and the grade can be replaced. Student must also complete training with the Reference & Instruction Librarian (See section 1-b-i.) If training is not completed the “F” will be change to an FX in the course. With an FX the student can repeat the course but the grade will remain on the student’s transcript and will be calculated in their GPA. (See section 2-b-ii)
    - ii. Second standard infraction - Failure of course with dishonor (FX). A student can repeat the course but the grade will remain on the student’s transcript and will be calculated in their GPA. Student must also complete training with the Reference & Instruction Librarian (See section 1-b-i.) If training is not completed the FX will be considered egregious. (See section 3-b-i)
    - iii. Third infraction – This becomes an Egregious Academic Violation. See section 3-b-i
- 3) Egregious Academic Violations (Above and beyond standard academic violations)
  - a. Examples include but are not limited to:
    - i. Third standard academic violation
    - ii. Stealing and/or sharing exams or other work or documents
    - iii. Buying or selling papers for the purpose of cheating
    - iv. Passing off another person’s work, in its entirety, as your own (even with that person’s permission)
    - v. Impersonating another student
  - b. Consequences
    - i. Failure of course with dishonor (FX) and expulsion from the university

## **Procedure**

If a faculty member has reason to believe that a student may have committed a violation of the Academic Integrity Policy, the faculty member will conduct an investigation to confirm or deny the violation. If the violation is confirmed then the faculty must make a reasonable effort to notify the student within two business days. The faculty member should schedule a meeting with the student within two business days of the notification.

When the student meets with the faculty member, the student should be presented with the evidence of the violation, told the level of infraction and the sanction for that infraction. The faculty member should inform the student of his/her right to appeal the decision. Finally, the faculty member should present the “Academic Integrity Violation Form”, request that the student review/sign the document and then provide a copy of the signed document to the student. If the student should choose to appeal, he/she should notify the Dean of the instructor’s school in writing within two business days of the meeting. If the student does not appeal within two business days, the decision will be upheld and the infraction/sanction will be recorded. The Dean will then notify the Reference and Instruction librarian of the sanction within two business days.

## **Appeal Process**

During an appeal process, the student should continue to attend class until a decision is rendered. The Academic Integrity Review Board will oversee the appeal hearings for all undergraduate and graduate students. The board will be made up an Academic Integrity Review Board Chair (non-voting member appointed by the Provost) and a Librarian (non-voting member appointed by the Director of the Library) along with eight voting faculty members; two faculty from the School of Business, two from the School of Pharmacy, two from the School of Health Sciences and two from the School of Arts and Sciences. The voting members will be appointed by the Dean of each school.

If the student notifies the Dean of his/her intent to appeal, the Dean will notify the Chair of the Academic Integrity Review Board. Within two business days of receipt of the appeal, the chair of the Academic Integrity Review Board or his/her designee will send a letter to the student to inform him/her of the date of the appeal hearing.

When a student attends the appeal hearing, they may bring a support person. The support person is present for moral and emotional support, and may not comment during the hearing. Due to the educational nature of the Student Expectations and Accountability Standards, parents, lawyers, and other advocates are not permitted at any hearing.

If the violation is a minor infraction, at least one person from the committee will meet with the student, review the appeal and decide whether or not to uphold the faculty member’s decision or to reverse the decision. The student will be notified of the decision by the chair of the Academic Integrity Board or his/her designee. If the decision is upheld, the infraction/sanction will be recorded into the student’s record. If the decision is reversed, the student’s record will reflect the reversal.

If the violation is a standard infraction, three out of eight voting members must be present from the committee to review the appeal and decide whether or not to uphold

the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded and the student will receive an "F" in the course if it is the student's first standard violation or an "FX" in the course if it is the student's second or third standard violation. If the decision is reversed, the student's record will reflect the reversal and the grade will be recorded by the faculty member as stated in the syllabus.

If the violation is an egregious infraction, at least seven voting members from the committee will review the appeal and decide whether or not to uphold the faculty member's decision or to reverse the decision. The committee's decision will be based upon a two-thirds majority. The student will be notified of the decision by the chair of the Academic Review Board or his/her designee. If the decision is upheld, the infraction will be recorded, the student will receive an "FX" in the course and the student will be recommended by the Academic Integrity Review Board for expulsion from the university. The chair of the committee will notify the Provost in writing and the final decision for expulsion will be made by the University of Charleston Provost and/or President. If the decision is reversed, the student's record will reflect the reversal. Regardless of the decision, the Dean will then notify the Reference and Instruction Librarian of this decision within two business days.

**Note on timing:** It is recognized that there may be times that, due to illness, travel, scheduled breaks, etc., the precise schedules indicated in the preceding paragraphs may not be achievable. In such cases, all participants must make good faith efforts to come as close to the schedules as possible. Hearings for alleged integrity violations that occur at the end of the spring semester present special challenges. For returning students, the schedule in the preceding paragraphs will remain in effect. Students suspected of violating academic integrity must work with faculty to attempt to resolve the integrity issue within two weeks of the last official day of the semester or wait until the beginning of the following semester to seek resolution. For a graduating senior suspected of violating academic integrity, he/she may walk at graduation if all other academic requirements have been met, but he/she will not receive a diploma until the integrity matter has been resolved.

## **TECHNOLOGY SUPPORT SERVICES**

*Scott Terry, Chief Information Officer*

### **Help Desk**

The University of Charleston Help Desk serves as the single point of contact between students, faculty and staff and the Information Technology Department. The Help Desk staff will assist you with your questions, requests and suggestions or route them to the appropriate area for resolution and provide status of your report. You have to be a member of the University of Charleston College community in order to take advantage of Help Desk services. Note that the Help Desk support for personally-owned devices (including mobile) is limited to email client setup and network connection.

### **Audiovisual Services**

Audiovisual Services supports the learning process by assisting students, faculty and the public with the equipment and expertise necessary for making presentations or developing multi-media projects. The department also provides services to external groups holding meetings on University of Charleston campuses. AV will need a 48 hour notice to be able to provide the services needed for requests.

### **For assistance by:**

Telephone: - call 1-304-357-HELP (4357) or 1-855-248-3416

Email: - contact [help@ucwv.edu](mailto:help@ucwv.edu)

In person: - visit the Help Desk located in Clay Tower Building 2<sup>nd</sup> Floor, in the Schoenbaum Library

### **Hours:**

The Help Desk is open five days per week when classes are in session. It is closed during College holidays and for other official College closures such as emergencies and severe weather.

#### **Help Desk Hours – Classes in Session (includes exam periods):**

Monday-Friday 7:30AM-6:00 PM

#### **Help Desk Hours – Classes Not in Session (includes vacations, summers, and Interterm):**

Monday - Friday, 7:30 AM to 6:00 PM

If you have a computer issue outside the Help Desk hours, please use the online ticket system or send email to [help@ucwv.edu](mailto:help@ucwv.edu). You will receive a response to your question as soon as possible when the Help Desk reopens.

Contact the Help Desk if you:

- Are having trouble with any of your accounts
- Need access to files or printers
- Cannot connect to the network or something on your computer isn't working properly

- Would like to know about options for sharing files, email, or calendars
- Need to purchase software or equipment
- Need service or advice about your personal computer or safe computing practices
- Think you have a virus or other computer problem
- Want to report a problem or place a request concerning a campus telephone
- Having a computer problem in a campus lab or classroom
- Have questions about software licensing or availability
- Have a computing need and don't know who to ask or where to begin

### **Additional Information**

- Classroom technology support
- Campus telephones and voicemail support
- eLearn\Moodle support
- Report problems with streaming video service

### **Password Resets**

- Password Resets are available during all hours of Help Desk operation for College passwords. Any community member can also reset his or her own password at [my.ucwv.edu](http://my.ucwv.edu), under change password link.



## CENTER FOR CAREER DEVELOPMENT (CCD)

*Hannah Johnson, Director*

The Center for Career Development (CCD) assists undergraduates, graduates and alumni in recognizing their full potential through assessment, self-awareness, career coaching, and educational events focused on the development of lifelong independent career planning skills.

The CCD provides instruction for developing skills necessary to succeed in college and professional life, as well as support and guidance in making positive and productive work/life decisions. Students are encouraged to begin working with the CCD to start planning their career path as early as their freshman year. Services include:

- **Individual Career Coaching** –By appointment or during walk-in hours, the CCD provides assistance in many areas, including choosing a major, making career choices, devising a job search plan, resumes, interviewing, and applying to graduate school.
- **Career Seminars & Workshops** – A variety of seminars and workshops are offered to students throughout the year. Topics include: writing resumes and cover letters, interview skills, job search strategies and job offer decision making, and applying to graduate school. The CCD also holds workshops on leadership, etiquette, and communication.
- **Online Resources** – The CCD has two other online career tools: SIGI and Optimal Resume. With SIGI, students can take personality and career assessment tests that will help them decide on a major or an occupation. Optimal Resume provides students assistance with building a resume, creating a cover letter or practicing for an interview. All online career resources can be reached at [www.ucwv.edu/ccd](http://www.ucwv.edu/ccd).
- **Job Listings and Resume Referral** – The CCD posts full-time, part-time, summer and internship opportunities. Students and alumni can access job listings through the CCD’s web-based system, Eagle Link. Students can house their resumes in Eagle Link, and employers can access students’ resumes either through a web resume book or by referrals by the CCD for specific positions.
- **Career Fairs** – Once a year the CCD organizes and assists with an All-Major Career Fair for students to obtain information about full-time, part-time, summer, and internship opportunities.
- **Career Development Week** – This is an annual week of career workshops presented by business professionals from the Charleston area. Topics include: networking, business etiquette, interviewing, resume writing and professional online presence.
- **Company Presentations** – Information sessions are provided by recruiters so students have an opportunity to evaluate and learn more about the companies and the opportunities on a local and national level.
- **Alumni Assistance** – After students graduate from UC, the CCD provides assistance to alums seeking new employment or facing a change in career goals.
- **Graduate Studies** – The Career Development Center (CCD) provides information on graduate education at UC or elsewhere.

- **Career Development Internship Program** – Internships are structured, educational work experiences designed to enrich and complement academic study. An internship enables students to discover the links that enable application of classroom knowledge to career discovery and practical work situations. The institution encourages all students to complete an experience-based learning experience before they graduate. With the internship experience, students gain a greater understanding of how global changes in the workplace impact careers and career transition. In addition students obtain knowledge, skills, and attitudes needed to succeed in life-long career planning.

Professional staff at the Center for Career Development will work with faculty and students to identify appropriate internship placement sites and work-site supervisors. The faculty member and student work together create a *Learning Contract* that specifies learning outcomes and competencies the student is expected to achieve, the method of assessing achievement and the means of maintaining communication between all parties. The faculty member or CCD personnel communicates the terms of the *Learning Contract* to the work-site supervisor. The supervising faculty member, the student, the work-site supervisor and the Center for Career Development all retain copies of the *Learning Contract*. The amount of academic credit granted for the Internship is determined based on the length and depth of the experience.

The CCD staff request that employers complete an *Internship Evaluation Rubric* based on the student’s work performance at the end of their internship. Faculty advisors are also sent a copy of the completed *Rubric*.

A quality internship requires students to deliberately prepare for and then reflect upon their field experience. Such an internship markedly increases the student’s professional options and opportunities at graduation.

In addition to extensive experience advising college students, our staff has a rich, hands-on understanding of occupations and the ever-changing world of work. Whether you are an undergraduate, graduate or alumnus/alumna, we are passionate about helping you reach your career goals.

## ACADEMIC SUCCESS CENTER

*Allison Grassie, Director*

*The mission of the Academic Success Center is to help students connect with academic resources and disability and testing services to become successful productive citizens who work toward a lifetime of enlightened living and worthwhile community involvement.*

### Peer Tutoring

- **Discipline-specific Tutoring:** Peer tutoring is available in a variety of subjects including writing, math, science, economics, accounting, nursing and radiology. Tutors can also assist with study skills and test-taking strategies.
- **Writing Tutoring:** For students who need tutoring specifically in writing, peer tutors are available to help generate, organize, and develop ideas for papers. Tutors can also explain punctuation and grammar, as well as teach students how to proofread, document secondary sources, and address a host of other writing-related issues. Additionally, tutors are trained to assist students with the COMM 101 and 102 portfolios. Our goal is to provide quality assistance, tools, and resources to help students become confident, independent writers.

\*Subjects and scheduling for peer tutoring vary by location, according to students' needs and the availability of qualified tutors.

### Online Tutoring

All UC students have access to the Smarthinking online tutoring tool. Online tutoring is provided in the following formats:

**Live, On-Demand Tutoring:** Using an advanced queuing system, students are connected on-demand with an expert educator. Students work one-on-one, in real time with a tutor, using the virtual whiteboard technology.

**Online Writing Lab:** Students can submit a paragraph or essay for individualized critique by expert writing tutors. Students complete a form that provides the tutor with information on the writing assignment and requested areas of assistance, then receive the help that they need with the writing assignment. Students can also request a review by an ESL (English as a second language), technical writing or creative writing expert when appropriate. Upon completion, students are notified that their review is available. Students receive feedback outlining the strengths, areas in need of improvement, and specific guidance to help them improve the quality and content of

**Submit a Question:** Students who do not need instant feedback can choose to submit an asynchronous question. Using the virtual whiteboard technology, students submit their question to a tutor and the student is notified when their comprehensive response is available.

**Schedule an Appointment:** Students who prefer to plan ahead can schedule a 30-minute appointment with a tutor of their choice. At the scheduled time, the student and tutor connect live using the virtual whiteboard technology.

For more information about tutoring at UC visit the ASC's Tutoring and Resources webpage.

## **Standardized Testing Services**

The University of Charleston offers a variety of standardized tests for UC students in Charleston. Tests offered include:

- CLEP\* (computer-based exams that allow students to prove mastery of college-level material in introductory subjects and earn college credit)
- DSST\* (computer-based exams that allow students to prove mastery of college-level material in introductory subjects and earn college credit)
- TEAS (Test of Essential Academic Skills for entrance into nursing school)
- ACT National (for undergraduate admission)
- ACT Residual (for undergraduate admission)
- LSAT (Law School Admissions Test)
- PRAXIS (exams measuring teacher candidates' knowledge and skills, used for licensing and certification processes.)

\*DANTES funding for service members available

For more information about standardized testing see the ASC's Standardized Testing Services webpage.

## **Services for Students with Disabilities**

The University of Charleston is committed to achieving equal opportunity for participation in all programs, services and activities. The Disability Coordinator works in collaboration with a variety of University offices (Housing, Dining Services, and the Department of Information and Instructional Technology) to ensure that individuals receive reasonable accommodations for documented disabilities in compliance with provisions in the Americans with Disabilities Act and the Section 504 of the Rehabilitation Act.

Individuals with requests for accommodations for documented disabilities are encouraged to contact the Disability Coordinator as soon as possible.

Disability Coordinator  
Allison Grassie, Director of the Academic Success Center  
allisongrassie@ucwv.edu  
(304) 347-6983

The University of Charleston pledges to abide by the following policies mandating accessibility in physical and digital environments.

### **Americans with Disabilities Act (1990) and Americans with Disabilities Act Amendments Act (2008)**

- Prohibits discrimination against individuals with a disability.

- Applies to everyone: faculty, staff, employees, student employees, students, and applicants.
- Requires reasonable accommodations be provided to ensure access to classes, events, and related curricular activities.

### **Section 508 - Technology Access**

- All electronic and information technology must be accessible to people with disabilities.
- Students with disabilities must be able to access computer hardware and software, web pages and the Internet, CD/DVDs, video/audio teleconferencing, etc.

### **Section 504 of the Rehabilitation Act**

Civil rights legislation that is applicable to all universities that receive federal funding. It states: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

#### **Accommodations for Individuals with Disabilities**

The following information and a step-by-step procedure for students applying for accommodations can be found on the Academic Success Center website at Services for Students with Disabilities.

#### **What are accommodations?**

Accommodations are adaptations and changes made to elements of a student's postsecondary program that help to compensate for the student's impairment(s) and provide equal access to students with disabilities. Here are the basics:

- Any student with a documented disability may be eligible to receive accommodations & services from the Academic Success Center.
- The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability.
- Accommodations are not a guarantee for success, but rather seek to promote non-discrimination and equal access opportunities.
- Accommodations are not student preferences; they are determined through an established review process based on documentation received regarding the student's disability.
- The law does not require institutions to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, they are mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability.
- In order to access accommodations, students must disclose their disability to the Academic Success Center and state their requested accommodations.

## **Expectations and Key Participant Roles in Accommodation Process**

It is important for the student, the faculty member, and the disability coordinator to be clear about their roles in the accommodation process. The roles of each participant in this process are as follows:

### **Student Role**

- Provide medical and/or psychological documentation to the disability coordinator
- Participate in process of determining and implementing reasonable accommodations
- Inform the disability coordinator when accommodations are not working, need to be modified, or symptoms change

### **Faculty Role**

- Referral to the Academic Success Center
- Participate in process to determine and implement reasonable accommodations
- Identify essential course components for accommodations to be determined
- Request assistance (From the disability coordinator) with accommodation, implementation, or consultation

### **Disability Coordinator Role**

- Maintain medical/psychological documentation in a confidential manner
- Determine if condition(s) are a disability in accordance with state and federal laws
- Identify and assist with implementation of reasonable accommodations
- Request updated documentation when symptoms change to determine if accommodations need to be modified
- Provide information and referral to university and community resources to resolve disability-related issues

\*Adapted from the Association on Higher Education and Disability

The University, recognizing that disclosure of a disability is a personal and private decision, relies on individual with the disability to self-identify; the University makes no preadmission inquiries about disabilities. All documentation is held in the strictest confidence and is not shared with other University offices without the consent of the student.

## **Service Animal Policy**

The University of Charleston recognizes that service animals perform a necessary service in assisting and accompanying you. We understand that your service animal is a working animal and will make every effort to educate the university community about the animal's service to you and provide the accommodations afforded a service animal.

The University of Charleston expects the partner/handler to be responsible for ensuring the safety of his/her service animal. While legal access rights are afforded users of assistance animals, the partner/handler has the responsibility of ensuring that the animal behaves and responds appropriately at all times in public. The animal and the partner/handler, as a team, must adhere to the same socially accepted standards as any individual in the university community.

### Definitions:

- **Animal in training:** an animal undergoing training to become a service animal. An animal in training has the same rights as a fully trained animal when accompanied by a trainer and identified as such.
- **Partner/Handler:** a person with a service or therapy animal. A person with a disability is called a partner; a person without a disability is called a handler.
- **Service Animal:** any animal individually trained to do work or perform tasks for the benefit of a person with a disability.
- **Team:** a person with a disability or a handler and his/her service animal. The two work together as a team in accomplishing the tasks of everyday living.
- **Therapy Animal:** an animal that does not assist an individual with a disability in the activities of daily living. These animals are not protected by the laws for service animals.

### Types of Service Animals:

- **Guide Animal:** an animal carefully trained to serve as a travel tool by individuals who have severe visual impairments.
- **Hearing Animal:** an animal trained to alert a person with a significant hearing loss when a sound, e.g., knock on the door, occurs.
- **Service Animal:** an animal trained to assist a person who has a mobility or health impairment. Types of duties the animal may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after the person falls, etc. Service animals can sometimes be called assistance animals.
- **SSIG (Sensory Signal) Animal:** an animal trained to assist a person with autism. The animal alerts the partner to distracting, repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from an animal that an animal might give to a person with visual or hearing impairments.
- **Seizure Disorder Animal:** an animal trained to assist a person with a seizure disorder. The methods the animal uses to serve the person may vary, depending on the person's needs. The animal may stand guard over the person during a seizure, or the animal may go for help. A few animals have somehow learned to predict a seizure and warn the person in advance.

## **Long-Term versus Short-Term Use**

Students desiring to use a service animal on campus should first contact the Disability Coordinator to register as a student in need of an accommodation. The Disability Coordinator will evaluate the documentation of the student's condition, determine if a disability exists, and discuss with the individual any accommodations appropriate to the functional limitations of the disability.

## **Documentation and Requirements**

**Documentation:** The handler/partner requesting accommodations for a service animal must provide documentation from an appropriate, licensed professional of his/her need for the service animal. The partner/handler of the service animal must provide proof, which will be kept on file in the Academic Success Center, that the animal has met the following requirements:

**Training:** The partner/handler must provide documentation that the service animal has undergone training to be a service animal.

**Licensing:** The animal must meet City of Charleston licensing requirements and wear the tags designated by the City of Charleston if the animal resides on the University of Charleston campus. If, however, the service animal accompanies a commuter student and resides in a different locale, the animal must meet the licensing requirements of the student's resident town and wear the tags designated by that community.

**Health Records:** The animal must have a health statement, including vaccinations against diseases common to that type of animal, from a licensed veterinarian dated within the past year. Annual updates must be provided. The animal must be well groomed, and measures should be taken at all times for flea and odor control. Consideration of others must be taken into account when providing maintenance and hygiene of service animals.

## **Control Requirements**

The service animal must be on a leash or other restraining device at all times. Also, the service animal must wear a collar or harness identifying it as a service animal.

The partner/handler must be in full control of the service animal at all times. The care and supervision of the service animal is solely the responsibility of its partner/handler.

## **Service Animal Etiquette**

**The service animal must adhere to the following rules at all times:**

- Not be allowed to sniff people, store shelves, eating tables, or personal belongings of others;
- Not initiate contact with someone without the direct permission of the partner/handler;
- Not display any behaviors or noises that are disruptive to others, such as barking, whining, growling, etc.;
- Not block aisles or passageways; and
- Be trained to not be attracted to food in common areas.



**Students/staff/faculty/administration must adhere to the following rules at all times:**

- Not to pet a service animal that is working. Service animals are trained to be protective of partners/handlers, and petting the service animal distracts the animal from its responsibilities;
- Not feed a working service animal. The animal may have specific dietary requirements. Unusual food and/or an unexpected time may cause the animal to become ill;
- Not deliberately startle, tease, or taunt a service animal;
- Not separate or attempt to separate a service animal from its partner/handler;
- Not hesitate to ask a student if he/she would like assistance if the team seems confused about a direction, an entrance, location, etc.; and
- Not give a service animal alcoholic beverages or illegal narcotics on or off campus. To do so will result in disciplinary action through the Office of Student Leadership and Engagement.

**Conflicting Disabilities**

Some people may have a disability that is precipitated by an allergic reaction to animals. Persons with asthma/allergy/medical issues who object to the presence of the animal must register their objection with the Disability Coordinator. The person making the objection must provide verifiable medical documentation to support his/her claim(s). Action will be taken to consider the needs of both persons to resolve the conflict as efficiently as possible.

**Residence Halls**

The guidelines for conflicting disabilities apply in the residence halls also. If there is an allergy/animal conflict within a residence hall that cannot be resolved agreeably, the Director of Residence Life, the Vice President for Student Development, and the Disability Coordinator will collaborate on a solution.

## INTERNATIONAL AND ENGLISH AS A SECOND LANGUAGE (ENSL) PROGRAMS

*Elizabeth Slack, Director*

The Department of International and ESL Programs seeks to engage and support international students, provide opportunities for all University of Charleston students to have multicultural experiences, and promote the exchange of educational and cultural ideas.

The Department of International and ESL programs, which is [described further](#) in the section of this *Academic Catalog* entitled “[Office of Student Leadership and Engagement](#),” offers significant assistance to international students. Courses offered for students whose first language is not English are described in the [Undergraduate Course Listings](#) in the section titled English as a Second Language (ENSL).

English as a Second Language students need to demonstrate achievement of a minimum standard of English proficiency in reading and listening comprehension as well as writing and speaking. Based on documentation submitted to the Admissions Office as well as a diagnostic exam given jointly by the Director of International Programs and the Director of the Academic Success Center, students may be placed in the ENSL program or the “bridge” program for further development of their language skills.

To successfully integrate into the regular curriculum, it is imperative that ENSL students reach a certain standard of English language proficiency. If they fail any of the ENSL courses, they will be required to retake them. Students may retake each ENSL course only once. If a student does not successfully complete the ENSL “bridge” program, he/she will not be able to continue enrollment at the University of Charleston. Passing a required ENSL course includes attendance as well as adequate performance.

Completion of the ENSL program includes the following:

- ENSL 095—[High Intermediate](#) with a grade of “C” or higher unless a student tested out of this course with a score of 60% or higher.
- ENSL 096 – [Advanced English](#) with a grade of “C” or higher unless a student tested out of this course with a minimum score of 85%.
- ENSL 097 – [English Conversation](#) with a grade of “C” or higher unless the student was not required to take this course based on a diagnostic evaluation by the ESL Program Director.
- ENSL 098 – [Academic Reading and Writing](#) with a grade of “C” or higher unless the student was not required to take this course based on a diagnostic evaluation by the ESL Program Director.

**SCHOENBAUM LIBRARY**  
*John Adkins, Director of Library Services*

The ability to efficiently locate and critically evaluate information is an indispensable skill for the 21<sup>st</sup> century student. University of Charleston Library faculty work closely with classroom faculty to ensure that students acquire the information and technology skills they will need to live, work and participate in an information society. Students must demonstrate achievement of these skills to meet the Critical Thinking Liberal Learning Outcomes necessary for graduation.

The Schoenbaum Library is a state-of-the-art facility equipped with wireless networking, a technology-rich classroom and four group-study rooms equipped with whiteboards, network ports and video players.

Student learning is supported by an array of resources. The combined library has a strong collection of print and electronic resources. The collections include approximately 85,000 books, nearly 200,000 e-books, and over 3,500 audiovisual items. Over 50,000 journal titles are available either in print or electronically and are accessible from any web-enabled computer, on or off our campuses. All resources are available to students in Charleston or to online students either electronically or through document delivery services.

The library also boasts several archival and rare book collections, as well as an outstanding collection of art and sculpture by regional, national and international artists.

A skilled, professional reference staff is available to students during regular library hours. Students can also submit reference questions via e-mail to [librarian@ucwv.edu](mailto:librarian@ucwv.edu) at any time.

## OFFICE OF STUDENT LEADERSHIP AND ENGAGEMENT

*Ms. Virginia Moore, Dean of Students*

The Office of Student Leadership and Engagement plans and implements all Orientation programs. New Student Orientation is a vital part of the student's first-year experience. Students learn about the campus, its services and the curriculum. Activities are scheduled to help him or her begin to make friends and feel at home in a new environment.

The first day of New Student Orientation is also the first day of classes for freshman students. Students will meet faculty, have a Service Learning experience and begin the work of meeting the Liberal Learning Outcomes.

### **Residence Life and Housing**

Residence hall living is an integral part of the student's collegiate experience. Close proximity to classes, activities and development of lifelong friendships are a few of the benefits of living on campus.

### **Housing Application**

All students who wish to reside on campus must sign a Residence Hall Contract, which is an agreement for the entire academic year for their housing assignment and meal plan. Applications for housing and meal plans are available on the UC website at <http://www.ucwv.edu/UC-Life/Residence-Life/Apply-for-Housing/>.

All students requesting housing must be accepted by the University of Charleston as full-time, registered students or receive written permission from the Director of Residence Life. All freshman and sophomore students are required to live in a residence hall unless their permanent home address is within a 60-mile radius of the University, or they are married, age 21 or older, or a parent/guardian caring for a dependent child. If a student meets one of the qualifying exemptions he or she must complete an on-campus housing exemption form online at <http://www.ucwv.edu/UC-Life/Residence-Life/Housing-Exemption-Application/>. In addition, all students holding Edwin H. Welch Colleague Scholarship are required to live on campus for four years unless they are married or a parent or guardian caring for a dependent child.

A housing application is used to match students with similar interests and values in the housing assignment process. Reciprocal roommate requests are honored when possible, if applications with such requests are returned by the deadline. Housing assignments for freshmen are made throughout the summer after immunization records and health insurance information is received in the Office of Student Leadership and Engagement. By August, each student will receive a letter confirming his or her University of Charleston residence hall assignment and stating the date the residence halls will open for student occupancy. In addition, the letter will provide the name and telephone number of the student's roommate.

## **Housing Cancellation/Withdrawal**

If the application for room assignment is accepted but the student decides not to live in the residence hall, the Director of Residence Life must be notified in writing. The Residence Hall Contract designates conditions for refunds on the room rate and the damage deposit.

## **Vacations**

The residence halls are open throughout the academic year (including Thanksgiving and Spring Breaks), and closed during Winter Break. When a student leaves for the summer months all personal property must be removed from the room.

## **Meals for Residential Students**

All residents must purchase a University Meal Plan. Although the residence halls are open for Thanksgiving and Spring Breaks, dining services may be closed and alternative plans for dining should be made by students.

## **Living/Learning Communities**

The Office of Student Leadership and Engagement helps coordinate Freshman Living/Learning Communities. Each student enrolled in UNIV 101 and UNIV 102 is part of a living/learning community. These students attend mentoring class together one hour per week and participate in educational and community service activities as a group throughout the first year. This approach helps students connect curricular experiences with co-curricular programs and learning activities. Commuters are involved in the Living/Learning Communities, along with the other members of their mentoring groups, through participation in these programs and learning activities.

## **Student Regulations**

Students admitted to the University of Charleston must subscribe to the mission and core ethical values of the University. Expectations for student conduct are set forth in the Student Handbook and other official documents, including this *Academic Catalog*. It is the student's responsibility to study the *Student Handbook* and this *Academic Catalog* carefully, and to become fully acquainted with both the student regulations and the principles and practices regarding student honesty in academic affairs. This publication also contains information on other student services, including motor vehicle privileges, check cashing, student identification cards and insurance.

## **International and ESL Programs**

The Department of International and ESL Programs is committed to promoting the exchange of educational and cultural ideas both at the University of Charleston and the greater Charleston community. Through the development and offering of programs and services for students and faculty, the department supports the process of internationalizing the campus.

New international students are supported by the Director of International Programs, who assists them as they adapt to an American campus as well as a new culture. Additionally, an orientation is provided to international students prior to the fall and

spring semesters. Upon arrival, international students take a diagnostic English examination and are placed in English as a Second Language (ESL) courses as deemed necessary for their academic success.

All students on campus are welcome to join the Global Student Organization (GSO), which aims to create and promote multicultural experiences on campus and throughout the community. Annual campus-wide international activities include International Education Week in the fall and World Fest in the spring. For more information or questions about international and/or ESL programs at the University, please contact the Director of International and ESL Programs at (304) 357-4881.

### **Student Government Association (SGA)**

Each student at the University of Charleston registered for twelve (12) or more credits is encouraged to become active in the Student Government Association, which provides an opportunity for involvement with campus issues and concerns. The SGA expresses student opinions, disseminates information to the student body, provides student leadership and represents the student body at various functions, offering students effective channels of communication throughout the University.

### **Student Activities Board (SAB)**

The Student Activities Board (SAB) works with the Coordinator of Student Involvement to provide programs of an educational, cultural, and social nature such as lectures, comedy events, novelty artists, and other events to meet the needs and interests of the student population. Students are encouraged to take an active role in the planning, programming, and participation in these activities. The SAB offers both residential and commuter students an assortment of quality programs that enhance the social and academic aspects of a student's experience.

### **Greek Life**

Greek life at the University of Charleston contributes to the unique experience of student development through the virtues of scholarship, leadership, community service, development of lifelong friendships, and the ideals of each Greek organization. The University of Charleston has one local fraternity, **Tau Omega**, and three local sororities: **Delta Phi Delta, and Theta Kappa Pi and Beta Tau Epsilon**. Greek organizations hold recruitment (rush) during the fall and spring semesters, giving students the opportunity to meet with the Greek organizations and learn more about Greek life and its benefits. Being a Greek promises an active role in campus life, and encourages development in leadership roles and teamwork.

### **Student Organizations**

The University of Charleston has a large number of diverse and interesting student organizations registered with the Office of Student Leadership and Engagement. Current organizations are listed below, and any group of students may form a new organization. The process is simple and details can be found on the website or in the Office of Student Leadership and Engagement.

## Active UC Student Organizations

Governing Organizations	Greek Organizations
Student Government Association (SGA)	Theta Kappa Pi (Local Sorority)
Delta Phi Delta (Local Sorority)	Beta Tau Epsilon (Local Sorority)
House of Governors (HOG)	Tau Omega (Local Fraternity)
Greek Council	
Resident Hall Association (RHA)	Programming Organizations
	Student Activities Board (SAB)
Media Organizations	Honorary Societies
The Eagle (Newspaper)	Chi Beta Phi (Science)
Departmental / Professional Organizations	Iota Tau Alpha (Athletic Training)
American Chemical Society (ACS)	National Residence Hall Honorary (NRHH)
American Society of Interior Designers (ASID)	Order of Omega (Greek)
Concert Choir / University Singers	Phi Alpha Theta (History)
ENACTUS	Pi Gamma Mu (Social Science)
Radiology Club	Pre-Professional Health Care Society
Sports Medicine Club (SPMD)	Psi Chi (Psychology)
Student Ambassador Association (SAA)	Sigma Tau Delta (English)
Departmental / Professional Organizations	Special Interest Groups
American Chemical Society (ACS)	Because Christ Matters (BCM)
American Society of Interior Designers (ASID)	Black Student Organization (BSA)
Concert Choir / University Singers	Catholic Campus Ministries (CCM)
ENACTUS	College Republicans
Radiology Club	Eagles on a Mission
Sports Medicine Club (SPMD)	Global Student Organization (GSO)
Student Ambassador Association (SAA)	Humanitarian Relief Club
Student-Athlete Advisory Committee (SAAC)	Muslim Student Association (MSA)
Student Nursing Association (SNA)	Phi Beta Lambda
Student Accounting Society	Pre-Professional Healthcare Society (PPHS)
Sports Medicine Club (SPMD)	The Cause
	TOMS Campus Club
	UC Unity
	UC Anime Club
	Young Republicans
	Young Life

## **ATHLETICS AND RECREATION**

### ***Dr. Bren Stevens, Athletic Director***

Teams and individuals at the University of Charleston have had notable successes in athletics, winning conference and regional championships and advancing to the NCAA national tournament in a variety of sports. In 2015-16 six teams advanced to the National Tournament in the sports of football, men's soccer, women's soccer, women's tennis, softball and men's golf. The university's men's soccer team advanced into the Final Four and the softball program competed in the World Series.

University teams utilize the best athletic facilities available, on and off campus. These include the University of Charleston Stadium, Triana Field and Appalachian Power Park for baseball, Watt Powell Annex Softball Field, Trace Fork and Schoenbaum Fields are utilized for soccer and outstanding public and private facilities for tennis and golf. The Russell and Martha Wehrle Innovation Center will be the new home for men's and women's volleyball and men's and women's basketball.

Division II of the National Collegiate Athletic Association (NCAA) and the Mountain East Conference (MEC) govern intercollegiate Athletics at the University of Charleston. Membership in the Mountain East Conference includes the following institutions, UC, WV State, Concord, Glenville, West Liberty, Wesleyan, Wheeling Jesuit, UVA-Wise, Notre Dame, Urbana, Fairmont and Shepherd University. The Mountain East Conference is a part of the Atlantic Region and is comprised of approximately 42 colleges and universities.

#### **Men's Intercollegiate Athletics**

Male student-athletes compete in ten intercollegiate sports: baseball, basketball, cross country, football, golf, indoor track, soccer, track and field, tennis and volleyball. Scholarships are available in all ten sports and are awarded at the discretion of each individual head coach.

#### **Women's Intercollegiate Athletics**

Female student-athletes compete in eleven intercollegiate sports at the University of Charleston: basketball, cross country, golf, indoor track, lacrosse, rowing, soccer, softball, tennis, track and field, and volleyball. Scholarships are available in all eleven sports and are awarded by the head coaches for those respective programs.

#### **Cheerleading**

The University of Charleston also recruits talented individuals for its Cheerleading team. Interested students should contact the Head Cheerleading Coach for more information. Scholarships are available and are awarded at the discretion of the head coach.



## **Intramural Athletics**

The Intramural sports program provides all students, faculty, and staff opportunities to participate in their favorite sports and activities while at the University of Charleston. Activities for men, women, and coed teams are offered, including basketball, broom ball, flag football, powder puff football, softball, soccer, volleyball, water polo and many other challenging events.

## **Recreation**

The Morrison Fitness Center has state of the art cardio machines, along with workout rooms, free weights and a large variety of Cybex strength equipment which includes selectorized and plate loaded pieces. Special classes such as: Zumba, Yoga and other fitness opportunities are scheduled on a regular basis by the Fitness Center Director. Additional recreation facilities include two gymnasiums, an indoor swimming pool, and two handball/racquetball courts. Facilities are open for the use of students, faculty, and staff with a validated University I.D. card.



**Morrison Fitness Center**

**SCHOOL OF ARTS & SCIENCES**  
**MORRIS HARVEY DIVISION**  
*Dr. Barbara Wright, Dean*

The School of Arts and Sciences provides a solid Liberal Arts education for all students, in addition to major courses of studies in the traditional disciplines. Our mission is to provide a high quality liberal, scientific, and pre-professional education -- engaging students and faculty in an active search for learning – and to prepare our graduates for a lifetime of productive work, enlightened living and community involvement.

There School offers programs leading to the Bachelor of Arts or Bachelor of Science degree. Requirements for these degrees can be found in the program descriptions that follow.

The School has programs in the following areas:

- [ART](#)
- [BIOLOGY](#)
- [CHEMISTRY](#)
- [EDUCATION](#) (VARIOUS CERTIFICATIONS)
- [ENGLISH](#)
- [HISTORY](#)
- [INTEGRATED COMMUNICATIONS](#)
- [INTERIOR DESIGN](#)
- [POLITICAL SCIENCE](#)
- [PSYCHOLOGY](#)

Minors and career concentrations are available in many of these fields. Requirements for majors and minors are detailed in specific program descriptions.

In addition to oversight of the traditional programs, the School of Arts and Sciences has primary responsibility for advising students pursuing an Individualized Major, as well as oversight of the First-Year Program and the institution's signature Edwin H. Welch Colleague Program.

## DEPARTMENT OF EDUCATION

*Dr. Raymond Singleton, Chair*

### Mission Statement

The Education Department at the University of Charleston (UC) prepares students who will be *committed educators, lifelong learners, and community servants*. More specifically, the education faculty provides students with the opportunity to develop the knowledge (KNOW), skills (DO), and dispositions (BE) to become an effective educator.

**Programs in the Education Department are delivered at the Charleston campus only.**

**There are two program tracks that lead to a Bachelor's degree in the Education Department:**

Teacher Education Program (certification track):

- Elementary Education (K-6)
- Elementary Education (K-6)/Special Education (K-6)
- Secondary Special Education (5-Adult)

Educational Studies Program (non-certification track):

- Elementary Studies and Child Development

### Admission to the Teacher Education Program

Students who have gained general admission to the University of Charleston and wish to be admitted to the Teacher Education Program take courses during the first two years at the institution to meet Liberal Learning Outcomes and satisfy Education core requirements. To be officially admitted to the Teacher Education Program, the student must:

- have completed 60 credit hours of coursework by the end of the semester in which they apply;
- have completed 50 clock hours of fieldwork by the end of the semester in which they apply;
- have an overall *GPA* of at least **3.0**;
- have passing *Praxis Core* (Reading, Writing and Math) scores on file (or an ACT score of 26 or above or SAT score of 1170 or above);
- have completed and passed a background check through CertifiedBackground.com
- have signed the West Virginia Background Check policy statement
- have completed and passed all freshman level portfolios with a grade of C or above - COMM 101, COMM 102, SPCH 103, UNIV 101, UNIV 102 (UNIV 203, if a transfer student) and UNIV 112;
- complete the *Admission to the Education Department (Panels Process)*; which includes an interview and submission of a portfolio. More detailed information concerning the *Panels Process* and *Admission Requirements* can be found at <http://www.ucwv.edu/Academics/Degree-Programs/Undergraduate-Programs/Education/Program-and-Admission-Requirements/>

University of Charleston Academic Catalog

Upon completion of the **Panel Process**, students are fully admitted, provisionally admitted, or denied admission to the program. Provisional or denied students have two semesters (including summer) to make up deficiencies. If deficiencies are not taken care of in that time, then students may be counseled or re-advised into other programs.

### **Eligibility for Student Teaching**

To be eligible to enroll in student teaching, the teacher candidate must meet the following requirements:

- a. Receive full admission to the Teacher Education program;
- b. Submit application approved by the Chair of the Education Department within the six months prior to the planned student teaching experience;
- c. Submit application for Student Teaching Permit, including fingerprinting and consent to have your fingerprint results submitted to the West Virginia Department of Education;
- d. Complete a minimum of 96 semester hours of appropriate credit with an overall **2.75** cumulative grade point average;
- e. Complete at least  $\frac{3}{4}$  of the total course requirements in one's teaching content area plus EDUC 320 (Integrated Methods);
- f. Complete all required professional education and most teaching specialization courses with no less than a **3.0** GPA and replace all D's, F's, or I's with a grade of "C" or better before student teaching;
- g. Must have taken and passed the Praxis II subject area content test(s) required for their major.

Note: Candidates cannot be concurrently enrolled in student teaching and have recorded deficiencies in any academic course work or be seeking retake **Praxis Core or Praxis II content** measures that were previously failed.

For more information about Student Teaching requirements, see the *Education Department website* at <http://www.ucwv.edu/Academics/Degree-Programs/Undergraduate-Programs/Education/Program-and-Admission-Requirements/>

### **Admission to the Educational Studies Program**

Students who have gained general admission to the University of Charleston and wish to be admitted to Educational Studies take courses during the first two years at the institution that meet Liberal Learning Outcomes and satisfy Education core requirements. To be officially admitted to the Educational Studies Program, the student must:

- have completed 60 credit hours of coursework by the end of the semester in which they apply;
- have completed 50 clock hours of fieldwork by the end of the semester in which they apply;
- have an overall **GPA** of at least **2.5**;
- have completed and passed a background check through CertifiedBackground.com
- have signed the West Virginia Background Check policy statement

- have completed and passed all freshman level portfolios with a grade of C or above - COMM 101, COMM 102, SPCH 103, UNIV 101, UNIV 102 (UNIV 203, if a transfer student) and UNIV 112;
- complete the *Admission to the Education Department (Panels Process)*; which includes an interview and submission of a portfolio. More detailed information concerning the *Panels Process* can be found at <http://www.ucwv.edu/Academics/Degree-Programs/Undergraduate-Programs/Education/Program-and-Admission-Requirements/>

Upon completion of the *Panel Process*, students are fully admitted, provisionally admitted, or denied admission to the program. Provisional or denied students have two semesters (including summer) to make up deficiencies. If deficiencies are not taken care of in that time, then students may be counseled or re-advised into other programs.

### **Eligibility for Internship**

To be eligible to enroll in student teaching, the teacher candidate must meet the following requirements:

- Receive full admission to the Educational Studies program;
- Submit application approved by the Chair of the Education Department within the first month of the semester prior to the planned internship;
- Submit application for Student Teaching Permit, including fingerprinting and consent to have your fingerprint results submitted to the Education Department;
- Complete a minimum of 96 semester hours of appropriate credit with an overall **2.5** cumulative grade point average;
- Complete at least  $\frac{3}{4}$  of the total course requirements in one's teaching content area plus EDUC 320 (Integrated Methods);
- Complete all required professional education and most Educational Studies specialization courses with no less than a **2.5** GPA and replace all D's, F's, or I's with a grade of "C" or better before internship; and

Note: Candidates cannot be concurrently enrolled in internship while meeting course deficiencies.

For more information about Internship requirements, see the *Education Department website* at <http://www.ucwv.edu/Academics/Degree-Programs/Undergraduate-Programs/Education/Program-and-Admission-Requirements/>

### **The Education Department for the University of Charleston is required to meet the Council for the Accreditation of Educator Preparation (CAEP) Accreditation Standards:**

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 4: Program Impact

Standard 5: Provider Quality Assurance and Continuous Improvement

## **The Education Department faculty prepares candidates to meet the West Virginia Professional Teaching Standards (WVPTS):**

- Standard 1 - Curriculum and Planning
- Standard 2 - The Learner and the Learning Environment
- Standard 3 – Teaching
- Standard 4 – Professional Responsibilities for Self-Renewal
- Standard 5 – Professional Responsibilities for School and Community

## **Education Department Outcomes**

Education graduates:

- apply and demonstrate discipline specific content knowledge, skills, and practices
- apply and demonstrate developmentally appropriate pedagogical knowledge, skills, and practices to prepare P-12 students for college and career readiness
- exhibit appropriate, professional dispositions required of educators
- demonstrate high academic achievement and ability (i.e., candidate selectivity and quality)
- demonstrate, analyze, and evaluate their effectiveness and impact on P-12 student learning
- apply, demonstrate, analyze, and evaluate their ability to effectively plan, provide, and assess instruction during clinical practice
- demonstrate fulfillment of UC’s Liberal Learning Outcomes at all 3 levels

## **The Education Department also requires candidates to follow the “Code of Ethics of the Education Profession” which were adopted by the 1975 Representative Assembly of the National Education Association:**

*As a future educator, it is imperative that all teacher candidates project and embrace the following Code of Ethics for Education.s*

### ***Preamble***

“The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The possible degree of ethical conduct, “*The Code of Ethics of the Education Profession*” indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provisions of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.”

### ***Principle I: Commitment to the Student***

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

***In fulfillment of the obligation to the student, the educator:***

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to harassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
  - a. exclude any student from participation in any program;
  - b. deny benefits to any student;
  - c. grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by the law.

***Principle II: Commitment to the Profession***

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

***In fulfillment of the obligations to the profession, the educator:***

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

*Reprinted with permission from the National Education Association (1995). Code of Ethics of the Education Profession, NEA Representative Assembly.*

**Field Experience**

All UC Education programs feature a strong field-experience component beginning in the freshman year and culminating with student-teaching or internship. Students are placed in a variety of economically and ethnically diverse school placements featuring urban, suburban, and rural schools.

West Virginia Codes apply to Education Majors when they are completing their field experiences, during their student teaching or in the job setting:

**18A-3-2a, 18A-3-6: Grounds for Revocation or Suspension of Certificates.** “The [State] Superintendent may, after ten (10) days’ notice and upon proper evidence, revoke or suspend the certificate(s) of any teacher for drunkenness, untruthfulness, immorality, or for any physical, mental or moral defect which would render him/her unfit for the proper performance of his or her duties, or for any neglect of duty or refusal to perform the same, or for using fraudulent, unapproved, or insufficient credit; or for any other cause which would have justified the withholding of a certificate when the same was issued.”

**18A-3-2a, 18A-3-6: Grounds for Denial of Licensure for Cause.** “A certificate shall not be issued to any person who is not of good moral character and physically, mentally, and emotionally qualified to perform the duties for which the certification would be granted or for any other cause which would justify the revocation or suspension of certification.”

**WV Board of Education Policy 1340: “Duty of County Superintendent.** It shall be the duty of any county superintendent who knows of any immorality or neglect of duty on the part of any teacher, **including student teachers**, to report the same, together with all the facts and evidence, to the [State] Superintendent for such action as may be proper. **In the case of a student teacher, the county superintendent must also send the report to the appropriate teacher preparation institution.** Failure to report such information, if willful, may be grounds for revocation of the certificate of the county superintendent.”

Upon initial enrollment, Education majors will be asked to sign a statement in which they document their understanding that they will be **required to submit fingerprints to the county school system prior to student teaching.** At graduation **when certification application is submitted, teacher candidates are required to again be fingerprinted and submit to a criminal background check as a condition for employment and/or certification.** Employment and/or certification may be denied based of results of this background check.

Part of the certification form submitted to the WVDE asks candidates about:

- 1) Have you ever had adverse action taken against any application, certificate, or license in any state?
- 2) Have you ever been disciplined, reprimanded, suspended, or discharged from any employment because of allegations of misconduct?
- 3) Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of alleged misconduct?
- 4) Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?
- 5) Have you ever been arrested, charged with, convicted of, or are currently under indictment for a felony? \*
- 6) Have you ever been arrested, charged with or convicted of a misdemeanor? (For the purpose of this application, minor traffic violations should not be reported.) Charges or convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported. \*

If a candidate answers yes to any of the previous questions, he/she must submit a narrative with the application including dates, locations, school systems, and all/any other information that explains the circumstance(s) in detail. \*For a YES response to items 5 & 6, the following must be included for all charges, including those that



have been dismissed or expunged: 1) Judgment Order; **OR** 2) Final Order; **OR** 3 Magistrate Court Documentation; **AND** 4) all other relevant court documentation.

## What You Will Study

Education degrees require at least 120 credits, including 24 credits of Professional Education Core courses, 14 credits of clinical practice component, specified credits of Liberal Learning Outcomes, and a variable (depending on major) number of credits in the student's chosen content area(s). The State of West Virginia Department of Education and the Education Department requires a minimum of 125 hours of field experience before beginning student teaching.

## Teacher Education Majors and Certification Areas

- Elementary Education (K-6)
- Elementary Education/Special Education (both certifications K-6)
- Secondary Special Education (5-Adult)

## Additional Teacher Certification Areas Available

- Secondary Special Education Certification: All UC students have the opportunity to obtain Secondary Multi-categorical Special Education certification (Grades 5 to Adult) regardless of their major. They must choose at least one of the following content endorsement areas: English, Mathematics, Social Studies, Biology, or General Science. This includes students who already have a degree in a health science related area (i.e., Health Promotion).
- Multi-categorical Special Education for K-6: Current Elementary teachers may also add Multi-categorical Special Education certification through our program.
- Multi-categorical Special Education for 5-Adult: Current Middle School and Secondary teachers may also add Multi-categorical Special Education certification through our program.

## Educational Studies Majors

- Elementary Studies and Child Development (learning and development for early and middle childhood)

## Professional Education Core (Required for ALL majors)

### Foundations and Professional Components

EDUC 100	Introduction to Education	3 credits
EDUC 203	Survey of Students w/Exceptionalities	3 credits
EDUC 204	The Inclusive Classroom	3 credits
EDUC 250	Technology in the Schools	3 credits
EDUC 299	Theories of Learning and Teaching	3 credits
EDUC 311*	Assessment & Diagnosis	3 credits
EDUC 320*	Integrated Methods	3 credits
PSYC 212	Life Span Development	3 credits
<b>Total</b>		<b>24 credits</b>

\*Enrollment in these courses requires admittance to the Education Department or special permission from the Chair of the Education Department.

### Teacher Education Program Clinical Practice Component

EDUC 496	Seminar for Student Teaching/Internship	2 credits
EDUC 497	Student Teaching in the Content Areas	12 credits
<b>Total</b>		<b>14 credits</b>

### OR for Special Education

EDUC 422	Student Teaching in Special Education	6 credits
EDUC 497	Student Teaching in the Content Areas	6 credits
EDUC 496	Seminar for Student Teaching/Internship	2 credits
<b>Total</b>		<b>14 credits</b>

### Educational Studies Program Clinical Practice Component

EDUC 496	Seminar for Student Teaching/Internship	2 credits
EDUC 498	Internship in Educational Studies	12 credits
<b>Total</b>		<b>14 credits</b>

### Four Year Degree Plans

The degree plans outlined on the following pages list the required courses for each major, with a recommended plan for their accomplishment. Students should work closely with department faculty to assure they are enrolling in needed courses, as not all courses are offered every semester. *NOTE: these are only plans; students frequently take courses in a slightly different sequence depending upon course rotations, course availability, transfer equivalencies, low enrollment, and/or staffing changes. In addition, students who seek to complete their degree in less than four years must accept responsibility for overload fees and must understand that dropping or failing a course will make early completion more difficult.*

These plans are meant as guidelines; students will review 4-year plans with their advisor twice a year to make sure they can complete the program during that time period.

### Teacher Education Program: Elementary Education (K-6) – 4 Year Degree Plan

Freshman Year			
Fall Semester		Spring Semester	
UNIV 101 Orient. to University	1	UNIV 102 The Univ. Experience	2
EDUC 100 Intro. To Education	3	SSCI 105 Issues in Social Sci.	3
MATH 116 Survey of Math	3	HIST 212 World Cultures II	3
HIST 211 World Cultures I	3	MATH 120 Intermediate Algebra	3
HUMN 110 Unheard Voices	3	COMM 102 Fresh. Writing II	3
COMM 101 Fresh. Writing I	3	SPCH 103 Oral Comm. Fund	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>
Sophomore Year			
Fall Semester		Spring Semester	
EDUC 203 Survey of Students with Exceptionalities	3	EDUC 204 Inclusive Classroom	3
EDUC 250 Technology in Schools	3	EDUC 299 Theories of Learning & Teaching	3
HIST 251 Found. of the American Rep.	3	MATH 324 Fundamentals of Math Instruction	3
MATH 121 College Algebra	3	MUSC 111 Music Skills–Elementary Teachers	3
BIOL 130 Biology for Majors	4	ENGL 2XX Literature*	3
PSYC 212 Life Span Develop.	3		
<b>Total</b>	<b>19</b>	<b>Total</b>	<b>15</b>

<b>Junior Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
EDUC 300 Children's Literature	3	EDUC 320 Integrated Methods	3
WELL 251 Elem. PE Methods	2	ART 341 Art Education & Instr	3
WELL 252 Elem. PE Field Exp.	1	HIST 252 Contemp. America	3
EDUC 311 Assessment & Diagnosis	3	WELL 410 School Health	3
EDUC 378 Elem Integrated Methods	3	SSCI 310 WV & Appalachian Reg	3
NSCI 205 Issues in Phys Science	4		
<b>Total</b>	<b>19</b>	<b>Total</b>	<b>15</b>
<b>Senior Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
NSCI 206 Earth & Space Sci	3	EDUC 497 Student Teaching in Content Areas	12
EDUC 372 Fundamentals of Reading	3	EDUC 496 Seminar for Student Teaching / Internship	2
EDUC 374 Clinical Practice /Reading Diagnosis	3		
UNIV 459 Senior Capstone	3		
GEOG 303 World Geography	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

\*Any literature course that has a Creativity mid-level outcome.

### Elementary Education/Special Education (K-6) – 4 Year Degree Plan

<b>Freshman Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
UNIV 101 Orient. to University	1	UNIV 102 The Univ. Experience	2
EDUC 100 Intro. To Education	3	SSCI 105 Issues in Social Sci.	3
MATH 116 Survey of Math	3	HIST 212 World Cultures II	3
HIST 211 World Cultures I	3	MATH 120 Intermediate Algebra	3
HUMN 110 Unheard Voices	3	COMM 102 Fresh. Writing II	3
COMM 101 Fresh. Writing I	3	SPCH 103 Oral Comm. Fund	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>
<b>Sophomore Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
EDUC 203 Survey of Students with Exceptionalities	3	EDUC 204 Inclusive Classroom	3
EDUC 250 Technology in Schools	3	EDUC 299 Theories of Learning & Teaching	3
HIST 251 Found. of the American Rep.	3	MATH 324 Fundamentals of Math Instruction	3
MATH 121 College Algebra	3	MUSC 111 Music Skills–Elementary Teachers	3
BIOL 130 Biology for Majors	4	ENGL 2XX Literature*	3
PSYC 212 Life Span Develop.	3		
<b>Total</b>	<b>19</b>	<b>Total</b>	<b>15</b>
<b>Junior Year</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
EDUC 300 Children's Literature	3	EDUC 320 Integrated Methods	3
WELL 251 Elem. PE Methods	2	ART 341 Art Education & Instruction	3
WELL 252 Elem. PE Field Exp.	1	HIST 252 Contemporary America	3
EDUC 311 Assessment & Diagnosis	3	WELL 410 School Health	3
EDUC 378 Elem Integrated Methods	3	SSCI 310 WV & the Appalachian Region	3
NSCI 205 Issues in Physical Science	4	EDUC 340 Collaboration/Schools	3
EDUC 330 Positive Behavioral Supports	4		
<b>Total</b>	<b>20</b>	<b>Total</b>	<b>18</b>

### Senior Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
NSCI 206 Earth & Space Sci	3	EDUC 496 Seminar for Student Teaching / Internship	6
EDUC 372 Fundamentals of Reading	3	EDUC 497 Student Teaching in Content Areas	2
EDUC 374 Clinical Practice /Reading Diagnosis	3	EDUC 422 Student Teaching in Special Education	6
UNIV 459 Senior Capstone	3		
GEOG 303 World Geography	3		
EDUC 360 Education High Incidence	3		
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>14</b>

\*Any literature course that has a Creativity mid-level outcome.

### Secondary Special Education – 4 Year Degree Plan

#### Content Endorsements in English, Mathematic, and Social Studies

Freshman Year			
<u>Fall Semester</u>		<u>Spring Semester</u>	
UNIV 101 Orient. to University	1	UNIV 102 The Univ. Experience	2
EDUC 100 Intro. To Education	3	NSCI 1XX Natural Science FYE	4
MATH 116 Survey of Math	3	EDUC 203 Survey of Students with Exceptionalities	3
HIST 211 World Cultures I	3	MATH 120 Intermediate Algebra	3
SSCI 105 Issues in Social Science	3	COMM 102 Freshman Writing II	3
COMM 101 Freshman Writing I	3	SPCH 103 Oral Communication Fundamentals	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>18</b>

### Sophomore Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDUC 204 Inclusive Classroom	3	EDUC 299 Theories Learn/Teach	3
EDUC 250 Technology in Schools	3	EDUC 330 Positive Behavior Supports	3
PSYC 101 Intro to Psychology	3	HIST 251 Found. of the American Republic	3
ENGL 2XX World Literature* (ENGL 202 or ENGL 203)	3	ENGL 2XX English Literature* (ENGL 230 or ENGL 231)	3
HUMN 1XX	3	PSYC 212 Life Span Development	3
MATH 121 College Algebra	3	MATH 324 Math Methods	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>

### Junior Year

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDUC 300 Children's Literature	3	EDUC 325 Reading in the Content	3
EDUC 311 Assessment & Diagnosis	3	EDUC 360 High Incidence	3
EDUC 320 Integrated Methods	3	GEOG 303 World Geography	3
EDUC 340 Collaboration/Schools	3	NSCI 220 Statistics in Science & Research	3
NSCI 333 History of Science	3	SSCI 310 WV & the Appalachian Region	3
MATH 118 Geometry	3	UNIV 459 Senior Capstone	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>

### Senior Year

<u>Fall Semester</u>	
EDUC 496 Seminar for Student Teaching/Internship	2
EDUC 422 Student Teaching in Special Education	12
<b>Total</b>	<b>14</b>

\*Any literature course that has a Creativity mid-level outcome.

## Educational Studies Program:

### Elementary Studies and Child Development 4 Year Degree Plan (Non-certification Track)

Freshman Year			
Fall Semester		Spring Semester	
UNIV 101 Orient. to University	1	UNIV 102 The University Experience	2
EDUC 100 Intro. To Education	3	SSCI 105 Issues in Social Science.	3
MATH 116 Survey of Math	3	HIST 212 World Cultures II	3
HIST 211 World Cultures I	3	MATH 120 Intermediate Algebra or MATH 121 College Algebra	3
HUMN 110 Unheard Voices	3	COMM 102 Freshman Writing II	3
COMM 101 Freshman. Writing I	3	SPCH 103 Oral Communication Fundamentals	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>
Sophomore Year			
Fall Semester		Spring Semester	
EDUC 203 Survey of Students with Exceptionalities	3	EDUC 204 Inclusive Classroom	3
EDUC 250 Technology in Schools	3	EDUC 299 Theories Learn/Teach	3
HIST 251 Foundations of the American Republic or HIST 252 Contemporary America	3	MATH 324 Fundam of Math Inst	3
BIOL 130 Biology for Majors	4	MUSC 111 Music Skills–Elem Teachers	3
PSYC 212 Life Span Development	3	ENGL 2XX Literature	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
Junior Year			
Fall Semester		Spring Semester	
EDUC 300 Children’s Literature	3	EDUC 320 Integrated Methods	3
WELL 251 Elem. PE Methods	2	NSCI 205 Issues in Phys. Science	4
WELL 252 Elem. PE Field Experience	1	WELL 410 School Health	3
EDUC 311 Assessment & Diagnosis	3	ART 341 Art Education & Instr	3
EDUC 378 Elem Integrated Methods	6		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>13</b>
Senior Year			
Fall Semester		Spring Semester	
EDUC 372 Reading Theory	3	EDUC 498 Internship in Educational Studies	12
EDUC 374 Reading Clinic	3	EDUC 496 Seminar for Student Teaching / Internship	2
NSCI 206 Earth & Space Science	3		
UNIV 459 Senior Capstone	3		
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>14</b>

\* Any literature course that has a Creativity mid-level outcome.

### Additional Requirements for Teacher Education Programs (Certification)

Students should monitor their programs of study carefully due to ongoing curricular changes in many programs. Due to changes made by the West Virginia Board of Education and West Virginia Department of Education, students may be required to complete additional curricular requirements to obtain their bachelor’s degree and/or teacher certification.

Students must meet all Liberal Learning Outcomes required for graduation from the University of Charleston.

*To graduate with a degree in Teacher Education from the University of Charleston, students must be eligible for certification in West Virginia.* The Education Department also strongly recommends that graduates complete the West Virginia certification process within 12 months. West Virginia has reciprocity agreements with all 50 states and the District of Columbia. Through reciprocity, graduates will have the ability to teach in these states and territories. However, graduates may need to complete additional requirements such as a standardized content or pedagogy examination specific to the reciprocal state's requirements or take a particular course specific to the reciprocal state's requirements.

The student must complete degree requirements with an overall **3.0** Grade Point Average (GPA), including a grade of at least a 'B' in student teaching, and achieve passing scores on all Praxis examinations.

While enrolled in specific Education courses, students are required to take specific Praxis examinations. Study and preparation materials are available both within the Education Department and through the UC library. Students are encouraged to [utilize Learning Express practice tests for the Praxis tests](http://wvinfodepot.org/) that are available at <http://wvinfodepot.org/>. Remediation can also be obtained via web resources and the Academic Success Center tutoring services.

### **Additional Requirements for Educational Studies Programs (Non-Certification)**

Students must meet all Liberal Learning Outcomes required for graduation from the University of Charleston.

To graduate with a degree from the Educational Studies Program, students must complete a two-part Exit Examination. Candidates demonstrate the knowledge, understanding, and skills required by the Education Department conceptual framework of 'Know, Do, and Be' in context with the Liberal Learning Outcomes. They also demonstrate their knowledge and understanding of the national standards associated with their content area (for example, [NAEYC](#) and [ACEI](#) or [NASPE](#) and [AAHE](#)). During the first part of the assessment, candidates successfully complete a comprehensive examination. The Exit-Examination meets the UC Exit-Level Assessment requirement for graduation. During the second part of the assessment, candidates complete an Interview Assessment. The candidate will be interviewed by their cooperating mentor (community/social/educational service professional), their Education Department advisor or other Education Department faculty, and a potential employer or other professional of their choosing. During the Interview Assessment, the candidate will be asked to express and demonstrate their knowledge, understanding, and experiences concerning their specialization and community advocacy as well as their goals as community educators.

The student must complete degree requirements with a **2.5** Grade Point Average (GPA), including internship, and achieve a passing score on the two-part Educational Studies Exit-Examination mentioned above.

The *Education Department Handbook* is the authoritative document for specific, detailed descriptions of requirements, expectations, and conditions for admission to, participation in, and graduation from, the Education Department. Students should consult that document, as well as his or her major advisor, for complete information about the Education Department. Specific course requirements for each major are described in the 4-year degree plans above.

## DEPARTMENT OF HUMANITIES

### *Professor Tracy Bradley, Chair*

The Department of Humanities seeks to engage students with a discipline and develop capacity for aesthetic response by increasing their understanding of the breadth of human creativity and communication.

Students encounter within coursework the myriad ways humans have communicated over time and across all cultures using language, images, and sound. Creativity is expressed through the visual and performing arts, through the written word, and through technology. At the University of Charleston, the study of the Humanities is central to development of an understanding of one's everyday life, as well as an understanding of global culture.

#### **Majors in the Department**

[ART](#)

[ENGLISH](#)

[INTEGRATED COMMUNICATIONS](#)

[INTERIOR DESIGN](#)

[MUSIC MINOR](#)



## **Art (ART)**

*Professor Raymond Yeager, Coordinator*

### **From the Faculty**

University of Charleston's Art department offers talented students the opportunity to grow and mature as creative artists and thinkers in a supportive environment that prepares them for careers in the visual arts:

- First-semester program entrance
- Students may receive up to 9 hours of credit based on the quality of their work. Advanced Placement (AP) credit may be given to students who have scores of at least three (3) on the appropriate College Entrance Examination Board Advanced Placement Examinations.
- 3-Year Fast Track BA in Art with Independent Business minor. This is an innovative and attractive program for artistically talented students who are interested in a challenging art program. This track prepares students for careers in the art profession by covering the business as well as the artistic side of being an artist. Contact Art faculty for more information.
- All studio courses are limited to 15 or less.
- Student-centered curriculum.
- 24-hour access to studio classrooms.
- A state-of-the-art digital art lab
- Professional networking and contact with prominent artists through regular gallery tours.
- Internships available at UC Communications Department and local galleries and museums.
- Annual department sponsored trips to major museums and art galleries in New York, Washington D. C., Chicago, Atlanta, and Pittsburgh.

### **What is unique about the program?**

The University of Charleston's Art program is located on the Charleston campus and offers a Bachelor of Arts degree in Studio and Graphic Design. It offers talented students the opportunity to grow and mature as creative artists and thinkers in a supportive environment that prepares them for careers in the creative and visual arts. The program takes a holistic approach to the training and education of the visual artist. Being an artist requires great vision and creativity but the modern artist also needs practical business skills. Our program is unique because we offer both. The BA in Studio or Graphic Design is coupled with an Independent Business Minor. And for the motivated student we offer a unique 3-year fast track BA with an Independent Business Minor. No other college offers this type of program. In addition to training art majors, the program also offers a majority of the creativity courses for the university.

## Mission Statement

The Art program strives to promote creativity and innovation within the university and educate students to express and communicate their ideas through various visual mediums. It offers students the opportunity to mature as creative artists and thinkers. And prepares them for life-long, professional careers that embody creativity and utilizes innovation to engage and improve communities in society.

## Program Outcomes

Upon completion of the program, the student will demonstrate the ability to:

- Apply art fundamentals.
- Apply technical knowledge, design skills, and conceptual development in one or more media of visual arts.
- Use visual media for expression.
- Apply in written and oral form, knowledge of art history and how it has developed over time.
- Reflect upon and assess the characteristics and merits of personal work and the work of others.
- Prepare and present work demonstrating an understanding of professional practices in the field.

## Admission Requirements

All students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and Art Program faculty is strongly recommended.

Students may receive up to 9 hours of credit based on the quality of their work. Advanced Placement (AP) credit may be given to students who have scores of at least three (3) on the appropriate College Entrance Examination Board Advanced Placement Examinations. The University of Charleston accepts the following AP tests:

AP Test Name	Equivalent UC Course	Credits
Art – History of Art	ART 203 Art History: Ancient to Gothic	3
Art – General Portfolio	ART XXX – contact Art Program Faculty	3
Studio: Drawing	ART 100 Drawing	3

## What Will You Study?

The Art major consists of 45 credits of required Art courses, including 6 credits of Advanced Studio, and 25 credits of electives, 3 credits of which may be in Integrated Communication (ICOM) courses. Students must also complete 50 credits of Liberal Learning Outcomes for a total of 120 credits. Completion of a minor or a double major in an allied field is strongly encouraged.

Graphic Design Concentration			Studio Concentration		
Required Art Courses		Credits	Required Art Courses		Credits
ART 100	Drawing	3	ART 100	Drawing	3
ART 105	Design Foundations	3	ART 105	Design Foundations	3
ART 123	Art History: Ancient to Gothic	3	ART 123	Art History: Ancient to Gothic	3
ART 124	Art History: Renaissance to 20 <sup>th</sup> Century	3	ART 124	Art History: Renaissance to 20 <sup>th</sup> Century	3
ART 125	Exploration of 3-D Art Forms	3	ART 125	Exploration of 3-D Art Forms	3
ART 201	Painting	3	ART 201	Painting	3
ART 223	Art History: Modern Art	3	ART 223	Art History: Modern Art	3
ART 250	Photography	3	ART 230	Graphic Design I	3
ART 301	Life Drawing	3	ART 250	Photography	3
			ART 301	Life Drawing	3
<b>Total credits:</b>		<b>27</b>	<b>Total credits:</b>		<b>30</b>
Graphic Design Courses		Credits	Advanced Courses		Credits
ART 230	Graphic Design I	3	ART 305	Studio I	3
ART 330	Graphic Design II	3	ART 310	Studio II	3
ART 335	Illustration	3	ART 4XX	Senior Special Topics	3
ART 340	Typography	3			
<b>Total credits:</b>		<b>12</b>	<b>Total credits:</b>		<b>9</b>
Senior (6 hours)			Senior (6 hours)		
ART 410	Ideas And Practice (senior requirement)	3	ART 410	Ideas And Practice (senior requirement)	3
ART 457	Senior Capstone and Exhibition (senior requirement)	3	ART 457	Senior Capstone and Exhibition (senior requirement)	3
<b>Total credits:</b>		<b>6</b>	<b>Total credits:</b>		<b>6</b>
Electives: (Students may choose only one ICOM course as an elective.)			Electives: (Students may choose only one ICOM course as an elective.)		
		3	ICOM XXX	Integrated Communication elective	3
<b>Total credits:</b>		<b>3</b>	<b>Total credits:</b>		<b>3</b>
<b>Liberal Learning Outcomes credits:</b>		<b>50-52</b>	<b>Liberal Learning Outcomes credits:</b>		<b>50-52</b>
<b>Total Program Credits:</b>		<b>120-122</b>	<b>Total Program Credits:</b>		<b>120-122</b>

### Art Minor (18 hours total)

This minor is designed for students who wish to major in another discipline, but desire an arts minor or minor in art.

#### Foundations (9 hours)

- ART 100 Drawing
- ART 105 Design Foundations
- ART 125 Exploration of 3-D Art Forms

**Studio Elective (6 hours) - Choose two from the following:**

- ART 201 Painting
- ART 230 Graphic Design I
- ART 250 Photography
- ART 301 Life Drawing
- ART 305 Studio I
- ART 310 Studio II

**Art History Elective (3 hours) - Choose one from the following:**

- ART 123 Art History: Ancient to Gothic
- ART 124 Art History: Renaissance to 20<sup>th</sup> Century
- ART 223 Art History: Modern Art

**Graphic Design Minor (21 hours)**

This minor is designed for the non-art majors and will enhance students' ability in any major or discipline that requires them to describe concepts and ideas visually. For example, effectively producing a traditional printed report, a PowerPoint presentation or a web site. Students will gain in-depth experience using industry-standard computer software while acquiring an understanding of graphic design principles and formats. This minor is a great complement to a major in business, marketing, finance, computer science, criminal justice, communication arts (television, journalism, etc.), natural sciences and psychology.

**Foundation (12 hours)**

- ART 100 Drawing
- ART 105 Design Foundations
- ART 230 Graphic Design I
- ART 250 Photography

**Graphic Design (6 hours) - Choose two from the following:**

- ART 330 Graphic Design II
- ART 335 Illustration
- ART 340 Typography

**Art History Elective (3 hours) - Choose one from the following:**

- ART 123 Art History: Ancient to Gothic
- ART 124 Art History: Renaissance to 20<sup>th</sup> Century
- ART 223 Art History: Modern Art

**3-Year Fast Track BA in Art with an Independent Business Minor**

To be admitted into the 3-year Fast Track program, the prospective student submits a portfolio of artwork for art faculty review and approval. Students may receive up to 9 hours of credit based on the quality of their work.

Advanced Placement (AP) credit may be given to students who have scores of at least three (3) on the appropriate College Entrance Examination Board Advanced Placement Examinations. The University of Charleston accepts the following AP tests:

AP Test Name	Equivalent UC Course	Credits
Art – History of Art	ART 203 Art History: Ancient to Gothic	3
Art – General Portfolio	ART XXX – contact Art Program Faculty	3
Studio: Drawing	ART 100 Drawing	3

### Independent Minor in Business

The Independent Minor in Business is designed to encourage students from other disciplines to develop business skills. Students must complete 18 credits of Business courses, including BUSI 151 Introduction to Business, one Accounting course, and one Principles of Economics course. The remaining nine credits should be selected in consultation with Business faculty and the student’s major advisor to meet individual educational objectives.

The course sequence for completing the Fast Track BA in Art with the Independent Business minor is shown below.

Year 1 – 44 Credits					
Fall Semester		Spring Semester		Summer	
Course	Credit	Course	Credit	Course	Credit
UNIV 101 Orientation to University	1	UNIV 102 The University Experience	2	Elective	3
COMM 101 Freshmen Writing I*	3	COMM 102 Freshmen Writing II	3		
MATH 116 or 121	3-4	SSCI 1XX or NSCI 1XX	3-4		
SSCI 1XX or NSCI 1XX	3	COMM 103 Oral Communication. Fundamentals.	3		
ART 201 Painting	3	ART 125 3-D	3		
ART 250 Photography	4	ART 123 OR 124 OR 223 Art History	3		
BUSI 215 Business Software	3	COMM 102 Freshmen Writing II*	3		
		SPCH 103 Oral Communication Fundamentals**	3		
<b>Total:</b>	<b>20-21</b>	<b>Total:</b>	<b>23-24</b>	<b>Total:</b>	<b>3</b>

\* COMM 101 and COMM 102 are embedded in NSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

Year 2 – 33 Credits					
Fall Semester		Spring Semester		Summer	
Course	Credit	Course	Credit	Course	Credit
LLO Course	3	ART 310 Studio II	3	*Business Elective	3
LLO Course/HUMN Elective	3	LLO Course	3		
ART 230 Principles of Graphic Design I	3	ART 123, <b>OR</b> 124 <b>OR</b> 223 Art History	3		
*BUSI 151 Intro to Business	3	*Accounting course	3		
Elective	3	*Principles of Economics	3		
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>3</b>

Year 3 – 36 Credits			
Fall Semester		Spring Semester	
Course	Credit	Course	Credit
LLO Course	3	UNIV 459 Senior Capstone	3
ART 410 Ideas and Practices	3	ART123, 124, 223 Art History	3
Elective	3	Elective	3
*Business Elective	3	*Business Elective	3
ICOM Elective	3	ART457 Senior Exhibit	3
Elective	3		3
<b>Total:</b>	<b>18</b>	<b>Total:</b>	<b>18</b>

\*Courses needed to complete the Independent Minor in Business

Course credits taken toward degree:	116
Credits from portfolio review:	<u>6</u>
<b>Total:</b>	<b>122</b>

### Completing a Double Major

Students are strongly encouraged to double major in a related field, such as Communication, Psychology, or complete the independent minor in Business. Consult with program faculty for more information.

## Typical First Year Semester

Fall Semester		Spring Semester	
Course	Credit	Course	Credit
UNIV 101	1	UNIV 102	2
NSCI 1XX Natural Science <b>OR</b> SSCI 1XX	3-4	NSCI 1XX Natural Science <b>OR</b> SSCI 1XX	3-4
COMM 101 Freshmen Writing I	3	COMM 102 Freshmen Writing II	3
ART 100 Drawing	3	ART 123 Art History: Ancient to Medieval	3
ART 105 Design Foundations	3	ART 201 Painting	3
		SPCH 103 Oral Communication Fundamentals	3
<b>Total:</b>	<b>13-14</b>	<b>Total:</b>	<b>17-18</b>

\* COMM 101 and COMM 102 are embedded in NSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

## Additional Requirements – Portfolio Reviews

Student portfolios are reviewed during the fourth semester to determine if the student should be allowed to progress into upper-division work. The purpose of review is to determine the quality of work.

There are three possible outcomes of the review:

- **Accept.** The work is considered acceptable and the student may advance in the program.
- **Defer.** Deficiencies must be corrected before the student may advance in the program. The student will develop a plan for improvement under the guidance of program faculty.
- **Probation.** Deficiencies must be corrected, but the student may enroll in advanced studios while they are being addressed. The student will develop a plan for improvement under the guidance of program faculty.

The student will also be required to plan and hang an exhibit of work in the Frankenberger Art Gallery during his or her senior year. As part of the course, ART 457 Senior Capstone, graduating seniors complete 20 hours of community service and write extensively about the underlying influences and motivations of their art work. In consultation with the student, the Art program faculty reserves the privilege of selecting and retaining one example of work from each senior student for the University's permanent collection.

## English and Professional Writing (ENGL)

*Dr. Jeannie Dalporto, Program Director*

### Mission

The mission of the English Program is to give students an overview of the major cultural trends in British, American, and World literature in order to prepare them for a life of enlightened living and productive work; to help students develop sophisticated reading, writing, critical thinking, and research skills in order to prepare them for a life of enlightened living and productive work; and to prepare students to communicate effectively in order to be successful in the community.

### English majors will experience the following:

- Opportunities to work on the campus newspaper and the campus TV broadcast show, *Golden Eagle News*.
- Learn the sophisticated reading and written communication skills increasingly sought after by businesses, graduate schools, law schools, & medical schools.
- Read and interpret works of literature from America, the United Kingdom, and the World.
- Present research at regional & national academic conferences.
- Program design facilitates double majors
- Earn prestigious internships writing & researching for media companies, not-for-profit corporations, newspapers, libraries, and other organizations.
- Explore and become prepared for a variety of career interests, including government, law, businesses, media, teaching, and graduate school.

### From the Faculty

“The English major gives students an overview of the major cultural trends in British, American, and World literature. Students develop sophisticated reading, writing, and research skills, preparing them for graduate study in traditional academic programs as well as professional programs like law and, when combined with the appropriate science classes, medicine. Students acquire the intellectual tools to analyze texts within their historical, cultural, and critical contexts, as well as to communicate effectively in writing to a variety of audiences for various purposes.”

### Admission Requirements

Students must gain general admission to the University of Charleston. A visit to the campus to meet with Admissions personnel and program faculty is strongly encouraged.

### Program Outcomes

The English major has four outcomes. Course requirements are organized under their primary outcome, though many courses deliver more than one outcome. For example, the Survey courses under the first outcome deliver information about texts, contexts and criticism as their primary focus, but students will also perform the *reading, interpretation, analysis, and evaluation* required by the second outcome.



Graduates with the **English major** will be able to:

- *Identify* a wide range of literary texts & periods, including historical and contemporary works by British, American, and World authors, works by female authors, and works by authors of color across several genres.
- Engage in meta-cognition & critical thinking as he or she *reads, interprets, analyzes,* and *evaluates* individual works, taking into account the relationships among the text, context, critical context, & sub-text.
- *Conduct research* (electronic and non-electronic) for the purpose of exploring, documenting, evaluating, and publishing conclusions orally and in writing.
- *Communicate* effectively to a variety of audiences and in a variety of modes.

## What You Will Study

The major in English consists of at least 120 credit hours, including a total of 39 hours in English courses.

1. Identify a wide range of literary texts and periods including historical and contemporary works by British, American, and World authors, works by female authors, and works by authors of color across several genres.

## Literature Surveys

One each in the British, American, and World literature clusters, plus 3 credit hours of the student's choosing in one of the clusters.

**British Literature (3 credits)** – Choose one of the following courses:

ENGL 202	British Literature: from Beowulf to 1798	3 credits
ENGL 203	British Literature: Romanticism to the Present	3 credits

**American Literature (3 credits)** – Choose one of the following courses:

ENGL 223	American Literature Survey I	3 credits
ENGL 224	American Literature Survey II	3 credits

**World Literature (3 credits)** – Choose one of the following courses:

ENGL 230	Western World Literature	3 credits
ENGL 231	Non-Western World Literature	3 credits

**Literature Survey Elective (3 credits)** – Choose one of the remaining courses in British, American or World Literature above.

**Total: 12 credits**

2. Engage in meta-cognition & critical thinking as he or she reads, interprets, analyzes, and evaluates individual texts, taking into account the relationships among the text, context, critical context, & sub-text.

### Literature (3 credits)

ENGL 302 Literary Criticism 3 credits

### Literature Electives (15 credits) – Choose 5 of the following courses:

ENGL 307 Appalachian Literature 3 credits  
ENGL 309 Poetry of War 3 credits  
ENGL 312 Shakespeare 3 credits  
ENGL 320 Multi-ethnic Literature 3 credits  
ENGL 326 Literature and Gender 3 credits  
ENGL 330 Studies in Period 3 credits  
ENGL 335 Drama 3 credits  
ENGL 336 Literature and Film 3 credits  
ENGL 350 Special Topics 3 credits  
ENGL 360 Harry Potter 3 credits

**Total: 18 credits**

3. Conduct research (electronic and non-electronic) for the purpose of exploring, documenting, evaluating, and publishing conclusions orally and in writing.
4. Communicate effectively to a variety of audiences and in a variety of modes.

**ENGL 345 Advanced Writing (3 credits)** 3 credits

**Writing and Language electives (3 credits)** – Choose one of the following courses:

ENGL 315 Linguistics 3 credits  
ENGL 340 Creative Writing 3 credits

**Students will also complete a Senior Capstone (3 credits)**

ENGL 405 Senior Capstone 3 credits

**Total: 9 credits**

**Total for the Major: 39 Credits**

### Additional Requirements

Students must meet all liberal learning outcomes required for graduation by the University of Charleston. Also, students must pass ENGL 405 with a grade of C or better.

#### Typical First Year Schedule

Fall Semester	Credits	Spring Semester	Credits
UNIV 101 Orientation to University	1	UNIV 102 University Experience	2
NSCI 1XX or SSCI 1XX	3 or 4	NSCI 1XX or SSCI 1XX	3-4
COMM 101	3	COMM 102	3
ENGL 2XX	3	HIST 212 World Cultures II	3
HIST 251 Foundations of the American Republic	3	ENGL 2XX	3 or 4
Elective	3	FYE Course	
<b>Total</b>	<b>13 or 14</b>	<b>Total</b>	<b>14 or 15</b>

### Minor in English

## Requirements for the Minor

Interested students may choose to minor in English. The minor in English consists of 18 credits:

**British, American and World Literature – (9 credits)** - 1 course from each cluster

**British Literature (3 credits)** – Choose one of the following courses:

ENGL 202	British Literature: from Beowulf to 1798	3 credits
ENGL 203	British Literature: Romantics to the Present	3 credits

**American Literature (3 credits)** – Choose one of the following courses:

ENGL 223	American Literature Survey I	3 credits
ENGL 224	American Literature Survey II	3 credits

**World Literature (3 credits)** – Choose one of the following courses:

ENGL 230	Western World Literature	3 credits
ENGL 231	Non-Western World Literature	3 credits

**Electives (9 credits)** – Choose 3 of the following courses:

ENGL 302	Literary Criticism	3 credits
ENGL 309	Poetry of War	3 credits
ENGL 312	Shakespeare	3 credits
ENGL 315	Linguistics	3 credits
ENGL 320	Multi-ethnic literature	3 credits
ENGL 326	Literature and Gender	3 credits
ENGL 330	Studies in Period	3 credits
ENGL 335	Drama	3 credits
ENGL 340	Creative Writing	3 credits
ENGL 336	Literature and Film	3 credits
ENGL 345	Advanced Writing	3 credits
ENGL 350	Special Topics	3 credits
ENGL 360	Harry Potter	3 credits

**Total for Minor: 18 credits**

## Professional Writing Concentration in English

This concentration is designed to help students who want to focus on writing in the professional world. The curriculum draws from English, Public Relations, and Communications classes in order to give students a background in writing in several key professional areas. Because students will graduate with a BA in English, we believe that having a broad background in literature is necessary, and will help students hone their reading, writing, and research skills.

<b>Required English Core (24 credit hours total)</b>	<b>Credit hours</b>
1 English, 1 American, and 1 World literature survey course (3 courses)	9
3 300-level ENGL electives* (3 courses)	9
ENGL 345: Advanced Writing	3
ENGL 405: Senior Capstone	3
<b>Total</b>	<b>24</b>

<b>Writing Concentration (16 credit hours total)</b>	<b>Credit Hours</b>
ENGL 340: Creative Writing	3
ENGL 361: Newspaper Practicum	1
ICOM 221: Journalism	3
ICOM 325: Feature Writing	3
ICOM 230: Graphic Design I	3
ICOM 362: Public Relations Writing (Prerequisite ICOM 225 Introduction to Public Relations)	3
<b>Total</b>	<b>16</b>

\*Students are encouraged to select their three 300-level ENGL classes from the following, because of their unique concentration on writing and language:

- ENGL 315: Linguistics
- ENGL 326: Literature and Gender
- ENGL 307: Appalachian Literature
- ENGL 320: Multiethnic Literature

**Total for Professional Writing Concentration in English: 40 credit hours**

Students are strongly encouraged to pursue an internship during the junior or senior year.

Students are also encouraged to pursue courses in Business and Marketing, depending on their career interests. For example, students may wish to take:

MRKT 401: Advertising (*Principles of Advertising*). Please note that MRKT 401 has prerequisites of BUSI 150 and MRKT 321.

### **Minor in Professional Writing in English**

Students from other majors may minor in Professional Writing in English by taking the following courses:

	<b>Credit hours</b>
ENGL 345: Advanced writing	3
ICOM 221: Journalism	3
ICOM 325: Feature Writing	3
ICOM 362: Public Relations Writing	3
ICOM 230: Graphic Design I	3
ENGL 340: Creative Writing	3
<b>Total credits for a Minor</b>	<b>18</b>

## **Integrated Communication (ICOM)**

*Professor Staci Ballard, Program Coordinator*

The Integrated Communication program provides a foundation in the study of human communication while integrating major areas of study in the communication field, including public relations, graphic design, marketing, journalism and event management.

The program's integrated curriculum prepares students with theoretical principles in the communication field, and then requires them to apply those principles in a variety of communication contexts. The flexible curriculum can be customized by students through selection of a focus area of seven courses outside the Integrated Communication program; e.g. from education, political science, business, art, etc.

### **Program Mission Statement:**

The mission of the Integrated Communication program is to prepare graduates for a creative and progressive career in a variety of communication settings and to contribute to the profession and the community through service and scholarship.

### **Highlights of the Integrated Communications Program:**

- The program can be completed in 3 years.
- The program's multi-disciplinary approach prepares students for a variety of careers in communication fields.
- The learning experience can be customized by student selection of a seven-course area of focus outside the program
- Students engage in two, professionally-mentored, communication-focused work experiences with local businesses.

### **Program Outcomes:**

- The graduate will use communication theory and principles to analyze, design and evaluate oral, written, and visual communication in a variety of professional settings.
- The graduate will use current communications technologies to analyze, design and evaluate oral, written and visual communication for a variety of professional settings.
- The graduate will use a variety of communication methods and tools to analyze, design, and evaluate an event or campaign for a variety of settings in the field of communication.

### **Admissions Requirements:**

Students must gain general admission to the University of Charleston.

### Program Core requirements:

ICOM 151 Human Communication  
ICOM 200 Media & Society  
ICOM 201 Public Speaking  
ICOM 225 Introduction to Public Relations  
ICOM 230 Graphic Design I  
ICOM 305 PR & Campaigns  
ICOM 361 Practicum Experience  
ICOM 362 Public Relations Writing  
ICOM 400 Communication Theory  
ICOM 405 Senior Project  
ICOM 441 Communication Law & Ethics  
ICOM 480 Senior Seminar  
ICOM 498 Internship

### Typical First Year Schedule

Fall			Spring		
Course	Title	Credits	Course	Title	Credits
COMM 101	Freshman Writing I	3	COMM 102	Freshman Writing II	3
ICOM 151	Human Communication	3	SPCH 103	Oral Communication Skills	3
ICOM 225	Introduction to Public Relations	3	HUMN	Humanities course	3
NSCI 117	Why Science Matters	4	ICOM 200	Media and Society	3
PSYC 101	Intro to Psychology	3	MATH 116	Survey of Mathematics	3
UNIV 101	Orientation to University	1	UNIV 102	The University Experience	2
<b>Total 17</b>			<b>Total 17</b>		

### Completing a Minor in Integrated Communications

A student from another major must complete a total of 18 credit hours of Integrated Communication courses to receive a minor in Integrated Communications.

#### Required Courses: (9 credits)

ICOM 151 Human Communication  
ICOM 200 Media and Society  
ICOM 400 Communication Theory

#### Choose 3 courses from the following: (9 credits):

ICOM 225 Intro to PR  
ICOM 221 Intro to Journalism  
ICOM 201 Public Speaking  
ICOM 305 PR & Campaigns  
ICOM 361 Practicum in Integrated Communication

## **Interior Design**

### ***Professor Tracy Bradley, Program Director***

The interior design program leading to the Bachelor of Arts Degree in Interior Design is accredited by the [Council for Interior Design Accreditation](http://www.accredit-id.org), <http://www.accredit-id.org>, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014.

- Focus on professional portfolio development built on concepts
- Art, architecture and design trips to major firms, museums, and architectural landmarks
- Opportunities to interact with professionals
- Participation in exhibits and competitions sharpen professional skills
- Internship experiences at local, regional, and national firms
- High job placement rates for graduates
- Community-based field experiences throughout the program
- First semester program entrance
- Preparation for graduate school in interior design and architecture

#### **From the Faculty**

“The Interior Design curriculum emphasizes the interior and all elements that impact function, safety and aesthetics. The program successfully combines artistic and technical literacy with a strong liberal arts foundation. Courses in communication skills, space planning, design theory, design analysis, aesthetics, history, materials, ethics, and building systems prepare students to be creative and innovative in the formulation of a design solution relevant to human needs and interior environments.”

#### **Program Mission Statement**

The interior design program prepares the graduate:

- For an entry level position in the interior design profession (productive work)
- For a career in a creative and critical thinking environment (enlightened living)
- To be a participating and contributing member of the profession and society (community involvement)

#### **Program Outcomes**

Upon completion of the program graduates will demonstrate the ability to:

- Develop a body of knowledge for the practice of interior design.
- Propose developed design concepts using Liberal Learning Outcomes and interior design knowledge base.
- Evaluate design needs and produce design solutions with the design methodology process.
- Use graphic, verbal, written, and technical communication skills.
- Exhibit professional attitudes and behaviors towards self-directed learning, citizenship, and ethical practice for the interior design profession.

## Admission Requirements

All students must gain general admission to the University of Charleston. A visit to the UC campus to meet with Admissions personnel and Interior Design program faculty is strongly recommended.

Applicants with previous art or design experience should present a portfolio; however, a portfolio submission is not a requirement for admission.

## What You Will Study

To graduate with a Bachelor of Arts degree in Interior Design, the student must complete a minimum of 120 credit hours, which consists of 83 credits of Interior Design (IDES), Art (ART), Business (BUSI), Psychology (PSYC), and 35 Liberal Learning Outcome (LLO) credits. In addition to the courses taken in the freshman year, Interior Design majors are required to take the courses listed below. Students are encouraged to consider a double major or a minor in their Master Academic Plan (MAP). Starting 2016-2017, the program curriculum changes to a three-year schedule, but students have the option of staying the fourth year to complete required LLOs and courses required for a second major or additional minor.

FRESHMAN/SOPHOMORE YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
UNIV 101	University Orientation	1	UNIV 102	University Experience	2
NSCI / SSCI / HUM 1XX	FYE Course	3-4	SPCH 103	Speech Fundamentals**	3
COMM 101	Writing I*	3	NSCI / SSC / HUM 1XX	FYE- Course	3-4
ART 100	Drawing	3	COMM 102	Writing II*	3
IDES 101	Fundamentals of Interior Design	3	ART 230	Graphic Design I	3
IDES 212	Materials & Systems	3	IDES 210	Textiles & Finishes	3
			IDES 141	Architectural Communications I	3
			IDES 260	CAD	3
<b>Total:</b>		<b>16-17</b>	<b>Total:</b>		<b>23-24</b>

\* Writing Courses are embedded in First Year Experience (FYE)

\*\* SPCH 103 is embedded in UNIV 102



## SOPHOMORE/JUNIOR YEAR

Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
IDES 142	Architectural Communications II	3	IDES 241	Residential Studio	3
IDES 355	Environmental Systems and Codes	3	IDES 302	Interior Design Studio II	3
IDES 232	Design Process	3	IDES 321	History of Interior Architecture	3
IDES 301	Interior Design Studio I	3	IDES 303	3D Design	3
IDES 322	History of Interior Architecture II	3	IDES 408	Historic Preservation	3
IDES 452	Interior Lighting Systems	3	IDES 398	Professional Practices I	3

**Total: 18**

**Total: 18**

### SUMMER:

**Required internship 3 credit hours;**

**LLO or Elective 3 hours.**

**Total: 6 hours**

## JUNIOR/SENIOR YEAR

Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
IDES 401	Interior Design Studio III	3	IDES 402	Senior Design Project	3
PSYC 101	Intro. to Psychology	3	ART 204	Art History II	3
BUSI 151	Intro. to Business	3	UNIV 459	Senior Capstone	3
Math 116 OR Higher	Survey of Math OR Higher Math class	3	IDES 498	Profession Practice II	3
NSCI 205 OR NSCI 206	Issues in Physical Science OR Earth and Space Science	3	XXX	LLO course or Elective	3
XXX	LLO course or Elective	3	XXX	LLO course or Elective	3

**Total: 18-19**

**Total: 18**

Courses containing LLO designations should be used to complete any Liberal Learning Outcomes requirements that are not integrated with courses in the major. Students must meet all Liberal Learning and program outcomes in order to graduate.

### Additional Program Requirements

#### Portfolio Reviews

Student portfolios are reviewed at the end of three semesters to determine if the student should be allowed to progress into upper-division work. Portfolios are evaluated and reviewed

at the end of the sixth semester in preparation for the required internship. Portfolios are reviewed at the beginning of the eighth semester for the senior gallery exhibit. The purpose of reviews is to determine the quality of work. The review process benefits:

- The student by assessing potential or direction for the field of design.
- The program by maintaining quality and expected student outcomes.
- The profession by producing the highest quality design.

### **The student is expected to:**

- Purchase or obtain professional supplies needed for each design/art course.
- Retain *all* projects and work from *all* semesters for the length of the *entire* four-year program for purposes of evaluation and reference.
- Develop basic skills and techniques in beginning level studio classes with reinforcement and rapid utilization techniques in upper-level courses.
- Permit the Interior Design program office to keep student work for accreditation visits.
- Approach studio project assignments with a professional design attitude of meeting deadlines and demands.
- Join ASID (American Society of Interior Designers) student chapter or IIDA (International Interior Design Association).

### **The Student must:**

- Successfully complete a senior comprehensive examination.
- Participate in a senior portfolio design exhibit.
- Successfully complete a senior design problem.
- Complete “incomplete” work before moving into consecutive IDES studio classes.
- Pass all IDES courses with a grade of “C” or better.
- Achieve all expected student outcomes of IDES courses before progressing into sequenced courses.

### **Requirements of the Residential Design & Enhancement Minor**

This minor is an introduction to interior design with an emphasis on residential and small scale design.

#### **Required Courses:**

IDES 101	Fundamentals of Interior Design	3 credits
IDES 141	Architectural Communications I	3 credits
IDES 142	Architectural Communications II	3 credits
IDES 241	Residential Studio	3 credits
IDES 210	Textiles and Finishes	3 credits
IDES 212	Materials and Systems	<u>3 credits</u>

**Total: 18 credits**

### **Certificate Program in Historic Preservation**

Students may combine courses from the Interior Design Program and the Social Sciences Department to complete an 18 credit Historic Preservation Certificate Program.

#### **Required Courses:**

HIST 251	Foundations of the Amer. Republic	3 credits
HIST 252	Contemporary America	3 credits
HIST/IDES 408	Historic Preservation	3 credits
IDES 321	History of Interior Architecture I	3 credits
IDES 322	History of Interior Architecture II	3 credits
IDES 495	Historic Preservation Internship*	<u>3 credits</u>

**Total: 18 credits**

\*Internship must be with the State Historic Preservation Office, the West Virginia Main Street Program, or a suitable historic site. Approval of the major advisor is required.

## **Music Minor**

*Dr. Joseph Janisch, Coordinator*

The music minor curriculum is designed to educate students interested in studying and practicing music as an avocation. The curriculum focuses on the development of content knowledge in popular and world music history in addition to performance skills as a soloist and member of an ensemble. It is possible to complete the music minor in curriculum in six semesters.

The graduate will be able to:

- Differentiate between stylistic periods in the history of Western art music, jazz, and rock and roll; American popular music and the traditional music of non-Western societies in Oceania, Asia, and Africa;
- Recognize specific musical examples;
- Put development of Western music and American Popular Music into historical, political, and social perspective;
- Know the significance and contributions of composers, and artists in the development of Western art and popular music;
- Know the significance and contributions of specific artists, composers, and producers in the music industry;
- Make connections between the development of American popular music and the development of music technology;
- Identify general stylistic features of the traditional music of Europe, Central and South America, and the Caribbean;
- Explain the place of music and the role of the musicians in non-western and western traditional cultures;
- Explain the political, social, economic, and cultural contexts of the music of all areas studied;
- Sing or play with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4-5 on a scale of 1 to 6;
- Demonstrate well-developed ensemble skills;
- Sing (vocalists only) in Italian, Latin, German, and English, demonstrating correct pronunciation and attention to stylistic stress; and
- Demonstrate advanced knowledge of vocal or instrumental pedagogy including how the instruments works, and the science of acoustics as it pertains to the instrument.

### **Requirements of the Minor**

The minor in Music requires that the student complete 23 credits: 9 credits in course work; 6 credits in ensemble; and 8 credits in private instruction.

### **The minor may include:**

MUSC 212	Music Appreciation	3 credits
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MUSC 282	World Music	3 credits
MUSC 324	Concert Choir	1 credit/semester

**AND/OR**

MUSC 327	Band	1 credit/semester
MUSC 336	American Popular Music	3 credits
MUSC 350P – MUSC 368P	Applied Music (Private Lessons)	1 credit
MUSC XXX	Ensemble	6 credits

**Total: 23 credits**

## DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS

*Dr. Janet Rorrer, Chair*

The Department of Natural Sciences and Mathematics strives to:

- Help the student understand common phenomena in nature;
- Appreciate the impact of science on the life of the individual and society;
- Consider, among other factors, the laws and processes of nature in developing a wholesome philosophy of life;
- Achieve proficiency in the use of the scientific method;
- Develop problem-solving skills; and
- Acquire sufficient knowledge of a specific field, or some part of it, for immediate vocational or professional use or as a basis for further study.

The department's curriculum provides a solid foundation through general courses in biological and physical science, and specialization through courses in each of the majors, with appropriate use of laboratory methods of instruction. The department offers many web-based courses, a mode of delivery students find convenient. Learning is viewed as a partnership between student and instructor, and students are expected to participate as active learners.

### Majors in the Department

- [BIOLOGY](#)
  - Concentrations
    - Traditional Biology
    - [Pre-Pharmacy](#)
    - [Pre-Physician Assistant](#)
    - [Pre-Professional](#)
- [CHEMISTRY](#)
  - Concentrations
    - [Pre-Professional](#)
    - [Traditional Pre-Pharmacy](#)
- [CHEMISTRY/BIOLOGY DUAL MAJOR](#)

### Scholars Program

- [PRE-PHARMACY](#)

### Science Core Curriculum

All students are required to successfully complete a core of courses that provide learning opportunities in content and skills areas, in communication, in research design and implementation, and that provide a foundation for upper division coursework in the majors.

### Science Core courses include:

SCIENCE CORE	
BIOL 130	Introductory Biology for Majors (with lab)
BIOL/CHEM 495	Research in Science
BIOL/CHEM 496	Seminar in Science
BIOL/CHEM 497	Science Research Portfolio
NSCI 220	Statistics in Science and Research

### Courses with Labs

All courses with labs will have separate sections and separate grades for the in-class lecture portion and the lab. However, to get full credit for the course, students must pass both. Students failing either the lecture portion or the lab will have to repeat both.

### Capstone Research Experience

As a final demonstration of his or her ability to do science, each student must complete a hypothesis-based or thesis-based research project and defend it successfully before the science faculty and his or her fellow students. The sequences of capstone learning experiences are CHEM 494 (Chemistry students only), BIOL/CHEM 495, 496, and 497.

### Required Research Timeline

To assure that graduation occurs within the student's expected time frame, care must be taken to fulfill the requirements for completing the capstone research and seminar learning experiences (CHEM 494, BIOL/CHEM 495, 496, and 497) in the sequence outlined below. Breaking the sequence, skipping a requirement, or failing to complete events by required dates will delay graduation.

- Complete BIOL 130 and NSCI 220 prior to attaining 60 credits.
- During the spring semester of the junior year biology majors will complete a Science Literacy Portfolio.
- Chemistry majors will take CHEM 494 in their junior year.
- The research project, BIOL/CHEM 495 must be completed by the end of the fall semester. Students will not be allowed to take BIOL/CHEM 495 and 496 simultaneously.
- During the spring of the senior year, students will register for both BIOL/CHEM 496 (Seminar in Science) and BIOL/CHEM 497 (Science Research Portfolio).

## **Biology (BIOL)**

*Dr. Mark Watson, Program Director*

- Strong emphasis on undergraduate research and experiential learning
- Free and Formal MCAT and PCAT reviews taught/lead by Professors in their specialties
- Laboratory sections are taught by Professors
- Three Program concentrations to meet students' educational goals

### **Biology Program Mission Statement**

“The mission of the Biology Program is to educate each student in understanding the living world and fundamental life processes and to help them acquire the skills and knowledge base needed to teach science, pursue graduate work, or prepare for a career in medicine, dentistry, veterinary science, physician assistant, and physical therapy or as a professional biologist. Each student is encouraged to think critically using their acquired knowledge base to make informed decisions in their future career and life enabling the student to use their skills to productively contribute to their community.”

### **Admission Requirements**

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged. Biology is offered on the Charleston campus.

### **Program Outcomes**

- Outcome 1: The graduate effectively communicates ideas and presents result using proper English grammar, vocabulary, and conventional scientific format in both written and oral formats.
- Outcome 2: The graduate demonstrates comprehension of biological content knowledge through coursework and synthesis of research project.
- Outcome 3: The graduate demonstrates the use of scientific methodology to summarize data in tabular or graphical form.
- Outcome 4: The graduate demonstrates the ethical use of resources, data, and behavior.

### **Assessment**

Biology majors are required to attain a minimum level of “C” in each science course or learning experience and an overall grade point average (GPA) in all science courses taken of 3.0 for graduation. Competencies for all students will be assessed each semester. The major advisor will maintain records of assessment results. Demonstration of competencies is viewed as a continuous process. Once achieved, competencies must be maintained and further refined as each student progresses toward graduation.



## Courses with Labs

All courses with labs will have separate grades for the in-class lecture portion and the lab. However, to get full credit, students must pass both the lecture and the related lab with a grade of “C” or better in the same semester. Students failing either the lecture or lab by receiving a “D” or “F” will have to repeat both.

## What You Will Study

The general Biology major is designed for students whose future goals do not foresee the need for additional chemistry, or medical related electives. This includes students who plan on careers in environmental science, graduate school in biology related areas or biological consulting fields. This program leads to a BS in Biology. Students who need or desire additional coursework should meet with their academic advisor to determine an adequate plan of study.

For the general Biology major, the student must fulfill the Liberal Learning Outcomes (LLOs) of the University and must also take:

<b>REQUIRED NATURAL SCIENCE COURES – 3 CREDIT HOURS</b>		
NSCI 220	Statistics in Science and Research	3 credits
BIOL 126	Scientific Writing Portfolio	1 credit
BIOL 130	Introductory Biology for Majors (with lab)	4 credits
BIOL 215	General Botany (with lab)	4 credits
BIOL 224	General Zoology(with lab)	4 credits
BIOL 301	Human Anatomy & Physiology for Majors I(with lab)	4 credits
BIOL 302	Human Anatomy & Physiology for Majors II(with lab)	4 credits
BIOL 331	Microbiology for Majors(with lab)	4 credits
BIOL 332	Genetics(with lab)	4 credits
BIOL 495	Research in Science	3 credits
BIOL 496	Seminar in Science	1 credit
BIOL 497	Science Research Portfolio	1 credit
<b>REQUIRED BIOLOGY ELECTIVES (NEED 2) – 6-8 CREDIT HOURS</b>		
BIOL 400	Ecology(with lab)	4 credits
BIOL 413	Systemic Botany(with lab)	4 credits
BIOL 420	Introduction to Pathophysiology I	3 credits
BIOL 421	Introduction to Pathophysiology II	3 credits
BIOL 422	Embryology(with lab)	4 credits
BIOL 451	Cell and Molecular Biology(with lab)	4 credits
BIOL 453	Virology(with lab)	4 credits
<b>REQUIRED PHYSICS COURSES – 8 CREDIT HOURS</b>		
PHSC 201	Introductory Physics I (with lab)	4 credits
PHSC 202	Introductory Physics II (with lab)	4 credits

<b>REQUIRED CHEMISTRY COURSES – 16 CREDIT HOURS</b>		
CHEM 101	General Chemistry I (with lab)	4 credits
CHEM 102	General Chemistry II (with lab)	4 credits
CHEM 201	Organic Chemistry II (with lab)	4 credits
CHEM 202	Organic Chemistry II (with lab)	4 credits
<b>REQUIRED MATH COURSES* - 8 CREDIT HOURS</b>		
MATH 123	Pre-Calculus	4 credits
MATH 201	Calculus I	4 credits

Please note: Lecture and Laboratory sections are split and therefore students must pass both to get credit for the class. Failure of the lecture or laboratory by scoring less than a “C” will result in Failure of both.

\*Other electives are offered and may be taken with the permission of the Program Director or Department Chair. Online or Web courses will not count as elective credit toward your core major or minor classes or electives.

**Pre-requisites:** Please note there are pre-requisites for many Science courses. You must take the prescribed pre-requisites before taking a Science course.

### Typical Schedule

<b>FRESHMAN YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
BIOL 130 Introductory Biology Majors(with lab)	4	BIOL 224 General Zoology(with lab)	4
HUMN 1XX <b>OR</b> SSCI 1XX	3	HUMN 1XX <b>OR</b> SSCI 1XX	3
COMM 101 Writing I	3	COMM 102 Writing II	3
MATH 123 Pre-Calculus	4	MATH 201 Calculus I	4
UNIV 101 Orientation to University	1	UNIV 102 The University Experience	2
		SPCH 103 Oral Communication Fundamentals	3
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>19</b>
<b>SOPHOMORE YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
CHEM 101 General Chemistry I(with lab)	4	BIOL 215 General Botany(with lab)	4
Literature Creativity	3	CHEM 102 General Chemistry II(with lab)	4
NSCI 220 Statistics in Science & Res.	3	Elective	3
NSCI 345 Issues in Medicine	3	NSCI 333 History of Science	3
<b>TOTAL CREDITS</b>	<b>13</b>	<b>TOTAL CREDITS</b>	<b>14</b>

<b>JUNIOR YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
BIOL 301 Human Anatomy & Phys. I(with lab)	4	BIOL 126 Scientific Writing Portfolio	1
BIOL 331 Microbiology for Majors(with lab)	4	BIOL 302 Human Anatomy & Phys. II(with lab)	4
CHEM 201 Organic Chemistry I(with lab)	4	BIOL 332 Genetics(with lab)	4
Elective	3	CHEM 201 Organic Chemistry II(with lab)	4
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>13</b>
<b>SENIOR YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
BIOL 495 Research in Science	3	BIOL 496 Seminar in Science	1
BIOL Elective	4	BIOL 497 Science Research Portfolio	1
Creativity Non-Literature Course	3	BIOL Elective	4
PHSC 201 Introductory Physics I(with lab)	4	Elective	3
UNIV 459 University Capstone	3	PHSC 102 Introductory Physics II(with lab)	4
<b>TOTAL CREDITS</b>	<b>17</b>	<b>TOTAL CREDITS</b>	<b>13</b>

Electives are chosen by the student in consultation with their advisor. All electives must be a 400-level BIOL course.

### **Additional Requirements**

Students must meet all Liberal Learning Outcomes required for graduation from the University of Charleston.

The University of Charleston comprehensive examination requirement for Biology majors is met through completion of the senior capstone research project and presentation. Biology Majors should also complete the Biology Assessment test in their freshman, sophomore/junior and senior years.

### **Biology Minor**

The Biology Minor consists of 19 credits of BIOL courses in addition to the Natural Science course NSCI 220 Statistics in Science and Research.

### **Chemistry-Biology Dual-Major (BIOCHEM)**

This specially-designed BS degree plan allows interested students to obtain two majors: chemistry and biology, within a four-year timeframe. Students interested in pursuing this option should consult the section of this *Academic Catalog* describing the [Chemistry Program](#) for a full description of the coursework needed to complete the Dual Major.

## **Pre-Pharmacy Scholars, Traditional Pre-Pharmacy, Pre-PA and Pre-Professional Programs**

A Pre-Pharmacy Scholars Program, Traditional Pre-Pharmacy Concentration, Pre-Physician Assistant Concentration and a Pre-Professional Concentration are available for students interested in pursuing advanced degrees in Pharmacy, health professions, or veterinary science. Please see the sections of this *Academic Catalog* describing these programs for additional details.

## **Pre-Pharmacy Concentration**

*Dr. Beth Pauley, Program Director*

The Department of Natural Science and Mathematics offers two pathways designed to facilitate admission to and success in a graduate pharmacy program. The two pathways are the Scholars Program and the Traditional Pre-Pharmacy Concentration.

### **The Pharmacy Scholars Program**

The Pharmacy Scholars Program is designed to reward those incoming freshmen students with exemplary records.

Students entering the University of Charleston directly from high school will be admitted to the Pharmacy Scholars Program if the student also meets the following requirements:

- A.** Has an academic grade point average of 3.0 (on a 4.0 scale) in core academic subjects on a secondary level
  1. Four units of high school math are required: \*
    - a. Algebra I
    - b. Algebra II
    - c. Geometry
    - d. Trigonometry
  2. High school chemistry with a lab
  3. Additional science classes are strongly recommended
  4. Students missing any of the above course work may be provisionally accepted into the Scholar concentration pending completion of an appropriate college class during the summer prior to the first fall semester.
- B.** Earns a composite score of 24 or above on the ACT or a total of 1100 or above on the re-centered SAT test.
- C.** Scores a 24 or above on the ACT math component or 550 or above on the math portion of the re-centered SAT test.
- D.** Score a 24 or above on the ACT science component or 550 or above on the science portions of the re-centered SAT test.
- E.** Has a record of active participation in school or community organizations.

\*Students deficient in one of the courses listed above may be provisionally admitted to the Scholar Program. They will be given full admission upon completing a college level course in the area of the deficiency prior to the fall of their freshman year.

### **The Pre-Pharmacy Traditional Program**

Incoming freshmen not eligible for the Scholars Program will be admitted to the traditional pre-pharmacy concentration in either biology or chemistry. Students will have the option of completing the pre-requisite courses for pharmacy in 2 or 3 years. Students may stay in the program 3 to 4 years and graduate with a bachelor's degree in either biology or chemistry.

**REQUIRED SCIENCE COURSES – 43 CREDIT HOURS**

BIOL 130	Introductory Biology for Majors (with lab)	4 credits
BIOL 215 <b>OR</b> BIOL 224	General Botany (with lab) General Zoology (with lab)	4 credits
BIOL 301	Human Anatomy & Physiology for Majors I (with lab)	4 credits
BIOL 302	Human Anatomy & Physiology for Majors II (with lab)	4 credits
BIOL 331	Microbiology for Majors (with lab)	4 credits
CHEM 101	General Chemistry I (with lab)	4 credits
CHEM 102	General Chemistry II (with lab)	4 credits
CHEM 201	Organic Chemistry I (with lab)	4 credits
CHEM 202	Organic Chemistry II (with lab)	4 credits
NSCI 220	Statistics in Science Research	3 credits
PSHC 201	Introductory Physics I (with lab)	4 credits

**REQUIRED MATH COURSES\* - 8 CREDIT HOURS**

MATH 123	Pre-Calculus	4 credits
MATH 201	Calculus I	4 credits

**OTHER REQUIRED COURSES – 15 CREDIT HOURS**

BUSI 201 <b>OR</b> BUSI 202	Principles of Microeconomics Principles of Macroeconomics	3 credits
COMM 101	Freshman Writing I	3 credits
COMM 102	Freshman Writing II	3 credits
HIST 212 <b>OR</b> HIST 251 <b>OR</b> HIST 252 <b>OR</b> NSCI 333	World Cultures II: 17 <sup>th</sup> Century to Current Foundations of the American Republic Contemporary America History of Science	3 credits
PSYC 101 <b>OR</b> SOC 101	Introduction to Psychology Principles of Sociology	3 credits

\*Actual math requirement is 6 credits

**Pre-Pharmacy Schedule – with Completion of Pre-requisites in Two (2) Years**

**FIRST YEAR – Pre-Pharm Biology**

FALL SEMESTER			SPRING SEMESTER		
BIOL 130	Intro. Biology for Majors (with lab)	4	BIOL 224	General Zoology (with lab)	4
CHEM 101	General Chemistry I (with lab)	4	BUSI 201 <b>OR</b> PSYC 101	Microeconomics <b>OR</b> PSYC 101 Intro. to Psychology	3
HUMN 1XX <b>OR</b> SSCI 1XX	Intro to Humanities <b>OR</b> Issues in Social Science	3	CHEM 102	General Chemistry II	4
COMM 101	Writing I*	3	COMM 102	Writing II*	
MATH 123	Pre-Calculus	4	HUMN 1XX <b>OR</b> SSCI 1XX	Intro to Humanities <b>OR</b> Issues in Social Science	3
NSCI 220	Statistics in Science & Research	3	MATH 201	Calculus I	4
UNIV 101	Orientation to University	1	UNIV 102	The University Experience	2
			SPCH 103	Speech Fundamentals**	3
	<b>TOTAL CREDITS</b>	<b>22</b>		<b>TOTAL CREDITS</b>	<b>23</b>

\*Embedded in HUMN 1XX and SSCI 1XX courses

\*\* Embedded in UNIV 102

<b>SECOND YEAR – Pre-Pharm Biology</b>					
<b>FALL SEMESTER</b>			<b>SPRING SEMESTER</b>		
BIOL 301	Human Anatomy & Phys. I (with lab)	4	BIOL 302	Human Anatomy & Phys. II (with lab)	4
BIOL 331	Microbiology for Majors (with lab)	4	BIOL 303	Medical Terminology	3
BUSI 201 <b>OR</b> PSYC 101	Microeconomics <b>OR</b> Intro.to Psychology	3	CHEM 202	CHEM 202 Organic Chemistry II (with lab)	4
CHEM 201	Organic Chemistry I (with lab)	4	NSCI 333	History of Science	3
PHSC 101	Introductory Physics I (with lab)	4	PHSC 202	Introductory Physics II (with lab)	4
	<b>TOTAL CREDITS</b>	<b>19</b>		<b>TOTAL CREDITS</b>	<b>18</b>
<b>THIRD YEAR – Pre-Pharm Biology</b>					
<b>FALL SEMESTER</b>			<b>SPRING SEMESTER</b>		
ART 211	Art and Medicine	3	BIOL 126	Biology Portfolio	1
BIOL 333	Immunology	4	BIOL 215	General Botany (with lab)	4
CHEM 410	Biochemistry	4	BIOL 332	Genetics (with lab)	4
ENGL XXX	Literature	3	BIOL 451	Cell and Molecular Biology (with lab)	4
			NSCI 345	Issues in Medicine	3
	<b>TOTAL CREDITS</b>	<b>14</b>		<b>TOTAL CREDITS</b>	<b>16</b>
<b>FOURTH YEAR – Pre-Pharm Biology</b>					
<b>FALL SEMESTER</b>			<b>SPRING SEMESTER</b>		
BIOL 420	Intro to Pathophysiology I	3	BIOL 304/304L	Physical Assessment	3
BIOL 495	Research in Science	3	BIOL 453	Virology (with lab)	4
PSYC 212	Life-Span Development	3	BIOL 496	Seminar in Science	1
UNIV 459	Senior Capstone	3	BIOL 497	Science Research Portfolio	1
			PSYC 362	Abnormal Psychology	3
	<b>TOTAL CREDITS</b>	<b>12</b>		<b>TOTAL CREDITS</b>	<b>12</b>

- SSCI 105 & HUMN 101 fulfill the requirement for English Composition I and II
- BUSI 202 can be substituted for BUSI 201
- SOCI 101 can be substituted for PSYC 101
- PHSC 202 is not a requirement for pre-pharmacy but is a requirement for a biology or chemistry degree

### Deviations from the Curriculum

- The prescribed course work for admittance to the School of Pharmacy after 2 years of undergraduate work allows for no electives. There will be cases in which freshmen will need to take additional course work such as Welch Colleagues, students with choir scholarships, etc. To stay in sequence these students must take these courses in addition to the Scholar courses
- Students may receive credit for AP courses completed in high school. Acceptance of an AP course for credit will be determined by the registrar.

Students receiving AP credit may require additional coursework to maintain full time status

- Changes in the requirements will be at the discretion of the School of Pharmacy

### **Community Service**

Students in both pre-pharmacy programs are required to demonstrate participation in the community or campus. Below are listed organizations readily available for students, however, students may choose working with off-campus service organizations or any organized group on campus involved with community service or student government:

- American Chemical Society (ACS)
- Chi Beta Phi Science Honorary
- Pre-Pharmacy Club



## Pre-Professional Concentration

### *Dr. John Robinson, Program Director*

The Pre-professional concentration is composed of, but not limited to Pre-Medical, Pre-Dentistry, Pre-Veterinary, Pre-Chiropractic, and Pre-Physical Therapy. Each discipline has specific courses designed to meet their individual needs.

### Special Features

All students in the pre-professional concentration will be provided with a copy of the *University of Charleston Department of Natural Science and Mathematics Pre-Professional Manual* which will outline the proper way to prepare for, apply to, and succeed in medical school. Through classes, students will be groomed in the fine art of interviewing as well as having mock interviews. Pre-professional students will also receive guidance with the writing of personal statements. Students in the pre-professional concentration will have the opportunity, in the various classes, to learn how to suture, read EKGs, and learn surgical techniques during dissection. Many courses will also utilize medical case studies.

### MCAT/DAT/VCAT/GRE Study

The Department of Natural Science and Mathematics offers formal study for pre-admission tests for professional school. These sessions are presented by the faculty. The Department also encourages small group study and provides study material to such groups. These services are provided to students without charge.

### Typical Schedule

FIRST YEAR			
FALL SEMESTER		SPRING SEMESTER	
UNIV 101 Orientation to University	1	UNIV 102 Orientation to University	2
COMM 101 Freshmen Writing I	3	COMM 102 Freshmen Writing II	3
BIOL 130 Biology for Majors and lab	4	BIOL 224 Zoology and lab	4
CHEM 101 General Chemistry and lab	4	CHEM 102 General Chemistry and lab	4
MATH 123 Pre-Calculus	4	MATH 201 Calculus	4
HUMN 101 Intro to Humanities	3	SSCI 105 Issues in Social Science	3
		SPCH 103 Speech Fundamentals	3
TOTAL CREDITS		19	TOTAL CREDITS
			23

## SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
BIOL 301 Human Anatomy & Phys. I and lab	4	BIOL 302 Human Anatomy & Phys. II and lab	4
CHEM 201 Organic Chemistry I and lab	4	CHEM 202 General Chemistry II and lab	4
PHSC 101 Introductory Physics I and lab	4	PHSC 202 Introductory Physics II and lab	4
BIOL 331 Microbiology and lab	4	BIOL 215 Botany and lab	4
ENGL XXX Literature	3	PSYC 101 Intro to Psychology	3
<b>TOTAL CREDITS</b>	<b>19</b>	<b>TOTAL CREDITS</b>	<b>19</b>

## THIRD YEAR

FALL SEMESTER		SPRING SEMESTER	
ART 211 Art and Medicine	3	PSYC 212 Life-span Developmental	3
BIOL 333 Immunology and lab	4	BIOL 332 Genetics and lab	4
BIOL 451 Cell and Molecular Biology	4	BIOL 303 Medical Terminology	3
NSCI 220 Research Statistics	3	NSCI 345 Issues in Medicine	4
CHEM 410 Biochemistry and lab	4	BIOL 420 Intro to Pathophysiology I	3
<b>TOTAL CREDITS</b>	<b>18</b>	<b>TOTAL CREDITS</b>	<b>17</b>

## FOURTH YEAR

FALL SEMESTER		SPRING SEMESTER	
BIOL 495 Research	3	BIOL 496 Seminar in Science	1
BIOL 453 Virology and lab	4	BIOL 497 Research Portfolio	1
UNIV 459 Senior Capstone	3	BIOL 126 Biology Portfolio	1
PSYC 343 Personality	3	BIOL 421 Pathophysiology II	3
NSCI 333 History of Science	3	BIOL 304 Physical Assessment	3
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>9+</b>

## **Pre-Physician Assistant Concentration**

### ***Dr. Janet Rorrer, Program Director***

The Department of Natural Science and Mathematics offers a Pre-PA concentration designed to facilitate admission to and success in a graduate physician assistant program. Students in the Pre-PA concentration are advised on an undergraduate Biology degree path, which includes PA program pre-requisite courses, to ensure that academic progress is being made towards a degree while they are pursuing admission to a graduate physician assistant program. Details about the physician assistant profession and specifics about the UC Physician Assistant Program are located in the Master of Physician Assistant Program section of the catalog.

The pathways for admission to the UC Master of Physician Assistant Program are the, [Fast-Track Program](#), and [Direct Admission](#). These admission pathways are outlined in detail in the UC Master of Physician Assistant Program section of the catalog.

### **Special Features**

All students in the Pre-PA concentration will be provided with a copy of the *University of Charleston Department of Natural Science and Mathematics Pre-Professional Manual* which will outline the proper way to prepare for, apply to, and succeed in physician assistant school. Through classes, students will be groomed in the fine art of interviewing as well as having mock interviews. Pre-PA students will also receive guidance with the writing of personal statements. Students in the Pre-PA concentration will have the opportunity, in the various classes, to learn how to suture, read EKGs, and learn surgical techniques during dissection. Many courses will also utilize medical based case studies.

### **GRE/MCAT Study**

The Department of Natural Science and Mathematics offers formal study for admission tests for professional school. The GRE is the required admission exam for most physician assistant programs. These study sessions are presented by the faculty. The Department also encourages small group study and provides study material to such groups. These services are provided to students without charge.

### **Pre-PA: Typical Schedule**

The typical four year schedule for the Biology degree (Pre-PA Concentration) is outlined below. This course sequence is designed not only to earn a Biology degree, but also finish all the UC PA pre-requisite courses in the first 5 semesters. Students accepted to the Master of Physician Assistant Program's Fast Track admission pathway may choose not to complete the Biology degree requirements and matriculate into the Master of Physician Assistant program when appropriate pre-requisite coursework and matriculation requirements are met. Students motivated to accelerate their graduation can increase their credit hours per semester and utilize the summer semester to graduate in three years.

## **FIRST YEAR - BIOLOGY**

FALL SEMESTER		SPRING SEMESTER	
COMM 101 Freshman Writing I	3	COMM 102 Freshman Writing II	3
BIOL 130 Intro. Biology for Majors	3	BIOL 224 General Zoology	3
BIOL 130L Intro. Biology for Majors Lab	1	BIOL 224L General Zoology Lab	1
HUMN 101 Intro to Humanities	3	SSCI 105 Issues in Social Science	3
PSYC 101 Introduction to Psychology	3	MATH 123 Pre-Calculus	4
CHEM 101 General Chemistry I	3	CHEM 102 General Chemistry II	3
CHEM 101L General Chemistry I Lab	1	CHEM 102L General Chemistry II Lab	1
UNIV 101 Orientation to University	1	UNIV 102 The University Experience	2
		SPCH 103 Speech Fundamentals	3
<b>TOTAL CREDITS</b>	<b>18</b>	<b>TOTAL CREDITS</b>	<b>23</b>

### SECOND YEAR - BIOLOGY

FALL SEMESTER		SPRING SEMESTER	
BIOL 301 Human Anatomy & Physiology I	3	BIOL 302 Human Anatomy & Physiology II	3
BIOL 301L Human Anatomy. & Physiology I Lab	1	BIOL 302L Human Anatomy & Physiology II Lab	1
NSCI 220 Statistics in Science & Research	3	NSCI 333 History of Science	3
ENGL XXX Literature	3	NSCI 345 Issues in Medicine	3
BIOL 331 Microbiology for Majors	3	BIOL 303 Medical Terminology	3
BIOL 331L Microbiology for Majors Lab	1	BIOL 304 Physical Assessment	2
		BIOL 304L Physical Assessment Lab	1
<b>TOTAL CREDITS</b>	<b>14</b>	<b>TOTAL CREDITS</b>	<b>16</b>

### THIRD YEAR - BIOLOGY

FALL SEMESTER		SPRING SEMESTER	
ART 211 Art and Medicine	3	BIOL 332 Genetics	3
CHEM 201 Organic Chemistry I	3	BIOL 332L Genetics Lab	1
CHEM 201L Organic Chemistry I Lab	1	CHEM 202 Organic Chemistry II	3
BIOL 333 Immunology	3	CHEM 202L Organic Chemistry II Lab	1
BIOL 333L Immunology Lab	1	BIOL 420 Intro to Pathophysiology I	3
PHSC 201 Introductory Physics I	3	PHSC 202 Introductory Physics II	3
PHSC 201L Introductory Physics I Lab	1	PHSC 202L Introductory Physics II Lab	1
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>15</b>

### FOURTH YEAR - BIOLOGY

FALL SEMESTER		SPRING SEMESTER	
BIOL 495 Research in Science	3	BIOL 421 Intro to Pathophysiology II	3
CHEM 410 Biochemistry	3	MATH 201 Calculus I	4
CHEM 410L Biochemistry Lab	1	BIOL 496 Seminar in Science	1
UNIV 459 Senior Capstone	3	BIOL 497 Science Research Portfolio	1
PSYC 362 Abnormal Psychology	3	BIOL 215 General Botany	3
BIOL 451 Cell and Molecular Biology	3	BIOL 215 General Botany Lab	1
BIOL 451 Cell and Molecular Biology Lab	1	BIOL 126 Scientific Portfolio Writing	1
<b>TOTAL CREDITS</b>	<b>17</b>	<b>TOTAL CREDITS</b>	<b>14</b>

## **Chemistry (CHEM)**

*Dr. Juliana Serafin, Program Director*

- State-of-the-art laboratory facilities and instrumentation
- Strong emphasis on undergraduate research and skill acquisition
- Hands-on learning
- UC Student Chapter of the American Chemical Society on campus
- Internship experiences

### **From the Faculty**

“The mission of the chemistry program is to educate each student on the nature of chemistry and biochemistry, and to prepare the student with sufficient knowledge and skills to pursue productive work in chemistry, or to attend graduate school in chemistry, or to attend professional school in the health sciences, and to enable students in the use of chemistry to interpret everyday life in the pursuit of enlightened living and community involvement.”

### **Admission Requirements**

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

### **Program Outcomes**

At the conclusion of the program the graduate will demonstrate the ability to:

1. Apply the major concepts, principles and theories of chemistry to solve problems.
2. Apply good laboratory and synthesis skills to obtain meaningful results.
3. Create a plan of analysis using chemical instrumentation and evaluate the results.
4. Create new scientific knowledge by designing and performing a chemical research project.
5. Evaluate data and communicate the findings of a chemical research project.

### **What You Will Study**

The major in chemistry consists of 125-130 credits, including 47 credits of required and elective chemistry courses, 24 credits of required mathematics and physics courses, 3 credits in natural science, and 50 credits of courses containing the Liberal Learning Outcomes. In order to graduate, a student must receive a minimum grade of “C” for each of the chemistry, mathematics, physics, and natural science courses.

The science and mathematics curriculum for the chemistry major is shown in the table below:

<b>REQUIRED CHEMISTRY COURSES - 47 CREDIT HOURS</b>		
CHEM 101	General Chemistry I	4 credits
CHEM 102	General Chemistry II	4 credits
CHEM 201	Organic Chemistry I	4 credits
CHEM 202	Organic Chemistry II	4 credits
CHEM 251	Quantitative Analysis	4credits
CHEM 362	Instrumental Analysis	4 credits
CHEM XXX	300 or 400-Level Electives	6 credits
CHEM 410	Biochemistry	4 credits
CHEM 412	Physical Chemistry I	4 credits
CHEM 413	Physical Chemistry II	4 credits
CHEM 494	Proposal Writing in Chemistry	1 credit
CHEM 495	Research in Chemical Science	3 credits
CHEM 496	Seminar in Chemical Science	3 credits
<b>REQUIRED MATHEMATICS COURSES – 16 CREDIT HOURS</b>		
MATH 123	Pre-Calculus	4 credits
MATH 201	Calculus I	4 credits
MATH 202	Calculus II	4 credits
MATH 203	Calculus III	4 credits
<b>REQUIRED PHYSICS COURSES – 8 CREDIT HOURS</b>		
PHSC 201	Introductory Physics I	4 credits
PHSC 202	Introductory Physics II	4 credits
<b>REQUIRED BIOLOGY COURSE – 4 CREDIT HOURS</b>		
BIOL 130	Introductory Biology for Majors	4 credits
<b>REQUIRED NATURAL SCIENCE COURSE – 3 CREDIT HOURS</b>		
NSCI 220	Statistics in Science and Research	3 credits

An AP score of 4 or higher may be used to fulfill the CHEM 101 and CHEM 102 requirement. The initial course in MATH and eligibility to take CHEM 101 will be determined based on SAT and/or ACT Math Scores.

#### Typical four-year schedule:

<b>FRESHMAN YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
BIOL 130 Introductory Biology Majors	4	CHEM 102 General Chemistry II[	4
COMM 101 Writing I	3	FYE HUMN 1XX or SSCI 1XX)	3
CHEM 101 General Chemistry I	4	COMM 102* Writing II	3
HUMN 1XX or SSCI 1XX	3	HIST 211 World Cultures I or LLOs	3
MATH 123 Pre-Calculus	4	MATH 201 Calculus I	4
UNIV 101 Orientation to University	1	NSCI 220 Statistics in Science & Res.	3
		UNIV 102 The University Experience	2
		SPCH 103 Fundamental of Speech**	3
<b>TOTAL CREDITS</b>	<b>19</b>	<b>TOTAL CREDITS</b>	<b>25</b>

\*Embedded in HUMN 1XX or SSCI 1XX

\*\*Embedded in UNIV 102

## SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
CHEM 201 Organic Chemistry I	4	CHEM 202 Organic Chemistry II	4
CHEM 251 Quantitative Analysis	4	CHEM 362 Instrumental Analysis	4
MATH 202 Calculus II	4	MATH 203 Calculus III	4
PHSC 201 Introductory Physics I	4	PHSC 202 Introductory Physics II	4
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>16</b>

## JUNIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
CHEM Elective	3	CHEM Elective	3
CHEM 494 Proposal Writing in Chem.	1	LLOs course	3
ENGL XXX or other LLOs	3	LLO course	3
HIST 251 Found. of American Republic	3	LLO course or Elective	3
NSCI 333 History of Science	3	LLO course or Elective	3
NSCI 345 Issues in Medicine	3		
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>15</b>

## SENIOR YEAR

FALL SEMESTER		SPRING SEMESTER	
CHEM 410 Biochemistry	4	CHEM 413 Physical Chemistry II	4
CHEM 412 Physical Chemistry I	4	CHEM 496 Seminar in Chem. Science	3
CHEM 495 Research in Chem. Science	3	LLOs Class or Elective	3
LLOs Class or Elective	3	LLOs Class or Elective	3
UNIV 459 Senior Capstone	3		
<b>TOTAL CREDITS</b>	<b>17</b>	<b>TOTAL CREDITS</b>	<b>13</b>

Please note that many chemistry and biology classes have a lab. Although the lab is registered for as a separate class, the credit hour totals above include the lab hours. The student must pass both the lecture and lab portion of the class in order to receive any of the credit.

### Additional Requirements

Students must meet all Liberal Learning Outcomes required for graduation from the University of Charleston. Students should take care to fulfill prerequisites for upper division courses as noted in the course descriptions.

Successful completion of American Chemical Society (ACS) examinations may be required as part of the course assessments.

Chemistry majors should follow the Research Timeline described above in the section about Natural Sciences & Mathematics Department Requirements.

### Chemistry Minor

Students can earn a minor in Chemistry by completing 18 credit hours of Chemistry classes (six of the 18 hours may be classes required for other degrees) in required classes. The required classes are:

CHEM 201, CHEM 202, CHEM 412, CHEM 412L, CHEM 251, CHEM 251L, CHEM 496 and CHEM 410 or CHEM 411.

Please note that BIOLOGY Pre-Professional majors must choose CHEM 411 because CHEM 410 is already required for their degree. Majors outside the Natural Science and Mathematics department may be required to take additional hours as prerequisite and co-requisite classes.

### **Chemistry Major for Pharmacy and Pre-Professional Tracks**

A Pre-Pharmacy Chemistry Track and a Pre-Professional Chemistry Track are available for students interested in pursuing advanced degrees in Pharmacy, health professions, or veterinary science. Please see the Natural Science and Mathematics Department sections of this *Academic Catalog* describing these programs for additional details.

### [Chemistry-Biology Dual-Major \(BIOCHEM\) Program](#)

This specially-designed BS degree program allows interested students to obtain a dual major in chemistry and biology within a four-year timeframe, representing a very efficient and vigorous learning approach. Possessing a strong knowledge base in both chemistry and biology gives science students, particularly Pre-Pharmacy and Pre-Professional students, a competitive edge.

Please see the section of this *Academic Catalog* describing the Chemistry-Biology Dual Major Plan for further details.



## **Chemistry-Biology Dual Major (BIOCHEM)**

*Dr. Juliana Serafin, Director*

- State-of-the-art laboratory facilities and instrumentation
- Strong emphasis on undergraduate research
- Hands-on learning
- University of Charleston Student Chapter of the American Chemical Society on campus
- Strong preparation for a multitude of professional and graduate school opportunities

### **From the Faculty**

“This specially-designed BS degree program allows interested students to obtain a dual-major in chemistry and biology within a four-year timeframe. BS degree holders possessing a strong knowledge base in both chemistry and biology are particularly competitive for professional schools.

The mission of the chemistry-biology dual-major program is to educate each student about the nature of chemistry, biology and biochemistry, and to prepare the student with sufficient knowledge and skills to pursue productive work in chemistry, biology or biochemistry in a professional or graduate school, or in the workforce, and to pursue enlightened living and community involvement.”

### **Admission Requirements**

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

### **Program Outcomes**

At the conclusion of the program the graduate will demonstrate the ability to:

- Apply the major concepts, principles and theories of chemistry to solve problems.
- Apply good laboratory and synthesis skills to obtain meaningful results.
- Create a plan of analysis using chemical instrumentation and evaluate the results.
- Create new scientific knowledge by designing and performing a chemical research project.
- Evaluate data and communicate the findings of a chemical research project.

### **What You Will Study**

The Program consists of 40 credits of required chemistry courses, 32 credits of required and elective biology courses, 24 credits of required mathematics and physics courses, 3 credits in the Natural Science Sequence, and 50 credits of Liberal Learning Outcomes. In order to graduate, a student must receive a minimum grade of “C” for each of the chemistry, biology, mathematics, physics, and natural science courses. The science and mathematics curriculum for this Dual-Major Program is as follows:

<b>REQUIRED CHEMISTRY COURSES - 40 CREDIT HOURS</b>		
CHEM 101	General Chemistry I	4 credits
CHEM 102	General Chemistry II	4 credits
CHEM 201	Organic Chemistry I	4 credits
CHEM 202	Organic Chemistry II	4 credits
CHEM 251	Quantitative Analysis	4credits
CHEM 362	Instrumental Analysis	4 credits
CHEM 410	Biochemistry	4 credits
CHEM 411 <b>OR</b> CHEM 420	Advanced Organic Chemistry Advanced Biochemistry	3 credits 3 credits
CHEM 412	Physical Chemistry I	4 credits
CHEM 494	Proposal Writing in Chemistry	1 credit
CHEM 495	Research in Chemical Science	3 credits
CHEM 496	Seminar in Chemical Science	1 credit
<b>REQUIRED BIOLOGY COURSE – 32 CREDIT HOURS</b>		
BIOL 130	Introductory Biology for Majors	4 credits
BIOL 215 <b>OR</b> BIOL 224	General Botany General Zoology	4 credits
BIOL 301	Human Anatomy & Physiology I	4 credits
BIOL 302	Human Anatomy & Physiology II	4 credits
BIOL 331	Microbiology for Majors	4 credits
BIOL 332	Genetics	4 credits
BIOL XXX	300 or 400-level Electives	8 credits
<b>REQUIRED MATHEMATICS COURSES – 16 CREDIT HOURS</b>		
MATH 123	Pre-Calculus	4 credits
MATH 201	Calculus I	4 credits
MATH 202	Calculus II	4 credits
<b>REQUIRED PHYSICS COURSES – 8 CREDIT HOURS</b>		
PHSC 201	Introductory Physics I	4 credits
PHSC 202	Introductory Physics II	4 credits
<b>REQUIRED BIOLOGY COURSE – 4 CREDIT HOURS</b>		
BIOL 130	Introductory Biology for Majors	4 credits
<b>REQUIRED NATURAL SCIENCE COURSE – 3 CREDIT HOURS</b>		
NSCI 220	Statistics in Science and Research	3 credits

An AP score of 4 or higher may be used to fulfill the CHEM 101 and CHEM 102 requirement. The initial course in MATH and eligibility to take CHEM 101 will be determined based on SAT and/or ACT Math Scores.

## DEPARTMENT OF SOCIAL SCIENCES

*Dr. Martha Spiker, Chair*

The Department of Social Sciences presents programs that develop students as participating and contributing members of society. Students acquire knowledge that bears directly on life situations, and develop ideas, attitudes, and analytical skills that provide a sound basis for appreciation of people and society.

### **Majors in the Department**

- [HISTORY](#)
- [POLITICAL SCIENCE](#)
- [PSYCHOLOGY](#)

### **Minors in the Department**

- [Minor in Political Science](#)
- [Minor in Criminal Justice](#)

### **Departmental Programs – Off-Campus Internship Program**

During the junior or senior year a student majoring in Political Science or Psychology may elect or be required to participate in an off-campus internship, such as the program offered by the Washington Center. This is designated as a Professional Internship Semester. The approval of the Program Coordinator is required.

# History (HIST)

*Dr. Sarah J. Adams, Coordinator*

- History majors acquire a breadth of historical knowledge and depth in a limited area, as well as the tools needed to prepare students for graduate study, law school, life-long learning, and community involvement as a global citizen. A geopolitical focus characterizes this program of study.
- The program structure encourages students to double major either within the social sciences or in other fields, including other liberal arts and business.
- Opportunities are available to present student research at state, regional and national meetings.
- Students work with experienced and engaged PhD faculty who are published authors and have traveled widely and taught abroad.

## Admission Requirements

Students must gain general admission to the University of Charleston. A visit to the campus to meet with Admissions personnel and program faculty is strongly encouraged.

## Program Outcomes

At the conclusion of the course of study, the graduate will demonstrate:

1. A breadth of historical knowledge and depth in a limited area;
2. Communication and critical thinking skills of analysis, synthesis, and presentation;
3. An ability to analyze historiography;
4. An ability to analyze the interconnectedness of political, social and economic developments throughout the world; and
5. Research skills using print and electronic resources.

## What You Will Study

The major requires a total of 39 hours of coursework – 24 hours of core requirements and 15 elective hours. Beyond these requirements, the major requires that students take a minimum of 81 hours, some outside the program, to satisfy the 120 hour requirement for graduation. Students must also, when constructing their plan of study, meet all of the Liberal Learning Outcomes required for graduation by the University of Charleston.

### Core Requirements

HIST 211	World Cultures I	3 credits
HIST 212	World Cultures II	3 credits
HIST 251	Foundations of the American Republic	3 credits
HIST 252	Contemporary America	3 credits
HIST 400	Senior Thesis	3 credits
Elective with Research Paper		3 credits
GEOG 303	World Geography or approved elective	3 credits

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MATH 116	(300 level non-American history) Survey of Mathematics		<u>3 credits</u>
		<b>Total</b>	<b>24 credits</b>
HIST Electives	(300 level HIST courses)		15 credits
<b>Total</b>			<b>39 credits</b>

### Additional Requirements

Each graduating major in the program must complete and pass a Comprehensive Examination or take either the GRE or the LSAT.

### Typical First Year Schedule

Fall Semester	Credits	Spring Semester	Credits
UNIV 101 Orient. to Univ.	1	UNIV 102 The University Experience	2
HIST 211 World Cultures I	3	NSCI 105 Issues in Biology	4
HUMN 101 Intro. to HUMN	3	LLO elective or HIST 212	3
HIST 251 Foundations of the American Republic	3	HIST 252 Contemporary America	3
COMM 101 Freshman Writing I*	3	COMM 102 Freshman Writing II*	3
LLO elective	3	COM 103 Oral Communication Fundamentals**	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>18</b>

\*Embedded in HUMN 1XX or SSCI 1XX

\*\*Embedded in UNIV 102

### Completing the Double Major

History majors are encouraged to double major both within the Social Sciences Department and with other programs in the broader university community. All double majors must complete all requirements for BOTH majors, with the exception that a single senior thesis is required. Students choosing a double major outside the department, and who choose to do a senior thesis or project outside of History must consult with program faculty on the nature of the outside project. The Program expects that a senior thesis completed as part of a double major with a Program degree will engage the discipline in a meaningful way. Possible double majors include, but are not limited to:

- History and Political Science
- History and Psychology
- History and Education
- History and English

## **Political Science (POLS)**

*Bradford W. Deel, J.D., Program Director*

### **Mission**

The mission of the Political Science program is to prepare graduates for employment, scholarship, or further study in the areas of law, public policy, or criminal justice in service to their professional disciplines and social communities.

- Students who major in Political science can choose one of three program concentrations. The **Pre-Law Concentration** emphasizes course work appropriate for those who plan to attend law school upon completion of their undergraduate studies. The **Public Policy Concentration** emphasizes the interconnectedness of political science, policymaking, and specific policy areas. This concentration is appropriate for those who want to pursue positions working directly or indirectly with government. It is also appropriate for those who wish to continue their education with graduate studies in social sciences, such as Political Science, History, or Sociology. The **Criminal Justice Concentration** focuses on developing the skills needed to pursue careers in law enforcement, criminology, homeland security, or corrections with a focus on those skills needed in management positions. Students are also prepared to pursue graduate studies in Criminal Justice.
- Students are immersed in a comprehensive program that merges traditional approaches with modern research techniques to prepare students for graduate study, applied work in the discipline, and life-long learning.
- The program structure encourages students to double major in other fields such as History, Psychology, English, or Business.
- Prestigious internship opportunities with local and state government agencies provide valuable field-work experience in the discipline.
- Opportunities to present student research at state, regional and national meetings provide students with real world skills and allow them to network with professionals in the field.
- Students work with experienced and engaged faculty who are published authors and have taught at both the undergraduate and graduate levels.

### **From the Faculty**

“Students who major in political science study the actors and institutions of government and examine their interactions with significant ‘others’ that influence lawmaking. In addition, the process of how policy is made within this environment is emphasized. Those who choose to study political science at the University of Charleston are immersed in a comprehensive program that integrates the merging of traditional approaches with modern research techniques to prepare students for graduate study, law school, applied work in the disciplines and life-long learning.”

### **Admission**

Students must gain general admission to the University of Charleston. A visit to the campus to meet with Admissions personnel and program faculty is strongly encouraged.

## Program Outcomes

At the conclusion of the program the student will be able to:

- Evaluate political phenomena using political science concepts and theories.
- Apply historical and global perspectives to political problems and policy issues;  
**and**
- Formulate research hypotheses using current social science research tools.

In addition to the program outcomes for all students

**Pre-law students** will be able to:

- Evaluate the relationship between society and legal institutions using legal reasoning skills

**Public Policy students** will be able to:

- Integrate knowledge of governmental and non-governmental actors to analyze public policy

**Criminal Justice students** will be able to:

- Evaluate societal responses to crime, terrorism and security

## What You Will Study

The political science major requires a total of 51 hours of coursework. The requirements focus on the actors and institutions of government and the complex relationships that exist among those who seek to influence the process. Introductory courses in policymaking and research methods are also included in this core. Coursework to explicitly promote critical and logical thinking is integrated throughout the curriculum. These requirements are important for all students in the major, but especially for those who intend to pursue a law degree or other graduate degree upon completion of their undergraduate education.

Concentrations allow the student to add depth to their area of interest. For example, students interested in attending law school will take additional coursework in judicial politics, constitutional law, and debate.

Beyond these requirements, students must take a minimum of 69 hours outside the program to satisfy the 120-credit hour requirement for graduation. Students must also, when constructing their plan of study, meet the Liberal Learning Outcomes required for graduation by the University of Charleston. These additional hours may be used to earn a second major, if the student so desires.

The core curriculum and the courses needed to complete each of the concentrations are outlined in the tables below.

## Bachelor of Arts in Political Science

Core Requirements - 33 Credit Hours		
HIST 212	World Cultures II: 17 <sup>th</sup> Century to Present	3 credits
HIST 251	Foundations of the American Republic	3 credits
HIST 252	Contemporary America	3 credits
MATH 116	Survey of Mathematics (or higher math)	3 credits
POLS 101	American National Government	3 credits
POLS 102	State and Local Government	3 credits
POLS 210	Comparative Government	3 credits
POLS 200	Foundations of Public Policy	3 credits
POLS 300	Political Science Research Methods	3 credits
POLS 400	Senior Thesis	3 credits
POLS 490	WV Internship Program Legislative Internship Program	3 credits

### Pre-Law Concentration

Re-Law Concentration – 18 Credit Hours		
POLS 230	Introduction to Political Philosophy	3 credits
POLS 260	Judicial Branch Politics	3 credits
POLS 280	Debating the Issues	3 credits
POLS 314	Constitutional Law I	3 credits
POLS 316	Constitutional Law II	3 credits
POLS Elective	200 or 300-Level Political Science Elective in conjunction with student's advisor	3 credits

### Public Policy Concentration

Public Policy Concentration – 18 Credit Hours		
POLS 240	Legislative Branch Politics	3 credits
POLS 250	Executive Branch Politics	3 credits
POLS 270	Interest Group Politics	3 credits
POLS 290	Ethical Dilemmas in Policy Making	3 credits
POLS 314	Constitutional Law I	3 credits
POLS Elective	200 or 300-Level Political Science Elective in conjunction with student's advisor	3 credits

### Criminal Justice Concentration

Criminal Justice Concentration – 18 Credit Hours		
CRJS 101	Introduction to Criminal Justice	3 credits
CRJS 231 OR POLS 314	Criminal Procedure Constitutional Law I	3 credits
CRJS 242	Introduction to Law Enforcement	3 credits
CRJS 256	Criminal Law	3 credits
CRJS 260	Terrorism and Homeland Security	3 credits
POLS 260	Judicial Branch Politics	3 credits



## Typical First Year Schedule

Freshman Year				
FALL SEMESTER		SPRING SEMESTER		
COMM 101 Freshman Writing I*	3	COMM 102 Freshman Writing II*	3	
HIST 251 Foundations of the American Republic	3	SPCH 103 Oral Comm. Fundamentals**	3	
HUMN 101 Introduction to Humanities	3	HIST 252 Contemporary America	3	
MATH 116 Survey of Mathematics	3	NSCI 105 Issues in Natural Science	4	
POLS 101 American National Govt.	3	POLS 102 State and Local Government	3	
UNIV 101 Orientation to University	1	UNIV 102 The University Experience	1	
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>	
			<b>17</b>	

\*Embedded in HUMN 1XX or SSCI 1XX

\*\*Embedded in UNIV 102

### Additional Requirements

Each graduating major in the program must complete and pass a comprehensive examination in their final semester before expected graduation.

### Completing a Double Major

Political Science majors are encouraged to double major with other programs in the broader university community. Double majors must complete all requirements for BOTH majors, with the exception that a single senior thesis is required. Students choosing a double major and who choose to do a senior thesis or project outside of Political Science, must consult with program faculty on the nature of the outside project. The Program expects that a senior thesis completed as part of a double major with a Program degree will engage the discipline in a meaningful way. Possible double majors include:

- Political Science and Business
- Political Science and English
- Political Science and History
- Political Science and Psychology

### Minor in Political Science

The Minor in Political Science requires that the student complete 18 credits in Political Science.

Political Science Minor - 18 Credit Hours		
POLS 101	American National Government	3 credits
POLS 210 OR POLS 230	Comparative Government Introduction to Political Philosophy	3 credits
POLS 200	Foundations of Public Policy	3 credits
POLS 240	Legislative Branch Politics	3 credits
POLS 250	Executive Branch Politics	3 credits
POLS 260	Judicial Branch Politics	3 credits

### Minor in Criminal Justice

The Criminal Justice Minor in Political Science requires the student to complete 18 credits from political science and criminal justice.

Criminal Justice Minor- 24 Credit Hours		
CRJS 101	Introduction to Criminal Justice	3 credits
CRJS 231 OR POLS 314	Criminal Procedure Constitutional Law I	3 credits
CRJS 242	Introduction to Law Enforcement	3 credits
CRJS 256	Criminal Law	3 credits
CRJS 260	Terrorism and Homeland Security	3 credits
POLS 260	Judicial Branch Politics	3 credits

### Internships

- 50 hours of work in the internship = 1 hour of credit. For example, a student who works 10 hours per week for a 15-week semester in an internship would receive 3 hours of credit. A student in a fulltime internship working 40 hours per week for a 15-week semester would earn 12 hours of credit.
- Although credits beyond 3 hours may be substituted for other course requirements, students remain responsible for fulfilling all Liberal Learning Outcomes.
- Students must maintain a daily journal of their activities.
- Students must submit a 5-7 page reflection for each 3 hours of credit received for internships.
- Internships are also subject to general University of Charleston guidelines. Contact the Political Science Program Director for additional information regarding these guidelines.

## **Psychology (PSYC)**

*Dr. Michael Bayly, Coordinator*

- Strong program emphasis on quantitative and qualitative research methods and experimental design prepares students for successful graduate study
- Opportunities to present student research to state, regional, and national audiences
- Internships and service-learning experiences with non-profit, medical, and law enforcement agencies, including YWCA Sojourners Shelter, Family Services of the Kanawha Valley, Thomas Memorial Hospital Behavioral Medicine Division, Habitat for Humanity, and the James H. “Tiger” Morton Juvenile Center
- Program structured to encourage students who want a double major in History or Political Science

### **From the Faculty**

“The Psychology program helps students understand the operation of behavior and mental processes of organisms, appreciate psychology as a discipline, a science, and a profession, and acquire skills necessary for advanced study or work within the discipline.”

### **Program Outcomes**

At the conclusion of this course of study:

- Graduates will demonstrate the ability to understand, use, and apply the scientific method.
- Graduates will demonstrate mastery of the core fields, paradigms, and theories of psychology.
- Graduates will demonstrate expertise in the skills that are representative of academic and applied psychology that will culminate in the production of an undergraduate thesis project that is appropriate to their degree.
- Graduates will demonstrate mastery of the written and oral communication skill standards of the American Psychological Association that will culminate in the production and presentation of a professional undergraduate thesis.
- Graduates will demonstrate understanding and appreciation of the ethical standards in academic and applied psychology through the integration of ethics in their collective works.

### **What You Will Study**

The Psychology major consists of two tracks, the Bachelor of Sciences (BS) and the Bachelor of Arts (BA). Overwhelmingly, students in the BS and BA tracks will complete the same sequences of courses to achieve their respective degrees. The primary distinction between the two tracks is that the BS track is intended for students who plan to pursue an advanced degree in psychology or related fields, such as social work. The BA track is primarily intended for students who plan to pursue employment immediately following completion of their undergraduate degree. Students following both tracks are required to complete a minimum of 120 credit hours, including 24 credits of Psychology courses and 12 credits of Research Methods core courses. Distinctions between the two tracks will be discussed below. Finally, it is highly recommended that all psychology

majors work closely with their program advisor to plan how to best attain their educational goals.

### The Psychology BS Track

As indicated, the BS track is intended for students who plan to continue their education beyond the bachelor’s degree. Accordingly, it is structured to prepare students with the required skills in research methods, design, and analysis that most graduate programs desire in their new students. Additionally, student will develop a firm foundation in the natural sciences. The BS track culminates in an independent, data-driven human participant research project that the student will present at the UC Academic Showcase and/or at a regional psychology conference.

#### BS Track Core Courses in Psychology

PSYC 101	Introduction to Psychology	3 credits
PSYC 212	Life-Span Development	3 credits
PSYC 342	Social Psychology	3 credits
PSYC 373	History of Systems & Theories in Psychology	3 credits
PSYC 451	Experimental Psychology I	3 credits
PSYC electives	Three (3) courses	<u>9 credits</u>
<b>Total:</b>		<b>24 credits</b>

#### BS Track Core Courses in Research Methods

SSCI 203	Methods for the Behavioral Sciences	3 credits
PSYC 315	Statistics for the Social Sciences	3 credits
SSCI 320	Computer Assisted Research	3 credits
PSYC 452	Experimental Psychology II	<u>3 credits</u>
<b>Total:</b>		<b>12 credits</b>

#### BS Track Math and Science Requirements

MATH 120 or higher	3 or 4 credits
BIOL 130 Introductory Biology for Majors	4 credits
<i>Choose two additional courses from among:</i>	
BIOL 251, BIOL 252, BIOL 301, BIOL 302, CHEM 100, CHEM 101, CHEM 102	<u>8 credits</u>
<b>Total: 15 or 16 credits</b>	

#### Typical First Year Schedule in the BS Track

Fall Semester		Spring Semester	
UNIV 101	1	UNIV 102	2
FYE course (HUMN or SSCI)	3	FYE course (HUMN or SSCI)	3
PSYC 101	3	COMM 102 Freshman Writing II*	3
MATH 120	3	HIST 212	3
BIOL 130	4	PSYC 212	3
COMM 101 Freshman Writing I*	3	SPCH 103**	3
<b>Total Credits: 20</b>		<b>Total Credits: 20</b>	

\*Embedded in HUMN 1XX or SSCI 1XX

\*\*Embedded in UNIV 102

## The Psychology BA Track

The BA track is structured for those students who do not plan to immediately pursue advanced study in psychology or who are interested in entering the workforce upon completion of their degree. To help the BA student decide her or his future, the track includes a cultural diversity requirement in order to expose the student to a wide array of unique experiences that he or she may encounter outside the classroom. Similarly to the BS track, the BA track culminates in a senior research project that will be presented at the UC Academic Showcase and/or at a regional psychology conference. The distinction is that the BA project is intended to be more theoretical in nature and will not require the student to conduct human participant research.

### BA Track Core Courses in Psychology

PSYC 101	Introduction to Psychology	3 credits
PSYC 212	Life-Span Development	3 credits
PSYC 342	Social Psychology	3 credits
PSYC 373	History of Systems & Theories in Psychology	3 credits
PSYC electives	Four (4) courses	<u>12 credits</u>
		<b>Total: 24 credits</b>

### BA Track Core Courses in Research Methods

SSCI 203	Methods for the Behavioral Sciences	3 credits
PSYC 315	Statistics for the Social Sciences	3 credits
SSCI 320	Computer Assisted Research	3 credits
PSYC 4XX	BA track capstone course	<u>3 credits</u>
		<b>Total: 12 credits</b>

### Cultural Diversity Requirements

MATH 120 or higher	s3 or 4 credits
HUMN 110 Unheard Voices	3 credits

#### *Choose two additional courses from among:*

SPAN 101, SPAN 102, SPAN 201, FREN 101, FREN 102, FREN 201	6 credits
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#### *Or choose two additional courses from among:*

ENGL 231, ENGL 320, GEOG 303, HIST 377, HUMN 201, MUSC 282, RELG 360, SOCI 315	<u>6 credits</u>
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**Total: 12 or 13 credits**

### Typical First Year Schedule in the BA Track

Fall Semester		Spring Semester	
UNIV 101	1	UNIV 102	2
HUMN 110 FYE course	3	FYE course (NSCI or SSCI)	3 or 4
MATH 120	3	HIST 212	3
HIST 211	3	PSYC 212	3
PSYC 101	3	COMM 102	3
COMM 101	3	SPCH 103	3
	17		17 or 18

\*Embedded in HUMN 1XX or SSCI 1XX

\*\*Embedded in UNIV 102

## Admission Requirements

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

## Additional Requirements

Students must meet all Liberal Learning Outcomes required for graduation from the University of Charleston. Psychology majors must take and pass a comprehensive examination or its equivalent prior to or during the final semester of the senior year.

## Completing a Double Major

Because Psychology and Political Science are related disciplines, it is possible for Psychology majors to complete a second major in Political Science while staying close to the 120-credit total and four-year graduation time frame. The student would complete 27 credits of Political Science courses in conjunction with an advisor from Political Science. Because coursework at the University of Charleston embeds Liberal Learning Outcomes throughout the curriculum, students can achieve those outcomes while taking these discipline-related courses and attaining the double major.

## Requirements of the Minor

The minor in Psychology requires that the student complete 18 credits of courses in Psychology.

### The minor must include:

PSYC 101	Introduction to Psychology	3 credits
PSYC 212	Life Span Development	3 credits
PSYC XXX	Electives	<u>12 credits</u>

**Total: 18 credits**

The 12 credits of electives should be selected in conversation with a member of the Psychology faculty and the student's major advisor to ensure the student's educational objectives are met.

## HERBERT JONES SCHOOL OF BUSINESS AND LEADERSHIP

*Dr. Scott Bellamy, Dean*

*Dr. John E. Barnette, Associate Dean*

The School of Business and Leadership offers career-oriented undergraduate and graduate degree programs that are designed to provide students a broad education, encompassing the knowledge base, analytical thought processes, ethical grounding, and technology skills necessary to meet the challenges of today's business environment.

The Herbert Jones Undergraduate Division of Business offers programs leading to the Bachelor of Science degree. Requirements for the bachelor's degree can be found in the program descriptions that follow.

**The School of Business and Leadership offers undergraduate majors in the following areas:**

- [ACCOUNTING](#)
- [BUSINESS ADMINISTRATION](#)
- [CYBER SECURITY](#)
- [ORGANIZATIONAL LEADERSHIP](#)
- [SPORT BUSINESS](#)

**Available Minors**

- [INDEPENDENT MINOR IN BUSINESS](#)
- [LEADERSHIP](#)

**The School of Business and Leadership offers graduate majors in the following areas:**

- [MASTER OF BUSINESS ADMINISTRATION](#)
- [MASTER OF FORENSIC ACCOUNTING](#)
- [MASTER OF SCIENCE IN CYBER SECURITY](#)
- [MASTER OF SCIENCE IN STRATEGIC LEADERSHIP](#)
- [DOCTOR OF EXECUTIVE LEADERSHIP](#)

**Early Degree Completion**

Motivated students can complete the traditional BS degree in fewer than four years by following—and successfully completing—a carefully designed curriculum plan, prepared in consultation with their faculty advisors.

**The Cooperative Education/Internship Program**

All business students are strongly encouraged to participate in at least one cooperative employment or internship work experience while at the University. Such experiences improve the marketability of graduates, often leading directly to offers of employment. Current students are enjoying placements with regional and national firms, Career Development Center assists students when searching for internships or

cooperative employment as well as with government agencies. Students should consult with their advisor and the Center for sites.

### The Business Administration Core

Students in Accounting and Business Administration are required to complete 42 credits of Business Administration Core courses.

Business Administration Core Courses		
Course	Title	Credits
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSI 151	Introduction to Business	3
BUSI 201	Principles of Microeconomics	3
BUSI 202	Principles of Macroeconomics	3
BUSI 231	Business Law I	3
BUSI 316	Quantitative Methods for Management	3
BUSI 317	Business Statistics	3
BUSI 407	International Business: Problems and Opportunities	3
BUSI 450	Business Policy	3
FINA 312	Business Finance	3
MGMT 311	Principles of Management	3
MGMT 420	Organizational Behavior	3
MRKT 321	Principles of Marketing	3
<b>Total:</b>		<b>42</b>

Business students are required to take MATH 121 College Algebra or MATH 123 Pre-Calculus. Students who plan to pursue graduate study are strongly advised to take MATH 201 Calculus I.

BUSI 151 Introduction to Business is a prerequisite for all upper-division courses, and should be taken in the freshman year. Accounting majors are encouraged to take ACCT 201 Principles of Accounting I and ACCT 202 Principles of Accounting II in the freshman year. All Business majors are expected to complete the freshman writing portfolios (COMM 101 and COMM 102) prior to the beginning of the sophomore year.



## Business Three-Year Degree Programs

### *Dr. Kim Shin, Program Director*

Some programs in the Herbert Jones Division of Business can be completed in three years (six fall or spring semesters). These degree programs are:

- [Accounting](#)
- [Business Administration](#)
- [Sport Business](#)

### Admission Requirements

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

### Program Outcomes

Learning outcomes for all programs are the same as if the student were enrolled in a traditional, four-year program. Please consult the appropriate section of this *Academic Catalog* for more information.

### What You Will Study

The Three-Year Degree program is extremely structured. There is little room for deviation from the planned sequence of courses. Students should meet with their advisor and program faculty every semester to assure they are meeting their academic goals.

Students in Accounting, Business Administration, and Sport Business should consult with program faculty for the courses appropriate to their particular academic major. These will be upper-division courses within the student's selected major. A typical three-year degree plan is shown below.

Year I			
Fall Semester	Credit	Spring Semester	Credit
UNIV 101 Orientation to University	1	UNIV 102 The University Experience	2
ACCT 201 Prin. Accounting I	3	ACCT 202 Principles of Accounting II	3
BUSI 151 Intro. to Business	3	BUSI 202 Principles of Macroeconomics	3
BUSI 201 Principles of Microeconomics	3	BUSI 215 Business Software	3
MATH 121 College Algebra	3	HUMN 1XX	3
NSCI 117 Why Science Matters	4	COMM 102 Freshmen Writing II*	3
COMM 101 Freshmen Writing I*	3	SPCH 103 Oral Comm. Fundamentals**	3
Total:		Total:	
20		20	

\* COMM 101 and COMM 102 are embedded in NSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

Year 2			
Fall Semester	Credit	Spring Semester	Credit
BUSI 231 Business Law I	3	BUSI 317 Business Statistics	3
BUSI 241 Business Writing	3	MRKT 321 Principles of Marketing	3
BUSI 316 Quantitative Methods	3	MGMT 420 Organizational Behavior	3
FINA 312 Business Finance	3	BUSI 498 Business Internship	2-6
ENGL 300-level Literature course	3	Electives in the major	3
Elective in the major	3	Elective	3
<b>Total:</b>	<b>21</b>	<b>Total:</b>	<b>16-21</b>

Year 3			
Fall Semester	Credit	Spring Semester	Credit
Creativity Course (Non-Literature) (LLO 3.2)	3	BUSI 450 Business Policy	3
BUSI 407 International Business	3	Electives in the major	3
Electives in the major	9	Electives	15
Electives	6		
<b>Total:</b>	<b>21</b>	<b>Total:</b>	<b>21</b>

Electives in the major can be ACCT 301, 302, BUSI 152, BUSI 232, BUSI 350, BUSI 370\*, BUSI 460, FINA 405, FINA 410, FINA 415, FINA 420, MGMT 318, MGMT 319, MGMT 320, MGMT 365, MGMT 445, MRKT 322, MRKT 343\*\*, MRKT 401, or MRKT 402

LLO 1.3 can be obtained from BUSI 370 or outside of the major

LLO 2.2M can be obtained from BUSI 370 or outside of the major

**Total credits all three years: 120-124**

## **Accounting**

### ***Professor Suzanne King, Program Director***

#### **Mission**

The Accounting Program supports the University's overall mission by helping students acquire the knowledge and analytical skills specific to the accounting discipline and develop the critical thinking and other liberal learning outcomes that are sought by the accounting profession and business community. These enable graduates to adapt and respond in an ever-changing world, and to understand the role the accounting professional plays in serving businesses and the public.

#### **Program Highlights**

- A Mentorship Program to help students develop professional skills and competencies.
- An emphasis on accounting and business casework and problem solving prepares students for today's business challenges.
- Integration of ethical practice and critical thinking throughout accounting curriculum.
- Opportunity for students to complete the accelerated program in fewer than four years.
- Opportunity for students to complete both the undergraduate Accounting program and the Master of Business Administration or the Master of Forensic Accounting in fewer than five years.

#### **Accounting Program Outcomes**

At the conclusion of the course of study, the graduate will

- Identify, measure, and communicate information through financial reporting that is responsive to the needs of public and private users.
- Analyze a variety of financial accounting problems and cases and apply the appropriate financial reporting framework in problem solving.
- Evaluate and interpret financial and managerial data for problem-solving using technology and decision-making models to develop creative solutions.
- Demonstrate an understanding of the role of the accounting professional and apply appropriate professional ethics frameworks as related to corporate governance and professional practice.

#### **Admission Requirements**

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

#### **What You Will Study**

The Accounting major consists of 120 credits, including 21 credits of accounting courses beyond the introductory courses included in the core, 42 credits of business core

courses, and completion of all Liberal Learning Outcomes and additional coursework to total 120 credits. Successful completion of this program qualifies the student for a Bachelor of Science in Business Administration with a major in Accounting.

The Accounting Program will help students develop the skills and competencies necessary to be successful on professional examinations. The requirements to sit for the CPA exam differ from state to state. Under current West Virginia law, CPA applicants may sit for the exam with a baccalaureate degree and completion of specific accounting and business courses. To become a licensed CPA the candidate must not only pass the exam, but also meet the 150 hour education and the experience requirements. Those specific requirements can be found at the West Virginia Board of Accountancy website at [www.boa.wv.gov](http://www.boa.wv.gov). The requirements for all State Boards of Accountancy can be found at [www.nasba.org](http://www.nasba.org). Students should consult with their academic advisors.

### Required Accounting Courses

ACCT 301	Intermediate Accounting I	3 credits
ACCT 302	Intermediate Accounting II	3 credits
ACCT 322	Cost Accounting	3 credits
ACCT 412	Advanced Accounting	3 credits
ACCT 448	Auditing	3 credits

#### Select one (1) from the following:

ACCT 423	Federal Taxes – Individual	
<b>OR</b>		3 credits
ACCT 424	Federal Taxes – Business	

#### Select one (1) from the following:

ACCT 403	Intermediate Accounting III	
ACCT 423	Federal Taxes – Individual	
ACCT 424	Federal Taxes – Business	
ACCT 460	Accounting Information Systems	<u>3 credits</u>

**Total: 21 credits**

### Typical First Year Schedule

Fall Semester		Spring Semester	
Course	Credit	Course	Credit
UNIV 101	1	UNIV 102	2
HUMN 1XX Humanities	3	NSCI 1XX Natural Science	4
COMM 101 Freshmen Writing I	3	COMM 102 Freshmen Writing II	3
BUSI 151 Introduction to Business	3	BUSI 202 Principles of Macroeconomics	3
MATH 121 College Algebra	3	ACCT 202 Principles of Accounting II	3
ACCT 201 Principles of Accounting I	3	SPCH 103 Oral Communication Fundamentals	3
BUSI 201 Principles of Microeconomics	3		
<b>Total:</b>	<b>19</b>	<b>Total:</b>	<b>18</b>

\* COMM 101 and COMM 102 are embedded in NSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

### Additional Requirements

All students must pass a comprehensive assessment in the last semester of the senior year.

### **Completing a Double Major/Concentration**

Accounting majors can choose to double major in Accounting and Business Administration or complete a Concentration in Financial Planning. Such a combination gives the student a broader range of opportunities upon graduation. This is especially attractive for majors in the three-year program or those who wish to complete the 150 credit hour requirements for the CPA examination in a different way.

## **Business Administration (BUSI)**

*Dr. Kim Shin, Program Director*

### **Mission**

The mission of the Business Administration major is to equip students with the tools and attitudes needed for productive careers in their chosen professions, commitment to continuing learning, and a sense of responsibility to serve their communities.

### **Features**

- Regional and national internship and externship opportunities build graduates' resumes.
- Options within the major allow students an opportunity to focus on individual career objectives in Financial Planning, Marketing or Management.

### **From the Faculty**

“The Business Administration major prepares broadly educated, analytical thinkers with the knowledge base, ethical grounding, and technology skills necessary to meet the challenges of today’s business environment. The program’s design gives students the ability to focus electives on specific functional areas, permitting each student to meet his or her unique educational goals.”

### **Admission**

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

### **Program Outcomes**

In addition to the University’s Liberal Learning Outcomes the Graduate will demonstrate the ability to:

- Integrate discipline-specific knowledge to demonstrate innovative solutions to organizational challenges.
- Compare and contrast various critical-thinking and decision-making models.
- Evaluate global economic and cultural systems incorporating ethical perspectives.
- Apply concepts and theories of at least one functional area of business.
- Demonstrate effective communication by preparing and delivering oral and written presentations using appropriate technology.

### **What You Will Study**

The Business Administration major requires the completion of all Program and Liberal Learning Outcomes, as well as additional coursework to total 120 credits. Students majoring in Business Administration may choose a concentration in Financial Planning or an emphasis in Marketing or Management.

**Required Business Core Courses: 42 credits (See listing [above](#))**

**Required Business Administration Courses**

**Choose six courses (18 credits) from the following:**

Elective Business Courses		
Course	Title	Credits
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
BUSI 215	Business Software	3
BUSI 232	Business Law II	3
BUSI 241	Business Writing	3
BUSI 350	Special Topics	3
BUSI 370	Issues in Capitalism	3
BUSI 460	Business, Government, and Society	3
FINA 313	Advanced Business Finance	3
FINA 361	Money and Banking	3
FINA 405	Investments	3
FINA 414	Security and Portfolio Analysis	3
MGMT 318	Organization & Operation	3
MGMT 319	Seminar in Small Business Problems	3
MGMT 320	Human Resource Management	3
MGMT 355	Free Enterprise	3
MGMT 365	Labor Relations	3
MGMT 445	Operations Management	3
MRKT 322	Marketing Management	3
MRKT 343	Sales and Sales Management	3
MRKT 401	Advertising	3
MRKT 402	Marketing Research	3

**Typical First Year Schedule**

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
UNIV 101	1	UNIV 102	2
HUMN 1XX	3	NSCI 1XX	4
COMM 101 Freshmen Writing I	3	COMM 102 Freshmen Writing II	3
BUSI 151 Introduction to Business	3	BUSI 231 Business Law I	3
BUSI 201 Principles of Microeconomics	3	BUSI 202 Principles of Macroeconomics	3
ACCT 201 Principles of Accounting I	3	ACCT 202 Principles of Accounting II	3
MATH 121 College Algebra	3	SPCH 103 Oral Communication Fundamentals	3
<b>Total:</b>	<b>19</b>	<b>Total:</b>	<b>21</b>

\* COMM 101 and COMM 102 are embedded in NSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

## Additional Requirements

Students must meet all Liberal Learning Outcomes required for graduation from the University of Charleston.

All students in undergraduate majors of accounting, business administration, and sport business must take and pass the Educational Testing Service's Major Fields Achievement Test for Business in the last semester of the senior year.

## Independent Minor in Business

The Independent Minor in Business is designed to encourage students from other disciplines to develop business skills. Students must complete 18 credits of Business courses, including BUSI 151 Introduction to Business, one Accounting course, and one Principles of Economics course. The remaining nine business credits should be selected in consultation with Business faculty and the student's major advisor to meet individual educational objectives.

## Concentration in Financial Planning

Our Concentration in Financial Planning is designed to enhance the learning outcomes for those graduates desiring to seek careers in financial services or the growing field of personal financial planning. Our program is approved by the [Certified Financial Planner Board of Standards](#), Inc. and graduates meet the educational requirements to sit for the CFP® certification examination administered by the CFP Board. In addition to the core requirements for a major in Business Administration or Accounting, a Concentration in Financial Planning requires completion of the following courses which are normally commenced by the student during the spring semester of their sophomore year.

### *Required Courses for a Concentration in Financial Planning*

Required Financial Planning Courses		
Course	Title	Credits
FINA 205	Fundamentals of Financial Planning	3
FINA 305X	Risk Management & Insurance	3
FINA 405	Investments	3
ACCT 423	Federal Taxes – Individual	3
FINA 410X	Retirement Planning	3
FINA 415X	Estate Planning	3
FINA 420X	Financial Planning Capstone	3
	<b>Total:</b>	21



# **Bachelor of Science in Cyber Security (CYBR)**

*Dr. Matthew D. Gonzalez, Program Director*

## **Mission**

Graduates of this program will apply learned skills and current knowledge to make a significant contribution to the information security of individuals, corporations, governmental services and the national community.

## **Program Highlights**

- The Cyber Security degree completion program is designed to provide opportunities for students to acquire the knowledge, skills, and experience necessary for demonstration of competency in the field of cyber security at the baccalaureate level.
- Graduates will be prepared to contribute to and lead others in the quickly evolving dimensions of Information Technology (IT) related to cyber security.
- Graduates will be prepared to conduct the seven main categories of cyber operations as defined by the National Cyber Security Workforce framework. They will be able to: (1) securely provision, (2) operate and maintain, (3) protect and defend, (4) investigate, (5) collect and operate, (6) analyze, and (7) provide oversight and development. Simplified, graduates will be prepared for a variety of careers in the rapidly growing industry of cyber security.
- The [National CyberSecurity Workforce Framework](#) and [U.S. Department of Labor](#) have identified potential job opportunities for graduates of cyber security programs that include, but are not limited to:
  - Information Security Analyst
  - Information Systems Security Engineer
  - Intrusion Detection System (IDS) administrator, engineer, or technician
  - Network Administrator
  - Computer Crime Investigator
  - Cyber Trainer
  - Chief Information Security Officer (CISO)

## **Admission Requirements**

Applicants must have a 60-credit Associate's degree in Cyber Security or equivalent from a regionally accredited college or university, with a minimum GPA of 2.0.

## **Degree Requirements**

- Completion of all University of Charleston Liberal Learning Outcomes
- Total of 120 credits for degree completion
- Transfer students must have 60 credits in Cyber Security coursework, or equivalent, from a regionally accredited college or university
- 24 credits within UC's core cyber curriculum
- 18 credits (six courses) to complete a minor in Organizational Leadership or Business Administration or Forensic Accounting (courses can be selected to satisfy prerequisites for UC's Master of Forensic Accounting degree).

## **Curriculum**

A mixture of foundational courses (31 credits), Cyber prerequisite courses (9 credits), Cyber required courses (9 credits), Cyber elective courses (15-18 credits), minor

selection (18 credits), and general electives (38 credits) round out the total Bachelor of Science in Cyber Security degree.

<b>Foundation Courses (31 credits)</b>
COMM 101: Freshman Writing I
COMM 102: Freshman Writing II
COMM 103: Oral Communication Fundamentals
SSCI 105: Issues in Social Science
HIST 212: World Cultures II
HUMN 101: Intro to Humanities
ENGL XXX: Literature Course
NSCI 112 or 117: Science Course
MATH 116: Survey of Mathematics
UNIV 459: University Capstone
<b>Prerequisite Cyber Courses (9 credits)</b>
Intro to Computers (or A+)
Networking Basics (or Net +)
Security Concepts (or Security +)
<b>Required Cyber Courses (9 credits)</b>
Cyber Security Strategy
Cyber Security Capstone
Advanced Security Trends
<b>Elective Cyber Courses (15-18 credits)</b>
Certified Ethical Hacker
Certified Incident Handler
Certified Security Analyst
Certified Information Systems Security Professional (CISSP) [is 6 hours]
CASO (Vendor Course: White Canvas)
<b>Minor Electives (18 credits)</b>
<b><i>Organizational Leadership Minor</i></b>
ORGL 307: Leadership
ORGL 309: Collaborative Leadership
ORGL 316: Ethics
ORGL 430: Leading Teams: Practicum
ORGL 401: The Learning Organization
ORGL 406: Organizational Development & Change
<b><i>Business Administration Minor</i></b>
BUSI 151: Introduction to Business
ACCT 201: Principles of Accounting
BUSI 201: Principles of Microeconomics <b>OR</b> BUSI 202
Select 9 Elective Credits in: ACCT, BUSI, FINA, MGMT, or MRKT
<b><i>Forensic Accounting Minor</i></b>
BUSI 151: Introduction to Business
ACCT 201: Principles of Accounting I
BUSI 201: Principles of Microeconomics
ACCT 202: Principles of Accounting II
BUSI 202: Principles of Macroeconomics
FINA 312: Business Finance

**Contact Information – Cyber Security Program Director**

Dr. Matthew Gonzalez  
matthewgonzalez@ucwv.edu

University of Charleston Academic Catalog

## **Organizational Leadership (ORGL)** *Dr. Kristen Dugan, Program Director*

### **Mission Statement**

The ORGL program develops individuals for departmental and team leadership by using a foundation of liberal education and applying personal and professional knowledge and skills in core leadership competencies for a life of service through productive work, enlightened living, and community involvement.

### **Unique Strengths of Program for Students**

The adult degree completion program is created for the working adult who needs to finish a bachelor's degree to get ahead in his or her career. It is designed to be customized to fit the particular needs, academic interests and existing schedule of the adult learner. Students may transfer credit from accredited community colleges and post-secondary schools as well as earn additional credit for military training, certifications and other training, which can be used toward your four-year degree.

### **From the Faculty: Brief Statement about the Program**

The Bachelor of Science in Organizational Leadership program takes advantage of our skilled students' experience. Recognizing our students are adult learners with very busy lives and a richness of "real-world" experience, we create a learning environment that builds on such. Thus, this program constantly and consistently reinforces the value of life-long learning by specifically accommodating the unique needs of the adult learner. The ORGL program has an experiential foundation believing our students are mature learners who know how to learn, accept the responsibility for their learning experience, and demand challenge from their program. The ORGL program, which employs the cohort-learning model, not only accomplishes these goals, it provides its students with the network to learning and collaborating professionally long after the students have finished the last class.

### **Admission Requirements**

To qualify, students need to transfer at least 40 semester hours of college credit and have three years of work experience.

### **Program Outcomes**

ORGL graduates will be prepared to lead teams and departments in a wide array of business and organizations in the private and public sector. More specifically:

- Evaluate his or her own performance for self-improvement.
- Analyze the qualities of a successful team.
- Analyze and apply leadership styles in various contexts.
- Implement effective approaches to organizational change.
- Apply leadership skills to communicate with a variety of audiences in various contexts

## **What will you study?**

The ORGL in organizational leadership requires completion of the following courses along with meeting the University's Liberal Learning Outcomes requirements:

### **First Semester**

- BUSI 151 Introduction to Business
- ORGL 301 The Adult Learner: Principles, Applications, Concepts, and Theories
- ORGL 302 Principles and Issues of Management
- ORGL 307 Leadership

### **Second Semester**

- ORGL 305 Principles and Issues of Human Resources
- ORGL 309 Collaborative Leadership
- ORGL 316 Ethics
- ORGL 430 Practicum: Developing Teams

### **Third Semester**

- ORGL 401 The Learning Organization
- ORGL 402 Organizational Behavior
- ORGL 408 Action Research
- ORGL 415 Leadership Communication

### **Fourth Semester**

- ORGL 406 Organizational Development and Change
- ORGL 413 Human Resource Development
- ORGL 435 Organizational Leadership Senior Capstone
- UNIV 459 University Capstone

### **Number of credits**

The University of Charleston ORGL is a 120-hour degree completion program targeted to working adults with three years of work experience, which have at least 40 hours of transfer, prior learning, or equivalent credit. The ORGL major is 45 credit hours spread over 4 semesters of 12 hours credit.

### **What is required?**

The ORGL program requires completion of 120 credit hours including the 45 core leadership credits in addition to meeting the University's Liberal Learning Outcomes requirements.

## **Sport Business (SPBU)**

*Dr. Brian Pruegger, Program Director*

### **Mission**

The University of Charleston Sport Business program strives to provide students with progressive learning opportunities that will enhance their communication, critical thinking, creativity, and teamwork skills. In addition, students will be actively involved in experiential learning experiences that challenge their acquired skills and prepare them to contribute productively in their chosen communities.

### **Features**

- In the last semester of the senior year, the student will complete an internship in the field of sport business anywhere in the United States or Internationally.
- Practical based instruction from academic professionals with experience in the sport industry. Experiential opportunities are offered to gain experience outside the classroom.
- Class assignments that prepare students for the work that is required in the sport industry. In-class work is focused on the application of knowledge gained.
- A business core that prepares students for successful management, administrative and leadership roles in sport business and business administration.
- An option for a sport business minor that consists of 18 hours in sport business courses (at least nine hours from upper level courses).

### **From the Faculty**

The Sport Business program blends liberal learning, business, and sport management courses in a curriculum designed to prepare graduates for positions in areas such as intercollegiate and interscholastic athletic programs, professional sport organizations, sport marketing agencies, facility management, recreation management and entrepreneurship development. The Bachelor of Science in Sport Business program is housed in the School of Business and Leadership.

### **Admission Requirements**

Students must gain general admission to the University of Charleston. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged.

### **Program Outcomes**

At the conclusion of the Sport Business course of study, graduates will:

- Demonstrate the ability to think critically as a Sport Business major and future industry professional;
- Perform as a member of a team in varying capacities, environments, and levels of responsibility;
- Exhibit problem solving ability;
- Communicate effectively as a writer, speaker and receiver of information;
- Demonstrate the ability to identify, discuss, and analyze sport issues, events, and trends from a national, international, and historical perspective; and
- Be able to utilize multiple technological devices and digital media to create innovative and effective communication strategies.

## What You Will Study

The Sport Business major consists of a foundational core of business classes, experiential learning opportunities and a diverse selection of sport business classes to prepare the graduate for a career in the sport industry. Practicum and Internship opportunities are offered that allow the student to work with a sport business organization. The University's location in the hub of the region's business, financial, government and medical center opens the door to many practical work experience prospects. An internship in the sport industry is required for graduation. Students are encouraged to pursue regional, national and international sport business internship opportunities.

### Curriculum - Sport Business Core

Curriculum – Sport Business Core		
Course	Title	Credits
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSI 151	Introduction to Business	3
BUSI 202	Principles of Economics (Macro)	3
BUSI 317	Business Statistics	3
FINA 312	Business Finance	3
MRKT 321	Principles of Marketing	3
MGMT 311	Principles of Management	3
MGMT 420	Organizational Behavior	3
SPBU 101	Introduction to Sport Business	3
SPBU 199	Practicum Experience	1
SPBU 225	Sport Media	3
SPBU 250	Social Issues in Sport	3
SPBU 301	Sport Marketing	3
SPBU 310	Recreation/Fitness Management	3
SPBU 320	Facility/Event Management	3
SPBU 391	Junior Seminar	1
SPBU 435	Sport Ethics	3
SPBU 460	Sport Law	3
SPBU 498	Sport Business Internship	12
<b>Total</b>		<b>65</b>

### Sample Curriculum Sequence

FRESHMAN YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
UNIV 101	Orient. to University	1	UNIV 102	University Experience	1
NSCI 117	Science Matters	4	HUMN 101	Intro to Humanities	3
BUSI 151	Intro. to Business	3	SPBU 101	Intro to Sport Business	3
PSYC 101	Intro to Psychology	3	MATH 121	College Algebra	3
COMM 101	Freshmen Writing I*	3	COMM 102	Freshmen Writing II*	3
MATH 120	Intermediate Math	3	SPCH 103	Fundamental of Oral Communication**	3
		<b>17</b>			<b>16</b>

\* COMM 101 and COMM 102 are embedded in NSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

SOPHOMORE YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
ACCT 201	Accounting I	3	ACCT 202	Accounting II	3
SPBU 225	Sport Media	3	HIST 212	World Cultures	3
SPBU 2xx	Sport Bus Elective	3	SPBU 250	Social Issues in Sport	3
XXX	General Elective	3	BUSI 202	Principles of Macroeconomics	3
SPBU 199	Practicum	1	MGMT 311	Principles of Management	3
ART 230	Graphic Design	3			
		<b>16</b>			<b>15</b>
JUNIOR YEAR					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
MRKT 321	Principles of Marketing	3	SPBU 335	Facility/Event Management	3
ENGL 2xx	English Literature	3	SPBU 301	Sport Marketing	3
FINA 312	Business Finance	3	BUSI 317	Business Statistics	3
SPBU 3xx	Sport Bus Elective	3	MGMT 420	Organization Behavior	3
SPBU 310	Fitness/Recreation Management	3	XXX	General Elective	3
		<b>15</b>			<b>15</b>
Senior Year					
Fall Semester			Spring Semester		
Course	Title	Credits	Course	Title	Credits
SPBU 435	Sport Ethics	3	SPBU 498	Sport Internship	12
UNIV 459	Senior Capstone	3			
SPBU 460	Sport Law	3			
XXX	Elective	3			
XXX	Elective	2-3			
		<b>14-15</b>			<b>12</b>
<b>Total</b>					<b>120-121</b>

### Additional Requirements

Students must meet all Liberal Learning Outcomes (LLO's) required for graduation from the University of Charleston. **In order to receive credit toward completion of the LLO's and the Sport Business requirements for graduation, a student must achieve a grade of "C" or higher in each Sport Business course.** Students must also complete a comprehensive examination in the final semester of the senior year.

### Completing a Double Major

The design of the Sport Business program encourages students to complete a second major or a minor in another field through judicious selection of elective courses. For example, a student may decide to obtain a second major in Communications or Business Administration, or may elect to obtain the Independent Minor in Business. Students should consult with program faculty to select a program and coursework that will support the Sport Business major.

## **Master of Business Administration (MBA)**

*Dr. Rick Ferris, Program Director*

### **Program Description**

The University of Charleston's fifteen-month MBA Program is an innovative program for professionals from diverse backgrounds who want to advance their careers and broaden their theoretical and practical business acumen. The program is offered in a hybrid format with meetings one night a week and a substantial online component. The MBA program is designed to increase the analytical, decision-making and managerial business skills of student participants. Instruction involves cross-functional, cross-industry and boundary-spanning perspectives on management. Students are exposed to problems and solutions in finance, marketing, supply chain management, accounting, human resource management, operations, information systems and business law.

The use of complex business cases requires students to assume the roles and responsibilities of organization leaders and managers. Students work in teams as they encounter organizational issues, problems, and opportunities in a simulated business environment. The challenges and tasks confronting students are modeled on those faced daily by managers in real-world situations.

Instruction is provided via stand-alone learning modules plus a ten-day international experience to allow students to view and analyze non-US business models. All modules be taught at the University's Equities House campus downtown Charleston. Each module features its own separate instructional team made up of faculty and corporate executives who promote integration of theory and practical solutions using lectures, seminars, case studies, simulations, and workshops. The members of the instructional teams serve as facilitators of managerial task performance, as instructors of foundational and functional materials, and as assessors of student competencies and development. The international experience provides students with opportunities to meet with host country business leaders, educators, US companies located overseas, and U.S. government personnel stationed in the host country. Recent itineraries have included the Panama, Ireland, Italy, France, Spain, the Netherlands, Brazil, and China.

A key element of the MBA Program involves completion of capstone projects where each team acts as consultants to a local business for all fifteen months of the Program. During the final Program module, each team presents its consultancy report to boards and directors of the local business it has studied, offering recommendations for change in every affected area of management. Past reports have been viewed favorably by the affected organizations and have resulted in measurable changes in many businesses.

### **Admission Requirements**

(Visit: <http://www.ucwv.edu/School-of-Business-Leadership/Graduate-Programs/Master-of-Business-Administration/Program-and-Admission-Requirements/>)



To be admitted to the Program, applicants should have the following:

- A bachelor's degree from a regionally accredited institution;
- Undergraduate transcripts with a cumulative GPA of at least 3.0;
- At least three years of professional work experience or additional coursework in MBA professional experience courses;
- Two or more professional recommendations must be provided, including one from the applicant's current employer (if working full-time) that address both career potential and the individual's ability to take on graduate-level work;
- A completed MBA application;
- A current resume; and
- An interview with the MBA Program Director.

### **Learning Outcomes**

At the conclusion of the MBA program, the graduate will be able to:

- Evaluate business problems by utilizing modeling and systems-thinking to make informed decisions across functional areas.
- Demonstrate effective written and verbal communication skills, including interpersonal interaction and team behavior.
- Evaluate and apply principles of executive leadership and managerial development, including an understanding of legal and ethical decision making in a professional environment.
- Evaluate the impact of contemporary business trends on business decision making.
- Evaluate and apply principles of strategic planning to improve long-term business viability.
- Appraise the various forms of economic systems and models used by world-class organizations in the global marketplace.

### **Program Structure**

The MBA Program's learning modules are offered at the Equities House Campus, 900 Virginia Street East, Suite 200, Charleston, WV, 25301 or on the main campus in Charleston, Beckley or Martinsburg. The weekly hybrid evening program will meet at the assigned location one night each week over the fifteen month program, and will participate in approximately three hours of on-line activities each week. The ten-day international experience occurs in June for both MBA meeting schedules.

Graduation from the MBA Program requires a minimum cumulative GPA of 3.0 in MBA coursework, calculated using the final grade for each module. Students should maintain a minimum cumulative GPA of 3.0 in the Program at all times. Students falling below this level at the end of a module will be placed on academic probation and may be required to do remedial work under the supervision of faculty members. Students must achieve a cumulative GPA of 3.0 by the end of the module following the one in which the probation period was established or be subject for dismissal from the MBA Program. Should the student wish to appeal his/her dismissal, he/she must do so within fourteen calendar days from the date of receipt of the dismissal letter, unless the Program Director grants a delay due to extenuating circumstances.

## Refunds

The weekly hybrid format consists of weekly meetings in addition to required online work each week. Should an MBA student withdraw from the Program, the following policies and procedures pertain:

- **Death of the student, spouse, parent or child; job or position change, including job relocation:** Should any of these events transpire during a module, prorated tuition for that module will be reimbursed for each of the module lessons not yet completed. Textbooks must be returned in serviceable condition.
- **Dissatisfaction with the Program or any personal reason beyond that listed above:** Should withdrawal of this nature transpire during a module, the student will not be reimbursed for the unfinished module. If withdrawal occurs at the end of a module, the student will not be charged for the next module provided written notification is given to the Program Director in advance of registration for the next module. If the withdrawing student has already participated in the International Practicum, he/she will be responsible for the remaining amount due for their prior participation.
- **Withdrawal Procedure:** Students withdrawing from the Program for any reason, must immediately provide the Program Director a written, signed and dated request with rationale. The student will be officially withdrawn when the required notification has been recorded in the Student Solutions Center. The student will be notified in writing once the withdrawal is official.
- **For Students Using DED Tuition Assistance** Department of Defense Instruction (DoDI) 1322.25, "Voluntary Education Programs: The Department requires the return of unearned TA funds on a proportional basis through at least the 60 percent portion of the course regardless of the reason for withdrawal (service-related or otherwise). The return of any TA funds will be returned directly to the military service, not to the service member. The requirement to return unearned TA funds on a proportional basis applies to the TA portion only. Any calculation performed by the institution would consider only TA program funds. For example, the Service paid \$250.00 and the student paid \$30.00 out-of-pocket. In this scenario, if the student withdrew at the 60 percent point and the institution's return of unearned TA policy calls for a 10 percent return of TA funds at that point, the institution would return \$25 (10 percent of \$250) to the Service. The Department provided flexibility inherent in the use of the language "proportional" (vice pro-rated) to allow educational institutions to align their institutional refund policies with the return of unearned TA funds. The Department encourages educational institutions to particularly work with service members that stop attending due to a military service obligation in identifying solutions that will not result in a student debt for the returned portion. (Created: June 05, 2014)

## Contact Information

**MBA Program Director:** Professor Rick Ferris – (304) 720-6680  
[frederickferris@ucwv.edu](mailto:frederickferris@ucwv.edu) or [mba@ucwv.edu](mailto:mba@ucwv.edu)

**Administrative Assistant:** Equities House Campus: Ms. Ashley Calvert - (304) 357-4373  
[ashleycalvert@ucwv.edu](mailto:ashleycalvert@ucwv.edu)

**Enrollment Representative, UC Admissions:** Bobby Redd - (304) 860-5621  
[bobbyredd@ucwv.edu](mailto:bobbyredd@ucwv.edu)

## **Master of Forensic Accounting (MFAcc)**

*Professor Christina Chard, Program Director*

### **Program Description**

The Master of Forensic Accounting (MFAcc) Program is the premier graduate degree in accounting. Forensic accounting defined as the application of accounting principles and analysis in a legal setting, is expected to be among the fastest-growing career fields in the next decade. The practice of forensic accounting is divided into two primary components: (1) litigation services; and (2) investigative services. Litigation services, which are provided in connection with actual or potential legal actions, include expert witness and consulting services. Investigative services, which generally do not involve litigation, include fraud investigation, detection, deterrence and mitigation.

The MFAcc Program is specifically designed to accommodate the time constraints of working professionals in a variety of fields, including accounting, finance, management, criminal justice, sociology, psychology, law, and computer science. Its unique hybrid structure maximizes the joint benefits of online learning and traditional face-to-face instruction.

The Program's curricular framework is founded on both theory and practical application. Primary content areas include criminology, professional research and writing, persuasive communication, legal framework, professional ethics, data analysis, and fundamentals of the various forensic accounting engagements (fraud investigations, business valuations, calculations of economic damages, etc.). Each successive module builds upon the previous modules to create a unified learning experience. Multiple educational approaches are used, including case studies, simulations, interactive lectures, guest speakers, field learning, and peer-to-peer information sharing. Most importantly, the Program's instructors bring their real-world expertise and practical knowledge to the classroom to share with the students.

### **Admission Requirements**

(Visit: <http://www.ucwv.edu/school-of-business-leadership/graduate-programs/Master-of-Forensic-Accounting-MFAcc/> )

To be admitted to the Program, applicants should have the following:

- An undergraduate degree from a regionally accredited institution;
- A cumulative GPA of 3.0 or higher in undergraduate work; and
- Prerequisite course work of 6 semester hours in accounting, 6 semester hours in economics, and 3 semester hours in finance
- Two or more professional recommendations must be provided, including one from the applicant's current employer that addresses both career potential and the individual's ability to take on graduate-level work.
- An interview with the Program Director.

## Learning Outcomes

At the conclusion of the MFAcc course of study, the graduate will demonstrate the ability to:

- Explain the roles and responsibilities of the forensic accountant in society, including professional standards and ethical considerations;
- Creatively integrate data, knowledge and insight to facilitate sound judgments and opinions;
- Use problem-solving skills, such as critical thinking and reasoning, to develop meaningful inferences and conclusions from known or assumed facts;
- Apply research as an investigative process;
- Identify sufficient relevant data, apply various quantitative and qualitative methods of evaluation, and interpret results to reach reasonable conclusions; and
- Effectively communicate complex concepts in both written and oral form, in a manner that is legally sufficient for the unique context.

## Program Structure

The MFAcc Program is comprised of five twelve-week modules, offered over a fourteen-month period. During the entire program, students meet for a total of seven two-day sessions at the Equities House, 900 Virginia Street East, Suite 200, Charleston, WV 25301. Each two-day session is held on Friday afternoon and evening and all day Saturday. Meals—including Friday dinner and Saturday breakfast and lunch—are provided. Between the on-campus sessions, students complete both individual and group assignments and participate in a variety of interactive online learning experiences—discussion forums, live chats, videos, etc. All examinations and presentations, as well as the capstone experience, are conducted during the on-campus sessions.

Graduation from the Program requires a minimum cumulative GPA of 3.0, calculated using the final grade for each of the five modules. Students should maintain a minimum cumulative GPA of 3.0 in the Program at all times. Students falling below this level at the end of a module will be placed on academic probation and may be required to do remedial work under the supervision of faculty members. Students must achieve a cumulative GPA of 3.0 by the end of the module following the one in which the probation period was established or be considered for dismissal from the Program. Should the student wish to appeal his/her dismissal, he/she must do so within fourteen calendar days from the date of receipt of the dismissal letter, unless the Program Director grants a delay due to extenuating circumstances.

For a detailed list of courses, please see the Course Listing section of this catalog under “[Master of Forensic Accounting Courses.](#)”

### Master of Forensic Accounting Courses:

MFAcc 601 Foundational Concepts and Intro to Forensic Accounting	3 Credits
MFAcc 602 Criminology and Legal Framework	3 Credits
MFAcc 603 Gathering and Analyzing Evidence	3 Credits
MFAcc 604 Forensic Accounting Engagements	3 Credits
MFAcc 601 Litigation Services and Capstone Project	3 Credits

## Refunds

Each learning module consists of twelve weeks of instruction. Should an MFACC student withdraw from the Program, the following policies and procedures pertain:

- **Death of the student, spouse, parent or child; job or position change, including job relocation:** Should any of these events transpire during a module, 1/12 of the tuition for that module will be reimbursed to the student for each week of instruction not yet completed, plus full reimbursement for any subsequent modules. Textbooks must be returned in serviceable condition.
- **Dissatisfaction with the Program or any personal reason beyond that listed above:** Should withdrawal of this nature transpire during a module, the student is not reimbursed for the unfinished module. Students will be reimbursed for subsequent modules provided written notification is given to the Program Director in advance of registration for the next module. If such notification is not received, the student will not be reimbursed for the next module;
- **Withdrawal Procedure:** Students withdrawing from the Program for any reason must immediately provide the Program Director a written, signed and dated request with rationale. The student will be officially withdrawn when the required notification has been recorded in the Student Solutions Center. The student will be notified in writing once the withdrawal is official.

## Contact Information

**MFACC Program Director:** Christina Chard

christinachard@ucwv.edu

**Administrative Assistant, Equities House:** Ashley Calvert - (304) 357-4373

ashleycalvert@ucwv.edu

**Enrollment Representative, UC Admissions:** Bobby Redd – (304) 860-5621

bobbyredd@ucwv.edu

# Master of Science in Cyber Security (MSCS)

*Dr. Matthew D. Gonzalez, Program Director*

## Mission

Graduates of this program will make a significant contribution to information security for individuals, corporations, and governmental services and organizations. Additionally, this program will support current strategic goals through fulfilling UC's mission by recruiting, retaining, and educating students.

## Program Highlights

The Master of Science in Cyber Security program is built to expand upon the undergraduate Cyber Security program, while providing bachelor's degree prepared individuals the opportunity to gain additional knowledge, skill and experience, and establish competency in the field of cyber security at the graduate level.

- Graduates will be prepared to contribute to and lead others in quickly evolving areas of cyber security, including strategy, planning and program management.
- The Cyber Security program covers seven main categories of cyber operations, in alliance with The National CyberSecurity Workforce Framework. Graduates will be prepared to conduct the following cyber security roles in organizations: (1) securely provision, (2) operate and maintain, (3) protect and defend, (4) investigate, (5) collect and operate, (6) analyze, and (7) oversight and development.
- Graduates will focus strongly on the oversight and development of cyber security initiatives preparing them for a variety of managerial and leadership careers in the rapidly growing industry of cyber security.
- The National Initiative for Cyber Security Careers and Studies indicates immediate demand for this profession. Graduates can anticipate employment in corporate, government and military organizations.

## Admission Requirements

Applicants to the program must have completed a Bachelors degree in Business, Information Technology, or a related Information Sciences field at a regionally accredited institution of higher education. Technological literacy gained from prior coursework is imperative for success in the program. No entrance examinations are required, as proof of prior performance and recommendations are used as entrance assessments.

## What You Will Study

The Masters of Science in Cyber Security will provide leaders of public and private organizations with the ability to:

1. Strategize the development of security programs, policies and information management techniques.
2. Support the mission of organizations through program and strategic level planning.
3. Analyze the demands of systems security and practiced methodologies for protecting data integrity and confidentiality.

4. Synthesize a variety of challenging organizational, legal, and technological concepts in relation to cyber security at a Program level.
5. Exhibit security theories and applications learned throughout the MSCS degree, by developing a strategic proposal demonstrating a security and information management strategy.

### **Degree Requirements**

The graduate program consists of 30 credit hours.

<b>Master of Science in Cyber Security -- Curriculum</b>	
<b>Course</b>	<b>Credits</b>
CYBR 610: Cyber Operations Management	3
CYBR 615: Strategic Cyber Intelligence	3
CYBR 620: Legal Issues in Cyber Security	3
CYBR 625: Cyber Psychology	3
CYBR 630: Offensive and Defensive Strategies	3
CYBR 635: Security and Information Data Analytics	3
CYBR 640: Strategic Investments in Information Security	3
CYBR 645: Enterprise Infrastructure Planning & Safeguarding	3
CYBR 650: Cyber Security Policy Implementation	3
CYBR 660: Capstone: Practical Applications in Security	3
<b>Total Credits</b>	<b>30</b>

### **Contact Information:**

#### **Cyber Security Program Director**

Dr. Matthew Gonzalez

matthewgonzalez@ucwv.edu

# **Master of Science in Strategic Leadership (MSSL)**

## ***Dr. Matthew Lonam, Program Director***

### **Mission Statement**

The SL program prepares motivated adult learners for strategic leadership roles as scholar-practitioners engaged in productive work, enlightened living, and community service.

### **Unique Strengths of the Program – for Students**

SL graduates are prepared to strategically and purposefully lead others as they engage in leadership roles in a variety of organizational settings. They are fully enabled for a life of productive work, enlightened living, lifelong learning and community involvement and service by using the foundation of a liberal education and having earned a competency-based master's degree in strategic leadership.

### **From the Faculty: brief statement about the program**

The University of Charleston's program in strategic leadership (SL), targeted to adults working in leadership positions, is based on the proposition that leadership relates closely to the ability of one to influence the behavior of others to affect organizational outcomes. The SL is designed to enhance the participant's ability to solve real problems, in real time and for real organizations. Throughout the program, participants will be asked to analyze and make recommendations about actual organizational events. Our hope is that the program's participants will approach these challenges and problems the same way they would at work.

### **Admission Requirements**

To be admitted to the Strategic Leadership program candidates must possess a bachelor's degree from a regionally accredited college or university, with a minimum GPA of 3.0 for full admission or 2.5 to be considered for provisional admission. A GPA of less than 2.5 will require additional supportive documentation to be considered for provisional admission. There is no GRE or GMAT score requirement.

### **Program outcomes**

The program will develop your ability to lead through a combination of leadership theory and practice. You'll learn how to:

- Assess, develop, and articulate reasoned judgments on strategic issues
- Design integrated strategic plans for organizations, communities, or institutions related to the graduate's area of specialization
- Develop processes for sustainment of strategic capacity of organizations, communities or institutions
- Create processes for ensuring engagement and accountability in implementation of strategic initiatives
- Synthesize learning from program and personal experiences to create a plan for continued growth as a strategic leader in your area of specialization for organizations, communities or institutions



## What will you study?

Designed especially for working adults with busy lives, the program's format combines once-a-week class meetings, weekly online chats, group projects, and individual assignments. Whether you study online or in the classroom, you can complete the entire program in about 16 months. The SL major requires 27 hours of Strategic Leadership core courses and 9 hours from one of the areas of specialization.

## Number of credits

The SL requires 36 credit hours with a cumulative GPA of 3.00 for graduation.

## Required Courses:

GSL 504. Organization, Group and Team Leadership	3 Credits
GSL 506. The Human Side of Organizations	3 Credits
GSL 507. Reframing Leadership	3 Credits
GSL 510. The Art and Science of Leadership	3 Credits
GSL 512. The Leadership Challenge	3 Credits
GSL 601. Organizational Theory	3 Credits
GSL 605. Organizational Performance	3 Credits
GSL 610. Strategic Thinking	3 Credits
GSL 629. Research Methods	3 Credits

## Specialization Courses

### Business Management

SLBM 640 Understanding Strategic Context	3 Credits
SLBM 650 Understanding Value and Customers	3 Credits
SLBM 690 Strategic Leadership/ Business Management Capstone	3 Credits

### Strategy as Practice

SLSP 640 Understanding Strategic Context	3 Credits
SLSP 650 Understanding Value and Customers	3 Credits
SLSP 690 Strategic Leadership/Strategy as Practice Capstone	3 Credits

### Healthcare Leadership

SLHC 640 Understanding Strategic Context	3 Credits
SLHC 650 Understanding Value and Customers	3 Credits
SLHC 690 Strategic Leadership/Healthcare Leadership Capstone	3 Credits

## **Doctor of Executive Leadership (DEL)**

*Dr. Ruth G. Wylie, Program Director*

### **Mission Statement**

The mission of the DEL is to develop leaders capable of integrating theory with practice at the executive level for sustainability and service in organizations, communities or institutions in an increasingly complex world.

### **Unique Strengths of Program for Students**

DEL graduates are able to generate, conserve, and transform leadership knowledge and practice while developing other aspiring leaders to become scholar-practitioners. The DEL accomplishes this purpose by creating an intellectual community that promotes critical thinking and deep reflection, facilitates both creativity and rigor, and develops the research skills necessary for executive leadership, scholarly integration and lifelong learning and community service.

### **From the Faculty**

The DEL is premised on the groundbreaking research done by the Carnegie Foundation's Center for the Advancement of Teaching on the current state of doctoral education in the United States. The purpose of the DEL is to produce the next generation of senior-level leaders who are both scholars and practitioners and are capable of integrating theory and practice in the field of leadership. Such future leaders are necessary to ethically guide institutions, organizations, and communities in an increasingly complex, dynamic, and diverse world. These scholar-practitioners will be capable of generating, conserving, and transforming leadership practice and knowledge and developing other aspiring leaders to become leadership scholar-practitioners.

### **Admission Requirements**

To apply for admission to the program, candidates must complete an application packet that includes the application for admission, official transcripts from all colleges and universities attended for graduate coursework, a five- to seven-page discussion paper describing the applicant's leadership-related goals and anticipated contribution to a doctoral leadership cohort, a resume detailing a minimum of five years of professional experience in a leadership role, and two letters of academic and professional recommendation. Applicants are required to have a master's or first professional degree from a regionally accredited institution with at least a 3.00 GPA. Applicants with less than a 3.0 may be considered upon request to the Program Director and Associate Dean. Once the application is complete, the DEL program admissions committee interviews prospective students for acceptance into the program. There is a \$75 application fee which is waived for military applicants.

### **Program Outcomes**

In order to achieve the desired program outcome of producing scholar practitioners capable of leading at the executive level the following DEL individual student learning outcomes are established:

- ***Sense and shape opportunities*** for, and threats to, future growth and development through embedding scanning, creative, and learning processes into organizations, communities, or institutions.
- ***Make timely judgments to seize opportunities*** and to bring about those decisions by a) developing and rewarding creative action and b) diminishing assets and processes that no longer add value.
- ***Assemble, align, and reconfigure tangible and intangible assets*** to sustain organizations', communities', or institutions' viability for the future.
- ***Model, design, and implement scholar-practitioner practices and processes*** to develop ethical leadership in organizational, community, or institutional contexts.
- ***Assess existing research and practices and design, conduct, and interpret research*** to contribute to the theory and practice of leadership within one's discipline and in interdisciplinary, multidisciplinary, or transdisciplinary contexts.
- ***Generate and critically evaluate new knowledge, conserve the most important ideas and findings*** that are a legacy of past and current work and ***engage in the transformational work*** of communicating knowledge responsibly to others.

### What will you study?

The Doctor of Executive Leadership is a 58-credit-hour course of study that focuses on leadership in context across disciplines and boundaries in a global environment. The program sequence includes 27 leadership core credits, 12 research credits, 10 credits for pro-seminars and portfolio and 9 credits for the dissertation. For a detailed list of courses, please see the Course Listing section of this catalog under "Doctor of Executive Leadership Courses."

#### Leadership Core Courses:

DEL 710 Leadership Theories and Perspectives	3 Credits
DEL 720 Leadership in Context	3 Credits
DEL 730 Ethics: Values and Decision Making	3 credits
DEL 740 Organizational Dynamics	3 Credits
DEL 750 Collaborative Leadership	3 Credits
DEL 760 Leadership Development	3 Credits
DEL 803 Conceptual Frameworks in Leadership	3 Credits
DEL 810 Complexity and Sustainability	3 Credits
DEL 830 Executive Decision-Making	3 Credits

#### Research Courses:

DEL 700 Culture of Inquiry	2 Credits
DEL 727 Leadership Research and Design Logic	3 Credits
DEL 800 Responsible Conduct of Research	1 Credit
DEL 805 Quantitative Research	3 Credits
DEL 815 Qualitative Research	3 Credits

## BERT BRADFORD SCHOOL OF HEALTH SCIENCES

*Dr. Pamela L. Alderman, Dean*

The purpose of the School of Health Sciences is to prepare ethical, competent, safe and compassionate health care professionals.

### **Associate of Science Degrees are offered in the following:**

- [DIAGNOSTIC MEDICAL SONOGRAPHY](#)
- [NURSING – ADN](#)
- [OCCUPATIONAL THERAPY ASSISTANT](#)
- [RADIOLOGIC TECHNOLOGY](#)

### **Bachelor of Science degrees are offered in the following:**

- [ATHLETIC TRAINING](#)
- [DIAGNOSTIC MEDICAL SONOGRAPHY](#)
- [HEALTH PROMOTION](#)
- [NURSING – BSN](#) and [RN-BSN](#)
- [RADIOLOGIC SCIENCE](#)

### **Master of Science degree is offered in the following:**

- [PHYSICIAN ASSISTANT](#)

Students in the Bert Bradford School of Health Science programs enjoy on-campus clinical classrooms and access to a wide variety of excellent clinical settings. The School's faculty have developed a unique core of classes designed to give students a common understanding of important health care issues and an appreciation of collegial relationships among the health care professions.

Admission to all Health Science programs is competitive. Students must first be admitted to the University of Charleston and then apply to the Health Science program of interest. Each program has identified requirements and procedures for admitting students. Students who are interested in a given program should contact the program directly and follow the instructions for application. The number of students admitted to each program is limited by faculty resources, availability of clinical sites, and accreditation standards. The number of students admitted to each program may vary from year-to-year.

The curriculum for Health Science programs is intentionally designed to help students succeed in entering the profession of their choice. Students must consult closely with major advisors and program faculty to insure they are following required sequences and are taking courses that will assist them in meeting the University of Charleston's Liberal Learning Outcomes.

## **Athletic Training Program**

### *Rich Patterson, Program Director*

- Accredited by the Commission on the Accreditation of Athletic Training Education (CAATE)
- Dynamic and hands-on academic experience integrating knowledge and skills
- Clinical education experiences in a variety of health care settings
- Graduates are eligible to sit for Board of Certification (BOC) examination to become a Certified Athletic Trainer
- Opportunities to earn additional credentials: Corrective Exercise Specialist (CES) and Performance Enhancement Specialist (PES) through the National Academy of Sports Medicine
- 100% pass rate on the BOC examination for the most recent three-year aggregate
- 100% acceptance into the graduate field of choice and 100% job placement upon graduation for the most recent three-year aggregate

### **Athletic Training Profession**

Athletic Trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients across age and care continuums. Athletic training encompasses the prevention, emergency care, clinical diagnosis, therapeutic invention and rehabilitation of injuries and medical conditions. Employment settings include universities, high schools, military, rehabilitation centers, performance enhancement facilities, police departments, physician offices as physician extenders, hospitals, performing arts, employer based rehabilitation centers, and professional sports.

### **Program Description**

The Athletic Training (AT) Program is a very dynamic and hands-on academic experience incorporating learning over time through classroom work that transcends to clinical experiences. The wide variety of clinical education experiences provides students with a broad foundation of knowledge, which can lead to increased employment and graduate school opportunities. Students can tailor their undergraduate preparation for employment settings and to seek entrance into graduate school programs such as post-professional athletic training, sports psychology, exercise physiology, cardiac rehabilitation, adult fitness, physical therapy, physician assistant programs, occupational therapy, and medicine.

Students have hands-on clinical experiences with athletic trainers in numerous locations - on-campus varsity athletics, other universities, high school, rehabilitation centers, hospitals, physician offices, and performance enhancement centers. Students also have opportunities for clinical experiences with other health care professionals, including physicians, surgeons, physician assistants, nurse practitioners, occupational therapists, physical therapists, and chiropractors.

Faculty in our department also work clinically with UC athletes. AT students learn the information in the classroom from the same faculty, who can then guide the student during clinical experiences in the application and integration of knowledge and skill in a real world setting. Students are also engaged in the program from the first year at UC –

taking Athletic Training courses and completing clinical observation hours. The program is tailored to the student's interests, with individual meetings with faculty or Preceptors every 3 weeks to evaluate performance and set new goals for the next few weeks. Clinical education experiences allow the student to be engaged in the application of knowledge and skills in a variety of settings during their time at UC. In the last semester of the program a student is eligible to take the Boards of Certification (BOC) examination to become a Certified Athletic Trainer.

### **Mission**

The mission of the Athletic Training Program is to educate each student on the integration of knowledge, skills, foundational behaviors, and community involvement in the Athletic Training profession.

### **Program Outcomes**

At the conclusion of this program the graduate will:

- Outcome 1: Apply and critically examine a body of knowledge in athletic training and related fields.
  - 1.1 Identify and explain theories and concepts related to athletic training practice and other related fields.
  - 1.2 Demonstrate cumulative knowledge of theories and concepts related to athletic training and related fields.
  - 1.3 Synthesize theories and concepts to demonstrate understanding of all domains of athletic training and related fields.
- Outcome 2: Demonstrate clinical proficiency during patient/client interactions.
  - 2.1 Apply appropriate clinical skills during patient/client interactions while maintaining a professional attitude.
  - 2.2 Analyze information to make appropriate decisions.
  - 2.3 Synthesize information to develop and implement a comprehensive management plan.
- Outcome 3: Demonstrate inter-professional collaborative practice in healthcare
  - 3.1 Identify roles and responsibilities of athletic trainers in a variety of experiences.
  - 3.2 Interact with health care professionals other than athletic trainers while demonstrating appropriate professional behaviors.
  - 3.3 Collaborate with health care professionals from multiple disciplines to provide appreciate patient care and develop appropriate inter-professional attitudes.
- Outcome 4: Demonstrate professional communication through verbal and written forms, including use of electronic formats.
  - 4.1 Develop skills necessary for verbal and written communication in a professional environment.
  - 4.2 Prepare and disseminate information through verbal, written and visual formats in a professional environment.

- 4.3 Synthesize and evaluate information and present to a professional audience in written, verbal and visual formats that is organized, accurate and coherent.
- Outcome 5: Model foundational behaviors and attitudes that reflect the expectations of the profession and the community.
    - 5.1 Identify foundational behaviors and attitudes of the athletic training profession and community.
    - 5.2 Demonstrate an understanding of foundational behaviors and attitudes in the athletic training profession and community.
    - 5.3 Evaluate methods of modeling foundational behaviors and attitudes over time.

## Accreditation

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE is the agency responsible for accrediting professional (entry-level) Athletic Training education programs. Their purpose is to develop, maintain, and promote the minimum education standards of quality in athletic training programs. Programs are responsible for demonstrating compliance with the standards in order to maintain recognition as a CAATE-accredited athletic training program. A student must graduate from a CAATE-accredited athletic training program to be eligible to sit for the Board of Certification (BOC) exam to become an Athletic Trainer. To learn more about CAATE, visit the official website at [www.caate.net](http://www.caate.net).

## Admission

Admission to the Athletic Training Program is competitive. The cohort admitted each year is limited by the availability of clinical sites and preceptors. Applicants submit a completed application in its entirety to the AT Program by **March 15<sup>th</sup>**. Applications can be found on the AT Program's website. To be considered for admission the applicant must meet the following criteria:

- Earn a minimum 2.75 overall GPA;
- Achieve a minimum of a "C" or higher in all Athletic Training and Health and Natural Science required courses;
  - ATEP 100: Orientation to Athletic Training (strongly recommended)
  - ATEP 113: Structural Kinesiology
  - ATEP 213: Prevention & Care of Athletic Injuries
  - ATEP 213L: Prevention & Care of Athletic Injuries Lab
  - BIOL 130: Introductory Biology for Majors
  - PSYC 101: Introduction to Psychology
- Complete a minimum of 40 observation hours with an Athletic Trainer obtained during the first two semesters;
- Completion of the Application Packet:
  - Candidate Information Form
  - Letter of Application
  - Resume
  - Undergraduate transcripts
  - Clinical observation hours and service point forms

- Self-evaluation
- Two reference evaluations
- Requirements for Progression and Graduation
- Proof of current CPR/AED certification (either BLS for the Healthcare Provider or CPR/AED for the Professional Rescuer)
- Proof of current First Aid certification
- Signed technical standards form
- Immunization review and clearance for clinical practice
- Photograph release form

Applicants submitting completed applications by March 15th and meeting the above criteria will be scheduled for an interview with the AT Program Interview Committee.

Applicants are evaluated on the completed application, letter of application, GPA, course grades, observation hours and clinical evaluations, reference evaluations, interview, and community and professional involvement.

The applicant will be notified of the admission status in writing using the home address by May 30th. Applicants are then responsible for following the procedures for completing a criminal background check. Students failing to submit such evidence will not be allowed to enroll in the practicum courses or participate in the clinical education experiences. In the event the applicant is not admitted to the AT Program, the applicant may re-apply the following year.

### What You Will Study

The Athletic Training Program consists of 128 credits, distributed among 72 credits in Athletic Training, 18 credits Biology, Health & Natural Science, and 38 credits in Liberal Learning Outcomes courses. Students must also complete a minimum of 990 clinical education hours that are supervised by a preceptor upon admission into the program and 75 service and continuing education points. A sample curriculum sequence for the Bachelor of Science degree in Athletic Training is shown in the tables below.

#### Bachelor of Science Degree in Athletic Training - Sample Curriculum Sequence

Freshman Year			
Fall Semester		Spring Semester	
Course	Credit	Course	Credit
ATEP 100 Orientation to AT	2	ATEP 213 Prevention & Care	3
BIOL 130 Intro to Biology for Majors	4	ATEP 213L Prevention & Care Lab	1
MATH 121 College Algebra	3	ATEP 113 Structural Kinesiology	3
UNIV 101 Orientation to University	1	UNIV 102 University Experience	2
HUMN 1XX Humanities FYE course	3	SSCI 1XX Social Science FYE course	3
COMM 101 Freshmen Writing I*	3	COMM 102 Freshman Writing II*	3
PSYC 101 Introduction to Psychology	3	SPCH 103 Oral Communication Fundamentals	3
		HIST 212 <b>OR</b> NSCI 333 <b>OR</b> SPBU 201***	3
	<b>Total: 19</b>		<b>Total: 21</b>

\* COMM 101 and COMM 102 are embedded in HUMN 1XX or SSCI 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

\*\*\*may be substituted with other courses bearing similar LLO approvals



Sophomore Year			
Fall Semester		Spring Semester	
Course	Credit	Course	Credit
ATEP 201 Practicum I	4	ATEP 202 Practicum II	4
ATEP 225 Lower Extremity Assessment	4	ATEP 224 Upper Extremity Assessment	4
HSCI 204 Nutrition	3	ATEP 226 Assessment of Head, Spine and Thorax	4
BIOL 301 Anatomy & Physiology I	3	BIOL 302 Anatomy & Physiology II	3
BIOL 301L Anatomy & Physiology Lab	1	BIOL 302L Anatomy & Physiology Lab	1
<b>Total:</b>		<b>Total:</b>	
	<b>15</b>		<b>16</b>

Junior Year			
Fall Semester		Spring Semester	
Course	Credit	Course	Credit
ATEP 301 Practicum III	4	ATEP 302 Practicum IV	4
ATEP 313 Therapeutic Modalities	4	ATEP 323 Therapeutic Rehabilitation	4
ATEP 370 Physiology of Exercise	3	ATEP 452 Organization & Administration	3
ATEP 333 Pharmacology & Psychology	3	ENGL 312 <b>OR</b> 326*	3
HIST 211, ART 100, ART 211*	3		
<b>Total:</b>		<b>Total:</b>	
	<b>17</b>		<b>14</b>

\*may be substituted with other courses bearing similar LLO approvals

Senior Year			
Fall Semester		Spring Semester	
Course	Credit	Course	Credit
ATEP 401 Practicum V	4	ATEP 402 Practicum VI	4
ATEP 413 General Medical Concerns	3	ATEP 475 Senior Thesis	3
ATEP 355 Motion Analysis	3	UNIV 459 Senior Capstone	3
HSCI 402 Research I	3	Elective (NSCI 220 suggested)	3
<b>Total:</b>		<b>Total:</b>	
	<b>13</b>		<b>13</b>

## Additional Information

### Progression Requirements

Students are monitored for satisfactory progression at regular intervals for progression to graduation. To progress a student must:

- Maintain a minimum cumulative GPA of 2.75 on all work completed at the University of Charleston;
- Earn a minimum grade of “C” in all Athletic Training and Health & Natural Science required courses;
- Complete a minimum of 330 clinical hours per year;
- Show progress on earning service and continuing education points as outlined in the *AT Student Handbook*;

- Pass the written, isolated skills, and oral/practical components of the Comprehensive Program Assessment each semester;
  - Maintain current CPR/AED certification;
  - Maintain documentation of yearly PPD (TB skin test) and seasonal flu vaccine;
- and**
- Follow all policies, procedures, and guidelines as stated in the current copy of the *AT Student Handbook*.

## **Graduation Requirements**

To be eligible for graduation a student must:

- Maintain a minimum cumulative GPA of 2.75 on all work completed at the University of Charleston;
- Complete a minimum of 120 academic credits;
- Earn a minimum grade of “C” in all Athletic Training and Health & Natural Science required courses;
- Complete 40 observation hours with an Athletic Trainer prior to acceptance into the AT Program;
- Complete a minimum of 990 clinical hours, after admission to the program, that are directly supervised by preceptor;
- Complete 75 service and continuing education points as outlined in the *AT Student Handbook*;
- Pass the written, isolated skills, and oral/practical components of the senior comprehensive examination; and
- Complete the program within five years (60 months) upon beginning the practicum courses.

## **Comprehensive Examination**

Students must successfully pass a written, skill, and comprehensive oral examination in the final semester of the year of expected graduation in order to graduate with a Bachelor of Science degree in Athletic Training. The minimum passing rate is 75% on each section of the examination. Each student may repeat a section of the comprehensive examination only two times.

## **Clinical Experiences**

Students are required to have the following clinical education experiences: individual and team sports; sports requiring protective equipment; patients of different sexes; non-sport patient populations; and exposure to a variety of non-orthopedic conditions. Additional policies are contained within the *AT Student Handbook*.

## **Fees**

Students are responsible for all required fees associated with this program. These required fees include, but are not limited to:

- Background Certification to be completed by August 1<sup>st</sup> of the sophomore year for those formally admitted to the program

- Laboratory Fee (Due at registration for ATEP 100, 213L, 201, 202, 301, 302, 401, and 475; specific amount is posted in the course schedule each semester)
- Liability Insurance (Automatically assigned to the student tuition when enrolled in any practicum course – ATEP 201, 202, 211, 301, 302, 311, 401, 402, and 411; specific amount is determined by the group policy negotiated yearly by administration)
- Medical Kit fees of ~\$100.00 is due by August 1<sup>st</sup> of the sophomore year for those formally admitted to the program
- Photo ID (\$5.00)
- Clinical Rotation Attire – designated polos and khaki pants and shorts (see *AT Student Handbook* for dress code requirements)

### **Liability Insurance**

For the protection of the students accepted into the AT Program, all students enrolled in practicum and clinical education rotations courses, i.e., ATEP 201, 202, 211, 301, 302, 311, 401, 402, and 411, will be required to carry medical liability insurance from the beginning of the Sophomore year until graduation. This insurance will be provided through a group policy arranged by the University of Charleston and the School of Health Sciences. The student's responsibility is to pay for the insurance premium at the beginning of each semester during registration. This fee will be added to the regular cost of tuition. The liability insurance coverage applies to all classroom and clinical education experiences delineated by the AT Program. **This insurance does not cover student activities, e.g., summer camps, transporting an injured or ill athlete, driving an institutional vehicle, or other similar activities.**

### **Transfer Students**

Students transferring into the Athletic Training Program or switching majors after the end of their freshman year must go through the application and interview process. These individuals must contact the AT Program Director, as these applications are reviewed on a case by case basis.

### **Transportation**

Students are expected to assume responsibility for transportation to all assigned clinical rotations. Additional policies on clinical experiences are located in the *AT Student Handbook*.

### **Clinical Rotation Attire**

Students are required to follow the clinical rotation attire guidelines during all clinical rotations as outlined in the *AT Student Handbook*, including a Health Science photo identification badge, a watch with a second hand, and designated shirt.

## **Diagnostic Medical Sonography Program (DMS)**

*Tammy Mollohan, Program Director*

- On-site laboratories for students to apply didactic information in a lab setting prior to entering the clinical setting.
- Program director is registered through the ARDMS in abdomen, ob/gyn, adult echocardiography, and vascular technology; and is a member of the SDMS and AIUM.
- Clinical coordinator for Obstetrics and Vascular clinical placement is registered through the ARDMS in abdomen, ob/gyn, adult echocardiography, and vascular technology; and is a member of the SDMS.
- Clinical coordinator for Abdomen and Echocardiography clinical placement is registered through the ARDMS in abdomen, ob/gyn, and adult echocardiography; and is a member of the SDMS, ASE, and AIUM.

### **Mission**

The mission of the diagnostic medical sonography program is to educate students for a life of productive work by assisting the physician for diagnostic purposes, enlightened living through developing cognitive clinical and professional skills in sonography, and engaged community involvement through social interaction.

### **Program Outcomes**

Upon completion of the program graduates will be able to:

- Apply the technical skills acquired in the program to sonographic examinations for diagnostic purposes.
- Have the cognitive ability to secure ARDMS registry status at the national level in abdomen, obstetrics and gynecology, vascular and/or adult echocardiography.
- Effectively communicate as sonographers by applying techniques that influence message meaning and clarity.
- Analyze strengths and weaknesses related to medical imaging and create strategies to address challenges.
- Devise and implement methods for continued learning of the discipline and growing as sonographers and members of society.

### **Program Goals**

The Goals of the Diagnostic Medical Sonography program are to:

- Prepare sonographers, who are competent, compassionate, entry-level general sonographers in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains;
- Prepare sonographers, who are competent, compassionate, entry-level adult cardiac sonographers in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains;
- Prepare sonographers, who are competent, compassionate, entry-level vascular technologist in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains;

- Prepare sonographers who demonstrate a knowledge level and skill set indicative of securing credentialing at the national level in general, vascular, and cardiac sonography;
- Prepare sonographers who understand and communicate effectively as professionals;
- Prepare sonographers who value lifelong learning, are dedicated professionals, and socially responsible citizens.

### **Faculty are committed to:**

- Support students throughout the diagnostic medical sonography program to ensure a thorough understanding of course content and in observing program policies and practices.
- Deliver a quality DMS program that ensures graduates succeed in the medical community through continuous assessment of graduates and employer's satisfaction of knowledge and skills obtained within the program.
- Foster an educational program that serves the communities of interest which includes, but is not limited to, students, graduates, faculty, sponsor administration, employers, physicians, and the public.
- Deliver a course of study that emphasizes the importance of participation in professional sonography organizations, which enables the graduate to assume positions as members and leaders in professional organization and communities.
- Focus on continuous improvement in the Diagnostic Medical Sonography curriculum, allowing students access to up to date information in the field of Sonography.

### **Admission Requirements**

Admission to the DMS program is selective, and acceptance to the University of Charleston does not guarantee admission into the DMS program. Acceptance is limited to the number of available clinical sites; those who have successfully completed appropriate prerequisites and introductory sonography courses; and meet specific GPA requirements of at least a 2.75.

#### **Prerequisite Courses**

- Anatomy and physiology
- College algebra
- English and communication
- General Physics or Radiographic Physics

#### **Introductory SONO Courses**

- General Physics for Sonography
- Foundations of Patient Care
- Medical Terminology for Sonographers
- Intro to Diagnostic Imaging

Students may fulfill some prerequisites through study at UC or qualifying transfer credit. All SONO courses must be taken through the UC-Beckley DMS Program.

Students are not fully accepted into the program until all prerequisite and introductory courses are taken and passed with a grade of “C” or higher. Students will enter the selection process based on meeting the criteria listed above.

Selection Information Packets will be sent out to qualified applicants who have met the criteria for selection, during **midterm week** of the **fall** semester. All application materials must be on university file no later than **December 1<sup>st</sup>** of the year for which the application is made. It is the applicant’s responsibility to assure all documentation has been received by the admissions processing office and the diagnostic medical sonography program.

Applicants will receive notification of his/her status into the DMS program by **December 20<sup>th</sup>** of the year in which he/she applied.

### **Background Check Notification**

All DMS students at University of Charleston - Beckley are required to complete background checks prior to entering the clinical setting. This information may be disclosed to the clinical facility the student will be assigned to for their clinical rotations. Students who enter the DMS Program who have a criminal record may not be able to complete the clinical component of their education, resulting in a failure to obtain a degree.

Furthermore, many employers require their sonographers to sit for the ARDMS examinations and become registered in the specialty in which they practice. **The ARDMS has a discipline policy in place, which all applicants must abide by in order to sit for their boards.** If a person has been convicted of any crime, they will be required to complete a pre-application process (\$125 fee) in order to be considered for taking the exam(s). This information can be found on the ARDMS website at:

<http://www.ardms.org/Discover-ARDMS/compliance/Pages/default.aspx>

### **Policies for Progression and Graduation**

Eligibility for a **Bachelor of Science** degree in Diagnostic Medical Sonography requires completion of program-level clinical and didactic requirements, University-wide Liberal Learning Outcomes, and becoming registered through the American Registry of Diagnostic Medical Sonographers in Abdomen and/or Obstetrics and Gynecology. Those who successfully complete the requirements for a Bachelor’s Degree in Diagnostic Medical Sonography are eligible to apply for graduation.

Students must complete the program within four years (48 months) from the first enrollment in the DMS practicum component of the DMS curriculum. Students who do not comply with this requirement must reapply for admission to the program.

To be eligible for graduation a student must:

- Achieve a minimum of a “C” or higher in prerequisite and introductory sonography courses;
- Complete a minimum of 120 academic credits;
- Complete a minimum of 1,700 clinical hours, supervised by a sonographer registered in the specialty in which the student is being graded;
- Take and pass the Sonography Principles and Instrumentation Examination (SPI) and student’s choice of abdomen (AB) and/or obstetrics and gynecology (OB/GYN) registry through the ARDMS.

### What You Will Study – Bachelor of Science Program

The Bachelors of Science in Diagnostic Medical Sonography consists of 120 credit hours. A sample curriculum sequence is shown below.

#### Bachelors of Science in Diagnostic Medical Sonography Sample Curriculum Sequence

<b>Freshman Year</b>		
Prerequisites: Successful completion of the following prerequisite courses with a minimum grade of “C” is required prior to taking Intro Courses for Diagnostic Medical Sonography.		
Course	Prerequisite Title	Credits
UNIV 101	Orientation to University	1
UNIV 102	University Experience	2
COMM 101	Freshman Writing I	3
MATH 121	College Algebra	3
COMM 102	Freshman Writing II	3
SPCH 103	Oral Communication Fundamentals	3
BIOL 212	Intro to Human Anatomy & Physiology	3
BIOL 212L	Intro to Human Anatomy & Physiology Lab	1
	General Physics or Radiographic Physics	3
		<b>22</b>
<b>Sophomore Year</b>		
After completion of the prerequisite requirements, students will be permitted to take courses in the first fall semester of the DMS program. Full acceptance into the DMS program requires a student to complete all prerequisite and SONO courses in the first fall semester with a minimum grade of “C”.		
Course	Fall (Intro Courses) Title	Credits
SONO 101	General Physics for Sonography	3
SONO 201*	Foundations of Patient Care	3
SONO 202	Medical Terminology for Sonographers	3
SONO 204	Intro to Diagnostic Imaging	4
SONO 204L*	Intro to Diagnostic Imaging Lab	1
		<b>14</b>

<b>Spring (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 203	Sonography Principles & Instrumentation	3
SONO 207	Abdominal Sonography	3
SONO 208	Pelvic Sonography	2
SONO 212L	General Sonography Scan Lab I	2
SONO 214*	Medical Ethics and Law	3
		<b>13</b>
<b>Summer (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 209*	OB Sonography	3
SONO 211	Special Topics in Sonography	3
SONO 213*	Superficial Sonography	3
SONO 215L*	General Sonography Scan Lab II	2
SONO 303	Sem. in Sonography: Principles & Instrumentation	1
HUMN 101	Intro to Humanities	3
		<b>15</b>
<b>JUNIOR YEAR</b>		
<b>Fall Semester(Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 307	Seminar in Abdominal Sonography	1
SONO 309	Clinical Practicum I General Sonography	5
SONO 314	Clinical Practicum II General Sonography	5
SSCI 105	Issues in Social Science	3
		<b>14</b>
<b>Spring Semester (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 304	Pathophysiology	3
SONO 308	Seminar in OB/GYN Sonography	1
SONO 318*	Clinical Practicum III General Sonography	5
HIST 211	World Cultures I	3
		<b>12</b>
<b>Senior Year</b>		
<b>Summer Semester (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 401	Cardiac Sonography	3
SONO 402	Vascular Sonography	3
SONO 405L	Cardiovascular Sonography Scan Lab I	2
PSYC 342	Social Psychology	3
HSCI 402	Research I	3
		<b>14</b>
<b>Fall Semester (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 404	Cardiovascular Pathological Imaging	3
SONO 406L	Cardiovascular Sonography Scan Lab II	2
SONO 412	Seminar in Vascular Sonography	1
SONO 422	Clinical Practicum IV Cardiovascular Sonography	6
		<b>12</b>



<b>Summer Semester (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 414	Seminar in Cardiac Sonography	1
SONO 426*	Clinical Practicum V Cardiovascular Sonography	6
UNIV 459	Senior Capstone	3
ENGL 307	Appalachian Literature	3
		<b>13</b>
<b>TOTAL PROGRAM HOURS</b>		<b>129</b>

\* SONO courses with one or more Liberal Learning Outcomes embedded within the course.

## Associate Degree Program

Eligibility for an **Associates of Science** degree in Diagnostic Medical Sonography requires completion of program-level clinical and didactic requirements, University-wide Liberal Learning Outcomes, and passing the Sonography Principles and Instrumentation (SPI) exam through the American Registry of Diagnostic Medical Sonographers. Those who successfully complete the requirements for an Associate's Degree in Diagnostic Medical Sonography are eligible to apply for graduation.

Students must complete the program within three years (36 months) from the first enrollment in the DMS practicum component of the DMS curriculum. Students who do not comply with this requirement must reapply for admission to the program.

To be eligible for graduation a student must:

- Achieve a minimum of a "C" or higher in prerequisite and introductory sonography courses;
- Complete a minimum of 75 academic credits;
- Complete a minimum of 1,000 clinical hours, supervised by a sonographer registered in the specialty in which the student is being graded;
- Take and pass the Sonography Principles and Instrumentation Examination (SPI).

## What You Will Study – Associate Degree Program

The Associate of Science in Diagnostic Medical Sonography consists of 75 credit hours. A sample course sequence is show below.

### AS in Diagnostic Medical Sonography – Sample Curriculum Sequence

<b>Freshman Year</b>		
Prerequisites: Successful completion of the following prerequisite courses with a minimum grade of "C" is required prior to taking Intro DMS Courses Sonography.		
<b>Course</b>	<b>Prerequisites Title</b>	<b>Credits</b>
COMM 101	Freshman Writing I	3
MATH 121	College Algebra	3
BIOL 212	Intro to Human Anatomy & Physiology	3
BIOL 212L	Intro to Human Anatomy & Physiology Lab	1
	General Physics or Radiographic Physics	3
		<b>13</b>

## Sophomore Year

After completion of the prerequisite requirements, students will be permitted to take courses in the first fall semester of the DMS program. Full acceptance into the DMS program requires a student to complete all prerequisite and SONO courses in the first fall semester with a minimum grade of "C."

<b>Fall (Intro Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 101	General Physics for Sonography	3
SONO 201*	Foundations of Patient Care	3
SONO 202	Medical Terminology for Sonographers	3
SONO 204	Intro to Diagnostic Imaging	4
SONO 204L*	Intro to Diagnostic Imaging Lab	1
		<b>14</b>
<b>Spring (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 203*	Sonography Principles & Instrumentation	3
SONO 207	Abdominal Sonography	3
SONO 208	Pelvic Sonography	2
SONO 212L	General Sonography Scan Lab I	2
SONO 214*	Medical Ethics and Law	3
		<b>13</b>
<b>Summer (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 209*	OB Sonography	3
SONO 211	Special Topics in Sonography	3
SONO 213*	Superficial Sonography	3
SONO 215L*	General Sonography Scan Lab II	2
SONO 303	Seminar in Sonography Principles and Instrumentation	1
HUMN 101	Intro to Humanities	3
		<b>15</b>
<b>Junior Year</b>		
<b>Fall (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 307	Seminar in Abdominal Sonography	1
SONO 309	Clinical Practicum I General Sonography	5
SONO 314	Clinical Practicum II General Sonography	5
SSCI 105	Issues in Social Science	3
		<b>14</b>
<b>Spring (Core Courses)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
SONO 308	Seminar in OB/GYN Sonography	1
SONO 318*	Clinical Practicum III General Sonography	5
		<b>6</b>
<b>TOTAL PROGRAM HOURS</b>		<b>75</b>

## **Health Promotion (HPRO)**

*Jennifer Murczek, Program Director*

- Focuses on the understanding and promotion of health in populations
- Strong health science emphasis that provides students with a robust health care foundation
- Complementary array of interdisciplinary coursework in Natural Sciences, Psychology, Education, and Integrated Communication
- Collaborate with community organizations and businesses on healthy living initiatives.
- Exciting and practical immersed internship experiences
- According to the U.S. Bureau of Labor Statistics, the occupation of health educators and community health workers is expected to grow by 21 percent by 2022.
- Typical employment opportunities include corporations, health insurance companies, state and federal health departments, hospitals and rehabilitation clinics, non-profits and fitness/recreation centers.

*“Health Promotion is the art and science of helping people discover the synergies between their core passions and optimal health, enhancing their motivation to strive for optimal health, and supporting them in changing their lifestyle to move toward a state of optimal health. Optimal health is a dynamic balance of physical, emotional, social, spiritual, and intellectual health.” (O'Donnell, 2009).*

### **Health Promotion Profession**

Health Promotion job opportunities and information about the profession may also be found under terms such as: **Health Education, Public Health, Community Health, and Healthcare Advocate**. These areas overlap and are interchangeable.

Health Promotion graduates will be prepared for a wide range of career opportunities. Sample jobs titles include:

- Community Health Consultants
- Health Promotion Specialists
- Health Educator
- Health Program Managers
- Health Education Coordinators
- Health Education Advocate
- Public Health Educator
- Occupation Health and Wellness Project manager
- Wellness Coordinator

## Program Description

The Health Promotion major focuses on the understanding and promotion of health in populations. The Health Promotion Program has a strong health science emphasis that provides students with a robust health care foundation while also offering a complementary array of interdisciplinary coursework in Natural Sciences, Psychology, Education, and Communication. *See “Sample Curriculum Sequence” for a detailed outline of the curriculum.*

## Mission

The mission of the Health Promotion Program is to prepare graduates as health educators who promote healthy lifestyles and disease prevention, model life-long learning through continuing education, and are engaged in their profession and community.

## Program Outcomes

1. The graduate will be able to assess needs, assets, and capacity for health education.
2. The graduate will be able to plan and implement health education and promotion.
3. The graduate will be able to conduct and evaluate research related to health or health education.
4. The graduate will be able to administer and manage health education.
5. The graduate will be able to communicate and advocate for health or health education.

## Admission and Successful Progression

All undergraduate students are eligible to declare Health Promotion as their major. To progress in the program and graduate students must pass their required courses, including a 12-credit immersed internship, with a C or better and meet the institutional academic requirement of maintaining a minimum cumulative 2.0 GPA to remain in good academic standing.

## What You Will Study

The Health Promotion major consists of 121 credit hours that include a combination of major courses (60 credits), core courses (30 credits), elective credit course (3 credits), and liberal learning outcome courses (28 credits).

The following is a guide that is based on a 4-year completion period. **Students may accelerate their experience and complete the program in 3 ½ years if desired.** Every student is assigned an academic advisor who will provide assistance with degree completion planning and career exploration.

## Sample Curriculum Sequence

FRESHMAN YEAR			
FALL SEMESTER		SPRING SEMESTER	
UNIV 101 University Orientation	1	UNIV 102 University Exp (LLO 5.1)	2
COMM 101 Writing I (LLO 2.1F1)*	3	COMM 102 Writing II (LLO 2.1F2)*	3
HUMN 1XX (LLO 3.1, 4.1)	3	SPCH 103 (LLO 2.2F)**	3
HPRO 100 Intro to Health Promotion	3	SSCI 1XX (LLO 1.1)*	3
BIOL 130 Biology (LLO 4.1, 6.1S)	3	PSYC 101 Psychology (LLO 4.2)	3
BIOL 130L Biology Lab	1	MATH 1XX (LLO 4.2, 6.1M)	3
		ICOM 151 Intro to Human Communication	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>20(14)</b>
SOPHOMORE YEAR			
BIOL 301 Anatomy & Phys I	3	BIOL 302 Anatomy & Phys II	3
BIOL 301L Anatomy & Phys I Lab	1	BIOL 302L Anatomy & Phys II Lab	1
HSCI 204 Nutrition	3	ICOM 362 Writing for PR (LLO 2.1)	3
ICOM 225 Principles of PR (LLO 4.2)	3	MATH 12X (LLOs 4.2, 6.1M)	3
NSCI 220 Statistics for Science (LLO 6.2)	3	PSYC 212 Life Span (LLO 2.3)	3
ART 2XX (LLO 3.2)	3	ENGL XXX (LLO 3.2L)	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>
JUNIOR YEAR			
EDUC 311 Assessment and Diagnosis	3	EDUC 340 Collaboration	3
NSCI 333 (LLOs 1.2, 1.3, 2.2, 2.3)	3	HSCI 302 Health Ethics & Policy (LLO 5.2)	3
NSCI 345 Issues in Medicine (LLOs 1.4, 5.2)	3	HSCI 401 Health Leadership (LLO 2.1)	3
ATEP 333 Pharm & Psych (LLO 5.2)	3	WELL 410 School Health	3
BIOL 304 Physical Assessment	3	PSYC 351 Human Sexuality (LLO 5.2)	3
BIOL 304L Physical Assessment Lab	1		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
SENIOR YEAR			
HPRO 475 HP Capstone (LLOs 2.1A, 3.3, 4.3)	3	HPRO 498 Internship	12
UNIV 459 Senior capstone (LLOs 4.3, 5.3)	3		
EDUC 360 High Incidence Disabilities	3		
HSCI 402 (LLOs 2.1A or 2.2A, 6.2, 6.3)	3		
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>12</b>
<b>Total Credits in Program</b>			<b>121</b>

\*Writing courses are embedded in HUMN 1XX and SSCI 1XX

\*\*SPCH 103 is embedded in UNIV 103

## **Immersed Internship**

### **Ready for the Real World!**

Health Promotion majors complete an immersed 12-credit internship in the final semester before graduation. Students can apply and/or arrange to complete this experience in any location pending university approval. The opportunity to gain real world skills in the professional environment of their discipline equips graduates with the work experience that employers and graduate schools desire. Students will refine their ability to perform comprehensive program development in areas such as assessing health needs, planning, implementation, evaluation, and management.

## **Graduate Programs**

Health Promotion graduates will also have the education required to further their education in graduate programs such as Public Health, Exercise Science, and Health Care Administration.

## **Professional Certifications**

Additionally, graduates can increase their marketability by seeking outside professional certifications such as, American College of Sports Medicine certifications (ACSM), American College of Exercise Certifications (ACE), Performance Enhancement Specialist (PES), and First Aid/CPR/AED.

## **Capito Department of Nursing**

*Dr. Pamela Alderman, Program Director*

The Capito Department of Nursing offers the Associate Degree Nursing Program (ADN) at the Beckley location in a hybrid/weekend format. The Bachelor of Science in Nursing (BSN) program is offered in a traditional format on the Charleston Campus and the RN-BSN program is offered online.

### **Mission**

The mission of the nursing programs is to prepare students for a career as registered professional nurse. Registered, professional nurses practice in a dynamic health care arena utilizing an informed body of knowledge that ensures all members of the public receive safe and quality care. The nursing programs are committed to providing accessible, high-quality nursing education to meet the diverse and changing health care needs of the community. Graduates of the ADN and BSN programs are qualified to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Modeled after, and congruent with, the mission, vision, and values of the University of Charleston (UC) the programs, through combined nursing and liberal arts education, prepare graduates in all three of UC's mission-critical areas of productive work, enlightened living, and community involvement. Graduates of the nursing programs are prepared for a life of productive work as a registered professional nurses. The programs encourage enlightened living through emphasis on the need for life-long development of evidenced-based nursing practice, and embeds information literacy skills in courses delivering the UC Critical Thinking Liberal Learning Outcome (LLO). Finally, the programs promote community engagement through various community service projects and promotes serving society in interactions as registered professional nurses.

The Capito Nursing programs are guided by the Accreditation Commission for Education in Nursing (ACEN); the American Nurses Association (ANA) Standards and Scope of Practice; the National League for Nursing (NLN); Quality and Safety Education for Nursing (QSEN); and the West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board) Nurse Practice Act.

### **Core Ethical Values**

The educational philosophy of the University of Charleston's Nursing Programs is based on the National League for Nursing (NLN) Educational Competencies Model and incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). The nursing faculty believe "all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care" (NLN, 2010)

Nursing programs incorporates Malcom Knowles Adult Learning Theory (Andragogy). Andragogy means leader of man. Knowles theory is anchored in the

characteristics of adult learners and provides the foundation for learning. Characteristics of the adult learner includes the learner's self-concept; the role of the learner's experience; readiness to learn; orientation to learning; and motivation to learn. These characteristics are defined as follows:

- **Self-concept:** As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
- **Motivation to learn:** As a person matures the motivation to learn is internal (Knowles 1984:12 in Smith, M., 2002).
- **Experience:** As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to learn.** As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
- **Orientation to learning.** As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

### End of Program Student Learning Outcomes

Essential program-specific core nursing practice competencies can be summarized in four broad program outcomes. Nurses must use the skills and knowledge learned to enhance human flourishing for patients, communities, and self. The nurse should show sound nursing judgment and continually develop professional identify. Finally, nurses must approach all issues and problems in a spirit of inquiry.

Ultimately the goal of the nursing programs is to graduate mature, expert learners. UC's nursing programs upholds the core values of the National League for Nursing: caring, diversity, ethics, integrity, patient-centeredness, excellence and holism as evidenced by the end of program student learning outcomes. Upon completion of the nursing program the graduate will be prepared to:

- **Human Flourishing:** Create a plan of care through collaboration with the patient of designee that respects the diversity of the patient, individual values, and needs. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. a plan of care that respects the diversity of the patient, individual values and needs.
- **Nursing Judgment:** Analyze judgments made in practice, substantiated with evidence, which integrate nursing science in the provision of safe effective care using the nursing process, quality care and promote the health of patients within a family and community context. Apply effective communication strategies to reduce risk and injuries in the healthcare environment.
- **Professional Identity:** Evaluate the utilization of healthcare system resources to efficiently and effectively manage care. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.



Establish caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics

- **Spirit of Inquiry:** Apply current best practices to plan and implement safe and effective patient care. Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. Provide care that is safe, culturally and developmentally appropriate, centered on building and sustaining positive, healthful relationships with individuals, families, and communities.

The following benchmarks have been set and are evaluated on an annual basis:

- **Completion:** 75% of graduates will complete the nursing program within 150% of time entering first nursing course.
- **Licensure Passage Rates:** 80% of first time test takers will successfully complete the NCLEX-RN exam within 12 months after graduation.
- **Job placement:** 80% of graduates will be employed as Registered Professional Nurses within 6 months after graduation.
- **Graduate Satisfaction:** 70% of graduates will be satisfied with the program.
- **Employer Satisfaction:** 70% of employers will be satisfied with graduates hired.

## Accreditation

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality (ACEN, 2016).

Accreditation is a peer-reviewed process intended to enhance quality improvement in nursing education (ACEN, 2016). According to ACEN, specialized accreditation for nursing programs:

- provides recognition that a nursing education program has been evaluated and periodically re-evaluated by a qualified, independent group of respected and competent peers;
- is a gateway to licensure, certification, and eligibility for entitlement programs;
- fosters ongoing self-examination, re-evaluation, and focus on the future;
- aids in student recruitment and retention;
- assists employers seeking graduates who are competent nurses.
- facilitates career and education decision-making;
- promotes professional and educational mobility of program graduates; and
- fulfills the eligibility requirement for applicants seeking advanced certification.

The BSN and RN-BSN nursing programs are accredited by the Accreditation Commission on Education in Nursing (ACEN). Candidacy Status has been awarded to the ADN program by ACEN.

The WV RN Board was established by the West Virginia Legislature to promote and protect public health, safety and welfare. Legal requirements for registered professional nurses is found in the West Virginia Code or Law. Rules have been put into place to make the law more specific. The laws for the WV RN Board are found in WV Code 30-7-1. It is mandatory all registered professional nursing programs maintain accreditation and approval by the WV RN Board. The ADN and BSN programs are approved by the WV RN Board.

For further information regarding accreditation please contact:

Accreditation Commission for Education in Nursing (ACEN):

3343 Peachtree Road, NE, Suite 850

Atlanta, GA 30326

(404) 975-5000

[www.acenursing.org](http://www.acenursing.org)

West Virginia Board of Examiners for Registered Professional Nurses

101 Dee Drive, Suite 102

Charleston, WV 25311

(304) 558-3596

[www.wvrnboard.com](http://www.wvrnboard.com)

### **Admission Requirements**

All students must gain admission to the University of Charleston prior to applying for admission to the nursing programs (ADN, BSN, RN–BSN). Admission to the ADN and BSN programs is competitive. In order to be considered for admission the following documents **MUST** be submitted by the application deadline:

- Application to the nursing program.
- Proof of admission to the University of Charleston: Admission letter.
- Submission of official high school or college transcripts demonstrating a grade point average of 2.75 or above.
- Successful completion of the ATI Test of Essential Academic Skills (TEAS) entrance exam with a score of 62% or better.
- Copy of the Test of English as a Foreign Language (TOEFL) if you are a student for whom English is a second language with a minimum score of 560.

### **Selection**

An objective selection process has been developed. Selection is based on a point system for “qualified” applicants who meet or exceed the admission criteria. Successful applicants will be provisionally admitted to the nursing program. Full admission is contingent upon the following:

1. A complete physical exam stating the applicant is physically and mentally able to function as a nursing student in a clinical setting. If currently undergoing treatment for a disease/disorder, a release from the prescribing physician stating the student is able is also required.
2. Proof of immunizations, and titers if applicable, following the Center for Disease Control Guidelines for vaccinations for health care workers. A current

list may be found at the following website [www.cdc.gov/vaccines/adults/rec-vac/hcw.html](http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html).

3. Negative PPD tuberculosis test, negative QuantiFERON Gold test result or negative chest x-ray result.
4. Successfully pass a criminal background check and drug screen. Please note, clinical agencies may deny access to students who have a criminal background. Applicants with pending charges at time of application may be denied admission to the program after review by the program director and dean. Individuals convicted of a felony or misdemeanor may or may not be allowed to the licensing exam upon completion of the nursing program.
5. Meet the technical standards and essentials skills required for nursing professionals. Reasonable accommodations which do not fundamentally alter the nature/scope of the nursing program and do not compromise the safety of clients will be made on individual basis for students with verified disabilities.
6. Have a current American Heart Association Healthcare Provider CPR certification.

Once admitted to the nursing program the student must:

1. Continue to meet items 1-6 above and provide all documentation to the nursing administrative assistant by the deadlines set, or anytime there is a change in status.
2. Attend the annual orientation to the nursing program.
3. Immediately notify the program director and the West Virginia Board of Examiners for Registered Professional Nursing of any criminal offense. Documentation must be provided to the nursing office immediately upon admission to the program or when the offense occurs.
4. Abide by the West Virginia Code and Legislative Rules for Registered Professional Nurses, specifically 19CSR10, Standards for Professional Nursing Practice. Failure to comply with the standards may result in disciplinary action as stated in 19CSR9, Disciplinary Action.

Throughout the program, all nursing students must meet departmental health requirement, criminal background checks, and drug screens. These requirements are congruent with the cooperating clinical agencies. The agencies have the option to make changes annually and as needed due to changing requirements from accreditation agencies and national patient safety standards.

Nursing students must meet all agency requirements in order to participate in clinical laboratory rotations. Students who do not meet the required criteria, or who fail to submit required documentation will not be eligible to participate in clinical rotations with the University's collaborating agencies. The student will be immediately dismissed from the nursing program.

### **Drug Testing Policy**

Mandatory drug screenings are required upon admission to the program. Random drug screening may also be performed at any time. Students will not be notified

in advance of a mandatory and/or random drug screening. The costs associated with the drug screening are the responsibility of the student.

- Students who display personal, physical, or performance changes, questionable behavior, and/or display of impairment will be required to submit to a random drug screening. The cost of the drug screening is the responsibility of the student.
- In addition to “Mandatory Drug Testing” and “Reasonable Suspicion Drug Testing” and “Random Drug Testing”, students are subject to the drug testing policies at any clinical agency they may be assigned. The student will be responsible for all costs related to a clinical site’s drug testing.
- Any nursing student who has a positive drug screen will be subject to disciplinary action and immediate dismissal from the program.
- Re-entry into the nursing program will not be considered following a positive drug test.
- Any nursing student who refuses to perform or to pay for a mandatory, reasonable suspicion, and/or random drug screen, or a clinical site’s drug screen will be considered in direct violation of the nursing program drug testing policy and will be subject to disciplinary action and immediate dismissal from the program.

## **Transfer**

Nursing students at other colleges and universities may transfer, provided they meet all admission requirements. Transfer is based on courses the applicant has completed, current GPA, and size of the nursing class. Students requesting transfer **MUST**:

- Meet admission requirements and be accepted to the University of Charleston.
- Score a 62% on the ATI TEAS entrance exam, or equivalent exam, scoring a level of proficient or better.
- Have a cumulative GPA of 2.75 or better on a 4.00 scale and a 2.75 GPA in all nursing courses.
- Have completed nursing courses with a “C” or better in nursing theory and a “C” or “P” or better in nursing clinical and labs.
- Submit official transcripts and standardized test scores.
- Transfer from a nursing program accredited and approved by West Virginia Board of Examiners for Registered Professional Nurses and a college/university holding regional accreditation.

Final determination of transfer is based on evaluation of transcripts. Transfer students may be required to take exams, and or demonstrate clinical skills, in order to verify proficiency, determine student retention level and placement. The nursing faculty will assess competency levels for placement in the program. All transfer students must be able to complete the program within 150% of time the first nursing course was taken.

## **Course Fees and Costs**

Various courses have fees in addition to the standard tuition. These fees are non-refundable and are due at registration. This is not to be understood as a comprehensive list, but is offered to the student for planning purposes.

Course fees are assessed for things such as laboratory supplies, computer software access specific to nursing students, and standardized mastery testing. Course fees will be designated in the schedule of upcoming courses and will vary by course, and by year, as costs vary from year to year and vendor to vendor.

Initial out-of-pocket costs for admission to the nursing program include a physical exam, criminal background check, drug screens, immunizations, lab tests, titers, uniforms, lab coats, stethoscopes, watches with second hands, and a lab supply kit that is purchased through the University's Bookstore. These are expenses that are the responsibility of the student.

In every year, students will need to plan for the cost of a criminal background check and drug screen. In the final semester, students must plan for costs of application and criminal background check for licensure as a registered professional nurse.

### **Insurance**

Nursing students, are required to carry nursing liability insurance for the entire period they are enrolled in clinical nursing courses. This insurance will be provided by a group policy written for the University and the student will be billed for the allocated premium courses.

### **Clinical Laboratory Experiences**

Nursing students will be assigned to various health care and community agencies for clinical rotations throughout the program. Clinical assignments will be changed each semester and may vary within a given semester. Students are expected to assume responsibility for transportation to the various agencies. Laboratory times are somewhat inflexible due to agency constraints and coordination with other schools. Additional time in agencies to prepare for clinical rotations is expected in upper-division nursing courses and may not be reflected in scheduled clinical hours. Student must fulfill all clinical commitments.

### **Policies for Progression**

Nursing students must achieve a minimum grade of "C" in the theory portion and clinical, laboratory, and/or simulation portion of all nursing courses in order to enroll in the next nursing course in the sequence. If a student fails one component of a nursing course (either theory or clinical, laboratory, and/or simulation) the student will receive the grade earned in each component. To progress to the next nursing course, both components of the course will have to be repeated with achievement of a minimum of "C" in the theory portion and a "P" in the laboratory portion. ***All nursing courses must be taken in the sequence published in the Academic Catalog. Foundational courses must be completed prior to or during the semester offered.***

To progress to subsequent semesters of study in nursing, a student must have both a university based cumulative GPA of 2.75 and a GPA of 2.75 in all HSCI and NURS courses. Students must achieve a minimum grade of "C" in all courses in order to enroll in the next nursing courses. Successful performance in NURS courses is highly reliant upon content mastered in all previous HSCI and NURS courses. While students must earn a minimum grade of "C" in all HSCI courses, the faculty encourages students to earn

the highest grade possible in each HSCI course, since the HSCI course content is an integral support to NURS course work, and supports the development of the knowledge and skill necessary for assuming the role of a professional nurse. This information is critical for success in nursing courses and on the NCLEX-RN examination.

Students are cautioned that successful performance in nursing courses is highly reliant upon content mastered in the health science (HSCI) courses. While students must earn a minimum grade of “C” in all HSCI courses, the faculty encourages students to earn the highest grade possible in each HSCI course, since the HSCI course content is an integral support to NURS course work, and supports the development of the knowledge and skill necessary for assuming the role of a professional nurse.

### **Repeat of a Nursing Course**

Nursing students must have a minimum cumulative grade point average of 2.75 and a grade of “C” or better in all courses in order to register for the next nursing course. Students who are unsuccessful in completing a nursing course, either by withdrawing from or failure of the course **MUST**:

- Submit an email to the director of the nursing program requesting re-admission no later than 30 days prior to the anticipated re-admission semester.
- Have a cumulative GPA of 2.75 and a GPA of 2.75 in all HSCI and NURS courses before being allowed to repeat a nursing course.
- Audit the prior nursing course.
- Enroll in the nursing course from which the student withdrew or failed the next semester the course is offered regardless of location.
- Meet all criteria for selection and submit updated information, as requested.
- Enroll in both the theory and clinical, laboratory, and/or simulation component of the course(s) being repeated.
- Nursing students may enroll in a nursing course a maximum of two times. Students will be allowed to repeat no more than one nursing course.

Please be advised if more students apply for re-admission into the nursing course than space allows, re-admission will be based on a competitive selection process. Students repeating nursing courses will not displace first time enrollees.

### **Comprehensive Examination**

The faculty of the nursing programs expect nursing students will demonstrate mastery of content before graduation. Standardized content specific exams will be administered throughout the program. These exams include, but are not limited to, the topics of pharmacology, pediatrics, maternity, psychiatric/mental health, medical-surgical, and critical thinking. Successful completion of all standardized exams is required.

To be eligible for graduation, all ADN and BSN students are required to pass a standardized comprehensive assessment during the final semester of the program. This exam is provided by a national testing service. The test is administered by the nursing faculty congruent with the standardized testing and comprehensive assessment of nursing knowledge policy in the *Nursing Student Handbook*.

## **Graduation Requirements**

Graduation requires the achievement of all coursework with a “C” or higher. Additionally, graduation requires successful completion of the University of Charleston Liberal Learning Outcomes, a comprehensive exit examination within the major, a cumulative and major (all HSCI and NURS courses) GPA of 2.75 or higher, and a cumulative CLA Assessment. Nursing students must have a grade point average (GPA) of 2.75 by the conclusion of the semester prior to graduation to be eligible to graduate from the nursing program.

In order to graduate from the ADN, BSN, or RN-BSN program students must satisfactorily complete all foundation and nursing courses as specified by the curriculum sequence. This requirement helps ensure that students have the knowledge and skills required for program completion.

Nursing students must complete all requirements of the program within 150% of time of enrollment in the first nursing course. Example: ADN students must complete the program within three years of enrolling in the first nursing course. BSN graduates must complete the program within six years of enrolling in the first nursing course.

## **Licensure**

Graduates of the ADN and BSN who meet eligibility requirements may apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become licensed as registered professional nurses. Please note, the West Virginia Board of Examiners for Registered Professional Nurses may deny licensure to individuals convicted of a felony, misdemeanor, or who do not meet the standards set forth by the WV RN Board.

Students are advised to seek information regarding licensure eligibility requirements directly from the Board of Nursing in the state where they plan to be licensed and/or work. The National Council of State Boards of Nursing (NCSBN) has comprehensive information about the roles and responsibilities of the board for all states and territories. Information regarding state boards of nursing may be found at [www.ncsbn.org/contactbon.htm](http://www.ncsbn.org/contactbon.htm)

Graduates of the RN-BSN program are not required to take a licensing exam as they already hold a valid, unencumbered registered professional nursing license.

## Associate Degree in Nursing (NURSA)

*Duane F. Napier, MSN, RN, Program Director*

### Features of Distinction

The University of Charleston has designed an associate degree program specifically for adults who want to complete their degree without interrupting their busy schedule.

- More than 50 years' experience educating over 3000 nurses
- Revised nursing curriculum based on current standards and evidence-based practices
- Accessible, high-quality education intentionally designed to meet diverse health care needs of the community
- Faculty with professional nursing expertise in diverse health care settings
- Small clinical/lab/simulation sections of 10:1 or less student faculty ratio
- Simulation lab on campus
- The program is offered on alternate weekends (Friday, Saturday, and Sunday) and can be completed in 16 months of full-time study.
- Students cohorts are accepted on a rotating basis
- Convenient location for attending classes
- Premier health care facilities utilized for on-going clinical experiences

The ADN program provides a solid foundation for graduates to pursue BSN completion education.

### Student Achievement Data (2015)

- Pass Rates - Not available at this time (first class graduated in May 2016)
- Employment Rates - Not available at this time (First class graduated in May 2016)
- Completion Rates - Students who completed the program within the designated two and one-half years 86% (First class graduated in May 2016)

### Curriculum

The Associate Degree in Nursing (ADN) program consists of 64 credits, including 45 credits of Nursing and 19 credits of non-nursing courses.

#### Associate Degree in Nursing – Sample Curriculum Sequence

First Semester		
BIOL 1XX	Anatomy and Physiology I	3
BIOL 1XXL	Anatomy and Physiology I Lab	1
COMM 101	Freshman Writing I	3
HSCI 112	Essential Concepts for Health Science Professions	1
NURSA 101	Fundamentals of Nursing	4
NURSA 101L	Fundamentals of Nursing Clinical/Lab/Simulation	2
PSYC 212	Life Span Development	3
<b>Total:</b>		<b>17</b>



Second Semester		
BIOL 1XX	Anatomy and Physiology II	3
BIOL 1XXL	Anatomy and Physiology II Lab	1
HSCI 225	Patho/Pharm I	2
NURSA 110	Medical Surgical Nursing I	4
NURSA 110L	Medical Surgical Nursing I Clinical/Lab/Simulation	2
NURSA 115	Mental Health Nursing	2
NURSA 115L	Mental Health Nursing Clinical/Lab/Simulation	1
<b>Total:</b>		<b>15</b>

**Please Note:** Admission to the ADN program occurs by application. Applicants must score 62% or higher on the TEAS entrance exam and have a Grade Point Average (GPA) of 2.75 or higher. All courses listed for the freshman level must be completed with a grade of “C” or better prior to entering the sophomore level nursing courses. Students must also maintain a GPA of 2.75 or better in all Health Science Courses (HSCI) and Nursing (NURSA) courses and have a cumulative GPA of 2.75 or higher.

Third Semester		
HSCI 230	Patho/Pharm II	2
NURSA 204	Health Assessment	3
NURSA 204L	Health Assessment Lab	1
NURSA 225	Medical Surgical Nursing II	4
NURSA 225L	Medical Surgical Nursing II Clinical/Lab/Simulation	2
NURSA 230	Obstetric Nursing	2
NURSA 230L	Obstetric Nursing Clinical/Lab/Simulation	1
<b>Total:</b>		<b>15</b>

Fourth Semester		
NURSA 235	Medical Surgical Nursing III	4
NURSA 235L	Medical Surgical Nursing III Clinical/Lab/Simulation	2
NURSA 240	Pediatric Nursing	2
NURSA 240L	Pediatric Nursing Clinical/Lab/Simulation	1
NURSA 250	Nursing Practicum	2
NURSA 250L	Nursing Practicum Clinical	4
NURSA 255	NCLEX-RN Review	2
<b>Total:</b>		<b>17</b>

**Please Note:** Graduation requirements from the ADN program includes completion of all course work listed for the freshman and sophomore levels with a grade of “C” or better. Students must also maintain a GPA of 2.75 or higher in all Health Science courses (HSCI) and Nursing (NURSA) courses and have a cumulative GPA of 2.75 or higher. All students must complete the University Capstone course, the University exit exam, and successful completion of the ATI Comprehensive exam.

## **Bachelor of Science in Nursing (NURSB)**

*Dr. Pamela L. Alderman, RN, Program Director*

### **Features of Distinction**

- More than 50 years' experience educating over 3,000 nurses
- Revised nursing curriculum based on current standards and evidence based practice
- Innovative and accessible courses intentionally designed to meet diverse health care needs of the community
- Solid educational foundation for career mobility, graduate education and further academic study
- Faculty have professional nursing expertise in diverse health care settings
- Interdisciplinary education
- Small clinical/lab/simulation sections with an 8-10:1 student /faculty ratio
- Interprofessional courses with clinical/laboratory experiences
- High fidelity simulation lab on campus
- Assessment and skills laboratories on campus
- Small clinical/lab/simulation sections with an 8-10:1 student/faculty ratio
- Premier health care facilities utilized for clinical rotations less than ten minutes from campus
- Clinical experiences in a wide variety of health care settings, including the state's only Level I Trauma Center, premier cardiac center and the only free standing Women's and Children's hospital in West Virginia
- Extensive nursing practicums in the senior year of the program under the supervision of faculty and clinical nurse preceptors
- NCLEX-RN passage rate above state and national average
- Nationally accredited by the Accreditation Commission for Education in Nursing (ACEN)

### **Curriculum**

The Bachelor of Science in Nursing program consists of 120 credits, including 62 credits of Nursing and 58 credits of non-nursing courses.

#### **Bachelor of Science in Nursing – Sample Curriculum Sequence**

<b>First Year Fall</b>		
BIOL 1XX	Anatomy and Physiology I	3
BIOL 1XXL	Anatomy and Physiology I Lab	1
COMM 101	Freshman Writing I	3
HSCI 110X	History of Health Sciences	3
HUMN 101	Introduction to Humanities	3
PSYC 212	Life Span Development	3
UNIV 101	Orientation to University	1
<b>Total:</b>		<b>17</b>

First Year Spring		
BIOL 1XX	Anatomy and Physiology II	3
BIOL 1XXL	Anatomy and Physiology II Lab	1
COMM 102	Freshman Writing II	3
HSCI 112	Essential Concepts for Health Science Professionals	1
MATH 121	College Algebra	3
SPCH 103	Oral Communications	3
SSCI 105	Issues in Social Science	3
UNIV 102	The University Experience	1
<b>Total:</b>		<b>18</b>

**Please Note:** Admission to the BSN program occurs by application. Applicants must score 62% or higher on the TEAS entrance exam and have a Grade Point Average (GPA) of 2.75 or higher. All courses listed for the freshman level must be completed with a grade of “C” or better prior to entering the sophomore level nursing courses. Students must also maintain a GPA of 2.75 or better in all Health Science Courses (HSCI) and have a cumulative GPA of 2.75 or higher.

Second Year Fall		
BIOL 127	Microbiology for Allied Health Majors	3
BIOL 127L	Microbiology for Allied Health Majors Lab	1
HSCI 225	Patho/Pharm	2
HSCI 228	Foundational Concepts for Interprofessional Practice	1
NURSB 201	Fundamentals of Nursing	4
NURSB 201L	Fundamentals of Nursing Clinicals/Lab/Simulation	2
NURSB 204	Health Assessment	3
NURSB 204L	Health Assessment Lab	1
<b>Total:</b>		<b>17</b>

Second Year Spring		
ENG 2XX	Literature	3
HSCI 230	Patho/Pharm II	2
HSCI 235	Interprofessional Evidence Based Practice	1
NURSB 210	Medical Surgical I	4
NURSB 210L	Medical Surgical I Clinical/Lab/Simulation	2
NURSB 215	Mental Health Nursing	2
NURSB 215L	Mental Health Nursing Clinical/Lab/Simulation	1
<b>Total:</b>		<b>15</b>

**Please Note:** Progression from the sophomore level to the junior level requires completion of all course work listed for the freshman and sophomore levels with a grade of “C” or better. Students must also maintain a GPA of 2.75 or higher in all Health Science courses (HSCI) and Nursing (NURSB) courses and have a cumulative GPA of 2.75 or higher.

Third Year Fall		
HSCI 310	Introduction to Health Informatics	3
NURSB 325	Medical Surgical Nursing II	4
NURSB 325L	Medical Surgical Nursing II Clinical/Lab/Simulation	2
NURSB 330	Obstetric Nursing	2
NURSB 330L	Obstetric Nursing Clinical/Lab/Simulation	1
<b>Total:</b>		<b>12</b>

Third Year Spring		
HSCI 312	Statics for Evidence Based Practice	3
HSCI 315	Innovation in Health Science Practicum	1
NURSB 335	Medical Surgical Nursing III	4
NURSB 335L	Medical Surgical Nursing III Clinical/Lab/Simulation	2
NURSB 340	Pediatric Nursing	2
NURSB 340L	Pediatric Nursing Clinical/Lab/Simulation	1
<b>Total:</b>		<b>13</b>

**Please Note:** Progression from the junior level to the senior level requires completion of all course work listed for the freshman, sophomore and junior levels with a grade of “C” or better. Students must also maintain a GPA of 2.75 or higher in all Health Science courses (HSCI) and Nursing (NURSB) courses and have a cumulative GPA of 2.75 or higher.

Fourth Year Fall		
NURSB 404	Nursing Research	3
NURSB 450	Nursing Practicum I	2
NURSB 450L	Nursing Practicum I Clinical	4
NURSB 455	Prevention and Population Health	3
NURSB 455L	Prevention and Population Health Practicum	1
UNIV 459	University Capstone	3
<b>Total:</b>		<b>16</b>

Fourth Year Spring		
NURSB 460	NCLEX-RN Review	2
NURSB 465	Nursing Practicum II	2
NURSB 465L	Nursing Practicum II Clinical	4
NURSB 470	Leadership and Health Policy	3
NURSB 470L	Leadership and Health Policy Practicum	1
<b>Total:</b>		<b>12</b>

**Please Note:** Graduation requirements from the BSN program includes completion of all course work listed for the freshman, sophomore, junior and senior levels with a grade of “C” or better. Students must also maintain a GPA of 2.75 or higher in all Health Science courses (HSCI) and Nursing (NURSB) courses and have a cumulative GPA of 2.75 or higher. All students must complete the University Capstone course, the University exit exam, and successful completion of the ATI Comprehensive exam.

**Student Achievement Data (2015)**

- Pass Rates - 88.46% on the National Council Licensure Examination for Registered Professional Nurses (NCLEX-RN) \_
- Employment Rates – 100% of students who graduated were employed in 2015 and are working as Registered Professional Nurses
- Completion Rates - 66% of all students enrolled completed the program within the designated three-year sequence.

## **Nursing RN-BSN Program (NURSR)**

### *Dr. Pamela L. Alderman, RN, Program Director*

#### **Features of Distinction**

- More than 50 years of experience educating over 3,000 nurses
- Program intentionally designed to meet the needs of the working RN
- Full online program with no residency requirement
- Foundation (General Education) courses may be taken at any regionally accredited college or university
- Ability to transfer in up to 90 credit hours from a regionally accredited college or university, this includes the 48 credit hours awarded for an active, unencumbered RN license
- Program may be completed in one year (three semesters)
- Revised nursing curriculum based on current standards and evidence based practice
- Accessible high-quality education intentionally designed to meet diverse health care needs of the community
- Solid educational foundation for career mobility, graduate education and further academic study

#### **RN – BSN Application Requirements**

- Complete and submit an RN – BSN program application
- Be a Registered Professional Nurse with a current, unencumbered nursing license
- Submit an official transcript from all colleges and universities attended demonstrating a grade point average of 2.75 or above. All transcripts will be reviewed by the registrar to determine transfer equivalency

<b>RN-BSN Curriculum</b>		
BIOL 1XX	Anatomy and Physiology I	3
BIOL 1XXL	Anatomy and Physiology I Lab	1
BIOL 1XX	Anatomy and Physiology II	3
BIOL 1XXL	Anatomy and Physiology II Lab	1
BIOL 127	Microbiology for Allied Health Majors	3
BIOL 127L	Microbiology for Allied Health Majors Lab	1
COMM 101	Freshman Writing I	3
COMM 102	Freshman Writing II	3
ENG 2XX	Literature	3
HIST 212	World Cultures II	3
HSCI 302	Health Care Ethics	3
HSCI 310	Introduction to Health Informatics	3
HSCI 312	Statistics for Evidence Based Practice	3
HUMN 101	Introduction to Humanities	3

MATH 121	College Algebra	3
NURSR 3XX	Health Assessment for the RN	4
NURSR 404	Nursing Research	3
NURSR 4XX	Prevention and Population Health for the RN	4
NURSR 4XX	Leadership and Health Policy for the RN	4
PSYC 101	Introduction to Psychology	3
PSYC 212	Life Span Development	3
SPCH 103	Oral Communications	3
SSCI 105	Issues in Social Science	3
UNIV 203	University Transition	3
UNIV 459	Senior Capstone	3
<b>Total:</b>		<b>72</b>

Please Note: 48 credits award for current unencumbered RN license. The last 30 credit hours MUST be taken at the University of Charleston.

### Student Achievement Data (2015)

- Pass Rates – not applicable
- Employment Rates – data not available. First class completed program in December 2015
- Completion Rates - data not available. First class completed program in December 2015

# **Occupational Therapy Assistant Program**

## *Professor Kay Blose, Program Director*

### **Mission**

In concert with the mission of University of Charleston - Beckley, The Occupational Therapy Assistant Program seeks to prepare its graduates to enter the global workforce as highly educated, productive individuals, to have the knowledge and ability to embrace enlightened living, through therapeutic use of self, along with the technical skills and professional behaviors to be an involved member of the occupational therapy community.. The OTA program seeks to maintain the highest ethical standards and to ensure dynamic curriculum development by thorough and ongoing assessment programs.

### **Occupational Therapy Assistant Program Goals**

Our goals to prepare Occupational Therapy Assistants:

- Who are competent, compassionate, and ethical entry – level Occupational Therapy Assistants
- Who demonstrate a knowledge level and skill set indicative of securing national certification in Occupational Therapy Assisting
- Who understand and communicate effectively across disciplines
- Who value lifelong learning, are dedicated professional, and socially responsible citizens

### **Faculty is committed to:**

- Provide a strong foundation in the skills and knowledge needed for entry-level OTA practice competencies.
- Provide the environment to assist in understanding occupational therapy and practice.
- Provide basic skills and a supportive learning environment that will encourage and motivate the student not only to complete the prescribed course of study, but also to remain lifelong learners.
- Provide an atmosphere that teaches respect for human life and to demonstrate how that can be translated into client/patient care.
- Provide an atmosphere that offers students an environment to learn new and marketable skills.
- Focus on continuous improvement in the Occupational Therapy Assistant curriculum, allowing students access to up to date information in the field of Occupational Therapy

### **Admission Requirements**

Admission to the OTA program is selective, and acceptance to the University of Charleston does not guarantee admission into the OTA program. Application is limited to those who have successfully completed the prerequisites listed below and meet specific GPA requirements of at least a 2.5.

- Anatomy and Physiology
- Beginning algebra



- English and communication
- Humanities
- Social Science
- Psychology
- University Courses

**All students must complete prerequisites by the end of the second summer session to be eligible for the OTA program beginning each fall.** Applications are accepted each spring and must be submitted by **March 15<sup>th</sup>** to the OTA program. To be eligible to enter the selection pool for the OTA program a student must:

- Earn a minimum 2.5 cumulative GPA
- Achieve a minimum of a “C” or higher in all prerequisite courses
- Complete and document a minimum of 20 volunteer hours with an OT or an OTA
- Provide two (2) letters of recommendation

If a student wishes to transfer from another accredited occupational therapy assistant program the transcript and course evaluation will be done on an individualized basis by the OTA Program Director

### **Background Check Notification**

A student may be admitted to the OTA program at University of Charleston-Beckley even if a felony has been committed. However, there may be instances where a student will not be permitted to test for licensure or admitted to a clinical setting depending on the guidelines of the outside Accrediting /Certifying Agency or the clinical affiliate. Each student is instructed to contact the NBCOT for pre-verification of testing and/or questions concerning felony convictions. (National Board for Certification in Occupational Therapy) (301-990-7979)

### **Drug Testing Policy**

- Mandatory drug screenings will be performed. Students will not be notified in advance of a mandatory drug screening. The costs associated with the screening are the responsibility of the student.
- A reasonable suspicion screening will be required based on personal, physical, or performance changes. The cost of the drug screening is the responsibility of the student.
- In addition to “Mandatory Drug Testing” and “Reasonable Suspicion Drug Testing”, students are subject to the drug testing policies at any clinical site they may be assigned to and are responsible for all costs related to a clinical site’s drug testing.
- Any Occupational Therapy Assistant student who has a positive drug screen will be subject to disciplinary action and immediate dismissal from the program.
- Re-entry into the Occupational Therapy Assistant program will not be considered following a positive drug test.
- Any Occupational Therapy Assistant student who refuses to perform or to pay for a mandatory drug screen, a drug screen requested due to reasonable

suspicion, or a clinical site’s drug screen will be considered in direct violation of the Occupational Therapy Assistant program drug testing policy and will be subject to disciplinary action and immediate dismissal from the program.

### **Policies for Progression and Graduation**

Eligibility for a degree in Occupational Therapy Assisting requires successful completion of didactic courses, level I and level II fieldwork rotations, and University – wide Liberal Learning Outcomes.

To be eligible for graduation a student must:

- Achieve a minimum “C” in all prerequisite and OTA didactic courses
- Complete a minimum of 80 combined academic and fieldwork credits
- Complete level I and level II fieldwork rotations as assigned, with a passing grade

### **Occupational Therapy Assistant Curriculum**

<b>First Year Summer I</b>		
BIOL 213	Basic Medical Terminology	1
MATH 116	Survey of Mathematics	3
UNIV 203	Orientation to University	2
		<b>Total: 6</b>
<b>First Year Fall</b>		
BIOL 212	Human Anatomy & Physiology	3
BIOL 212L	Human Anatomy & Physiology Lab	1
COMM 101	Freshman Writing I	3
HUMN 1XX	Humanities FYE course	3
PSYC 101	Introduction to Psychology	3
		<b>Total: 13</b>
<b>First Year Spring</b>		
COMM 102	Freshman Writing II	3
SPCH 103	Oral Communication Fundamentals	3
PSYC 212	Life-span Development	3
SSCI 1XX	Social Science FYE course	3
		<b>Total: 12</b>
<b>Second Year Fall</b>		
OTA 201	Introduction to Occupational Therapy	3
OTA 202	Principles of Performance in OT	3
OTA 203	Clinical Kinesiology	3
OTA 204	OT in Adult Physical Performance I	4
OTA 205	Level I Fieldwork I	2
OTA 208	OT in Adult Psychosocial Performance & Lab	3
		<b>Total: 18</b>

<b>Second Year Spring</b>		
OTA 206	Level I Fieldwork II	2
OTA 207	OT in Adult Physical Performance II	4
OTA 209	Modalities / Methods for Occupational Performance & Lab	3
OTA 210	Occupational Performance of Children	3
OTA 215	Occupational Performance of Elderly	3
<b>Total:</b>		<b>15</b>
<b>Second Year Summer</b>		
OTA 212	Level II Fieldwork II	6
OTA 211	Level II Fieldwork I	6
OTA 216	Capstone Seminar	2
<b>Total:</b>		<b>14</b>
<b>Total for Program:</b>		<b>78</b>

### **Accreditation**

The Associate of Science in Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Complete accreditation confirmation is available at:

Accreditation Council for Occupational Therapy Education (ACOTE)  
 4720 Montgomery Lane Ste.200  
 Bethesda, MD 20814  
[www.acoteonline.org](http://www.acoteonline.org)  
 1800-say-aota

**Radiologic Science (RADI)**  
**Bachelor of Science**  
*Mindy Smith-Amburgey, Program Director*

**Features of Distinction**

- Accredited by the Joint Review Committee on Education in Radiologic Technology
- Baccalaureate prepared graduates
- Two activated classroom laboratories and a CR digitizer on site
- Opportunities for advanced education and becoming multi-skilled in specialized imaging modalities
- Clinical rotations through a variety of health care settings, including a Level I Trauma Center, Cardiac Center, Pediatric Hospital, and Outpatient Facilities
- Highly selective program offers personal attention and low student/faculty ratio
- ASRT(R) to BSRT(R) Track offers opportunities for professional and educational advancement to practicing radiographers

**From the Faculty**

“Radiologic Science is the health profession involved in the direct administration of ionizing radiation for disease diagnosis and injury assessment. Since their accidental discovery in 1895, x-rays have been recognized as an essential tool designed to assist physicians in medical diagnosis. Technological advances and the addition of new imaging modalities now place radiologic sciences among the most dynamic and high-demand fields in clinical medicine.”

**Mission**

The primary mission/purpose of the Radiological Science Program is to provide challenging academic and clinical education for the development of the student as a compassionate, responsible, and multi competent radiology professional. The faculty is committed to: 1) educating students, in a liberal learning environment, for a life of productive work as a practicing radiographer, 2) guiding students on their journey to becoming life-long learners by modeling continued education, and 3) demonstrating the importance of service to the greater Charleston community.

**Accreditation**

The Radiological Science Program is accredited by the Joint Review Committee on Education in Radiological Technology (JRCERT). Contact information on the JRCERT is available at:

JRCERT  
20 North Wacker Drive, Suite 2850  
Chicago, IL 60606-3182  
(312) 704-5300  
[www.jrcert.org](http://www.jrcert.org)

## Licensure

Radiologic Science Program graduates meet the academic and clinical requirements to be eligible to apply to take the American Registry of Radiologic Technology (ARRT) examination. Graduates who pass the ARRT examination are eligible to apply for the West Virginia state license to practice radiology. Application for licensure can be made at the West Virginia Medical Imaging & Radiation Therapy Technology Board in Cool Ridge, WV. Other states may have different criteria for licensure eligibility.

**Please Note:** Applicants should investigate his or her eligibility to sit for the American Registry of Radiologic Technologist Examination [ARRT - phone (651) 687-0048 or website <http://www.art.org> before enrolling in the Radiologic Science program, or see the RADI Program Chair if they answer yes to the following questions:

- Have you ever been convicted of a misdemeanor, felony, or similar offense in a military court martial?
- Have you had any professional license, permit, registration, or certification denied, revoked, suspended, placed on probation, under consent agreement or consent order, voluntarily surrendered, or subjected to any conditions or disciplinary actions by a regulatory authority or certification board (other than ARRT)?
- Have you ever been suspended, dismissed, or expelled from an educational program that you attended in order to meet ARRT certification requirements?

The ARRT supports 23 ethical rules for practicing RTs that are found on their website.

## Admission

Students must first gain general admission to the University of Charleston prior to acceptance into the Radiologic Science Program. A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged. The quota of applicants accepted and enrolled in the Radiologic Science Program is limited by the clinical facilities available.

- Applicants to the BS Radiologic Science Program must complete a minimum of 90% (30 credits) of the freshman year courses of the Radiologic Science Program (see curriculum). Students must achieve a grade of “C” or higher in RADI 101. Introduction to Radiologic Science and RADI 102 Radiation Physics. If a transfer student is accepted into the program, they must complete RADI 101 & RADI 102 with a “C” or higher. Failure to receive a “C” or higher in either course as a transfer or sophomore student will result in termination from the program.
  - Students are admitted to the Radiologic Science Program in the fall semester of the SOPHOMORE YEAR after completing the required 30-34 credits. Admission may be based on a competitive point scale if there are more applicants than open slots.
  - Applicants must have a cumulative grade point average of 2.7 or higher on a 4.0 academic scale.
  - Each applicant is required to submit a satisfactory physical examination, including selected laboratory tests, and a current CPR certification card before the sophomore year. In addition, applicants must complete and pass a criminal background check for admission to the Radiologic Science program. Students

who fail to submit or meet the minimum standards of the health examination and/or criminal background check may not be admitted to the Radiologic Science Program.

- The Department of Radiologic Science faculty reserves the right to evaluate all transfer credits.
- Students requesting to transfer into the Radiologic Science Program from other JRCERT accredited radiography programs (collegiate or certificate) will have all transcripts evaluated and advanced placement may be awarded. Additional departmental testing may be required to determine the student's retention level and placement. The Radiologic Science faculty will assess competency levels for advanced placement in the program. Contact the Department Chair for questions or more detailed information.
- Applications will be made available to prospective students in March and April with a completion due date of May 1<sup>st</sup>. Applicants to the Radiologic Science clinical component are evaluated on a competitive basis utilizing a point scale, which occurs at the end of the FRESHMAN YEAR. Points will be awarded for GPA scores (minimum 2.7), college credits completed, and for hours completed at the University. Additional point consideration will be awarded for students who have completed Associate or Baccalaureate degrees. All candidates who meet the program requirements will be reviewed by the admissions committee of the Radiologic Science Program and ranked based on the point scale.
  - **NOTE:** The point scale will be implemented if at the end of the freshman year the qualified student population exceeds the number of clinical openings available. Students are encouraged to strive for high academic achievement and professionalism to help secure their acceptance into the clinical radiography component. The number of clinical openings, which are scheduled to begin the sophomore year, will vary with each class; however, the target number will be approximately 18 students. Please contact Mindy Smith-Amburgey, (304) 357-4923, E-mail: [mindysmith@ucwv.edu](mailto:mindysmith@ucwv.edu) - Chair of Radiologic Science Department, or the University of Charleston, Office of Admissions for additional program information.
- Successful completion of science courses in high school and or college such as mathematics, biology, chemistry, physics, and human anatomy and physiology help academically prepare the student for the radiologic science curriculum.
- Applicants who read, write, and speak English as a second language must demonstrate proficiency in English skills. Additional testing of the applicant may be required before admission to the Radiologic Science Program.
- A personal interview with the Department of Radiologic Science Chair is recommended for all applicants to ensure that applicants fully understand the program and its requirements.
- Students admitted to the clinical component of the Radiologic Science Program will commit to between 25 and 38 contact hours per week depending on the number of support and liberal learning courses completed prior to program entrance.

- Female applicants are required to review the radiography student pregnancy policy before entering the program.
- Applicants to the Radiologic Science Program are encouraged to review the student Radiologic Science Handbook before entering the program. Contact the Program Chair for details about receiving a copy. The Radiologic Science handbook will be reviewed in RADI 101.
- All health science students must complete a criminal background check prior to beginning the clinical component of the sophomore year. This is a confidential process required for compliance with Joint Commission on the Accreditation of Hospitals and Health Care Organizations.
- Each new Radiography class will begin in the fall semester of the sophomore year at the University of Charleston. Students accepted into the Radiologic Science Program will be notified by mail on or before May 30<sup>th</sup>.
- Students accepted into the Radiologic Science Program will be expected to attend clinical rotations during the shifts of 8:00 a.m. to 4:00 p.m. and 3:00 p.m. to 11:00 p.m. Students will not be scheduled on weekends or holidays observed by clinical facilities.
- Students will be expected to pay any fees associated with clinical readiness obligations such as criminal background checks and lab fees. Any costs associated with uniforms, CPR certification, parking, and textbooks are the responsibility of the student.

### **ASRT(R) to BSRT(R) Concentration**

This concentration is designed to allow Registered Radiographers to complete requirements for the Bachelor of Science in Radiologic Science degree. The curriculum is planned depending upon the academic background of the individual. Students must meet all liberal learning outcomes by course enrollment, transfer, portfolio, or independent learning plan.

### **Admission to the ASRT(R) to BSRT(R) Track**

The applicant must:

- Be eligible for admission to the University
- Hold current American Registry in Radiologic Technology (ARRT)
- Have an earned GPA of 2.7 minimum (on a 4.0 scale) on previous college coursework
- Show evidence of current CPR certification
- Show evidence of meeting clinical education setting's health requirements
- Complete criminal background check
- Document practical work experience

## Curriculum For ASRT® to BSRT® Track

MATH 121	College Algebra	3 credits
BIOL 304 & 304L	Physical Assessment (unless work experiences substitutes)	3 credits
NSCI 220	Statistics in Science & Research (or equivalent)	3 credits
RADI 302	Cross Section Anatomy (unless work experiences substitutes)	1 credit
RADI 320-323L	Professional Specialization/Lab (unless specialty reg.)	2-5 credits
HSCI 401	Health Leadership & Mgmt. (unless work experience substitute)	3 credits
HSCI 302	Health Ethics & Policy (unless mid-level icon met)	3 credits
HSCI 402	Research I	3 credits
RADI 420-423L	Specialization Clinical Lab (unless work specialty reg.)	3 credits
UNIV 459	Senior Capstone	3 credits
Liberal Learning Outcomes		Up to 50 credits
Prior Credit for Associate Degree/Diploma – Decision of Program Chair		Approx. 60 credits

Requires only Senior Capstone, Research, & Advanced Communication for LLOs. Program requirements will be reviewed individually.

**All other graduation requirements will be mandatory including the 30 credits of upper division coursework and resident coursework.**

### Program Outcomes

To measure Radiologic Science Program effectiveness:

- Students/Graduates will demonstrate competence as an entry level radiographer.
- Students will demonstrate effective communication skills.
- Students/Graduates will employ critical thinking skills in professional practice.
- Students will model professionalism.

### Quantitative Program Data Benchmarks for the Joint Review Committee on Education in Radiologic Technology

Minimum quantitative outcomes are as follows:

- Graduates will earn degrees within four (4) years or less from date of program entrance.
- Five-year average credentialing examination (ARRT) pass rate must be 75% or higher.
- Five-year average job placement rate must be 75% or higher within 12 months of graduation.
- Program completion rate must be 60% or higher.
- Employer and graduate surveys will indicate 85% or higher satisfaction.

### What You Will Study

The Bachelor of Science in Radiologic Science degree consists of 130 credits, including 69 credits of Radiologic Science, 13 credits of Health Science core, 15 credits of Science and Mathematics, and 39 credits of Liberal Learning Outcomes. Students will also complete approximately 1200 hours of clinical experiences.



## Philosophy

The Radiologic Science faculty believes the practice of medical diagnostic imaging is both an art and a science; the art of human interactions and compassion, and the science of high technology used to produce diagnostic images. In recent decades the trend toward specialization has dominated the health care professions, and radiologic science is no exception. Yet, among its professionals, the current overriding perspective on its future direction is the need to become multi-skilled in order to provide patient care outside the purview of radiologic diagnosis and treatment.

This recognition of the need to expand the scope of practice has encouraged us to prepare students for the real world. A baccalaureate program must reflect advanced learning beyond the technical level and the baccalaureate level radiographer must possess and perform at a higher knowledge and skill level than the technical level. In addition, a baccalaureate degree program in radiologic science must offer upper-division courses within the professional discipline such as advanced patient assessment, expanded patient education, ethical practice, leadership roles, critical-thinking and problem-solving skills, research, and promote multi-credentialing in advanced imaging modalities. Our intention is to present the principles of radiologic science at the baccalaureate degree level in a challenging format that provides the student an opportunity for true personal and professional development.

The curriculum consists of lectures, seminars, demonstrations, online learning, Internet projects, group activities, laboratories at the University, and clinical experiences at nine Charleston area hospitals and outpatient centers. Students are reminded that the program is very structured. Students should consult closely with program faculty and major advisors to ensure that pre-requisites and the University of Charleston's Liberal Learning Outcomes are met.

### Bachelor of Science Degree in Radiologic Science - 2017-2020 Curriculum\*

FRESHMAN YEAR			
FALL SEMESTER		SPRING SEMESTER	
UNIV 101 University Orientation	1	UNIV 102 University Experience	2
MATH 120 Intermediate Algebra (LLO 4.2)	3	RADI 102 Radiation Physics	3
RADI 101 Intro. To Radiologic Science	2	HUMN 1XX	3
BIOL 130 Intro. Biology for majors	3	COMM 102 Freshman Writing II*	3
BIOL 130L Intro. Biology Lab	1	SPCH 103**	3
COMM 101 Freshman Writing I *	3	PSYC 101 Psychology	3
SSCI 1XX	3	MATH 121 College Algebra	3
		ICOM 151 Intro to Human Communication	3
<b>Total:</b>		<b>16</b>	<b>Total:</b> 23

\* COMM 101 and COMM 102 are embedded in SSCI 1XX or HUMN 1XX courses.

\*\* SPCH 103 is embedded UNIV 102

SOPHOMORE YEAR			
FALL SEMESTER		SPRING SEMESTER	
BIOL 301 & 301L Human Anatomy & Physiology with Lab	4	BIOL 302 & 302L Human Anatomy & Physiology with Lab	4
RADI 201 Radiographic Positioning I	3	RADI 211 Radiographic Positioning II	3
RADI 201L Clinical Lab I	3	RADI 211L Clinical Lab II	3
RADI 202 Osteology	3	RADI 212 Radiographic Exposure	3
NSCI 220 Statistics in Science	3	BIOL 304 & 304L Physical Assessment & Lab	3

<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>16</b>
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<b>JUNIOR YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
RADI302 Cross Sectional Anatomy	1	RADI 304 Imaging Equipment	3
RADI 301 Radiological Positioning III	3	RADI 311L Clinical Lab IV / Pharmacology	6
RADI 301L Clinical Lab III	6	HSCI 302 Health Ethics & Policy <b>OR</b> NSCI 345 Issues in Medicine	3
RADI 311 Radiologic Pathology	2	RADI 320-4 and 320-4L Professional Specializations & Lab	3
ENGL 2XX Literature	3	ICOM 201 Public Speaking	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>18</b>

<b>SENIOR YEAR</b>			
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
HSCI 402 Research I	3	RADI 410 Radiologic Science Senior Seminar	2
RADI 405 Radiation Biology	2	RADI 411L Clinical Lab VI	5
RADI 420-424L Specialization Lab	3	SCI 401 Health Leadership & Management	3
RADI 401L Clinical Lab V	5	RADI 498 Clinical Internship	2
RADI 210 Radiologic Processing	1	RADI 403 Radiologic Quality Management	2
UNIV 459 Senior Capstone	3		
<b>Total:</b>	<b>7</b>	<b>Total:</b>	<b>14</b>

*\*The curriculum is subject to change.*

**Grand total credits for graduation —132 credits.  
Total clinical hours – Approximately 1200 hours.**

### **Additional Requirements**

#### Comprehensive Examination/Graduate Competencies

All students who plan to receive a baccalaureate degree must pass a comprehensive examination during the final semester of the year of expected graduation. The examination for the Radiologic Science major will be prepared and administered by the Chair of the Department of Radiologic Science and the professor of Radiologic Science Senior Seminar course. Additional examinations will be provided for students who do not pass the first examination with an 85% or higher. Students must also complete all graduate level clinical competencies with 85% or higher. Students will not receive a diploma until this requirement has been achieved. Details of the written and practical examinations are available from the department chair.

#### Policy for Professional Specializations

Students will be required for graduation eligibility to select one major area of specialization, i.e., computed tomography, CT; magnetic resonance imaging, MRI; cardiovascular radiography CV; sonography; US or Mammography. The student may select one minor, mammography, M, in addition to one of the major areas listed above. Students will be enrolled in both didactic and clinical rotations courses as part of his or her professional specialization. The Radiologic Science Department **CANNOT** guarantee the offering of each modality listed above in the event that a full-time RADI faculty member resigns from his/her position and a faculty member with the appropriate credentials is not available to teach the special modality.

The Radiologic Science faculty will make every attempt to grant students' requests with regards to specialization selections. Due to limited availability of clinical facilities, the student is NOT guaranteed his or her first choice in specialized modalities. Selections may be determined by the student's overall University grade point average.

Competency requirements will vary depending on the specialized area selected. Additional classes and or clinical education may be required after graduation from the Bachelor Degree Program at the University of Charleston to be job market prepared, state licensed, or eligible for certification in all specialized areas.

### **RADI Program Grading Scale:**

<b>A</b>	<b>92-100</b>
<b>B</b>	<b>85-91</b>
<b>C</b>	<b>84-84</b>
<b>D</b>	<b>75-79</b>
<b>F</b>	<b>&lt; 75</b>

### **Policies for Progression and Graduation**

Radiography students must achieve a minimum grade of "C" in all radiologic science (RADI) courses in order to enroll in the next course in the sequence or to be eligible for graduation. In any radiologic science course (RADI) in which the student earns less than a grade of "C", the entire course, lecture and laboratory must be repeated to achieve a grade of "C" or higher. **NOTE:** All students must complete the entire Radiologic Science Program within a period of four years (48 months) from the time of the first enrollment in the clinical component of the curriculum. Candidates for the Radiologic Science degree who do not complete all requirements within a four-year period will be dismissed from the program.

At the conclusion of all semesters, except the semester immediately preceding graduation, radiography students with a grade point average below 2.0 will not be permitted to register for the next radiologic science course. Students with a grade point average between 2.0-2.2 will be placed on academic probation.

To be eligible for graduation, the Radiologic Science student will be required to develop, maintain and submit a portfolio for evaluation.

### **Policy for Holding Students**

Students enrolled in the University who have completed portions of the clinical component of the Radiologic Science Program, but are currently not enrolled in radiologic science courses may be readmitted to the radiography clinical component under the following conditions:

- The student must be academically admissible.
- The student must take all radiologic science courses in the sequence published in the Catalog.
- The student must have a minimum overall grade point average (GPA) of 2.0.
- The student must have completed all deficiencies with a "C" or higher.

- The student must otherwise meet all the conditions for any other student in the University.

### **Policies Governing Repeat of Radiologic Science Courses**

- Students requesting to repeat a radiologic science course must have a minimum overall grade point average of 2.0 before being re- admitted to a radiologic science course
- Students may repeat a radiologic science course one time only.
- Students must state in writing their request to repeat any radiologic science course to the director of the Radiologic Science Program.
- Students must complete the Radiologic Science Program within four years (48 months) after admission to the clinical component of the Radiologic Science Program.
- Students may only repeat two (2) radiologic science courses because of academic failure. After the third failure, (“D” or “F”) in a radiologic science course, the student is dismissed from the Radiologic Science Program.

### **Physical Examinations / Background Check**

Each student entering the clinical component (sophomore year) is required to submit a satisfactory physical examination, including selected laboratory tests, criminal background check, and a current CPR certification card, before or at the time of admission to the clinical component of the Radiologic Science Program. Students who fail to meet minimum standards of the health examination/background check may not be admitted to the Radiologic Science Program. Students admitted to the program will be required to provide annual documentation of CPR re-certification, PPD, and flu vaccine and will be responsible for all associated fees.

### **Uniforms**

Students must purchase uniforms as designated by the Department of Radiologic Science. Information will be sent to students accepted into the clinical component and will be presented during student orientation. Addition information and dress code policies are contained within the RADI Student Handbook.

### **Insurance**

For protection of the radiography student, all students enrolling in the radiologic science clinical component will be required to carry medical malpractice insurance for the entire period they are enrolled in the clinical courses. This insurance will be provided by a group policy written for the University. All arrangements are made by the administration. The student pays the allocated premium, which the University will collect.

Radiography students enrolled in the clinical component of the Radiologic Science Program are strongly encouraged to carry personal health and accident insurance. The University offers an optional health care plan designed for students of West Virginia colleges that may be purchased through the Office of Student Leadership and Engagement.

## **Transportation**

The Radiologic Science sophomore, junior, and senior students must provide their own transportation to and from all clinical education settings (hospitals). In addition, students should expect to pay for parking at the hospitals.

## **Other Expenses**

Students in the Radiologic Science Program may incur expenses related to participation in state and national conferences; however, opportunities for fund raisers may be available to help offset the costs.

## **Radiologic Technology (RADT)**

### **Associate of Science**

*Jason Wilcox, Program Director*

The radiologic technology program develops competence in the knowledge and skills required for radiologic imaging. The integrated curriculum includes 20 hours of general studies credit and 48 hours of radiologic technology credits. The curriculum incorporates both didactic and clinical education components. Students have the advantage of practicing most radiographic procedures on campus in a lab similar to those found in most hospital settings, as well as taking part in direct patient contact during the clinical components of the program.

Upon meeting program completion requirements, graduates are eligible to apply for the American Registry of Radiologic Technology (ARRT) examination. Successful completion of the ARRT exam grants certification required for licensure in West Virginia and most other states. Individuals with prior felony or certain misdemeanor convictions may not be eligible for certification by the ARRT and/or licensure by state agencies. Also individuals with prior felony or certain misdemeanor convictions may not be permitted to attend clinical due to various clinical site policies. In such cases students would not be permitted to continue in the program or complete the degree. Contact the appropriate licensing agency and the program director for more information.

The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312.704.5300, [mail@jrcert.org](mailto:mail@jrcert.org).

### **Application and Admission**

Admission to the program is selective. Acceptance to University of Charleston and meeting program admission requirements do not guarantee admission to the program. The program accepts one class a year for spring semester entry.

It is strongly recommended that applications be received no later than August 15. Qualifying applicants who apply before that date may be given preference over other applicants, at the discretion of the University. Those who apply after that date will be considered until the class is filled.

Criteria for admission are:

- High school graduate or equivalent
- General admission to the University
- Admission fee to the University
- Completion of all prerequisite coursework with a minimum grade of C in each course
- Minimum GPA of 2.5 in all college-level study
- Although it is not required for program admission, students are encouraged to complete and ACT test. In cases of a full class, preference will be given to students with the highest ACT scores.

Applicants who have completed their prerequisites at University of Charleston and are otherwise qualified for the program are given preference over those who are transferring prerequisites from other colleges or universities.

Admission as a transfer student requires a GPA of at least 2.5 on a 4.0 scale based on at least 7 credit hours (excluding courses considered developmental or remedial) from an institution of higher learning, including at least 3 hours of mathematics and 4 hours of sciences, both with a minimum grade of C.

Students wishing to transfer from another recognized radiologic technology program are evaluated individually after review of college transcripts and ACT or SAT scores. The program faculty make the final decision on admission and placement on the basis of the transcript review and program availability at the time of application.

The final phase of admission requires passing a technical standards evaluation. Students must be physically able to perform the following tasks to function competently in the field of radiologic technology:

- Manipulate the x-ray tube in all directions
- Insert and remove a cassette from the bucky tray
- Lift 25 pounds of weight from the floor and carry to the exam table
- Assist a simulated patient in moving from a wheelchair and stretcher to the exam table
- Read a doctor’s order/clinical requisition with accuracy
- Observe a patient’s respiration from a distance of 10 feet
- Hear a patient’s verbal request within an exam room

Reasonable accommodations are made for applicants with the proper documentation of a disabling condition.

### What You Will Study

Program Summary	
Course Number	Credits
University / LLO Requirements	20
Program Requirements	48
<b>Program Total</b>	<b>68</b>

Coursework is based on a structure of 1 contact hour per credit hour for lecture courses and 8 contact hours per credit hour for clinical courses.

### Program Prerequisites

Applicants are required to complete 14 semester hours of prerequisite study as listed below before being admitted into the program:

Program Prerequisite Courses		
Course Number	Course Title	Credits
MATH 120	Intermediate Algebra	3
BIOL 212	Intro.to Human Anatomy & Physiology	3
BIOL 212L	Intro.to Human Anatomy & Physiology Lab	1
BIOL 213	Basic Medical Terminology	1
RADT 101/ RADT 101L	Imaging Procedures I and Lab	4
RADT 107 / RADT 107L	Introduction to Radiology and Patient Care Laboratory	2
	<b>Total</b>	<b>14</b>

## Program Requirements/Sequence

First Year Fall Semester		
Course Number	Course Title	Credits
MATH 120	Intermediate Algebra	3
BIOL 212	Intro.to Human Anatomy & Physiology	3
BIOL 212L	Intro.to Human Anatomy & Physiology Lab	1
BIOL 213	Basic Medical Terminology	1
RADT 101/ RADT 101L	Imaging Procedures I and Lab	4
RADT 107 / RADT 107L	Introduction to Radiology and Patient Care Laboratory	2
	<b>Total</b>	<b>14</b>
First Year Spring Semester		
Course Number	Course Title	Credits
HUMN 101	Introduction to Humanities	3
COMM 101	Writing I	3
RADT 108	Radiologic Clinical I	2
RADT 111 / RADT 111L	Image Processing II and Lab	4
RADT 115	Radiographic Physics I	3
RADT 125	Radiographic Physics II	3
	<b>Total</b>	<b>18</b>
Second Year Summer I		
Course Number	Course Title	Credits
RADT 118	Radiologic Clinical II	1
COMM 102	Quality Assurance	3
	<b>Total</b>	<b>4</b>
Second Year Summer II		
Course Number	Course Title	Credits
RADT 128	Radiologic Clinical III	1
RADT 206	Writing II	3
	<b>Total</b>	<b>2</b>
	<b>Summer Total</b>	<b>6</b>
Second Year Fall Semester		
Course Number	Course Title	Credits
RADT 201 / 201L	Image Processing III and Lab	4
RADT 203	Image Acquisition	3
RADT 204	Radiobiology / Radiation Protection	2
RADT 205	Computers in Radiologic Sciences	1
RADT 208	Radiologic Clinical IV	3
RADT 210	Radiologic Pharmacology and Drug Administration	2
	<b>Total</b>	<b>15</b>
Second Year Spring Semester		
Course Number	Course Title	Credits
SSCI 105	Issues in Social Science	3
RADT 217	Radiographic Pathology	2
RADT 218	Radiologic Clinical V	3
RADT 229	Advanced Imaging	1
RADT 230	Capstone Seminar	6
	<b>Total</b>	<b>15</b>

Students must maintain a minimum GPA of 2.5 throughout the entire course of study. Program progress requires a grade of C in all required courses. Failure to meet these requirements will result in dismissal from the program.



## **Master in Physician Assistant (MPAS)**

*Jennifer Pack, MMS, PC-A, Program Director*

### **Physician Assistant Profession**

Physician Assistants (PAs) are highly trained medical professionals who practice medicine on a physician-led team. They practice in all medical and surgical specialties. PAs take histories and conduct physical exams, order and interpret tests, diagnose and treat illness, counsel on disease and preventive health, prescribe medications, and perform procedures.

Physician Assistants are licensable to practice medicine and have prescription privileges in all 50 states. Even though physician assistants legally require physician supervision, most practice autonomously, consulting their supervising physician only when they feel it is necessary. PAs are provided with a great breadth and depth of medical training, thereby providing the foundation for them to excel in all areas of medicine.

### **Program Information**

Our program is designed to train outstanding physician assistant clinicians, equipped to handle the challenges of practicing medicine in a multifaceted and complex health care system. Our program emphasizes a holistic approach, training students not only in the foundational domains of medical knowledge and patient care, but also to think critically, solve complex medical problems, utilize evidence to make excellent decisions at the point of care, and to communicate effectively with clinician colleagues, other healthcare professionals, and patients of different backgrounds. The following highlights some details of our program:

**Cohort Size:** 30 students annually, matriculating in January each year

**Pass/Fail System:** The Physician Assistant profession is built on the concept of teamwork and medicine is rapidly moving in the same direction. The UC PA program reinforces this concept by utilizing a pass/fail grading structure, which facilitates a culture where students strive to elevate their classmates to provide the best care possible for patients, rather than work to outperform one another.

**Active and Collaborative Learning:** The UC PA program strongly values utilizing innovative educational methods. As a result, a variety of approaches are employed beyond standard lecture, including case-based, problem-based, and team-based instruction. Through our Patient-Centered Care series of courses, students are challenged to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. This is accomplished through simulated clinical experiences with standardized patients as well as state of the art simulation mannequins.

**Synthesized Medicine Curriculum:** Instead of courses addressing content separately in clinical medicine, diagnostic skills, and pharmacotherapeutics, the UC PA program has

been designed to integrate all of these components together into specialty-based modules (e.g. Cardiovascular, Pulmonology, Pediatrics) to enhance learning and retention.

**Reflective Practice Portfolio Project:** Towards the end of the didactic component of the program, students are challenged to reflect deeply on their knowledge and skill base in order to identify their strengths and weaknesses. They are then responsible for developing specific plans to address their weaknesses. Throughout their clinical year of studies, they carry out their specific plan, and self-monitor their progress. This project helps prepare students to become well-rounded clinicians who have cultivated a consistent pattern of self-reflective practice, which proves to be a major strength for them throughout their careers.

**Clinical Rotations:** Ten rotations including those central to developing primary care skills as well as an inpatient hospitalist and elective rotation.

### **Mission Statement**

The mission of the University of Charleston Physician Assistant Program is to prepare competent physician assistants who value and provide comprehensive, patient-centered, culturally sensitive primary care, and are committed to lifelong-learning, professional growth, community health, and caring for underserved populations.

### **Vision Statement**

Our vision is to foster a culture of learning by employing innovative educational strategies and a team-based approach within a supportive environment and to provide an application-based curriculum centered on critical principles of health and disease.

### **Program Goals**

- Our goals are to prepare physician assistants who achieve the following:
- First-time PANCE pass rates above the national average
- Graduation rates of 93% or better
- Employment rates of 93% or better at six months after graduation
- Alumni membership and participation in state PA organizations and the AAPA
- Alumni participation in the UC Physician Assistant Program (e.g. serving on program committees, assisting with interviews, becoming adjunct instructors)
- We strive to prepare students:
  - Who practice primary care medicine
  - Who are committed to the medically underserved
  - Who actively participate as members of their community
  - Who assume leadership roles within the profession
  - Who support and sustain the **University of Charleston Physician Assistant Program**
- 

### **Program Outcomes**

#### ***Knowledge-Related Outcomes***

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- Upon completion of the University of Charleston Physician Assistant Program, graduates will:
- Demonstrate knowledge of biomedical sciences and an ability to integrate and apply this knowledge to the care of patients.
- Differentiate between the normal and the abnormal in anatomic and physiologic findings and other diagnostic test data.
- Understand psychological, socioeconomic, cultural, and spiritual dimensions of human health and illness.
- Identify the appropriate interventions for prevention of disease conditions and promotion of healthy living behaviors.

### ***Skill-Related Outcomes***

- Upon completion of the University of Charleston Physician Assistant Program, graduates will be able to:
- Gather essential and accurate patient information.
- Competently perform physical examination, basic diagnostic, and therapeutic clinical procedures.
- Interpret, assess, integrate, and apply diagnostic test data and patient assessment information in the process of clinical problem-solving, reasoning, and decision-making.
- Apply the principles of evidence-based medicine to critically evaluate and resolve clinical problems.
- Communicate and effectively collaborate with patients and members of the health care team to provide competent comprehensive patient-centered care across the lifespan.
- Learn independently with a critical awareness of the scope and limits of one's knowledge, skills and attitudes.

### ***Values and Attitudes-Related Outcomes***

- Upon completion of the University of Charleston Physician Assistant Program, graduates will:
- Commit to a high ethical standard sensitive and responsive to the patient's needs, culture, age, gender, and disabilities.
- Demonstrate respect, compassion, integrity, and accountability to patients, society, and the profession.
- Create and sustain sound professional relationships with patients and members of the health care team.
- Demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety with an awareness of the importance of maintaining one's own well-being.

## **Accreditation**

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the University of Charleston Physician Assistant Program sponsored by the University of Charleston. Accreditation-

Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The purpose of accreditation is to establish and maintain standards of quality.

**The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)** is the agency authorized to accredit PA Educational Programs.

Students graduating from a PA program that holds an *active accreditation status* at any time during the student's enrollment are considered graduates of an accredited program, and thus are eligible to sit for the **Physician Assistant National Certifying Examination (PANCE)**. Students must successfully complete the program that was accredited at the time the student matriculated. Certification is required to be eligible for licensure to practice as a Physician Assistant.

To learn more about PA Program accreditation, visit the official **ARC-PA website**. To learn more about the PANCE, visit the official **National Commission on Certification of Physician Assistants (NCCPA) website**

## **Admission**

Admission is highly competitive. Comprehensive information about the UC PA Program admissions process, including GPA and prerequisite requirements, is available at <http://www.ucwv.edu/PA/Greetings/>.

Two admission pathways have been developed for the University of Charleston PA Program:

- Direct Admission
- PA Fast Track

## **Direct Admission**

Direct admission applicants must have been awarded a bachelor's degree (or higher) from an accredited institution of higher education prior to the matriculation date for which application is being made. The bachelor's degree does not have to be completed prior to submitting an application but there must be a feasible plan for degree completion prior to the program start date for which application is being made. Applicants must submit an application through CASPA. Qualifying applicants are then subject to an interview.

In order for us to accurately determine United States educational equivalency, applicants who have completed coursework and/or obtained a degree from an educational institution outside the United States are required to have their educational credentials evaluated by **World Education Services (WES)** or **Education Credential Evaluators (ECE)**. Evaluation reports should be sent directly from WES or ECE to the UC PA Program.

## **PA Fast Track**

The PA Fast Track is only available to students who are currently enrolled at UC, providing an opportunity for undergraduate students to gain early admittance into the UC PA Program. Students who have completed more than 30 hours or more of college credit from other institutions are not eligible and will be required to apply for admission to the PA program through the Direct Admission process (see above). All other UC students are eligible to apply through the University's application portal. Highly motivated students can earn a Master's degree and become eligible to practice in a total of only five years from entering UC as a freshman.

## **Tuition and Fees**

The standard undergraduate tuition rate does not apply to students who matriculate into the UC PA Program. A detailed table outlining the expected total program tuition and fees is available online at [http://www.ucwv.edu/PA/Program\\_Costs/](http://www.ucwv.edu/PA/Program_Costs/). It should be noted that tuition and fees can change from year to year subject to economic influences, the needs of the university, and needs of the program.

## **Curriculum**

The program totals 110 credit hours. The didactic portion of the curriculum takes place on UC's Charleston campus, and is comprised of four semesters of coursework (including summers). During this time, students are introduced to foundational medical content to prepare them to see patients. Following the didactic phase, students spend one year on clinical rotations, working side-by-side with physicians, physician assistants, and other healthcare practitioners in the field during the ten required rotations.

## SCHOOL OF PHARMACY (PHAR)

*Dr. Michelle R. Easton, Dean*

### Program Description

The Doctor of Pharmacy (PharmD) program within the University of Charleston School of Pharmacy is competency-based, with a focus on the implementation of pharmaceutical care in traditional healthcare environments, and serving the needs of rural America. The overall goal of the curriculum is to develop a competent, highly engaged, generalist pharmacy practitioner who can successfully practice at an entry-level. The curriculum emphasizes the management of disease states and the assurance of quality of care through the analysis of pharmaceutical care outcomes in a highly integrated, technology-driven environment. In addition, the professional pharmacy curriculum at the University of Charleston entails an inter-professional, competency-based framework, using integrated content and teaching, simulated patient environments, problem-based approaches when appropriate, and experiential exposure threaded throughout. The curriculum has been designed to provide knowledge, teach models of care management, allow students to demonstrate their understanding, and allow plentiful experiential opportunities for practice. Finally, the curriculum is designed to transition learners from dependent to independent, life-long learners as they progress.

The School of Pharmacy is committed to the development of a well-rounded, professionally active pharmacist who is able to demonstrate both technical competence and the embodiment of other essential professional characteristics. Consequently, curricular and programmatic offerings provide instruction, hands-on opportunities, and initiatives designed to encourage the growth and development of professional stewardship, citizenry, responsibility, and active involvement in issues that impact the profession and practice of pharmacy. Students, faculty and staff work together to ensure active participation and the attainment of the community outreach, advocacy, and activism agendas determined annually by the School of Pharmacy.

### Mission Statement

*The mission of the University of Charleston School of Pharmacy is to prepare pharmacists who will provide comprehensive patient care, to advance the profession through research and advocacy, and to serve the community as leaders in rural health care.*

### Vision Statement

The vision for the University of Charleston School of Pharmacy is to:

- Become nationally recognized for an emphasis on rural health care and service to the Appalachian area
- Maintain its status as an innovative leader in the use of technology in pharmacy education and practice
- Advance the profession of pharmacy through leadership, education, research and advocacy
- Elevate the profile of the University of Charleston as a leading comprehensive university.

## **Program Outcomes**

The School of Pharmacy has five program outcomes that describe the graduate of the program. These end-of-program outcomes reflect the University of Charleston graduate level liberal learning outcomes (citizenship, communication, creativity, critical thinking, ethical practice and inquiry) as well as the Center for the Advancement of Pharmacy Education (CAPE) Outcomes of 2013.

The graduate of the University of Charleston School of Pharmacy will:

- Use scientific principles of inquiry to design, implement and evaluate evidence-based practices to provide complete pharmacotherapy and medication counseling for individual patients and diverse populations.
- Demonstrate critical thinking skills by transitioning foundational knowledge into a patient-centered practice, ensuring safe and effective medication management leading to promotion of improved health, sustained wellness and prevention of disease.
- Collaborate and communicate effectively with patients, caregivers, other healthcare members, policy makers, and members of the community to effectively participate in a team approach to patient care.
- Engage in innovative activities when evaluating and implementing medication distribution and related management systems.
- Demonstrate legal, ethical and professional principles and judgment in pharmacy practice.

Achievement of these outcomes is evaluated for each student as they progress through the curriculum.

## **Accreditation**

The Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org/>) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and Puerto Rico. For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps: Pre-candidate status, Candidate status, and Full accreditation.

Pre-candidate accreditation status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Pre-candidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled, but has not yet had a graduating class. Full accreditation is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The University of Charleston School of Pharmacy's Doctor of Pharmacy program is fully accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/664-3575; FAX, 312/664-4652, web site [www.acpe-accredit.org](http://www.acpe-accredit.org) thru June 30, 2024.

## Admission

The University of Charleston School of Pharmacy seeks to identify talented, qualified, and committed individuals through a competitive admissions process. Admission to the program is based on academic ability, active participation in leadership and/or community service activities, and personal characteristics that reflect a commitment to the practice and profession of pharmacy. Prospective applicants must complete 63 credit hours of pre-requisite course work (see pre-requisite requirements below). All pre-pharmacy course work must be completed prior to beginning the professional program. Applicants are strongly encouraged to complete all course work by the end of the spring semester prior to the start of the professional program.

To be considered for admission, the applicant must have a 2.75 minimum grade point average (any grade lower than C- for pre-requisite course work will not be accepted.) and a satisfactory Pharmacy College Admission Test (PCAT) score. PCAT tests must have been taken within 3 years of the date of application. A PCAT score of 50 or higher is considered competitive. Applicants are strongly encouraged to submit their application materials early in the fall semester prior to the year they plan to enroll in the pharmacy program. Students, who are interested in committing to the pharmacy program early in the application cycle, may apply through the PharmCAS Early Decision program. This is a binding option for candidates who have selected the UCSOP program as their first choice for pharmacy school. The Early Decision deadline is in early September and candidates are encouraged to consult the PharmCAS website for additional information.

The School of Pharmacy reviews applications through a rolling admissions process beginning each August and admits students into the program until the maximum class size is reached. Students who are successful in the initial screening process are required to come to the University of Charleston for a personal interview.

Prospective applicants may obtain application materials and additional information on policies, procedures, and fees from the School of Pharmacy's website at [www.ucwv.edu/pharmacy](http://www.ucwv.edu/pharmacy) or by contacting the:

Office of Professional and Student Affairs  
University of Charleston School of Pharmacy  
2300 MacCorkle Ave, SE  
Charleston, West Virginia 25304  
304-357-4889

Applicants must utilize the on-line [Pharmacy College Application Service](http://www.pharmcas.org) (PharmCas) and the School of Pharmacy's supplemental application [www.ucwv.edu/pharmacy](http://www.ucwv.edu/pharmacy). Information regarding PharmCas can be obtained at <http://www.pharmcas.org>.



Students accepted to the School of Pharmacy will be required to submit a non-refundable tuition deposit as explained on the School of Pharmacy website.

## UNIVERSITY OF CHARLESTON SCHOOL OF PHARMACY Prerequisite Coursework

The pre-pharmacy course requirements have been established to ensure that students who enter the professional program will have the knowledge necessary to succeed in our program. The pre-pharmacy coursework must be completed prior to the beginning of the professional program.

Potential applicants may submit their application materials to the Office of Professional and Student Affairs without completing all pre-requisite math, science and social science requirements. However, students must successfully complete all pre-requisite coursework with a grade of “C” or higher prior to the beginning of the professional program. Applicants are strongly encouraged to complete all math and science requirements by the end of the spring semester prior to beginning the first professional year. In instances when students must complete pre-pharmacy coursework in the summer prior to the start of their first professional year, it is strongly suggested that only social science coursework be completed during summer sessions.

Pre-Requisite Course	Credits	Comments
<b>Math Requirements</b>		
Algebra/ Introductory Calculus	3	
Calculus	3	
Statistics	2	
<b>Science Requirements</b>		
General Biology with lab	8	
Human Anatomy & Physiology*	8	See asterisk below.
Microbiology with lab	4	
General Chemistry with lab	8	
Organic Chemistry with lab	8	
Physics with lab	4	
<b>Social Science Requirements</b>		
Economics	3	Microeconomics or Macroeconomics is acceptable.
English Composition	6	
History or Political Science	3	
Psychology or Sociology	3	

\*Acceptance of a 300 or 400 level biology course may be eligible for substitution for anatomy and physiology laboratory only if applicant’s home institution does not offer anatomy laboratory and/or physiology lab courses. This is applicable only for anatomy and physiology pre-requisite requirements. Request for this consideration must be submitted in writing using the official Pre-Requisite Course Substitution form.

## Tuition and Fees

Tuition and fees for the 2016-17 academic year are \$31,310 (tuition = \$29,960 and fees = \$1,350). Fees include a Student Technology Fee which covers the use of a laptop computer and hand-held device and the necessary software and other items required to create a technology-mediated learning environment. The computer and hand-held device provided as part of the Technology Fee are mandatory and petitions to use other equipment are not permitted. Also included within the fees is membership to one professional pharmacy student organization of the student's choice and membership to the West Virginia Rural Health Association. Students in their final year (P4) are required to pay a \$200 graduation fee.

Students attending the School of Pharmacy are responsible for securing appropriate housing while in school and for the costs of books or other learning expenses outside of those included within tuition and fees. Further information can be found within the *School of Pharmacy Student Handbook* (available at [www.ucwv.edu/pharmacy](http://www.ucwv.edu/pharmacy)).

## Transfer of Credit

The School of Pharmacy will evaluate the transfer of credit on a case-by-case basis and is subject to approval by the Office of Academic Affairs. Requests for transfer credit must be made in writing at the time of application for admission to the attention of: The Office of Professional and Student Affairs and include the course number, title, catalog description, and syllabus for each course for which transfer credit is being requested. The request must also include the UC course number and title for the course(s) for which credit is being sought.

All students wishing to transfer to the University of Charleston School of Pharmacy beyond the P1 year must first complete the **Advance Transfer Application Process**.

### Incoming New (P1) Students:

The following criteria must be met for consideration of course credit transfer into the UC Doctor of Pharmacy program:

- Courses are from an Accreditation Council for Pharmacy Education (ACPE) accredited Doctor of Pharmacy program ONLY
- A course grade of “C” or greater has been earned
- The course(s) being considered are live (not internet or simulated courses as they will NOT be considered)
- The course credit was received within three (3) years of requested transfer
- Students requesting transfer credit may be asked to “test-out” the material at the discretion of the faculty member responsible for the UC course.

Course syllabi are required to determine credit equivalency. Courses approved for transfer are limited to six (6) credit hours total. Transfer credit will appear on UC transcript as such. Transfer grades will not be factored into the UCSOP GPA.

### **Advance Transfer Students (P2-P4):**

The following criteria must be met for consideration of course credit transfer into the **UC Doctor of Pharmacy program**:

- Courses are from an Accreditation Council for Pharmacy Education (ACPE) accredited Doctor of Pharmacy program **ONLY**
- A course grade of “C” or greater has been earned and the student has an overall GPA of 3.0 in all pharmacy degree credits
- The course(s) being considered are live (not internet or simulated courses as they will **NOT** be considered)
- The course credit was received within three (3) years of requested transfer
- Students requesting transfer credit may be asked to “test-out” the material at the discretion of the faculty member responsible for the UC course.

Course syllabi are required to determine credit equivalency. Transfer credit will appear on UC transcript as such. Transfer grades will not be factored into the UCSOP GPA.

### **Additional Information & Student Responsibilities / Student Accountability**

There may be policies in the School of Pharmacy’s *Student Handbook* that differ somewhat from the policies contained in the *UC Academic Catalog* and/or the *UC Student Handbook*—e.g., policies pertaining to academic integrity. In such cases, the policies contained in the School of Pharmacy’s *Student Handbook* take precedence for School of Pharmacy students.

### **Student Responsibilities**

Success in the professional program in pharmacy requires a significant commitment of time, energy, and mental focus to meet the curricular and co-curricular expectations of the program. Students enrolled in the School of Pharmacy should expect to be actively engaged with on-campus curricular requirements from 8:00a.m. to 5:00p.m with additional requirements possible. Additional time may be required to complete the experiential portion of the program (early and advanced practice experiences) and/or other programmatic requirements. Finally, students need to plan for the appropriate time outside of school necessary to meet all their responsibilities.

### **Criminal Background Checks**

The School of Pharmacy requires criminal background checks on its students prior to admission and during the second and third professional years as a minimum condition of participating in any experiential learning experiences. Admission to the School of Pharmacy is conditional pending the results of the background check. Failure after admission to comply with required criminal background checks will delay progression or render a student unable to complete the professional degree program. The results of the criminal background check will be shared with experiential sites and refusal by a selected site to admit a student may delay graduation. Students are responsible for the costs of the criminal background check and are required to follow the established procedures for requesting and submitting the results of a criminal background check that are provided in the *School of Pharmacy Student Handbook*.

## **Immunizations**

Students admitted to the School of Pharmacy are required to have updated immunization records and acceptance into the program is conditional pending proof of selected immunizations. Students are responsible for the costs of the required immunizations, which can be found in the *School of Pharmacy Student Handbook*.

## **Health Insurance**

Students in the School of Pharmacy are required to have and demonstrate proof of health insurance and acceptance into the program is conditional pending proof of insurance. Students are responsible for the costs of their own health insurance and further information can be found within the *School of Pharmacy Student Handbook*.

## **Student Transportation**

Students enrolled in the School of Pharmacy will have a variety of curricular obligations off campus including experiential educational assignments, and community outreach, advocacy, or activism activities. For this reason students are responsible for securing access to personal transportation. Further information can be found within the *School of Pharmacy Student Handbook*.

## **Required Certification Responsibilities**

Upon acceptance to the School of Pharmacy students are expected to participate in and maintain current certification in CPR and First Aid (certification must be for health professionals). Current HIPAA training certification is also required. Further information can be found within the *School of Pharmacy Student Handbook*.

## **Professional Liability Insurance**

Students enrolled in the School of Pharmacy have professional liability coverage provided by the University for those activities that are a direct result of student learning, such as participating in experiential learning. Unless purchased by the student, students do not have professional liability coverage for work related (non-School coordinated) activities. The School of Pharmacy strongly encourages students to purchase professional liability insurance and further information can be found within the *School of Pharmacy Student Handbook*.

## **Introductory (IPPE) and Advanced Pharmacy Practice Experiences (APPE)**

### **Schedule and Placement**

Students will begin participating in their introductory pharmacy practice experiences (IPPE) as early as their first semester of pharmacy school. To meet the IPPE requirements students will be required to visit pre-scheduled experiential sites both during and outside of regularly scheduled class times. The School of Pharmacy reserves the right to schedule IPPE's during summer sessions as necessary for completion of all requirements.

Students will generally begin attending their APPE's at an announced time in the month of May following the end of the 3rd professional year. Students should be aware that not all APPE's will be located in the Charleston, West Virginia area. In the event

rotations are scheduled outside the geographic area, students are expected to secure their own housing unless otherwise notified. The specific schedule for the 4th year APPE's, rotation locations, and assignments will be set by the Director of Experiential Education no later than March 31st of the 3rd professional year. The School of Pharmacy reserves the right to modify assignments and rotations schedules based upon preceptor availability.

## **Advancement and Graduation Requirements**

Advancement of a student in the doctor of pharmacy program is evaluated in two major areas: successful completion of required academic work and successful completion of programmatic work or noncredit requirements. A student must complete all the graduation requirements within 6 years after enrolling in the program. The information that follows is only a brief outline of the School of Pharmacy policies, which can be found in detail in the School of Pharmacy student handbook and on the website [www.ucwv.edu/pharmacy](http://www.ucwv.edu/pharmacy).

### **Student Advancement Requirements**

Student progress will be determined by the School of Pharmacy Academic Standards Committee. The Committee considers course grades and the timely advancement toward program requirements. In order to advance within the program a student must earn no grade below a "C", maintain a minimum 2.30 grade point average cumulatively for all courses, complete any academic deficiencies and fulfill other programmatic requirements. Failure to accomplish the above requirements will result in a student being placed on academic probation.

Academic dismissal from the School of Pharmacy may occur if a student fails to make satisfactory progress during a period of academic probation, has academic deficiencies that preclude continuation in the prescribed program of study, is placed on academic probation for two consecutive semesters or on academic probation more than twice while in the pharmacy program, or receives less than a 2.30 semester GPA during a period of academic probation. If a student fails more than one APPE rotation in the P4 year, the student will be dismissed from the program immediately.

Students dismissed from the School of Pharmacy may seek re-entry by applying for re-admission during the normal admissions cycle. Students within the School of Pharmacy may retake courses within the professional program in which they have received a grade of "C" at the discretion of the Academic Standards Committee (ASC). Both the initial course grade and the repeat grade earned by the student will be used to calculate the student's cumulative grade point average (GPA). The second course attempt will be designated on the transcript with an "R" to indicate that the course has been repeated. As previously noted, the specific policy requirements for student advancement, academic probation, and student dismissal can be found in the *School of Pharmacy Student Handbook*.

## **Student Appeals Process**

Academic disputes, though rare, are formally adjudicated by employing the process detailed in the *School of Pharmacy Student Handbook*. Academic dismissal from the School of Pharmacy is determined by the Academic Standards Committee. Appeals of decisions of the Academic Standards Committee are made to the Dean of the School of Pharmacy. Students may appeal the Dean's decisions to the University's Provost.

## **Academic Progression Appeals Process**

At the end of each academic semester, the Associate Dean for Academic Affairs reviews the academic performance of all students enrolled in the School of Pharmacy, and evaluates each student's qualifications to progress in the professional program. The Associate Dean for Academic Affairs notifies each student placed on academic probation; and furthermore, makes notification of current academic deficiencies to the student and the Academic Standards Committee. Each student that is notified of academic difficulties will meet with the Academic Standards Committee for direction regarding their status within the pharmacy program.

Any student in the School has the opportunity to appeal a decision made by the Academic Standards Committee. Written confirmation of a student's intent to appeal must be received by the Dean of the School of Pharmacy within five days of the student's receipt of notification of the decision.

## **Student Graduation Requirements**

To graduate, all students will have earned a passing grade in all coursework, maintained a minimum 2.30 grade point average cumulatively for all courses as calculated by the Office of Academic Affairs within the School of Pharmacy and the successful completion of other programmatic requirements as outlined within the *School of Pharmacy Student Handbook*.

## **Dean's List**

The School of Pharmacy has two Dean's Lists: one per semester and one for the academic year.

- The Semester Dean's List includes the names of pharmacy students who are pursuing the PharmD degree and have attained a semester GPA of 3.50 in their final grades for at least 12 semester hours. Appropriate entries regarding inclusion on the Dean's List are made on the student's permanent academic record.
- The Annual Dean's List is recorded on the academic transcript of graduate pharmacy students who are pursuing the PharmD degree and have achieved a semester GPA of 3.50 in 12 or more semester credit hours each semester of the academic year. Students who are on the Annual Dean's List receive a certificate. Students will be acknowledged for the Dean's List via a letter from the Dean as well as posted accordingly. The grade point average (GPA) used for the purposes of the Dean's List is calculated by the Office of Academic Affairs within the School of Pharmacy.

## **School of Pharmacy Grade Point Average (GPA)**

The grade point average (GPA) used for the purposes of annual progression, graduation, or Dean's List is calculated by the Office of Academic Affairs within the School of Pharmacy. Cumulative GPAs are calculated by dividing the total grade points earned by the total number of semester credit hours completed. To determine academic standing, grade point averages are rounded to the third decimal place (nearest 0.001 point).

For students granted the opportunity to repeat a failed course the GPA calculated within the School of Pharmacy may differ slightly from that calculated for an official transcript created by the University of Charleston's registrar. Repeated courses, taken at the University of Charleston School of Pharmacy will be calculated into the School of Pharmacy GPA by replacing the grade of "F" with the earned grade and the corresponding course points. The grade of "F" will still be maintained on the student record but will no longer be used in the calculation of the cumulative GPA.

## **Special Requirements**

Fifteen-hundred hours of internship experience are required by the West Virginia Board of Pharmacy in order for a student to be considered for licensure. Students are required to obtain an Intern License from the Board of Pharmacy in order to accrue intern hours. Any hours accrued before becoming a registered intern do not apply toward the intern hours needed to be considered for licensure. Credit will be given for experiential coursework during the doctor of pharmacy degree. To determine the specific number of hours that can be applied, please check the website for the West Virginia Board of Pharmacy <http://www.wvbop.com> or the Board of Pharmacy in the state in which you are seeking to become licensed.

The Board of Pharmacy holds final authority over the internship rules and regulations and students are advised to check the West Virginia Board of Pharmacy website for updates or changes to any requirements. Board of Pharmacy requirements vary from state-to-state and it is the student's responsibility to verify the requirements of the state in which he/she intends to become licensed. Information regarding the various states can be found via the National Association of Boards of Pharmacy website <http://www.nabp.net/>.

## **e-Portfolio**

An e-Portfolio is a purposeful aggregation of digital items which may include: ideas, evidence, reflections, feedback and other documents which present evidence of a student's learning and/or abilities. An e-Portfolio provides:

- evidence that may be valuable when making application for a job, residency, or continued education.
- a depiction of the student's achievements and growth as they progress through the pharmacy program
- an opportunity for reflection, discussion, formative and summative assessment.
- evidence of personal development (PDP) and documentation of continuing professional development (CPD) and/or achievement of professional competencies.

All pharmacy students are enrolled in a non-credit e-Portfolio course each semester during P1, P2, and P3 years. Working in consultation with their academic advisors students upload a series of required and self-selected documents into an electronic file which upon completion of the pharmacy program provides valuable artifacts/evidence that essentially comprises a professional portfolio for graduates as they enter pharmacy practice. Students upload information, evidence, and reflection at the end of each semester. Deadlines are communicated at the beginning of each academic year. Portfolios are graded as Pass (P) or Fail (F) by the student's academic advisor.

During P4 year, pharmacy students are registered for an e-Portfolio course worth one credit during either fall or spring semester. The student defends orally his/her portfolio in the semester in which he/she is registered for the e-Portfolio course.

More information about the e-Portfolio courses and requirements can be found in the *School of Pharmacy Student Handbook*.

### **Programmatic Changes**

The School of Pharmacy reserves the right to make changes as needed to the academic program, School of Pharmacy policies and other program requirements. Notification of such changes will be provided via the website [www.ucwv.edu/pharmacy](http://www.ucwv.edu/pharmacy) and electronic communication as well as reflected in the subsequent years *School of Pharmacy Student Handbook*.

### **Residency Program**

The University of Charleston School of Pharmacy offers two PGY-1 residency positions. One position is in partnership with Fruth Pharmacy and has an emphasis in community pharmacy practice. The second residency position has an emphasis in ambulatory care. The PGY-1 residency program provides advanced knowledge and skills regarding drug therapy and pharmacy services. The pharmacy resident is a licensed practicing pharmacist in training to gain additional clinical skills and expertise.

A unique feature of the program is the opportunity to experience the many roles and responsibilities of the faculty member. In addition to clinical practice experience, residents will work with a preceptor and School of Pharmacy faculty to prepare and deliver selected classes. Residents also have opportunity to develop, deliver, and assess a course under the supervision of the preceptor. They also participate in School of Pharmacy committees and faculty meetings and attend University faculty meetings. At the completion of the residency, residents receive a teaching certificate.

Our residency program is 12 months in duration. The American Society of Health Systems Pharmacists accredits our PGY-1 program with an emphasis in Ambulatory Care.

### **PharmD/MBA Dual Degree Program**

Pharmacy can be described as a dual profession in that it involves both clinical and managerial skills and responsibilities. The Doctor of Pharmacy (PharmD) is a specialized degree that allows one to obtain the requisite clinical skills that are required to



practice pharmacy in today's environment. The practice of contemporary pharmacy requires a pharmacist who is able to market and manage both resources and personnel within a dynamic health care environment. Those students who wish to lead in their healthcare environments and have a competitive advantage in terms of technical acumen and managerial prowess should explore the dual degree offering at the University of Charleston which combines the Doctor of Pharmacy (PharmD) and the Masters of Business Administration (M.B.A) course content. The Master of Business Administration degree (M.B.A.) is considered the best preparation to obtaining the requisite managerial skills needed to operate in the constantly changing pharmaceutical and healthcare environments.

## **Objectives**

The major goal of the joint Doctor of Pharmacy/Masters of Business Administration (Pharm.D./MBA) program is to educate student pharmacists to assume responsibilities as managers, administrators, consultants, and executives in health care systems designed to provide health care to their patients. Health care managers need a broad organizational overview to successfully plan, organize, lead, and control in the dynamic health care environment. They need to know how to motivate, lead, and work with others to accomplish organizational and personal objectives. To this end, the program is directed toward providing the education students need to develop an understanding of the major functional areas in health care organizations, and to design strategic plans and policies to cope with the changing pharmaceutical and health care environments. By combining a "generalist" management degree with a Doctor of Pharmacy degree, students will gain the requisite skills to do this and will realize additional career opportunities upon graduation.

The dual degree is designed to aid students who seek positions of management and leadership that require a combination of patient care and management skills. Examples of these positions include, but are not limited to:

- Pharmaceutical Marketing
- Institutional formulary development and management
- Chain or Independent store pharmacy management
- Pharmacoeconomics in industry and managed care
- Managed Care Management
- Biotechnology
- Management of any health care institution (hospital, health-system, etc)
- Professional association work (e.g., APhA, NCPA)
- Outcomes research
- Monitoring clinical trials
- Project management in health care
- Teaching in a college of pharmacy

Today's healthcare managers need a broader organizational overview to successfully plan and control their respective areas of authority and responsibility. They need to know how to motivate, lead, and work with people around them to accomplish organizational

and personal objectives. The MBA degree is ideal in that the student pharmacist will acquire these skills to be competitive in the rapidly changing health care environment.

The MBA program at the University of Charleston is an innovative program for individuals who want to advance their careers and broaden their education backgrounds. The courses focus on making students active participants in their learning. The program requires students to work in cohorts throughout the curriculum targeting improving the effectiveness and efficiency of a West Virginia health care organization. This is accomplished through:

- **Problem solving and Teamwork.** You will learn creative thinking and the importance of group interaction in problem solving. Specific emphasis is placed on recognizing potential problems, analyzing possible solutions, and initiating proper guidelines to prevent recurrence.
- **Business writing and public speaking.** The program emphasizes efficient and clear business writing and speaking confidently and clearly in presentations.
- **International Practicum:** Today's business is not conducted in a vacuum, and today's business leaders need a working knowledge of global business. During the International Business & Trade module, student pharmacists participate in an international practicum lasting approximately ten days, during which they have opportunities to personally observe the business practices of a particular region of the world. Recent destinations have included China, Ireland, Panama, and Brazil.
- **Senior capstone.** A component of each course requires that you work in your team to analyze and make recommendations for a West Virginia Health Care organization. This results in a great learning experience for the team and practical suggestions for improvement for the participating organization.

### ***Advantages of the UC PharmD/MBA Program***

- Significant reduction in cost of obtaining the MBA degree
- Professional career training
- Sequential program allowing completion concurrent to earning the Pharm.D. degree
- Individual instruction and small classes
- No need to relocate job, family, or home
- Hybrid based instruction in that student pharmacists will meet in-seat one night per week for eight weeks during the semester. In addition, there is an on-line component to each course. Student pharmacists will attend classes during either the first or second eight weeks of each semester in which they have pharmacy courses.

***Please refer to the section of this Catalog about the University of Charleston School of Business and Leadership for further details on the MBA Program.***

### **Admissions Process & Criteria**

Applicants must be a full-time P1 student at UCSOP with a minimum of a 3.00 cumulative grade point average at the time of application AND at the end of the P1 year. Having a 3.0 grade point average during the first two semesters of the pharmacy program does not guarantee admittance. A minimum of four students is needed to administer a PharmD/MBA cohort and no more than five students will be admitted each year. On

successful completion of PharmD and MBA, both degrees will be conferred together at May commencement.

### **MBA Application Requirements:**

1. A **completed** MBA Application.
2. A **personal statement** that discusses career goals and other relevant information (question #24 on the MBA application).
3. **Three recommendations** (one from your pharmacy advisor, one from another pharmacy faculty member, and one from an employer or non-UCSOP faculty member); recommendation forms can be found on the UC MBA website.
4. Submit a **letter of good academic/professional standing** from the Dean of the UCSOP.
5. Submit all **graduate and undergraduate transcripts** (can be copies from your UCSOP admissions file).
6. A cumulative **GPA of at least 3.0** in undergraduate work (may be waived for PharmD students). Submit a current **Resume**.
7. Complete a **Personal Interview** with the MBA Program Director.
8. A **bachelor's degree** from a regionally accredited institution (**waived for qualified PharmD students**).
9. At least three years of **professional work experience**. UC PharmD students satisfy requirement through Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE).
10. **Undergraduate business prerequisites** of Accounting, Economics, and Statistics (3 credit hours each); PharmD students missing the accounting prerequisite must successfully complete an approved undergraduate Principles of Accounting course or Massive Open Online Course (MOOC) the summer prior to starting MBA coursework.

**All application materials must be submitted to the UCSOP Office of Professional and Student Affairs (OPSA) by the communicated deadline date in the spring semester.**

### **Application Review Process**

Completed applications are reviewed by the UCSOP PharmD/MBA Review Committee, which includes the following faculty/administrators: the UCSOP Associate Dean for Academic Affairs (Dr. Rajan Radhakrishnan), the UCSOP Assistant Dean for Professional and Student Affairs (Dr. Susan Gardner), and the UCSOP PharmD/MBA Program Liaison (Dr. David Latif).

1. The PharmD/MBA Review Committee conducts the initial application review and makes recommendations to the Dean of the UCSOP (Dr. Michelle Easton).
2. The Dean of the UCSOP will recommend eligible candidates to the MBA Program Director (Mr. Rick Ferris).
3. The MBA Program Director will interview applicants upon receipt of the completed application and receipt of the UCSOP Dean's recommendation.

4. The MBA Program Director and MBA Admissions Committee in the School of Business and Leadership (UCSBL) determine admission to the MBA program.
5. Students will be notified of program admission or declination by mid-May of each year by the MBA Program Director.

### **Progression in the PharmD/MBA Program**

To remain in good standing in the MBA program, students must maintain a 3.0 GPA in all business coursework. If a student in the joint PharmD/MBA program experiences academic difficulty in the Doctor of Pharmacy program (defined as having a GPA below 2.75 for two consecutive semesters), he/she will be required to meet with the UCSOP Academic Standards Committee and may be required to withdraw from the MBA program.

If a student chooses to withdraw from the PharmD program but wishes to continue with the MBA program, he/she must first have completed a Bachelor's Degree to receive the Masters in Business Administration, and the discounted MBA tuition for PharmD students will no longer apply. In addition, some work experience is a requirement of the MBA program. Student pharmacist applicants satisfy this requirement by virtue of their successful completion of the required Introductory Professional Practice Experience (IPPE) and Advanced Professional Practice Experience (APPE) obtained through the PharmD curriculum. Therefore, withdrawing or dismissal from the pharmacy program could result in additional requirements to satisfy the required professional work experience. Any student wishing to make this type of change is strongly encouraged to speak with **BOTH** the PharmD/MBA Liaison (Dr. David Latif) and the MBA Program Director (Mr. Rick Ferris) **BEFORE** withdrawing.

### **Disclosures**

Students enrolling in the PharmD/MBA program do so with the understanding that four students are needed to run a cohort and therefore, admission does not guarantee matriculation (enrollment). In addition, PharmD/MBA students may be limited in their IPPE and APPE or assigned rotation blocks at the discretion of the UCSOP Director of Experiential Education. Students receiving financial aid should be aware that completing these programs simultaneously increases the cost of attendance. It is **very likely** that students enrolled in the PharmD/MBA program will exceed their Stafford loan amounts (limits) each year. Additional loans including Graduate Plus or personal loans may be necessary to cover the full cost of the program.

### **UC CORE Initiative**

The need to stay competitive, keep up with generational changes, and to prepare graduates for the present and emerging healthcare workplace requires adjustments in the way education is delivered. Engaging the student through the use of technology and creating an environment for students to become self-regulated learners has been identified as the correct approach to achieve one tenet of the University of Charleston's academic vision. Towards this end, the University of Charleston has implemented a CORE (Collaboration in Reinventing Education) Initiative. The CORE initiative will revolutionize the delivery of education "by using engaged pedagogy and technology, the

University of Charleston will intentionally design an academic environment that fosters innovation in self-regulated learners.”

As part of this University-wide initiative, the School of Pharmacy was chosen to pilot the CORE project. Starting academic year 2014-15, the School moved to a Mac-based learning environment where classrooms are equipped with Apple devices, and all students are provided with MacBook Airs and iPad minis for a fee. Faculty are also provided with Mac-based devices and are trained in the use of Apple resources and other apps for enhancing teaching and learning. Classrooms are equipped with Apple TVs along with iPads that can be used to control the podium and presentations, to enhance faculty engagement/mobility in the classroom. While the new devices are the vehicles to facilitate these changes, the actual changes in student engagement, teaching and learning will come from the partnership between the teacher and the learner. The School is using a SAMR model (Developed by Dr. Ruben Puentedura) to assess progress in the utilization of technology in teaching and learning. The School has two in-house IT experts who provide support for these systems throughout the day.

## **MILITARY SCIENCE PROGRAM (ROTC)**

*Michael C. Levy, Director of Military Programs*

The Military Science Program is operated cooperatively with West Virginia State University. The program has two components: the Basic Course and the Advanced Course.

### **Basic Course**

The Basic Course is designed for students who either want to try Military Science without obligation for military service, or those who want to qualify for entry into the Advanced Courses. A number of popular and challenging extracurricular activities are associated with these courses.

<b>Reserved Officers Training Corps (ROTC) Basic Course (Pre-commissioning and Leadership Development Curriculum)</b>	
<b>Course</b>	<b>Credit</b>
MSCI 101 Introduction to Military Science	2
MSCI 102 Introduction to Leadership	2
MSCI 103 Military Leadership Laboratory I	1
MSCI 201 Military Leadership Laboratory II	1
MSCI 150 Basic Physical Fitness and Conditioning (Repeatable – Co-requisite with MSCI 201)	1
MSCI 202 Military Leadership Laboratory III	1
MSCI 150 Basic Physical Fitness and Conditioning (Repeatable – Co-requisite with MSCI 202)	1
MSCI 203 Military Leadership Laboratory IV	1
<b>Total:</b>	<b>10</b>

### **Advanced Course**

The Advanced Course is open only to students who have completed the Basic Course, or to those who have earned placement credit for the Basic Course through various methods – typically through prior military service or MSCI 210 Camp Challenge, also known as the Leadership Training Course (LTC).

Students enrolled in the Advanced Course receive a stipend of \$200 or more per month during the academic year, or as otherwise indicated when contracting.

The Advanced Course sequence is designed to qualify a student for a commission as an officer in the United States Army. Students must complete MSCI 310 ROTC Advanced Camp during the summer, usually between the junior and senior years. The courses must be taken in sequence unless otherwise approved by the Professor of Military Science. The course sequence is shown in the table below.

**Reserved Officers Training Corps (ROTC)  
Advanced Course**

<b>Course</b>	<b>Credit</b>
MSCI 210 Camp Challenge (LTC)	0-6
MSCI 250 Basic Physical Fitness and Conditioning	1
MSCI 251 Basic Physical Fitness and Conditioning	1
MSCI 301 Leading Small Organizations I	2
MSCI 302 Leading Small Organizations II	2
MSCI 303 Advanced Course Leadership Laboratory I	1
MSCI 304 Advanced Course Leadership Laboratory II	1
MSCI 310 ROTC National Advanced Leadership Course (NALC)	6
<b>Total:</b>	<b>14-20</b>

## UNDERGRADUATE COURSE LISTINGS

Courses listed in this Catalog are subject to change through normal academic channels. The appropriate departments or programs initiate new courses and changes in existing course work.

The appropriate Dean or Division Chair, the Dean of the Faculty and Dean of the Faculty, the faculty Curriculum Committee, and the University faculty then approve the courses. Not all courses are taught every year.

**Course fees may be changed as necessary.**

### Accounting (ACCT)

#### **ACCT 201. Principles of Accounting** **3 credits**

A study of basic concepts, principles and procedures of accounting for business entities. Topics include the accounting cycle, basic accounting systems, preparation of financial statements, and accounting for assets and liabilities.

#### **ACCT 202. Principles of Accounting II** **3 credits**

Continuation of the study of basic concepts, principles, and procedures of accounting. Topics include partnership and corporation accounting, statement of cash flows, financial statement analysis, and managerial accounting with emphasis on decision making. Prerequisite: ACCT 201.

#### **ACCT 280. Introduction to Forensic Accounting** **3 credits**

An introduction to the practice of forensic accounting. Topics include an overview of forensic accounting concepts, including fraud theory, types of engagements, methodologies and ethical considerations. Prerequisites: ACCT 202, BUSI 231.

#### **ACCT 301. Intermediate Accounting I** **3 credits**

A study of generally accepted accounting principles with emphasis on the application of accounting theory, standards and procedures to financial accounting problems. Topics include conceptual framework, statements of income, stockholders' equity, financial position, and cash flows, time value of money, and current and operational assets. Prerequisite: ACCT 202 with a grade of C or better.

#### **ACCT 302. Intermediate Accounting II** **3 credits**

Continuation of the study of financial accounting theory and practice. Topics include accounting for current and long-term liabilities, long-term investments, stockholders' equity, and statement of cash flows. Prerequisite: ACCT 301.

#### **ACCT 322. Cost Accounting** **3 credits**

A study of the fundamentals of cost determination in manufacturing and service establishments from an accounting perspective, with emphasis on the significance and interpretation of cost data. Prerequisite: ACCT 202.

#### **ACCT 350. Special Topics** **1-3 credits**

Variable credit 1-3 credits; may be repeated a maximum of two semesters. Advanced study of topics not covered in regularly scheduled courses through directed study or specially scheduled lectures, depending upon the topic. Prerequisite: Consent of instructor.



- ACCT 403. Intermediate Accounting III** **3 credits**  
Continuation of ACCT 302, with concentration on the more technical areas of financial accounting. Topics include disclosure, financial statement analysis, revenue recognition, and accounting for deferred income taxes, pensions, and leases. Prerequisite: ACCT 302.
- ACCT 412. Advanced Accounting** **3 credits**  
A study of advanced specialized areas of financial accounting. Topics include partnership formulation, operation, and liquidation, consolidated financial statements, foreign currency translation, and governmental accounting. Prerequisite: ACCT 302.
- ACCT 423. Federal Taxes – Individual** **3 credits**  
A study of income tax law as it affects individuals including taxable income, deductions, and gains and losses on capital assets. Prerequisite: ACCT 301 or consent of instructor.
- ACCT 424. Federal Taxes – Business** **3 credits**  
A study of the effects of tax laws on corporations, partnerships, estates and trusts. Prerequisite: ACCT 301 or consent of instructor.
- ACCT 425. Tax Research** **3 credits**  
A study of the techniques of tax research with emphasis on library research of tax laws, regulations and court cases. Prerequisite: ACCT 423 or 424.
- ACCT 448. Auditing** **3 credits**  
A study of generally accepted auditing standards and techniques of auditing financial information. Analysis and application of auditing concepts and standards will be emphasized. Topics include professional ethics, professional judgment, audit risk, internal control study and evaluation, evidence, legal liability, and audit process and procedures. Prerequisite: ACCT 302.
- ACCT 460. Accounting Information Systems** **3 credits**  
The study of accounting information systems: their development, control and applications. Prerequisite: ACCT 301 or consent of instructor.
- ACCT 498. Accounting Internship** **1-6 credits**  
Application of accounting concepts and theories in the workplace. Prerequisite: Senior Accounting majors or juniors by recommendation of the major advisor.
- Art (ART)**
- ART 100. Drawing** **3 credits**  
Designed as an introductory course to the problems of non-verbal communication through freehand drawing. Emphasis is on objective and subjective drawing from nature and the posed model using various graphic media. Elements and principles of art are incorporated into the drawing process.
- ART 105. Design Foundations** **3 credits**  
Designed as an exploration of the elements and principles of two- and three-dimensional design expressions offering first-year students experiences in concept development, visual problem-solving and visual communication. Offered fall semester.

**ART 125. Exploration of 3-D Art Forms****3 credits**

Exploration of Art Forms: Designed to explore traditional and contemporary concepts, materials, skills, and techniques of three dimensional art forms. Prerequisite: ART 105.

**ART 200. Appreciation of Visual Arts****3 credits**

Designed as an introduction to fostering an appreciation and developing an understanding of past and present visual art forms with attention given to the language of the artist and response of the viewer. A focus on the experiences of seeing and interpreting art in aesthetic, intellectual, emotional and cultural contexts.

**ART 201. Painting****3 credits**

Designed with an emphasis on traditional and contemporary painting tools, techniques, methods, media and surfaces. Emphasis is on understanding visual structural elements and creative use of color.

**ART 203. Art History I: Ancient to Gothic****3 credits**

Designed as a comprehensive overview of the history of art forms and styles through painting, sculpture, architecture and other major art forms, beginning with the prehistoric era and concluding with the Middle Ages. Offered spring semester on a three-year rotation.

**ART 204. Art History II: Renaissance to 20<sup>th</sup> Century****3 credits**

A continuation of development of the art forms beginning with the 15th Century through 20<sup>th</sup> Century.

**ART 211. Art and Medicine****3 credits**

Designed for students entering the healthcare field who will be involved with patients. In this course the student will start out by learning how to draw the various organ systems of the body in health. Students will learn about common pathologic disorders of those organ systems. Students will incorporate this material and draw representations of these pathologic conditions. Said drawings would then be used to explain disease states to patients. The skills mastered in this course will also facilitate documentation by allowing the practitioner to place an original drawing in the medical record.

**ART 215. Graphic Design Basics****3 credits**

Introductory course for non-art majors. This course will address concept, process, and terminology necessary to create and edit digital images and text for various types of visual work. Course will focus on the basics of design and manipulating and formatting images and text for presentation utilizing Adobe Photoshop, Adobe Illustrator, and InDesign.

**ART 223. Art History: Modern Art****3 credits**

Designed as a survey of the development of painting, sculpture, photography, and architecture beginning with post-Impressionism and extending through the major schools of art to present innovators and independents of world cultures.

**ART 230. Graphic Design I****3 credits**

This course will explore concept, process, and terminology necessary to create and edit digital images and text for various types of visual work. Course will focus on manipulating and formatting images and text for presentation. This course will also

introduce the principles of multimedia design utilizing Adobe Photoshop, Adobe Illustrator and InDesign. Prerequisite: ART 100 and/or ART 105.

**ART 231. Innovation in Art and Business** **3 credits**

This course is intended for business majors who want to enhance their creative thinking and ability to innovate. The course will explore and examine various theories, methods, and modes of creativity and how they relate to increasing these skills in business domains. The course provides many opportunities to apply these new ways of thinking through individual and group exercises and a final capstone project, where the major will develop creative concepts for an assigned project/topic.

**ART 250. Photography** **3 credits**

Designed as a study of basic skills and techniques of photography and equipment. Emphasis on photography as an art form. Student must have own camera.

**ART 301. Life Drawing** **3 credits**

This course is an introduction to rendering landscape, animals, and human figure through a variety of techniques and art-making materials. Prerequisite: ART 100, ART 201.

**ART 305. Studio I** **3 credits**

This course allows students to participate in advanced projects in various media with program faculty. Prerequisite: ART 100, ART 105, ART 201, prior experience in media required, or permission of instructor.

**ART 310. Studio II** **3 credits**

This course allows students to participate in advanced projects in various media with program faculty. Prerequisite: ART 100, ART 105, ART 201, prior experience in media required, or permission of instructor.

**ART 330. Graphic Design II** **3 credits**

A continuation of ART 230. This course focuses on advanced problems in the use of type, image, color, grid systems, advertising techniques, and electronic publication. Students learn advanced techniques in traditional graphic design, website design, and desktop publishing. Emphasis will be on developing concepts and preparing professional comprehensive layouts and final artwork. Prerequisite: ART 230.

**ART 335. Illustration** **3 credits**

This course is designed to introduce students to the art of illustration. Students will learn about various disciplines and media of illustration. Additionally, the course will explore a wide range of traditional approaches to illustration, digital imaging, and technical and conceptual development. Professional practice will be emphasized. Prerequisite: ART 100, ART 201, ART 230.

**ART 340. Typography** **3 credits**

An exploration of typographical structures, terminology, and methods as a tool of visual problem solving. This studio course uses both computer and hands on methods to address the language of type and its effective use. By studying the language of type through its history, and application, students will gain a strong working knowledge of this essential element to graphic design. Prerequisite: ART 230.

**ART 341. Art Education and Instruction****3 credits**

The course introduces ways to effectively integrate art into the K-6 classroom and allow teacher candidates and other future educators to develop a deep understanding of artistic methods and techniques, art media and materials, effective classroom procedures, and the National and State content standards. Candidates discover the importance of integrating arts across the curriculum through a hands-on approach in developing personal artistic skills, proper classroom procedures, and interdisciplinary art lesson plans and activities.

**ART 350. Special Topics****3 credits**

This course is designed to offer the student a broad selection of in-depth topics or special periods in art. Some of the topics offered will focus upon building the skills needed by those pursuing a career in art and related fields.

**ART 410. Ideas and Practice****3 credits**

This course allows students to pursue a long-term project while concurrently learning historical and current trends in art movements, styles, and theory. Preparatory course for Senior Thesis – required for seniors.

**ART 457. Senior Capstone & Exhibit****1-9 credits**

This course consists of independently planned projects in a selected area of study, subject to approval by the art faculty. The exhibition/capstone will consist of in-depth study, assigned readings and thesis and creation of a cohesive body of work. The student will keep a daily diary of her/his problems, development and growth in knowledge and awareness. Additionally, graduating seniors will be required to complete several hours of service learning that will fulfill Citizenship/Community Involvement LLO 1.4.

**Academic Success (ASC)****ASC 089. Reading****1 credit**

This course introduces effective reading skills, including vocabulary skills, dictionary skills, main ideas and supporting ideas, study strategies, skimming and scanning, reading comprehension, reading interpretation, and figurative language. The skills learned in this course can be applied to all other courses.

**ASC 090. English Grammar****1 credit**

Designed for students who need to review basic English grammar skills: simple sentences, run-ons and comma splices, parts of speech, subject/verb agreement, modifiers, and pronoun choice.

**ASC 091. PACS (Personal Academic College Success)****1 credit**

Designed to help students explore their academic deficiencies, build self-confidence, set short and long term goals, make a plan to reach these goals, implement this plan and evaluate progress. The course helps students learn the processes and tools necessary to succeed as an undergraduate. The course is open to all students, but is mandatory for those students who are admitted provisionally and/or on academic probation. Failure to attend class could result in dismissal from the University.

**ASC 095. Study Skills****1 credit**

Introduces effective study skills, including listening, scheduling and organizing time, reading techniques, improving memory, test taking, and note taking. The skills learned in this course can be applied to all other courses.

**ASC 100. College Reading****3 credits**

Designed for good readers who want to become better readers. Emphasis will be placed on reading rapidly while maintaining high levels of comprehension. Students will learn to pick out details and generalize complex material while reading quickly.

**Athletic Training Program (ATEP)****ATEP 100. Orientation to Athletic Training****2 credits**

An introductory clinical course discussing the basic prevention, assessment, and management techniques for athletic injuries. Students will be instructed in the policies and procedures of the Department of Athletic Training through discussion of the *AT Student Handbook*. Students will rotate through a variety of clinical experiences while being exposed to hands-on clinical skills. Laboratory fee: \$50.

**ATEP 113 Structural Kinesiology****3 credits**

An introductory course on the structures of the body, including planes of movement, anatomical terms and directions, bony landmarks, and muscle identification.

**ATEP 201. Practicum I****4 credits**

A clinical/practicum course designed for students in their first semester of acceptance into the AT Program. Specific psychomotor skills and proficiencies are required to be met during the student's clinical education experience. Prerequisite: C or better in ATEP 213 and ATEP 213L Laboratory fee: \$125.

**ATEP 202. Practicum II****4 credits**

A clinical/practicum course designed for students in their second semester of enrollment in the AT Program. Specific psychomotor skills and proficiencies are required to be met during the student's clinical education experience. Prerequisite: C or better in ATEP 224. Laboratory fee: \$125.

**ATEP 211. Summer Practicum II****2 credits**

A clinical/practicum course designed for an in-depth summer experience during the first summer of admission to the AT Program. Specific psychomotor skills and clinical proficiencies are required to be met during the student's clinical education experience.

**ATEP 213. Prevention and Care of Athletic Injuries****3 credits**

A general overview and basic introduction to the many facets of sports medicine/athletic training, focusing on the prevention and care of athletic injuries, and the role of the athletic trainer and the sports medicine professional, i.e., record keeping, initial injury evaluation and recognition, treatment, and legal concerns. This course is also recommended for physical education and coaching majors.

**ATEP 213L. Prevention and Care of Athletic Injuries Lab****1 credit**

This clinical-oriented course deals with the prevention, assessment, and management techniques of athletic injuries. This "hands-on" lab must be taken concurrently with ATEP 213. Laboratory fee: \$125.

**ATEP 224. Assessment of Upper Extremity Injuries** **4 credits**  
This course discusses the proper assessment and management of injuries to the shoulder, elbow, forearm, wrist, hand, and fingers. The student will learn how to recognize and evaluate common injuries of the physically active to these areas of the body in classroom settings. Competencies and psychomotor skills taught in the course will be reinforced through structured laboratory/practical experience. Prerequisites: “C” or better in ATEP 213 and 213L.

**ATEP 225. Assessment of Lower Extremity Injuries** **4 credits**  
This course discusses the proper assessment and management of injuries to the pelvis, hip, thigh, knee, lower leg, ankle, and foot. The student will learn how to recognize and evaluate common injuries of the physically active to these areas of the body in a classroom setting. Additionally, competencies and psychomotor skills taught in the course will be reinforced through structured laboratory/practical experiences.

**ATEP 226. Assessment of the Head, Spine, and Thorax** **4 credits**  
This course discusses the proper assessment and management of injuries to the head, spine, and thorax. The student will learn how to recognize and evaluate common athletic injuries to these areas of the body in classroom settings. Additionally, competencies and psychomotor skills taught in the course will be reinforced through structured laboratory/practical experience.

**Prerequisite for all 300 level ATEP courses is a “C” or better in all 200-level courses, as well as in BIOL 301/301L, 302/302L, and HSCI 204.**

**ATEP 301. Practicum III** **4 credits**  
A clinical/practicum course designed for students in their third semester of enrollment in the AT Program. Specific psychomotor skills and proficiencies are required to be met during the student’s clinical education experience. Prerequisite: C or better in ATEP 225 and ATEP 226. Laboratory fee: \$125.

**ATEP 302. Practicum IV** **4 credits**  
A clinical/practicum course designed for students in their fourth semester of enrollment in the AT Program. Specific psychomotor skills and proficiencies are required to be met during the student’s clinical education experience. Prerequisite: C or better in ATEP 313. Laboratory fee: \$125.

**ATEP 311. Summer Practicum III** **2 credits**  
A clinical/practicum course designed for an in-depth summer experience prior to the junior year of enrollment in the AT Program. Specific psychomotor skills and clinical proficiencies are required to be met during the student’s clinical education experience.

**ATEP 313. Therapeutic Modalities** **4 credits**  
The purpose of this class is to educate the student in the function and role of therapeutic modalities in the treatment of injuries. Actual application of course material will be reinforced through “hands-on” experience with a vast majority of modalities used in sports medicine today through the incorporation of laboratory experiences.

**ATEP 323. Therapeutic Exercise & Rehabilitation Techniques** **4 credits**  
This course deals with the theory and practice of therapeutic exercise and rehabilitation techniques as they relate to the physically active. Lecture and labs will be used to

demonstrate proper techniques typically administered to patients in the rehabilitative environment. Students are eligible to sit for the Corrective Exercise Specialist (CES) exam through the National Academy of Sports Medicine (NASM) upon successful completion of the course.

**ATEP 333. Pharmacology & Psychosocial Issues in Athletic Training**      **3 credits**

This course is designed to educate students on the pharmacokinetics and pharmacodynamics of medications used in the physically active individual and the psychological response to injury and interventions for the physically active individual, including substance abuse, mental health, and catastrophic injuries.

**ATEP 350. Special Topics**      **3 credits**

May be repeated a maximum of two semesters. Advanced study of topics not covered in regularly scheduled course. Delivered through directed study or specially scheduled lectures, depending on the topic. Prerequisite: Consent of instructor.

**ATEP 355. Motion Analysis in Athletics and Healthcare**      **3 credits**

This course will allow the student to study joint structure and motion as it relates to movement, strength training/conditioning, prevention and rehabilitation of injuries. The students will apply basic concepts to scenarios in the Sports Medicine/Athletic Training field. Students are eligible to sit for the Performance Enhancement Specialist (PES) exam through the National Academy of Sports Medicine (NASM) upon successful completion of the course. Prerequisites: BIOL 251/251L and 252/252L or BIOL 301/BIOL 301L and 302/302L. Pre or co-requisite: ATEP 370.

**ATEP 370. Physiology of Exercise**      **3 credits**

This course will provide the student with a base of knowledge on the physiological effects of exercise on the human body and its application across a variety of activities and disciplines. Prerequisites: BIOL 251/251L and 252/252L or BIOL 301/301L and 302/302L.

**Prerequisite for all 400 level ATEP courses is a “C” or better in all 300-level courses.**

**ATEP 401. Practicum V**      **4 credits**

A clinical/practicum course designed for students in their fifth semester of enrollment in the AT Program. Specific psychomotor skills and proficiencies are required to be met during the student’s clinical education experience. Prerequisite: C or better in ATEP 355 and ATEP 323. Laboratory fee: \$125.

**ATEP 402. Practicum VI**      **4 credits**

A clinical/practicum course designed for students in their sixth semester of enrollment in the AT Program. Students will work closely with a variety of medical professionals in the community to develop psychomotor skills and proficiency in general medical knowledge and skill. Students will explore and discuss critical questions and contemporary issues related to the profession. Specific psychomotor skills and proficiencies are required to be met during the student’s clinical education experience. Prerequisite: C or better in ATEP 413. Laboratory fee: \$125.

**ATEP 411. Summer Practicum IV** **2 credits**  
A clinical/practicum course designed for an in-depth summer experience prior to the final year enrollment in the AT Program. Specific psychomotor skills and clinical proficiencies are required to be met during the student's clinical education experience.

**ATEP. 413 General Medical Concerns of the Physically Active** **3 credits**  
This course is designed to discuss the common general medical concerns that may be encountered in the Sports Medicine/Athletic Training field. Advanced evaluation techniques will be demonstrated and practiced in the assessment of common injuries and conditions to the eye, ear, nose, throat, thorax, lungs, abdomen, heart, and the integument.

**ATEP. 452 Organization & Administration in Sports Medicine** **3 credits**  
This course is designed to for students related to the administration and organizational responsibilities in Athletic Training and healthcare. Topics and experiences include management theories, human resource management, financial resources management, facilities design/planning, information management, healthcare reimbursement, legal considerations, ethical practice, cultural competency, public relations, and professional development.

**ATEP. 475 Senior Thesis** **3 credits**  
This course is the culmination of the didactic and clinical education experiences from previous courses, including an exploration of the foundational behaviors within the profession. This course will also assist students in preparing for the BOC Examination  
Prerequisite: all 100, 200, and 300 level ATEP courses must be completed and/or consent of the Chair of the Department of Athletic Training. Laboratory Fee: \$125.

**ATEP. 498 Internship in Sports Medicine** **3 credits**  
This course will be designed and arranged to meet the individual needs and objectives of each student. Internship sites may include physical therapy departments, cardiac rehabilitation centers, health spas/ fitness centers, and private sports medicine clinics to name a few.

**ATEP 499. Independent Study in Sports Medicine** **1-3 credits**  
Students will be individually supervised in a research or field experience. Prerequisite: Junior or senior standing and permission of the discipline coordinator.

## **Biology (BIOL)**

**BIOL 126. Scientific Portfolio Writing Course** **1 credit**  
This portfolio class is designed for Biology, Pre-Pharmacy, and Pre-Professional Biology majors and will serve to facilitate student writing in the field of science. The portfolio will enable students to obtain the intermediate or mid-level writing icon. This icon will be achieved over a two-year period. It will be linked by science courses typically taken by students during their freshman and sophomore years. Prerequisites: BIOL 130, BIOL 215 or BIOL 224.

**BIOL 127 /127L. Microbiology for Allied Health Majors** **4 credits**  
A course intended for some majors in the health sciences. It provides an introduction to the microbes of clinical interest. Structure, function, and physiology of microbes and host interactions are stressed. These aspects form the basic foundation to introduce the principles of



isolation, identification, infection, pathogenesis, and virulence of microbes. Emphasis will be given to antimicrobial chemotherapy and clinically important microorganisms associated with human tissues. The laboratory will include microscopy, staining, and both physiological and serological methods of identification. Laboratory fee: \$50.

**BIOL 130/130. Introductory Biology for Majors**

**4 credits**

An introductory course in General Biology. It is intended for science majors. It is directed toward an understanding of the scientific method, the chemical basis of living organisms, the structure of cells (eukaryotic and prokaryotic), and the processes of life that constitute the functions of cells. Throughout the course the practical significance of material is highlighted to demonstrate the applications of basic knowledge and emphasize those components necessary for further study in the sciences. Laboratory fee: \$50.

**BIOL 215/215L. General Botany**

**4 credits**

A study of the structure and function of plant systems, reproduction, heredity, physiology, characteristics of the various plant groups, and ecological relationships. This learning experience is designed to foster a basic understanding of the concepts of biology as they relate to plants. Students are required to develop a basic research project and prepare a research paper on a topic relating to plants. Required of all majors and students electing to minor in Biology. Prerequisite: BIOL 130. Offered every spring semester. Laboratory fee: \$50.

**BIOL 224/224L. General Zoology**

**4 credits**

An introduction to the structure and function of animals, including a survey of the natural history of the important phyla. This learning experience is designed to foster a basic understanding of the concepts of biology as they relate to animals. Students are required to develop a basic research project and prepare a research paper on a topic relating to animals. Required of all Biology majors and students electing to minor in Biology. Offered every spring semester. Prerequisite: BIOL 130. Laboratory fee: \$50.

**BIOL 301/301L. Human Anatomy and Physiology for Majors**

**4 credits**

An in-depth study of human anatomy and physiologic processes. This course will include, but not be limited to the integumentary, skeletal, muscular, and nervous systems. These systems will be covered on a cellular, tissue, organ, and system level. This course will also include a 3 hour lab each week. The lab will include dissection of select organs. The lab will supplement and enhance the lecture material. The lab will also include application of the material from lecture. Offered every fall semester. Prerequisite: BIOL 130. Laboratory fee: \$50.

**BIOL 302/302L. Human Anatomy and Physiology for Majors**

**4 credits**

A continuation of BIOL 301. The remainder of the course will include but not be limited to the endocrine, cardiopulmonary, gastrointestinal, urinary, and reproductive systems. These systems will be covered on a cellular, tissue, organ and system level. This course will include a 3 hour lab each week. The lab will include dissection of select organs as well as dissection of a pig. The lab will also supplement and enhance the lecture material. Prerequisite: BIOL 301 or permission of the instructor. Offered every spring semester. Laboratory fee: \$50.

**BIOL 303. Medical Terminology****3 credits**

Medical Terminology for the Biology Major is designed for those students entering in any discipline in the healthcare field. This course will teach the students the language of medicine which will facilitate their post graduate education. The course covers medical terminology by covering the various systems of the body such as integument, cardiac, pulmonary, etc. Offered each Spring semester. Prerequisites: BIOL 301/302 or permission of instructor.

**BIOL 331/331L. Microbiology for Majors****4 credits**

This course is a general introduction to microbiology with a focus on prokaryotic organisms. Microorganisms to be examined include bacteria, viruses, and fungi. This class will cover a wide variety of topics including physiology, genetics, diversity, pathogens, biotechnology, and ecology. The laboratory will include microscopy, staining, and both physiological and serological methods of identification and independent research projects. Prerequisites: BIOL 130 and CHEM 102. Laboratory fee: \$50.

**BIOL 332/332L. Genetics****4 credits**

A study of Mendelian genetics, the laws governing inheritance, congenital human defects, and the statistical analysis of data collected. Discussions also include molecular genetics, and population genetics. Laboratory investigations of *Drosophila* provide students with opportunities to test various hypotheses and may be used to generate senior research projects to satisfy the capstone learning experience in science. Offered every spring semester. Prerequisites: BIOL 130, NSCI 220, BIOL 224 or BIOL 215. Laboratory fee: \$50.

**BIOL 333/333L. Immunology****4 credits**

A study of the principles of immunity, pathogenicity, virulence, and toxicities. Cellular and humeral immunity and the interaction of the two will be discussed and a thorough study of antigens, antibodies, and their reactions in vitro and in vivo are considered. The laboratory will emphasize the study and analysis of these reactions, their application to diagnosis, systematics, and principles of immunity. Offered every fall semester. Prerequisites: BIOL 130, NSCI 220, BIOL 224, BIOL 331. Laboratory fee: \$50.

**BIOL 361. Advanced Anatomy: The Circulatory System****2 credits**

Advanced Anatomy of the Circulatory System is an in depth study of the heart and blood vessels. The course will cover details of the circulatory system not included in standard undergraduate Anatomy and Physiology courses. The course is designed to be a preparatory for students entering medical school. Prerequisites: BIOL 301 and BIOL 302.

**BIOL 362. Advanced Anatomy: The Nervous System****2 credits**

Advanced Anatomy of the Nervous System is an in depth study of the brain, spinal cord, and peripheral nerves. The course will cover details of the nervous system not included in standard undergraduate Anatomy and Physiology courses. The course is designed to be preparatory for students entering medical school. Prerequisites: BIOL 301 and BIOL 302.

**BIOL 363. Advanced Anatomy: The Musculoskeletal Systems****2 credits**

Advanced Anatomy of the Musculoskeletal System is an in depth study of the muscles and their origin, insertion, innervation, blood supply, and action. The course will cover details of the nervous system not included in standard undergraduate Anatomy and

Physiology courses. The course is designed to be preparatory for students entering medical school. Prerequisites: BIOL 301 and BIOL 302.

**BIOL 370. Physiology of Exercise**

**3 credits**

This course will provide the student with a base of knowledge on the physiological effects of exercise on the human body and its application across a variety of activities and disciplines. Prerequisites: BIOL 251 and 252 or BIOL 301 and 302.

**BIOL 400/400L. Ecology**

**4 credits**

A study of living organisms in their natural environment, including their biological productivity, their effects on the environment, and its effect on them. Field trips are an essential part of this course. Students should be aware that this course may be physically demanding and may require overnight work and extended periods away from campus. Offered every other fall semester in odd numbered years. Prerequisites: BIOL 130 and BIOL 215 or 224. Laboratory fee: \$50.

**BIOL 420. Introductory Pathophysiology I**

**3 credits**

A study of the changes in normal function that occur in response to stress. The patterns of development of a diseased state will include the etiology of the disease and the ability of the human structure to maintain its homeostasis. Prerequisites: BIOL 130, BIOL 251 & 252 or BIOL 301 & BIOL 302. Offered every other fall semester in odd numbered years.

**BIOL 421. Introductory Pathophysiology II**

**3 credits**

A continuation of BIOL 420. A study of the changes in normal function that occur in response to stress. The patterns of development of a diseased state will include the etiology of the disease and the ability of the human structure to maintain its homeostasis. (Note: BIOL 420 is not a prerequisite) Prerequisites: BIOL 130 and BIOL 251 & 252 or BIOL 301 and BIOL 302. Offered every other spring even numbered years.

**BIOL 422/422L. Embryology**

**4 credits**

The morphology, developmental patterns, and mechanisms of cellular differentiation in human fertilization, implantation and embryo and fetus formation will be explored. Human reproductive systems will be reviewed and hormonal control mechanisms leading to gamete development will be discussed in depth. Laboratory exercises will examine the morphology of developing embryos and discussions of congenital malformations. Prerequisites: BIOL 130, NSCI 220, BIOL 224, BIOL 301 and BIOL 302. Laboratory fee \$50. Offered every spring of odd numbered years.

**BIOL 451/451L. Cell and Molecular Biology**

**4 credits**

An upper level class devoted to the study of molecular aspects of genetics and cell biology. In addition to basic cell biology, the course will introduce molecular genetics and regulation of prokaryotic and eukaryotic gene expression. Special consideration will be given to structure and function of genes and regulatory proteins. Laboratory emphasis will include basic techniques of gene technology such as: restriction mapping, cloning, polymerase chain reaction (PCR), electrophoresis and bacterial transformation. Prerequisites: BIOL 130, BIOL 331, CHEM 102, NSCI 220. Laboratory fee: \$50. Offered every Spring in even numbered years.

**BIOL 453/453L. Virology****4 credits**

The course is a general overview of the biology of viruses. Topics will include an introduction to the major classes of viruses, their distinct features, life cycles, and applicable diseases. The course will also investigate molecular aspects of viral replication and host's role during virus infection. Major emphasis will be placed on animal viruses. The course will include detailed investigation of current topics in the scientific literature including discussion of case studies. Prerequisites: BIOL 130, BIOL 331, CHEM 102, SPCH 103. Offered every spring odd numbered years.

**BIOL 495. Research in Science****3 credits**

The independent investigation of a topic in science. Used to satisfy the departmental research requirement of all science majors. Students must complete BIOL 495 before enrolling in BIOL 496. Registration for BIOL 495 requires the signature of the individual in charge of the BIOL 495 learning experience. This research experience allows the student to receive credit for conducting their research. Students taking this course will work with a faculty research mentor and will complete a formal research paper upon completion of the project. This course, along with BIOL 496 and 497 represents the capstone learning experience for the Biology Program. Offered each Fall semester. Prerequisites: Consent of the instructor, NSCI 220, BIOL 126.

**BIOL 496. Seminar in Science****1 credit**

The presentation of a seminar concerning the student's research experience. This course is taken during the spring semester of a students' senior year. Registration for BIOL 496 requires the signature of the individual in charge of the BIOL 496 learning experience and cannot be completed on-line. Students are required to demonstrate proficiency in communicating their research project orally to an audience, using electronic presentation software. During their presentation students may be questioned concerning all levels of outcomes in the Biology Program as part of a summative assessment of the student's progress. This course, along with BIOL 495 and 497 represents the capstone learning experience for Biology. Offered each Spring semester. Students are not permitted to take BIOL 496 until they have achieved a minimum grade of "P" in BIOL 495.

**BIOL 497. Science Research Portfolio****1 credit**

This course is the compilation of a portfolio about a students' capstone experience. It is taken during the spring semester of a students' senior year, concurrently with BIOL 496. This part of the capstone experience requires students to demonstrate proficiency in compiling a record of their experience in each of the sections that make up the capstone experience. Offered each Spring semester. Students are not permitted to submit their Research Portfolio unless they have successfully completed BIOL 496 with a minimum grade of "P".

**Business Administration (BUSI)****BUSI 151. Introduction to Business****3 credits**

A survey of business principles, practices and procedures. A background for subsequent specialized courses in economics, management, marketing and finance.

**BUSI 152. Business Careers****3 credits**

This course will allow students to gain knowledge of real world experiences and working conditions from speakers and mentors from local, regional, and national levels of top executives. This course will be a bridge experiences relating theory to practice in specific area of business administration and leadership.

**BUSI 201. Principles of Microeconomics****3 credits**

This course presents the fundamental principles of the microeconomic theory as applied to consumers, producers, and government. This includes how market demand and supply operate to determine price and output in various competitive and non-competitive conditions. Related topics include elasticity, consumer choice, production and costs, economic functions of government, externalities, and public goods.

**BUSI 202. Principles of Macroeconomics****3 credits**

This course is a study of macroeconomic principles as they relate to national economic goals. Topics include international trade, national income accounting, economic growth, inflation, employment, macroeconomic models of aggregate demand and supply, federal budget deficits, public debt, and an analysis of fiscal and monetary policy.

**BUSI 215. Business Software****3 credits**

This course is designed to look at how students can better utilize software – particularly, Excel, Power Point, and other presentation software – in presentations. The course will also introduce students to various pieces of web-based software. The course is offered each fall and spring semester.

**BUSI 231. Business Law I****3 credits**

History of the American legal system; introduction to the courts, dispute reconciliation, and functions of law; Constitutional law; criminal law; tort Law and products liability; warranty law; contract law, offer and acceptance, consideration, contractual capacity, legality of object, public policy, third-party rights and remedies; and agency law.

**BUSI 232. Business Law II****3 credits**

Forms of business organizations, partnerships, limited liability companies and corporate governance; employment law, worker protection, immigration law, labor law, sexual harassment, employment discrimination and retaliation, and human resources; real and personal property; bailments; landlord-tenant relations; insurance law; UCC Article 3 – commercial paper and negotiable instruments, holder in due course and liability and discharge; UCC Article 9 - secured transactions; and bankruptcy.

**BUSI 241. Business Writing****3 credits**

Business writing, forms and reports, with emphasis on different types of business letters and principles of correspondence. Prerequisite: COMM 102

**BUSI 316. Quantitative Methods for Management****3 credits**

Examination of principal tools including probability and distribution theory, queuing theory, simulation and inventory models. Includes microcomputer applications of these models. Prerequisite: MATH 121.

**BUSI 317. Business Statistics****3 credits**

This course introduces the student to the foundations of statistical analysis of data. The primary areas of emphasis are: sampling theory, summation of data (central tendency, variance, skewness), natural distribution of data (normal, binomial, Poisson), and statistical inferences from data (confidence intervals, hypothesis testing). The course will also examine relationships among paired data (regression, correlation) and non-parametric statistical measures. Prerequisite: MATH 121 or consent of instructor.

**BUSI 350. Special Topics****1-3 credits**

May be repeated a maximum of two semesters. Advanced study of topics not covered in regularly scheduled course. Delivered through directed study or specially scheduled lectures, depending on the topic. Prerequisite: Consent of instructor.

**BUSI 370. Issues in Capitalism****3 credits**

An introduction to the philosophy of objectivism. The student will learn objectivist theory as well as contrasting theories of capitalism.

**BUSI 407. International Business: Problems and Opportunities****3 credits**

Exploration of the various factors influencing the global business environment. Pitfalls to be avoided and suggestions for effective management of international and multinational enterprises will be discussed. Prerequisites: MRKT 321 and FINA 312.

**BUSI 450. Business Policy****3 credits**

A senior course focusing on the integration of the various areas of business functions. Particular emphasis will be placed on decision-making, corporate policy and strategy formulation and implementation, and the relationship between the corporate and socioeconomic setting. Prerequisite: Senior status, MGMT 311, MRKT 321, FINA 312.

**BUSI 460. Business, Government and Society****3 credits**

Illustration and discussion of the problems and practices of contemporary management utilizing cases in the classroom. Faculty and students share perceptions of a particular management subject, their philosophy regarding the issue, and the decisions and problems inherent thereto. Junior or Senior business majors only.

**BUSI 498. Business Internship****1-6 credits**

This course allows students an opportunity to apply the knowledge they have developed in various business courses to a real world business setting. Prerequisites: Seniors in Business Administration, or Juniors by recommendation of the major advisor.

**Chemistry (CHEM)****CHEM 100/100L Introductory Chemistry****4 credits**

CHEM 100 provides an introduction to the study of the physical and chemical behavior of matter. Topics include: measurements, atoms and elements, compounds and their bonds, chemical quantities and reactions, gases, solutions, acids and bases, and nuclear radiation. Emphasis will be placed on the chemistry of everyday life. This course is also geared to those interested in pursuing a career in health professions such as nursing. The course consists of three one-hour lectures and one three-hour laboratory per week. Lab Fee: \$50. Taught each Spring.

**CHEM 101/101L. General Chemistry I****4 credits**

An introduction to the quantitative study of the physical and chemical behavior of matter. Major topics include: matter and measurement, atoms, ions and molecules, chemical formulas, equations, and moles, reactions in aqueous solution, periodicity and atomic structure, ionic and covalent bonding, molecular structure, chemical energy, and gases and their behavior. Three 50-minute lectures plus one three-hour lab per week.

Prerequisite: MATH 120 or ACT Math 21 or SAT Math 540 or CHEM-100. Laboratory fee \$50. Taught each Fall and Summer.

**CHEM 102/102L. General Chemistry II****4 credits**

A continuation of CHEM 101 with the major topics being liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium acids, bases, aqueous equilibrium, electrochemistry and nuclear chemistry. These topics, in addition to the material covered in CHEM 101, will provide students with a very good chemistry background for graduate entrance exams such as the PCAT, MCAT, DAT, and GRE.

Three 50-minute lecture plus one three-hour laboratory per week. Prerequisite: pass CHEM 101 with C or higher. Laboratory Fee: \$50. Taught each Spring and Summer.

**CHEM 201/201L. Organic Chemistry I****4 credits**

A careful study of the principles of organic chemistry focusing on structure and fundamental chemical properties of the common types of organic compounds. Three lecture hours and three lab hours per week. Prerequisite: CHEM 102. Laboratory fee \$50. Taught each fall.

**CHEM 202/202L. Organic Chemistry II****4 credits**

A continuation of CHEM 201, which is a pre-requisite. The emphasis is placed on reaction mechanisms and synthetic methods. Three lecture hours and three lab hours per week. Prerequisite: CHEM 201. Laboratory fee \$50. Taught each spring.

**CHEM 251/251L. Quantitative Analysis****4 credits**

The course consists of the study of wet chemical quantitative analysis techniques of “real world” samples. Topics include measurements, gravimetric and combustion analyses, a deeper look at acids and bases, buffers, chemical equilibria, acid-base, compleximetric, and redox titrations, and electrochemical probes. Three 50-minute lecture hours plus one three-hour lab per week. If there is a conflict with the lab time and another course, an alternate lab time can be found to meet student availability. Prerequisite: CHEM 102. Laboratory fee: \$50.00. Taught each Fall.

**CHEM 322. Inorganic Chemistry****3 credits**

A systematic study of selected topics in inorganic chemistry including an introduction to material of a mathematical-theoretical nature. Three lecture hours per week.

Prerequisites: CHEM 202, CHEM 251, and MATH 201. Taught spring semester.

**CHEM 325L. Laboratory Analysis Techniques****2 credits**

This laboratory seminar will provide students the opportunity to gain hands-on experience. Students will independently develop an analytical method using chemical instrumentation available in the Chemistry Program. The student will then present their research project at the University of Charleston’s Academic Showcase. One 90-minute seminar and one to two lab sessions per week. Lab time is flexible and scheduled to meet



student availability. Pre-requisite: CHEM 251 or CHEM 362. Co-requisite: CHEM 362. Laboratory fee \$50.

**CHEM 362/362L. Instrumental Analysis** **4 credits**

A study of the advantages and the limitations of the use of laboratory instrumentation for solving “real world” problems using chemical analysis. Included are UV-Vis spectrophotometry, FTIR spectrophotometry, atomic spectroscopy, gas chromatography, liquid chromatography, and mass spectrometric techniques. Real-world analysis issues of sampling, calibration, and quality assurance will be discussed. Two 75-minute lectures plus one three-hour lab per week. If there is a conflict with the lab time and another course, an alternate lab time can be found to meet student availability. Prerequisite: CHEM 102. Laboratory fee: \$50. Taught each spring.

**CHEM 410/410L. Biochemistry** **4 credits**

This course provides an overview of biochemistry which stresses the organic and physical chemical basis for biological reactions, beginning with amino acids and building an understanding of protein structure. The course content expands to cover enzyme catalysis and kinetics, metabolism, carbohydrate and protein biosynthesis and the structure and function of DNA and RNA. Four lecture hours per week. Prerequisite: CHEM 202. Taught fall semester.

**CHEM 411. Advanced Organic Chemistry** **3 credits**

A review of the fundamental reactions of some of the main types of aliphatic, aromatic, alicyclic, and heterocyclic compounds and the solution of a variety of problems with emphasis on structural theory and reaction mechanisms. Three lecture hours per week. Prerequisite: CHEM 202. Taught spring semester.

**CHEM 412/412L. Physical Chemistry I** **4 credits**

A study of the properties of matter, thermodynamics, thermochemistry, chemical equilibria, chemical reactions and solutions. Three lecture hours and three lab hours per week. Prerequisites: CHEM 202, PHSC 202, and MATH 201. Laboratory fee: \$50. Taught fall semester.

**CHEM 413/413L. Physical Chemistry II** **4 credits**

A study of chemical kinetics, quantum theory, molecular spectroscopy and its applications to atoms and molecules, and statistical mechanics. Three lecture hours and three lab hours per week. Prerequisites: CHEM 202, PHSC 202, and MATH 201. Laboratory fee: \$50. Taught spring semester.

**CHEM 420. Advanced Biochemistry** **3 credits**

An in-depth study of biochemistry in the following topics: Biophysical and bioinorganic chemistry, ultrafast dynamics of proteins and heme proteins and their physiological consequences, special enzymes and enzymatic regulation, metabolism of special biomolecules and related medical applications, NO (nitric oxide) biochemistry, cytochromes-mediated electron transportation, and effect of free radicals on living systems. Three lecture hours per week. Prerequisite: CHEM 410.

**CHEM 494. Proposal Writing in Chemistry** **1 credit**

This course prepares a student to complete a research proposal in chemical science and is used to satisfy the program requirements in the chemistry major and the chemistry-



biology dual major. Students should register for this course in the fall semester of their junior year. CHEM 494 must be completed before a student will be allowed to take CHEM 495. Students taking this course will consult with a faculty research advisor on the project prior to their proposals. This course, along with CHEM 495, 496, and 497, represents the capstone learning experience for the chemistry major and the chemistry-biology dual major. Prerequisite: CHEM 202 and CHEM 251. Taught fall semester.

**CHEM 495. Research in Chemical Science** **3 credits**

The investigation of a topic in chemical science under the supervision of a chemistry faculty member. Used to satisfy the program research requirement of the chemistry major and the chemistry-biology dual major. Students must complete CHEM 495 before enrolling in CHEM 496. Registration for CHEM 495 requires the signature of the individual in charge of the CHEM 495 learning experience and cannot be completed online. This research experience allows the student to receive credit for conducting their research. Students taking this course will work with a faculty research advisor and will complete a formal research paper upon completion of the project. The completed research papers will be published on the school's web page. This course, along with CHEM 494, and 496 represents the capstone experience for the chemistry major and the chemistry-biology dual major. Co-requisite: CHEM 494. Taught fall semester.

**CHEM 496. Seminar in Chemical Science** **1 credit**

The presentation of a seminar about a student's chemical research experience. This course is taken during the spring semester of a student's senior year. Students are required to demonstrate proficiency in communicating their research project orally to an audience, using electronic presentation software. This course, along with CHEM 494, 495, and 497, represents the capstone learning experience for the chemistry major and the chemistry-biology dual major. Students are not permitted to take CHEM 496 until they have passed CHEM 495. Taught spring semester.

**Colleague (COLL)**

**COLL 101. The Inner Life of the Leader** **2 credits**

While some believe that a critical part of leadership is knowing who you are leading, many others firmly believe that to lead effectively, you must first know yourself. This course explores that idea. *The Inner Life of a Leader* is the first of a series of courses designed specifically for Welch Colleague students. COLL 101 will introduce students to the relationship of self-awareness to effective leadership through a variety of experiences. Guest lecturers, case studies, current event analysis, and classroom exercises provide the backdrop for a detailed examination of the relationship between self-understanding and leadership.

**COLL 102. Leadership Theory and Practice** **2 credits**

Students will examine behavior science concepts and research findings related to leadership theory and implementation. Participants will study current literature and other media related to leadership and apply those ideas, theories, and opinions to course discussions, cases, individual presentations, and other activities. This course is designed to be appropriate for freshman Welch Colleague students who have exhibited leadership qualities, above average scholastic achievement, and a propensity for intellectual inquiry.

**COLL 201. Moral Issues in Leadership****2 credits**

This interdisciplinary course will explore moral issues and their relationship to effective leadership. This highly interactive course will seek to fuse theory with practice as ethics will be formally introduced within a practical paradigm for decision making. This course will consider the relationship of personal worldview to ethics, inner drives and leadership, supervisory issues, trans-ethical motivation, modern Gnosticism, power/control, conflicts in leadership, and the shadow side of leadership.

**COLL 202. Organizational Behavior****3 credits**

Behavioral science concepts and research findings directed toward understanding human behavior within organizations. This behavior is considered as a function of the individual, the groups within which they interact and the structure of the larger organization within which they operate.

**COLL 398. Philosophy of Leadership/Internship I****2 credits**

This course is designed to provide students with an opportunity to formulate their own philosophy of leadership. By combining learned leadership theories and personal reflection from the internship experience, students will construct a comprehensive model for effective leadership that is theoretically and practically sound. Students will meet once a week throughout each semester in a seminar format. Taught each fall.

**COLL 399. Philosophy of Leadership/Internship II****2 credits**

This course is designed to provide students with an opportunity to formulate their own philosophy of leadership. By combining learned leadership theories and personal reflection from the internship experience, students will construct a comprehensive model for effective leadership that is theoretically and practically sound. Students will meet formally two times throughout each semester in a seminar format. The successful completion of a Personal Philosophy of leadership weekly reports, and an Internship (80 hours) at a local non-profit agency will serve as the culminating experiences of this course. Taught each spring.

**COLL 498. Organizational Intervention Project I****2 credits**

This capstone course will require students to apply all of their acquired knowledge and experiences into a strategic formula to help cultivate significant organizational change within a nonprofit entity. Students will be expected to combine theory with practice that demonstrates mastery of the Welch Colleague curriculum and provide a tangible solution to a noteworthy issue within the organization. Students will meet formally as a group two times per semester and one time per month with the Director of the Welch Colleague Program. Taught each fall.

**COLL 499. Organizational Intervention Project II****2 credits**

This capstone course will require students to apply all of their acquired knowledge and experiences into a strategic formula to help cultivate significant organizational change within a nonprofit entity. Students will be expected to combine theory with practice that demonstrates mastery of the Welch Colleague curriculum and provide a tangible solution to a noteworthy issue within the organization. Students will meet formally as a group two times per semester and one time per month with the Director of the Welch Colleague Program. Taught each spring.

## Communication (COMM)

**COMM 101. Freshman Writing I** **3 credits**  
Designed to allow students to demonstrate analytical thinking and writing.

**COMM 102. Freshman Writing II** **3 credits**  
Continuation of COMM 101, culminating in a research paper.

## Criminal Justice (CRJS)

**CRJS 101. Introduction to Criminal Justice** **3 credits**  
Students learn the history, organization, and functions of various components of the criminal justice system. The focus is on the interrelationships among law enforcement agencies, prosecution, courts, correctional processes and institutions, probation, parole, juvenile justice, and other officials and their agencies.

**CRJS 242. Introduction to Law Enforcement** **3 credits**  
This course discusses the philosophical and historical background, constitutional limitations, objectives, and processes in the enforcement of the law. Students discuss and evaluate the nature and responsibilities of policing, including police accountability, civil liability, and multicultural issues.

**CRJS 260. Terrorism and Homeland Security** **3 credits**  
This course provides a definition, overview, and analysis of terrorism and examines the causes of terrorism, including religious, political, and social overtones. It also provides an overview of domestic and international terrorism, responding to terrorism, and efforts to prevent terrorism.

**CRJS 331. Criminal Procedure** **3 credits**  
This course studies the historical development and court interpretations of the Bill of Rights as each relates to the issues of arrest, search, and seizure. It includes legal theories and practices of the criminal justice system from arrest through release of the criminal offender.

**CRJS 356. Criminal Law** **3 credits**  
This course examines the history and development of criminal law, elements of a crime; parties to a crime; types of offenses; and scope, purpose, and definition of criminal offenses. Students also study general principles of substantive criminal law through analysis of judicial opinions and text.

## Cyber Security (CYBR)

**CYBR 310X. Cyber Security Strategy** **3 credits**  
This course is designed to provide an overview and understanding of established cyber security strategy as well as provide students with the opportunity to engage in strategic decision making in the context of cyber security. The course will assess current threats in varying contexts including conducting a threat or vulnerability assessment for a non-profit or government service organization, as well as evaluate current methodology and approaches to pave the way for the development and implementation of cyber security strategy at the organization or corporate level.

**CYBR 320X. Ethical Hacking & Countermeasures** **3 credits**  
This course immerses the students into a hands-on environment where they will be shown how to conduct ethical hacking. They will be exposed to an entirely different way of achieving optimal information security posture in their organization; by hacking it! They will scan, test, hack and secure their own systems. (EC Council)

**CYBR 330X. Certified Incident Handler** **3 credits**  
This course is designed to provide the fundamental skills to handle and respond to the computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students will learn how to handle various types of incidents, risk assessment methodologies, and various laws and policy related to incident handling. (EC Council)

**CYBR 340X. Certified Security Analyst** **3 credits**  
This course will prepare students to master a documented penetration testing methodology that is repeatable and that can be used in a penetration testing engagement, globally. Additionally, students will gain the practice to explain highly technical findings in an elaborate penetration testing engagement in the form of a report or other writings. (EC Council)

**CYBR410X. Systems Security Certified Professional** **6 credits**  
This course provides an opportunity to tackle the operational demands and responsibilities of security practitioners, including authentication, security testing, intrusion detection/prevention, incident response and recovery, attacks and countermeasures, cryptography, malicious code countermeasures, and more. (ISC2)

**CYBR440X. Advanced Security Trends** **3 credits**  
The goal of this course is to develop critical thinkers who focus on selected research on security topics and trends for solutions to real world security related problems. The course is structured as a research seminar where students research a weekly topic and develop/present research papers. Topics may include government security trends, for profit and nonprofit trends, international security trends, attacks, encryption, protection of private information, covert channels and other current selected topics based on current events in security.

**CYBR450X. Cyber Security Capstone** **3 credits**  
This course is a culminating, project-based experience that requires integration of previous knowledge and the implementation of learned techniques. Students will individually select, research, and implement a rigorous service-based cyber security project demonstrating program outcomes at the advanced level.

## **Education (EDUC)**

**EDUC 100. Introduction to Education** **3 credits**  
This course is an introduction to the education profession and is designed to familiarize prospective educators with the work of the K-12 teacher and community educator. The content of the course provides students with a comprehensive examination of three main factors that affect the work of an educator: (1) students and the social issues they bring with them to schools, (2) curriculum and instruction, and (3) organizational structures,

governance and school law. Candidates will explore their own interests in the field of education by relating it to their personal educational experiences. Public school field experiences (20 hours) introduce students to a range of educational levels, a variety of multi-cultural and socio-economic settings, and diverse student populations. This course is offered every fall.

**EDUC 203. Survey of Students with Exceptionalities** **3 credits**

This online course provides an overview of historical perspectives and current practices in special education. Units of study include definitions, characteristics, prevalence, assessment, and placement issues for specific disabilities and giftedness. The course also emphasizes multicultural, age, and familial considerations for students with exceptionalities. Strategies for improving the learning and behavior of students with exceptionalities are introduced. Candidates spend 20 hours in a special education setting.

**EDUC 204. The Inclusive Classroom** **3 credits**

This online course emphasizes procedures and strategies for including students with exceptionalities and culturally diverse learners in the general education classroom and other learning settings. Candidates are introduced to the concepts of universal design for learning, understanding by design, culturally responsive teaching. Candidates also create lesson plans that include all learners. The course emphasizes collaborating effectively with professionals and family members to meet individualized education plan goals and objectives in the general classroom. As a service-learning intensive course, students spend 20 hours in public school and/or community inclusive settings.

**EDUC 250. Technology in the Schools** **3 credits**

Candidates learn computer and other technology applications for the field of education. The course emphasizes integrating multimedia and the internet to improve teaching and learning, providing assistive and adaptive technology for the inclusion of students with exceptionalities, culturally diverse learners, and making ethical decisions for technology usage. This class is taught in an online format.

**EDUC 299. Theories of Learning and Teaching** **3 credits**

This course is an examination of developmental, cognitive, motivational, social, psychological, and constructivist theories of learning. Units of study adapt the principles of educational psychology to the learning-teaching concepts related to understand students and effective instruction. Pre-requisite: PSYC 212. This course is offered every spring.

*Only students who have been formally accepted into the Education Department or who have special permission from the Chair of the Education Department may enroll in the courses listed below:*

**EDUC 300. Children's Literature** **3 credits**

This online course focuses on exploring and evaluating a variety of authors, illustrators, and books related to children's literature. Candidates will become familiar with different genres, evaluate and select appropriate literature to meet individual student needs, and recognize how children's literature can be implemented across the curriculum. Candidates will develop and implement K-6 learning events to engage and motivate students to become lifelong readers.

**EDUC 311. Assessment and Diagnosis****3 credits**

This course examines the design, production, application, and scoring of teacher-made and standardized tests with norm-referenced and criterion-referenced measurements. Attention is given to planning assessments for units, incorporating technology for assessment and scoring, and developing authentic assessments and rubrics. The course includes fundamental descriptive statistics needed for interpreting tests scores of students with and without exceptionalities. Multicultural issues in assessment are emphasized.

**EDUC 320. Integrated Methods****3 credits**

This course is a detailed analysis of instructional planning, teaching methodologies and classroom management as they apply to the learner, content, and context of classrooms. Emphasis is given to integrated planning, meeting the needs of diverse students, and the use of appropriate methods, materials and evaluation instruments. An extensive field experience in a public school setting (20 hours of teaching and observation) is coordinated with the course. Pre-requisite or Co-requisite: EDUC 299.

**EDUC 325. Reading in the Content Area****3 credits**

This course is an exploration of how students comprehend and learn with text and how teachers can assist them in these processes. Topics covered include the meaning of comprehension, assessment of student reading skills, study skills, and specific teaching strategies for disciplines in middle and secondary schools. Candidates will be given the opportunity to explore, model and practice various strategies. A 20 hour public school field experience is required. Note: This course is only required for Secondary Special Education majors. Pre-requisite or Co-requisite: EDUC 320

**EDUC 330. Positive Behavioral Support****3 credits**

Candidates discover how and why students experience issues with inappropriate behavior and identify behavioral needs through functional behavioral assessment. Candidates learn the significance of a supportive classroom environment that encourages positive behavior, enhances self-esteem, and provides clear, consistent behavioral expectations. The course provides instruction in problem solving, conflict resolution, social skills, and behavior modification. The course also highlights the importance of including family and others in planning behavioral interventions. During this course, candidates create an Eligibility/Evaluation of Services, Individualized Education Program, a Social Skills Unit, a Functional Behavior Assessment, and a Behavior Modification Portfolio. Candidates also spend 20 hours in a special education setting working with students who have behavioral disorders. Pre-requisites: EDUC 203 and EDUC 204. Offered in rotation with EDUC 340 and EDUC 360.

**EDUC 340. Collaboration in the Schools****3 credits**

Candidates learn strategies for encouraging collaboration among professionals, families, and students. The course provides instruction in active listening, problem solving, conflict resolution, cooperative learning, and understanding multicultural perspectives. Principled living and ethical decision-making are emphasized as foundational to effective collaboration. During this course, candidates create an Eligibility/Evaluation of Services, Individualized Education Program, Social Skills Plans, Assistive Technology Checklist, and Collaboration Plan. Candidates will have the opportunity to teach and assess students with high incidence disabilities during this 20 hour field experience. Knowledge of

disability characteristics and inclusion strategies is assumed. Pre-requisites: EDUC 203 and 204. Candidates will have the opportunity to teach students with mental impairments during this 20 hour field experience. Pre-requisites: EDUC 203 and EDUC 204. Offered in rotation with EDUC 330 and EDUC 360.

**EDUC 350. Special Topics**

**3 credits**

The course is offered in response to departmental needs. The content may vary depending on the education topic selected.

**EDUC 360. High Incidence Disabilities**

**3 credits**

This course addresses the academic and behavioral needs of students with high incidence disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorder, mild mental impairments, and behavioral disorders. Emphasis is placed on developing reading, oral and written language, and mathematical skills. During this course, candidates create an Eligibility/Evaluation of Services, Individualized Education Program, 504 Plan, Ideal Inclusive Environment Case Study, Assistive Technology Checklist, and Collaboration Plan as well as a Behavior Modification Plan and Social Skills Lesson Plan. Candidates will have the opportunity to teach and assess students with high incidence disabilities during this 20 hour field experience. Knowledge of disability characteristics and inclusion strategies is assumed. Pre-requisites: EDUC 203 and 204. Offered in rotation with EDUC 330 and EDUC 340.

**EDUC 372. Fundamentals of Reading Instruction**

**3 credits**

This course focuses on the physiological, psychological, educational, and sociological factors underlying the development of reading skills. In addition to an examination of curriculum, instructional strategies, methods, and materials used for teaching reading, the course provides a background of the Saxon phonics methodology. The course is taken concurrently with EDUC 374. Pre-requisite or Co-requisite: EDUC 320.

**EDUC 374. Clinical Practice/Reading Diagnosis**

**3 credits**

The course focuses on the identification of reading difficulties, diagnostic techniques, preventive and prescriptive methods and materials for reading instruction. This course is a supervised teaching field experience in a local elementary school which provides candidates with the opportunity to learn and demonstrate the understanding of diagnosis of reading skills, test administration, and interpretation and evaluative follow up. The course is taken concurrently with EDUC 372.

**EDUC 378. Elementary Integrated Methods**

**6 credits**

The course focuses on curriculum, instructional methods, assessment, and materials needed for effective instruction in language arts, social studies, and science. All learning experiences are connected to state and national standards and to Praxis content outcomes in each of the content areas. Teacher candidates will participate in both class sessions and on-site field experience learning. Candidates complete 20 hours or more of field experience during this course. Pre-requisite or Co-requisite: EDUC 320.

**EDUC 422. Student Teaching in Special Education**

**6 credits**

Students spend 14 weeks full-time with a public school special education teacher who has inclusion and resource room responsibilities and at least 3 years' experience. Initial



experiences include classroom observations with responsibilities for planning and teaching gradually added. This course is taken concurrently EDUC 496 and EDUC 497.

**EDUC 496. Seminar for Student Teaching/Internship** **2 credits**

This seminar course is a senior capstone experience that includes weekly meetings. Its purpose is to guide student teacher/interns in fulfilling the University's Senior Capstone Assessment requirement for student teaching/internship portfolio, action research, and reflection. It is taken in conjunction with EDUC 422, 497 or 498 and directly involves the teacher candidate/intern in field placements in an accredited school/community placement under the direction of a cooperating teacher/mentor and a University of Charleston supervisor. As a capstone experience, these combined courses provide a venue for creating and presenting professional projects that demonstrate student abilities to meet UC Department of Education outcomes while reflecting in a collaborative manner.

**EDUC 497. Student Teaching in the Content Areas** **6-12 credits**

As the culminating field experience, the full semester, full-time practicum taken in conjunction with EDUC 496 is devoted to student teaching in an accredited school. The placement begins with initial observations of the classroom and planning with an experienced (3 years or more) licensed K-12 teacher to prepare the candidate for this placement. Information learned from the experience will be used in the accompanying EDUC 496 course activities. This course may be taken concurrently with EDUC 422.

**EDUC 498. Internship in Educational Studies** **12 credits**

As the culminating field experience, this full semester, full-time practicum taken in conjunction with EDUC 496 is devoted to an internship at a school, community, social or educational service agency or organization. Initial activities include observations with responsibilities for planning and teaching or training gradually integrated into the experience. Responsibility for service/skills plans, lesson plans, instruction, training, and/or workshops is gradually assumed until the candidate has complete responsibility of the professional's role (according to the policies of the school, agency or company) full time for four weeks.

**EDUC 499. Independent Study** **1-6 credits**

This course is an independent study of some aspect of professional education that is open only to Education majors who have completed 12 semester credits of professional education courses. Approval of the Chair of the Education Department is required.

**English (ENGL)**

**ENGL 202. British Literature Survey: Beowulf to 1798** **3 credits**

A survey of British literature beginning with Beowulf and ending at the end of the eighteenth century, focusing on major authors, trends and genres, including lyric poetry, sonnets, drama, epic, essay, and fiction. The course includes female authors. Addresses English Outcomes #2, 3a, 3e, 4.

**ENGL 203. British Literature Survey: Romanticism to 20th Century** **3 credits**

A survey of the major authors, trends, and genres of British literature of the nineteenth and twentieth century's, including the Romantic Movement, the development of the



novel, prose forms, and changes in poetic structures. The course includes female authors and some minority authors. Addresses English outcomes #2, 3a, 3e, 4.

**ENGL 223. American Literature Survey I** **3 credits**

A survey of American Literature from the colonial period to the American Renaissance in the 19<sup>th</sup> Century, focusing on major trends and genres, including poetry, travel narratives, captivity narratives, and early fiction. The course includes female authors, African-American authors, and Native American authors. Addresses English outcomes #1, 3, and 4.

**ENGL 224. American Literature Survey II** **3 credits**

A survey of American literature from the Civil War to the 21<sup>st</sup> Century, focusing on major trends and genres, including Realist and Naturalist novels, modern fiction, and experimental poetry. The course includes female authors, African-American authors, and Native American authors. Addresses English outcomes #1, 3, and 4.

**ENGL 230. Western World Literature** **3 credits**

A survey of the major works of the Western literary tradition, including literature from Greece, Rome, Latin America, and Continental Europe from ancient times to the present. The course focuses on the development of poetry, drama, epic, essay, and short fiction. Addresses English outcomes #1,2,3c,3e.

**ENGL 231. Non-Western World Literature** **3 credits**

A survey of the major literary traditions of several non-western cultures, including Africa, Asia, India, and the Middle East from ancient times to the present. The course focuses on the development of poetry, the novel, drama, epic, essay, and short fiction. Addresses English outcomes #1, 2, 3d, 3e.

**ENGL 241. Business Writing** **3 credits**

Business writing, forms and reports, with emphasis on different types of business letters and principles of correspondence. Prerequisite: COMM 102. (See BUS 241).

**ENGL 302. Literary Criticism** **3 credits**

Critical approaches to analyzing and writing about literary and nonliterary texts and non-print media in their historical/cultural contexts. Students will learn the major concepts and terms of literary criticism and theory and learn to analyze a wide variety of texts, including literary works (poetry, drama, novel), nonliterary texts, film, advertisement, and prints. Addresses English outcomes #1, 2, 3a, 3b, 3e, 3f, 4.

**ENGL 307. Appalachian Literature** **3 credits**

A concentrated study of Appalachian literature from the 17<sup>th</sup> Century to 20<sup>th</sup> Century, including frontier literature, mountain poetry, and nature writing. The course includes Native American stories from Appalachia and female authors. Addresses English outcomes #1, 2, and 3.

**ENGL 309. Poetry of War** **3 credits**

The course consists of a focused study of the way that war has been put into poetry throughout time and in multiple wars. The course includes a focused study of long books of poetry by Walt Whitman and Herman Melville, as well as shorter, individual poems by Chinese, American, and British writers.

**ENGL 312. Shakespeare****3 credits**

Provides the student with an overview of Shakespeare, his life, works, and theatre, with a particular look to the historical, literary and dramatic context. Students will examine specific plays in order to develop analytical skills applicable to Shakespearean drama. Addresses English outcomes #1,2,3a, 4.

**ENGL 315. Linguistics****3 credits**

An introduction to the field of Linguistics with particular attention given to the history of the English language, an analysis of how language structures meaning in society, and the structure and grammar of English. Addresses English outcomes #1,2,4; Writing Outcome #1.

**ENGL 320. Multi-ethnic Literature****3 credits**

An in-depth study of the fiction and poetry of minority writers of the United States and Britain, including Asian-American, Native-American, African-American, Hispanic, Caribbean, and gay and lesbian writers. Addresses English outcomes # 1,2, 3b,3e,3f

**ENGL 326. Literature and Gender****3 credits**

Focuses on women writers or images of women in literature during a specific time period or according to a particular theme, style, or genre. The course may also address the issue of gender in an interdisciplinary format that allows students to understand how gender shapes our identity in larger social structures. Addresses English outcomes #1, 2, 3a, 3b, 3e, 3f, 4.

**ENGL 330. Studies in Period****3 credits**

Concentrates on a major period in British and/or American literature, such as the Medieval period, the Renaissance, the Eighteenth century, the Romantic period, the Nineteenth century, and the Twentieth century. Each course will focus on one or more of the cultural, literary, and historical issues of a specific period. Addresses English outcomes #1, 2, 4.

**ENGL 335. Drama****3 credits**

A survey of dramatic writing in the context of its historical development, with special attention given to recurring themes, such as tragedy, styles, and characters. A variety of British, American, World, female, and minority authors will be covered. Addresses English outcomes #1,2,3a,3b,3c,3d.

**ENGL 336. Literature and Film****3 credits**

The course examines the way in which literature has been adapted to film and the ways in which audience, purpose, and language of the written text are adopted, changed, or reworked to reflect certain social, political, or economic contexts. Prerequisite: COMM 101, COMM 102.

**ENGL 340. Creative Writing****3 credits**

An introduction to the elements and form of creative fiction, including plot and character development, style, tone, and point of view. Addresses English outcome #2.

**ENGL 345. Advanced Writing****3 credits**

An advanced composition course in which students will develop and practice their writing skills using a variety of rhetorical modes, including narration, description, and exposition. Students will learn that by controlling the writing process itself, they can shape their ideas and

participate in various cultural conversations. Students will learn how notions of literacy are evolving in our technological age, and how they can adapt to meet these challenges by learning to write for the electronic environment. Addresses English outcomes #1, 2, 4. Addresses Language Arts outcomes #1 and Writing Outcomes #1, 2.

**ENGL 346. Workshop in Writing and Rhetoric**

**3 credits**

Presents a survey of composition theory. Helps students to enhance their writing abilities while preparing them to serve as resource consultants in the University's Communication Resource Center (CRC) and other community venues. Students are required to tutor 30 hours a semester in the CRC. Prerequisite: ENGL 345

**ENGL 350. Special Topics**

**3 credits**

An in-depth study of a literary movement, writer, theme, or genre of current or special interest.

**ENGL 355. Internet Communication**

**3 credits**

Focuses on various rhetorical strategies for writing in online environments, including web-page design, storyboarding, and digital narratives for various audiences. Addresses English outcomes #1, 2. Addresses Writing Track outcomes #1, 2.

**ENGL 360. Harry Potter**

**3 credits**

In this course, we will examine and analyze several themes in all seven novels, including coming of age, ethical issues, imagination and personal freedom, the nature of evil in literature, aspects of race, class, and gender, and the cultural impact of the series.

**ENGL 361. The Eagle**

**3 credits**

This course is a practicum course that is centered around students creating the school newspaper, 'The Eagle.' This one-credit course emphasizes independent work and creativity towards creating this newspaper. Students work on writing articles and the art of editing while also learning the expectations of journalistic writing.

**ENGL 405. Senior Capstone in English**

**3 credits**

The Senior Capstone course is a directed study with the student's English advisor. The Capstone is designed to be a flexible experience that can include a research project, portfolio, or creative project. The evaluation of the Capstone experience includes the student's English advisor and at least one other English faculty member. The student must create a proposal of the project subject to approval by the advisor. The Capstone must be completed at the end of the student's next-to-last semester. Any revisions to the project must be completed at least one month before the end of the student's last semester.

**ENGL 499. Independent Study**

**3 credits**

An in-depth study of a period, author, or topic. Open only to English majors who have completed 12 credits of 300-level or above courses in English. Requires approval of advisor, program coordinator, and department head. Cannot be used as a substitute for required English courses.

## English as a Second Language (ENSL)

### ENSL 095. High Intermediate English

6 credits

This course is designed to help students develop their oral and written communication skills and to improve their English reading comprehension. Students discuss various topics and practice effective and accurate English communication using proper grammar. The intention is for students to develop an academic vocabulary as well as critical thinking. Students will be placed in this course based upon results from an English Placement Test, and a written essay. *This course is limited to students whose first language is not English.*

### ENSL 096. Advanced English

4 credits

In this course, students practice listening, speaking, reading, and writing to become more fluent in spoken English. The course addresses improvement in oral skills needed for class discussions and presentations, and aims to give students practice in writing clear and effective college-level English. Students also develop academic vocabulary and lecture note-taking skills. Students will be placed in this course based upon results from an English Placement Test, and a written essay. *This course is limited to students whose first language is not English.*

### ENSL 097. English Conversation

3 credits

This course is designed to help students communicate more effectively and confidently in spoken English. The course addresses improvement in oral skills needed for class discussions and presentations. Students also have opportunities to develop their vocabulary and grammar skills as well as practice pronunciation through group exercises. *This course is limited to students whose first language is not English.*

### ENSL 098. Academic Reading and Writing

3 credits

This course aims to give students practice in writing clear and effective college-level English through practice in generating ideas, drafting, revising, and editing. Students explore the development and structure of sentences, paragraphs, and essays while learning how to use various resources to improve their writing skills. *This course is limited to students whose first language is not English.*

## Finance (FINA)

### FINA 101. Financial Literacy

2 credits

Aimed at teaching Financial Literacy to Gen Y (ages 18-32). The course covers a wide variety of topics, including: responsible use of credit cards, banking, budgeting, credit scores, financing (cars/houses), 401Ks, IRAs, insurance, and identity theft.

### FINA 205. Fundamentals of Financial Planning

3 credits

This course is designed to introduce the student to the foundations of financial planning. The student will gain a basic understanding of various deposit, investment, insurance, and borrowing options and how they are used in our everyday financial lives. This is one of seven required courses in the [Concentration in Financial Planning](#) that prepares students desiring to take the CFP® Certification examination. Prerequisites: Math 121, ACCT 201, ACCT 202 (offered spring of odd-numbered years)

**FINA 305X Risk Management & Insurance****3 credits**

This course is a study of the various types of insurance products and services. The student will study and analyze life, health, and disability insurance options and how they are a vital component of an overall personal financial plan. This is one of seven required courses in the [Concentration in Financial Planning](#) that prepares students desiring to take the CFP® Certification examination. Prerequisite: FINA 205 or consent of instructor (offered fall of odd-numbered years)

**FINA 312. Business Finance****3 credits**

A study of the theory and practices of financial management in the modern business firm. Special emphasis is placed on the application of time-value-of-money, valuation of securities, analysis of financial statements, weighted average cost of capital calculations and investment/budgeting decisions. Prerequisites: ACCT 202 and BUSI 201.

**FINA 313. Advanced Business Finance****3 credits**

A problem-based course covering a broad spectrum of corporate financial management decisions. Emphasis is given to case study involving capital acquisition and structure. Strategic issues such as corporate reorganizations, mergers and acquisitions are explored in cases and “real world” research. Prerequisite: FINA 312.

**FINA 350. Special Topics****3 credits**

The course will include topics devoted to the study of Finance.

**FINA 361. Money and Banking****3 credits**

A study of the major concepts of money, credit, and financial institutions. Consideration is given to the structure of global financial markets, the determination of interest rates and the allocation of capital. Emphasis will be placed on understanding the role of the Federal Reserve System in interest rate strategy and monetary policy. Students will increase their understanding of several categories of financial institutions including commercial banks, thrifts, mutual funds, securities firms, investment banks, insurance companies and pension administrators. Prerequisite: BUSI 202.

**FINA 405. Investments****3 credits**

This course is a theory and problem-based study of investment methodology, investment risks, and security selection. The curriculum includes an introduction to security analysis & valuation and portfolio management. The course culminates with an applied study of security behavior and simulated securities trading. This is one of seven required courses in the [Concentration in Financial Planning](#) that prepares students desiring to take the CFP® Certification examination. Prerequisites: FINA 205 or consent of instructor, FINA 312(offered spring of even-numbered years)

**FINA 410X. Retirement Planning****3 credits**

This course is designed for the student interested in acquiring knowledge of retirement planning and the various types of retirement plans typically available as part of a company sponsored employee benefit plan. Real world case studies are an integral and ongoing component of the course. This is one of seven required courses in the [Concentration in Financial Planning](#) that prepares students desiring to take the CFP® Certification examination. Prerequisite: FINA 205 or consent of instructor (offered spring of even-numbered years)

**FINA 414. Security and Portfolio Analysis****3 credits**

An advanced study of asset pricing theories, valuation models and security analysis. Topical coverage will include stocks, bonds, and derivative securities from a portfolio manager's perspective. The course includes a "mock" development of a mutual fund utilizing pre-established performance criteria, Modern Portfolio Theory, and a "virtual" securities exchange. Prerequisite: FINA 312.

**FINA 415X Estate Planning****3 credits**

This course is designed for the student pursuing a career in financial services, taxation, or law in which estate planning and estate and gift taxation is but one of several areas of practice. This is one of seven required courses in the [Concentration in Financial Planning](#) that prepares students desiring to take the CFP® Certification examination. Prerequisite: FINA 205 or consent of instructor (offered fall of even-numbered years)

**FINA 420X Financial Planning Capstone****3 credits**

This course is designed as the capstone course for students pursuing a concentration in Financial Planning. It is designed around ongoing case studies that combine the outcomes of the prior courses within the concentration. The student will produce in both written and oral forms fully developed personal financial plans. This is one of seven required courses in the [Concentration in Financial Planning](#) that prepares students desiring to take the CFP® Certification examination. Prerequisites: FINA 205, FINA 305, FINA 405, ACCT 423, FINA 410, FINA 415, (offered spring of odd-numbered years)

**Geography (GEOG)****GEOG 303. World Geography****3 credits**

The course provides a regional study of various countries with an emphasis on the interrelationships of social and physical aspects as well as major trends within areas of the world. Specific topics include population, culture, economy, and social issues within each region.

**History (HIST)****HIST 211. World Cultures I – To the 17<sup>th</sup> Century****3 credits**

An interdisciplinary survey of major world cultures up to the Renaissance. Emphasis will be given to social, economic, political, religious, intellectual and artistic achievement in selected areas and historical periods to help students develop a world perspective of civilizations.

**HIST 212. World Cultures II – 17<sup>th</sup> Century to Current****3 credits**

An interdisciplinary survey of major world cultures from the Renaissance to modern times. Emphasis will be given to social, economic, political, religious, intellectual and artistic achievement in selected areas and historical periods to help students develop a world perspective of civilizations.

**HIST 251. Foundations of the American Republic****3 credits**

American history from the discovery through Reconstruction. Emphasis is placed on the transplanting of European culture, the development of American political institutions, the rise of democratic capitalism, and the conflicts surrounding the Civil War and Reconstruction.

**HIST 252. Contemporary America****3 credits**

American history from 1870 to the present. Emphasis is placed on the American response to industrialism, imperialism, and the First World War, the crisis of the 1930s, World War II, the Cold War, and post-industrial America.

**HIST 350. Topics in History****3 credits**

This course is designed to offer the student a broad selection of in-depth topics or special periods in history. Some of the topics offered will focus upon building the skills needed by those pursuing a career in history and related fields.

**HIST 354. The American Civil War and Reconstruction****3 credits**

A survey of political, social, and economic issues from the late antebellum period through Reconstruction. Emphasis is placed on the causes of the rebellion, the course and nature of the Civil War, and the problems of postwar America.

**HIST 359. Modern Europe****3 credits**

A history and geography of Europe from the Renaissance to the present, with emphasis on the development of nation states, the capitalistic system, cultural achievement and international conflict and cooperation.

**HIST 360. From Alexander to Osama: A History of War****3 credits**

This course traces the history of Western warfare. It begins with the Greek Phalanx and continues through the Roman Legions, the knights of the Middle Ages, the Napoleonic Era, the transition to industrialized warfare, and the rise of unconventional war. It concludes with an examination of whether or not the Western way of war will dominate the geo-political landscape for the foreseeable future. The intimate connection between societies and their armed forces will be examined throughout the course.

**HIST 361. History of England****3 credits**

A survey of English history highlighting important events and focusing on major themes in the development of English institutions and society.

**HIST 371. History of the Middle East****3 credits**

A history and geography of the Middle East that focuses on the development of the Islamic state, the culture of the Umayyad, Abbasid, and Ottoman periods, the impact of the West, Arab nationalism and modern crises and conflict in an interdependent world.

**HIST 373. History of Asia****3 credits**

A survey of the history and geography of Asian nations with special emphasis on China.

**HIST 377. History of Developing Areas****3 credits**

An interdisciplinary approach to the development of modern political, economic, and social problems in the Third World—Africa, Asia, Latin America, and the Middle East. Students will study the legacy of imperialism and current global problems such as poverty, hunger, overpopulation, use and abuse of resources, debt, and the misuse of power.

**HIST 400. Senior Thesis****3 credits**

A course designed to provide senior students a capstone opportunity for independent research in history.

**HIST 408. Historic Preservation****3 credits**

This course briefly surveys the development of urban America, examines the concepts of architectural style and urban design, explains the development of the historic preservation movement, and focuses on contemporary problems for the conservation of the built environment. Cross-listed with IDES 408.

**Health Promotion (HPRO)****HPRO 100. Introduction to Health Promotions****3 credits**

This is an introductory course that focuses on the practice of health promotion and education. Students will learn the major responsibilities of a health education specialist and the historical progression of the profession, as well as, the current and future role of health promotion and education. Students will also be introduced to basic health promotion planning, implementation, and advocacy principles with an added emphasis on health behaviors, exercise prescription, professional associations, and credentialing.

**HPRO 475. Health Promotion Capstone****3 credits**

A capstone course for health promotion majors that focuses on the application and demonstration of skills needed to plan, implement, and evaluate health promotion programs in a variety of settings.

**HPRO 498. Internship in Health Promotion****12 credits**

Students acquire professional experience in their chosen field. Internship arrangements between the student and instructor must be solidified prior to enrolling in this course.

**Health Sciences (HSCI)****HSCI 103. Math for Medication Administration****1 credit**

This course is an applied math course designed to assist students to accurately calculate drug dosages, intravenous flow rates, and related problems.

**HSCI 201. Assessment I****2 credits**

This course is designed to enable health science students to assess the health status of individuals across the life cycle. Students will collect and interpret data using basic skills of communication, observation and physical examination. Co-requisite: Biology 251. Enrollment limited to radiologic science students or by permission of the Instructor.

**HSCI 201L. Assessment I Lab****1 credit**

This course is taken concurrently with HSCI 201 to provide students with opportunity to collect and interpret data using basic skills of communication, observation, physical examination, and documentation. Co-requisite: BIOL 251. Enrollment limited to baccalaureate nursing or radiologic science students, or by permission of the Instructor.

**HSCI 204. Nutrition****3 credits**

Introduces students to the role of nutrition in maintaining and promoting a healthful life style. Students completing the total course will have a beginning orientation to applied diet therapy as it pertains to management of the athlete and to individuals with common nutrition-related problems.



**HSCI 206. Health Communication****2 credits**

Students focus on communication with clients while applying principles of therapeutic communication and group process. Students are introduced to multidisciplinary principles and techniques of documentation, including medical terminology. Use of technology to identify resources and enhance communication is encouraged. Course open to health science majors or by permission of the faculty.

**HSCI 302. Health Ethics and Policy****3 credits**

This course is a multidisciplinary bioethics course designed to teach ethical problem-solving to future health care professionals. Current policy issues are posed as ethical dilemmas for discussion and review. Open to junior/senior health science majors or by permission of the instructor.

**HSCI 304. Pathophysiology I****2 credits**

This course provides students with an introduction to the fundamental concepts of pathophysiology. Successful completion will provide a foundation of essential information for understanding and application to multiple areas of health deviations.

**HSCI 305. Pathophysiology II****2 credits**

This course continues HSCI 304 providing the student with an introduction to the fundamentals of pathology for health professionals. Selected course modules may be utilized as determined by program requirements. Prerequisites: HSCI 304.

**HSCI 307. Pharmacology I****2 credits**

This course is designed to enable health science students to utilize and apply basic principles of pharmacology to common clinical disorders and diagnostic testing. Prerequisite: BIOL 251 or by permission of the Instructor.

**HSCI 308. Pharmacology II****2 credits**

This course is designed to enable health science students to utilize and apply basic principles of pharmacology to common clinical disorders and diagnostic testing. May be taken prior to HSCI 307. Prerequisite: BIOL 251 or by permission of the Instructor.

**HSCI 335. Caring for Dying and Bereaved****3 credits**

This course assists students to be better prepared to deal with death and other losses they may experience as health care professionals. Students are able to describe and demonstrate appropriate ways to relate helpfully to people of different ages and cultures in times of death and other loss. Key legal and moral issues are discussed.

**HSCI 401. Health Leadership and Management****3 credits**

This is an interdisciplinary health science course designed to teach leadership and management principles and process. Open to junior/senior health science majors or by permission of the instructor.

**HSCI 402. Research I****3 credits**

Explores the process and methods of scientific inquiry and interpretation of research findings in health sciences. The learner should have a basic understanding of conducting library and Internet information searches prior to enrolling in this course. Open to junior/senior health science majors or by permission of the instructor.

**HSCI 403. Research II****2 credits**

Allows the student opportunity to apply knowledge gained in Research I in the form of an original research project. It involves computer methods to simulate, analyze, and evaluate experimental investigations. The learner will apply research to the practice setting.

Prerequisite: Completion of HSCI 402 with grade of C or higher.

**Humanities (HUMN)****HUMN 101. Introduction to Humanities****3 credits**

Designed to investigate human creativity in a variety of areas, including the visual, performing, and literary arts. The course provides an opportunity for each student to recognize his or her personal taste while learning to understand and enjoy works outside their own personal preferences. Through learning activities and experiences in the class, the student is encouraged to develop individual creativity.

**HUMN 110. Unheard Voices: Native Americans, Latinos, and African-Americans in the Humanities****3 credits**

This course is designed to help students explore the importance of the work of Native American, Latino, and African-American artists in the humanities. The course strives to analyze literature, poetry, film, music, and the visual arts to see how artists in these groups have expressed their identity and cultural experiences.

**HUMN 112 Graphical Storytelling in the Humanities****3 credits**

This course is designed to study the concept of storytelling in the humanities. Students will be privy to ideas put forth in selected graphic novels (comic books). The ability to view and understand those ideas in both images as well as the written word will work to enhance student recognition and experience in reading such works. By the end of the semester, students will be able to understand the importance of varying creative formats (including visual, written, audio, etc.), audience understanding, and authorial intent as well as how those work together to enhance the reading (and writing) processes.

**HUMN 113 Rock and Roll Culture****3 credits**

This course is designed to promote an understanding and appreciation of rock 'n' roll music through the exploration of the music itself, but also its impact on various artistic disciplines such as, but not limited to, visual art, literature and film.

**Integrated Communications (ICOM)****ICOM 150. Introduction to Mass Communication****3 credits**

This course provides a foundation for study in Mass Communications and covers the historical development of mass media in terms of economic, political and cultural influences. The course also provides an introduction to the mass media industry structure and regulations, as well as mass media theory.

**ICOM 151. Human Communication****3credits**

Exploration of the fundamental elements, characteristics and processes of communication, including communicating in a multicultural society, interpersonal and intrapersonal communication and communicating in the context of small groups.

**ICOM 200. Media and Society****3 credits**

This course explores the mass media and their roles in contemporary society. Students examine divisive issues raised by the pervasive influence of mass media, such as the concentration of media ownership, media violence, gender and ethnic representation in advertising, and how the media affects the process of political persuasion.

**ICOM 201. Public Speaking****3 credits**

Students will learn theories of rhetoric and speech, including the use of language, structure, and context. Students will practice speaking in various rhetorical situations. Emphasis will be given to honing student skills in informative and persuasive speaking. Prerequisite: SPCH 103.

**ICOM 221. Introduction to Journalism****3 credits**

A study of the field of journalism with emphasis on the print media and its role in American society, while giving a basic introduction to the various phases of journalistic work.

**ICOM 225. Principles of Public Relations****3 credits**

This course, which introduces the student to communication between an organization and its public, focuses on definition and on historical development and challenges, as well as on techniques of management in public relations.

**ICOM 230. Graphic Design I****3 credits**

Introduction to concept, process, and terminology necessary to create and edit digital images for various types of visual work. Course will explore manipulating and formatting images for presentation. This course will address principles of multimedia design utilizing Adobe Photoshop, Adobe Illustrator, and InDesign

**ICOM 310. Broadcast Announcing****3 credits**

A course designed to promote announcing skills such as interview techniques, voice quality, articulation, and pronunciation. It includes preparation for opportunities in announcing employment in news, sports, commercials, and various other capacities. Prerequisites: ICOM 202.

**ICOM 320. Popular Culture****3 credits**

A study of contemporary art forms in areas such as popular music, comedians, television journalism, mass-market novels, advertising and popular art. An exploration of changing life styles and values as reflected in popular heroes and myths.

**ICOM 350. Special Topics in Mass Communications****1-3 credits**

This course allows students to explore a specific aspect or area of mass communication. It may be repeated on different topics with departmental approval.

**ICOM 230. Graphic Design I****3 credits**

Introduces the concepts and fundamental skills necessary to create and edit digital images for various publications and formats.

**ICOM 361. Practicum in Communication****1-3 credits**

Students acquire professional skills through service learning in the UC community. Students participate in the bi-weekly television broadcast, *Golden Eagle New*, write for the school newspaper, *The Eagle*, or assist the university's Office of

Communication or another ancillary service, as appropriate for their program concentration.

**ICOM 362. Public Relations Writing** **3 credits**

A survey of public relations writing techniques for formats such as press releases, public service announcements, memorandums, media alerts, features, newsletters, and public relations presentations. Prerequisite: COMM 225.

**ICOM 400. Media Theory and Research** **3 credits**

A detailed examination and application of theories relevant to the practices and issues of mass communication. Prerequisite: COMM 150 and COMM 200.

**ICOM 405. Senior Project in Communication** **3 credits**

Each student will develop and complete a significant project of professional quality. Students in the Digital Media Production track will produce an original program, while students in the Public Relations track must produce an original publication, plan an event, or produce an equivalent project. Prerequisite: senior standing as a Communication major.

**ICOM 441. Media Law and Ethics** **3 credits**

The course provides examination of the theory and application of law and the media, with special attention to copyrights, contracts and torts, liabilities, FCC requirements and ethics. Prerequisite: COMM 150 and COMM 200.

**ICOM 455. Graphic Design II** **3 credits**

This course provides advanced experience for students in the creation and editing of digital images for various publications and formats. Students will learn how to design and author advanced interactive multimedia applications. Prerequisite: ICOM 230.

**ICOM 480. Seminar in Professional Development** **3 credits**

The development and evaluation of professional credentials for entry into the communication industry. This capstone seminar course focuses on cover letter and resume preparation, as well as portfolio development and interview techniques. Prerequisite: Senior standing within Communication major.

**ICOM 498. Internship in the Media** **3 credits**

Students acquire professional experience in their chosen field. Internship arrangements between the student and instructor must be solidified prior to enrolling in this course. Prerequisite: Senior standing as a Communication major.

**Interior Design (IDES)**

**IDES 101. Fundamentals of Interior Design** **3 credits**

Fundamental elements of interior environments are introduced along with the study of interior space, design vocabulary, elements and principles, and process of small-scale residential design. To be taken concurrently with IDES 141. Offered spring semester

**IDES 105. Design Foundations** **3 credits**

An exploration of the elements and principles of two- and three-dimensional design expressions offering first-year students experiences in concept development, visual problem-solving and visual communication. Offered fall semester.

**IDES 141. Architectural Communication I****3 credits**

Introduction to the basic construction/technical aspects of an interior with emphasis on basic drafting skills, lettering, orthographic projects and execution of a complete set of working drawings with construction techniques. Co-requisite: IDES 101. Offered spring semester.

**IDES 142. Architectural Communication II****3 credits**

A continuation of IDES 141, with emphasis on axonometric and perspective drawings and application of graphic presentation to small-scale residential design. Prerequisite: IDES 101, 141. Offered fall semester.

**IDES 210. Textiles and Finishes****3 credits**

Exploration of technical, aesthetical and functional aspects of interior textile & finish materials in relation to interior artifacts, addressing safety standards, codes, ecological issues, specification and estimation. Prerequisite: IDES 142. Offered spring semester.

**IDES 212. Materials and Systems****3 credits**

Exploration of technical and functional factors of architectural interior surface and structural materials and building systems in relation to the built interior environment. Focuses on safety standards, codes, ecological issues, specification and estimation. Offered fall semester. Prerequisite: IDES 141.

**IDES 232. Design Process for Human Behavior****3 credits**

Study of human factors and interactions with the built environment, focusing on the complete design programming process with emphasis on social, behavioral and cultural dimensions. Prerequisites: IDES 101, 141. Offered fall semester.

**IDES 241. Residential Studio****3 credits**

Design knowledge and problems that focus on issues related to residential design. Projects will include small scale spaces and products. Sophomore portfolio review is required at this time and it must be successfully completed during the semester as scheduled. Prerequisites: IDES 101, 142. Offered spring semester.

**IDES 260. Computer-Aided Drafting and Design****3 credits**

Development of beginning through advanced CADD skills integrated with design skills for computer presentations of design solutions. Prerequisites: IDES 141, 142. Laboratory fee: \$50

**IDES 301. Interior Design Studio I****3 credits**

Intermediate interior design problems are solved through the design process with a focus on adaptive reuse and special populations. To be taken concurrently with IDES 355. Prerequisites: IDES 232, 260. Offered fall semester. Laboratory fee: \$50

**IDES 302. Interior Design Studio II****3 credits**

Projects of intermediate-scaled commercial spaces are addressed with emphasis on conventional and open-office design, healthcare, working and presentation drawings and contract documents. Prerequisites: IDES 301, 355. Offered spring semester. Laboratory fee: \$50

**IDES 303. 3D Design****3 credits**

This course is an introduction to concept, process, and terminology necessary to create 3D images for various types of visual work in the field of interior design. Course will explore manipulating and formatting 3-D design for presentation. This course will also address principles of multimedia design utilizing Adobe Suites, AutoCAD, Revit & Sketch Up. Prerequisites: IDES 260, ART 230. Offered spring semester. Laboratory fee: \$50

**IDES 321. History of Interior Architecture I****3 credits**

Presentation of the historical development of design for interiors, furnishings, and interior architecture from antiquity to early 19th century for the major European and Eastern cultures. Prerequisites: COMM 101, 102. Offered fall semester.

**IDES 322. History of Interior Architecture II****3 credits**

Presentation of the historical development of design for interiors, furnishings, interior architecture and the interior design profession of the 19th and 20th centuries, specifically in America and prominent design countries. Prerequisite: SPCH 103. Offered spring semester.

**IDES 350. Special Topics****3 credits**

The course will include topics devoted to the study of Interior Design.

**IDES 355. Environmental Systems and Codes****3 credits**

Study of built interior environmental systems with effect of laws, codes and standards for universal design solutions, which address health, safety and welfare of the public. Prerequisite: IDES 232. To be taken concurrently with IDES 301. Offered fall semester.

**IDES 398. Professional Practices I****2 credits**

Course addresses design opportunities of the culture and environment of professional studio and professional practice. Business practices, documents, procedures, and ethical issues of the design culture are addressed before the internship experience. Procure internship. Prerequisites: IDES 301, 355. Offered spring semester.

**IDES 401. Interior Design Studio III****3 credits**

Integration of the complete interior design process through large-scale commercial design problems with special emphasis on spatial analysis, creativity, and sustainable design. Prerequisite: IDES 302. To be taken concurrently with IDES 452. Offered fall semester. Laboratory fee: \$50

**IDES 402. Senior Design Project****3 credits**

Individually developed special purpose project for a special population with a comprehensive approach to the design process. Business practices such as contracts, specifications, estimating and budget are addressed. Areas of expertise are represented on the student's advisory committee. Prerequisites: IDES 401, 452. Offered spring semester. Laboratory fee: \$50

**IDES 408. Historic Preservation****3 credits**

(see [HIST 408](#))

**IDES 452. Interior Lighting Systems****4 credits**

Study of light as a design element along with its technical, functional and aesthetic factors of various light sources and systems. Energy conservation, lighting calculations, electrical layout and lighting presentations for interior spaces are addressed. Prerequisite: IDES 302. To be taken concurrently with IDES 401. Offered fall semester.

**IDES 458. Historic Preservation Internship****4 credits**

An off-campus internship in public or professional offices or agencies that focuses on historic preservation. Students will complete 120 hours of supervised work, produce a journal/portfolio, and reflect on the experience. Procure internship with assistance of IDES Faculty Representative & Director of the Center for Career Development.

**IDES 498. Professional Practices II****2 credits**

Students will reflect on their interior design internship experience. The reflective process will be addressed along with teamwork, senior portfolio exhibit, and dossier preparation. Prerequisite: IDES 398, IDES 401. Offered spring semester.

**IDES 499. Independent Study****1-3 credits**

A professional practicum and independent study on the art of interior design, created to produce publishable work and/or contribute to development of the Program. Prerequisite: Permission of program coordinator.

**Mathematics (MATH)****MATH 116. Survey of Mathematics****3 credits**

A survey course in mathematics designed for liberal arts students and prospective elementary school teachers. Emphasis is on the nature of mathematical knowledge, its language, methodology, and its applications. Topics are selected from critical thinking skills, set theory, logic, systems of numeration, geometry, consumer mathematics, probability, and statistics.

**MATH 120. Intermediate Algebra****3 credits**

This course helps prepare students for College Algebra, providing a basic background in number theory and algebra. The topics considered crucial include: the real number system, linear equations, problem solving, polynomials, exponents, rational expressions, roots and radicals.

**MATH 121. College Algebra****3 credits**

This course helps prepare students for Pre-calculus and the two-semester general chemistry sequence. The topics considered crucial include polynomials, rational expressions, linear and quadratic equations, functions, linear systems, matrices and determinants, and conics. Prerequisite: C or better in MATH 120 or Math ACT score of 21 or higher (Math SAT of 545 or higher).

**MATH 123. Pre-calculus****4 credits**

This course helps prepare students for the three-semester calculus sequence. Emphasis is on the study of functions, their inverses, and their graphs. The functions investigated include polynomial, rational, exponential, logarithmic, and trigonometric. Algebraic and graphical methods will be used to solve equations and inequalities. Applications of the concepts developed are a fundamental part of this course. Prerequisite: C or better in MATH 121 or Math ACT score of 24 or higher (Math SAT of 590 or higher).

**MATH 201. Calculus I****4 credits**

An introductory course dealing with limits, derivatives, anti-derivatives, and their applications. Prerequisite: C or better in MATH 123

**MATH 202. Calculus II****4 credits**

The differentiation and integration of elementary types of function, their application to problems in analytic geometry, physics, and related sciences. Techniques of integration, improper integrals, and infinite series are discussed. Prerequisite: C or better in MATH 201.

**MATH 203. Calculus III****4 credits**

This course includes the study of functions of more than one variable, partial derivatives, total differentials and the chain rules, surfaces and curves in space, directional derivatives, and double and triple integrals. Prerequisite: C or better in MATH 202.

**MATH 324. Fundamentals of Mathematics Instruction****3 credits**

This methods course provides various experiences in manipulative materials and modes, motivational techniques, and methods of teaching mathematics in grades K-6. An understanding of mathematical concepts, including numeration, operations, fractions, geometry, measures, and measurements will be developed throughout the course. Prerequisites: MATH 116 and Admission to the Education Department.

**Management (MGMT)****MGMT 311. Principles of Management****3 credits**

The basic managerial concepts for analysis of specific situations as well as currently accepted analytical techniques of approaching the total management task. In focusing on the process of managing, the student will be dealing with concepts that have direct usefulness to persons in management positions. Prerequisite: BUSI 151.

**MGMT 318. Organization and Operation of Small Business****3 credits**

For all persons interested in starting, buying or continuing a small business. Major areas of concentration will be franchising, site location, physical facilities, financing, profit planning and control, record keeping and management. Prerequisites: ACCT 201, MGMT 311, MRKT 321.

**MGMT 319. Seminar in Small Business Problems****3 credits**

Student experiences working with small business problems and helping to solve them. Prerequisite: MGMT 318 or consent of instructor.

**MGMT 320. Human Resources Management****3 credits**

Personnel management has to do with planning, organizing and controlling the performance of various activities concerned with procuring, developing, maintaining and utilizing a labor force so that the objectives and purposes for which the company is established are attained as effectively and economically as possible, and that those of labor itself are served to the highest possible degree. Prerequisite: MGMT 311.

**MGMT 350. Special Topics****3 credits**

The course will include topics devoted to the study of Management.



**MGMT 355. Free Enterprise****3 credits**

An experiential course in which students develop and conduct outreach programs to teach and promote free enterprise with a focus on the triple bottom line – people, profit, planet - to various publics. Students will develop greater understanding of and appreciation for the concept of freedom as it applies to the marketplace. The course provides students with unique opportunities to learn about and teach the principles of free enterprise. Students learn to work both individually and as a group to develop and complete projects designed to teach the principles of a market economy to a level of understanding and appreciation.

**MGMT 365. Labor Relations****3 credits**

A survey course of the economic forces generating modern labor problems. Consideration is given to the labor force, the labor market, the development, the operations and policies of organized labor and collective bargaining. Prerequisite: ACCT 201, MGMT 311.

**MGMT 420. Organizational Behavior****3 credits**

Behavioral science concepts and research findings directed toward understanding human behavior within organizations. This behavior is considered as a function of the individual, the groups within which they interact and the structure of the larger organization within which they operate. Prerequisites: MGMT 311 and junior status.

**MGMT 445. Operations Management****3 credits**

Basic fundamentals of management underlying the problems of organization and operation of business enterprises. Application of those principles to specific industrial problems such as plant location and layout; quality, production and cost controls; time studies, job analysis, wage studies; industrial safety and industrial relations. Prerequisite: BUSI 316 or equivalent.

**Marketing (MKTG)****MRKT 321. Principles of Marketing****3 credits**

A study of economic processes from raw materials to consumer and marketing problems. The basic course for students interested in selling and marketing. Prerequisite: BUSI 201 or consent of instructor.

**MRKT 322. Marketing Management****3 credits**

An advanced course in marketing theory and practice, concentrating on marketing management problems at the executive level, with particular attention given to the reading and evaluation of current literature in the field, and utilizing case analyses and marketing games. Prerequisite: MRKT 321.

**MRKT 343. Sales and Sales Management****3 credits**

A study of the varying approaches to personal and institutional selling including support systems and servicing of customers. The processes involved in planning and administering the selling efforts for firms are discussed in detail. Prerequisite: MRKT 321.

**MRKT 371. E-Marketing****3 credits**

The course introduces the fundamental relationship between the Internet and modern marketing techniques. Students will be exposed to pricing, promotion, and product development as influenced by the electronic medium of selling. Prerequisite: MRKT 321.

**MRKT 401. Advertising****3 credits**

Principles of all forms and stages of advertising procedure. Study of methods and effectiveness of mail, radio, newspaper and other types of advertising. Prerequisite: MRKT 321.

**MRKT 402. Marketing Research****3 credits**

The application of statistical and behavioral research techniques to the problems of marketing operations in the business firm. Includes the use of computerized statistical computations and data management. Prerequisites: MRKT 321, BUSI 317.

**Military Science (MSCI) – Offered in cooperation with WV State University****MSCI 101. Introduction to Military Science****2 credits**

A topical survey of military science that introduces the student to the organization of the U.S. Army, contrasting and comparing it with civilian organizations; introduces the student to basic concepts of drill and ceremony; provides basic techniques to refine a student's listening, writing and speaking abilities; examines the nature of military law; explains the evolution of military heritage and standards of professional behavior; provides an overview of training management principles; and throughout the course concentrates on building student self-discipline and self-confidence. Co-requisite: MSCI 103 Military Leadership Laboratory I; participation in a physical fitness class and a weekend field training exercise is optional but highly recommended.

**MSCI 102. Introduction to Leadership****2 credits**

Continuation of MSCI 101. Students will learn to apply principles of effective leading; reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students; develop communication skills to improve individual performance and group interaction; and relate organizational ethical values to the effectiveness of a leader. Co-requisite: MSCI 104 Military Science Leadership Laboratory II; participation in a physical fitness class and a weekend field training exercise is optional but highly encouraged.

**MSCI 103. Military Leadership Laboratory****1 credit**

Open only to, and required of students in the associated MSCI course (101, 102, 203, 204). This laboratory course is designed to offer the student an opportunity for integration and application of training management and leadership skills. Team members and leadership positions are tailored based on the student's academic alignment. Course includes exercises such as rappelling, group presentations, basic marksmanship, and drill and ceremonies.

**MSCI 104. Military Leadership Laboratory II****1 credit**

Continuation of MSCI 103.

**MSCI 203. Military Leadership Laboratory III****1 credit**

Continuation of MSCI 203.

**MSCI 204. Military Leadership Laboratory IV** **1 credit**  
Continuation of MSCI 203.

**MSCI 150. Basic Physical Fitness and Conditioning** **1 credit**  
Open to all students, but required of students enrolled in MSCI 201 and 202. Students participate in and learn to lead a physical fitness program. Emphasis is on the development of an individual fitness program and the role of exercise and fitness in one's life. Leadership positions are tailored based on the student's academic alignment.

**MSCI 151. Basic Physical Fitness and Conditioning** **1 credit**  
Continuation of MSCI 150.

**MSCI 201. Introduction to Small Unit Leadership** **2 credits**  
Students learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams. Course focuses on the development of skills in oral and written communications, planning events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Prerequisite: MSCI 101 and 102 or permission of the Professor of Military Science. Co-requisites: MSCI 250 and 203.

**MSCI 202. Practicum in Military Training and Tactics** **2 credits**  
Introduction to individual and team aspects of military tactics in small unit organizations. The class compares the actions of small organizations in the process of developing strategy and tactics, while taking into account theoretical, political, economic, and physical factors. Continue development of leadership and critical skills. Prerequisites: MSCI 101 and 102 or prior military training or permission of the Professor of Military Science. Co-requisites: MSCI 251 and 204; participation in a weekend field training exercise is optional but highly encouraged.

**MSCI 210. Camp Challenge** **0-6 credits**  
A five-week summer camp conducted at an Army post. The student receives pay. Travel, lodging, and most meal costs are defrayed by the Army. The environment is rigorous and is similar to Army Basic Training. No military obligation is incurred. Open only to students who have not taken the sequence of MSCI 101, 102, 201, 202. Entry also requires students to pass a physical examination (paid for by ROTC). Completion of MSCI 210 qualifies a student for entry into the Advanced Course. Three different training cycles are offered during the summer, but spaces are limited by the Army. Candidates can apply for a space any time during the academic year prior to the summer of intended participation. Students are eligible to compete for ROTC scholarships during the summer camp.

**MSCI 250. Basic Physical Fitness and Conditioning** **1 credit**  
Continuation of MSCI 151.

**MSCI 251. Basic Physical Fitness and Conditioning** **1 credit**  
Continuation of MSCI 251.

**MSCI 301. Leading Small Organizations I** **2 credits**  
Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and to lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop skills and as vehicles for practicing leadership. Co-requisites:

MSCI 303 and 350. Participation in one weekend field training exercise is required, and one or two more weekend exercises may be offered for optional participation.

**MSCI 302. Leading Small Organizations II** **2 credits**  
Continues methodology of MSCI 301. Course focuses on the skills necessary to analyze tasks, prepare written and oral guidance for team members to accomplish tasks, and delegate and supervise; to plan for and adapt to the unexpected in organizations under stress; and to examine the importance of ethical decision making in setting a positive climate that enhances team performance. Prerequisite: MSCI 301. Co-requisites: MSCI 351 and 304.

**MSCI 303. Advanced Course Leadership Laboratory I** **1 credit**  
Open only to students in the associated MSCI lecture courses (MSCI 301, 302, 401, 402). Different leadership roles are designed for students at different levels of the program. The course involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice, and refine leadership skills by serving and being evaluated in a variety of responsible positions.

**MSCI 304. Advanced Course Leadership Laboratory II** **1 credit**  
Continuation of MSCI 303.

**MSCI 310. ROTC National Advanced Leadership Course (NALC)** **6 credits**  
A six-week camp conducted at an Army post. Required of students who have completed MSCI 301 and 302. The student receives pay. Travel, lodging, and most meal costs are defrayed by the U.S. Army. The NALC environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performances are evaluated throughout the course. The leadership and skills evaluations at the course weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the college.

**MSCI 311. Nurse Summer Training program** **6 credits**  
The NSTP is open only to nursing students who completed Advanced Camp. It is a three-week clinical elective for Army ROTC nurse cadets. This paid elective is conducted at army hospitals in the United States, Germany and Korea. Students attend NSTP during the summer with NALC. During the NSTP clinical elective, students receive “hands-on” experience under the direct supervision of a preceptor: an Army Nurse Corps officer who works with students one on one. Students will exercise leadership skills in a hospital environment by carrying out planning, organizing, and decision-making activities, and by implementing and being accountable for the outcome of nursing care. Students will collaborate with health care professionals on decisions related to patient care, management, unit issues and strategies used in the provision of medical care to a select population.

**MSCI 350. Advanced Physical Fitness Training & Conditioning I** **1 credit**  
Students will participate in and learn to plan and lead physical fitness programs. Develops the physical fitness required of an officer in the U.S. Army. Open only to, and required of students in MSCI 301.

**MSCI 351. Advanced Physical Fitness Training & Conditioning II** **1 credit**

Continuation of MSCI 350. Open only to, and required of students in MSCI 302. Open only to, and required of students in MSCI 302.

**MSCI 401. Leadership Challenges and Goal Setting** **2 credits**

Students plan, conduct, and evaluate activities of the ROTC cadet organization; articulate goals and put plans into action to attain them; assess organizational cohesion and develop strategies to improve it; and learn and apply various Army policies and programs in this effort. Co-requisites MSCI 403 and 450. Participation in one weekend field training exercise is required, and one or two more weekend exercises may be offered for optional participation.

**MSCI 402. Transition to Lieutenant** **2 credits**

Continues the methodology of MSCI 401. Students identify and resolve ethical dilemmas and refine counseling and motivating techniques; examine aspects of tradition and law as related to leading as an officer in the Army; and prepare for a future as a successful Army lieutenant. Co-requisites: MSCI 404 and 451. Participation in weekend field training exercise is required, and one or two more weekend exercises may be offered for optional participation.

**MSCI 403. Advanced Course Leadership Laboratory III** **1 credit**

Continuation of MSCI 304.

**MSCI 404. Advanced Course Leadership Laboratory IV** **1 credit**

Continuation of MSCU 403.

**MSCI 450. Advanced Physical Fitness Training & Conditioning** **1 credit**

Continuation of MSCI 351. Open only to, and required of students in MSCI 401.

**MSCI 451. Advanced Physical Fitness Training & Conditioning** **1 credit**

Continuation of MSCI 450. Open only to, and required of students in MSCI 402.

**MSCI 490. Seminar in Military Leadership** **1-3 credits**

The seminar will include classes, directed readings, and both oral and written presentations on such topics as logistic management, national security, military law, ethics, and analytical models for decision making. Prerequisites: junior or senior standing and permission of the Professor of Military Science.

**Music (MUSC)**

(Applied Music courses are at the end of the MUSC listing.)

**MUSC 111. Music Skills for Elementary Classroom Teachers** **3 credits**

The course provides the future elementary educator with the rudiments of music, including an introduction to singing simple pieces. Philosophy and methods of teaching on the preschool and elementary level are emphasized. No pre-requisite.

**MUSC 212. Music Appreciation** **3 credits**

A survey of Western music designed to furnish the non-music major with a basis for intelligent and enjoyable listening. Representative musical works heard and examined for musical content and historical perspective. The student also is exposed to a variety of non-Western music. No pre-requisite.

**MUSC 280. History of Rock and Roll****3 credits**

A survey of Rock and Roll music from the 1950's to the present. Study of the subject begins with a brief survey of American popular music in the 18th, 19th, and 20th centuries with special attention given to the direct antecedents of rock; country music, jazz, and rhythm and blues. Each style of rock music is then discussed in the context of the development of musical style and the cultural, sociological and political context in which it was written and performed. Prerequisite: COMM 101 and COMM 102.

**MUSC 282. World Music****3 credits**

A survey of the traditional and popular music of non-western countries, an examination of folk music, traditions of Europe, South and North American, and popular music in the United States. All music studied is placed in the appropriate cultural, historical and sociological context. Prerequisite: ENGL 102.

**MUSC 324. Concert Choir****1 credit**

The Concert Choir is the central performing ensemble of the University of Charleston. Membership is open to all university students and everyone is encouraged to join. A wide range of both sacred and secular choral literature is studied and numerous performances are scheduled during the semester. Three rehearsals each week. Participation of members in all scheduled rehearsals and performances required. An audition is required, but students should register before they audition. Offered every semester.

**MUSC 327. Band****1 credit**

Rehearses two credits per week. Admission by audition. Open to all University of Charleston students. The band program offers the student the opportunity to study literature in a variety of styles. Offered every semester.

**MUSC 328. University Singers****1 credit**

Mixed ensemble of 12-16 singers performing a variety of chamber chorus repertoire. Three rehearsals each week, and many performances during the semester. Participation of members in all scheduled rehearsals and performances is required. Membership by audition. Must be a member of Concert Choir (MUSC 324). Offered every semester.

**MUSC 350P- MUSC 368P Applied Music (Private Lessons)****1 credit**

Consists of a series of 15 lessons. To receive credit for private study, students must audition before the appropriate applied study instructor before registering. Students should consult with the Coordinator of the Music Program to determine the appropriate instructor. A fee of \$90 will be added to the bill of those students who enroll in one credit of applied lessons unless the course is being taken as a requirement for the music major or minor.

**MUSC 350P. Applied Voice****1-2 credits****MUSC 351P. Applied Piano****1-2 credits****MUSC 352P. Applied Guitar****1-2 credits**

## Natural Science (NSCI)

### **NSCI 117. Why Science Matters**

**4 credits**

This is a general science course offered as part of the FYE (First Year Experience) program. The objective of this course is to familiarize students with the ideas, history, and philosophy of science that helps them understand the scientific issues of our times. Students will gain basic understanding of the universe, the planet we inhabit, and details about our species' history and effect on this planet. This course also provides the opportunity for the student to develop his or her critical thinking skills and communication skills. The in-seat offering provides students an opportunity to satisfy either COMM 101 or COMM 102 portfolio writing requirements.

### **NSCI 205. Issues in Physical Science**

**4 credits**

A survey course in physical science designed for non-science majors and for prospective elementary school teachers. Emphasis is on the understanding of the significant concepts of physical science combined with the appropriate level of mathematics. The topics chosen represent the most suitable cross section of physical science content that students will need to understand modern technical and scientific developments. Topics covered fall under the categories of motion and forces, energy, heat, waves and sound, light and optics, electricity and magnetism, atomic and nuclear physics, plus atmospheric and water cycle phenomenon. Students will also examine the relationships of science, technology, and society within each topic. Taught fall semester.

### **NSCI 206. Earth and Space Science**

**3 credits**

This course surveys the earth and space sciences and is designed for non-science majors and for prospective secondary science instructors and elementary school teachers. Emphasis is on an understanding of the significant concepts and principles of astronomy, meteorology, and geology. Topics covered fall under the categories of plant earth, the land, oceans, atmosphere, plus the heavens, solar system, stars, galaxies, and the universe. Students also examine the relationships of human society within the appropriate earth science topics. Taught spring semester.

### **NSCI 220. Statistics in Science and Research**

**3 credits**

This course is designed specifically for science majors. The course will provide the student with a thorough background in statistics which will permit them to conduct scientific research and to understand and interpret the results of scientific research. It includes discussion of normal distributions, Binomial distributions t tests, Chi Square, correlation and regression, rank correlation, and ANOVA. Required of all science students. Emphasis is placed on hypothesis testing, statistical analysis of data, and writing in the sciences. Prerequisite: MATH 121 or Math ACT score of 24 or higher. Offered every semester.

### **NSCI 333. History of Science**

**3 credits**

This course traces the development of scientific thought from its earliest beginnings in ancient history to modern times. The use of the scientific method in the development of theories will be illustrated for a variety of topics. Topics covered include atomic theory, medicine, evolution, origin of the universe, and genetic theory. The contributions to these areas from a variety of cultures including Egypt, Greco-Roman, Islam, and China, as well as the contributions of European and American scientists. Offered every spring semester.



**NSCI 345. Issues in Medicine****3 credits**

Issues in Medicine provides an exploration of moral, ethical, and legal problems confronting the practice of medicine and the health care environment today. Topics include, but are not limited to; patient autonomy, euthanasia, abortion, allocation of resources, and analysis of ethical perspectives used in decision-making by stakeholders. A number of ethical dilemmas will be identified and discussed, and governmental and non-governmental agencies that become involved in the resolution of the problem will be represented by students in an effort to resolve identified dilemmas. The course includes a required service-learning component, allowing students opportunities to experience and learn from community service. Prerequisites: BIOL 130, NSCI 220, or consent of the instructor. NSCI 345 is offered every fall and spring semester.

**Nursing (NURSA, NURSB AND NURSR)****NURSA 104 Foundations of Health Care Professionals****1 credit**

Critical thinking skills, medical terminology knowledge, and test taking strategies are introduced and developed to provide foundational information for nursing practice. Co-requisites: NURS 113/113L, BIOL 251.

**NURSB 105. Introduction to Professional Nursing****1 credit**

This course introduces beginning nursing science students to the foundational concepts for their academic curriculum and professional careers. Concepts related to the development of the individual as a professional nurse are examined through role exploration. Students study the historical development of professional nursing, the legal and ethical concepts of nursing, and the educational preparation that leads to credentialing and licensure as a professional nurse. Students are encouraged to work independently and in small groups to achieve the desired competencies in communication, team-building, critical thinking, and research.

**NURSB 106. Introduction to Nursing Foundations****1 credit**

This course introduces the foundational principles and competencies used by professional nurses related to safe and effective environment and management of care of individuals, families, and communities across the lifespan. *The ANA Code of Ethics, ANA Scope and Standards Practice, ANA Nursing Social Policy Statement, and West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation* are introduced.

**NURSA 113B Foundations of Nursing Practice****4 credits**

The scope of practice of the associate degree nurse is introduced as a foundation for subsequent nursing courses. Nursing process is presented with a focus on assessment. Selected nursing skills are presented. Co-requisite: BIOL 251, NURS 104 AND NURS 113L.

**NURSA 113L Foundations of Nursing Practice Lab****3 credits**

Nursing laboratory experience is provided for students to interact with and observe individuals in various health-related agencies while applying classroom knowledge. Co-requisite: NURS 113 and NURS 104.



**NURSA 114 Adult Nursing I****4 credits**

Builds on the concepts, principles, and skills introduced in NURS 113. Students focus on the development and implementation of plans of care. Students study pathophysiology of selected health deviations and effects on a person's ability to perform health care behaviors. Prerequisites: NURS 104, NURS 113/113L, BIO 251. Co-requisites: BIO 252 and NURS 114L.

**NURSA 114L Adult Nursing I Lab****2 credits**

Students work with adults primarily in acute care settings, while applying classroom knowledge. Co-requisite: NURS 114.

**NURSA 115 Psychiatric and Mental Health Nursing****2 credits**

Students develop evidence-based practice competence to provide care appropriate to the needs of the client and family affected by mental illness. Emphasis is also placed on providing support to individuals and families seeking higher levels of mental and emotional wellness. Prerequisites: NURS 113/113L, BIOL 251, NURS 104. Co-requisite: NURS 114/114L, NURS 115L, BIOL 252, HSCI 307.

**NURSA 115L Psychiatric and Mental Health Nursing Lab****1 credit**

Experiences are provided for students to interact with and observe individuals in various psychiatric and mental health agencies while applying classroom content. Co-requisite: NURS 115.

**NURSB 205. The Science of Nursing****2 credits**

Students explore society's view of nursing and begin development of a personal concept of nursing. This course also presents selected theoretical/conceptual models of nursing. A basic introduction to the nature of theory provides the basis for understanding the theory development movement in nursing. Prerequisites: Admission to the BSN program.

**NURSB 206. The Art of Nursing I****2 credits**

This course introduces students to the concepts of the nursing process, self-care, communication and critical thinking as they apply to nursing practice. Students apply the nursing process to the care of clients through the life span in selected situations. Co-requisite: NURS 206L and admission to the BSN program.

**NURSB 206L. The Art of Nursing I Lab****1 credit**

Congruent with the *ANA Code of Ethics*, *ANA Scope and Standards of Practice*, *ANA Nursing's Social Policy Statement*, *West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation*, *West Virginia Title 19 Legislative Rules*, and *West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 206 apply the theory presented in that class to their professional nursing practice in the clinical labs in NURS-206L. Initial clinical laboratory assignments provided in the Skills Lab on campus help the student prepare for professional nursing practice in laboratory settings in the community. In the later weeks of this clinical lab, students take the theory they have mastered and skills they have built in the campus-based skills lab, and apply that theory and those skills to professional nursing practice in clinical settings where patient populations are relatively stable. Co-requisite: NURS 206. This lab is for Pass/Fail credit.

**NURSB 207. Art of Nursing II****2 credits**

In this course, nursing students build on the concepts introduced in NUR 206 by applying nursing process in a variety of settings to the care of clients throughout the life-span. Family theories and assessment, as well as principles of teaching and learning are introduced.

Prerequisites: NUR 205, NURS 206, NURS 206L. Co-requisites: NURS 207L.

**NURSB 207L. Art of Nursing II Lab****1 credit**

Reliant on competencies developed in NURS 206, and congruent with the *ANA Code of Ethics*, *ANA Scope and Standards of Practice*, *ANA Nursing's Social Policy Statement*, *West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation*, *West Virginia Title 19 Legislative Rules*, and *West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 207 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 207L. Initial clinical laboratory assignments provided in the Skills Lab on campus help the student prepare for professional nursing practice in laboratory settings in the community. In the early weeks of this clinical lab, students take the theory they have mastered and skills they have built and apply that theory and those skills to professional nursing practice in clinical settings where patient populations are relatively stable. Co-requisite: NURS 207. This lab is for Pass/Fail credit.

**NURSA 208. Adult Nursing II****4 credits**

Continues to build on concepts from previous courses. Students study selected health deviations affecting physiological integrity of adults. Students learn to set priorities for care, evaluation, and revise the plan of care. Prerequisites: NURSA 104, NURSA 113/113L, NURSA 114/114L, NURSA 115/115L, BIOL 251, BIOL 252, HSCI 307. Co-requisites: NURSA 208L, NURSA 209/209L, NURS 210, and PSYCH 212.

**NURSA 208L. Adult Nursing II Lab****2 credits**

Opportunities are provided for students to continue developing knowledge and skill in applying nursing process. Co-requisite: NURSA 208.

**NURSA 209. Nursing of the Childbearing Family****2 credits**

Students in this course develop the evidence-based practice competence to plan, deliver, and evaluate safe, ethical care appropriate to the individual needs of the parenting family. Emphasis is placed on continued development of ability to apply the nursing process.

Prerequisites: NURS 104, NURS 113/113L, NURS 114/114L, NURS 115/115L, BIOL 251, BIOL 252, HSCI 307. Co-requisites: NURS 208/208L, NURS 210 and PSYCH 212.

**NURSA 209L. Nursing of the Childbearing Family Lab****2 credits**

Experiences are provided for students to interact with and observe individuals and families in various stages of the childbearing process. Co-requisite: NURS 209.

**NURSA 210. NCLEX Preparation I****1 credit**

A structured review in preparation for the graduate nurse sitting for the NCLEX-RN. Content will reflect psychosocial integrity and physiological integrity aspects of nursing covered in the second semester of the ADN program. Prerequisites: NURSA 104, NURSA 113/113L.

- NURSA 211. Adult Nursing III** **4 credits**  
Focuses on more complex nursing problems of individuals undergoing therapies and restorative services. Concepts related to holistic care, priority setting, organization, and delegation are emphasized. Prerequisites: NURS 104, NURS 113/113L, NURS 114/114L, NURS 115/115L, NURS 208/208L, NURS 209/209L, NURS 210, BIOL 251, BIOL 252, HSCI 307. Co-requisites: NURS 211/211L, NURS 212/212L, NURS 219, NURS 220.
- NURSA 211L. Adult Nursing III Lab** **4 credits**  
This course focuses on care of patients with complex/chronic health problems. Students focus on the management of patient care under supervision of faculty and/or preceptors in a variety of clinical settings. Co-requisite: NURS 211
- NURSA 212. Pediatric Nursing** **2 credits**  
Focuses on application of nursing process and growth and development principles to the care of infants, children, and adolescents with selected health deviations. Emphasis is also on health promotions and maintenance of these age groups. Prerequisites: NURS 104, NURS 113/113L, NURS 114/114L, NURS 115/115L, NURS 208/208L, NURS 209/209L, NURS 210, BIOL 251, BIOL 252, HSCI 307. Co-requisites: NURS 211/211L, NURS 212L, NURS 219, NURS 220.
- NURSA212L. Pediatric Nursing Lab** **2 credits**  
Opportunities are provided for students to provide appropriate care for infants, children, adolescents, and their families in various settings. Co-requisite: NURS 212.
- NURSB 216. Nursing Assessment** **2 credits**  
This course introduces foundational nursing assessment skills and competencies used by professional nurses to provide care to individuals, families, and communities across the lifespan. Students will collect, interpret, and document data using basic skills of communication, observation, and physical examination.
- NURSB 216L. Nursing Assessment Lab** **2 credits**  
This course is taken concurrently with NURS-216 to provide students opportunity to collect and interpret data using the nursing process, basic skills of communication, observation, physical examination, and documentation. Co-requisite: BIOL 251.
- NURSA 219 Nursing Seminar** **2 credits**  
Designed to assist the student to examine issues in the delivery of nursing in our changing society and health-care systems to facilitate the role transition from that of student to graduate. Pre-requisites: All freshmen-level nursing courses/labs and NURS 208/208L, NURS 209/209L, NURS 210, BIOL 251, BIOL 252, Co-requisites: NURS 211/211L, NURS 212L, NURS 220.
- NURSA 220 NCLEX Preparation II** **1 credit**  
A structured review in preparation for the graduate nurse sitting for the NCLEX-RN. Content will reflect Maternal Health and Pediatric Considerations as well as physiological integrity aspects of nursing covered in the 3<sup>rd</sup> and 4<sup>th</sup> semesters of the ADN program. Perquisites: All freshmen-level nursing courses/labs and NURS 208/208L, NURS 209/209L, NURS 210. Co-requisites: NURS 211/211L, NURS 212L, NURS 219.

**NURSB 304. Pediatric Nursing****2 credits**

This course provides opportunity for students to develop a theoretical foundation for evidence based practice competence to address the individual needs of the pediatric client in the context of the family. Developmental frameworks are employed to understand the evidence based therapeutic approaches to children and youth. Prerequisites: HSCI 307, NURS 205, NURS 206, NURS 206L, CHEM 100, NURS 207, NURS 207L, PSY 212, BIO 251, HSCI 204, BIO 252. Co-requisite: NURS 304L.

**NURSB 304L. Pediatric Nursing Lab****2 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics*, *ANA Scope and Standards of Practice*, *ANA Nursing's Social Policy Statement*, *West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation*, *West Virginia Title 19 Legislative Rules*, and *West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 304 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 304L. Initial clinical laboratory assignments provided in the Skills Lab on campus help the student prepare for professional nursing practice in laboratory settings in Pediatric Care in the community. In clinical lab, students take the theory they have mastered and skills they have built in the campus-based skills lab, and apply that theory and those skills to professional nursing practice in clinical settings where pediatric patient populations and their families are receiving well child care, recovering from illness, or managing chronic diseases. Co-requisite: NURS 304. This lab is for Pass/Fail credit.

**NURSB 305. Childbearing Transitions****2 credits**

Students study the nursing process and its application to the care of beginning families requiring health promotion and maintenance or experiencing self-care deficits. Theories and principles of family development, family dynamics, childbearing, and care of the newborn are applied to nursing practice and in acute and community based settings. Laboratory experiences in a variety of primary and secondary maternity / newborn settings provide opportunities to care for families experiencing normal or complicated pregnancy, childbirth and / or parenting. Selected maternity complications are examined. Prerequisites: NUR 205, NURS 206, NURS 206L, NURS 207, NURS 207L, PSY 212, BIO 251, HSCI 204, BIO 252, CHEM 100. Co-requisite: NURS 305L.

**NURSB 305L. Childbearing Transitions Lab****2 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics*, *ANA Scope and Standards of Practice*, *ANA Nursing's Social Policy Statement*, *West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation*, *West Virginia Title 19 Legislative Rules*, and *West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 305 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 305L. Clinical laboratory assignments in the Skills Lab on campus help the student prepare for professional nursing practice in laboratory settings in Maternal-newborn care in acute and community based settings. Early in the semester, students take the theory they have mastered and the skills they have built in the campus-based skills lab, and apply that theory and corresponding skills to professional nursing practice in clinical settings where patient populations are anticipating pregnancy, pregnant, giving

birth, or providing a safe welcoming environment for the newborn. Co-requisite: NURS 305. This lab is for Pass/Fail credit.

### **NURSB 320. Nursing in Altered Health I**

**2 credits**

Designed to correlate with Pathophysiology by applying concepts of human responses to common alterations in health states of individual clients. Physiological, psychosocial and cultural aspects of human responses and subsequent effects of altered health on self-care ability are explored. Students draw on previously learned knowledge and skills in planning and implementing nursing care. Prerequisites: HSCI 307, NUR 205, NURS 206, NURS 206L, NURS 207, NURS 207L, PSY 212, BIO 251, HSCI 204, CHEM 100, BIO 252, and HSCI 304. Co-requisites: NURS 320L, HSCI 305 and HSCI 308.

### **NURSB 320L. Nursing in Altered Health I Lab**

**2 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 320 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 320L. Clinical laboratory assignments in the Skills Lab on campus help the student prepare for professional nursing practice in laboratory settings in where relatively stable populations are anticipating surgery, having surgery, or recovering from medical illness and/or surgery, help the student prepare for professional nursing practice. Early in the semester, students take the theory they have mastered and the skills they have built in the campus-based skills lab, and apply that theory and corresponding skills to professional nursing practice in clinical settings where patient populations are experiencing medical surgical treatment. Co-requisite: NURS 320. This lab is for Pass/Fail credit.

### **NURSB 321. Nursing in Altered Health II**

**3 credits**

Specific altered health states are explored in depth through application of the nursing process in client care. Clients experiencing chronic as well as acute self-care deficits will be the focus of nursing care. Prerequisites: HSCI 307, NUR 205, NURS 206, NURS 206L, NURS 207, NURS 207L, PSY 212, BIO 251, HSCI 204, CHEM 100, BIO 252, HSCI 307, HSCI 304, NUR 320, NURS 320L, HSCI 305, and HSCI 308. Co-requisites: NURS 321L.

### **NURSB 321L. Nursing in Altered Health II Lab**

**2 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 321 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 321L. Clinical laboratory assignments in the skills lab on campus and in clinical settings where seriously ill patient populations are anticipating surgery, having surgery, or recovering from medical illness and/or surgery, help the student prepare for professional nursing practice. Early in the semester, students take the theory they have

mastered and skills they have built in the campus-based skills lab, and apply that theory and those skills to professional nursing practice in clinical settings where patients are experiencing medical surgical treatment. Co-requisite: NURS 321. This lab is for Pass/Fail credit.

**NURSB 334. Mental Health Nursing**

**3 credits**

Students apply the nursing process with clients experiencing deficits of a developmental, emotional and/or behavioral nature. Students study theories and principles of mental health and illness, and therapeutic interventions with persons at risk for or affected by mental illness. Prerequisites: HSCI 307, NUR 205, NURS 206, NURS 206L, NURS 207, NURS 207L, PSY 212, BIO 251, HSCI 204, CHEM 100, BIO 252, HSCI 307, HSCI 304. Co-requisite: NURS 334 Lab.

**NURSB 334L. Mental Health Nursing Lab**

**1 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics*, *ANA Scope and Standards of Practice*, *ANA Nursing's Social Policy Statement*, *West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation*, *West Virginia Title 19 Legislative Rules*, and *West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 334 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 334L. Clinical laboratory assignments on campus and in community based psychiatric settings help the student serve patients across the lifespan, who experience mental illness. Early in the semester, students take the theory they have mastered and the skills they have built in the campus-based skills lab, and apply that theory and corresponding skills to professional nursing practice in clinical settings where patient populations are recovering from mental illness, or managing the effects of chronic mental illness in their lives. Co-requisite: NURSB 334. This lab is for Pass/Fail credit.

**NURSR 337X. Introduction to Professional Nursing**

**2 credits**

This course introduces beginning nursing science students to the foundational concepts for their academic curriculum and professional careers. Concepts related to the development of the individual as a professional nurse are examined through role exploration. Students study the historical development of professional nursing, the legal and ethical concepts of nursing, and the educational preparation that leads to credentialing and licensure as a professional nurse. Students are encouraged to work independently and in small groups to achieve the desired competencies in communication, team-building, critical thinking, and research.

**NURSR338X. Introduction to Nursing Research**

**3 credits**

An introduction to the designs, methods, ethical principles, and statistical analysis used by nurse scientists to research health phenomena. Descriptive and inferential statistics are introduced. Data is manipulated, graphed, and analyzed using statistical software. Pre-requisite NSCI 220 & MATH 121

**NURSR 339X. Health Assessment**

**1 credit**

This course introduces foundational nursing assessment skills and competencies used by professional nurses to provide care to individuals, families, and communities across the lifespan. Students will collect, interpret, and document data using basic skills of communication, observation, and physical examination.

**NURSR 340X Independent Studies Lab (Leadership or Case Management) 8 credits**

Enable students to conduct applied or descriptive research in the arena of Case Management or Leadership. These students will be assigned a mentor with which to explore these roles in the clinical setting. Pre-requisite: NURSR 437X.

**NURSB 404. Nursing Research 3 credits**

This course is an introduction to the designs, methods, ethical principles, and statistical analysis used by nurse-scientists to research health phenomena. Descriptive and inferential statistics are introduced. Data is manipulated, graphed, and analyzed using statistical software.

**NURSB 422. Nursing in Health Alterations III 4 credits**

Care of clients and families with multiple and/or complex altered health states is the focus for students in this course. Clinical experiences in critical care settings are added to the acute and community settings used in previous courses. Prerequisites: HSCI 304, HSCI 307, NUR 320, NURS 320L, HSCI 305, HSCI 308, NURS 321, NURS 321L, and HSCI 302. Co-requisite: NURS 422L, NURS 436 and NURS 436L.

**NURSB 422L. Nursing in Health Alterations III Lab 2 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 422 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 422L. Initially, clinical laboratory assignments on campus help the student prepare for clinical practice in laboratory settings in critical care settings in the community, that serve adult patients experiencing complex multi-system illness. Early in the semester, students take the theory they have mastered and the skills they have built in the campus-based skills lab, and apply that theory and corresponding skills to professional nursing practice in clinical settings where patient populations are critically ill. Co-requisite: NURS 422. This lab is for Pass/Fail credit.

**NURSB 433. B NCLEX Review 1 credit**

This course is designed to assist students in their preparation and readiness for NCLEX-RN testing required for licensure as a professional nurse. Students will review content identified on the NCLEX-RN Test Plan, take standardized comprehensive NCLEX-RN predictor exams and remediate content deficits.

**NURSB 436. Health Promotion Across the Lifespan 1 credit**

This course is designed to assist students to increase their knowledge, awareness and understanding of concepts and issues related to health promotion across the lifespan. The intent of the course is to enhance the student's ability to provide quality care and encourage health throughout the lifespan. Through the use of service learning, students will be given the opportunity to apply theoretical and professional skills with clients in the home and in a variety of community settings. Prerequisites: HSCI 307, HSCI 304, NURSB 320, NURSB 320L, HSCI 305, HSCI 308, NURSB 321, and NURSB 321L. Co-requisite: NURSB 436L, NURSB 422 and NURSB 422L.



**NURSB 436L. Health Promotion Across the Lifespan Lab****1 credit**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7*, students taking NURS 436 apply the theory presented in that class to their professional nursing practice in clinical labs in NURS 436L. Initially, clinical laboratory assignments on campus help the student prepare for clinical practice in laboratory settings in critical care settings and in those that serve patients in the community. Early in the semester, students take the theory they have mastered and the skills they have built in the campus-based skills lab, and apply that theory and corresponding skills to professional nursing practice in clinical settings where patient populations are experiencing the challenges of health promotion and maintenance. Co-requisite: NURS 436. This lab is for Pass/Fail credit.

**NURSR 437X. Leadership and Case Management****4 credits**

This course will examine principles of management and leadership theory. It is designed to assist with the development/augmentation of leadership competencies that promote quality improvement and patient safety, both critical components in the promotion of quality health care. Key components of this course will assist in the acquisition of leadership competencies that will include critical thinking, communication, creativity/innovation, legal/ethical, nursing and health care systems, quality improvement and change theory in nursing leadership and management roles. The AACN and the American Nurses Association Standards of Practice will serve as the model for this course. In addition, the Case Management components will describe the context in which human service delivery occurs today; differentiate between traditional case management and case management today; identify the phases of case management; identify the role of data gathering; define case review and list its benefits; list the principles and goals that guide the case management process; and describe how each principle influences the delivery of services.

**NURSR 438X. Community Health Nursing/Health Promotion across the Life Span (with lab)****3 credits**

This course is designed to assist students to increase their knowledge, awareness and understanding of concepts and issues related to health promotion across the lifespan. The intent of the course is to enhance the student's ability to provide quality care and encourage health throughout the lifespan. Through the use of service learning, students will be given the opportunity to apply theoretical and professional skills with clients in the home and in a variety of community settings. This course is designed to help the student develop the knowledge and skill necessary to practice nursing in the context of the community. The focus will include learning about population based health enhancement initiatives, global health priorities and concerns, disaster nursing, characteristics of effective and ineffective communities, as well as the process of population based health behavior change. Relying on foundational knowledge from nursing, science, social, and public health resources, students study evidence based approaches to applying the nursing process at the community level. The course focus is nursing advocacy as a pathway to local, national, and global health.



**NURSR 438LX. Community Health Nursing Lab****3 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7, students focus on nursing practice with families and communities in this lab. Students will be partnered with key community health agencies during the semester. Nursing care provided will be subject to the ANA Code of Ethics and the ANA Scope and Standards Practice. Learning activities will include a community assessment of the geopolitical community or a phenomenological community and participation in a planned intervention project providing primary, secondary and/or tertiary services to benefit the community. Co-requisite: NURS 438X

**NURSR 439X. Issues/Trends (Affordable Care Act, quality and safety, change theory, organizational structure, Evidenced Based Practice)****3 credits**

This course explores political, legal, ethical, and policy issues affecting quality of healthcare delivery and of nursing practice.

**NURSR 454. Leadership and Management****3 credits**

This course will examine principles of management and leadership theory. It is designed to assist with the development/augmentation of leadership competencies that promote quality improvement and patient safety, both critical components in the promotion of quality health care. Key components of this course will assist in the acquisition of leadership competencies that will include critical thinking, communication, creativity/innovation, legal/ethical, nursing and health care systems, quality improvement and change theory in nursing leadership and management roles. The AACN and the American Nurses Association Standards of Practice will serve as the model for this course. Prerequisite: NURS 422, NURS422L, NURS 436, and NURS 436L.

**NURSR 459X. Capstone (Portfolio)****3 credits**

This Capstone course in the major is designed to promote successful transition from student to graduate nurse by strengthening knowledge, use of theory, critical thinking, beginning management and leadership principles, and the use of legal, ethical, and professional nursing standards in the practice of nursing. Reliant on competencies developed in all previous nursing courses, and congruent with the ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7, student knowledge and performance is enhanced through a variety of experiences in patient care under the direction of a preceptor. Opportunities are provided for students to experience the role of staff nurse, gain confidence in using critical thinking and technical skills in the clinical environment, strengthen knowledge and use of theory in practice, foster collegial respect, enhance self-image as a nurse, and assist in role transition from student to graduate nurse. Pre-requisites: All RN – BSN nursing courses, NURS 337X, NURS 339X, NURS 439X, NURS 437X, NURS 338X, NURS 340X, NURS 438X, NURS 438LX, and all required pre-requisites and co-requisites.

**NURSB 460. Nursing Practicum****1 credit**

This Capstone course in the major is designed to promote successful transition from student to graduate nurse by strengthening knowledge, use of theory, critical thinking, beginning management and leadership principles, and the use of legal, ethical, and professional nursing standards in the practice of nursing. Prerequisites: HSCI 307, HSCI 304, NUR 320, NURS 320L, HSCI 305, HSCI 308, NURS 321, NURS 321 Lab, NURS 436, NURS 436 Lab, NURS 422, and NURS 422 LAB. Co-requisites: NURS 460L, NURS 467, NURS 467L, and NURS 433.

**NURSB 460L. Nursing Practicum Lab****4 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7*, student knowledge and performance is enhanced through a variety of experiences in patient care under the direction of a preceptor. Opportunities are provided for students to experience the role of staff nurse, gain confidence in using critical thinking and technical skills in the clinical environment, strengthen knowledge and use of theory in practice, foster collegial respect, enhance self-image as a nurse, and assist in role transition from student to graduate nurse. Co-requisite: NURS 460. This lab is for Pass/Fail credit.

**NURSB 467. Community Health Nursing****2 credits**

This course is designed to help the student develop the knowledge and skill necessary to practice nursing in the context of the community. The focus will include learning about population based health enhancement initiatives, global health priorities and concerns, disaster nursing, characteristics of effective and ineffective communities, as well as the process of population based health behavior change. Relying on foundational knowledge from nursing, science, social, and public health resources, students study evidence based approaches to applying the nursing process at the community level. The course focus is nursing advocacy as a pathway to local, national, and global health. Prerequisites: Prerequisites: HSCI 307, HSCI 304, NUR 320, NURS 320L, HSCI 305, HSCI 308, NURS 321, NURS 321L, NURS 436, NURS 436L, NURS 422, and NURS 422L. Co-requisites: NURS 460L, NURS 460, NURS 467L, and NURS 433.

**NURSB 467L. Community Health Nursing Lab****2 credits**

Reliant on competencies developed in all previous nursing courses, and congruent with the *ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7*, students focus on nursing practice with families and communities in this lab. Students will be partnered with key community health agencies during the semester. Nursing care provided will be subject to the ANA Code of Ethics and the ANA Scope and Standards Practice. Learning activities will include a community assessment of the geopolitical community or a phenomenological community and participation in a planned intervention project providing primary, secondary and/or tertiary services to benefit the community. Co-requisite: NURS 467. This lab is for Pass/Fail credit.

## **Occupational Therapy Assistant (OTA)**

### **OTA 201. Introduction to Occupational Therapy** **3 credits**

Fundamentals of occupational therapy, including the roles of both the OTR and the OTA will be explored. The student will learn the history of the profession and the political infrastructure of the American Occupational Therapy Association. Professional behaviors including presentations, communication, and documentation will be emphasized. OT professional language will also be introduced. Prerequisite: OTA program admission or permission of the program director.

### **OTA 202. Principles of Performance in Occupational Therapy** **3 credits**

Fundamentals of Occupational Therapy Assisting, including terminology specific to Occupational Therapy, documentation, and group and communication activities. Basic hands-on work including simple transfers and basic positioning techniques in preparation for more advanced work in 207. Reimbursement and patient advocacy issues are also discussed. Prerequisite: OTA program admission or permission of the program director.

### **OTA 203. Clinical Kinesiology** **3 credits**

Kinesiology is the study of movement of the human body with an emphasis on musculoskeletal components producing specific movements. It involves the study and understanding of functional, anatomical, and mechanical principles that apply to human motion and posture. Kinesiology applies principles of anatomy, physics, and physiology to help analyze human motion. Prerequisite: OTA program admission or permission of the program director.

### **OTA 204. Occupational Therapy in Adult Physical Performance and Lab I** **3 credits**

Presents diagnosis of medical, neurological, orthopedic, and multisystem conditions treated in occupational therapy practice. Etiology, symptomatology, prognosis, and treatment will be discussed. Guest speakers discuss conditions unique to the Appalachian area and treatment. Students are encouraged to develop their problem-solving skills to enhance and normalize the client's way of life. Basic health promotions are stressed. The laboratory element provides a hands-on section for treating physical dysfunction in adults, including transfer training and ADL training. The focus is on correct technique in PROM, AROM, manual muscle testing, and goniometry. Students continue to learn to grade activities. Documentation and professional behaviors are also stressed. Prerequisites: OTA 201, 202; or permission of the program director.

### **OTA 205. Level 1 Fieldwork I** **2 credits**

This is the first fieldwork experience for the OTA student. The student will be assigned a clinical site to observe an Occupational Therapist; an Occupational Therapy Assistant or a professional of another discipline conducting OT related activities, assessments or groups. The student will observe evaluations, and on-going individual and group treatment related to activities of daily living, work and leisure. Level 1 fieldwork will encourage development of professional behaviors including collaborating with other members of the treatment team. Students will be required to complete written assignments including a case study and progress notes. Level 1 fieldwork cannot be used as a substitute for any part of Level II fieldwork. Prerequisites or co-requisites: 201, 202, 208, 203; or permission of the program director.

**OTA 206. Level 1 Fieldwork II****2 credits**

This is the second fieldwork experience for the OTA student. The student will be assigned a clinical site to observe an Occupational Therapist; an Occupational Therapy Assistant or a professional of another discipline conducting OT related activities, assessments or groups. The student will observe evaluations, and on-going individual and group treatment related to activities of daily living, work and leisure. Level 1 fieldwork will encourage development of professional behaviors including collaborating with other members of the treatment team. Students will be required to complete written assignments including a case study and progress notes. Level 1 fieldwork cannot be used a substitute for Level II fieldwork. Prerequisite: 201, 202, 205, 208, 203. Prerequisites or co-requisites: 207, 209, 210, 215; or permission of the program director.

**OTA 207. Occupational Therapy in Adult Physical Performance and Lab II****4 credits**

This course provides the student with the theory and practice needed to carry out an occupational therapy treatment program for clients with physical dysfunctions. Ethical, critical and clinical reasoning and cultural and environmental considerations will be imbedded in the course as an integral part of practice. The work in this course will build from OTA 204 and OTA 203. Prerequisites: OTA 201, 202, 205, 208, 203; or perm of program director.

**OTA 208. Occupational Therapy in Psychosocial Performance****3 credits**

This course examines the role of occupational therapy in psychiatry and some of the common conditions presented to OTs. Therapeutic use of self and other treatment modalities are explored. Occupational therapy and addiction are also examined. Due to the shrinking role of OT in the traditional psychiatric environment psychosocial issues are discussed across the spectrum of patient populations. Prerequisite: OTA program admission or permission of the program director.

**OTA 209. Modalities****3 credits**

This course will provide exposure to the treatment of the geriatric, pediatric, adult and psychiatric populations. Modalities include splinting, wheelchair usage, positioning, facilitation and relaxation techniques, muscle testing, AROM, PROM, adaptive ADL training. Students will also learn budgeting inventory management, supervision and activity planning and implementation. Prerequisites: OTA 201, 202, 208, 203; or permission of the program director.

**OTA 210. Occupational Performance of Children****3 credits**

This course will provide the student with the theory and practice of therapeutic techniques necessary to carry out an occupational therapy treatment program in the area of pediatric practice. A variety of evaluations will be introduced; treatment methods explored, along with discharge planning. Skills in ethical reasoning and consideration of cultural factors are integrated throughout the course. Knowledge gained in the course will give OTA students' entry-level skills in a variety of pediatric treatment settings. Standards of practice for occupational therapy services in schools will be emphasized. Prerequisites: OTA 201, 202, 205, 208, 203; or permission of program director.

**OTA 211 and OTA 212. Level II Fieldwork I & Level II Fieldwork II****6 credits each**

The standards of education for the occupational therapy assistant (as outlined by the American Occupational Therapy Association), require that the student successfully

complete at least two Level II clinical fieldwork assignments at (or within 20 months of) the completion of all other academic course work. It is the intention of these standards to encourage the student to gain multiple opportunities to further develop clinical skills in diverse settings, thus insuring a broad-based knowledge of the profession and its practices. The student is encouraged to seek out placements that will best serve these ends. Scheduled with OTA program's academic fieldwork coordinator, these clinical fieldwork assignments are taken as full-time non-paid, pre-employment experiences. Prerequisite: successful completion of all OTA didactic requirements.

**OTA 215. Occupational Performance in the Older Adult** **3 credits**

This course will focus on the geriatric population and their special needs. Psychosocial, physical and environmental needs will be discussed and treatment plans devised; including a community home visit. Prerequisites: OTA 201, 202, 205, 208, 203; or perm of program director.

**OTA 216. Capstone Seminar** **2 credits**

This weekend course focuses on reviewing major areas of OTA study in preparation for the national certification exam. Practice exams are given. Test taking strategies are discussed. Students are walked through the NBCOT web site in preparation for registering for the certification exam. Prerequisite: successful completion of all OTA courses, including 211 and 212.

**Organizational Leadership (ORGL)**

**ORGL 301. The Adult Learner: Principles, Applications, Concepts, & Theories** **3 credits**

Introduces participants to lifelong learning, emphasizing learning and cognition theories, models, and principles applied to the workplace and other adult learning venues. Explores adult learning in different contexts to acquaint participants with the main debates in the field and with the philosophies and methodologies used by a variety of adult education projects. Contributes to competencies of leading self with character, leading in a climate of change, and leading across boundaries. *Online.*

**ORGL 302. Principles and Issues of Management** **3 credits**

This course introduces a broad range of concepts, theories, and practices important for a basic understanding of management. Includes management and the management functions of planning, organizing, directing, and controlling. Topics focus on diversity within an organization and the environment in which managers must effectively operate. Also focuses on the application of management principles and realistic situations managers encounter as they attempt to achieve organizational objectives. Explore behavioral science concepts and research findings directed toward understanding human behavior within organizations; examine and study this behavior as a function of the individual, the interactive groups within the organization, and the organization itself. *Online.*

**ORGL 305 Principles and Issues of Human Resources** **3 credits**

Study of organizational structure with emphasis on staffing management involved in recruitment, selection, training, wage and salary administration, and personnel assessment. Introduces employment, selection, and placement of personnel; usage levels and methods; job descriptions; training methods and programs; and employee evaluation

systems. Includes procedures for management of human resources, and uses case studies and problems to demonstrate implementation of these techniques. *Online.*

**ORGL 307. Leadership** **3 credits**

Introduces a broad range of concepts, theories, and practices important for basic understanding of leadership. Topics focus on the various styles and environments in which effective leaders lead their lives and manage their relationships. Includes application of leadership principles to real situations and problems, resulting in quality, productivity, and success as organizations strive to achieve their objectives. *Online.*

**ORGL 309. Collaborative Leadership** **3 credits**

Addresses the need for collaborative and team-engagement skills in twenty-first century leadership. Research and the experience of leaders and scholars show that leading teams and groups to successful realization of goals and projects cannot be accomplished alone. Collaborative leadership emphasizes engagement, capacity building, diversity, social sense-making, and communication as aspects of collaborative work with groups. *Online.*

**ORGL 316. Ethics** **3 credits**

An inquiry into diversity, the fundamental norms of conduct in any organization, and the justifications of conduct in relation to ethical theories. Gives special attention to ethical problems in organizations and their relationships with members, employees, customers, administrators, and society. *Online.*

**ORGL 401. The Learning Organization** **3 credits**

Addresses a broad range of concepts, theories, and practices from the disciplines of adult learning, organizational development, and human resource development. Emphasizes transformational leadership, how it develops, and the competencies and principles needed to reinvent or transform oneself into a leader. Students examine the change process from the perspective of the individual within an organization. They further examine a career model for improving professional development and explore basic assumptions about the contributions of individuals to organizations, with a goal of producing competent professionals who can think in action and apply their knowledge under changing conditions. *Online.*

**ORGL 402. Organizational Behavior** **3 credits**

Addresses issues of how people live their lives at work and in organizations. An overarching theme of gaining a competitive edge through people involves understanding individuals as they function in organizations, as well as how organizations design and structure work to achieve goals. Behaviorally oriented; conceptually, combines the function of management with the psychology of leading and managing people. Emphasizes effective use of human resources through understanding diversity; human motivation and behavior patterns; conflict management and resolution; group functioning and process; the psychology of decision making; and the importance of recognizing, analyzing, and managing change. *Online.*

**ORGL 408. Action Research** **3 credits**

Offers an immediate, localized, and actionable framework for investigating and analyzing organizations. Students learn how to conduct action research as scholar-practioners in many diverse fields, as well as how to critically analyze an organization's operational,

financial, and statistical reports for decision making. Provides students with knowledge and practice for leading for results with resource acumen. *Online.*

**ORGL 406. Organizational Development and Change** **3 credits**

Vertically and horizontally integrates all courses in the organizational leadership curriculum. Creates synergies by presenting organizational development as a management discipline aimed at improving organizational effectiveness by increasing the use of human resources within the enterprise. *Online.*

**ORGL 413. Human Resource Development** **3 credits**

Addresses current human resource development practice from the perspective of the role of change agent and organizational transformation. Incorporates a broad range of concepts, theories, and practices in human resource and organizational development. Texts present real-world change agents and their attempts to deal with problems and situations. *Online.*

**ORGL. 415 Leadership Communication** **3 credits**

Expands and hones students' communication skills as they apply to leadership roles. Students develop skills for building relationships across disciplines, departments, cultures, and politics and for leading engagement and collaboration in local, global, and virtual realms. Contributes to using language and communication skills as a resource for leadership, supports leadership in climates of change, and prepares students to lead across boundaries toward coalition building; conveys core communication concepts by preparing students to connect and communicate effectively. Meets practical needs of written communication fluency for leaders, line managers, and consultants. *Online.*

**ORGL 430. Practicum: Developing Teams** **3 credits**

First course in a series of three emphasizing the practical application of concepts, theories, and practices from coursework in real organizational environments and situations. Provides flexible opportunities to employ various and evolving technologies. Students design and implement team and collaborative initiatives that address an organizational problem or situation for their employer or a comparable organization. Practicum work culminates in an academic paper and digital portfolio. *Online.*

**ORGL 435. Organizational Leadership Senior Capstone** **3 credits**

Emphasizes the practical application of concepts, theories, and practices from program coursework and liberal learning outcomes in real organizational environments and situations. Provides flexible opportunities to employ various and evolving technologies. Students design and implement initiatives for their employer or a comparable organization. Initiatives incorporate the use of technologies as part of their evolving leadership practice. Practicum work culminates in an academic paper and digital portfolio. *Online and hybrid.*

## **Physical Science (PHSC)**

**PHSC 201 and 201L. Introductory Physics I** **4 credits**

This is a course intended for those students entering the Health Science or Scientific field, especially in the Pre-Professional or general science programs. This course treats most of the topics found in standard introductory physics texts. The areas of study fall under the headings of Mechanics, Thermodynamics, Vibrations and Waves. Specific



topics are motion in one and two dimensions, forces, energy, momentum, collisions, rotational motion, solids/fluids, thermal processes, vibrations, sound Laboratory fee \$15. Prerequisites: MATH 123. Taught fall semester.

**PHSC 202 and 202L. Introductory Physics II** **4 credits**

This is a course intended for those students entering the Health Science field, specifically in the Pre-Professional or general science programs. This course treats most of the topics found in standard introductory physics texts. The topics that are considered to be crucial include Electricity, Magnetism, Light, Optics, Relativity, Quantum Physics, Atomic Physics, and Nuclear Physics. Prerequisite: PHSC 201. Laboratory fee \$15. Taught spring semester.

**Political Science (POLS)**

**POLS 101. American National Government** **3 credits**

An introduction to the forms, functions, and processes of the American national government. As such, the course offers a broad overview of the American political system. The first portion of the course discusses the foundations of the American political system. The second section focuses on the politics and policies associated with the American system of government, and the final section of the course is concerned with the institutional arrangements that characterize American government.

**POLS 102. State and Local Government** **3 credits**

A study of the development of state and local government, present political organization and interrelations, with special attention to the government of West Virginia. This course focuses on governmental forms used in our states and various units of local governments and emphasizes local political institutions and the relationship of citizens to them.

**POLS 210. Comparative Government** **3 credits**

This course is a comparative study of selected Western and non-Western political systems with special attention to state-society relations. The main goal of the course is to study different political systems with two objectives in mind. First, we want to better understand the different ways in which people are governed. Second, comparisons give us the reference points that we need to help us better understand politics and government. Perhaps just as importantly, we will examine how these governments have addressed various societal problems and study both their success and their failures.

**POLS 200. Introduction to Public** **3 credits**

A study of the issues and problems currently facing Congress, the Presidency, and the Courts, including an introduction to the way public policy is determined through the use of analytical models.

**POLS 230. Introduction to Political Philosophy** **3 credits**

This course provides an introduction to western political thought. Among the questions to be considered in the course are: What is the relationship between politics and truth? Do the ends justify the means in politics? What are natural rights? What is the relationship between economics and politics? What are the proper limits on government? Should government attempt to shape society and, if so, in what manner?



**POLS 240. Legislative Branch Politics****3 credits**

This course focuses on the legislative function of the American national government. The structure and function of Congress will be examined, as well as various theories on how policy is made within this branch. The relationship of the legislative process to other branches of government will also be considered.

**POLS 250. Executive Branch Politics****3 credits**

This course focuses on the executive function of the American national government. The structure and function of the Executive branch will be examined, as well as various theories on how policy is made within this branch. Also considered in this course will be the President's responsibility for foreign policy and the associated bureaucratic agencies charged with implementing the President's decisions related to this area of policymaking. The relationship of the executive branch to other branches of government will also be considered.

**POLS 260. Judicial Branch Politics****3 credits**

This course focuses on the judicial branch of the American national government. The structure and function of the judiciary will be examined, as well as various theories on how policy is made within this branch. Particular attention will be given to the courts and their relation to criminal justice. The relationship of the judiciary to other branches of government will also be considered.

**POLS 270. Interest Group Politics****3 credits**

This course focuses on outside actors who influence different levels of the American government. The structure and function of the interest groups are examined, as well as various theories on how policy is influenced by these actors. Particular attention is given to the lobbyists and the strategies they utilize in pursuing their preferred policies. The relationship of interest groups to other branches of government is also considered.

**POLS 280. Debating Political Issues****3 credits**

This course introduces students to the art of debate. Effectively researching and organizing ideas, presenting thoughts verbally, and listening critically are covered. Current political issues provide the topics debated within this course.

**POLS 290. Ethical Dilemmas in Policy Making****3 credits**

This course introduces students to some of the ethical dilemmas policymakers face in crafting policy. In addition, students will have the opportunity to think critically about the ways in which moral and political values come into play in the American policy process, particularly as they affect non-elected public officials who work in a world shaped by politics. Topics covered include the tensions between ethics and politics, an introduction to various moral theories that relate to contemporary policy debates, and the issues and dilemmas of professional ethics. The course takes an interdisciplinary approach, drawing on applied ethics, politics and public management for examining contemporary problems in public policy.

**POLS 300. Political Science Research Methods****3 credits**

This course introduces students to the philosophy and practice of political science research and examines the approaches that researchers use to understand political phenomenon. Students will learn and apply key concepts, including inductive and

deductive reasoning, hypothesis construction, operationalization of concepts, measurement, sampling and probability, causal inference, and the logic of controls. In addition, students will gain experience utilizing the introductory tools necessary to prepare for graduate school, law school or applied research in the field.

**POLS 314. Constitutional Law I** **3 credits**

This is the first of what is designed to be a two semester course in Constitutional Law. The focus will initially be on the structure, powers, and limitations of the judicial, executive, and legislative branches of the federal government. It will then examine the concept of federalism unique to the American experience. Finally, it will begin the transition to substantive due process rights which will be examined in detail in Constitutional Law II.

**POLS 316. Constitutional Law II** **3 credits**

This is the second in what is designed to be a two semester course in Constitutional Law. The course will examine the varied interpretations of the Equal Protections Clause of the 14th Amendment. It will then analyze First Amendment jurisprudence as applied to freedom of expression and religious freedom. The course will then review of what may be the most debatable constitutional right of all – the right to privacy. Finally, it will close with the struggles of the United States Supreme Court to balance the arguably incompatible concepts of freedom and security. Although POLS 314 is not a mandatory prerequisite for this course, students who have not taken POLS 314 will be at a substantial disadvantage.

**POLS 370. Moral Issues in Capitalism** **3 credits**

An introduction to the philosophy of objectivism. The student will learn objectivist theory as well as contrasting theories of capitalism (cross listed as BUSI 370).

**POLS 400. Senior Thesis** **3 credits**

This course is designed to demonstrate your accumulated training in Political Science in a single original project, subject to the instructor's approval and under the additional supervision of a faculty mentor. The primary goal of the course is to facilitate student application of the knowledge and skills acquired in the program. Relevant skills include analysis, critical thinking, integration of information, synthesis of ideas, presentation, and written communication. The course is structured as a seminar with a mixed format and requires significant self-direction and participation by students.

*Prerequisite: POLS 300. Note that POLS 300 can be taken in the same semester as POLS 400 with instructor approval.*

**POLS 490. EAGLE Internship** **12 credits**

The Political Science EAGLE (Engaged Adaptive Guided Learning Experience) internship program is available to junior or senior Political Science majors who have permission from the Program Coordinator. Students will complete a 40 hour per week, 15 week long internship for 12 hours of course credit. The EAGLE internship program is intended to provide students with an enhanced learning experience unavailable in the classroom.

## **Psychology (PSYC)**

### **PSYC 101. Introduction to Psychology** **3 credits**

A general introduction to psychology and its approaches to gathering and evaluating evidence about the causes and correlates of behavior. The topics surveyed will include brain and behavior, memory, perception, development across the lifespan, personality, abnormal behavior and psychotherapies. (Credit by Examination available.)

### **PSYC 212. Life-Span Development** **3 credits**

A coverage of physical, cognitive-intellectual, and social-personality development from infancy through old age as well as an introduction to research methods and different theories of developmental psychology.

### **PSYC 315. Psychological Statistics** **3 credits**

An intensive interpretation of experimental data in quantitative terms. Topics included are description by ranking and averaging, correlation, regression, probability, inference, t-tests, analysis of variance (ANOVA), Chi square and other nonparametric methods. Prerequisite: SSCI 203. Cross-listed as SSCI 315.

### **PSYC 342. Social Psychology** **3 credits**

A survey of the systematic study of social behavior. Interpersonal processes and behaviors related to social phenomena are emphasized by focusing upon such topics as attraction, social perception, aggression, conformity, group dynamics, persuasion, and attitude change.

### **PSYC 343. Personality** **3 credits**

A survey of current and traditional theories of personality. Various types of personality assessment are demonstrated and evaluated. Prerequisite: PSYC 101.

### **PSYC 350. Special Topics** **3 credits**

Presents coverage of special interest topics in psychology such as political psychology, sleep and dreaming, and industrial/organizational psychology.

### **PSYC 351. Human Sexuality** **3 credits**

This course provides an overview of human sexuality from biological, socio-emotional, and social-cultural perspectives. Areas covered include the biological basis of sexuality, sexual behavior, social issues, sexuality and the life cycle, and sexual problems. Special emphasis is given to the ethical and moral aspects of human sexuality.

### **PSYC 352. Cognitive Psychology** **3 credits**

This course provides an overview of human cognition, including such topics as attention, perception, pattern recognition, memory, language, problem solving, creativity, and decision making. The relevance of the study of human cognition to everyday experiences will be emphasized. Students will actively investigate their own cognitive processes through classroom demonstrations, simulations, and field observations.

### **PSYC 353. Physiological Psychology** **3 credits**

This course provides the student with an introduction to the study of brain and behavior. The role of the nervous system in movement, sensation, and perception will be covered. Research concerning brain processes involved in memory, attention, learning, and consciousness also

will be included. A focus on emotion, stress, and psychopathology will provide the student with knowledge of cutting-edge topics in pathology and psychological disorders.

**PSYC 354. Psychology and the Law** **3 credits**

This course explores the relationship between the fields of psychology and the law from the psychological perspective. The major areas of interface between the disciplines are explored, including the values of each discipline, crime and crime investigation, competency and insanity, the trial process, jury decision-making, and suggested reforms to the legal system. Additionally, students are expected to apply their knowledge in a trial reenactment, from jury selection to the rendering of a verdict.

**PSYC 355. Advanced Social Psychology** **3 credits**

This course is intended as a follow-up to PSYC 342 – Social Psychology. It will provide in-depth review and discussion of topics first introduced in the previous class, including attribution, attitude formation and attitude change, social influence, interpersonal relationships, social biases, and pro-social behavior. It is intended that students will cultivate the skills of a competent psychology researcher. Prerequisite: PSYC 342.

**PSYC 356. Terrorism** **3 credits**

This course explores the multifaceted topic of terrorism. Areas of discussion include the inherent difficulties in defining and identifying terrorism, root causes, including economic, political, religious, and psychological, of terrorism, the impact of terrorism on its victims and the terrorists, and intervention strategies. The role of the media on our perceptions and understanding of terrorism is addressed as a constant theme throughout the course.

**PSYC 361. Introduction to Clinical Psychology** **3 credits**

An introduction to clinical psychology and therapeutic methods, including familiarization with current testing and assessment procedures. Prerequisite: PSYC 101.

**PSYC 362. Abnormal Psychology** **3 credits**

A study of the diversity of psychological disorders ranging from stress-related disorders, emotional, affective, social, organic, and psychotic disorders. Coverage will include diagnosis and assessment techniques, theoretical perspectives on etiology and treatment, and consideration of individual and community-based psychotherapies.

**PSYC 373. History of Systems and Theories in Psychology** **3 credits**

A comprehensive and historical coverage of systematic and theoretical psychology. The course is designed to provide the student with a basis for critical analysis of the major systems of psychological thought and the major psychological theories. A historical tracing of major schools, notable contributors, and major theories and perspectives will be provided as well as coverage of contemporary trends. Prerequisite: PSYC 101.

**PSYC 451. Experimental Psychology** **3 credits**

Experimental design considerations for research studies are the focus of the course. Topic areas to be covered include: hypothesis formation, determination of independent and dependent variables, control in experimentation, and quasi-experimental designs. Each student will determine a research problem, complete a literature review and submit an APA style proposal. Prerequisites: PSYC 101, 315, SSCI 203.

**PSYC 452. Thesis****3 credits**

A continuation of PSYC 451. Topic areas to be covered include ethical considerations, single subject designs, data collection, internal and external validity. Upon approval of the proposed study submitted for PSYC 451, each student will conduct the experiment, analyze the data and submit the final thesis in APA format. Prerequisite: PSYC 451.

**PSYC 495. Professional Semester****15 credits**

An off-campus internship in public or professional agencies. Prerequisite: Junior or senior standing and permission of the Program Coordinator.

**PSYC 498. Internship****1-4 credits**

This off-campus internship program is available to advanced sophomore, junior or senior psychology majors who have permission from the discipline coordinator. Students will complete a minimum of 50 supervised contact hours per credit hour with a maximum of four course credits available. The internship is intended to provide career-related work experience. Additional requirements include keeping a journal (log) of experiences and completing a research paper on a topic approved by both the on-site supervisor and the discipline coordinator.

**PSYC 499. Independent Study in Psychology****1-4 credits**

Students will be individually supervised in a research or field experience. Prerequisite: Junior or senior standing and permission of the discipline coordinator.

**Radiologic Science (RADI)****RADI 101. Introduction to Radiologic Science****2 credits**

The course introduces beginning Radiologic Science students to the foundational concepts for their academic curriculum and professional careers. Concepts related to the development of the individual as a health care professional are examined through career exploration and the investigation of commonalities of the health professions. Students study the historical development of Radiologic Science, legal and ethical concepts, credentialing, interdisciplinary collaboration and networking, impacting legislation and individual accountability. Students are encouraged to work independently and in small groups to achieve the desired competencies and develop first-level competencies in communication, team-building, critical thinking, and research. Students will be expected to demonstrate the ability to use word processing and to develop a power point presentation.

**RADI 102. Radiation Physics****3 credits**

This course will provide the student with a knowledge of basic physics including selected topics in units of measurement, atomic physics, electricity, magnetism, x-ray production, electrical circuits and x-ray circuits.

**RADI 201. Radiographic Positioning, I****3 credits**

This course is designed to acquaint the student with the basic body positions used in radiography. This includes anatomy, positioning nomenclature and anatomical landmarks. This didactic course work is integrated into the clinical setting.

**RADI 201L. Clinical Lab I****3 credits**

This is the first in a series of clinical courses that will provide the student with the necessary clinical education to become competent in the medical imaging field. The student will become familiar with the basic equipment within the assigned clinic, and shall begin to master skills necessary to function in the medical imaging departments. This unit is designed to provide the student with the opportunity to achieve knowledge and skill necessary to perform standard radiographic procedures with concentration in chest, abdomen, and extremities. A module in Radiation Safety will be included as part of RADI 201L.

**RADI 202. Osteology****3 credits**

This course is designed to give the student an in-depth knowledge of the human skeletal system with a specific emphasis to the field of radiology. This class focuses on anatomical terminology, units of body structure, a comprehensive review of the joints of the body, and the bones composing the appendicular skeleton and the axial skeleton.

**RADI 210. Radiographic Processing****1 credit**

This course is an introductory course that will provide the student with the basic information on how to process digital images. Requirements for the processing area will be identified; Historical processing methods, image receptors, digital imaging systems, artifacts and picture archiving systems will be discussed. Processing procedures and artifacts will be described. Prerequisites: RADI 201, 201L, 202.

**RADI 211. Radiographic Positioning II****3 credits**

This course is designed to provide the student with the knowledge and skill necessary to perform standard radiographic procedures with concentration in fluoroscopic exam, spine, headwork procedures, and bony thorax. Consideration will be given to the production of radiographs of optimal diagnostic quality. Radiograph evaluation will include critiquing for contrast/gray scale, density/brightness, detail, and positioning. Laboratory experience will be used to complement the classroom portion of the course. The course is a continuation of RADI 201 and is available only to students who are enrolled in or have successfully completed RADI 201.

**RADI 211L Clinical Lab II****3 credits**

This is the second in a series of clinical courses that will provide the student with the necessary clinical education to become competent in the medical imaging field. All the courses in this series take place in the assigned clinical areas, and the student will continually be exposed to actual patient handling and care. The student will continue to master basic skills necessary toward becoming a competent radiographer. The student will also continue to master basic radiographic procedures on which he/she has proven competent. The student will have the opportunity to achieve knowledge and skill necessary to perform standard procedures with concentration in chest/abdomen, extremity, fluoroscopic, bony thorax, spine, and headwork procedures. The hours spent in the clinical lab will be divided among day and evening rotations. Prerequisites: RADI 201, 201L, 202.

**RADI 212. Radiographic Exposure****3 credits**

This course discusses the construction and operation of radiographic tubes, property and production of x-rays, and factors affecting the quality of a radiograph. The class

information includes production of radiation and reaction with matter. Radiographic contrast/gray scale, density/brightness, and detail will be emphasized. Prerequisites: RADI 201, 201L, 202.

### **RADI 301. Radiographic Positioning III**

**3 credits**

Advanced positioning of the patient including discussion of special procedures and the equipment used during the advanced procedures will be covered. Study of the position of major blood vessels, structures, and organs of the head, neck, thorax, abdomen, and pelvis. Venipuncture and contrast media injection lecture and lab will be emphasized. Prerequisites: RADI 211, 211L.

### **RADI 301L. Clinical Lab III**

**6 credits**

The third in a series of clinical courses that will provide the student with the opportunity to gain competence in clinical education in the art and science of radiography. The student shall continue to expand knowledge and skills in obtaining health histories for patient of all ages. The student shall perform vital signs and practice physical assessments during contrast media procedures. The student shall continue to practice patient education skills and continue developing sensitivity to patient's needs. This course will clinically integrate headwork and advanced procedure examinations. The student shall continue to demonstrate the skills required to assess patient condition and then formulate techniques and position routine radiologic examinations under direct or indirect supervision of a registered radiographer, depending on his/her level of competency. The hours spent in clinical lab will be divided among day and evening rotations. Prerequisites: RADI 211, 211L.

### **RADI 302. Cross Sectional Anatomy**

**1 credit**

This course is designed to include regional anatomy in coronal, sagittal, and axial images, oblique sections, and three dimensional reconstruction with emphasis and applications toward medical imaging such as Computed Tomography, Magnetic Resonance Imaging, and Diagnostic Sonography. Prerequisites: RADI 211, 211L.

### **RADI 304. Imaging Equipment**

**3 credits**

This course will provide the student with knowledge of equipment routinely utilized to produce diagnostic images. Much of the course focus is x-ray circuitry and fluoroscopic equipment. Also included is mobile and digital equipment. Various recording media and techniques are discussed. Prerequisites: RADI 301, 301L, 311.

### **RADI 311. Radiology Pathology**

**2 credits**

A study of the various diseases and recognition between bacterial and viral organisms will be covered. The student will also recognize conditions of illness involving the different systems of the body and the pathological effects of radiographs Prerequisites: RADI 211, 211L.

### **RADI 311L. Clinical Lab IV**

**6 credits**

The fourth in a series of clinical courses that will provide the student with the opportunity to gain competence in clinical education in the art and science of radiography. The student shall continue to expand knowledge and skills in obtaining health histories for patient of all ages. Clinical experience will be gained under the direct and indirect supervision of accredited professionals. Students will have opportunities to perform procedures on more critically ill patients and continue to practice physical assessment



skills. Students will learn to adapt routine positioning and technique procedures determined by patient condition. Pharmacology will be delivered 1 hour each week as part of RADI 311L. The student will perform venipuncture competency during this clinical course. Clinical experience will be scheduled during both daytime and evening shift hours. Prerequisites: RADI 301, 301L.

**RADI 320/320L. Cardio-Vascular Imaging** **3 credits**

RADI students will gain knowledge of the history, equipment, principles, imaging procedures, disease pathologies, patient care, and contrast media relative to CVIT. Lab experience will also be gained to prepare the learner for application in the clinical area. Prerequisite: consent of the instructor.

**RADI 321/321L. Computed Tomography Imaging** **3 credits**

RADI students who selected Computed Tomography (CT), as their choice of modality, will gain knowledge of the history, equipment, principles, imaging procedures, disease pathologies, patient care, and contrast media relative to CT. Prerequisite: consent of the instructor.

**RADI 322/322L. Mammography** **2 credits**

This course is designed to provide mammography education to students enrolled in the Radiologic Science Program and/or to registered radiologic technologists who desire to continue their education in an area of advanced specialization. The course content will encompass a sequential and complete mammographic study to include: history, breast anatomy, physiology, and pathology, equipment and application of technique, breast positioning, intervention procedures, quality control, and patient relations. The clinical education component of the mammography modality is not included in this course. Radiographers who can document clinical experience may be exempt from the clinical component. Prerequisite: consent of the instructor.

**RADI 323/323L. Magnetic Resonance Imaging** **3 credits**

Students will gain knowledge of patient care, imaging procedures, data acquisition and processing and physical principles of image formation relative to Magnetic Resonance Imaging. Prerequisite: consent of the instructor.

**RADI 401L. Clinical Lab V** **5 credits**

The fifth in a series of clinical courses that will provide the student with the opportunity to gain competence in clinical education in the art and science of radiography. The student shall continue to expand knowledge and skills in obtaining quality images and providing quality patient care in all areas. The first phase of graduate competencies will be conducted during this unit. Prerequisites: RADI 311, 311L.

**RADI 403. Radiology Quality Management** **2 credits**

A comprehensive study of equipment used in establishing a quality assurance program in diagnostic medical imaging departments will be presented. Patient quality assurance will also be covered. A laboratory session will be scheduled for the student to develop an overall quality assurance program for this course. Students will also complete their research projects in this course. Prerequisites: RADI 311, 311L.



**RADI 405. Radiation Biology / Advanced Radiation Protection** **2 credits**

Focus on understanding the effects of ionizing radiation in the biologic systems with the public right to minimal radiation exposure. Discussion on genetic and somatic radiation effects including radiation syndromes and radiation oncology will be presented.

Prerequisites: RADI 311, 311L.

**RADI 410. Radiologic Science Senior Seminar** **2 credits**

The course will integrate all didactic and clinical knowledge obtained during the entire Radiologic Science Program. It will serve as an evaluation and assessment of the student's progress and readiness to write the ARRT Registry Examination following graduation. Prerequisites: All RADI courses up to the final spring semester.

**RADI 411L. Clinical Lab VI** **5 credits**

A final clinical rotation to evaluate competency levels of students preparing to become registered radiographers. Students will be given the opportunity to complete any remaining clinical objectives and competencies within the framework of this unit. The student may rotate through each of the five clinical education centers and be scheduled on both day and evening shifts. Prerequisites: RADI 401L.

**RADI 420L-423L. Specialization Clinical Lab** **3 credits**

This is the clinical education component of the professional specialization courses. Students will be given an opportunity to perform examinations in their respective imaging modalities at one or more of the program's hospital affiliates. Specialties areas included: RADI 420L, CV; 421L, CT; 422L, Mammography; 423L, MRI; 424L US. Prerequisites: Consent of the Department Chair.

**RADI 498 Clinical Internship** **1-6 credits**

This course is designed and arranged to meet the individual academic needs of each upper level student. It allows students the opportunity to continue practicing the skills and knowledge previously learned in the clinical setting in each respective imaging modality and provides the opportunity for competency achievement for the ARRT modality exams. Rotations during this internship may include diagnostic imaging, CT, CV, mammography, US, or MRI. Prerequisites: Consent of the Department Chair or Clinical Coordinator required.

**Radiologic Technology (RADT)**

**RADT 101 Imaging Procedure I** **2 credits**

Presents knowledge base necessary for performing diagnostic studies of the chest, abdomen, and upper and lower extremities. Prerequisites: BIOL 212, 212L, 213; COMM 101; MATH 120; HUMN 101. Co-requisites: 101L, 107, 107L, 108, 115 and SSCI 105.

**RADT 101L Imaging Procedures Lab I** **2 Credits**

In conjunction with 101, provides hands-on demonstration and positioning using the on-campus energized lab. Review of radiographs for pertinent anatomic structures as well as for diagnostic quality. Radiographic analysis includes positioning, technique, and problem resolution. Prerequisites: BIOL 212, 212L, 213; COMM 101; MATH 120; HUMN 101. Co-requisites: 101, 107, 107L, 108, 115, and SSCI 105.

**RADT 103 Image Acquisition****3 Credits**

Study of concepts and practical applications for producing quality radiographs, including contrast and density, technique variations, recorded detail, and distortion. Incorporates concepts of equipment usage including film, screens, grids, beam restrictors, and automatic exposure control. Prerequisites: 101, 101L, 107, 107L; 108, 115; BIOL 212, 212L, 213; COMM 101, 102; MATH 120; HUMN 101, SSCI 105. Co-requisites: 111, 111L, 118, 125.

**RADT 107 Introduction to Radiology and Patient Care****1 Credit**

Introduction to the clinical program and the health care delivery system; covers various aspects of the hospital organization, the department of radiology, and medical ethics and law. Includes transfer techniques, proper body mechanics, and standard precautions. Prerequisites: BIOL 212, 212L, 213; COMM 101; MATH 120; HUMN 101. Co-requisites: 101, 101L, 107L, 108, 115 and SSCI 105.

**RADT 107L Introduction to Radiology and Patient Care Laboratory****1 Credit**

Lab experience for 107. Application of knowledge acquired in 107 through practice in a lab environment. Prerequisites: BIOL 212, 212L, 213; COMM 101; MATH 120; HUMN 101. Co-requisites: 101, 101L, 107, 108, 115 and SSCI 105.

**RADT 108 Radiologic Clinical****2 Credits**

First course in clinical series. Incorporates practical experience in a variety of hospital clinical settings. Addresses patient care principles, radiographic positioning, film critique, radiation protection, and principles of exposure using a competency-based approach. Prerequisites: BIOL 212, 212L, 213; COMM 101; MATH 120; HUMN 101. Co-requisites: 101, 101L, 107, 107L, 115 and SSCI 105.

**RADT 111 Imaging Procedures II****2 Credits**

Presents knowledge base necessary for performing diagnostic studies of the spine, portable/OR radiography, fluoroscopy, tomography, and pediatrics. Prerequisites: 101, 101L, 107, 107L; 108, 115; BIOL 212, 212L, 213; COMM 101, 102; MATH 120; HUMN 101, SSCI 105. Co-requisites: 103, 111L, 118, 125.

**RADT 111L Imaging Procedures Lab II****2 Credits**

Provides hands-on demonstration and positioning using the on-campus energized lab. Review of radiographs for pertinent anatomic structures as well as for diagnostic quality. Radiographic analysis includes positioning, technique, and problem resolution. Prerequisites: 101, 101L, 107, 107L; 108, 115; BIOL 212, 212L, 213; COMM 101, 102; MATH 120; HUMN 101, SSCI 105. Co-requisites: 103, 111, 118, 125.

**RADT 115 Radiographic Physics I****3 Credits**

Examination of the beginning concepts of the physics behind the production of ionizing radiation including the fundamentals of technical mathematics and electromagnetism. X-ray generating equipment, principles of operation, and beginning contrast and density are also included. Prerequisites: BIOL 212, 212L, 213; COMM 101; MATH 120; HUMN 101. Co-requisites: 101, 101L, 107, 107L, 108, and SSCI 105.

**RADT 118 Radiologic Clinical II****2 Credits**

Second course in clinical series. Incorporates practical experience in a variety of hospital clinical settings. Addresses patient care principles, radiographic positioning, film critique, radiation protection and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101 and 108. Prerequisites: 101, 101L, 107, 107L; 108, 115; BIOL 212, 212L, 213; COMM 101, 102; MATH 120; HUMN 101, SSCI 105. Co-requisites: 103, 111, 111L, 125.

**RADT 125 Radiologic Physics II****3 Credits**

Builds on concepts learned in 115 and applies them to understanding X-ray production, interaction of photons with matter, and radiographic equipment. Prerequisites: 101, 101L, 107, 107L; 108, 115; BIOL 212, 212L, 213; COMM 101, 102; MATH 120; HUMN 101, SSCI 105. Co-requisites: 103, 111, 111L, 118.

**RADT 128 Radiologic Clinical III****3 Credits**

Third course in clinical series. Addresses patient care principles, radiographic positioning, film critique, radiation protection, and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101, 108, 111, and 118. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120.

**RADT 138 Radiologic Clinical IV****3 Credits**

Fourth course in clinical series. Addresses patient care principles, radiographic positioning, film critique, radiation protection, and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101, 111, 108, and 118. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120.

**RADT 201 Imaging Procedures III****2 Credits**

Presents the knowledge base necessary for performing diagnostic studies including the skull, facial exams, interventional procedures, and trauma. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201L, 204, 205, 206, 208, 210.

**RADT 201L Imaging Procedures III Lab****2 Credits**

In conjunction with 201, provides hands-on demonstration and positioning using the on-campus energized lab. Review of radiographs for pertinent anatomic structures as well as for diagnostic quality. Radiographic analysis includes positioning, technique, and problem resolution. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201L, 204, 205, 206, 208, 210.

**RADT 204 Radiobiology/Radiation Protection****2 Credits**

Studies the effects of ionizing radiation on the body at the molecular, cellular, tissue, and organ levels. Includes genetic and somatic effects as well as degrees of acute radiation lethality. Encompasses principles of protection for both patient and personnel, including

health and safety regulations in such areas as protective equipment and personnel and area monitoring. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201, 201L, 205, 206, 208, 210.

### **RADT 205 Computers in Radiologic Sciences**

**1 Credit**

Introduces computer software related to the radiologic sciences, including HIS, RIS, and PACS systems. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201, 201L, 204, 206, 208, 210.

### **RADT 206 Quality Assurance**

**1 Credit**

Principles of practice for effective imaging quality control. Addresses equipment calibration, darkroom and processing, repeat rate, artifacts, and various quality standards. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201, 201L, 204, 205, 208, 210.

### **RADT 208 Radiologic Clinical V**

**3 Credits**

Fifth course in clinical series. Addresses patient care principles, radiographic positioning, film critique, radiation protection, and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101, 111, 108, 118, 128, and 138. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201, 201L, 204, 205, 206, 210.

### **RADT 210 Radiologic Pharmacology and Drug Administration**

**2 Credits**

Introduces basic pharmacological concepts including pharmacokinetics, pharmacodynamics, contrast administration, venipuncture, and overall patient care during these processes and procedures. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 201, 201L, 204, 205, 206, 208.

### **RADT 217 Radiographic Pathology**

**2 Credits**

Focuses on disease and injury processes throughout the body's systems and their radiographic appearance. Includes principles of imaging surrounding these pathologies. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138, 201, 201L, 204, 205, 206, 208; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 218, 228, 229, 230

### **RADT 218 Radiologic Clinical VI**

**3 Credits**

Fifth course in clinical series. Addresses patient care principles, radiographic positioning, film critique, radiation protection, and principles of exposure using a competency based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101, 111, 108, 118, 128, 138, and 208. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138, 201, 201L, 204, 205, 206, 208; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 217, 228, 229, 230

**RADT 228 Radiologic Clinical VII****5 Credits**

Final course in clinical series. Addresses patient care principles, radiographic positioning, film critique, radiation protection, and principles of exposure using a competency based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101, 111, 108, 118, 128, 138, 208, 218, and 229.

Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138, 201, 201L, 204, 205, 206, 208; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 217, 218, 229, 230

**RADT 229 Advanced Imaging****1 Credit**

Introduction to advanced imaging modalities including CT, MRI, and mammography, as well as evaluation of radiographs and digital images produced. Includes principles surrounding ultrasound, nuclear medicine, and PET imaging. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138, 201, 201L, 204, 205, 206, 208; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 217, 218, 228, 230

**RADT 230 Capstone Seminar****2 Credits**

Generalized review of all radiologic theory taught in prior courses and extensive practice testing in final preparation for the American Registry of Radiologic Technologists registry examination. Also includes resume and interview preparation. Prerequisites: 101, 101L, 103, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 138, 201, 201L, 204, 205, 206, 208; BIOL 212, 212L, 213; COMM 101, 102; HUMN 101, SSCI 105, MATH 120. Co-requisites: 217, 218, 228, 229.

**Social Science (SSCI)****SSCI 105. Issues in Social Science****3 credits**

This is a general course offered as part of the Initial College Experience (FYE) program. This course provides students with skills and knowledge needed to successfully meet Citizenship outcomes at the foundational level. In particular, the community will focus on the social, political and economic structures of American society. Significant social problems and political issues will be addressed. The community will help students develop communication, critical thinking, and research skills necessary for college success and participatory citizenship.

**SSCI 108. Debating the Issues: Political Topics****3 credits**

This course provides an introduction to the Social Sciences through consideration of various political “hot” topics. It also satisfies the general Social Science FYE requirement, and students have the opportunity to satisfy COMM 101, COMM 102, or mid-level writing requirements.

**SSCI 109. Genocide in the Modern World****3 credits**

An introduction to the Social Sciences through a case study of the Western experience with genocide from Armenia to Bosnia. This course satisfies the general Social Science FYE requirement, and students have the opportunity to satisfy either COMM 101, COMM 102, or mid-level writing requirements.

**SSCI 110. Cross-Cultural Seminar****1 credit**

This course addresses the influence of culture on perception, attitudes, thought patterns, values and beliefs. It examines the challenges and conflicts that can occur when individuals must communicate and interact in cross-cultural situations. This course is offered fall semester only, and is required of all international students entering the United States for the first time.

**SSCI 112. Cross-Cultural Studies****3 credits**

This course is designed to create an understanding of how concepts are viewed from different cultural perspectives while increasing cultural knowledge, international competence, and cultural sensitivity. Students will delve into the roots of cultural differences in order to understand their culture/subculture as well as learn to appreciate cultural differences on a global perspective. As an experiential-based course, students will be required to complete individuals as well as group projects.

**SSCI 201. Introduction to Social Sciences****3 credits**

An introduction to social science disciplines and methods with particular emphasis given to the operation of American society. The elements of human culture, socialization processes, and social, political and economic institutions will be included.

**SSCI 202. Contemporary Social Problems****3 credits**

An experiential course in applied Social Science which focuses on selected contemporary problems. Community resource people and field trips broaden and enrich the study of each problem, and a practicum or work experience in a related social agency of the student's choice is required.

**SSCI 203. Methods for the Behavioral Sciences****3 credits**

An introduction to the basic techniques used by social scientists to study and analyze social phenomena. The course focuses primarily on research design, but also includes an introduction to descriptive statistics.

**SSCI 204. Methods for the Social Sciences****3 credits**

A modular-based introduction to techniques and methods used in the social sciences. The first two modules focus on questions of hypothesis testing, research design and basic descriptive statistics. Module three is discipline specific dealing with the unique methodologies of History or Public Policy.

**SSCI 221. Information and Research Strategies****3 credits**

The course begins with an introduction to basic library information skills and progresses in a modular format to include skills necessary for searching electronic databases, print resources, and the internet, and for critically evaluating information sources and identifying ethical and legal issues in the online environment.

**SSCI 300. Women's Studies****3 credits**

An interdisciplinary introductory study of the roles, functions and consciousness of women in present day society.

**SSCI 310. West Virginia and the Appalachian Region****3 credits**

The course examines the social, political and economic development as well as the geology of West Virginia in a broad historical context. The course includes a study of West Virginia state government and the broader Appalachian region.

**SSCI 315. Statistics for the Social Sciences****3 credits**

An intensive interpretation of experimental data in quantitative terms. Topics included are description by ranking and averaging, linear correlation, regression, probability, inference, t-tests, analysis of variance (ANOVA), Chi square and other nonparametric methods.

Prerequisite: SSCI 203. Cross-listed as PSYC 315.

**SSCI 320. Computer Assisted Research in the Social Sciences****3 credits**

Students are instructed in the use of the Statistical Package for the Social Sciences software (SPSS) to analyze and evaluate data from survey and experimental investigations. Prerequisites: SSCI 203, SSCI 315 or PSYC 315, permission of instructor.

**SSCI 350. Topics in Social Sciences****1-3 credits**

The course will include topics devoted to the study of interdisciplinary subjects within the social sciences.

**SSCI 400. Seminar in Social Science****3 credits**

A course designed to provide senior students a capstone opportunity for independent research and investigation in Public Policy, History and Experimental Psychology. Psychology students enroll in PSYC 452. Prerequisites: Completion of required courses appropriate to the major.

**Sociology (SOCl)****SOCl 221. Juvenile Delinquency and Criminology****3 credits**

A study of the causes of delinquency and crime. Attention is given to agencies dealing with delinquents and crime, as well as methods of rehabilitation and penal institutions.

**SOCl 322. Marriage and Family Relationships****3 credits**

A comparative study of marriage and the family with particular attention to the influence on the family of current social and economic conditions. Discussions of courtship, marriage, and problems of divorce will be included.

**Diagnostic Medical Sonography (SONO)****SONO 101. General Physics for Sonography****4 credits**

This course is an introduction of general physics for sonography. Content will focus on the characteristics of waves, various forms of energy, fundamentals of physics and other related principles. Information from this course will provide the student with a strong foundation in learning the basic concepts of ultrasound physics. Prerequisite: MATH 121 or Higher. Spring

**SONO 201. Foundations of Patient Care****3 credits**

This course provides students with the foundational knowledge necessary to understand the historical aspect of diagnostic medical sonography in the medical field. This course focuses on the sonographer developing skills necessary to effectively communicate with patients, provide quality care, and the importance of ergonomics and safety in the



healthcare setting. Students will apply patient care techniques and demonstrate an understanding of ergonomics in a lab setting. Fall

**SONO 202. Medical Terminology for Sonographers 3 credits**

This course is an introduction to medical terminology. Students will learn the basic parts of medical words (prefixes, suffixes, word roots, combining vowels, combining forms). Students will also learn how to build medical words, how to analyze, spell, and pronounce medical, diagnostic, and pharmacological terms. Fall

**SONO 203. Sonography Principles and Instrumentation (Lab Component) 5 credits**

This course is a foundation of the principles and fundamentals of ultrasound physics and instrumentation. Content will focus on the various aspects of sound wave characteristics, sound-tissue interface, and Doppler ultrasound. Other information will include physical instrumentation of diagnostic ultrasound while incorporating the functions of the ultrasound machine. Imaging artifacts, quality assurance and patient safety will conclude the course giving a complete basis for a well-rounded sonographer. Prerequisites: MATH 121 or higher, SONO 101. Fall

**SONO 204. Intro to Diagnostic Imaging 4 credits**

This course introduces students to the foundational aspects of diagnostic medical sonography. Students will explore common principles related to sonographic history, utilization, image acquisition and interpretation, and imaging correlation for diagnostic purposes. The most common elements of normal imaging and pathological imaging will be the core focus of this course. The course will also assist students in building skills related to behavior and social interaction for application in the healthcare setting. Fall

**SONO 204L. Intro to Diagnostic Imaging Lab 1 credit**

This course introduces students to the foundational scanning aspects of diagnostic medical sonography. Students will explore common principles related to sonographic scanning, machine and transducer utilization, and image acquisition for diagnostic purposes. The course will also assist students in building skills related to behavior and social interaction for application in the healthcare setting. The student will practice sound ergonomics in the clinical setting. Fall

**SONO 207. Abdominal Sonography 3 credits**

This course delivers an in-depth overview of abdominal sonography, its pathology, lab values, and knowledge of differential diagnosis of various pathological states. Students will develop the ability to differentiate between normal and abnormal organs within the abdomen

**SONO 208. Pelvic Sonography 2 credits**

This course is an introduction to the normal and abnormal sonographic anatomy of the female pelvis, and its recognition in ultrasound imaging systems. Integrating the ability to differentiate between normal and abnormal physiological states. An in-depth continuation of the female pelvic sonography, its pathology, and the knowledge of the differential diagnosis of various pathological states. Prerequisites: SONO 201, SONO 202, SONO 204. Spring



**SONO 209. OB Sonography****3 credits**

This course is an introduction to the normal and abnormal sonographic anatomy of obstetrics, and its recognition in ultrasound imaging systems. Integrating the ability to differentiate between normal and abnormal physiological states. An in-depth continuation of obstetrical sonography, its pathology, and the knowledge of the differential diagnosis of various pathological states. Prerequisites: SONO 201, SONO 202, SONO 204, SONO 208. Summer

**SONO 211. Special Topics in Sonography****3 credits**

This course will focus on ultrasound examinations that are not commonly encountered in the general, OB/GYN, and cardiovascular lab setting. Students will be introduced to the foundational concepts of special topics to include protocols for each area. By this courses end students will be able to integrate ultrasound knowledge for evaluation of structures that may not be commonly encountered by the practicing sonographer. Prerequisites: SONO 201, SONO 202, SONO 204. Summer

**SONO 212L. General Sonography Scan Lab I****2 credits**

This course is an introduction to entry level ultrasound scanning. Students will develop scanning skills that will prepare them for the clinical setting. This course will also introduce the basis of professional patient interaction and the practice of sound ergonomics in the clinical setting. Prerequisites: SONO 201, SONO 202, SONO 204. Spring

**SONO 213. Superficial Sonography****3 credits**

This course will present anatomy, physiology, lab values, and pathology of the neck, scrotum/male pelvis, breast and musculoskeletal system. Students will be introduced to the sonographic evaluation and diagnosis of thyroid/parathyroid glands, scrotum, breast and musculoskeletal ultrasound in normal and pathological states. Prerequisites: SONO 201, SONO 204, SONO 207. Summer

**SONO 214. Medical Ethics and Law****3 credits**

This course provides the student with an introduction to the ethical implications that may arise in the healthcare setting. The student will explore ethical issues faced by the health care provider by examining the philosophical foundation of ethical decision making. The student will be introduced to decision making models that may provide assistance during ethical dilemmas. Prerequisites: SONO 201, SONO 202, SONO 204. Spring

**SONO 215L. General Sonography Scan Lab II****2 credits**

This course is an introduction to intermediate level ultrasound scanning. Students will continue to develop scanning skills that will prepare them for the clinical setting. This course will also introduce the basis of professional patient interaction and the practice of sound ergonomics in the clinical setting. Prerequisites: SONO 201, SONO 202, SONO 204, SONO 208. Summer

**SONO 303. Seminar in Sonography Principles and Instrumentation****1 credit**

This course provides a comprehensive review in Sonography Principles and Instrumentation (SP&I). Emphasis will be based on the content of the ARDMS outline. This will include reviewing information from previous courses and testing the knowledge

learned. Prerequisites: SONO 101, SONO 203. Fall At the end of this course the student will be required to take and pass the ARDMS SP&I registry exam.

**SONO 304. Sonographic Pathophysiology** **3 credits**

This course explores the principles behind the nature, cause, implication, development, and effect of pathological processes. Emphasis is on disturbances of anatomical and physiological patterns, inflammatory process, structural new formation, and new functional mechanisms of specific pathological processes. Prerequisites: SONO 207, SONO 209, SONO 211, SONO 213. Fall

**SONO 307. Seminar in Abdominal Sonography** **1 credit**

This course provides a comprehensive review in sonography of the abdomen. Emphasis is on a review of key terms, normal anatomic and sonographic anatomy, abdominal pathology, and a review of clinical and sonographic findings. Prerequisites: SONO 207, SONO 211, SONO 213. Spring

**SONO 308. Seminar in OB/GYN Sonography** **1 credit**

This course provides a comprehensive review in sonography of the female reproductive system and the obstetrical patient. Emphasis is on a review of key terms, normal anatomic and sonographic anatomy, gynecological pathology, obstetrical pathology and a review of clinical and sonographic findings. Prerequisites: SONO 201, SONO 204, SONO 208, SONO 209. Summer

**SONO 309. Clinical Practicum I General Sonography** **5 credits**

Application of medical sonography in a real clinical setting with an introduction of learning, practicing and decision making regarding sonographic diagnosis, patient handling and imaging process where students will be supervised in a clinical site. Student should perform at a beginner's level. Prerequisites: SONO 207, SONO 208, SONO 209, SONO 213. Fall

**SONO 314. Clinical Practicum II General Sonography** **5 credits**

Application of medical sonography in a real clinical setting with continuation of learning, practicing and decision making regarding sonographic diagnosis, patient handling and imaging process where students will be supervised in a clinical site. Student should perform at an intermediate level. Prerequisites: SONO 207, SONO 208, SONO 209, SONO 213, SONO 309. Spring

**SONO 318. Clinical Practicum III General Sonography** **5 credits**

Application of medical sonography in a real clinical setting with continuation of learning, practicing and decision making regarding sonographic diagnosis, patient handling and imaging process where students will be supervised in a clinical site. Student should perform at an advanced level. Prerequisites: SONO 207, SONO 208, SONO 209, SONO 213, SONO 309, SONO 314. Summer

**SONO 401 Cardiac Sonography** **3 credits**

This course introduces the student to anatomy and physiology, principles and fundamentals of cardiovascular sonography, physics and instrumentation, with a focus on ultrasound wave characteristics, M-mode and Doppler principles, sound-cardiac tissue interaction, and cardiovascular hemodynamics. The course provides scanning techniques, protocols, measurements, clinical experience in the University lab, and

applications of cardiovascular sonography. Prerequisites: SONO 201, SONO 202, SONO 204. Fall

**SONO 402 Vascular Sonography**

**3 credits**

This course teaches the student the anatomy and physiology of the vascular system within the human body. Pathological processes will be taught, allowing the student to apply clinical knowledge to the diagnosis of patients. Prerequisites: SONO 201, SONO 202, SONO 204. Fall

**SONO 403 Pediatric Echo**

**3 credits**

This course is an introduction to the fundamentals of pediatric echocardiography, in relation to normal anatomy, congenital heart disease, acquired pathologies, and special procedures. This course presents practical aspects of scanning techniques, case study critique, patient care, and ethical decision making in relation to pediatric patients. Co-requisite: SONO 401. Fall

**SONO 404 Cardiovascular Pathological Imaging**

**3 credits**

This course will provide students with the principles of diagnostic echocardiographic ultrasound in relation to pathological process, further presenting the practical aspects of scanning techniques, film/video critique, and patient care in relation to echocardiographic exams. The course stresses the correlation of patient's clinical data and the echo findings to use in the differential diagnosis process. Prerequisite: SONO 401. Spring

**SONO 405L Cardiovascular Sonography Scan Lab**

**2 credits**

This course is an extension of the knowledge that students' acquired during the vascular sonography didactic course. Over the fifteen-week duration, students' will be able to gain hands-on scanning skills for application in the clinical practicum course. The course is designed to allow students to practice the obtainment of quality sonographic vascular images, the application of various ultrasound modes for patient evaluation, and the process of self-critiquing his/her own vascular studies. Co-requisites: SONO 401, SONO 402. Fall

**SONO 406L Cardiovascular Sonography Scan Lab II**

**2 credits**

Students will explore further applications of medical sonography in real clinical settings with continuation of learning, practicing and decision-making skills. Students will be provided with health care facility practice in the University ultrasound lab by hands-on experience and learning the interaction between the sonographer and patient in the form of decision-making regarding the exam and images obtained. There will be "hands-on" experience in cardiovascular Doppler and application of non-invasive vascular exams and instrumentation. Prerequisites: SONO 401, SONO 402. Spring

**SONO 412 Seminar in Vascular Sonography**

**1 credit**

This course provides a comprehensive review in sonography of the vascular system. Emphasis is on a review of key terms, normal anatomic and sonographic anatomy, vascular pathology, and a review of clinical and sonographic findings. Prerequisite: SONO 402. Spring

**SONO 414 Seminar in Cardiac Sonography**

**1 credit**

This course provides a comprehensive review in sonography of the cardiovascular system. Emphasis is on a review of key terms, normal anatomic and sonographic

anatomy, cardiac pathology, and a review of clinical and sonographic findings.

Prerequisites: SONO 401, SONO 404. Summer

**SONO 422 Clinical Practicum IV Cardiovascular Sonography** **5 credits**

Students will build knowledge and skill pertaining to medical cardiovascular ultrasound in real clinical settings with continuation of learning, practicing and decision making regarding vascular diagnosis, patient handling and the imaging process. Students will perform under the supervision of the clinical instructor in the health-care settings.

Prerequisites: SONO 405L, SONO 401, SONO 402. Spring

**SONO 426 Clinical Practicum V Cardiovascular Sonography** **5 credits**

Students will build knowledge and skill pertaining to medical adult echocardiographic ultrasound in real clinical settings with continuation of learning, practicing, and decision making regarding echocardiographic diagnosis, patient handling, and the imaging process. Students will perform under the supervision of the clinical instructor in the health-care setting. Students will continue to build skills through knowledge and skill application pertaining to cardiac scanning. The clinical practicum is an extension of the cardiovascular didactic and laboratory courses. Prerequisites: SONO 401, SONO 402, SONO 404, SONO 405L. Summer

### **Spanish (SPAN)**

**SPAN 101. Elementary Spanish I** **3 credits**

This is an introductory course exploring the Spanish language with emphasis on enabling the student to read and speak with understanding. The concentration is on basic grammatical and conversational structures.

**SPAN 102. Elementary Spanish II** **3 credits**

This course is a continuation of SPAN 101 with more emphasis on speaking, reading, and writing. Prerequisite: SPAN 101 or one year of high school Spanish.

### **Speech (SPCH)**

**SPCH 103. Oral Communication Fundamentals** **3 credits**

Students demonstrate proficiency in everyday communication including interpersonal communication, group problem solving, and impromptu, informative and persuasive speaking. Organization of ideas and control of mind and body are stressed in varied speaking projects.

### **Sport Business (SPBU)**

**SPBU 101. Introduction to Sport Business** **3 credits**

This course will offer students an opportunity to gain an overview of sport business through a basic introduction into the conduct and administration of many different sports areas. It is designed to offer students an oversight of the career opportunities available in sport business and start their development toward a sport business career that meets their aptitude and interest. Topics of discussion will include overviews of interscholastic, intercollegiate and professional sports programs, international sports, sponsorship, event management, marketing, facility management, broadcasting and communications within the sports industry. This course is offered each fall and spring semester.

**SPBU 199. Practicum Experience****1-3 credits**

This course is an introductory field experience in sport business. The practicum experience is designed to expose students to a wide variety of concentrations or specializations in the field such as marketing, sales, ticketing, sponsorship, facility management, advertising and public relations. The course will allow the student to explore career options in a practical work setting. Students may receive 1-3 hours of academic credit for this course depending on the number of practicum hours worked by the student. Students must work 40 practicum hours for each hour of academic credit desired. This course is repeatable twice, meaning students may get credit for a maximum of three (3) credits for the course. Prerequisite: SPBU 101. All practicum experience proposals must be pre-approved by the program coordinator. This course is offered each fall and spring semester.

**SPBU 201. History of American Sports****3 credits**

This class focuses on the development of sport in American Society from the colonial period to the present. Students in the class will examine topics such as: race, social class, gender, economics, education, and mass media and how each topic relates to the historical perspective of sport in America. Students will learn how the history of sport has led American society to its current state of sport development. This is an elective class.

**SPBU 202. International Sports****3 credits**

This class will offer students a global perspective of the sport industry. Students in the class will explore the role of politics, culture, social practices and class on sport practices internationally. The geographic distribution of sports and the popularity of different sports around the world will also be discussed. Sport business specific study abroad trips will be offered in some years. This is an elective class.

**SPBU 225. Sport Media/Information****3 credits**

This course will offer students an overview of the media's role in sport. Topics include marketing, media, promotion, public relations, press releases and the influence of media coverage. Emphasis will be on sport reporting, writing, and media sports on radio, TV, Internet and print media. Sport coverage will be explored at the high school, college and professional levels. Additional emphasis will be placed on sports statistics. Prerequisites: SPBU 101, COMM 101, 102, 103. This course is offered each spring semester.

**SPBU 250. Sports and Society****3 credits**

This course is a study of the role of sport in our society and social issues as they apply to sport and life. In the course, students will critically examine sociological issues and controversies surrounding sport and their relationship to business managers in sport organizations. Topics will include an introduction to sport and society, sociological theories, youth sports, deviance, violence, gender, ethnicity, social class, the economy, religion, politics, gay/lesbian issues, education and the media. Prerequisite SPBU 101. This course is offered every fall semester.

**SPBU 301. Sport Sales/Marketing****3 credits**

This course will analyze marketing, promotions and fund-raising principles, techniques and strategies as they relate to athletics and the sport industry. Students will also study sales and sponsorship in sports. Personal selling techniques, customer service, and basic

principles of sport sponsorship will also be addressed. Students will develop a marketing plan and perform a formal presentation of that proposal. Prerequisites: SPBU 101, MRKT 321. This course is offered each spring semester.

**SPBU 320. Facility/Event Management** **3 credits**

A theoretical and practical introduction to sport facility and event management. The course will focus on the theory of facility and event management and develop methods of application in the practical setting. The students will develop, organize and run a major event in the community. Class material will focus on tools needed to run an event. Topics will include planning and design, facility management, risk management, marketing, advertising, public relations and event operations. Prerequisite SPBU 101, SPBU 310. This course is offered each spring semester

**SPBU 390. Junior Seminar** **1 credit**

This course allows students an opportunity to explore the areas of the sport industry in which they may want to pursue a career. It also offers the students time, resources and opportunity to secure an internship. Students will research internships, contact organizations and essentially take the first step to starting their professional careers. Networking is emphasized as a method to gain entrance in to sport organizations. Students will share their contacts with others in the classroom through seminar discussions and individual presentations. Professionalism will be expected in creating cover letters and resumes, developing interview skills and producing follow up materials. Prerequisites: Junior standing and approval of program director. Junior seminar is offered every fall and spring semesters.

**SPBU 435 Sport Ethics** **3 credits**

This course examines ethics and morality in the management and sport. The course will focus on understanding ethical theories and critical thinking guidelines and using them as a basis for making sound managerial decisions. Ethical decision making will be discussed in relation to increased productivity, enhanced public relations and an increase in long term profitability. Topics will include an introduction to ethical and moral issues, ethical theories, personal ethics, professional ethics, codes of ethics, ethical decision making, ethics in marketing operations and ethical human resource management. Students will be actively involved in the ethical decision making process in the classroom. Prerequisite: SPBU 101 and senior standing. This course is offered each spring semester.

**SPBU 460. Sport Law** **3 credits**

This course covers various amateur sport law issues and will focus on negligence, risk management and criminal acts in recreation and sport business. Topics to be discussed are the legal system, legal research, negligence, liability, waivers, emergency care, criminal liability, fiduciary duty, hazing, risk and crowd management, contracts, Title IX, drug testing, antitrust law and trademark law. Prerequisite: SPBU 101 and senior standing. Sport Law is offered each fall semester.

**SPBU 498. Internship in Sport Business** **3-12 credits**

This course is designed to place the student in the field with a capable supervisor for the purpose of gaining work experience and exposure to techniques, methodologies, and procedures utilized in the sport industry work place. The student is evaluated on the quality and timely submission of task and responsibility logs, written assignments, the

major project, self-evaluation of the experience and an evaluation from the site supervisor. Prerequisites: 108 credit hours, all other required courses for graduation and permission of the program coordinator. **Students must have an overall GPA of 2.5 to be eligible for the 12 credit internship.** Students who choose the 3 credit option for internship will also have to complete 9 credits of upper level (3-400) business courses in their final semester. This course is offered each fall, spring and semesters.

## University Courses (UNIV)

### **UNIV 100. Health and Wellness** **2 credits**

Health and Wellness is a web-based web course providing an introduction to principles and practices of wellness, hygiene, physical fitness, and responsible behavior. The course asks the learner to explore his or her understanding of personal behavior related to relationships, sexuality, violence and other health related topics. Learning experiences provide students an opportunity to demonstrate knowledge and skills to make informed decisions in the area of health and wellness. Learners will have the opportunity to demonstrate competencies in communication and critical thinking.

### **UNIV 101. Orientation to University** **1 credit**

This course is designed to foster a meaningful, professional relationship between the student and for his or her faculty mentor. During the semester the student will develop and implement a meaningful Master Academic Plan (MAP) compatible with his or her life goals; discover the importance of assuming responsibility for his or her role in the educational process; receive guidance on curricular and professional choices focused that will enhance personal and professional development, and identify and learn to access University resources and support structures designed to enhance academic and professional success.

### **UNIV 102. The University Experience** **2 credits**

A continuation of UNIV 101, this course strengthens the mentor/student relationship while providing structured opportunities for students to complete beginning level work toward completion of selected Liberal Learning Outcomes.

### **UNIV 203. University Transition** **3 credits**

A course designed specifically for sophomore and junior level transfer students. The course will introduce new students to the institution's Liberal Learning Outcomes requirements while providing the opportunities or transfer students to complete any missing, foundational requirements. Students will utilize assignments provided by the instructors of this and other courses to demonstrate knowledge of the institution's graduation requirements.

### **UNIV 459. Senior Capstone** **3 credits**

This course offers students the opportunity to synthesize liberal learning outcomes, outcomes in the major field of study and co-curricular learning. The course provides for an overall (summative) assessment of students' learning and experience in the University curriculum. Topics for capstone courses may include issues relating to science and society, analysis of diverse cultures and traditions, multidisciplinary approaches to a single problem, or the analysis of a single issue across national, cultural, or disciplinary lines. The Senior Capstone deals with ethical and substantive issues, problems and themes that affect the world community. Pre-requisites – demonstration of achievement of mid-level requirements



in Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice, and Science.  
**Included in the course will be substantial graded projects incorporating research.**  
Prerequisites: UNIV 112, COMM 101, COMM 102, SPCH 103

**Welch Colleague (COLL) - See course listings under [COLLEAGUE](#).**

### **Wellness (WELL)**

**WELL 251. Elementary Physical Education Methods** **2 credits**

This course focuses on preschool/elementary instructional strategies and methods in physical education. This course is taken concurrently with WELL 252.

**WELL 252. Elementary Physical Education Field Experience** **1 credit**

This course is taken concurrently with WELL 251. Elementary majors teach and work with students during a 10 hour field experience in an elementary physical education school setting.s

**WELL 410. School Health** **3 credits**

A general overview of practices and issues related to school health programs including philosophy, organization, school health services, curriculum, instruction and evaluation. Candidates also teach and work with students during a 10 hour field experience in a health setting. Pre-requisite or Co-requisite: EDUC 320. *Only students who have been formally accepted into the Education Department or who have special permission from the Chair of the Education Department may enroll in this course.*



## GRADUATE COURSE LISTINGS

Courses listed in this Catalog are subject to change through normal academic channels. The appropriate departments or programs initiate new courses and changes in existing course work.

The appropriate Dean or Division Chair, the Dean of the Faculty and Dean of the Faculty, the faculty Curriculum Committee, and the University faculty then approve the courses. Not all courses are taught every year.

**Course fees may be changed as necessary.**

### Master of Science in Cyber Security (CYBR)

#### **CYBR610. Cyber Operations Management** **3 credits**

The Cyber Operations Management course evaluates the current doctrine and planning procedures for strategies, policies, and case study reviews to successfully engineer, operate, and manage networks from small to global scale to protect from data theft, malware, intrusion attempts, and data leakage. This course will cover security operational design of the top level architecture security suite, internal network monitoring, data security, user training, and strategic best practices. The Cyber Operations Management course is further designed to provide a synthesis of root cause analysis of an intrusion from log review to real time analysis of an attack, as well as conduct in-house vulnerability assessments utilizing multiple network security resources. Students will demonstrate program management skills by building a program level plan consisting of security related projects that assess the design, implementation, and sustainment of a network security architecture utilizing “defence-in-depth.”

#### **CYBR 615. Strategic Cyber Intelligence** **3 credits**

This course provides a comprehensive study of strategic cyber intelligence and organizational security. A focus on the strategic impact of audit and security requirements on the design and implementation of cyber security will be reviewed. Cyber warfare, both offensive and defensive, and their effects on critical infrastructure will also be a primary focus. Course topics include strategic planning, espionage, cyber threats, counterintelligence, cyber warfare, cyber security issues, nation and non-nation states, systems recovery and disaster planning.

#### **CYBR 620. Legal Issues in Cyber Security** **3 credits**

This course will review policy and legal concepts relating to cyber security and information management. It will examine laws, authorities, and the responsibilities of government and private sector to protect data and privacy in the cyber domain. The course will provide the learner with the history and evolution of cyber laws and an analysis of terminology. The student will examine the ethical considerations of surveillance, cyber laws and policies. The student will learn the limitations of security policies and laws, and the impact territorial boundaries have on the applications of legislation. Students will apply guidelines for effective testimony and reporting through practical assignments.

#### **CYBR 625: Cyber Psychology** **3 credits**

This course provides students with an appreciation for and understanding of the psychological processes that impact information and security. The course objectives

stress three major topics: (1) the mindset and motivation of a hacker; (2) similarities and differences between the types of hackers-white, black and gray; and (3) technology and humans in terms of how human interaction affects cyber security. Research and activities in the course include a study of human interactions with emerging technologies to include cloud, mobile computing, social media, virtual reality, blogs, digital media and any other technology, which have demonstrated an ability to alter human behavior.

**CYBR 630. Offensive and Defensive Strategies** **3 credits**

The course focuses on offensive and defensive cyber capabilities. The purpose of the course is to synthesize organizations' recognition of the need to operate on the offense to prevent and detect cyber-attacks. Further, the study looks at their ability to deploy offensive tactics such as prevention and counter measures to protect their organizations. This course also provides students with the opportunity to explore and examine emerging trends and technology in cyber security. The course prepares students to defend enterprise networks from web based and internal attacks using techniques such as system hardening, encryption, and policy enforcement and software/hardware intrusion detection systems to protect enterprise data assets.

**CYBR 635. Security and Information Data Analytics** **3 credits**

Introduction to analytical software including data mining, statistical software, and analytical models are developed. The application of strategic analytics for predictive, trending, forecasting, intrusion, and prevention models of information management losses are proposed. Planning and resolution of common and ad-hoc security threats, within private and public organizations, are reviewed to secure data and the management of information through detection and preventive techniques.

**CYBR 640. Strategic Investments in Information Security** **3 credits**

Various strategic financial models for the buy vs. build of security and information decision(s) is reviewed. Methods and techniques for fraud prevention, including operational risk assessment, fraud controls, data security, and compliance best practices and regulatory requirements are reviewed. Performance management processes, and information security program evaluations are analyzed in the context of building a portfolio of information technology investments.

**CYBR 645. Enterprise Infrastructure Planning & Safeguarding** **3 credits**

An overview of strategic planning and safeguarding of enterprise level infrastructure is reviewed. Advanced planning methodologies are developed to adopt, implement, and manage technological ecosystems including software, hardware, networks, applications, data, communications, and other relevant infrastructure. Principles of privacy, security, organizational vs. customer owned data, and issues related to protection are analysed within public and private organizations.

**CYBR 650. Cyber Security Policy Implementation** **3 credits**

This course is designed to provide the knowledge and skills necessary to implement effective cyber security policy. The course investigates US domestic and foreign cyber security policy and how it affects cybercrime in the US. Main aspects of implementation covered in class will involve methods and guidelines for delivering cyber-security policy. The course addresses prototypical organizational goals in managing the development, maintenance, and replacement of cyber security policy. Students will engage in the use

of the bottom up, top down, and the synthesis approach in implementing cyber security policy. The different arms of the government and how they approach cyber security implementation is also addressed.

**CYBR 660. Capstone: Practical Applications in Security**

**3 credits**

This capstone course integrates cyber security strategy, program management, leadership, and technological concepts. Graduate students will demonstrate the ability to effectively strategize, implement and sustain a Defense in Depth cyber security information management program. Students will be expected to synthesize security and information management research from a local and an international perspective of public and private agencies. The goal of this course is to encapsulate security theories and applications learned throughout the Masters in Cyber Security degree, by developing a strategic proposal demonstrating a security and information management strategy.

**Doctor of Executive Leadership (DEL)**

**DEL 700. Research: Culture of Inquiry**

**2 credits**

Examines research as a culture of inquiry including elements of critical thought, ways of knowing, practices of scientific and intellectual communities, the role of concepts and theory in research, and conceptual frameworks for research performance. Initiates skill building for critical reading and writing for research performance.

**DEL 710. Leadership Theories and Perspectives**

**3 credits**

Reviews and critically analyzes the foundations of leadership theories; identifies connections between theories; introduces leadership as a field of study, and discusses researchable questions in the field.

**DEL 720. Leadership in Context**

**3 credits**

Critically assesses the role of the contextual environment from two perspectives: (1) the moderating effect of context on leadership effectiveness and (2) the ways leaders imagine, shape, and leverage context to accomplish organizational sustainment. Focuses on executive leadership but within a multi-level framework and on the role of context in leadership research.

**DEL 727. Leadership Research and Design Logic**

**3 credits**

Critically reviews current approaches for leadership research, and examines development of significant research questions for advancing leadership scholarship and practice. Explores design logic and alignment with research questions.

**DEL 730. Ethics: Values and Decision Making**

**3 credits**

Focuses on ethics as challenges leaders face in organizations. Addresses contemporary challenges, including the effect of the increasingly complex environment on the nature of ethical behavior, and considers the consequence of historical events.

**DEL 740. Organizational Dynamics**

**3 credits**

Examines complex strategic problem solving for sustained organizational success. Provides participants with an understanding of the role of leadership in creating long-term viability. Focuses primarily on learning, innovation, and dynamic capabilities.

**DEL 750. Collaboration Leadership****3 credits**

Examines issues related to collaboration and communication primarily in the context of organizations and interests external to the organization. Identifies unique aspects of effective leadership in collaborations, including the need to be politically savvy.

**DEL 760. Leadership Development****3 credits**

Examines the relationship between practices and processes of developing leaders in various contexts (e.g., industry, nonprofit, human services, political, and military) and strategically managing talent as a source of organizational sustainability.

**DEL 800. Research: Responsible Conduct of Research****1 credit**

Analyses the ethical standards and guidelines for social and behavioral research and addresses issues related to protected subjects, potential harm, informed consent, and confidentiality, as well as the consideration of the institutional research approval processes.

**DEL 805. Quantitative Research****3 credits**

Examines the nature of quantitative research, discusses quantitative research methodologies, and develops the skills appropriate for those methodologies. Explores criteria for decisions in quantitative research from design through data collection, analysis, and interpretation. Investigates quantitative methodologies within mixed methods research, and requires conceptualization and completion of a quantitative phase of a mixed method mini-research study.

**DEL 815. Qualitative Research****3 credits**

Examines the nature of qualitative research, discusses qualitative research methodologies, and develops the skills appropriate for those methodologies. Explores criteria for decisions in qualitative research from design through data collection, analysis, and interpretation. Investigates qualitative methodologies within mixed methods research and requires conceptualization and completion of a qualitative phase of a mixed method mini-research study.

**DEL 810. Complexity and Sustainability****3 credits**

Focuses on exploring complex adaptive systems and complexity leadership as ways to achieve sustainability for organizations during times of uncertainty and ambiguity.

**DEL 830 Executive Decision-Making****3 credits**

Integrates the concepts and skills in the program's core leadership courses in a capstone exploration which investigates the challenges executive leaders face in the design and execution of strategy. Focuses on the art and science of decision-making, including constrained optimization and process analysis. Considers decision making during periods of uncertainty, how to involve internal resources and knowing when to tap external resources during the decision-making process.

**DEL 900. Creating Portfolios****1 credit**

Participants review, reflect on, and develop artifacts in preparation for the Pro-seminar series. During the course, participants begin to create portfolios for use as scholars and practitioners.

**DEL 901/902/903. Dissertation I/II/III & 904 Dissertation Continuation** **3 credits each**

The doctoral dissertation is designed to demonstrate the researcher's ability to conduct research as a scholar practitioner. This process begins after the approval of the dissertation proposal. The goal is to generate new knowledge within the discipline of leadership. This research project is accomplished through the collection and analysis of both primary and original data on a specific problem. The researcher's project culminates with a scholarly document and presentation that represents the three elements of stewardship: generation, conservation, and transformation of knowledge within the discipline.

**DEL 910/920/930. Pro-seminar: Generating, Conserving, and Transforming Knowledge I/II/III** **3 Credits Each**

Participants answer this question: As stewards of the discipline, how will they and others meet the expectations of generating new knowledge, conserving the discipline, and transforming knowledge to others? Participants assess existing knowledge in the leadership discipline to determine goals and directions for their professional activities, engage in experiential learning in support of their professional goals, and create and present their post-graduate personal plan as a scholar-practitioner.

**Strategic Leadership (GSL)**

**GSL 510. The Art and Science of Leadership** **3 Credits**

Begins an in-depth analysis of the discipline of leadership as specifically related to how a leader can help ensure organizational effectiveness in an unpredictable environment. Throughout the duration of this course, we will explore the myriad concepts underlying strategic leadership. Emphasis will be placed on developing an understanding of leadership theory; particularly the development of a personal model that will be meaningful for you, now and in the future.

**GSL 512. The Leadership Challenge** **3 credits**

This course presents a preeminent leadership model based upon the Kouzes-Posner conceptual framework and the research that supports it. This course is about being a leader. The focus is not so much on leadership in terms of theoretical constructs, but more about leadership as a relationship and a process; and about developing the understanding necessary to become a leader.

**GSL 504. Organization, Group and Team Leadership** **3 credits**

This course concentrates on understanding the operational challenges facing the strategic leader at the group, team, and organizational level. It builds a framework for developing trust, teamwork, clear focus, confidence, and motivation by focusing on the "Be-Know-Do" of leadership theory at all levels. Leadership is most important when the stakes are highest, but it must be continuously developed, nurtured patiently, and tested with uncertainty if it is to be fully realized.

**GSL 507. Reframing Leadership** **3 credits**

This course is the genesis of a process of reframing our leadership model into one that incorporates the context of organizations in its broadest possible conception. Leadership, strategic or otherwise, exists because of organized activity. "The proliferation of complex organizations has made almost every human activity a collective one. We are born,

raised, and educated in organizations. We work in them and rely on them for goods and services. We learn in schools and universities. We play sports in teams. We join clubs and associations. Many of us will grow old and die in hospitals or nursing homes. We build organizations because of what they can do for us. They produce consumer goods; bring entertainment into our homes, provide education and health care, and deliver the mail.” (Bolman & Deal, 1997: 7). It is imperative that leaders understand the importance of reframing their view of leadership and the organizational activities which necessitate them.

**GSL 506. The Human Side of Organizations** **3 credits**

This course is an in-depth study of the critical components of the strategic leadership of human capital. Essential to this concept is to identify and implement organizational practices and designs that are beneficial to both individuals and organizations in a way that actually produces long-term payoffs for organizations and the people who work in them.

**GSL 601. Organizational Theory** **3 credits**

This course provides an interdisciplinary application of psychological principles and methods to a wide variety of problems that develop within the context of work. It emphasizes the application of psychological facts and principles as they apply to people operating in business and industry.

**GSL 605. Organizational Performance** **3 credits**

One role of leaders is to move organizations and stakeholders toward known goals and objectives in pursuit of a larger mission and vision. It is also a truism that what gets measured gets managed/done/improved (Drucker/Sharma). This course addresses the concepts and methods necessary for leaders to create organizational effectiveness through superior performance. These include measuring individual and organizational performance as well as leading for transformation. Rooted in Quality Management, the Balanced Scorecard, the Baldrige Process and measurement frameworks, performance measurement is concerned with the behavioral skills leaders use energize their organizations into a strategy of competitive advantage by broadening its ability to achieve goals and by influencing and working effectively through others. It is a profoundly social process.

**GSL 610. Strategic Thinking** **3 credits**

This course concentrates on business decision-making under conditions of uncertainty. The development of mission statements, strategic goals, control mechanisms, and alternative levels of strategy will be explored. Students learn the analytical process firms use to determine the parameters of their strategic plan, the problems firms encounter in formulating their plan, and the methods firms use to insure that their strategic plan is implemented efficiently.

**GSL 629. Research Methods** **3 credits**

Students will examine and analyze qualitative, quantitative, and mixed methods in the investigation of phenomena relevant to ethical evidence-based practice and research in organizational leadership. Based on a critical analysis of relevant scholarly literature and practices, students will learn how to formulate a researchable problem and an appropriate investigation strategy. Course topics include basic research designs, the development of

sound research questions, measurement, data collection techniques, data analysis methods.

## **Strategic Leadership Specialization Courses**

### **Business Management**

**SLBM 640. Customer-centric Organizations** **3 credits**  
Assesses strategies for developing a customer-centric organization through voice-of-the-customer practices. Teams design plans for strengthening relationships with customers, utilizing multi-channel marketing and social media to increase customer engagement, and establishing excellent customer service and innovation through voice of the customer strategies for continuous improvement.

**SLBM 650. Financial Literacy for Decision-making** **3 credits**  
Integrates the “language of business” with strategic leadership for assessing and devising new strategies to boost organizational performance. Addresses measuring financial health; the impact of actions on numbers; assessing revenue, expenses, and profits; using and evaluating assets, costs, and investments.

**SLBM 690. Strategic Leadership in Business Management Capstone** **3 credits**  
Integrates Strategic Leadership core knowledge with business management knowledge in development of a strategic initiative for an organization. Initiative addresses all criteria for the Baldrige and a financial analysis for implementation and evaluation of the initiative.

### **Cyber Security**

**SLCS 640. ISC2 Systems Security Certified Professional (SSCP)** **6 credits**  
Prepares students for all five exams required for the CCNP Security certification. Emphasizes topics such as perimeter security, virtual private networks (VPNs), intrusion protection systems (IPS) as well as how to combine these technologies in a single, integrated network security solution.

**SLCS 690. Strategic Leadership in Cyber Security Capstone: ISC2 Certified Information Systems Security Professional (CISSP)** **3 credits**  
Comprehensive and complete review of the entire information system security common body of knowledge. Integrates Strategic Leadership core knowledge with CS in development of a cyber security initiative of strategic value for the organization.

### **Project Management**

**SLPM 640. Introduction to Project Management** **3 credits**  
Provides a basic understanding of project management process groups and how integral leadership is to a successful project. Introduces project management on an academic level and integrate leadership theory and practical application into project management. Emphasizes application of project management facts and principles in business and industry and the leadership required for complex and uncertain environments.

**SLPM 650. Advanced PM Tools & Techniques** **3 credits**  
Provides an interdisciplinary application of project management principles and methodology to a wide variety of problems that develop as part of a leader’s management



of projects. Introduces advanced project management tools and techniques to address project leadership challenges.

**SLPM 690. Strategic Leadership in Project Management Capstone** **3 credits**

A capstone course emphasizing integration of core strategic leadership concepts, theories and practices with project in real organizational environments and situations. Requires the design, completion, and report of research results and presentation of a project of strategic importance for an organization.

**Strategy as Practice**

**SLSP 640. Strategy as Practice I** **3 credits**

Provides a frame of strategy from the “practice turn”. Secondary research into the organizational context is used to prepare for observation of and participation with leaders at all levels in a real-world setting. Focus for these interactions is on practitioners of strategy in an organization. Culminates in an analysis and critique of the organization strategic practices.

**SLSP 650. Strategy as Practice II** **3 credits**

Provides a frame of strategy from the “practice turn”. Observation of and participation with leaders at all levels in a real-world setting provides information about the strategic praxis employed at an organization. Focus for these interactions is on the strategic tools and structures employed in an organization. Culminates in an analysis and critique of the organization strategic practices.

**SLSP 690 Strategic Leadership in Strategy as Practice Capstone** **3 credits**

A capstone course emphasizing practical application of strategy as practice and strategic leadership concepts, theories and practices in real organizational environments and situations. Participants develop a final capstone project analyzing the practice of strategy within an organization and its implications. Recommendations for improvement of the practice of strategy in the organization are included.

**Master of Business Administration (MBA)**

**MBA 591. Professional Experience I** **2 credits**

Professional Experience I is two-credit hour experiential class of the MBA program for students who have less than three years of professional work experience. This course focuses on giving you a grounding in the world of professional work – what managers do, how they behave, react and lead. Understanding work as a process *and* applying that thinking to solve a problem for a real-world company will be the emphasis.

**MBA 592. Professional Experience II** **2 credits**

Professional Experience II is a two-credit hour experiential class of the MBA program for students who have less than three years of work experience. This course focuses on giving you a grounding in the world of professional work – what managers do, how they behave, react and lead. Three components comprise the work of this course: internship / employment, mentoring, and community involvement.

**MBA 593. Professional Experience III** **2 credits**

Professional Experience III is a two-credit hour experiential class of the MBA program for students who have less than three years of work experience. This course focuses on



giving you a grounding in the world of professional work – what managers do, how they behave, react and lead. Two components comprise the work of this course: internship / employment and mentoring.

**MBA 594X. Professional Experience IV** **2 credits**

Professional Experience IV is a two-credit hour experiential class of the MBA program that is the culmination of Professional Experience I, II & III. Completion of this last module will bridge together the fundamentals and experiences you have gained through class assignments, projects, mentor interaction, research, written papers and oral presentations. The most important learning outcome is creation of a Personal Development Plan.

**MBA 621. Management / Organizational Behavior** **3 credits**

This introductory module explores various categories of corporate cultures and subcultures; how businesses are organized; personnel perceptions / attitudes and personalities; the various definitions of leadership and the difference between leadership and management/supervision; legal and ethical decision making in business; and beginning human resource applications.

**MBA 622. Managerial Accounting and Finance** **3 credits**

This course is design to help participants gain an understanding of the roles of managerial accounting and financial management and their relationship to each other and to other functions within the business enterprise. Emphasis will be placed on the principal responsibilities of these functions and the institutional framework within which they operate. Students will learn how managerial accounting Interfaces with decision models from operations research, economics and finance.

**MBA 623. Applied Marketing** **3 credits**

This course explores the marketing strategy process by examining how to effectively evaluate options based on a business's competitive position. The course uses tools to help business leaders make informed decisions on where and how to compete and how to assess performance. This course combines concepts of market research, consumer behavior, and marketing communications as they are applied to existing business.

**MBA 624. Quantitative Methods** **3 credits**

This course is a combination of theory and application of various quantitative and statistical methods to address the goal of improved and informed decision making. As a graduate course, the focus will be on identification of potential applications in selected industries and companies. Students should expect to build on foundations from business and economic concepts in order to grasp the application of tools and methods covered in the course.

**MBA-625X International Business and Trade** **3 credits**

This course offers a global perspective on challenges facing modern corporations in organizing activities that span multiple cross borders environments as well as the interaction between countries, regulatory systems and organizations. Attention is especially focused on the dynamics of international trade and investment, including the relationship between trade and economic growth, trade imbalances and protectionism, foreign direct investment and the role of MNCs in the global economy.

**MBA 626X. Managerial Economics****3 credits**

To apply microeconomic concepts and decision science to managerial problems, relating each topic to a basic valuation model of the firm. Topics include economic optimization, the theory of consumer behavior (demand analysis, demand estimation and forecasting), the theory of the firm (production and cost analysis and estimation), market structure analysis, and other related topics. The objective is for students to demonstrate the ability to understand and apply managerial economics concepts and tools to improve managerial decision-making processes as part of a broader strategic planning process for organizations. Students will also demonstrate the ability to communicate both individually and as a group.

**MBA 627X. Operations Management****3 credits**

This course will introduce Operations Management in real time and real world practices. Better decision making is the focus and requires an understanding of project management, forecasting, process strategy, work analysis, planning, scheduling and regression, and correlation formulas as applied to quantitative and qualitative decision making. This will include Program Evaluation and Review Technique (PERT) and Critical Path Management (CPM), leading to the successful practice of Operations Management.

**MBA 628X. Strategies & Capstone Project****3 credits**

This course is the culmination of the program. It covers the total integration of business functions in the context of corporate strategic planning and future development; provides the student with a “case development” project on a selected company or corporation; and requires the completion of a team project based on a detailed presentation on a selected business with specific emphasis on business planning, operation and possible expansion.

**Master of Forensic Accounting (MFA)****MFAcc 601. Module One: Foundational Concepts and Introduction to Forensic Accounting****8 credits**

Introduces students to the world of forensic accounting and reviews foundational investigative and research concepts. Topics include critical thinking/reasoning, social research methodologies, the staging of forensic accounting engagements, and professional responsibilities. In this module, students learn to look “beyond the numbers,” integrating and applying their knowledge of the various functional disciplines. Moreover, students learn to think like investigators and appreciate the value and limitations of research. Finally, students gain experience in presenting investigative/research results in a clear, concise, and professional manner.

**MFAcc 602. Module Two: Criminology and Legal Framework****8 credits**

Familiarizes students with the legal framework of forensic accounting, focusing on concepts of evidence and methods of proof. Other legal concepts include the elements of a lawsuit, the discovery process, the anatomy of civil and criminal trials, qualifications for expert witness, and attorney-client privilege. Interviewing and analysis of body language are also discussed as means of gathering qualitative evidence. Finally, this module introduces students to the foundational theories of criminal psychology.

**MFAcc 603. Module Three: Gathering and Analyzing Evidence** **8 credits**

Introduces various approaches and methods forensic accountants use to gather and analyze quantitative evidence. Students learn to understand and appreciate the adversarial nature of financial reporting, as well as the interrelatedness of financial statements. Following a discussion of fraud theory, students apply the tools of financial statements analysis in a comprehensive fraud investigation case study. Basic statistical concepts are reviewed, along with the economic and financial concepts underlying valuation theory. The module ends with an introduction to the specialized field of computer forensics.

**MFAcc 604. Module Four: Forensic Accounting Engagements** **8 credits**

Presents the concepts and methods of the most common forensic accounting engagements: business valuations and economic damages calculations. Students have the opportunity to practice analysis and report writing for each type of engagement, as preparation for the capstone project.

**MFAcc 605. Module Five: Litigation Services and Capstone Project** **8 credits**

Culmination of the program, requiring integration and application of the concepts learned in all previous modules. Students are challenged to develop a case through each stage of the litigation process: establishing the initial engagement, conducting discovery, preparing a written report, and concluding with mock trial testimony.

**Master of Physician Assistant (MPAS)****MPAS 501. Professional Development I** **1 credit**

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This first semester focuses on the history of the profession, professionalism, medical ethics, and working as part of a health care delivery team.

**MPAS 502. Professional Development II** **1 credit**

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This second course in the series focuses on the health care provider's roles and responsibilities in the area of public health and the practice of preventive medicine.

**MPAS 505. Professional Development V** **1 credit**

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This fifth course in the series is taken at the onset of the student's supervised clinical practice experiential learning. The focus during this transitional phase is the development of skills needed to become a lifelong learner through practice based learning/self-improvement and developing awareness of health care systems, health policy, and current trends/issues. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice.

**MPAS 506. Professional Development VI****1 credit**

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. During this sixth semester of professional development the organizational and economic elements of a systems-based practice are examined focusing on cost-effective and efficient health care, case management, risk management, error prevention, patient safety, and quality improvement.

**MPAS 507. Professional Development VII****1 credit**

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. The focus of this final course in the series will be the professional expectations and responsibilities facing the new physician assistant graduate and cultivation of the skills necessary for career development and growth. Topics will include such things as curriculum vitae/resume development, job searching, interviewing, employment contracts, credentialing, privileging, mentoring, leadership development and sustaining the profession.

**MPAS 550. Mechanisms of Disease****2 credit**

This course is an introduction to general pathology covering the basic principles of cell biology, histology, embryology, immunology, molecular genetics, infectious processes, nutrition, and environmental effects on health necessary for an understanding of human disease processes and the molecular mechanisms underlying disease development. The pathophysiology of diseases affecting specific body regions is presented in the individual organ system courses.

**MPAS 560. Clinical Pharmacology****2 credits**

This course covers fundamental pharmacology principles to provide a foundation for students to learn more about and subsequently utilize pharmacotherapeutics in the practice of patient-centered care. Topics include but are not limited to: pharmacokinetics, pharmacodynamics, drug interactions, adverse drug reactions, autonomic nervous system pharmacology, and analgesia. Emphasis will be placed on individualization of drug therapy.

**MPAS 570. Applied Anatomy****4 credits**

This course in human anatomy is intended to stress the clinical applications of topographic, radiographic and gross anatomy in the day to day practice of medicine. Recognizing normal anatomic structures, common anatomic variations, and anatomic pathology as well as the application of that knowledge toward effective diagnostic evaluation and therapeutic intervention is emphasized.

**MPAS 580. Medical Physiology****3 credits**

This course covers fundamental physiologic principles that must be understood in order to fully appreciate health and disease. Alterations of normal function will be highlighted throughout. Students will also be introduced to common laboratory medicine practices used to evaluate for disruption of the normal health state.

**MPAS 590. History and Physical Examination Skills** **3 credits**

This course begins to develop effective interviewing skills necessary to perform a comprehensive health history as well as a problem-specific history. Students will be taught the principles of physical examination, including inspection, auscultation, percussion, and palpation. The initial focus will be on normal physical exam findings, with a latter emphasis on abnormal findings, so that students can identify normal findings and later differentiate between them. Instruction and practice in recording the comprehensive health history and physical exam will be included in this course. This course focuses on the history and physical examination specific to adults. History and physical exam skills specific to the pediatric and geriatric population are taught in other courses.

**MPAS 601. Behavioral Dynamics** **3 credits**

This foundational course will emphasize psychosocial aspects of medicine. Students will be challenged to develop interpersonal and communication skills applicable to connecting with patients and other healthcare professionals. Treatment will be discussed from a bio-psychological perspective with reference to psychotherapies, psychopharmacology, and environmental intervention. Recognition and management of common psychiatric and psychosocial problems encountered in primary care will be highlighted. Indications for referral and hospitalization will be discussed. Topics covered will include, but not be limited to, anxiety disorders, mood disorders, psychosis, substance use disorders, personality disorders, eating disorders, and psychiatric emergencies and crises.

**MPAS 602. Clinical Medicine IA** **5 credits**

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the hematopoietic and lymphoid organs and processes of hemostasis and medical problems primarily affecting metabolism and organs of the endocrine system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored. An introduction to oncology is also included which focuses on the clinical aspects of cancer screening, diagnosis, staging, and therapeutic intervention. Organ specific cancers are primarily discussed in their corresponding clinical science courses.

**MPAS 603. Clinical Medicine I** **4 credits**

This is one of the foundational courses for study of the clinical sciences. This course uses a generalized approach to study infectious diseases by examining the mechanisms of disease transmission and pathogenicity, methods of diagnosis, antimicrobial pharmacotherapy, common and systemic clinical presentations, and methods for infection control and prevention. Common bacterial, viral, fungal, and parasitic pathogens are explored. Organ system specific infections are primarily discussed in their corresponding clinical science courses. Commonly encountered medical problems primarily affecting the eyes, ears, nose and throat (EENT) are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

**MPAS 604. Cardiovascular****4 credits**

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the cardiovascular system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored. Students will also be challenged to learn the fundamentals of interpreting an electrocardiogram (EKG) with an emphasis on identifying common abnormal EKG patterns and differentiating these patterns from normal and normal variant EKG tracings.

**MPAS 605. Geriatrics****2 credits**

This course is designed to provide the foundation to address changes that occur with aging and medical problems commonly seen in the elderly. In addition, there is focus on the impact of aging on a patient's quality of life, limitations in mobility and communication, access to health care, therapeutic interventions, and issues related to death and dying.

**MPAS 606. Clinical Medicine IIA****4 credits**

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the gastrointestinal and genitourinary system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

**MPAS 607. Clinical Medicine IIB****4 credits**

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the pulmonary and neurologic system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

**MPAS 608. Women's Health****3 credits**

This course addresses important aspects of women's health with an emphasis on obstetrical, gynecologic, and preventive care. Content will include a thorough exploration of physiology, pathophysiology, disease states, management options, and screening guidelines for women's health issues. Obstetrics focuses on the principles of prenatal care, complications that arise in pregnancy, and management of the more common emergent problems that can occur in pregnancy.

**MPAS 609. Pediatrics****3 credits**

This course examines important aspects of primary care pediatrics including assessment of the child patient, preventive health, and pediatric diseases and conditions. Specific issues of the newborn and older child will be presented in such areas as perinatal care, child development & behavior, congenital & genetic disorders, pediatric pharmacotherapy, pediatric infectious disease, and parenting. The student will also learn assessment techniques specific to the pediatric population.

**MPAS 610. Emergency Medicine****3 credits**

This course is designed to prepare students to recognize, rapidly assess, and effectively manage an emergent illness or injury. Problem-based case studies and team-based activities are utilized extensively in this course to encourage the development of team-work, collaboration, and interdisciplinary value. BLS and ACLS certification is part of this course.

**MPAS 611. Surgery****1 credit**

This course focuses on the surgical management of health care problems emphasizing the principles and practices involved in aseptic and surgical technique, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management of patients.

**MPAS 612. Clinical Medicine III****5 credits**

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the musculoskeletal and dermatologic system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

**MPAS 691. Patient-Centered Care****2 credits**

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The first PCC course focuses on several fundamental concepts: team approach to care, patient-centered medical home (PCMH), roles and responsibilities of various health professions, core epidemiology and biostatistics principles, evidence-based medicine, and health information literacy. Tailoring care to individual patients will also be discussed, including principles related to treating patients with chronic disease so that students may subsequently consider disease processes of organ-systems in the context of patients with underlying comorbidities.

**MPAS 692. Patient-Centered Care II****2 credits**

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The second PCC course introduces students to simulated cases where they will act as clinicians to evaluate standardized patients. Cases will be acute care in nature and emphasis will be placed on the following: developing differential diagnoses, developing assessments and plans, the medical chart, medical documentation, informed consent, oral case presentation, and integration of preventive care and public health principles in the context of acute care.

**MPAS 693. Patient-Centered Care III****2 credits**

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based



resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The third PCC course again utilizes simulated cases where students will evaluate standardized patients. Emphasis will be placed on the following: comprehensive patient management, longitudinal management of established patients, admission orders, inpatient management, progress notes, discharge summaries, rehabilitative care, palliative care and end-of-life issues, and utilization of an electronic health care record.

**MPAS 694. Patient-Centered Care IV** **2 credits**

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The fourth PCC course will prepare students to work in teams with students from other health professions on campus. Case-based scenarios and cases utilizing mannequin simulators will facilitate a team approach to patient centered care. Students will be challenged to rely on the strengths of students from other disciplines to solve complex medical cases. Emphasis will also be placed on further developing interpersonal and communication skills.

**MPAS 699. Pre-Clinical Seminar** **0 credit**

This pass/fail seminar is required prior to the supervised clinical practice experiential learning component of the physician assistant program. Students must satisfactorily demonstrate a comprehensive basic medical and clinical sciences knowledge base and essential technical skills before they can proceed into clinical practice rotations.

**MPAS 701-710 Supervised Clinical Practice Rotations** **4 credits each**

The supervised clinical practice experience (SCPE) rotations are the culminating learning activities of the physician assistant program. SCPE consist of nine core rotations that all students must take and one elective rotation in any of the medical specialties or subspecialties, or in medical research or medical academia. During each rotation students work with a practicing clinician (referred to as the preceptor) and are actively participating in health care delivery as part of the health care team.

**MPAS 701. Family Medicine Rotation** **4 credits**

This core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Family Medicine. The focus of this preceptorship is evaluation and management of commonly encountered conditions in the outpatient setting and in patients of all ages.

**MPAS 702. Internal Medicine Rotation** **4 credits**

This four-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Internal Medicine. The focus of this preceptorship is providing longitudinal health care for chronic health problems.

**MPAS 703. Pediatrics Rotation** **4 credits**

This core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Pediatrics. The focus of this preceptorship is acute and preventive health care for pediatric patients.



**MPAS 704. Obstetrics/Gynecology Rotation****4 credits**

This core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in the principles and practice of Obstetrics and Gynecology. The overall focus of this preceptorship is obstetrical, gynecologic, and women's preventive care.

**MPAS 705. Emergency Medicine Rotation****4 credits**

This four-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Emergency Medicine. The overall focus of this preceptorship is providing emergency medical services.

**MPAS 706. General Surgery Rotation****4 credits**

This core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in the principles and practice of General Surgery, especially in the operating room setting. The overall focus of this preceptorship is evaluation and care of patients with commonly encountered conditions requiring surgical management.

**MPAS 707. Psychiatry Rotation****4 credits**

This core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Psychiatry. The focus of this preceptorship is behavioral and psychiatric health care.

**MPAS 708. Hospitalist Rotation****4 credits**

This four-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Hospital Medicine. The focus of this preceptorship is providing care for patients in the inpatient setting.

**MPAS 709. Primary Care Rotation****4 credits**

This core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Primary Care Medicine. The focus of this preceptorship is evaluation and management of commonly encountered conditions in a medically underserved and/or rural setting for patients of all ages and cultural backgrounds.

**MPAS 710. Elective Rotation****4 credits**

This mandatory elective four-week rotation provides the opportunity to gain experience in a specific area of interest that may include a medical or surgical subspecialty, academic medicine, or medical research. The focus of this preceptorship is to explore the role of health care specialists.

**MPAS 799. Summative Seminar****0 credit**

The purpose of this pass/fail seminar is twofold: to comprehensively demonstrate knowledge, patient care skills, and professional competency sufficient to function as an entry-level physician assistant and to prepare graduation candidates for the [\*Physician Assistant National Certifying Examination\*](#) (PANCE).

## Doctor of Pharmacy

### **PHAR 501L. Professional Awareness and Preparation Seminar Lab** 1 credit

This one-credit hour seminar lab is designed to provide the enrolling first year professional pharmacy student with foundational information and knowledge necessary to begin the program. The Seminar is two-weeks in length and takes place in the two weeks immediately preceding the start of the fall semester. The Seminar will provide an overview of professional expectations, the top 200 drugs, pharmaceutical calculations, medical terminology and an introduction to communication (written and verbal). Participants will also participate in activities designed to facilitate productive group interactions. This seminar lab provides foundational information and activities to prepare entering pharmacy students for the rigor and professional expectations of pharmacy school. The culminating activity of the course is the creation of a class mission statement and participation in the School of Pharmacy White Coat Ceremony.

### **PHAR 506. [Immunization Certification](#) (starting with the Class of 2019)** 1 credit

Upon successful completion of this self-study and hands-on course, the student will receive a certificate of completion from the [American Pharmacists Association](#). Upon licensure and BLS certification graduates will be able to provide immunization therapy in accordance with the pharmacy regulations in their state of licensure.

### **PHAR 510. Introduction to Pharmacy Practice & Law** 3 credits

Introduction to Pharmacy Practice orients the entering pharmacy student to the social, economic, and political environments within which pharmaceutical care is currently being delivered to the patient. The basic health care environment is examined with particular emphasis on the role of the pharmacist in the United States health care system. This includes examining the pharmacist's role in a variety of practice settings. The course will provide an introduction to legal and ethical concepts that encompass the rights and responsibilities of the pharmacist and a practical application of the concepts. Discussion and exercises to increase awareness of cultural diversity are included.

### **PHAR 511. Drug Literature Evaluation** 2 credits

Drug Literature Evaluation addresses an area of rapid growth in all areas of pharmacy practice: assuring the intelligent and safe use of drugs through effective utilization of the medical literature. The staggering size and varying quality of the clinical literature require that the pharmacy student develop sophisticated methods for managing the literature and critically evaluating the data that they often represent. Drug Literature Evaluation will present the student with the knowledge and tools necessary to manage this area of practice.

### **PHAR 512. Immunology** 3 credits

Immunology will provide an introductory course that presents the basic elements of the immune system and of the means through which the mechanisms of immunity act in a wide range of clinical conditions, including protection against infectious agents, rejection of tumors, transplantation of tissues and organs, autoimmune and other immunopathologic conditions, and allergy.

**PHAR 513. Biochemistry** **3 credits**

This course will provide students with the fundamental biochemical principles underlying cellular physiology and biological processes. Biochemistry will introduce bio-molecules mainly from a structural point of view and presents metabolism as well as molecular biology (gene expression and replication) by integrating structure-function relationship of enzymes and DNA-binding proteins, respectively.

**PHAR 514. Pharmaceutics I (Pharmacy Calculations)** **2 credits**

The study of the measurement units, and mathematical functions and applications that are essential to the safe, accurate practice of pharmacy. This course emphasizes pharmaceutical nomenclature, numerical expressions, measurement equivalents, calculation formulas, and problem analysis and reasoning.

**PHAR 515L. Pharmacy Skills Lab** **1 credit**

The purpose of this course is to orient the student pharmacist to select skills necessary for contemporary pharmacy practice. Topics will include technical aspects of dispensing, communications, medication errors, basic patient assessment, point-of-care testing skills (POCT), third party reimbursement, and supervisory skills. This laboratory course will also provide students with an integrated practical and theoretical experience related to the pharmaceutical science disciplines. During the semester long course, students will work both individually and in designated pairs, facilitating group learning and a team approach to problem solving. Co-requisites: PHAR 512, PHAR 513, PHAR 514

**PHAR 520. Basic Principles of Pathophysiology** **4 credits**

The basic biological mechanisms of disease will be presented and discussed. Importance will be placed on basic principles of cell injury and death; inflammation; and neoplasia.

**PHAR 522. Pharmaceutics II** **3 credits**

Pharmaceutics II is an overview of medicinal formulations and physical/chemical properties of drugs. The course covers such topics as the stability of compounded products, quality control, sterilization, biotechnology preparations, and pharmaceutical compounding. Prerequisites: PHAR 514.

**PHAR 523L. Pharmacy Skills Lab II** **1 credit**

The purpose of this course is to orient the student pharmacist to select skills necessary for contemporary pharmacy practice. Topics will include technical aspects of sterile and non-sterile compounding, communications, medication errors, third party reimbursement, and supervisory skills. The lab class also covers the legal, practical and scientific basis of drug products and pharmaceutical delivery systems. It provides education in the physiochemical theories, terminology, pharmaceutical skills and the interpretation of formulation and performance of pharmaceutical products. This course will incorporate the pharmaceutics behind dosage forms while providing hands-on application for the physiochemical theories represented via dispensing and extemporaneous sterile and non-sterile compounding. Pre-requisite: PHAR 512, PHAR 514.

**PHAR 524. Clinical Research Methods** **2 credits**

The study of general research methods and clinical design issues to foster an appreciation and understanding for conducting research, study design and development, statistical,

method selection, application and interpretation of research results. Prerequisite: PHAR 511.

**PHAR 525L. Introductory Pharmacy Practice Experience I** **1 credit**

Introductory Pharmacy Practice Experience I (IPPE I) is intended to provide initial exposure to community practice for first year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to observe pharmacist patient care activities as well as managerial practices. Students will be placed in a community practice setting for 24 hours. This course also includes community pharmacy based simulation activities designed to prepare students for their IPPE experiences (the simulation experiences do not count for the number of required IPPE hours). Students will be enrolled in this course in either the fall or spring semester of the first professional year.

**PHAR 527. Life Style Modifications and Disease Prevention** **3 credits**

This course will focus on the non-pharmacological basis of disease prevention and those modifications to improve health. This course will combine a lecture-based course focusing on the need for wellness and the promotion of healthy lifestyles with projects geared towards elevating the students' understanding of how to put the concepts into pharmacy practice. Key components of the course will focus on nutrition, physical activity, smoking cessation, and health behavior modification. Students will also learn how cultural differences and social disparities may play a role in achieving the lifestyle modifications necessary for positive health outcomes. A focus on the therapeutic indications of over the counter medications is also included in the course content.

**PHAR 530. Toxicology** **3 credits**

Basic principles of toxicology and toxicogenomics will be presented in the course. Lecture topics include dose response relationships, adsorption, distribution, biotransformation and excretion of toxicants, toxicokinetics, chemical carcinogenesis, and mutagenicity. The relationship of these principles to both EPA and FDA required toxicity testing will be discussed. Basic principles will be applied to developmental, respiratory and liver toxicity induced by chemicals and pharmaceuticals. In addition, the basic science of micro arrays, DNA chips, genetic testing and transgenic animals will be presented. Application of methods and principles to forensic toxicology will be presented. This course will provide the foundation for understanding the complex interactions between pharmaceuticals and biological systems from a basic science perspective. (Elective)

**PHAR 531. Ethnopharmacology of Appalachia** **3 credits**

This course provides the study and understandings about the people of Appalachia's use of plants, fungi, animals, microorganisms, and minerals and their biological and pharmacological effects. In this class there will be an examination of remedies from the standpoint of medical efficacy, potential toxicities, and drug interactions with prescribed medications. (Elective)

**PHAR 532. Appalachian & Rural Considerations in the Health Care System** **3 credits**

The goal of this course is to develop understanding and knowledge regarding rural issues that influence the health care perceptions and accessibility of people living in the Appalachian region of the United States. The pharmacy student will explore the various

avenues created to minimize barriers to health care, e.g., federally-assisted health services. The application of the course information will be a project and presentation that includes diversity and disparity concepts. (Elective)

**PHAR 533. Psychosocial Aspects of Medical Care** **3 credits**

This course looks underneath the structure of contemporary medical care at motivators, belief systems, and relationships. Becoming aware of these less-tangible force better-equips the pharmacist to provide optimal health care and influence the system in which he or she practices. (Elective)

**PHAR 534. Introduction to Geriatric Issues in Pharmacy Practice** **3 credits**

The goal of this course is to provide the foundation for competent, compassionate care of older patients. This foundation involves attitudes, knowledge, and skills that are needed to care for the elderly. Specific course topics will focus on the social, economic, emotional, and ethical issues geriatric patients face in today's society. (Elective)

**PHAR 535. Introduction to Psychiatric Pharmacy** **3 credits**

Introduction to Psychiatric Pharmacy takes a global view of mental health illnesses and its treatment. The historical perspective of the treatment of the mentally ill and the growth and increased compassion that has now become a standard expectation in the treatment of mental disorders will be presented. The goal of the course is to provide introductory and foundational knowledge for competent, compassionate, and empathetic care of patients with mental illnesses. Course content covers the identification of what encompasses mental health disorders as classified by the Diagnostic Standards Manual, Fifth Edition (DSM-V) and the general treatment of the most common mood disorders, substance abuse disorders, thought disorders, and cognitive disorders. The use of visitation to mental health support groups, historic or contemporary mental health institutions, guest lecturers, and viewing of contemporary movies that portray important issues associated with persons afflicted with mental illnesses and the effect on family, caregivers, and society at large may be incorporated into the activities of the course. Ultimately, students enrolled in the course will be provided with content designed to provide them with sufficient information to have the appropriate attitude, skills, and awareness to avoid stereotypes, stigmas, and other barriers that limit the adequate treatment of the mentally impaired. Students will become familiar with the changing demographics of mental illness and the impact that this will have on their provision of pharmacy care, regardless of their practice environment upon graduation. (Elective)

**PHAR 536. Health Literacy** **3 credits**

Healthy people 2010 defines health literacy as the “degree to which individuals have the capacity to obtain, process and understand basic health information and services to make appropriate health decisions.” Limited health literacy has shown to have a profound negative impact on patients’ use of preventive medical services, knowledge about medical conditions, treatment, hospitalizations and the ability to follow basic instructions on prescription labels. This course will encompass the components and effects of health literacy on various populations, including those in rural areas, pharmacy’s role in health literacy, strategies for assessing a patient’s health literacy, creation of self-care and chronic disease management education plans and, evaluation of commonly used educational materials. The study of health

literacy will help improve the pharmacist's ability to educate patients and help ensure the best chance for compliance, appropriate decision-making and positive health outcomes. (Elective)

**PHAR 537. Patient Safety in Pharmacy Practice** **3 credits**

This course is designed to introduce the students to patient Safety as related to Pharmacy Practice. The student will learn definitions related to patient safety, learn how to evaluate the medication use system for error potential, discuss and develop safety strategies as related to the medication use system, learn about regulatory agencies involved in patient and medication safety, and learn about quality management resources used in evaluating medication and patient safety. Note: For elective courses additional course enrollment information (class size, year preference, etc.) May be provided at the time of registration. (Elective)

**PHAR 544. Veterinary Pharmacy** **3 credits**

Veterinary pharmacy provides students with a focused view of drug use in animals. Domestic animals are mainly reviewed but issues related to other animals and topics may occur. Students will focus on how pharmacies and pharmacists can assist in animal healthcare. (Elective)

**PHAR 545. Bad Bugs, Pathogens and Prions** **3 credits**

This course will provide students with an understanding of virulence and pathogenesis of medically important microbes commonly seen by pharmacists. Topics will include diseases caused by bacteria, fungi, viruses, rickettsia, ecto and endo parasites. Special emphasis will be given to agents covered in the Phar 710 module (Infectious Disease) and vaccine preventable microbial and viral diseases. Other topics will include emerging pandemic organisms, and prions. The course will build on material from the first year immunology course (Phar 512) as it relates to immune response to infectious diseases and complement the Phar 710 course. Pharmacy students considering a post graduate residency in infectious disease also will find this course valuable. (Elective)

**PHAR 546. History of Pharmacy** **3 credits**

The profession of pharmacy can trace its origins to prehistoric times. This elective course will focus on the evolution of the profession in the United States from 18<sup>th</sup> century to present time. Upon completion, the student will be familiar with the general chronology of the profession's development. Moreover the students will understand that pharmacy development is part of a larger context of social, political and cultural development in the healthcare realm. Sequential development periods will be presented through readings, lectures and discussions. (Elective)

**PHAR 547. Spanish for Pharmacists** **3 credits**

Spanish for Pharmacists is a beginner to intermediate course that focuses on mastery of oral and written communications in the Spanish language with a special emphasis on vocabulary and conversation beneficial to health care professionals. Students will explore topics relevant to real-world everyday situations. This course is an intensive exercise in learning to effectively, and directly apply linguistic, reading and writing skills in the target language. The curriculum focuses primarily on oral listening and speaking communication skills during class sessions. The application of reading and writing skills will be mostly *self-directed* and addressed in out-of-class assignments, activities, and

projects. Prerequisite: one or more years of general high school and/or Advanced Placement Spanish. (Elective)

**PHAR 548. Personal Financial Planning** **3 credits**

The goal of this course is to provide pharmacy students with a foundation in the various aspects of Personal Finance. Research shows that those students who take a Personal Finance course early in their lives accumulate approximately one year's salary more in net worth than those who do not take one (Garman et al., 1998). Students will learn basic financial planning skills via a process that will give them both the competence and confidence to prudently manage their savings, budgets, and debt. In addition, they will learn about the different types of insurance. Finally, a significant amount of time will be spent on the different types of investments, risk assessments, and retirement planning. Most students taking this course will likely never have purchased a house, invested money for retirement, or purchased a home. After taking this course, they will feel more competent and confident in doing these. The ultimate goal is to place students on the path to become financial independence, and to give back to their communities through philanthropy. (Elective)

**PHAR 549. Leadership & Advocacy for Pharmacy Practice** **3 credits**

This course will examine the importance of leadership as it relates to pharmacy practice, advocacy, and patient care; and is specifically designed for student pharmacists to enhance their ability to become effective leaders in the practice of pharmacy. The objective of this course is not to build a leader, rather to augment the characteristics the particular leader possesses. Students have the opportunity to partake in a variety of self-assessment, leadership, and advocacy activities including the development of a proposal with implementation plan to address a pharmacy-related issue and participation in an advocacy campaign. (Elective)

**PHAR 598. & PHAR 599. P1 e-Portfolio** **0 credits**

These courses are designed to allow the P1 student pharmacist to complete their e-Portfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

**PHAR 610. Pharmacokinetic Principles and Clinical Application** **3 credits**

Pharmacokinetics Principles presents the theoretical mathematical and functionally dependent physiologic relationships that comprise the quantitative basis for determining patient-specific and drug dosage regimens. This course emphasizes interpreting the (1) rate or time course of drug absorption and elimination, and (2) extent of in vivo distribution from data, graphs, and equations to calculate, identify, and monitor safe and therapeutically effective drug in plasma concentrations, especially for narrow therapeutic range drugs. Clinical application of these principles is also covered in this course. Prerequisite PHAR 514.

**PHAR 611L. Pharmacy Skills Lab III** **1 credit**

The purpose of this course is to orient the student pharmacist to select skills necessary for contemporary pharmacy practice. Topics will include technical aspects of dispensing, communications, medication errors, controlled substances, dispensing to pediatric and



geriatric patients, basic patient assessment, third party reimbursement, and supervisory skills. Pre-requisites: successful completion of all required P1 coursework.

**PHAR 612. Basic Principles of Pharmacology I** **4 credits**

The basic biological mechanism of therapeutic agents used to treat diseases will be presented and discussed. Importance will be placed on basic pharmacologic principles of pharmacodynamics and cellular processes that underlie understanding a rational approach to therapeutics. Prerequisites: PHAR 512, PHAR 513, PHAR 520.

**PHAR 614. Medicinal Chemistry** **3 credits**

Medicinal chemistry is the application of organic chemistry to biological and pharmaceutical sciences. The course encompasses drug discovery, identification and preparation of pharmaceuticals, the structure activity relationships used to define or enhance drug action, xenobiotic metabolism and the interpretations of pharmaceutical mechanisms of action at the molecular level. Pre-requisites: PHAR 512, PHAR 513, PHAR 520.

**PHAR 615L. Introductory Pharmacy Practice Experience II** **4 credit**

Introductory Pharmacy Practice Experience II (IPPE II) is intended to provide a more in depth experience in community practice for second year pharmacy students. .Early exposure to practice will make didactic instruction more relevant by providing opportunities to participate in pharmacist patient care activities (under the direct supervision of a preceptor) as well as managerial practices. Students will be placed in a community practice setting for 160 hours and will be enrolled in this course in either the fall or spring semester of the second professional year. Pre-requisites: PHAR 525L.

**PHAR 619L. Sterile Products Laboratory (For Class of 2019 only)** **1 credit**

This course introduces the concepts and procedures associated with sterile pharmaceutical compounding. The course will begin with the general principles of aseptic technique, focusing on USP 797 guidelines for sterile compounding. Students will gain hands-on experience with various types of compounding equipment, to include needles, syringes, vials, ampoules, mini-bags, intravenous pumps and tubing. The student will become familiar with the sterile compounding of hazardous drugs, high risk products, ophthalmic, intranasal and nutrition products. In addition, there will be a focus on the assignment of appropriate expiration dates of extemporaneously compounded medications as well as clean-room design, quality assurance, and environmental monitoring. The course will culminate in a practical examination (media-fill process validation), a didactic cumulative final and the awarding of a certificate as documentation for course completion. Pre-requisites: PHAR 525L, PHAR 514, PHAR 523L.

**PHAR 626L. Introductory Pharmacy Practice Experience III** **2 credits**

Introductory Pharmacy Practice Experience III (IPPE III) is intended to provide an overview of institutional pharmacy practice to second year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to participate in pharmacist patient care activities (under the direct supervision of a preceptor) as well as managerial practices. Students will be placed in an institutional practice setting for two weeks (80 hours) during the summer between P2 and P3 year. Prerequisites: PHAR 525L, PHAR 615L.



**PHAR 629. Health Care Communications and Ethics** **3 credits**

This course is designed to help student pharmacists enhance the communication skills they need to deliver quality patient care and to function as a health care practitioner in a global society. This course includes comprehensive assignments and discussions that cover a variety of communication skills necessary for success as a healthcare practitioner to include; the interpersonal and inter-professional communication skills of listening and responding and the provision of health information orally and in writing to a variety of audiences. The course will focus on the development of individual skills through application of knowledge gained through lectures and active learning opportunities. In addition this course will provide a review of ethical theories, principles and tools for ethical decision-making in the health care environment.

**PHAR 630. Pharmaceutical Biotechnology** **3 credits**

Pharmaceutical Biotechnology is intended to provide the student with a working knowledge of the preparation, stability and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics and gene therapy. Current FDA approved biotechnology drugs such as human insulin, growth hormones and interferons will be discussed. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

**PHAR 631. Human Cancer** **3 credits**

This course provides students with knowledge of the fundamental principles of biology of cancer, therapeutic agents, the identification, enrollment and the mechanism of clinical trials, nuclear pharmacy, and patient treatment. Discussions of the scientific literature in the field will complement didactic lectures. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management will be part of the course. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

**PHAR 632. Advanced Topics in Pharmacogenomics** **3 credits**

This course extends and applies the concepts presented in the Human Response to Disease course. The goal is for students to develop a deeper understanding and working knowledge regarding current pharmacogenomic issues that influence the drive toward individualized medicine. In the near future, pharmacists will be required to evaluate current scientific and lay media reports on genetic variations that produce variability in expression of disease and response to treatment. The course will focus on the evaluation of scientific and lay media reports, application of this knowledge to predict variable patient outcomes, and translate the information to facilitate counseling to patients as individuals. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

**PHAR 633. Advanced Compounding** **3 credits**

Advanced Compounding will cover a wide variety of dosage forms and the skills necessary to prepare contemporary compounded prescriptions. This course will provide advanced study into the most common dosage forms that are introduced in PHAR 523L Pharmaceuticals II laboratory and introduced dosage forms not covered in PHAR 523L Pharmaceuticals II lab. The course will explore the advanced physicochemical theory, pharmaceutical skills, interpretation of formulations, and the specialized patient counseling that is vital with

compounded prescriptions. The demand for individualized patient care and customized dosage forms is increasing and this course will provide the student with the skills and knowledge to better fulfill this demand. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

**PHAR 636. Diabetes Education and the Patient**

**3 credits**

Students will learn how to relate on the patient level with respect to important disease states and gain a strong understanding of the importance of patient education and how to impart knowledge about diabetes self-management to the patient. The curriculum is based on national medical care and self-care education guidelines. The course is modeled on the principles and topics outlined through the certified “Diabetes Empowerment Education Program (DEEP). Topics are taught at the basic patient level of understanding including the use of techniques to help patients understand their disease and methods to self-manage their disease. (Elective)

**PHAR 640. Pharmacotherapy I**

**8 credits**

The goal of this course is to introduce the pharmacy student to the pharmacotherapeutic basis of disease management. This course is designed to provide a comprehensive overview of cardiovascular, musculoskeletal and renal diseases. Students should understand, integrate and apply the information and skills obtained in pathophysiology, pharmacology, medicinal chemistry, biochemistry, immunology and pharmacokinetics to develop and implement a rational drug therapy plan. Case studies will be utilized to allow students to apply their learning and enhance their patient care skills by selecting appropriate therapeutic agents. Pre-requisites: Successful completion of all coursework through semester 3. Pre-requisites: Successful completion of all coursework through semester 3. Co-requisite: PHAR 641.

**PHAR 641. Basic Principles of Pharmacology II**

**4 credits**

A continuation of PHAR 612 this course focuses on the biological mechanisms of therapeutics used to treat diseases. Importance will be placed on basic pharmacodynamic and cellular processes that are the foundation for understanding and identifying rational approaches to drug therapy recommendations. Pre-requisite: PHAR 612.

**PHAR 643. Strategies for Positive Health Outcomes**

**3 credits**

The goal of this course is to challenge the student to take creative action to overcome the barriers to providing comprehensive pharmaceutical care. The contemporary pharmacist must not only be focused on the delivery of an accurate product, but responsible for the delivery of pharmaceutical care. Many barriers exist which must be identified and overcome in order to effect positive health outcomes. The course describes forces within and between individuals and societies which influence health. Topics covered include the psychosocial aspects of care, public health, cultural competency, health literacy, basic epidemiology among others.

**PHAR 698. & PHAR 699. P2 e-Portfolio**

**0 credits**

These courses are designed to allow the P2 student pharmacist to complete the e-Portfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the [2016 ACPE Standards](#) and [2013 CAPE Outcomes for Pharmacy Education](#).

**PHAR 715. Pharmacy Practice Management** **2 credits**

This course is designed to help change your behavior and improve your management skills by using active involvement strategies. Social science research has found that a powerful way to change behavior and internalize information is to turn students into teachers. People learn material better and become more competent in demonstrating and applying it if they are given an opportunity to teach it. Students in this class, therefore, will be given opportunities to become teachers of management skills.

**PHAR 716L. Introductory Pharmacy Practice Experience IV** **1 credit**  
**(2 credits for the Class of 2018)**

Introductory Pharmacy Practice Experience IV (IPPE IV) is designed to provide an introduction to establishing the appropriate delivery of pharmaceutical care services to patients. Topics will focus on the role pharmacists play in pharmaceutical care, how those roles may be achieved, and the process of completing comprehensive medication reviews. Students will apply previous knowledge learned to further develop the skills and attitudes necessary to complete comprehensive medication reviews and will participate in interprofessional experiences where students will work with the Physician Assistant students on case studies and other activities. Upon completion of this course, students should have gained the basic knowledge, abilities, and attitudes necessary for developing pharmaceutical care practices. This course will provide 39 IPPE hours (30 hours of clinical patient care experience under the direct supervision of a preceptor and 9 hours of interprofessional simulation). Prerequisites: PHAR 525L, PHAR 611L, PHAR 640, PHAR 641, PHAR 629, PHAR 615L, PHAR 626L.

**PHAR 718. Pharmacogenomics and Medical Genetics** **3 credits**

Human response to Disease will explore how DNA variations are important in understanding the genetic basis for disease and individual responses to environmental factors, as well as for such normal variations in biological processes as development and a drug response. The course will also focus on the psychosocial response to the disease process and physiologic markers of that process.

**PHAR 719. Pharmacotherapy II** **8 credits**

The goal of this course is to build upon the skills learned in PHAR 640. Specifically, this course is designed to provide a comprehensive overview of the pharmacotherapeutic management of endocrine, gastrointestinal, respiratory and neurologic/psychiatric diseases. Students should understand, integrate and apply the information and skills obtained in pathophysiology, pharmacology, medicinal chemistry, biochemistry, immunology and pharmacokinetics to develop and implement a rational drug therapy plan. Case studies will be utilized to allow students to apply their learning and enhance their patient care skills by selecting appropriate therapeutic agents. Pre-requisites: Successful completion of all coursework through semester 4.

**PHAR 725. Pharmaceutical Marketing** **2 credits**

This course will provide a working knowledge of the marketing principles for pharmacy practice, to include marketing techniques, operations, human resources, quality improvements, service marketing management, prescription drug promotion and pharmaceutical marketing issues currently of interest to the industry and the practice of pharmacy. Specifically this course will allow students to apply the knowledge and skills

necessary to establish and market pharmaceutical care services in the community pharmacy setting. Prerequisites: PHAR 715.

**PHAR 728. Pharmacy Law** **3 credits**  
Students will learn the federal laws governing the practice of pharmacy. The course will emphasize introductory legal concepts that encompass the rights and responsibilities of the pharmacist and their practical application.

**PHAR 729. Geriatric Pharmacotherapy and Pharmaceutical Care** **3 credits**  
This course is designed to provide current information regarding pharmacotherapy and pharmacy care for the geriatric population. It is intended to build upon existing pharmacotherapy knowledge and prior course content. Case-based learning will be used to develop problem solving and critical thinking skills, particularly in regard to the selection and monitoring of medication therapies. Special emphasis will be placed on preventing and detecting medication-related problems and geriatric syndromes. This course will also emphasize the broader aspects of care for geriatric patients, including psychological, sociological, and financial elements that influence therapy management. The interdisciplinary team approach in caring for the geriatric population will be incorporated, along with the pharmacist's role in various care settings. (Elective)

**PHAR 732. Adverse Drug Reaction** **3 credits**  
This course is an in-depth study course for P3 students to provide a comprehensive evaluation of drug induced reactions and diseases. This course prepares the student for an optional P4 elective rotation on adverse drug reactions as well as a greater understanding of adverse reactions for patient care in clinical settings (i.e., pharmacy residency, clinics, hospital pharmacy). Topics covered include (but not limited to) adverse drug reaction definition, reporting, prediction, treatments, mechanism of action, documentation, and possible litigation. (Elective)

**PHAR 733. Palliative Care** **3 credits**  
This course will provide knowledge and skills for the pharmacist to function as an integral member of the multidisciplinary team caring for the palliative care patient. Critical thinking and communication skills will be emphasized. Topics for this course include general principles of palliative care, pain and symptom management and the pharmacoeconomic issues that influence the delivery of pharmaceutical care in the palliative care or hospice setting. (Elective)

**PHAR 734. Adv. Medical Communication** **3 credits**  
Advanced Medical Communications will provide students with knowledge and skills in basic medical writing, including punctuation, grammar, and writing style, and various communications styles. Students will participate in a variety of communications activities using their basic skills, including writing blogs, newspaper articles, patient education materials, presenting in small and large formats, and creating videos for patient education. Additionally, students will be introduced to career options in medical communications. (Elective)

**PHAR 735. Exploring Postgraduate Training** **3 credits**  
The objective of this course is to introduce and prepare students for navigating the process of researching, applying and obtaining a postgraduate training opportunity. As

positions are becoming more competitive it is necessary to be equipped with tools to ensure you stand out in the applicant pool. This course will explore what postgraduate training opportunities are available, how to prepare for them and how to excel once obtaining one. (Elective)

**PHAR 736. Advanced Topics in Pharmacotherapy** **3 credits**

The objective of this course is to challenge the pharmacy student to expand their baseline pharmacotherapy knowledge gained in the pharmacotherapy courses through the study of advanced therapeutic topics. For each therapeutic area studied, students will be expected to exhibit skills in thinking and decision making, provide effective communication both with other healthcare providers and patients, and enhance self-learning skills. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, and pharmacokinetics to develop and implement a rational drug therapy plan. Students will be responsible for attending each class session and completing application-based case scenarios and topic debates as assigned. (Elective)

**PHAR 737. Pharmacoepidemiology** **3 credits**

This course is designed to assist students to understand concepts of pharmacoepidemiology, how pharmacoepidemiology studies are conducted; and how to interpret findings. Based on the clinical pharmacology knowledge and epidemiology concepts, the course will include the process for drug approval, methods for identification and attribution of adverse drug events, current understanding of the epidemiology of adverse drug events; study design and data source for pharmacoepidemiology studies; and application of these studies in the medication decision-making process. (Elective)

**PHAR 738 Ambulatory Care Pharmacy** **3 credits**

By participating in this course, students will learn to apply problem solving, communication, and writing skills to patient cases, journal articles, and debate topics related to the outpatient setting. A team-based approach to learning will be utilized to provide students with an opportunity to discuss therapeutic problems as a group of healthcare professionals, as is seen in the “real-world” setting. Class sessions will consist of individual and group quizzes followed by a therapeutic topic presentation and case discussion. Students will work in groups during the class session to complete the assigned case and submit a group SOAP note. Active participation is expected throughout the class session and will be measured by quizzes and group peer evaluations. Course topics include, but are not limited to, pharmacist management of chronic disease states commonly encountered in the ambulatory setting (hypertension, diabetes, hyperlipidemia, heart failure, etc.), billing for pharmacy services, transitions of care, and health literacy. (Elective)

**PHAR 739 Emergency Medicine** **3 credits**

Emergency Medicine is an evolving and increasingly recognized practice area for clinical pharmacists. As interest and professional opportunities continue to expand in this therapeutic arena, it is imperative for students to become cognizant of the various aspects of this unique specialty. In addition, the practice of emergency medicine is a collection of various therapeutic areas. This course will not only serve to expose the learner to many new and exciting topics but also serve as a refresher of many topics that are briefly

covered in the regular curriculum with and added emphasis on the rapid treatment of the undifferentiated patient. (Elective)

**PHAR 740. Pharmacotherapy III** **8 credits**

The goal of this course is to build upon the skills learned in PHAR 640 & 719. Specifically, this course is designed to provide a comprehensive overview of the pharmacotherapeutic management of self-limiting diseases (OTC/self-care), infectious diseases, hematologic/oncologic diseases and the management of conditions associated with certain special populations including pediatrics and geriatrics. Students should understand, integrate and apply the information and skills obtained in pathophysiology, pharmacology, medicinal chemistry, biochemistry, immunology and pharmacokinetics to develop and implement a rational drug therapy plan. Case studies will be utilized to allow students to apply their learning and enhance their patient care skills by selecting appropriate therapeutic agents. Prerequisites: Successful completion of all coursework through semester 5.

**PHAR 741. Pharmacoeconomics and Outcomes Research** **2 credits**

Topics addressed in this course will include the many facets of pharmacoeconomics in pharmacy & healthcare settings, including the use of pharmaceuticals, appropriateness and quality of care, patient outcomes, patient satisfaction with care, costs of both appropriate and inappropriate medication use, healthcare policies related to health care and pharmacoepidemiological considerations. Moreover, the course will examine the respective roles and behaviors of the healthcare professionals (e.g., physicians, pharmacists, nurses, allied health) involved in patient care and the influence of healthcare-related organizations (e.g., managed care, health maintenance organizations, public and private insurance, pharmaceutical manufacturers) on health outcomes.

**PHAR 742. Advanced Drug Literature Evaluation** **2 credits**

This course provides the student with advanced problem solving skills in drug information and related material. Course content is divided between topic discussion and developing new skills that are applied and practiced through active learning activities. Each student will complete a Journal Club presentation as a requirement for the course. Prerequisites: Completion of all required coursework through semester 5 of the curriculum.

**PHAR 798. & PHAR 799. P3 e-Portfolio** **0 credits**

These courses are designed to allow the P3 student pharmacist to complete the e-Portfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

**PHAR 821-828. Advanced Pharmacy Practice Experiences and Course** **40 credits**

Eight advanced pharmacy practice experiences in various practice environments that present the student with the opportunity to engage in the advanced practice of pharmacy in a structured and supervised environment. Prerequisites: Students must have achieved fourth year professional status and successfully completed all academic and programmatic requirements of the first three professional years.

**Ambulatory Care Experience****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an ambulatory care practice setting.

**Acute Care/Internal Medicine Experience****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an in-patient practice setting.

**Community Care Experience****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course gives the student experience in a community clinical care practice setting.

**Institutional Practice Experience****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an institutional (hospital) practice setting.

**Selective Experience I****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Students will complete either a clinical or management rotation in a community or institutional setting. Placement will be determined based on the student's stated preference.

**Selective Experience II****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Students will complete either a clinical or management rotation in a community or institutional setting. Placement will be determined based on the student's stated preference.

**Elective Care Experience I****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average



of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member.

**Elective Care Experience II**

**5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member.

**PHAR 807. Advanced Health Ethics**

**1 credit**

This course is an ethics and communication capstone building upon ethics content and exercises completed in the first three years of the pharmacy curriculum. It is designed to provide an environment for identifying ethical dilemmas and opportunity for thoughtful deliberations and on-line dialogue. It is delivered via written assignments, on-line discussion groups, and culminates with production of a scholarly paper in which the student is expected to clearly identify an ethical dilemma and demonstrate the ability to make informed and responsible decisions related to this issue. Students use an ethical decision-making model and use ethical concepts and the ethical code for pharmacists as guidelines in working through this assignment. In the final week of the semester, students present their paper in an on-campus venue open to the campus community.

**PHAR 812. Advanced Certification II-Medication Therapy Management Certification**

**2 credits**

Students will participate in pre-determined certification program and receive a certificate upon successful completion of the course requirements.

**PHAR 899. ePortfolio**

**1 credit**

This course represents the culmination of the student's e-Portfolio. During this course each P4 student will successfully complete an oral defense of the e-Portfolio. The course has been designed to meet the [2016 ACPE Standards](#) and [2013 CAPE Outcomes](#) for Pharmacy Education.

See: [SLBM Business Management Courses](#)  
[SLCS Cyber Security Courses](#)  
[SLPM Project Management Courses](#)  
[SLSP Strategy as Practice Courses](#)



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Dr. William Carter

Nelle R. Chilton

Betty Chilton

William M. Davis

Dan Foster, M.D.

Kent J. George

Robert F. Goldsmith

William Boyd Grove, D.Min.

Andrew B. Jordon

Percy R. Kavasmaneck, PhD

Kenneth Kleeman

R. Scott Long

John F. McGee

Ann C. Moran

William McDavid

John F. McGee

J. Holmes Morrison

John Neuner III

Susan Poffenbarger

John M. Ranson

John Ray

William A. Rice, Jr.

Dorothy Ridings

Steven M. Rubin

Herchiel Sims

Marion Sinclair

Richard Sinclair

Charles R. Smith

I. N. Smith

Louis S. Southworth, II

Troy F. Stallard

Richard B. Walker

## EXECUTIVE ADMINISTRATION

### President's Office – (304) 357-4713

**Edwin H. Welch**, President  
BA, Western Maryland College; S.T.B.,  
Boston University School of Theology;  
PhD, Boston University Graduate  
School (1989- )

**Laura Wellstead**, Executive Assistant  
to the President (2012- )

### Regional President's Office – (304) 357-4348

**Jerry Forster**, Regional President  
BS, University of Charleston; M.S.,  
Marshall University; EdD, Vanderbilt  
University (2007- )

**Kelly Allen**, Executive Assistant to the  
Regional President & the Provost

### Provost's Office – (304) 357-4875

**Executive Vice President & Provost –  
Letha B. Zook**, Executive Vice  
President & Provost

BS, University of Pennsylvania; M.S.,  
New York University; EdD, Columbia  
University (2010- )

**Kelly Allen**, Executive Assistant to the  
Executive Vice President and Provost &  
the Regional President (2014- )

### Executive Vice President & CFO – (304)-357-4736

**Cleta M. Harless**, Executive Vice  
President & CFO  
BA, BS, Marshall University; M.B.A,  
West Virginia University (2001- )  
, Executive Assistant

### Executive Vice President and Chief Admissions and Marketing Officer– (304) 357-4750

**Joan Clark**, Vice President for  
Admissions  
BAS, Sienna Heights College; MS,  
University of Charleston; R.T.(R) (M),  
Port Huron Hospital (1986-)  
, Executive Assistant

### Vice President for Development – (304) 357-4735

**Deborah Morris**, Vice President for  
University Development

### Student Life and Engagement – (304) 357-4957

**Virginia Moore**, Dean of Student Life  
and Engagement and Title IX Officer  
BA, MA Morehead State University;  
(2005- )

**Jordan Turner**, Administrative  
Assistant

## ACADEMIC SCHOOLS

### Bert Bradford School of Health Sciences – (304) 357-4855

**Pamela L. Alderman**, EdD, Dean, Bert  
Bradford School of Health Science  
**Anita Angel**, Administrative Assistant  
to the Dean (304) 357-4855

**Suzanne Summers**, Administrative  
Assistant for Bachelor of Science in  
Nursing (304) 357-4837

### Morris Harvey School of Arts & Sciences – (304) 357-4905

**Barbara D. Wright**, PhD, Dean,  
Morris Harvey School of Arts &  
Sciences

**Janet Cogar**, Administrative Assistant,  
Morris Harvey School of Arts and  
Sciences and Community Music

### School of Business and Leadership; Herbert Jones Undergraduate Division of Business – (304) 357-4870

**Scott Bellamy**, PhD, Dean, School of  
Business and Leadership  
**Miranda Cox**, Administrative Assistant

### School of Business and Leadership; Graduate School of Business and Leadership – (304) 357-4373

**Scott Bellamy**, PhD, Dean, School of  
Business and Leadership  
**Ashley Calvert**, Administrative  
Assistant

### School of Pharmacy – (304) 357-4858

**Michelle R. Easton**, PharmD, Dean of the School of Pharmacy  
**Janet Kessler**, Assistant to the Dean/Communications Coordinator

### **ADMINISTRATIVE OFFICES**

#### **Academic Support Services – (304) 357-4776**

**Allison Grassie**, Director, Academic Success Center

#### **Admissions Office – (304) 357-4750**

**Michelle Hanna**, Director of Admissions

#### **Advancement – (304) 357-4735**

**Deborah Morris**, Vice President for University Development

**Stephanie Martin**, Director of Alumni Relations

**Catherine Eckley**, Director of Annual Fund

**Mara Regling**, Advancement Services Specialist

#### **Athletics – (304) 357-4820**

**Bren Stevens**, PhD, Director of Athletics

**Pam O'Brien**, Administrative Assistant

**Todd Diuguid**, Assistant Director of Athletics

**Shari Reed**, Senior Woman Administrator

**Dennis McMillen**, NCAA Faculty Athletic Representative

**Travis Chandler**, NCAA Compliance Coordinator

#### **Bookstore – (304) 357-4802 – Charleston and (304) 929-1504 - Beckley**

**Glenn Johnson**, Director of Campus Bookstores

**Kelly Boyd**, Assistant Manager - Charleston

**Tanya McComas**, Textbook Manager– Beckley

#### **Business Office – (304) 357-4730**

**Terri Underhill**, Controller  
**Sabrina Mitchell**, Assistant Controller

**Linda Dover**, Staff Accountant

**Katelyn Nelson**, Staff Accountant

**Monica Blankenship**, Business Office Clerk

**Nikki Phillips**, Payroll Clerk

#### **Center for Career Development – (304) 357-4777**

**Hannah Johnson**, Director

**Travis Kahle**, Associate Director

#### **Communications Office - (304) 357-4716**

**David Traube**, Director of Communications

**Amanda Hinchman**, Administrative Assistant

#### **Educational Partnership and Military Programs – (304) 357-4946**

**Michael C. Levy**, Director

#### **Faculty Center – (304) 357-4783**

**Cheryl Moses**, Administrative Assistant

#### **Financial Aid – (304) 357-4760**

**Nina Morton**, Director

**Michelle Calvert**, Associate Director

#### **Human Resources and Payroll Office – (304) 357-4383**

**Janice Gwinn**, Director

**Carin Edwards**, Administrative Assistant

#### **Information Technology – (304) 357-4874**

**Scott Terry**, Chief Information Officer-Charleston/Beckley

**Ed Holsclaw**, Help Desk Administrator

**Office of Institutional Effectiveness –  
(304) 357-4778 or (304) 357-4374**

**Lisa Dawkins**, Director of  
Institutional Research  
**Donna Lewis**, Assistant Dean for  
Assessment

**Mailroom – (304) 357-4722**

**Robbin Goff**, Mailroom Clerk –  
Charleston

**PharmUC Patient Care Clinic**

**Dr. Lindsay Acree**, Pharmacist in  
Charge  
Appointments, please call 304-357-  
4379

**Registrar's Office / Student Solutions  
Center – (304) 357-4947**

**Carol Spradling**, Registrar-  
Charleston  
**Carmon Gore**, Receptionist-  
Charleston

**Schoenbaum Library – (304) 357-  
4780**

**John Adkins**, Director  
**Stacy Gannon**, Library Assistant:  
Public Services  
**Anna Hughes**, Health Sciences  
Librarian  
**Glenda Hughes**, Library Assistant:  
Technical and Public Services  
**Rebecca Newman**, Reference  
Specialist

**School of Health Sciences – (304) 357-  
4855**

**Dr. Pamela L. Alderman**, Dean  
and Director of Capito Bachelor of  
Science in Nursing  
**Anita Angel**, Administrative  
Assistant to the Dean (304) 357-  
4855  
, Administrative  
Assistant for Bachelor of Science  
in Nursing (304) 357-4837  
Lori Thornton, Administrative  
Assistant for Physician Assistant  
Studies (304) 357-4710

**School of Pharmacy - (304) 357-  
4728/4920**

**Michelle R. Easton**, Dean  
**Janice Kessler**, Assistant to the  
Dean/Communications Coordinator  
**Loriann Ryan**, Administrative  
Assistant-Pharmacy Practice

**Security – (304) 357-4857**

**Randy Ross**, Chief of Security

**Student Leadership and Engagement  
Office – (304) 357-4745**

**Virginia Moore**, Dean of  
**Students**  
**Jordan Turner**, Administrative  
Assistant

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## FACULTY

### Professors

**Adams, Sarah J.**, *Professor of History and Director, History Program*  
BA, Maryville College; MA, PhD, The Ohio State University. (1975- )

**Barnette, John**, *Associate Dean and Professor, Leadership and Professional Development Programs*  
BS, West Virginia State University; MA, West Virginia College of Graduate Studies; EdD, West Virginia University. (2013- )

**Bayly, Michael J.**, *Professor of Psychology and Director, Psychology Program*  
BS, University of Maryland; MA, PhD, University of Kansas. (1990- )

**Bellamy, D. Scott**, *Dean and Professor, School of Business and Leadership*  
BS, University of Tennessee; MBA, East Tennessee State University; MA, PhD, University of Kentucky. (2011- )

**Bowles, Sandra S.**, *Dean Emeritus, Bert Bradford Division of Health Sciences, Professor of Nursing and Assistant Dean for Assessment & Special Projects, School of Pharmacy.*  
BSN, University of Pittsburgh; MNED, University of Pittsburgh; EdD, Vanderbilt University. (1964-78, 1982- )

**Easton, Michelle R.**, *Dean, School of Pharmacy and Professor of Pharmacy Practice*  
BS, PharmD, Xavier University of Louisiana, College of Pharmacy. (2005- )

**Latif, David A.**, *Professor and Chair of Pharmaceutical and Administrative Sciences, School of Pharmacy*  
BS, University of Georgia; MBA, Augusta State University; PhD, Auburn University. (2005- )

**Lucas, Kristy**, *Professor of Pharmacy Practice*

PharmD, Campbell University. (2010- )  
**Radhakrishnan, Rajan**, *Professor of Pharmacy and Associate Dean for Academic Affairs, School of Pharmacy*  
BS, B Pharmacy, University of Kerala; MS University of Strathclyde; PhD, National University of Singapore. (2014- )

**Spiker, Martha S.**, *Professor of Psychology and Chair, Department of Social Sciences*  
BA, West Virginia University; MS, PhD, Ohio University. (1982- )

**Sun, Xiaoping**, *Professor of Chemistry*  
BS, Peking University; MS, Peking University; PhD, University of New Brunswick. (2001- )

**White, Douglas**, *Professor of Leadership and Professional Development*  
BA, Houghton College; M.R.E., Trinity International University; EdD, The Southern Baptist Theological Seminary. (2013- )

**Wright, Barbara D.**, *Dean, Morris Harvey School of Arts & Sciences, Associate Dean for Curriculum and Professor of Music*  
B.M., Converse College; MA, PhD, The University of Michigan. M.M., Duquesne University. (1994- )

**Wylie, Ruth**, *Associate Professor and Director, Leadership and Professional Development Program*  
BS, Virginia Polytechnic Institute and State University; MS, Drake University; PhD, West Virginia University. (2014- )

## Associate Professors

**Blose, Kathryn**, *Associate Professor of Occupational Therapy and Director, Occupational Therapy Assistant Program*

M.O.T., Texas Women's University (1986)

**Bradley, Tracy L.**, *Associate Professor of Interior Design and Chair, Department of Humanities*

BS, MS, Mankato State University; Graduate Study, Marshall University. (1997- )

**Cardell, Annie**, *Associate Professor of Psychology*

MS, PhD, Virginia Polytechnic Institute and State University; BA: Armstrong Atlantic State University (2013- )

**Kristen L Dugan**, *Associate Professor and Director, Organizational Leadership Program*

AAS, Catawba Valley Community College; BA Ashford University; MS Mountain State University; DEL University of Charleston. (2015- )

**Frank, Mary Jo**, *Associate Professor, Master of Strategic Leadership and Doctor of Executive Leadership Programs*

BA, Hiram College; MEd Purdue University; PhD, Ohio University. (2015- )

**Frisinger, Shari L.**, *Associate Professor of Leadership and Professional Development*

BS, University of Pittsburgh - Greensburg; MAS, Embry Riddle Aeronautical University; DEL, University of Charleston (2013- )

**Gaunch, Louis G.**, *Associate Professor and Recruiter, Organizational Leadership Program*

BS, MS University of Charleston. (2015- )

**Herdman, Michelle L.**, *Associate Professor of Pharmaceutical and Administrative Sciences*

BS, Bridgewater College; PhD, Marshall University. (2006- )

**Janisch, Joseph H.**, *Associate Professor of Music and Director, General Studies Program*

B.M., Ashland University; M.M., Bowling Green University; DM, The Ohio State University. (1999- )

**Jensen, Melissa**, *Assistant Professor of Physicians Assistant*

BS, Mountain State University; MSPA, PA-C Mountain State University. (2013- )

**King, J. Suzanne**, *Associate Professor of Accounting and Director, Accounting Program*

BS, West Virginia University; CPA; MBA, West Virginia College of Graduate Studies. (1980- )

**Lathan, Calvin**, *Associate Professor of Leadership and Professional Development*

BS, University of the State of New York; MA, Webster University; EdD, University of Southern California. (2014- )

**Layne, Melissa A.**, *Associate Professor of Nursing*

BSN, MSN, Marshall University. (2008- )

**Linger, Rebecca**, *Associate Professor of Pharmaceutical and Administrative Sciences*

BA, BS, San Francisco State University, PhD, Purdue University. (2006- )

**Matthew W. Lonam**, *Associate Professor and Director, Master of Strategic Leadership Program*

BA, Loyola College; MA, The George Washington University; 1999 PhD, University of Missouri. (2015- )

**McMillen, Dennis A.**, *Associate Professor of Business*

BS, Morris Harvey College; M.B.A, Marshall University. (1977- )

**Pruegger, Brian**, *Associate Professor of Business and Program Director, Sport Business and Leadership*

BA, University of Calgary; MS, MS, Lamar University; PhD, Florida State University (2015-)

**Reardon, Dean B.** *Associate Professor of Pharmaceutical & Administrative Sciences*

BS, MS, Virginia Commonwealth University; PhD, University of Texas (2007- )

**Robinson, John C.**, *Associate Professor of Biology and Director, Pre-Professional Programs*

BA, Malone College; MD, Medical College of Ohio. (2003- )

**Robinson, Jessica**, *Associate Professor of Pharmacy Practice*

PharmD; West Virginia University. (2010- )

**Schliesser, Shelley**, *Associate Professor of Pharmacy Practice*

BS, PharmD, University of Toledo. (2006- )

**Serafin, Juliana**, *Associate Professor of Chemistry and Director, Chemistry Program*

BS West Virginia University; AM, PhD Harvard University (2008- )

**Shin, Kim I.**, *Associate Professor of Business and Director, Business Administration Program*

BA, University of Cincinnati; MA, PhD, The Ohio State University. (2007- )

**Siddig, Aladin A.**, *Associate Professor of Pharmaceutical and Administrative Sciences*

BS, University of Khartoum; MS, Jackson State University; PhD, Mercer University. (2007- )

**Smith, Marjorie**, *Associate Professor of Business*

BA, Concord University; MBA, Marshall University; PhD, Northcentral University. (2015- )

**Teichman, Anne**, *Associate Professor of Pharmacy Practice*

PharmD, University of Florida (2012- )

**Testman, Julie**, *Associate Professor of Pharmacy Practice and Director of Experiential Education*

PharmD, West Virginia University. (2006- )

**Watson, Mark B.**, *Associate Professor of Biology and Director, Biology Program*

BS, MS, Marshall University; PhD, University of Georgia. (2004- )

**Wylie, Ruth**, *Associate Professor and Director, Leadership and Professional Development Program*

BS, Virginia Polytechnic Institute and State University; MS, Drake University; PhD, West Virginia University. (2014- )

**Yeager, Raymond**, *Associate Professor of Art and Director, Art Program*

BFA, Valdosta State University; MFA, University of Florida. (2011- )

## **Assistant Professors**

**Acree, Lindsay**, *Assistant Professor of Pharmacy Practice*

PharmD, University of Charleston, (2014- )

**Adkins, Lisa**, *Assistant Professor of Nursing*

BSN, Mountain State University; MSN, Liberty University; (2014- )

**Adkins, John E.**, *Assistant Professor of Library Science, and Director, Schoenbaum Library*

BA, West Virginia State College; MA, West Virginia Graduate College; MSLS, University of Kentucky.

(2004- )



**Ballard, Staci**, *Assistant Professor of Communication and Director, Integrated Communications Program*  
BA, Alderson-Broaddus College; MA, WVU. (2007- )

**Baldwin, Lorinda**, *Assistant Professor of Nursing*

BSN, University of Charleston; MSN, West Virginia University; (2014- )

**Baldwin, Travis F.**, *Assistant Professor of Education*

BS, Indiana Wesleyan; MA, West Virginia University. (2016 - )

**Barnette, Kristi**, *Assistant Professor of Radiologic Science*

AAS University of Charleston; R.T. (R)(MR); BS Weber State University; MPH, West Virginia University

**Bowyer, David**, *Assistant Professor and Chair, Pharmacy Practice, School of Pharmacy*

BS, West Virginia University. (2005- )

**Bradley, Nashella**, *Assistant Professor of Diagnostic Medical Sonography*

BS, College of West Virginia; MS, Mountain State University. (2015- )

**Christina Chard**, *Assistant Professor and Director, Master of Forensic Accounting Program*

BS, University of Charleston; MFAcc, University of Charleston. (2015- )

**Clark, Brittany**, *Assistant Professor and Clinical Coordinator, Physician Assistant Studies*

MSPA, PA-C, Mountain State University. (2013- )

**Cook, Stephen J.**, *Assistant Professor of Pharmacy Practice*

PharmD, University of Charleston. (2012- )

**Cuckler, Indre**, *Assistant Professor of University Programs*

BS, MA, Mountain State University; EdD, Fielding Graduate University. (2015- )

**Dalporto, Jeannie**, *Assistant Professor of English and Director, English Program*

BA, MA, PhD, West Virginia University. (1996- )

**Deel, Bradford**, *Assistant Professor of Political Science and Director, Political Science Program*

BA, West Virginia State College; MA, Marshall University; J.D., West Virginia University School of Law. (2008- )

**Dick, A. Susan**, *Assistant Professor of Nursing*

BSW, Concord College; BSN, Bluefield State College; MSN, Marshall University. (2015- )

**Dispennette, Rachel**, *Assistant Professor of Pharmacy Practice*  
PharmD, West Virginia University (2014- )

**Dunlap, Hallie**, *Assistant Professor of Social Sciences*

B.A, West Virginia University; MS, The Pennsylvania State University. (2008- )

**Elkins, Angie**, *Assistant Professor of Physician Assistant Studies*

MSPA, Mountain State University (2007- )

**Embrey, Sarah**, *Assistant Professor of Pharmacy Practice*

Pharm. D., West Virginia University (2015- )

**Farrish, Melissa**, *Assistant Professor of Business*

BBA, MBA, EdS, Marshall University. (2013- )

**Ferris, Frederick**, *Assistant Professor of Business and Director, Master of Business Administration Program*



BS, Park University; MBA, Wright State University; PhD University of Dayton. (2012 – )

**Gahbauer, Alice**, *Assistant Professor of Pharmacy Practice*  
BA, Johns Hopkins University; PharmD University of California, San Francisco (2015- )

**Gardner, Susan**, *Assistant Professor and Assistant Dean of Professional and Student Affairs, School of Pharmacy*  
BA Oakland University; MA Central Michigan University; PhD Capella University (2013- )

**Gaskins, Annette**, *Assistant Professor of Nursing*  
AAS, West Virginia University Institute of Technology; BSN, Mountain State University; MSN, Wheeling Jesuit University. (2015- )

**Gaiamo, Anthony J. III**, *Assistant Professor of Organizational Leadership*  
BS, Temple University; MSSL, Mountain State University; FBI National Academy, University of Virginia. (2016- )

**Gonzalez, Matthew D.**, *Associate Professor of Organizational Leadership*  
BBA, University of Texas; MBA, St. Mary's University, MISM, Keller Graduate School; PhD, Capella University (2015- )

**Haas, David**, *Assistant Professor of Chemistry*  
BA, BS, Miami University; MS, PhD, University of Cincinnati. (2005- )

**Hall, Leah**, *Assistant Professor of Pharmacy Practice*  
PharmD, West Virginia University (2011- )

**Hoffman, Jennifer G.**, *Assistant Professor of Mathematics and Director, Math Program*

BS University of Charleston; MA, Marshall University. (1997- )

**Hoffman-Shelton, Sarah**, *Assistant Professor of Organizational Leadership*  
BA Ashford University; MS Mountain State University (2014- )

**Jensen, Melissa**, *Assistant Professor of Physicians Assistant*  
BS, Mountain State University; MSPA, PA-C Mountain State University (2013- )

**Jimenez-Esquilin, Aida**, *Assistant Professor of Biology*  
PhD, Colorado State University (2013- )

**Johnson, Hannah**, *Assistant Professor of Communications and Director, Center for Career Development*  
BA, West Virginia Wesleyan College; MA, Marshall University. (2008- )

**Juengel, Karrie**, *Assistant Professor of Pharmacy Practice*  
PharmD, Ferris State University (2015- )

**Kidd, Stephen M.**, *Assistant Professor of Business*  
BS, WV Institute of Technology; MBA, WV College of Graduate Studies. (2012- )

**King, Ellen**, *Assistant Professor of Nursing*  
ASN, Excelsior College of New York; BSN Oklahoma Panhandle State University; MSN, Austin Peay University (2014- )

**Knight, Michelle**, *Assistant Professor of Pharmacy Practice*  
PharmD, Wilkes University (2015- )

**Lawrence, Elizabeth**, *Assistant Professor of Nursing*  
BSN, Mountain State University; MSATE, Marshall University; MSN, Marshall University, (2013- )

**Layne, Melissa Anne**, *Assistant Professor of Nursing*

BSN, MSN, Marshall University.  
(2008- )

**Leffler, Michaela**, *Assistant Professor of Pharmacy Practice*  
PharmD, University of Charleston  
(2016- )

**Legari, Cassandra**, *Assistant Professor of Pharmacy Practice*  
PharmD, Lake Erie College of  
Osteopathic Medicine (2014- )

**Lewis, Donna**, *Assistant Dean for Assessment, Assistant Professor of Library Science and Library Director Emeritus*  
BA, State University of New York at Geneseo; MLS, State University of New York at Albany. (1991- )

**Marsh, Skylar**, *Assistant Professor of Nursing*  
BSN, Mountain State University; MSN, Wheeling Jesuit University (2015- )

**Martin, Michael S.**, *Assistant Professor of Humanities and English*  
BA, James Madison University; MA, University of South Carolina; PhD, Temple University (2009- )

**Mashinter, Jody**, *Assistant Professor of Athletic Training*  
BS University of Northern Colorado;  
MS University of Colorado, Colorado Springs. (2004- )

**McIntyre, Laura Silver**, *Assistant Professor of Leadership and Professional Development & West Coast Liaison*  
BS, Westfield State College; MA, National University, MA, Westfield State College. (2016- )

**McLaughlin, Robin Gregory**, *Assistant Professor of Leadership and Professional Development*  
BA, MA Antioch University; PhD Lesley University. (2015- )

**Meadows, Amanda**, *Assistant Professor of Accounting*

BS, M.BA, University of Charleston;  
CPA. (2011- )

**Mollohan, Tammy**, *Assistant Professor and Director, Diagnostic Medical Sonography*  
BS, College of West Virginia; MS, Mountain State University (2013- )

**Monk, Gannett**, *Assistant Professor of Pharmacy Practice*  
BS Pharm, PharmD: West Virginia University (2008-2013), (2016- )

**Murczek, Jennifer**, *Assistant Professor and Director, Health Promotions Program and Athletic Student Success Coach*  
BS, MS, University of Louisville;  
Teacher Certification, University of Western Michigan.

**Napier, Duane**, *Assistant Professor of Nursing and Director, Associate Degree Nursing Program*  
RN, St. Mary's School of Nursing;  
BSN, MSN, Bellarmine College.  
(2007- )

**Pack, Jennifer L.**, *Assistant Professor and Director, Physician Assistant Studies Program*  
BS, College of West Virginia; MMS, Alderson Broaddus College. (2011- )

**Patterson, Rich**, *Assistant Professor and Director, Athletic Training Program and Chair, Department of Athletic Training*  
BS. Alfred University, MS Hofstra University. (2015-)

**Pauley, Beth Anne**, *Associate Professor of Biology and Assistant Dean for Curriculum*  
BS, MS, EdD, Marshall University.  
(2006- )

**Perry, Sharon**, *Assistant Professor of Nursing*

BSN, West Virginia Wesleyan; MSN, Otterbein University, (2016- )

**Pridemore, JennieMae**, *Assistant Professor of Organizational Leadership*  
BS Mountain State University; MS, University of Charleston (2014- )

**Ramirez, Ronaldo V.**, *Assistant Professor of Pharmaceutical and Administrative Sciences*  
BS, MPH, West Virginia University. (2006- )

**Retzlaff, Dale P.** *Assistant Professor of Organizational Leadership*  
AS, The Dalles Community College; BA Mountain State University; MSSL Mountain State University; DEL, University of Charleston. (2015- )

**Rice, Lailah M.** *Assistant Professor of Physician Assistant Studies – Director of Clinical Education*  
BA, West Virginia University; MSPAS, Alderson-Broadbudd University. (2013- )

**Robinson, Kimberly**, *Assistant Professor of Organizational Leadership*  
BBA, Howard University; MBA, Strayer University; DEL, University of Charleston (2016- )

**Rorrer, Janet M.**, *Assistant Professor of Biology*  
BS Western Illinois University; MS Georgia Southern University, EdD Marshall University. (2006- )

**Shatnawi, Aymen**, *Assistant Professor of Pharmaceutical and Administrative Sciences*  
B. Pharm., Jordan University of Science & Technology; PhD, Medical University of Ohio (2015- )

**Simon, Jennifer**, *Assistant Professor of Pharmacy Practice*  
BS The Ohio State University; PharmD, The Ohio State University College of Pharmacy (2014- )

**Smith-Amburgey, Mindy M.**, *Chair, Radiologic Science & Assistant Professor of Radiologic Science*  
BS, RT (R) (M), ARDMS, M.B.A, University of Charleston. (2005- )

**Singleton, Raymond**, *Assistant Professor of Education*  
BA University of Charleston; MA, EdD, Marshall University Graduate College. (2013- )

**Stevens, Bren**, *Assistant Professor of Business and Athletic Director*  
BA, Morris Harvey College; MS, Marshall University; EdD Lacrosse University. (2002- )

Stewart, Melanie R. *Assistant Professor of Diagnostic Medical Sonography*  
BS, College of West Virginia; MS, Mountain State University. (2013- )

**Sviderskaya, Iлона**, *Assistant Professor of Mathematics*  
BS, MS, Novosibirsk State University; PhD, University of Iowa (2011- )

**Turner, Dawn**, *Assistant Professor of Biology*  
BS, MS, Moorehead State University; PhD, Marshall University (2013- )

**Wan, Shaowei**, *Assistant Professor of Pharmaceutical and Administrative Sciences*  
BS Shenyang Pharmaceutical University; MS, University of Iowa; PhD, University of Iowa (2010- )

**Wilcox, Jason**, *Assistant Professor of Radiologic Technology*  
MS, Mountain State University (2013- )

**Wildt, Jay**, *Assistant Professor of Natural Science*  
A.A., University of Charleston; BA, West Virginia University Institute of Technology; M.B.A, University of Charleston; Graduate Study, Marshall University. (2001- )

**Williams, Ashley**, *Assistant Professor of Nursing*

BSN, University of Charleston; MSN; Walden University; Doctoral Studies, Walden University, (2014- )

## Instructors

**Bannister, Debbie**, *Director of First-Year Program*

BS, University of Charleston; MA, University of Phoenix. (2008- )

**Barnett, Kristi**, *Instructor of Radiologic Science*

BS, Weber State University MPH, West Virginia University; R.T. (R) (MR). (2008- )

**Condee, Jane**, *Instructor, Pharmacy Practice and Assistant Director of Experiential Education, School of Pharmacy*

BS Pharmacy, West Virginia University (2012- )

**Cummings, Rachel**, *Instructor of Athletic Training and Assistant Athletic Trainer*

BS, Mount Union College; MA, Kent State University. (2015- )

**Fisher, Kara**, *Instructor of Political Science*

BA, Bethany College; MA, West Virginia University. (2014- )

**Halstead, Eric J.**, *Instructor of Radiologic Science*

AS, University of Charleston; R.T. (R) (Q.M.), BS, University of Charleston. (1993- )

**Sarah Holcomb**, *Instructor of Radiologic Science*

BS, University of Charleston; R.T.(R) (2015-)

**Horsley, Steven E.**, *Instructor of Organizational Leadership*

BS, Excelsior College; MSSL, University of Charleston, WV. (2015 -)

**Hughes, Anna**, *Instructor of Library Science*

BA, Shepherd College; MA West Virginia University; MLIS, University of Pittsburgh. (2009- )

**Hurt, Jacqueline**, *Instructor of Occupational Therapy Assistant*

AS, BS, Mountain State University; MA, University of Southern California. (2013- )

**Johnson, Jennifer**, *Instructor of Athletic Training and Assistant Athletic Trainer*

BS West Virginia University, MS University of Kentucky. (2012- )

**Nyquist, Michael**, *Instructor of Athletic Training and Coordinator of Clinical Services/Head Athletic Trainer*

BS Lees-McRae University, MS East Tennessee State University. (2012- )

**Rueckert, Cory**, *Instructor of Athletic Training and Assistant Athletic Trainer*

BS University of Charleston, MS California University of PA. (2013- )

**Scheib, Caitlin**, *Instructor of Athletic Training and Assistant Athletic Trainer*

BS, MS University of Nevada, Las Vegas. (2016- )

**Smith, Barbara**, *Instructor, Pharmacy Practice*

BS, West Virginia University. (2010- )

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## EMERITUS FACULTY

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BA University of Charleston; MS, Ohio University; EdD, Virginia Polytechnic Institute and State University.

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BS, Oakland City College; MS, PhD, Indiana State University.

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