# WEST VIRGINIA STATE UNIVERSITY

# Catalog

## Academic Year

## 2026-2027

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## *2026-2027 Board of Governors*

**Mr. Ian Flores**
Chair
Senior Vice President NTV
Asset Management LLC

**Ms. Tracy McKibben**
Vice Chair
Founder and President MAC
Energy Advisors LLC

**Mr. W. Lee Greenhowe**
Secretary
State Farm Insurance

**Mr. Vic Sprouse**
Project Manager
BHE Renewables

**Dr. Chris Jackson**
Staff Representative
Assistant Vice President for Student
Affairs/Dean of Students

**Mr. Lester Raines**
Owner
Lester Raines Imports Honda-Mazda

**Dr. Lateef Y. Saffore**
Executive Strategist Business Owner

**Mr. Duke Jordan**
Realtor
Berkshire Hathaway
Commercial Division

Student Representative

**Dr. Micheal Pennington**
Faculty Representative

## *Administration*

### *President's Cabinet*

**Ericke S. Cage**
President

**Deborah Williams**
Provost and Vice President for Academic Affairs

**Dr. Roy Simmons**
Interim Vice President for Enrollment Management and Student Affairs

**Timothy Henline**
Vice President for Business and Finance

**Trey Jones**
Vice President for University Advancement and President of the WVSU Foundation

**Crystal Walker**
Executive Assistant to the President and Campus Events Coordinator

**Curtis Johnson**
Senior Advisor to the President for Government and Legislative Affairs

**Natasha Tyson**
Executive Administrative Assistant to the President's Office

### *Associate & Assistant Vice Presidents*

**Jack Bailey**
Assistant Vice President for University Relations

**Kimberly Duff**
Assistant Vice President for Business and Finance and Executive Director for the Research & Development Corporation

**Belinda K. Fuller**
Assistant Vice President for Alumni Relations and Annual Giving Director for Alumni Relations

**Dr. Micheal Fultz**
Associate Provost and Associate Vice President for Academic Affairs

**Dr. Christopher Jackson**
Assistant Vice President for Student Affairs/ Dean of Students

**Jodi Johnston**
Interim Assistant Vice President for Enrollment Management

**Krystal Smith**
Assistant Vice President for Human Resources

## *Academic Deans*

**Dr. Robert Wallace**
College of Arts, Humanities, and Public Affairs

**Dr. Kerri Steele**
College of Education, Health, and Social Services

**Dr. Naveed Zaman**
College of Business, Sciences, and Technology

## Directors

**Brandy Conrad**
Director of Academic Educational Outreach

**Dan Brown**
Director of Physical Facilities

**Todd Griffith**
Director of Photographic Services

**Jim Hale**
Director of Printing Services

**LTC John Harris**
Director of Military Science

**Dr. Michael Harris II**
Director of Regents Bachelor of Arts

**Reginald Patterson**
Chief of University Police Department

**Dr. Carolyn L. Stuart**
Executive Director
Office of Civil Rights and Title IX

**Rebekah Redman**
Interim Director of Student Financial Aid and Scholarships

**Dr. Thomas Kiddie**
Director of Center for Online Learning

**Thomas Conner**
Director of International and Military Affairs

**Gary Ginther**
Director of Drain-Jordan Library

**Renee Lester**
Executive Director of Career Services

**Kai Hao Cheng**
Manager of Business Operations and Student Accounts

**Marcus Tucker**
Interim University Registrar

**Dr. Jamie Brunetti**
Director of the Nursing Program

**Kellie Toledo**
Director of Counseling and Wellness Services

**Krystal Tolliver**
Director of Upward Bound and Student Support Services

**Dr. Lan Wang**
Director of English as a Second Language

**Shelby Joiner**
Director of Residence Life

**Dr. Ali Al-Sinayyid**
Director of the Cybersecurity Program

## *University Values and Principles*

### Affirmative Action Statement

West Virginia State University is an equal opportunity/ affirmative action institution and does not discriminate against any person because of race, sex, age, color, religion, disability, or national or ethnic origin.
This policy extends to all West Virginia State University activities related to the management of its educational, financial and business affairs. It affects all employment practices including but not limited to recruitment, hiring, transfer, promotion, training, compensation, benefits, layoff and termination.

### Vision

West Virginia State University is a doctoral land-grant university, grounded in its HBCU heritage of inclusivity while focused on building nationally-recognized programs that inspire student success and facilitate innovative research that drives West Virginia forward.

### Mission

West Virginia State University is a diverse, 1890 land-grant institution that advances knowledge through access and opportunity, innovative teaching and learning, interdisciplinary research, and impactful service. Our learners are equipped to meet the economic and social needs of the state, region, and nation, and contribute solutions to complex global challenges.

### Core Values

**Student-centeredness**
We put students first in everything we do.

**Inclusion**
We create a climate where all can bring their whole and authentic selves.

**Excellence**
We strive for a Gold Standard in all we do and say.

**Integrity**
We commit to ethical behavior and full transparency with ourselves and our stakeholders.

**Accountability**
We take responsibility for our actions individually and collectively.

**Creativity**
We draw inspiration from collaborating with others and create space for curiosity and imagination.

**Resilience**
We are agile, adapt to change, and rise above adversity.

Approved by the West Virginia Higher Education Policy Commission-September 21, 2001
Modified by the West Virginia State University Board of Governors-December 9, 2004
Modified by the West Virginia State University Board of Governors-September 10, 2009
Modified by the West Virginia State University Board of Governors — April 23, 2021

Modified by the West Virginia State University Board of Governors — April 20, 2023

## *General Information*

West Virginia State University is a state-supported institution of higher education located in Institute, West Virginia. -a suburb of Charleston, the State Capital of West Virginia. Just off Interstate 64, Institute is eight miles from downtown Charleston and 40 miles from Huntington. Commuter buses serving Charleston and other suburban communities serve the campus at frequent intervals throughout the day.

With a 100+ acre campus, 25 major buildings and 16 faculty/staff homes, the University is located in the beautiful Appalachian foothills. It is part of West Virginia's largest metropolitan area. For nearly 125 years, the University has been an active participant in the intellectual and cultural development of Charleston and the Kanawha Valley.
While serving a large commuter population, the University also maintains several residence halls and active residential life. The student body is composed of approximately 2,800 individuals from the Kanawha Valley, across West Virginia, many other states, and a number of foreign countries.

### Accreditation

West Virginia State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Teacher Education program is accredited by the National Council for Accreditation of Teacher Education, by the West Virginia State Department of Education, and by the West Virginia Higher Education Policy Commission. The bachelor's degree in Social Work is accredited by the Council on Social Work Education. Option A of the bachelor's degree in Chemistry is certified by the American Chemical Society. The bachelor of science degree program in the Department of Business Administration and the bachelor of arts degree in Economics are accredited by the Accreditation Council for Business Schools and Programs.

The University holds institutional membership in the following national associations:

- Accreditation Council for Business Schools and Programs
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of State Colleges and Universities
- American Association of University Women
- American Chemical Society
- American College Personnel Association
- American Council on Education
- American Political Science Association
- Association of American Colleges
- Association of College and University Community Arts Administrators
- Association of Departments of Foreign Language
- Committee on Allied Health Education and Accreditation of the American Medical Association
- Cooperative Education Administration
- Council for Advancement and Support of Education
- Council for the Accreditation of Educator Preparation
- Council on Social Work Education
- National Association of Student Personnel Administrators
- National Association of College Admission Counseling
- National Association of Student Financial Aid Administrators
- National Collegiate Athletic Association
- National Commission for Cooperative Education
- National HBCUs Business Deans Roundtable
- Network of Schools of Public Policy, Affairs, and Administration
- Higher Learning Commission of the North Central Association of Colleges and Schools
- The College Board

## History

Founded in 1891, West Virginia State University (WVSU) has entered its second century of service. A historically black institution, WVSU has its origins with federal legislation known as the Second Morrill Act passed by the U.S. Congress in 1890. The Act provided that no land-grant institution of higher education could enjoy the benefits of federal funds provided by the Act unless adequate provision was made for the education of black and white students. At the time, West Virginia University (WVU), a land-grant institution, had been in existence for more than two decades. Therefore, to ensure federal funds for WVU, the West Virginia Legislature enacted legislation to create a new land-grant institution in Kanawha County for black students. Governor Fleming signed the Legislation on March 17, 1891. March 17 is recognized annually on campus as Founder's Day.

The new institution was known initially as the West Virginia Colored Institute. Land was purchased by the state, and the first building erected of red brick and stone was a three-story structure costing $9,456. During its first year, the primary purpose of the institute was to teach agriculture, horticulture, mechanical arts and domestic science. Teacher training was added the second year and has remained an important emphasis throughout the school's history. In the early years, students came to school by train or by boat on the Kanawha River and were primarily residential students.

In 1915, the name was changed to the West Virginia Collegiate Institute. While training was offered in subjects such as agriculture, blacksmithing, brick-laying and plastering, dressmaking and millinery, there was an increased emphasis on music, military instruction, mathematics, literary subjects and science. The first college degrees were awarded in 1919. The institution was first accredited by the North Central Association of Colleges and Secondary Schools in 1927 and has remained accredited to the present.

In 1929, the legislature changed the name of the institution to West Virginia State College (WVSC). Throughout the decades, the institution has grown under the dynamic leadership of talented administrators and faculty, and from the 1920's onward, it has been recognized nationally as one of the premier institutions in the education of black students.

In 1954, when the U.S. Supreme Court in Brown vs. Board of Education ruled that segregated schools were unconstitutional, WVSC had an enrollment of 837 students. Within the next few years, the enrollment increased dramatically and WVSC was transformed into a racially integrated institution. It gained nationwide recognition as a "living laboratory of human relations." Today, as a university, WVSU maintains its reputation for academic excellence, and its racially and generationally diverse student body continues to be a model for human relations.

In 1978, the Community College Division was added to administer a variety of associate degrees and Continuing Education and Community Service programs. Priority continues to be given to planning and cooperating with business, industrial, governmental, labor union, educational and professional leadership. In fall 2004, the West Virginia State Community & Technical College (WVSCTC) became an independently accredited institution, administratively linked to WVSU, and in 2010, the former WVSCTC was renamed Kanawha Valley Community and Technical College; currently, it is an institution completely separate from the University and was renamed, now known as BridgeValley Community and Technical College.

The college achieved a significant milestone in 2003 when it received approval from the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools to offer graduate programs for the first time. Master's level programs in Biotechnology and Media Studies were implemented in 2003. On April 7, 2004, Governor Bob Wise signed Senate Bill 448, which changed the institution name to West Virginia State University. The West Virginia Higher Education Policy Commission had conferred on West Virginia State

College university status on December 5, 2003.
Throughout the University's history, WVSU alumni have held positions of leadership and public trust in West Virginia, most other states, and some foreign countries. Future graduates will join alumni well-grounded in the liberal arts, skilled in their chosen occupations or professions, and sensitive to and appreciative of people of all races and ethnic backgrounds.

## Presidents of West Virginia State University

Including West Virginia Colored Institute, West Virginia Collegiate Institute, West Virginia State College, and West Virginia State University, the following individuals have served as President of the institution:

| | |
|---|---|
| J. Edwin Campbell | 1892-1894 |
| John H. Hill | 1894-1898 |
| J. McHenry Jones | 1898-1909 |
| Byrd Prillerman | 1909-1919 |
| John W. Davis | 1919-1953 |
| William J. L. Wallace | 1953-1973 |
| Harold M. McNeill | 1973-1981 |
| Thomas W. Cole, Jr. | 1982-1986 |
| Hazo W. Carter, Jr. | 1987-2012 |
| Brian O. Hemphill | 2012-2016 |
| Anthony L. Jenkins | 2016-2020 |
| R. Charles Byers (Interim) | 2020-2020 |
| Nicole Pride | 2020-2021 |
| Ericke Cage | 2021- |

## *Major University Buildings*

**Canty House** - Erected as a private home by James M. Canty who was principal of the former Institute High School, and purchased by the University, the Canty House houses the University's Sports Hall of Fame.

**Campbell Conference Center** - Erected in 1927, the Campbell Conference Center was the former home economics cottage named for J. Edwin Campbell who was President of the West Virginia Colored Institute from 1892-1894.

**Thomas W. Cole, Jr. Complex** - Erected in 1982, Cole Complex is the location for the educational technology center, radio and television production studio and film lab. It houses faculty offices for faculty members in the Business Administration and Communications Departments and the University business functions.

**Davis Fine Arts Center** - Erected in 1966, and named for Dr. John W. Davis who served as president from 1919-1953, the Davis Fine Arts Building houses the office of the College of Arts & Humanities. The Davis Fine Arts Building serves as the home of the Fannin S. Belcher Theater, named for a Professor of Drama, 1930-1967, and the Della Brown Taylor Hardman Art Gallery, named in honor of a Professor of Art, 1960-1986. The Davis Fine Arts Building houses classrooms, studios and faculty offices for the Art and Music Departments.

**Dawson Hall** - Erected in 1918, renovated in 1976 and again in 1999, Dawson Hall was named for William M. O. Dawson, Governor of West Virginia, 1905-09. Dawson Hall serves as a residence hall.

**Drain-Jordan Library** - Erected in 1951 and renovated in 1983, the Drain-Jordan Library was named for Leaonead Drain, University librarian, 1927-1956, and Lawrence V. Jordan, Professor of Education, 1934-1968.

**East Hall** - Erected in 1895, East Hall served as the president's residence until 1973. University Advancement now occupies East Hall.

**Ferguson-Lincoln Building** - Erected in 1974, and named after Professors Daniel L. Ferguson and Daniel P. Lincoln who taught military education and gave pre-induction training during World War II. The Ferguson-Lincoln Building houses the University's historic Army Reserve Officer Training Corps (ROTC).

**Ferrell Hall** - Erected in 1925 and renovated 1980, Ferrell Hall was named for Dr. Harrison H. Ferrell who was Academic Dean, 1936-1965. Also known as the administration building, Ferrell Hall is the location of the Office of the President, all university vice presidents, and various administrative offices as well as the P. Ahmed Williams auditorium and some classrooms.

**Fleming Hall** - Erected in 1941 and named for Arthur B. Fleming, Governor of West Virginia, 1890-1893, Fleming Hall houses Athletic Department offices and offices for the Health and Human Performance Department.

**Hamblin Hall** - Erected in 1953 and renovated in 1989, Hamblin Hall was named for Adolph P. Hamblin, Professor of Biology, 1921-1966. Hamblin Hall houses the College of Natural Sciences and Mathematics, faculty offices for Chemistry, Biology, and Physics Departments and staff offices for Information Technology.

**Hill Hall** - Erected in 1936 and renovated in 1979, Hill Hall was named for John H. Hill, President, 1894-98. Hill Hall originally served as a residence hall for women, but the building now houses the College of Business and Social Sciences and faculty offices for faculty members in Business Administration, Economics, English, History, Modern Foreign Languages, Political Science, Psychology and Sociology.

**Jones Hall** - Named for J. McHenry Jones, President, 1898-1909, Jones Hall was a grade school building for black children before it became a university facility. It now houses printing services and sculpture studios.

**Judge Damon J. Keith Scholars Hall** - Erected in 2014 and named in honor of distinguished West Virginia State alumnus, the Honorable Judge Damon J. Keith, who serves as a judge on the U.S. Court of Appeals for the Sixth Circuit, the residence hall features suite-style living with two, three and four-bedroom options. Community amenities include a multi-purpose room, a café, study lounge and game room.

**Gregory V. Monroe Athletic Complex** - Erected in 2015, the Gregory V. Monroe Athletic Complex was named in honor of Gregory V. Monroe, Sr., a graduate of West Virginia State, Class of 1980, and former football player for the Yellow Jackets. Lakin Field at Dickerson Stadium's end-zone facility features meeting rooms, a weight room, training room and a locker room. It provides meeting and training space for all student-athletes and serves as home to Yellow Jacket football.

**Sullivan Hall** - Erected in 1970, and named for Dr. Leon H. Sullivan, West Virginia State College class of 1943, a nationally known clergyman, founder of Opportunities Industrialization Centers, civil rights leader and conscience of American industry concerning apartheid in South Africa. Once used as a residence hall, Sullivan Hall currently houses counseling and academic support services, and the University TRiO Programs.

**D. Stephen and Diane H. Walker Convocation Center -** The D. Stephen and Diane H. Walker Convocation Center officially opened in early 2014 featuring state-of-the-art academic and athletic space and amenities for University students, faculty and staff, as well as the community. The facility features a statue of alumnus Earl Lloyd, the first African-American to play in the NBA, in the Earl Lloyd Lobby. The Convocation Center is home to a 1,300 seat arena, including the Lester Raines Court, where the men's and women's basketball teams

and the volleyball team play, as well as a ticket booth, concession stand, West Virginia State University store, locker and training rooms, classrooms, laboratories and offices. The Convocation Center provides valuable, state-of-the-art classroom space for academia, including two classrooms for the University's Health Sciences, Sport Studies, and other academic programs, as well as a Computer Lab and a Physiology Lab to support academic programs and research. Offices house faculty members, the men's and women's basketball coaches, volleyball coach and most other members of the athletic staff.

**Wallace Hall** - Erected in 1971 and named for Dr. William J. L. Wallace, President of the College, 1933-1968. Wallace Hall is home to the College of Professional Studies and houses faculty offices for the Criminal Justice, Education, and Social Work Departments. Wallace Hall also houses faculty offices for the College of Natural Science and Mathematics including Mathematics and Computer Science faculty. While primarily a classroom building, Wallace Hall also houses Career Services, the Center for Online Learning and the National Center for Human Relations.

**James C. Wilson University Union** - Erected in 1961 and renovated in 2003, the James C. Wilson University Union was named for James C. Wilson, West Virginia State College class of 1947, who was Associate Professor of Physical Education, 1948-1967. The Wilson University Union includes a student lounge, game room, cyber café, meeting rooms, food court and offices for student activities and student government. It also houses the Gwendolyn C. Goldston Cafeteria that was erected in 1970 and named for Gwendolyn C. Goldston, Professor of Home Economics and Food Services Director, 1939-1970. The Goldston Cafeteria houses the cafeteria, a banquet and faculty dining room.

***Other Facilities***

**Brown House** - The Brown House was a residential property, acquired in 2002-2003, which was conditioned to establish a campus Aeronautic Educational Laboratory (AEL) through a grant from NASA SEMA (NASA Science, Engineering, Mathematics and Aerospace Academy. NASA SEMAA). The AEL is a component of STEM youth development.

**Dr. R. Charles Byers Land-Grant Administration Building**
The building was named in honor of long-time university professor and administrator, and Provost Emeritus Dr. R. Charles Byers in 2022.

**Faculty Homes** - A number of university-owned homes for faculty and staff are located at the Kanawha River end of the campus. John C. Norman, a licensed architect and Instructor of Building Construction, designed the older homes erected by students in the building construction and related programs.

**Integrated Research and Extension Building (IREB)** – IREB was a facility that housed the administration of the former WV rehabilitation center. It was transferred, along with the entire rehab site, to WVSU in 2013. The building was renovated in November of 2019 to house agricultural research labs (2-4$^{th}$ floors) and also to provide administrative and extension space in the first floor.

**Lakin Field at Dickerson Stadium** - The stadium, erected in 1970 and field for football, track and other field sports, is located near the river. The field is named for James S. Lakin, a West Virginia political leader and member of the State Board of Control from 1909-1933. Mr. Lakin was deeply involved in college financing in the early decades prior to his death in 1934.

**F. Ray Powers ACEOP Admin Building** - The F. Ray Power Building was conveyed to West Virginia State University in June of 2013 by the West Virginia Department of Administration as part of a 19 ¾ acre parcel. Most of the buildings located on the site were demolished, but the F. Ray Power Building was spared, and plans were

underway to renovate it as the new home of the Agricultural and Environmental Research Station for the University.

**Toney House** - Formerly a residential property, Toney House was acquired in 2003-2004, to expand the administrative office of the land-grant programs. It has housed land-grant research administration, OSP and now communication.

## *General Information*

Persons seeking admission to West Virginia State University should contact the Admissions Office. The Admissions Office will assist prospective students with campus visits, admission policies and procedures, and initial financial aid questions. For more information, please contact Admissions using the following information:

West Virginia State University Admissions
124 Ferrell Hall
PO Box 1000
Institute, WV 25112
admissions@wvstateu.edu
(304) 204-4345 or (800) 987-2112

The Admissions Office should receive the admission application and related documents at least 30 days prior to the start of a semester. Prospective students should initiate the application for the admissions process at least six months prior to the start of the semester in which the student wishes to begin classes.
Acceptance for admission to the University does not necessarily mean admission to a particular academic program.
The University reserves the right to suspend or expel students who do not reveal previous college records and/or who misrepresent the truth on any admissions document.

**First-Time Freshmen General Admission Documents**
Students must submit the following documents prior to admission to West Virginia State University:
1. West Virginia State University application for admission form;
2. Official high school transcript or GED certificate, all college transcripts (must be mailed or sent electronically by other institutions directly to the West Virginia State University Admissions Office); and

**Eligibility for Regular Admission**
Bachelor's degrees' applicants must meet certain requirements to be eligible for regular admission to a baccalaureate degree program at West Virginia State University:
Effective August 2008, students must successfully complete the following minimum academic core unit requirements in addition to a 2.00 GPA.
- Four English including courses in grammar, composition and literature;
- Social Studies including U.S. History;
- Mathematics (three units must be Algebra 1 and higher); and
- Three Science (i.e., two of the three units must be laboratory science. At least two units from Coordinated and Thematic Science 10, Biology, Chemistry, Physics and other courses with a strong laboratory science orientation).

**Strongly Recommended Units**
- Two Foreign Language Elective Units;
- Remaining Units-we recommend that the remaining elective units be chosen from the academic core (i.e., English/language arts, mathematics, science, or social studies), or subjects such as computer science, fine arts, humanities, and keyboarding;
- Graduate of an accredited secondary school;

- Holder of General Education Certificates (GED) with a minimum score of 45 on each of the five parts, or an average score of 55. The applicant must submit ACT/SAT scores also if taken within five years of the term the student is seeking admission.

**Conditional Admission**
A student applying as a first-time freshman who does not meet the requirements for regular admission may petition by providing a letter explaining why for conditional admission. If a student receives conditional admission, the student will enter the University on academic probation and be subject to the following conditions:
1. Enrollment is limited to four classes (i.e., 12-14-hour class load).
2. The student must attain a good academic standing minimum 2.0 GPA by the end of their first year (fall and spring), or we will dismiss the conditionally admitted student from the institution.

Public colleges and universities in West Virginia must limit the number of freshmen awarded conditional admission to no more than 10 percent of the total number of first-time freshmen each fall semester.

***Admissions Policy***

A student should submit all official records to the Admissions Office by October 1 for a student entering in Fall Semester and March 1 for a student entering in Spring Semester. Financial Aid cannot be released until all final/official documentation has been received.
If the University does not receive the official records within the designated deadline, the student could be administratively withdrawn from the University as of the deadline date. Academic and financial consequences of withdrawal as of that date will be applied.

When the records arrive, if they indicate the student does not meet regular admission requirements, the student will be administratively withdrawn from the University as of the deadline date. Academic and financial consequences of withdrawal as of that date will be applied.

A student admitted through the West Virginia Higher Education Policy Commission Series 23 conditional admission standard could have that removed and be admitted in good standing if they do any of the following;
- pass a three-hour non-activity college course during the summer prior to admission with a C grade or better;
- take additional high school courses prior to initial full time enrollment; or
- Enroll full-time during a fall or spring term and earn a 2.00 GPA in 12 or more hours.

NCAA Division II and Mountain East Conference Bylaws require a student-athlete to be admitted in good standing to participate in outside competition.

**Transfer Students**
Transfer applicants must be eligible to return to the last institution attended to be admissible to West Virginia State University.

Prior to admission, the University must receive official transcripts of all previously attempted college-level work. Transfer applicants with fewer than 30 earned semester hours of college credit also must submit an official high school transcript or GED and an ACT or SAT score.

***Note****: If English 101 and 102 or their equivalents have not been completed in the first 60 credit hours, the student must enroll in English 101/102 the first semester of enrollment at West Virginia State University. Not more than 72 credit hours may be accepted and applied toward graduation from any combination of community and junior college credit hours.*

Transfer students transfer in with less than a 2.0 will be placed on academic probation.
To receive a degree from West Virginia State University, baccalaureate transfer students must complete 30 hours at West Virginia State University.

**Transient Students**
Students enrolled at another college or university may take courses at West Virginia State University and have credits for approved classes transferred to their home institutions. Documentation needed for admission of transient students includes:

- Transient approval from the chief academic officer or registrar of the home institution;
- Application for admission to West Virginia State University; and
- List of courses for which approval has been granted.

***Note***: Students who have been academically suspended from their home institutions are not eligible to enroll at West Virginia State University during their period of suspension.

**Early Admission of High School Students**
High school students who completed at least 12 units with a B average and have the written recommendation of the high school principal may enroll for classes during the senior year. Courses passed under early admission classification may be applied to a degree or transferred to another college when the student graduates from high school.

**Admission of Gifted Students**
Students (i.e., elementary and/or secondary) identified as gifted by the coordinator of a county gifted program may enroll in courses at West Virginia State University. Such students must have the permission of the coordinator of the gifted program, the principal of the school and their parents. Courses passed under the gifted admission classification may be applied to a degree or transferred to another college when the student graduates from high school.

**Admission of Post-Graduates**
Individuals who earned a bachelor's degree may take additional undergraduate courses at West Virginia State University. Post-graduates must submit an application for admission and official transcripts of all college courses taken at other institutions. Post-graduates wishing to receive financial aid must be degree seeking.

**Admission of International First-time Freshmen or Transfer Students**

1. A completed West Virginia State University- International Undergraduate Application.
   An International Undergrad applicants must have their completed application three (3) months prior to their intended enrollment date.

2. Official transcript(s) of all academic records submitted directly to the Office of International Affairs (international@wvstateu.edu) from all schools previously attended.

*Note:* All foreign documents must be accompanied with an English translation by an approved foreign credential evaluation service approved under NACES.

3. Copy of Passport
   Note: Valid Copy of passport with more than a year from expiration date.

4. Proof of English Language Proficiency
   Note: All students whose native language is not English are required to submit standardized English proficiency test scores, such as IELTS, Duolingo, PTE, or TOEFL.

*Undergraduate degree seeking students must have an overall average or higher of 5.5 in IELTS or, 95 or higher in Duolingo, 46 or higher in PTE and 61 or higher in TOFEL (Internet-based).*
Applicants from 50 different countries whose first Language is English are exempt and waived to take the standardized test*.

5. Financial Affidavit of Support
   Students are required by U.S. Immigration and Naturalization Service to show proof to West Virginia State University your ability to meet educational expenses for study in the United States. You must prove that adequate funding will be available to cover each year of study. An application will not be considered without submitting a Statement of Financial Support.
   Note: An official bank statement needs to be submitted that shows sponsored amount in USD.

6. Immunization Records
   Note: MMR: Measles, Mumps, and Rubella
   Immunization records are required before the beginning of the semester.

7. Statement of Purpose
   A statement of purpose (SOP), sometimes referred to as a personal statement, is a critical piece of a school application that tells admissions committees who you are, what your academic and professional interests are, and how you'll add value to the program you're applying to.

***Note**: International students transferring to West Virginia State University from another United States college must apply for immigration approval (Form I-538) and the F-1 Transfer Clearance Form prior to making the transfer.*

***Transfer Arrangements***

Credits earned at another regionally accredited institution of higher education usually transfer to West Virginia State University. By West Virginia Higher Education Policy Commission policy, at least 64 and no more than 72 credit hours completed at community colleges are transferable to bachelor's degree programs. Also by West Virginia Higher Education Policy Commission policy, credits taken in general education for an associate degree will count toward the general education requirements at the bachelor's degree institution. An exception may exist if the general education courses are substantially different.

The Core Coursework Transfer Agreement is available on the West Virginia Higher Education Policy Commission's website, and the agreement has specific information about the transferability of general education courses among West Virginia institutions of higher education.
To give students more assurance in advance that credits will not only transfer, but also will meet degree requirements, the University has transfer arrangements with the following institutions:

- BridgeValley Community and Technical College
- Marshall University
- New River Community and Technical College
- Southern West Virginia Community and Technical College
- West Virginia Northern Community and Technical College
- West Virginia University System

## *Financial Services*

The Office of Student Accounts is located at 117 Ferrell Hall. The hours of operation are Monday-Friday from 8:30 a.m. to 4:30 p.m. during the Fall and Spring sessions and Monday-Friday from 8 a.m. to 3:30 p.m. during the Summer session.

## Fee Information

### Payment of Fees

Students should be prepared to pay all tuition and fees through direct payment, financial aid, or other resources to complete registration or pre-registration unless they opt for the 60/40 plan (i.e., 60 percent paid at registration and 40 percent paid before the end of six weeks at two percent interest per month), or the monthly payment plan offered through Nelnet Campus Commerce (https://www.nelnet.com/welcome). Direct payment may be made by cash, certified/cashier's check, money order or credit card. Please make payments at the Office of Student Accounts located in 117 Ferrell Hall or online at mystate.wvstateu.edu.

Certified/cashier's checks or money orders should be made payable to West Virginia State University. All payments sent by mail should include the student's name and student ID number in the memo.

A student who has an amount in excess of his/her obligation (i.e., Title IV financial aid, including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, & Federal Stafford Loans) can expect to receive the difference within 10 working days from the date of disbursement.

Payments for books and supplies are separate from tuition and fees. Each student should be prepared to purchase textbooks and necessary supplies at the beginning of each semester. The average cost of books for a full-time student ranges from under $100 to more than $200 per class, depending upon the course of study. The University cannot advance or lend money to students for textbook purchases. Please contact the WVSU Bookstore or the Office of Student Accounts for options of utilizing your Financial Aid award for books.

All students are advised that the first payments received by the University will be applied to their accounts. Refunds will be processed only after obligations to the University have been satisfied.

The last payment date for each semester is published in the University Calendar that appears in this catalog. Students registered prior to the payment date risk having their schedules dropped if payment arrangements have not been completed by the payment date.

### University Fees

The West Virginia Higher Education Policy Commission approves tuition and fees annually. Students should obtain a current Schedule of Fees from the Office of Student Accounts webpage at https://www.wvstateu.edu/current-students/cashier-s-office.aspx under 'Payment Information. This document includes the current tuition, mandatory fees, room, board and any special instructional fees. Books, supplies and examination expenses are paid separate from university tuition and fees. Students should consult their academic department for an estimate of these costs.

## *Veteran Assistance & Pending Payments*

For Veterans and Dependents of Veterans receiving Post 9/11 (Ch.33) or Vocational Rehabilitation (Ch. 31) that are pending tuition & fee payments from the Department of Veterans Affairs and or the Department of Defence (D.O.D), the University will not assess late payment penalty fees or require qualified students to secure additional or alternative funding to cover the balance certified to the VA. In addition, the University will not prevent enrollment or deny access to any resources to include access to class, libraries, or other institutional

facilities. These exceptions may require proof to qualify, For questions or to submit proof of eligibility please check the Veteran section of the catalog and contact the VA School Certifying Official

## *Refunds*

West Virginia State University has contracted Truist Bank to process and mail refund checks. All payments must be reflected on a student's account before a refund can be processed. Refund inquiries should be addressed to the Office of Student Accounts. The processing may take one to two weeks.
Students who have a credit balance because of financial aid do not need to request a refund. These refunds will be processed automatically.
Students are responsible for notifying the University of an address change. This may be done directly by the student online at mystate.wvstateu.edu or at the Registration and Records Office located at 128 Ferrell Hall.

**Refund Policy for Students Who Withdraw**
A student who officially withdraws from the University (i.e., drops all classes) through the Registration and Records Office or is administratively withdrawn from the University prior to completing 50 percent of a semester is entitled to a partial refund of tuition and fees for that semester.

The date of withdrawal is the actual date the student notifies the Registration and Records Office of withdrawal or the midpoint (i.e., 50 percent) of the semester for a student who leaves without notifying the institution.

The institutional refund schedule is as follows:

- A student is entitled to a 100 percent refund of the charges up to the extended add/drop date specified on the academic calendar.
- A student who begins a term and withdraws after completing up to 10 percent of the term is entitled to a refund of 90 percent of the charges.
- A student who withdraws after completing 10 percent through 25 percent of the term is entitled to a refund of 50 percent of the charges.
- A student who withdraws after completing more than 50 percent of the term is not entitled to a refund.
- This refund policy applies to all charges including tuition and fees.

Any student who withdraws at any point during the semester must consult with the Office of Student Accounts to determine whether there is a balance owed or a refund due.

***Note**: Once classes begin, there is no refund for a reduced schedule. The refund policy applies only when a student officially withdraws from all classes*.

For a student receiving federal financial aid who withdraws before completion of 60 percent of the semester, the amount of federal financial aid earned will be calculated to the day according to the federal financial aid refund guidelines. Unearned financial aid must be returned. When aid is returned, the student may owe a balance to the University, to the U.S. Department of Education, or to both. Any student receiving federal financial assistance should contact the Financial Aid Office before withdrawing from college or reducing the number of hours enrolled to determine the impact of these actions on his or her financial aid status.

## *Delinquent Accounts*

The University will not issue a degree, transcript or a grade report to any student who has a delinquent account. A student who has a delinquent account will not be readmitted to the University **until all balances due are paid.** West Virginia State University reserves the right to turn over delinquent accounts to a collection agency.

## *Financial Aid*

The purpose of West Virginia State University's financial aid program is to provide assistance to qualified students who, without such aid, would be unable to attend the University. Assistance is awarded on the basis of need, as determined by the Federal Needs Analysis System, determined by the Free Application for Federal Student Aid (FAFSA). Students seeking financial aid are required to complete the FAFSA each year. The FAFSA is the application for the following Title IV Programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Direct Subsidized and Unsubsidized Student Loans, Parent PLUS Loan and Graduate PLUS Loan.

Financial Aid Programs
Students interested in applying for financial aid must complete the FAFSA. The application is submitted online at studentaid.gov.

The West Virginia State University school code is **003826**.

The financial aid offered to students is based on individual need and eligibility; therefore, may include a variety of fund sources. Financial aid packages are intended to provide financial assistance for tuition, fees, book, supplies, housing, meals, transportation and personal expenses.

**The four standard forms of financial aid:**

- **Grants:** Gift Aid, which is not repaid and usually requires need.
- **Scholarships:** Gift Aid, which is not repaid and usually granted on academic performance or talent is a specific category, and often requires need.
- **Employment:** Funding earned, which is not repaid, through employment (via WVSU) during enrollment.
- **Loans:** Funding borrowed, which must be repaid, with interest, once enrollment is below half-time status.

## *Loan Information*

**Federal Direct Loans**
Federal Direct Loans available at West Virginia State University:

- Subsidized Direct Loan
- Unsubsidized Direct Loan
- Parent Plus Loan
- Grad Plus Loan

**Federal Direct Subsidized and Unsubsidized Loans**
The maximum loan amounts that can be borrowed are set by the federal government for undergraduate students; however, the annual amount cannot exceed the cost of attendance budget, as certified by the Office of Financial Aid, less any additional aid received.
First time loan borrowers at WVSU must complete Entrance Loan Counseling and sign a Master Promissory Note (MPN) at studentaid.gov prior to fund disbursement. It is imperative that students understand the funds are borrowed, must be repaid under the terms specified in the MPN, and fully comprehend all rights and responsibilities pertaining to federal loans.

**Federal Direct Parent/Grad PLUS Loans**
Direct PLUS Loans are available to graduate students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need; however, a credit check is required. Borrowers who have an adverse credit history must meet additional

requirements to qualify.

The Federal Direct Parent PLUS loan program enables parents with a good credit history to borrow funds to pay the educational expenses of each child who is a dependent undergraduate student enrolled at least half-time. Repayment of the principal amount begins within 60 days after the final loan disbursement date. Repayment of the principal amount begins within 60 days after the final loan disbursement date. Graduate students may still be eligible to receive the Grad PLUS Loan, even with an adverse credit history, although additional requirements may be needed. The maximum PLUS loan amount cannot exceed the cost of attendance budget, as certified by the Office of Financial Aid, less any additional aid received.

**Private Loans**
If a student does not qualify for other financial aid programs and needs additional funds, the student may want to apply for a private loan. Private lenders offer private education loans, also known as alternative education loans, and there are no federal forms to complete. Eligibility for private student loans often depends on the student's credit score.

Private education loans tend to cost more than federal student loans, but are less expensive than credit card debt. The federal education loans offer fixed interest rates that are lower than the variable rates offered by most private student loans. Federal education loans also offer better repayment and forgiveness options. Since federal education loans are less expensive than private loans and offer better terms, students should exhaust their eligibility for federal student loans before resorting to private student loans.

The federal government sets the maximum amount that an undergraduate student can borrow; however, the amount in any year may not exceed educational costs as certified by the Financial Aid Office, less other financial aid received.

## ***Student Employment***

**Federal Work-Study Program (FWS)**
Federal work-study is another form of federally funded financial aid that provides paid work experience as part of a financial aid package. The FWS is designed to stimulate and promote part-time employment to help defray college expenses. Participating students must meet government guidelines. Like other aid programs, financial need determines eligibility for FWS. Students in this program may work on campus up to 20 hours weekly while attending classes full-time.

**Student Employment**
Student employment positions are available to students to help meet college costs. To participate in this program, students must enroll in six hours or more per semester and have financial need established by completing the FAFSA. Students cannot work more than 20 hours a week. Students may inquire about employment opportunities with various campus departments.

**Off-Campus Employment**
A number of part-time jobs are available for West Virginia State University students in the greater Charleston area. The Office of Career Services assists students seeking off-campus employment opportunities.

**Student Employment Procedures**

**For Student Employment**
Student employment positions are available to students to help meet college costs. To participate in this program, students must enroll six hours or more per semester. Students cannot work more than 20 hours in any

week. Students may inquire about employment opportunities with various campus departments.

**For Federal Work-Study Students (FWS)**
Federal Work-Study (FWS) is a campus-based program that provides student employment for undergraduate students. Interested students must demonstrate eligibility for financial assistance. The Office of Financial Aid and Scholarships located at 106 Ferrell Hall can provide additional information about this program.

Each student who receives FWS must report to the Office of Career Services located at 212 Wilson Student Union. Each student must submit a resume, letter of recommendation and complete the required forms such as the W-4 and I-9 before beginning a work assignment. All Work-Study positions are posted in Handshake and departments work with the Office of Career Services regarding work assignments.
Employers are required to interview each referred student. If the student is offered employment, the employer should complete and sign the work assignment form as well as the other forms required by Human Resources. The student should then be instructed to deliver completed forms back to The Office of Career Services. If the student is not offered employment, the interviewer should instruct the student to return to the Office of Career Services with their forms to secure another referral.

***Federal Work Study Employment Transfers and Termination Procedures***

**Transfers**
Transfers are made solely by the Office of Career Services. Requests will be heavily weighed and evaluated before permission is granted.

Student employees may transfer jobs for valid reasons such as transferring to a position that is more in line with a chosen profession, past work experience in a requested area, employee's termination due to a minor offense or a conflict between class or current work schedule.

The student employee must notify his/her present employer of the request and give cause for the transfer. The transfer request form must be completed and signed by the past and present employer and the Director of Career Services before a student changes jobs. Any other changes will be considered invalid.

**Termination**
A student who resigns voluntarily or is terminated shall receive the unpaid salary or wages due him/her for services rendered. In instances of both voluntary and involuntary termination, at least two weeks' advance notice must be given by the terminating party (Office of Financial Aid and Scholarships, the employer, or the resigning student). In cases of gross misconduct, disciplinary action will be in accordance with West Virginia State University policies and no advance notice is required.

The Office of Financial Aid and Scholarships will terminate a student employee when there is inadequate funding, when a student earns over the allotted award, or when the student has failed to report all resources on the Free Application for Federal Student Aid (FAFSA). The student enrolled with less than six (6) hours will be terminated; however, when enrolled with less than full-time (6-11) hours, the student's aid package must be reduced accordingly.

The employer may terminate a student after five (5) consecutive absences from scheduled work periods if the student employee failed to get permission from the employer or failed to call prior to the absences. However, a written warning to the student and a copy sent to the Office of Career Services must be given after the third consecutive absence. If no response has been received by the fifth consecutive absence, the student and the Office of Career Services must be notified of the termination in writing.
The employer may terminate a student employee for gross misconduct such as theft or insubordination.

However, the employer and the department head must document the action and send a copy to the student and the Office of Career Services, at which point the Office of Career Services will review the case with both the student and the employer. If not resolved, both the student and the employer will go before the Work-Study committee for a hearing. When justifiable, the student will be terminated from the Federal Work-Study Program. Other possible actions will include giving the student a warning and/or transferring the student to another department.

## ***Student Employment Suspension & Appeal Process***

### Immediate Suspension or Dismissal

A student employee may not be immediately suspended or dismissed without proper justification for such action. A university employer may initiate such action in the event of the following occurrences:

- Reporting for work while under the influence of drugs and/or alcohol or partaking of drugs and/or alcohol while on duty.
- Theft or dishonesty.
- Flagrant violation of reasonable standards of conduct.
- Willful destruction, defacement, or mishandling of University property or that of its employees, students or visitors.

### Suspension or Dismissal Due to Absences from Work

The student employee and their supervisor should attempt to develop a mutually agreeable work schedule at the beginning of each semester. The employer must consider class schedules and meal times if the student is on a boarding plan in setting the work hours. Consideration of any other factors is at the discretion of the employer. Student employees unable to report for their scheduled work hours are responsible for requesting permission to be absent from their supervisor in advance of the absence. An employer has the right to deny the request after considering all factors.

A student employee must receive written notification of the employer's absence policy upon initiation of employment. Student employees may be suspended or dismissed for failure to adhere to the departmental policy in this regard. Such action can only take place after the employer warns the student in writing with a copy to the Office of Financial Aid and Scholarships of their deviation from the absence policy of the respective department.

Should a student employee be terminated for this reason, the Office of Financial Aid and Scholarships must be notified in writing of the implemented action. The written notification must include a copy of the department policy in this regard and either the specific dates the student is suspended or the date the student's dismissal.

### Unsatisfactory Work Performance or Conduct

Student employees must conduct themselves in the same manner as all employees of the University. Unsatisfactory performance or conduct that interferes with the successful operation of a department may result in the suspension or dismissal of a student employee.

The student employee and their employer must first attempt to resolve differences prior to any formal disciplinary action. If differences cannot be satisfactorily resolved, the student employee must be given one two-week probationary period prior to the employer's initiation of any formal disciplinary action. The probationary period may not begin until the student employee receives written notification with a copy to the Office of Financial Aid and Scholarships of the supervisor's concerns. The student employee must receive notification of the expectations of the employer during the probationary period.

The student employee's work performance must be evaluated after the two-week probationary period. This evaluation must be in writing with a copy to the Office of Financial Aid and Scholarships. If work performance

has not satisfactorily improved during the period, the student employee should at this point be notified of the employer's intent to terminate employment. If student work performance improves during the probationary period, but later returns to an unsatisfactory condition, the employer may proceed with suspension or termination action depending on the actions of the student employee.

**Appeal Process**

The student employee shall have the right to appeal any action of suspension or dismissal. The appeal process must begin within two working days of the suspension or dismissal action. The appeal process is as follows:

1. The student employee should discuss the concerns with their supervisor within two working days from the date of formal disciplinary action.
2. If the appeal cannot be resolved at this level, the student employee should notify the Office of Financial Aid and Scholarships in writing of their desire to appeal the implemented disciplinary action. Such written notification must be provided within three working days following the completion of step one of this process. A staff member of the Office of Financial Aid and Scholarships will then attempt to resolve the matter to the satisfaction of both concerned parties.
3. If there is no resolution at this level, a committee of five individuals will evaluate the position of each party. The committee will consist of the Chief Justice of the Student Court or his/her designee, the Affirmative Action Officer, the Ombudsman, and two appointed staff/ faculty members. A Financial Aid Counselor will chair the committee meeting, but not have voting rights on this committee. The committee will conduct a hearing at an agreeable time for both parties involved in the matter. The committee will make its recommendation as to the appropriate resolution of the matter to the Director of Financial Aid and Scholarships.
4. Students may appeal the final decision of the Director of Financial Aid and Scholarships or to the Vice President for Enrollment Management and Student Affairs.

## ***Grants***

Money given by the federal or state government or any other organization(s) for educational purposes. Grant money is free money, and does not have to be paid back.

**Federal Pell Grants**

This program provides annual grants to eligible students. Only undergraduate students are eligible for consideration. You may apply for this grant by using the Free Application for Federal Student Aid (FAFSA). You should receive a student aid report (SAR) within 14 days if you file the FAFSA via the internet. The Pell award is determined, in part, by the costs of attendance and appropriate scale as determined at each institution. Congress determines the maximum amount one can receive each year. Financial need is the major determinant of eligibility for this grant.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

This program provides annual grants to undergraduate students with financial need. FSEOG may vary annually.

**West Virginia Higher Education Grant Program**

This program is sponsored by the West Virginia Higher Education Policy Commission and pays up to 70 percent of the cost of tuition and fees at West Virginia State University for those West Virginia residents who qualify. The program requires that you demonstrate both financial need and academic ability.
Several other states have scholarship or grant programs available to students who plan to attend an out-of-state school. If you are a non-resident student, check with your guidance counselor or state agency.

## ***Other Forms of Financial Aid***

***Veterans Educational Benefits***

Veterans, Veteran Spouses and Dependents may be eligible for GI Bill benefits from the U.S. Department of Veteran Affairs, or Department of Defense. For more information on GI Bill eligibility please visit, https://www.va.gov/education/about-gi-bill-benefits/.
For questions pertaining to the use of GI Bill Benefits at WVSU or initiating a GI Bill, please contact the Veteran School Certifying Official located in 112 Wallace Hall. Also see "Veterans" section under University Offices and Resources.

***Private Agencies***
Many private agencies sponsor scholarships and loan programs. Information is available through high school guidance offices, the respective agencies involved, or by contacting the Office of Financial Aid and Scholarships for additional information.

## *Financial Need Determination*

The University awards financial aid to an eligible student once the process of completing and submitting the necessary application forms has been concluded. For most programs, determining eligibility also means determining who has financial need. A uniform, national needs analysis system is used by West Virginia State University to determine eligibility and probable amount of need, based on information which the student (and parents or spouse, if applicable) provide on the Free Application for Federal Student Aid (FAFSA). The family's financial strength (i.e., income, number of dependents, etc.) is considered when determining the potential family contribution.

Students should not rely on unofficial comments that certain income levels automatically exclude a person from all aid consideration. While grant programs have the most stringent need requirements, loan programs may be available to students at higher income levels. Some of these loans may be used to replace the Student Aid Index for many students without altering their need factor for other programs.

## *Rights and Responsibilities of Aid Recipients*

**Rights and Obligations**
As a consumer of a commodity (financial aid for higher education), you have certain rights to which you are entitled and certain obligations for which you are responsible. You have the right to know:

1. Available financial assistance, including information on federal, state and institutional financial aid programs.
2. The deadlines for submitting applications for the financial aid programs available at the University.
3. The cost of attending the University, and the refund policy of the institution.
4. The criteria used by the University to select financial aid recipients.
5. The criteria used by the University to determine financial need.
6. The resources (e.g., parental contribution, other financial aid, your assets, etc.) used to calculate need.
7. Determination of unmet need.
8. The policy governing inclusion or exclusion of programs comprising your financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
9. What portion of the financial aid you received is loan aid and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is; the total amount that must be repaid; the repayment procedures; the length of time you have to repay the loan; and when repayment is to begin.
10. The University's policy for Satisfactory Academic Progress and what happens if you are not making progress based upon the academic progress requirements in this catalog.

**Consumer Responsibilities of Aid Recipients**

It is your responsibility to:

1. Review and consider all information about the University before you enroll.
2. Complete all application forms accurately and submit them on time to the right place.
3. Pay special attention to and accurately complete your application for student financial aid. Errors can result in long delays in your receiving financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense, subject to penalties under the U.S. Criminal Code.
4. Return all additional documentation, verification, corrections and/or new information requested by the Office of Financial Aid and Scholarships.
5. Read all forms that you are asked to sign and keep copies of them.
6. Accept responsibility for all agreements you sign.
7. Notify the Office of Financial Aid and Scholarships of changes in your name, address, or enrollment status. (This also applies to loan recipients after they leave the University).
8. Perform the work that is agreed upon in accepting a University Work-Study award.
9. Know and comply with the deadlines for application or reapplication for aid.
10. Know and comply with the refund procedures of the University. Notify the Office of Financial Aid and Scholarships in advance when your course load at the University may be less than full time. Failure to do so will cause a delay in the receipt of your funds.
11. Notify the Office of Financial Aid and Scholarships of any changes in financial status. Failure to do so can result in the termination of financial assistance.
12. Students must exhibit satisfactory academic progress while enrolled. Withdrawal from the University or never attending classes will result in termination of financial aid and may result in partial or full repayment of aid disbursed for the semester involved.

***Satisfactory Academic Progress Requirements & Appeals***

Students must be making satisfactory academic progress (SAP) toward completion of an eligible degree in order to receive financial aid administered by West Virginia State University. SAP for financial aid is calculated upon full acceptance to the University and at the end of each semester, including summer, to verify that students meet all Federal SAP standards. Federal regulations require academic progress be evaluated both quantitatively (Pace) and qualitatively (GPA). West Virginia State University's SAP policy is applied consistently to both full time and part time students and to all eligible degree programs offered at West Virginia State University. Students receiving assistance from any of the following aid programs must meet standards of Satisfactory Academic Progress:

**Federal Programs**

- Pell Grants
- Supplemental Educational Opportunity Grants (SEOG)
- Federal Work-Study Programs (FWS)

- William D. Ford Federal Direct Loan (DL) Program including:
  - Subsidized Loans
  - Unsubsidized Loans
  - Parent PLUS
  - Graduate PLUS

**State Programs**

- West Virginia Higher Education Grant

- West Virginia Higher Education Adult Part-Time Students Grant (HEAPS)
- West Virginia Promise Scholarship
- West Virginia Underwood Smith Scholarship
- West Virginia Nursing Scholarship
- West Virginia Engineering, Science and Technology Scholarship (STEM)

**Standards of Satisfactory Academic Progress include a Quantitative Standard-Cumulative GPA, a Qualitative Standard-Pace, Evaluation Increment, and Maximum Time Frame.**

**Qualitative Standard-Cumulative GPA**

**Undergraduate Students**

| Academic Standing | Hours Attempted | Overall GPA |
|---|---|---|
| Freshman | 0-29 | 1.75 |
| Sophomore | 30-59 | 1.75 |
| Junior | 60-89 | 2.00 |
| Senior | 90+ | 2.00 |

**Graduate/Doctorate Students**

| Academic Standing | Hours Attempted | Overall GPA |
|---|---|---|
| First Time | 0-18 | 2.0 |
| Continuing | 19+ | 3.0 |

***Note:*** The attempted hours and GPA used in calculating Satisfactory Academic Progress must include credits that may not be calculated in an academic GPA, examples including but not limited to, incomplete grades, remedial courses, academic forgiveness (including D/F repeats) transfer credits, etc. The Office of Financial Aid and Scholarships is not permitted to use Academic Amnesty in evaluating GPA. We must include all classes in the calculation of GPA.

All students must maintain a cumulative 2.0 GPA on 4.0 scale. Some programs require that the cumulative GPA be higher than 2.0. When GPA is evaluated for a program requiring a higher standard, West Virginia State University must use the higher GPA requirement to determine SAP.

**Incomplete grades** will not be used in the calculation of the GPA during the semester in which they are received. Incomplete grades will be calculated in the GPA in the semester in which a letter grade replaces the incomplete grade. Upon completion of the incomplete course, the instructor will submit a Grade Change Form to the Office of the Registrar to update the student's grade. Students who do not complete the incomplete course work by the published date in academic calendar will be assigned a failing grade.

**Quantitative Standard-Pace**

**All students must maintain a 67% percent completion percentage throughout their program of study.** The calculation of pace is cumulative. To calculate your completion percentage, you divide the total number of credit hours you have passed by the total number of credit hours you have attempted. Attempted hours include all college classes you began, including classes from which you withdrew, failed, took at another college, remains incomplete.

**Please Note:** Withdrawal, academic forgiveness, incomplete, repeated and non-credit remedial hours are included in the calculation of hours attempted and GPA (if hours are graded). In cases of repeated courses, a student may

continue to repeat a failed course and receive Financial Aid until it is passed. Students may only attempt 30 semester hours of developmental (remedial) courses. Once a student has reached the 30 semester hour limit, Financial Aid may not be used to pay for further developmental (remedial coursework), new or repeated. Attempted hours includes all credit hours, even if they do not count towards the degree at West Virginia State University.

A student is eligible to receive Financial Aid for one repeat when repeating a previously passed course to obtain a higher grade.

- **Allowable**: Repeated coursework may be included when determining enrollment status in a term-based program if a student needs to meet an academic standard for a particular previously passed course, such as a minimum grade.
- **Not permissible**: A student enrolls in four classes in the fall semester and passes only three of them; the institution requires the student to retake the failed class and also the other three classes because of failing the one class. When the student repeats all four classes in the spring semester, the failed class would be included in the student's enrollment status, but the three classes passed would not be.

**Evaluation Increment**

West Virginia State University evaluates satisfactory academic progress for both the qualitative and quantitative standards at the end of each semester for all full time and part time eligible degree-seeking students.

**Maximum Time Frame**

Federal regulations require a maximum time frame for completion of a degree or certificate. A student will not be eligible for Title IV federal aid if the degree is not completed within 150% of the normal credit hours required to complete the degree or certificate program. Financial Aid will be suspended for students who have attempted 180 or more credit hours for a four-year degree. The number of attempted credits used in determining maximum time frame will include transfer, remedial, failed and withdrawn credits. All credit hours are included as attempted hours, even if they do not count towards the degree at West Virginia State University.

If a student changes their course of study, the hours attempted under all courses of study are included in the calculation of the maximum time frame. The Office of Financial Aid and Scholarships will review a student's eligibility upon full acceptance into the University and at the end of each semester and will notify students if he/she will no longer be eligible for federal aid programs (grants and loans) for any future semester. Students will be notified of financial aid suspension and appeal status via MyState and campus email. Additional communication may also be made via US Postal Mail to the mailing address on file with the Office of the Registrar.

If a student has previously completed a bachelor degree, all financial aid will be suspended, but the student has the right to request an appeal.

If a student has met all requirements to receive a degree in his or her stated major, the student must apply for graduation. Change of major is not an option. Refusal to graduate in the intended major will result in financial aid suspension with no possibility to appeal.

Students who have exceeded maximum hours are limited to 2 major changes. Students are permitted to change majors prior to the start of each semester; however, this may result in financial aid suspension.

A student, who has exceeded the maximum hours for his or her major, may not receive Financial Aid to repeat

courses on the academic evaluation that are failed, withdrawn or considered incomplete.

### *Admissions Status Based Evaluations*

**Transfer and Readmission**
Students who transfer into West Virginia State University, or are seeking readmission to the University, who do not meet the satisfactory academic progress requirements, will be automatically placed on financial aid suspension, but may have the option to request an appeal.

**Transient**
Transient students should seek financial assistance from their home school.

**First Time Freshman Students**
First time freshman students will be packaged with financial aid, providing they are in good academic standing and meet all eligibility requirements to receive federal and state funds.

**Provisional Admissions**
Students who have a provisional admission status, or have an incomplete admission file, will not be granted financial aid until fully admitted to the college.

### Definitions of SAP Ineligible Status

- **Suspension Status -** Students are placed on financial aid suspension status at the end of the semester which resulted in failure to meet satisfactory academic progress standards. Students on suspension cannot receive financial aid. Students will be removed from financial aid suspension when they are in compliance with the GPA and Completion Ratio standards and have not yet exceeded maximum hours allowed.
- **Probation Status -** Probation status is granted to students who have successfully appealed their suspension. Students can receive aid during their probationary period after signing and submitting a financial aid appeal contract to the Office of Financial Aid and Scholarships.
- **Warning Status -** Warning status may be granted to students with extenuating circumstances (i.e.: A student who was forced to withdraw due to an accident or illness). Appropriate documentation must be provided.
- **Maximum Time Frame Evaluation Status -** Maximum Time Frame Evaluation is a probation status granted to students who have successfully appealed a maximum time frame suspension. Students can receive aid during this period after signing and submitting a financial aid appeal contract to the Office of Financial Aid and Scholarships.

### Regaining Eligibility for Title IV Aid

Students who have lost eligibility for aid may regain eligibility in one of two ways.

**Self-Pay:** Students may pay for classes, at their own expense or via private/alternative loans, and regain eligibility by increasing their completion ratio and/or cumulative GPA. Eligibility will be reinstated when the policy minimum standards have been met.

**Appeals**: An approved appeal allows students to receive financial aid while working to meet the completion ratio and GPA standards.

**Appeal Process**
Students may submit documented reasons for failure to maintain satisfactory academic progress to the Office of Financial Aid and Scholarships. Students may appeal pace, GPA and/or maximum time frame. Any appeals

granted must be well documented as they would otherwise be violations of federal standards. Due to the condensed timeframe, appeals are not processed for summer terms. Students on financial aid suspension will need to pay for any summer expenses on their own.

**Request to Appeal Satisfactory Academic Progress Suspension**
Appeals decisions will be made by the Office of Financial Aid and Scholarships. The following documentation must be submitted:

- Appeal Form and Academic Plan for Improvement
- Letter of Extenuating Circumstances and Resolution
- Supporting Documentation

**Deadlines for Appeals**
Students planning to appeal should do so as soon as they are notified of their financial aid suspension. Tuition and fees are due by the specified date on the Academic Calendar, set by the Cashier's Office, for each term. In order to avoid difficulties and/or delays, students should submit the appeal promptly and observe the deadline dates.

Appeal approvals must be granted in time to allow the student's award to be processed before grades are released for that semester. Federal regulations require that once the standing of a student is known, then the award must reflect that information. Thus, a student granted an appeal before the end of the semester, and awarded after the end of the semester, may become ineligible for the award by the time the award is granted. Financial aid appeals cannot be retroactive.

**Appeal Procedures**
The student must submit a Financial Aid Suspension Appeal Form to the Office of Financial Aid and Scholarships, using the University's appeal form, **and include documentation to support the reason for requesting an appeal**.

Appeals cannot be processed if the student is placed on Academic Suspension with the Academic Affairs' Office.

The Satisfactory Academic Progress standing can be appealed when one of the following conditions exists:

- Illness or injury of the student
- Illness, injury, or death of a family member
- Natural Disasters-i.e.: floods, fires, tornadoes, hurricanes, or earthquakes
- Criminal acts inflicted on the student or student's family. For example: terrorism, kidnapping, or theft.
- Military involvement-i.e.: draft or US service duty
- Emotional problems supported by documentation from a counseling agency, counselor or psychiatrist.
- Documented errors of an official designated representative of the Vice President of Academic Affairs resulting in unacceptable academic progress.
- Legal entanglements-i.e.: divorce, child custody, extended jury duty or bankruptcy

Students will be informed of the appeal decision within fifteen (15) business days after receipt of all required and/or requested documentation.

**Appeal Supporting Documentation**

Required documentation to be submitted with an appeal may include but is not limited to:

- A signed statement from the student explaining his/her reasons for not meeting SAP and the resolution.
- Statement from third party familiar with the student's circumstances and/or
- Documentation from the student's physician in cases of illness or injury and/or
- Documentation from the student's academic advisor or course professors and/or
- Insurance claim and/or.
- Police reports and/or.
- Death certificate.

**Approved Appeals**:
Students will be placed on financial aid probation, with an academic plan, if the appeal is approved. Students may remain eligible to receive aid while on probation status as long as they meet the conditions of the plan which are detailed in the SAP Contract. Students may file a second appeal, if not meeting requirements of the academic plan, but they cannot appeal for the same reason twice. Students must demonstrate that the circumstances that caused the initial SAP issues have changed significantly and are not the reason for the second failure.

**Communication**
Students will be notified of financial aid suspension and appeal status via MyState and campus email. Additional communication may also be made via US Postal Mail to the mailing address on file with the Office of the Registrar.

**Glossary of Terms**
- **Academic Plan**- A plan developed by the institution and the student to ensure that the student is able to meet the institution's satisfactory academic progress (SAP) standards by a specific point in time.
- **Academic Year** - An academic year consists of the fall and spring semesters and may include a following summer session.
- **Direct Loan** – Federal loan funds borrowed from the U.S. Department of Education which must be repaid with interest once the student graduates or falls below half-time status.
- **Federal Work-study** - A federal, need-based work program available to students if they are in compliance with this policy.
- **GPA** - The Cumulative Grade Point Average is reported in the Banner Student System. The GPA used in calculating Satisfactory Academic Progress must include credits that may not be calculated in an academic GPA, examples including but not limited to, developmental/remedial courses, academic forgiveness, transfer credits etc. Students must have a GPA consistent with graduation requirements.
- **Hours Attempted** – The cumulative amount of credit hours in which the student has enrolled in throughout his/her academic history. The hours attempted only include hours from colleges and universities in which WVSU accepts credit.
- **Hours Passed** - These are credit hours for courses where a grade of D or better has been earned or passed/credit received for courses that are pass/fail or credit/no credit.
- **Maximum Time Frame** - The maximum hours allowed for a degree to be earned.
- **Pace/Completion Ratio**- A measure of a student's progress toward completion of his or her program of study which compares hours earned to hours attempted, expressed as a fraction.
- **Pell** - A federal, need-based grant available to eligible students if they are in compliance with this policy.
- **Probation Status**- The status granted after a successful appeal.
- **Qualitative component:** The specified cumulative GPA, or other comparable assessment measured against a norm, that a student must have at each SAP evaluation.
- **Quantitative component:** The pace/completion ratio a student must progress through his or her program of study to ensure that he/she will graduate within the maximum time frame.
- **SAP Contract** - the SAP contract lists the detailed terms and conditions based on the academic plan that must be met each semester by the student in order to remain eligible for financial aid.

- **Satisfactory Academic Progress** - Satisfactory progress is compliance with the academic progress policy as stated in this document. The policy has three major components: GPA, pace/completion ratio, and maximum time frame.
- **Semester** - A semester is one academic term which may be defined as fall, spring or summer terms or combined parts of term.
- **Warning**- A status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal.

Information is available on our website:
https://www.wvstateu.edu/admissions/financial-aid.aspx#

## *Refund & Repayment Policies*

### Refund Policy

The refund policy for students withdrawing from all classes is outlined in the West Virginia State University Catalog. The amount of the refund is prorated based on the date of withdrawal through 50 percent of the semester. A refund date specifying the final date for a prorated refund is posted on the academic calendar for each semester. There is no refund for a total withdrawal after the posted date.
If a student receives financial aid, the student will not receive a refund until funds representing financial aid awards have been returned to the respective program accounts. Normally the refunds will be returned to programs on a prorated basis and according to the components of a financial aid package.
Financial aid is considered to be used first for direct educational costs-tuition and fees and housing and meals, if a student is living in University housing. If a student, therefore, withdraws and is scheduled to receive a refund of tuition and fees, all or part of this refund will be used to reimburse the financial aid program(s) from which they received funds If a student received financial aid in excess of direct costs, a percentage of this aid may be required to be repaid, the amount depending upon how many days the student was enrolled and the amount of aid received.

### Repayment Policy

Some programs have specific repayment provisions for students who withdraw. If the refund is insufficient to cover the required repayment, the student must make the necessary payment.

If you owe a repayment to any federally-sponsored student aid program, you cannot receive any type of federally-sponsored student aid disbursement for future enrollment periods unless you make repayment arrangements with the Office of Student Accounts.

## *Application Process*

### FAFSA Application

In seeking financial aid, the student is responsible for completion and submission of the Free Application for Federal Student Aid (FAFSA). The FAFSA application is available at https://studentaid.gov/h/apply-for-aid/fafsa. The FAFSA application is available October 1st for the proceeding academic year.

The school code for West Virginia State University students applying for financial aid is **003826**.

There are two basic requirements:
1. Complete a Free Application for Federal Student Aid (FAFSA) if you are applying for aid; and
2. Submit all required paperwork by the published deadline dates.

### Deadline and Priority Dates

The West Virginia State University Financial Aid Office deadline dates:

- **For Fall Awards** **June 30**

- **For Summer Awards** **April 30**
- **For Spring Awards** **November 30**

Meeting the deadline dates means the Office of Financial Aid and Scholarships received all of the required forms. Due to the number of students applying for financial aid and the average processing time required to complete each application, the University cannot guarantee the completion of any application submitted after June 30th by the fall semester start date and November 30th by the spring semester start date. Students failing to meet the above deadlines should be prepared to cover all University expenses from their own resources until their application is complete and the financial aid awarded.

Applications will be accepted at any time throughout the year. All applications received by the deadlines will receive written notification of action taken via electronic mail only in the event an award can be made.

Each student who receives FWS must report to the Office of Career Services located at 212 Wilson Student Union. Each student must submit a resume, letter of recommendation and complete the required forms such as the W-4 and I-9 before beginning a work assignment. All Work-Study positions are posted in Handshake and departments work with the Office of Career Services regarding work assignments.
Employers are required to interview each referred student. If the student is offered employment, the employer should complete and sign the work assignment form as well as the other forms required by Human Resources. The student should then be instructed to deliver completed forms back to The Office of Career Services. If the student is not offered employment, the interviewer should instruct the student to return to the Office of Career Services with their forms to secure another referral.

## ***Scholarships***

There is a variety of scholarship funds available to students. Scholarship awards are based on high academic performance in high school and/or college, financial need, or a combination of need and academic performance. Each scholarship is awarded based on the specific criteria established. All applicants who minimally meet the requirements for that scholarship will be considered for the award: all relevant factors are taken into consideration and awards do not automatically go to the applicants with the highest cumulative GPA. Please contact the Office of Financial Aid and Scholarships located at 106 Ferrell Hall to obtain information about available scholarships.

**Grade Reports and Proof of Attendance Policy**

At four intervals during the semester, faculty submit student attendance and/or advisory grades using MyState. Faculty enter grades and attendance as follows:

**FIRST WEEK ATTENDANCE:**

On Monday at noon of the 2nd week of Fall/Spring classes, faculty enter the date each student last attended class. If a student never attended or participated in class, faculty enter a grade of "Q" and leave the date field blank. No grades are entered during this reporting.

**FOUR WEEK GRADES:**

On Monday at noon of the 5th week of Fall/Spring classes, faculty enter the last date attended for each student. If a student never attended or participated in class, faculty enter a grade of "Q" and leave the date black. For students making unsatisfactory progress, faculty enter a grade of "F." For students who receive a grade of "F", the actual date of attendance should be reported.

**MID-TERM GRADES:**

The midterm grading deadline is published in the academic calendar. During this reporting, faculty should enter the appropriate grade for each student. The faculty also enter the date each student last attended class. If a student never attended, faculty enter a grade of "Q" and leave the date blank.

**FINAL GRADES:**

The final grading deadline is published in the academic calendar. During this final reporting, faculty enter the appropriate final grade for each student. If a student receives a "F," faculty enter the date the student last attended or participated in class. No date later than the last day of class for the corresponding part-of-term, excluding finals week, should be entered. A final grade of "Q" should ONLY be used for late start part-of-term courses for students who never attended.

**University Approved Activities**

Students representing the University in approved activities may be excused from classes. Prior approval for these activities must be obtained through the Academic Affairs Office or Enrollment Management and Student Affairs Office or their respective designee. Students are responsible for notifying their instructors in advance and arranging to complete all work or assignments they may miss while representing the University.

**NCAA Regulations Regarding Missed Class Time**

Student-athletes are permitted to miss class to participate in home or away contests during the NCAA championship segment of their sport. Championship seasons are Fall, Winter, and Spring. No class time shall be missed for practice activities except when a team is traveling to an away-from-home contest during their championship season. Student Athletes are allowed to participate in a Walk through Practice on the Day of a game during the Championship segment.

NCAA Bylaw attendance policy allows missed class time for students during specific time of the year, please reference the table below for when class can be missed, or excused.

| FALL | Regular Season: Games Only | Championship: Practice & Games | OFF Season: Not Excused (P&G) |
|---|---|---|---|
| Volleyball | August-thru-October | November | Spring Term |
| Soccer | August-thru-October | November | Spring Term |
| Football | August-thru-October | November | Spring Term |
| Cross Country*** | August-September | October | November-December/Spring Term%% |
| **WINTER** | **Regular Season: Games Only** | **Championship: Practice & Games** | **OFF Season: Not Excused (P&G)** |
| Basketball | October-thru-February | March* | August-September/April-May |
| Indoor Track*** | November-thru-January | February | August-thru-October/Spring Term%% |
| **SPRING** | **Regular Season: Games Only** | **Championship: Practice & Games** | **OFF Season: Not Excused (P&G)** |
| Golf | August-September/February-thru-April | October & April % | November 15th -thru- January 10th $$ |
| Outdoor Track*** | February-thru-April | May* | Fall Term |
| Tennis | August-thru-October/February-thru-April | April-May | November 15th -thru- January 10th $$ |
| Acrobatics & Tumbling | February-thru-April** | April | Fall Term |
| Baseball | February-thru-April** | May* | Fall Term |
| Softball | February-thru-April** | May* | Fall Term |

***MEC Tournament may begin the end of the month pre-seeding***
***%-If Team or individual Qualifies for NCAA Championship***
*****Scrimmage games could occur in this month***
***%% If not running Cross Country & Indoor & Outdoor Track***
*******Students participate in all 3 sports***

## *Classification*

Classes are designated as freshman, sophomore, junior and senior classes. A student is considered a member of these classes upon successfully completing the following credit hours:

| | |
|---|---|
| Freshman | 0-29 |
| Sophomore | 30-59 |
| Junior | 60-89 |
| Senior | 90 and above |

## *Course Numbering System*

Courses are numbered to correspond approximately to the freshman, sophomore, junior and senior years as follows:

| | |
|---|---|
| Freshman Courses | 100-199 |
| Sophomore Courses | 200-299 |
| Junior Courses | 300-399 |
| Senior Courses | 400-499 |
| Graduate Courses | 500-899 |

Unless otherwise stated, students of any rank who have had the necessary prerequisites are eligible for admission to the courses of any group. Courses numbered below 100 are developmental in nature and usually do not count toward a degree. Continuation courses (i.e., FREN 101-102, ENG 101-102, etc.) should be taken in consecutive semesters or summer sessions.

## *Credit Information & Types*

Credit is recorded in semester hours. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in section (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice, studio work and other academic work leading to the award of credit hours. For instance, under some circumstances credit may be earned in ways other than attending classes as outlined below:

**International Baccalaureate**
WVSU recognizes examinations taken as part of the International Baccalaureate (IB) Program. Students who participate in the IB Program should have their scores sent directly to WVSU from the IB testing program. Students will not receive credit for a score below 4 on any IB exam. All IB credit is counted as lower-division credit. Only Higher Level exams will be considered for credit.

**Military Service Credit**
Students presenting evidence of at least one year of active duty or completion of basic military training in any branch of the armed forces of the United States will be awarded four hours of elective credit in health and physical education. The General Education requirement of two hours of Lifetime Health and Fitness will be waived. Service members may request copies of their Joint Services Transcripts (JST) by visiting jst.doded.mil.

**Co-Curricular Activities Credit**
Certain co-curricular activities, such as choir, band and glee club, carry a course number. Only four such credit hours may be earned in any one subject.3

**Credits Taken Elsewhere**
Regular students in good academic standing may, with prior approval of the department chair of the major and the college dean, take courses as transient students at other accredited institutions to apply to degree requirements. The University Registrar must confirm that the student is in good academic standing. A maximum of 15 such hours may be accepted in fulfillment of degree requirements. In most cases credits taken without prior permission may not be accepted.

**Credit by Special Examination**
Credit may be earned by special examinations in one of two ways. Either the student registers for a test-out section during registration or the student completes test-out permission forms when registering for the course. A grade of P will be awarded for earning a grade of C or better on the tests. P credits do not count toward residency requirements. If the student does not earn a grade of C or better, the student may: (a) immediately and officially withdraw from the course with a grade of W; (b) remain in the course if it is not a test-out section; or (c) withdraw from the test-out section and register for the appropriate section prior to the deadline for adding a class.

**Credit by Advanced Placement**
Credit is granted to outstanding high school students who make appropriate scores on Advanced Placement Examinations of the College Board. Appropriate scores refer to the national criteria recommended for college credit by the College Entrance Examination Board. A current list of AP scores accepted at WVSU can be located at https://www.wvhepc.edu/resources/data-and-publication-center/. AP credits must come directly from the testing board and will not be applied from the high school.

**Credit for Validated Programs of External Agencies**
Credit will be awarded for certain educational programs conducted by business, industry, government, organized professions and other legitimate agencies. Awarding of such credit must meet standards determined by the faculty and administration of the University.

**Credit by Correspondence Courses**
Up to 15 credit hours completed by correspondence in courses other than laboratory, studio or field experience will be accepted by the University when such work is given by regionally accredited colleges or universities, provided, however, that those institutions accept that work for credit toward their own degrees and that their residence credit is accepted by West Virginia State University. Currently, enrolled students who wish to take credit by correspondence courses must receive prior approval from the department chair and college dean by applying for transient student status. The University will accept credit by correspondence courses only if the grades, credit and course designation are forwarded to the Office of the Registrar at West Virginia State University by the Registrar of the other institution.

**Credit for Experiential Learning through Portfolio Review**
Academic credit may be granted through portfolio review for work or life experiences that are equivalent to coursework that meets the requirements for the degree program in which a student is enrolled. Credit earned in this manner cannot exceed 12 hours in most cases and does not count toward residency requirements. Requests for portfolio review may be made only after successful completion of 12 credit hours of college-level work at West Virginia State University. A list of courses that can be challenged through portfolio review is on file in the Academic Affairs Office. Students interested in receiving credit in this manner should complete a preliminary application form and submit it to the chair of the department in which the course is offered. If the

initial request is approved, students submit a portfolio, prepared in accordance with the portfolio preparation and guidelines to the appropriate department chair. A per credit hour fee is charged for the evaluation of each portfolio submitted. If the portfolio is approved for credit, students receive a special grade that denotes equivalency credit on their transcripts.

## *General Regulations*

No student may register for the first time without first being admitted to the University. Continuing and readmitted students may register online for the following semester during assigned periods using a PIN number obtained from their academic advisors. Two weeks of assigned registration times begin at the start of registration as published in the University Academic Calendar at https://www.wvstateu.edu/academics/academic-calendar.aspx. Continuing and readmitted students are urged to meet with their advisors and register during their assigned times to be assured of the best selection of courses. ***All seniors are allowed to register for classes, along with Veteran/Service member students and other designated special populations, then all juniors, then all sophomores, and then all freshmen.** Open registration begins each semester following the two weeks of assigned times. First-time college students and transfer students enrolling for the fall semester may register through the Summer New and Transfer Student Orientation Program. In-person registration dates on campus also are scheduled just before the start of classes each semester for new and transfer students who did not register through the summer program. Transient students may register in person from the beginning of open registration each semester upon presentation of an appropriate transient form from the home institution. Registration after classes begin may be subject to a late registration fee. No credit is given for a course in which a student is not duly registered.
For exceptions to registration requirements including academic load, please contact the office of the Registrar.

## *Academic Load & Schedule Information*

A full-time undergraduate student may enroll for 12 to 19 credit hours per semester. With permission of the Provost and Vice President for Academic Affairs, students may take up to 21 hours if they have a cumulative GPA of 3.25 or make the President's or the Deans' List two successive semesters.
Students on academic probation are limited to a maximum of four courses (i.e., 12-14 hours) per semester.

During summer session, a full-time undergraduate student may enroll for 9-10 credit hours.
Students on academic probation are limited to a maximum of two courses (i.e., 6-8 hours) during summer session.

During the summer session, the normal load permitted is one class during a four-week session and two classes during an eight-week session.
Students on academic probation may carry only one class at a time during summer session.

Graduate Student Academic Load
9 hours is considered full time for Graduate students
Graduate Students may register for up to 12 credit hours per semester.

**Schedule Changes and Withdrawals**
Students may change their schedules (e.g., add courses, drop courses, change sections of courses) per the published dates in the academic calendar. Changes may be made via MyState, via online forms located on the Office of the Registrar webpage, or in person at the Office of the Registrar in Ferrell Hall.

After the close of the add/drop period, students may withdraw from classes or the university during the withdrawal period published in the academic calendar. All requests must be made via online forms found at the Office of the Registrar webpage. Filing this completed online form with the Office of the Registrar is the only official procedure for changing a student's schedule after the extended add/drop period.

W is a grade given when a student has properly withdrawn during the dates published in the academic calendar. No withdrawals are permitted after the published deadline. Failure to attend classes does not constitute an official drop or withdrawal from the course(s).

**Administrative Drop**
At the discretion of the Provost and/or the Vice President of Student Affairs, students may be administratively dropped from courses for reasons including, but not limited to, cases of emergency, conduct issues, attendance related issues, non-payment, failure to complete financial aid processing, failure to meet academic requirements, etc.

**Administrative Withdrawal**
At the discretion of the Provost and/or the Vice President of Student Affairs, students may be administratively withdrawn from courses for reasons including, but not limited to, cases of emergency, conduct issues, attendance related issues, non-payment, failure to complete financial aid processing, failure to meet academic requirements, etc.

**Pass-Fail Option**
Students in good standing may choose to take one elective course per semester on a pass-fail basis. A maximum of four such courses may be credited toward graduation. Once a student has started a course under the pass-fail option, he/she may not request a letter grade. Pass-fail option forms must be filed with the Registration and Records Office at the time of registration. To receive a grade of P, the student must have earned a grade of D or above in the course. Courses taken on a pass-fail basis will not satisfy requirements for major or cognate courses except for courses that are offered only on a pass-fail basis.

**Courses by Special Arrangement**
Students of superior scholarship may enroll in certain courses without the formality of class attendance. Such registration is subject to the following policy guidelines:
1. The student must have senior standing or have completed 90 credit hours;
2. The student must have a 3.0 grade point average in all courses taken;
3. The student must read the regular assignments, take all examinations, write all papers, meet with the instructor on a regular basis and meet other requirements normally expected of students in the course;
4. The student must register for the course by arrangement. Records of such arrangements should be kept in the office of the department chair;
5. The course must be one required for the student's degree. Electives cannot be taken by arrangement;
6. There should be no opportunity to enroll normally in the course before graduation;
7. No more than one course can be taken by arrangement in one semester, and no more than two should be taken by arrangement in the senior year;
8. The instructor must be willing to offer the course by arrangement and must be one who has taught, or is scheduled to teach, the course.

At the time of registration, a special form must be completed and signed by the instructor, the department chair and the college dean. One copy of the form must be submitted to the Office of the Registrar.

**Auditing Courses**
The purpose of auditing a course is to gain knowledge in a particular area of interest without receiving a grade for the course. Persons wishing to audit classes may do so under the following conditions:
- An audited course carries no credit. It will be recorded on the transcript with an AUD;
- In laboratory courses or courses with significant hands-on components, priority for registration will be given to students to be enrolled for credit;
- Courses in the student's major or minor areas may not be audited;
- If the auditor is a part-time student, full fees must be paid for the audited course;

- If the auditor is a full-time student, no additional tuition will be charged for the audited hours but is subject to possible course fees. After the first 12 hours of regular-credit courses, the audited hours will be counted as part of the student's maximum permissible semester course load;
- Audited courses do not count toward graduation;
- Students choosing to audit courses may change to a graded enrollment status, or from a graded enrollment status to audit status, before the published deadline in the academic calendar;
- The auditor has all the privileges of a student taking a course for credit. He/she may do regularly assigned readings, participate in discussions and submit papers. The instructor may allow the auditor to take examinations; however, no grades will be submitted to the University Registrar;
- After auditing a course, if a student finds the course is needed for graduation he/she may request permission from the college dean to enroll in or test out of the course;
- After having audited a course, a student may not test out of or enroll in any lower-level course covering similar subject matter.

### *Retroactive Adjustments to Class Registrations*

Once a semester or summer session has been completed and final grades have been entered into the University database, a student's registration record for that term and billing based on that registration record, are considered complete and final. Academic records are available to students through MyState or by contacting the Office of the Registrar (registration@wvstateu.edu) Students must monitor their MyState accounts and be responsible for knowing the status of their information in the University database. Therefore, once a term is complete, students

- will not be able to add, drop, or withdraw from any or all classes for that term;
- will not be able to have registration reinstated if canceled for non-payment; and,
- will continue to be expected to pay for all classes for which they were officially registered, regardless of attendance.

Students are advised to monitor their official registration information as posted on MyState on a regular basis. Students are encouraged to review this information after they register for classes, at the time of financial aid disbursement, and following the posting of final grades.

**Students who have been dropped for non-payment have exactly one business week (5 business days) in which to clear financial obligations for reinstatement.** Questions regarding registration status may be directed to the Office of the Registrar (registartion@wvstateu.edu) at any time, but should be raised no later than 30 days following the last day of classes for the term in question.

### *Grades & Grading Systems*

Using the guidelines and policies contained in this section of the catalog, the professor for each course establishes how grades will be calculated. The syllabus for each course will explain the method of arriving at the grade for that course. Students should anticipate variations in method as they take classes from different faculty members.

**Grading System**

West Virginia State University has adopted the following grading system:

| | | | |
|---|---|---|---|
| A | Superior | AUD | Audit |
| B | Good | Q | No Grade Submitted |
| C | Average | S | Satisfactory |
| D | Below Average | CR | Credit Awarded |
| F | Failure | K or P | Credit by CLEP or other approved examination |

| | | | |
|---|---|---|---|
| P | Pass | NC | No Credit Awarded |
| I | Incomplete | U | Unsatisfactory |
| W | Withdrawal | | |

**Grades Issued for Developmental Courses**

Enrollment in college-level courses in English and mathematics requires demonstration of a certain minimum level of proficiency as indicated by scores on ACT or SAT examinations, or scores on one of several placement instruments approved by the West Virginia Higher Education Policy Commission, or by a minimum grade of C in a developmental course taken at an institution which offers these courses. The University records grades in developmental courses on the student's transcript to create an official record of the student's eligibility for college-level English and mathematics courses at West Virginia State University.

Institutions, including West Virginia State University, that offer developmental courses in English and mathematics commonly designate these courses by course numbers beginning with 0 (e.g., MATH 020; ENGL 020, ENGL 099). Developmental grades are now among those identified with an E, which means excluded on the transcript. As the E indicates, developmental grades and credit hours are not included in determining official semester or cumulative grade point averages and credit hours earned in developmental courses are not included as degree credit.

**Guidelines for Request of Grade of Incomplete**

A grade of Incomplete (I) extends the deadline for completion of coursework for a specified time beyond the end of the semester when circumstances such as serious illness or other circumstances beyond the normal control of the student prevent the completion of all course requirements. A request for an Incomplete must be initiated by the student to the instructor. If the instructor determines that a grade of Incomplete is appropriate, the instructor should fill out a Grade Form. The dean of the college in which the course resides must approve this form. The completed form must indicate the reason for the Incomplete, the amount of work already completed and the grade earned to date, the work to be finished, the deadline for completion, and the grade that will automatically be entered if the work is not completed by the specified date. The deadline for completion of coursework is set by the instructor and cannot extend beyond the published deadline in the academic calendar of the following semester. The student is expected to complete the coursework with a minimum of further assistance from the instructor. A grade of Incomplete cannot be made up by retaking a course.

A grade of Incomplete is not automatically granted. Approval will be based on significant work having been completed at a passing level and valid reasons for inability to complete coursework by the end of the semester. Since students may withdraw without a grade penalty as per the published deadline in the academic calendar, a grade of Incomplete is ordinarily appropriate only for circumstances arising after the end of the official withdrawal period. An instructor's determination that a grade of Incomplete is not appropriate cannot be appealed. If the instructor determines that a grade of Incomplete is not appropriate, the student may seek approval for a late withdrawal from a course from the Office of the Registrar. Approval for such a late withdrawal is the exception and is limited to extraordinary circumstances over which the student has no control.

## *Final Examinations*

In addition to examinations given during the semester, final examinations in all subjects are to be given in the final examination period at the end of each semester.

## *Grade Reports*

Faculty are responsible for entering all grades, advisory, midterm and final grades using MyState by the prescribed published deadline in the Academic Calendar.

Midterm and final grades are available to the student online through MyState as well as MyDegree. Grades may also be obtained by requesting a transcript from the Office of the Registrar either in-person or via website. Final grades are posted in a timely manner at the conclusion of the semester.

FOUR WEEK GRADES: On Monday at noon of the 5th week of Fall/Spring classes, faculty enter the last date attended for each student. If a student never attended or participated in class, faculty enter a grade of "Q" and leave the date black. For students making unsatisfactory progress, faculty enter a grade of "F." For students who receive a grade of "F", the actual date of attendance should be reported.

MID-TERM GRADES: The midterm grading deadline is published in the academic calendar. During this reporting, faculty should enter the appropriate grade for each student. The faculty also enter the date each student last attended class. If a student never attended, faculty enter a grade of "Q" and leave the date blank.

FINAL GRADES: The final grading deadline is published in the academic calendar. During this final reporting, faculty enter the appropriate final grade for each student. If a student receives a "F," faculty enter the date the student last attended or participated in class. No date later than the last day of class for the corresponding part-of-term, excluding finals week, should be entered. A final grade of "Q" should ONLY be used for late start part-of-term courses for students who never attended.

## *Grade Point Average (GPA)*

The grade point average is computed on all work for which the student has registered except for developmental courses and courses with grades of P, W, K, AUD, S, U, CR, or NC and is based on the following quality point values for each semester hour of credit:

| | | | | | |
|---|---|---|---|---|---|
| A | = | 4 | D | = | 1 |
| B | = | 3 | F | = | 0 |
| C | = | 2 | | | |

To calculate the Grade Point Average (GPA) for the current semester, multiply the quality point value for each grade received by the number of credits for that course. Determine the GPA by dividing the total credits attempted into the total quality points.

To calculate the cumulative GPA, multiply the quality points for the grade in every course taken by the number of credits in each course. Determine the GPA by dividing the quality points by the total credits.

Students with a GPA of less than 2.0 will have a quality point deficiency. To calculate the extent of the deficiency, multiply the total number of credits attempted by two. That total is the number of quality points required to have a 2.0 GPA. Then subtract the quality points actually earned from the total required to have a C average. This difference is the quality point deficiency.

## *Repeating Courses*

The following is taken from Series 22, *Grade Point Average for Associate and Baccalaureate Degrees* of the WV Higher Education Policy Commission. Revisions to Section 3.1 of the Series caps course repeats at 21 credit hours:

> 3.1. If a student earns a grade of "D" or "F" (including failures due to regular and/or irregular withdrawal) on a course taken prior to the receipt of a baccalaureate degree, and if that student repeats this course prior to the receipt of the baccalaureate degree, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining the grade point average. The original grade shall not be deleted from the student's record. In upper division courses, a student may formally repeat up to eight credit hours, of a grade of "C", with the written permission of the appropriate head of the academic unit where the student's major is housed. The privilege of the "D" and "F" repeat is capped at 21 credit hours, including any request for a "C" repeat in an upper division course.

Additional repeated courses outside the above prescribed "D/F" repeat policy are not permitted to count toward graduation. Students may not receive duplicated credit from the same course, unless specifically noted in the course description and may not exceed the hours specified in such description. While credit hours will be removed, the course and grade are still calculated in cumulative GPA.

## *Discretionary Academic Forgiveness*

Consistent with the West Virginia Higher Education Policy Commission's Title 133 Procedural Rule, Series 22 Sections 4 and 5, West Virginia State University will extend academic forgiveness related to grade-point averages required for graduation to students under the following listed conditions. This policy pertains only to graduation requirements and not to such requirements for professional certification, which may be within the province of licensing boards, external agencies, or the West Virginia Board of Education. A student who has grades of F and/or D may petition the Office of the Registrar by completing the online form found under the Office of the Registrar webpage. Students may petition to disregard the grades for the purpose of computation of the cumulative grade point average only under the following conditions:

- Only F and/or D grades from courses taken at least four years prior to the request may be disregarded for grade-point computation. A student must choose to keep all D grades or have all eligible D grades forgiven;
- When F and/or D grades are disregarded for grade point average computation, these grades will not be deleted from the student's official transcript;
- Students who elect to remove eligible grades of "D" will have such grades and any attached earned credit hours disregarded for purposes of grade point average computation;
- The student requesting academic forgiveness must not have been enrolled in any college or university on a full-time basis (i.e., 12 or more credit hours) during any semester or term in the previous four years. If the student has enrolled on a part-time basis (i.e., less than 12 credit hours) during the specified years, the student must have earned at least a grade point average of C in all coursework attempted;
- To apply for academic forgiveness, a student must be currently enrolled and must complete the appropriate online form found on the Office of the Registrar webpage. The student must certify that he/she has not been enrolled as a full-time student at any college or university for four consecutive years prior to the request;
- Once the student applicant has completed 12 credit hours of required courses at West Virginia State University (not including developmental courses) with no grade lower than a C and has submitted the appropriate form, the Registrar will calculate the student's GPA. The University Registrar will then grant the academic forgiveness for the F grades as well as the D grades if the student so requests, which the student earned at least four years earlier.

***Appeals of Final Grades***

A student who believes that the final grade as posted for a particular class does not accurately reflect their performance, as determined by the grading procedure outlined on the class syllabus, may wish to appeal the final grade.

Before officially appealing a grade, the student must first ask the instructor for an informal review. Often, an oral discussion clarifies the student's questions and resolves the issue; if an error is found, the instructor can correct it via the online Grade Report form on the Office of the Registrar's webpage. If the issue remains unresolved after this informal review, the student may initiate an official appeal and must closely monitor the process and all associated deadlines.

A student initiates an official appeal of a final grade by obtaining a Final Grade Appeal Form from the Office of the Registrar webpage under Student Forms or from the office of the college dean. The student should complete and sign the student portion of the form and submit it simultaneously to the instructor, Dean of the College, and Academic Program Associate at their WVSU email.

- This appeal must be initiated within the first 30 days after the first day of classes of the next regularly scheduled semester.
  - For grades assigned for a fall semester, it is no later than 30 days into the following spring semester; for grades assigned for spring semester or summer session, no later than 30 days into the following fall semester.
- The instructor must respond to the Final Grade Appeal Form with a decision within five business days of receiving it.
  - Appeals initiated during instructor breaks in December and summer months must be responded to within five business days of the start of classes of the following semester.
- If the instructor fails to respond within 5 business days of receiving the request or within 5 days of the start of following term classes if the appeal was filed during an instructor break, the student should submit the appeal to the chair.
  - The process will follow the same steps below beginning with B-3.
- In cases involving a faculty member who has left the University, either permanently or for an extended leave of absence, the student should submit the Final Grade Appeal Form to the department chair within the first 30 days after the first day of classes of the next regularly scheduled semester.
  - The process will follow the same steps below beginning with B-3.

**A. If the appeal is granted:**

1. The instructor indicates the reason(s) for the change on the Final Grade Appeal Form, signs and submits the form to the Student, dean, and Academic Program Associate.

2. The instructor initiates a Grade Report Form from the Registrar's Website to complete the official change of grade in the student's record.

**B. If the appeal is not granted:**

1. The instructor indicates the reason(s) for denying the appeal on the Final Grade Appeal Form and submits the form to the student, dean, and Academic Program Associate. No new written material may be added by either the student or the instructor beyond this point except at the request of those hearing an appeal.

2. The student may appeal the instructor's decision by forwarding the Final Grade Appeal Form to the department chair no later than five business days following receipt of the Final Grade Appeal Form with the instructor's decision.

3. Upon receiving the Final Grade Appeal Form, the department chair should attempt to resolve the matter. The department chair may base the decision on the documentation provided on the Final Grade Appeal Form or may choose to gather additional information from the student, the instructor, or other relevant sources.

Within 5 days of receiving the appeal, the chair indicates the reason(s) for approving or denying the appeal on the Final Grade Appeal Form and submits the form to the student, instructor, dean, and Academic Program Associate. No new written material may be added by either the student or the instructor beyond this point except at the request of those hearing an appeal.

If approved, the Chair initiates a Grade Report Form from the Registrar's Website to complete the official change of grade in the student's record.

4. If there is no satisfactory resolution of the matter at the department chair level, the student may request an additional appeal directly from the dean no later than five business days after receiving the chair's decision.

5. The college dean may (a) decide the case directly based on the documentation provided on the Final Grade Appeal Form, (b) choose to gather additional information from the student, the instructor, or other relevant sources, or (c) request the Academic Appeals Committee (AAC) to hear the case and submit an advisory opinion on the appeal.

5.1. Within 5 days of receiving the appeal, the dean indicates the reason(s) for approving or denying the appeal on the Final Grade Appeal Form and submits the form to the student, instructor, and Academic Program Associate.
If approved, the dean initiates a Grade Report Form from the Registrar's Website to complete the official change of grade in the student's record.

5.2. If the case is referred to the AAC for an advisory opinion, the college dean must refer the case to the committee within five business days after receiving the appeal. The AAC in turn must convene to hear the case within five business days after receiving an appeal from the college dean.

- The instructor and the student have the opportunity to present their reasoning at a hearing before the committee.
- Each party may be accompanied by an advisor of choice from the institution. Such an advisor may consult with but may not speak on behalf of the student or faculty member or otherwise participate in the proceedings, unless given specific permission to do so by the AAC Chair.
- Within five business days after the hearing, the AAC must convey its advisory opinion on the Final Grade Appeal Form to the college dean who distributes copies of the Final Grade Appeal Form to all parties.
- If approved, the dean initiates a Grade Report Form from the Registrar's Website to complete the official change of grade in the student's record.

6. If there is no satisfactory resolution of the matter at the college level from the dean or AAC, the student may request a final appeal directly from Academic Affairs no later than five business days after receiving the dean's decision. The student will notify the dean of their final appeal request.

7. The dean will forward the signed Final Grade Appeal form and all related documentation to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs may (a) decide the case directly based on the documentation provided on the Final Grade Appeal Form, (b) choose to gather additional information from the student, the instructor, or other relevant sources.

8. Within five business days of receiving the Final Grade Appeal Form, the Provost and Vice President for Academic Affairs indicates the reason(s) for approving or denying the appeal on the Final Grade Appeal Form and

returns the form to the college dean.

9. If the appeal is granted, the college dean initiates a Grade Report form to change the grade officially in the student's record.

10. The college dean distributes copies of the Final Grade Appeal Form to all parties.

11. The decision of the Provost and Vice President for Academic Affairs is final.

### *Finality of Grades*

The awarding of a degree is based on grades of record at the time the degree is awarded. Once a student, therefore, has been awarded a degree by the University, all grades used to award a degree are final and may no longer be appealed or changed.

### *Recognition of Academic Achievement*

The University wishes to encourage and recognize students who demonstrate achievement of high academic standards. The possibility of membership in academic honorary societies is mentioned elsewhere in this catalog. Other forms of recognition include:

**President's List**
Each semester the President's List recognizes those students who achieved a 4.0 grade point average in 12 or more graded hours for that semester. Developmental courses and courses with grades of P, K, S, or CR do not count toward the 12 graded hours required for eligibility.

**Deans' List**
Each semester the Deans' List recognizes those degree-seeking students who achieved a 3.25 grade point average in 12 or more graded hours for that semester. Developmental courses and courses with grades of P, K, S, or CR do not count toward the 12 graded hours required for eligibility for the Deans' List.

**Graduation with Honors**
Students who complete the requirements for a baccalaureate degree and earn at least 60 resident hours of credit in the West Virginia Higher Education Policy Commission system are eligible for graduation with honors as follows:

| Honors Distinction | Cumulative **GPA** |
|---|---|
| cum laude | 3.25-3.49 |
| magna cum laude | 3.50-3.74 |
| summa cum laude | 3.75-4.00 |

Students graduating with a second baccalaureate degree will graduate with distinction if they complete a minimum of 30 resident hours of credit beyond the initial baccalaureate degree with a cumulative grade point average of 3.50 or greater.
Students seeking dual degrees must also complete 30 resident hours beyond the first degree choice. For these students (receiving two degrees simultaneously) with a GPA of 3.25 and above will qualify for the latin honor categories above.
Undergraduate students meeting the requirements above for honors will be provided a ceremonial honor cord by the University Registrar prior to commencement.

## ***Degree Requirements & Graduation***

**Student Responsibility for Graduation Requirements**
Students are responsible for knowing and fulfilling requirements for graduation to include applying for graduation as outlined in the section below. Accordingly, they should carefully read the catalog and curriculum requirements. The University cannot assume responsibility for failure of students to fulfill catalog and curriculum requirements. If questions arise about requirements, students should consult with the appropriate department chair, college dean or the University Registrar several semesters prior to graduation. With reasonable notice, the University may modify degree requirements.

**Requirements for Graduation**

1. Apply for graduation by completing the online graduation application no later than the prescribed deadline in the Academic Calendar, located *one semester prior* to the final term of *expected* completion;
2. A cumulative grade point average of 2.0 (i.e., a C average) on all work attempted with the exception of developmental courses and courses with grades of P, K, W, AUD, S, and CR;
3. A cumulative grade point average of 2.0 in major and minor (if applicable) courses. The department will identify the courses that count toward the major and the major cumulative grade point average. Departments may require a higher GPA for required degree courses; or in certain majors.
    a. Completion of the total number of hours required in the curriculum elected, excluding duplicated credit for repeated courses. 120 minimums for Bachelor Degrees

b. 30 minimums for Graduate Degrees
4. All grades of I, IP and Q must be satisfied before graduation;
5. The necessary residence requirement for a degree, minimum of 30 credit hours (excluding Regents Bachelor of Arts program.);
6. Payment of all outstanding financial obligations to the University, including the non-refundable Graduation Application fee.

**Application for a Degree**

Every student must complete the online application by the published deadline in the Academic Calendar located **one semester prior to the final expected term of completion.**
If students are unsure they should reach out to their advisor. There is no penalty for applying and not completing requirements as expected. For students who do not meet all requirements for graduation by the end of the expected term, the application is denied. Therefore, the student must re-apply.

The application as well as additional details concerning graduation and commencement are maintained and published on the "Graduation & Commencement" webpage, under the "Academics" menu.
The site and application are also linked on the Office of the Registrar's webpage, located under the "Academics" menu. .
All students will be charged a non-refundable graduation application fee upon completing the application, unless re-applying. This is a fee for graduation application processing and is charged to *all* students regardless of participation in a ceremony. Students whose application was denied and must re-apply, will not be charged another fee. The fee will roll over and remain active on the students account until the degree is finalized and awarded.

Students will be provided a link to order regalia at the end of the application. Students are responsible for ordering their personalized sizes via the provided link prior to the published deadlines for each ceremony. Each student is permitted one regalia set: cap, gown, tassel, and if applicable hood or honor cord as well as guest tickets at no additional charge.

Other additional incurred charges may be applied to student:
- Students may elect "Homeship" for personalized shipping to their door but will be responsible for the additional shipping.
- Ordering additional regalia beyond permitted amount, will result in the full retail price added to the students' account.

Students may not participate in the commencement ceremony without proper regalia.
The graduation application fee and any outstanding balances, or holds mentioned above must be paid or resolved prior to the release of transcripts or diplomas.

**Graduation Participation**

Once the student applies for graduation. Students will receive information regarding participation in commencement; however, participation in commencement does not indicate degree completion.

Students who fail to complete their academic responsibilities during the final semester must complete all degree requirements and complete a new graduation application before the University confers a degree.

The application as well as additional details concerning graduation and commencement are maintained and published on the "Graduation & Commencement" webpage, under the "Academics" menu.

The site and application are also linked on the Office of the Registrar's webpage, located under the "Academics" menu. .

**Residence Requirements for a Degree**

Candidates for graduation with a bachelor's degree are normally required to complete the last 30 hours at this University. Students in good standing who have earned a minimum of 64 hours in this University may take up to half of their last 30 hours at another institution with prior permission of the college dean and the chair of the major department. A transient student form is to be processed.

A student completing at least 90 credit hours of a pre-medical, pre-dental, pre-law or pre-veterinary medicine course of study at this University may become a candidate for the bachelor's degree upon graduation from an approved medical, dental, law, pharmacy, or veterinary college and submission of a graduation application..

**Second Degrees**

Students holding a degree may want to broaden their educational background by earning a second bachelor's degree at West Virginia State University. Students holding a bachelor's degree from West Virginia State University or any other accredited college or university may qualify for a second bachelor's degree by completing the following at this University:

- a minimum of 30 semester hours after the initial degree and;
- the specific requirements for the major and cognate areas of the additional degree and application.

**Awarding of Posthumous Degrees**

West Virginia State University may grant a degree to undergraduate and graduate students posthumously if the Provost and Vice President of Academic Affairs deems that the student has completed sufficient coursework to earn a degree upon the recommendation of the dean of the college. This honor is in recognition of the academic achievement of the student prior to his or her death, and it is a way of recognizing this accomplishment. If approved, the Provost and Vice President of Academic Affairs will instruct the University Registrar to award the degree posthumously during the appropriate commencement exercise.

***Probation & Suspension***

1. A student whose cumulative scholastic record shows a deficit of 12 or more quality points is automatically placed on academic probation;
2. A probationary student who becomes deficient in 18 or more quality points may be suspended for at least one semester;
3. A student on probation is expected to reduce his/her deficiency each session enrolled;
4. A student on academic probation may not enroll in more than four courses (i.e., 12-14 credit hours) per semester;
5. The University may not accept coursework taken at another institution while on academic suspension from the West Virginia State University;
6. A third suspension for poor scholarship may result in permanent dismissal from the University.

***Appeal of Academic Suspension or Dismissal***

A student who wishes to appeal an academic suspension or dismissal from the institution for academic reasons may do so by addressing a request in writing or by email to the University Registrar by the deadline posted in the suspension email/letter.

1. The request should set forth the reasons why the student believes the suspension or dismissal should be set aside and a plan for improving their academic performance if approved;

2. The University Registrar will submit all appeals to the Provost and or designee for review. At this time, the University may request additional information from the student and may request the student obtain a recommendation regarding the appeal from other appropriate persons (e.g., departmental advisor or chair, student services staff person, etc.);
3. The Provost and Vice President for Academic Affairs or designee will assemble an Academic Probation/Suspension Appeal Committee. The committee will review the documentation and decide to either approve or deny the appeal. The University Registrar will inform the student of the decision regarding the appeal;
4. Students who are approved will be placed on Academic Probation and will be limited to 14 credit hours; Approved appeal students will remain on Academic Probation until their grade point average allows them to be upgraded to "Good Standing." If the student's academic performance does not improve, he/she will be placed on Academic Suspension.

**Academic Dismissal and Reinstatement**

When a student is academically dismissed from WVSU, he/she is not eligible to register with any campus or program of the University. To become eligible for registration once again, he/she must complete the Application for Readmission prior to the desired date of reinstatement. Applications for Readmission must be filed by the following deadlines:

Fall Semester

April 1st - Students who have been out one or more semesters and want to return for the Fall Semester.

June 15th - Current semester students on dismissal at the end of the Spring Semester and want to return for the Fall Semester.

Spring Semester

November 1st - Students who have been out one or more semesters and want to return for the Spring Semester.

January 5th - Current semester students on dismissal at the end of the Fall Semester and want to return for the Spring Semester.

Applications received after the deadlines indicated above will be considered for the next session. Applications may be obtained online in the Office of the Registrar webpage.

A student wishing to transfer to another program at WVSU must wait until reinstatement has been granted before applying for admission to that program. WVSU will not normally grant reinstatement until at least one semester has elapsed from the time of the student's dismissal.

A student who is reinstated after academic dismissal will be on academic probation. The same conditions of probation may be imposed on any student who seeks admission by transfer from another university or college and whose record at the previous school warrants this action.

Any appeal concerning the regulation governing academic probation or academic dismissal shall be directed to the Office of the Provost and Vice President for Academic Affairs, which is empowered to grant relief in unusual cases if the circumstances warrant such action.

No student on academic probation is permitted to register for more than fourteen (14) semester hours. Students on probation are urged to work with a faculty advisor before registering in order to take full advantage of the exceptions and special provisions.

***Academic Honesty Policy for Graduate and Undergraduate Studies***

Academic honesty and integrity lie at the heart of any educational enterprise. West Virginia State University (WVSU) is committed to the values of academic honesty and integrity, and to ensuring that these values are reflected in behaviors of the students, faculty, and staff.
WVSU is committed to the prevention of academic dishonesty. To reinforce that commitment, information, including definitions and examples of academic dishonesty, will be published in the WVSU Student Handbook and the university catalog. The intention of this information is to prevent acts of academic dishonesty. Prevention is the primary goal of the University and the Office of Academic Affairs in particular.

Academic dishonesty is any attempt by a student to: 1) submit work completed by another person without proper citation or 2) give improper aid to another student in the completion of an assignment, such as plagiarism. No student may intentionally or knowingly give or receive aid on any test or examination, or on any academic exercise that requires independent work. This includes, but is not limited to using technology (i.e., instant messaging, text messaging, or using a camera phone) or any other unauthorized materials of any sort, or giving or receiving aid on a test or examination without the express permission of the instructor.
When there is evidence that a student has disregarded the University's Academic Dishonesty Policy, that student will be subject to review and possible sanctions. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises.

One form of academic dishonesty is plagiarism. Plagiarism is intellectual larceny: the theft of ideas or their manner of expression. Students are urged to consult individual faculty members when in doubt. Because faculty and students take academic honesty seriously, penalties for violation may be severe, depending upon the offense, as viewed by the committee selected by the appropriate Dean to review such matters. The minimum sanction for cases of proven cheating is left to the instructor. Instructors will explain procedures for taking tests, writing papers, and completing other course requirements so that students may fully understand their instructor's expectations.

One of the objectives of WVSU is to promote the highest standards of professionalism among its students. The integrity of work performed is the cornerstone of professionalism. Acts of falsification, cheating, and plagiarism are acts of academic dishonesty, which show a failure of integrity and a violation of our educational objectives; these acts will not be accepted or tolerated. The following definitions and guidelines should be followed:

1. Falsification is unacceptable. Falsification includes but is not limited to
    a. creating false records of academic achievement;
    b. altering or forging records;
    c. misusing, altering, forging, falsifying, or transferring to another person, without proper authorization, any academic record;
    d. conspiring or inducing others to forge or alter academic records.

2. Cheating is also unacceptable. Cheating includes but is not limited to
    a. giving answers to others in a test situation without permission of the tester;
    b. taking or receiving answers from others in a test situation without permission of the tester;
    c. having possession of test materials without permission;
    d. taking, giving, or receiving test materials prior to tests without permission;
    e. having someone else take a test or complete one's assignment;
    f. submitting as one's own work, work done by someone else;
    g. permitting someone else to submit one's work under that person's name;
    h. falsifying research data or other research material;
    i. copying, with or without permission, any works, (e.g., essays, short stories, poems, etc.), from a computer hard drive or discs and presenting them as one's own. This is to include internet sources, as well.
3. Plagiarism as a form of cheating is also unacceptable. Plagiarism is the act of presenting as one's own creation

works actually created by others. Plagiarism consists of

a. taking ideas from a source without clearly giving proper reference that identifies the original source of the ideas and distinguishes them from one's own;

b. indirectly quoting or paraphrasing material taken from a source without clearly giving proper reference that identifies the original source and distinguishes the paraphrased material from one's own compositions;

c. directly quoting or exactly copying material from a source without giving proper reference or otherwise presenting the copied material as one's own creation.

Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include, but are not limited to, suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the reviewers believe to be appropriate.

## ***Academic Dishonesty Procedures & Appeal***

Students accused of plagiarism and other forms of academic dishonesty will be given due process. When an instructor believes that a student has committed plagiarism or other acts of academic dishonesty, the following steps will be taken:

1. A faculty member who has sufficient reason to believe that a student is guilty of academic dishonesty will notify and subsequently meet with the student within five calendar days from the time the alleged academic dishonesty is discovered.

2. Prior to the initial meeting of the faculty member and the accused student, the faculty member should check the files on academic dishonesty kept in the office of the Vice President for Academic Affairs to determine whether the student has been previously disciplined for academic dishonesty. The University reserves the right to impose more severe disciplinary action against a student who is a repeat offender or who has previously been found guilty of egregious incidents of cheating.

3. At the initial meeting the student will be given the complete and detailed charges in writing, and an opportunity to respond to the faculty member regarding the charges.

4. If the student wishes, he/she may submit a written response to the charges. This response must be delivered to the aforementioned faculty member within five calendar days of the initial meeting.

5. If the student admits to the charge of academic dishonesty, and the offense is his/her first offense, he/she will be asked to sign a statement consenting to the punishment imposed. Consent statements will be filed with the appropriate records in the Office of the Vice President for Academic Affairs. For first offenses, the punishment will be at the discretion of the instructor. If the student refuses to sign the consent form, the faculty member will proceed to the next step in the process.

6. The faculty member will notify the student whether or not the matter will be taken to the next step in the process within five calendar days of receiving from the student a written response to the charges. The student shall file his/her written response with the Office of the Vice President for Academic Affairs.
7. If the student does not respond within the time indicated, the faculty member must proceed to the next step in the process. If, upon receiving the written response, the faculty member does not accept the student's explanation, the faculty member is required to send the matter forward to the next level of review.
    i. a. If the case is a repeat offense, the faculty member is also required to send the matter forward to the next level of review.

ii. b. If the case is not a repeat offense and, upon receiving the written response the faculty member does not accept the student's explanation, the faculty member is required to send the matter forward to the next level of review.

8. Once the student has been duly notified of the charges, he/she will not be permitted to drop the course, but will continue as a student, completing and submitting all work required throughout the remainder of the semester.

9. The faculty member will notify the department chair and the Dean of his/her findings, and within five calendar days of the notification of the student, forward to the Dean a written explanation of the circumstances, along with copies of any pertinent evidence.

10. The Dean will review the explanation and any supporting evidence, and may at his or her discretion, interview the accused student and/or the faculty member for purposes of clarification and adherence to the University's Academic Dishonesty Policy. If the matter cannot be resolved at that level to the satisfaction of the faculty member bringing the charges, within five calendar days it will then be forwarded to the College's Academic Dishonesty Committee.

11. A five-member committee on academic dishonesty will be appointed by the respective Dean of each school at the beginning of the academic year. It will consist of three full-time tenured faculty, one exempt employee of the University, and one junior or senior level student. In the event that the alleged dishonesty occurred on the graduate level, the student member will be a graduate student. The Dean will appoint the chair of the committee. In order for its actions to be official, at least three members of the committee must be present when decisions are made. The verdict will be decided by the majority, in this case two votes of three. If four or more members are present, the majority shall be three or more votes.
12. A faculty member who has brought or is in the process of bringing charges against a student for academic dishonesty in the current academic year will not be eligible to serve on the committee. The Dean will appoint a replacement.

13. The committee will meet to review cases and to hear any testimony it considers relevant to the matter on dates requested by the Dean. At the meeting, the student will be allowed the opportunity to appear and respond to the charges and answer any additional questions from the committee. All proceedings will be electronically recorded, and the recording will be entered into the academic dishonesty records maintained in the Office of the Vice President for Academic Affairs. In the event of academic dishonesty allegedly occurring during summer sessions or during final work at the conclusion of a semester, the alleged dishonesty charge will be reviewed during the committee's first meeting in the ensuing semester (fall or spring). In the interim, the student will receive a grade of "I."

14. The committee review shall be informal, with neither party represented by an advocate. Witnesses may be asked and/or permitted to make a statement to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public. If the student wishes, he or she may have an associate present for consultation purposes only. Lawyers, parents, or any form of professional advocate may not serve as an associate.

15. The committee shall meet privately at the close of the meeting to decide whether a majority believes a preponderance of evidence supports the allegation of falsification, cheating, or plagiarism.

16. If the allegation is sustained, the committee will also determine whether the standard minimum penalty of failure in the course shall be accompanied by an additional penalty or penalties. If the allegation is not sustained, the student is not guilty of violating the Academic Dishonesty Policy.

17. The records of the proceedings, both written and electronically recorded, are to be kept in the files on academic dishonesty maintained in the Office of the Vice President for Academic Affairs.

18. The committee shall notify, in writing, the student, the instructor, and the Dean within five calendar days of having reached its decision. The decisions of the committee may be appealed on procedural grounds only. All appeals should be made to the Vice President for Academic Affairs, who will then have the following options:
    i. a. affirm the decision and the penalty imposed by the committee;
    ii. b. affirm the decision, but amend the penalty; or
    iii. c. vacate the decision and order a new hearing with a different committee. After a careful review of the record of the proceedings, the Vice President for Academic Affairs will render the final decision of the University.

**Appeal of a Grade Penalty for Academic Dishonesty**

1. A student wishing to appeal a sanction for academic dishonesty should submit the appeal in writing to the chair of the instructor's department within 48 hours of receiving the statement of punishment.
2. Upon receipt of the written appeal, the department chair shall immediately notify the college dean and call a meeting with the faculty member and the student to review the matter. A written record of this meeting shall be filed with the dean.
3. If the student admits guilt in writing, and if the department chair and college dean agree that the instructor's recommended sanction(s) is commensurate with the offense, the issue may be resolved at this level. The dean should be informed of the action taken.
4. If the student denies guilt, or if the department chair, college dean, or student believes that the sanction recommended by the instructor is not commensurate with the offense, and thus no agreement can be reached, the case shall be immediately forwarded in writing to the Provost and Vice President for Academic Affairs.
5. The case may be resolved at the Provost's level, or, if the student requests it or the Provost believes it is warranted, the case may be forwarded to the Academic Appeals Committee within 24 hours.
    a. The student and the faculty member shall each have the right to remove one person from the Academic Appeals Committee.
    b. During the hearing process, the sanction may be held in temporary inactivity and the student is permitted to remain in the classroom pending the outcome of the Committee's deliberations.
6. Within 48 hours of having received the case, the Academic Appeals Committee shall present to the instructor and student a written statement noting;
    a. that a hearing will be held;
    b. the time, date, and place of the hearing;
    c. the names of the persons on the Academic Appeals Committee who will hear the case; and,
    d. a declaration of the charges and the sanction that has been recommended.
7. The decision of the Academic Appeals Committee will be communicated directly to the instructor and the student involved within five days after the case has been received from the provost.
8. If the student is not satisfied with the decision, the student may appeal in writing to the President of the University, whose decision is final.

## ***Misbehavior in an Academic Setting***

An academic setting should be conducive to successful completion of academic activities and free of behavior that impairs their completion. The instructor assigned to a class is responsible for the class setting and has authority to take action when misbehavior occurs within that setting. When misbehavior occurs in an academic setting, it will be the goal of the University to repair the breach this behavior has caused in the academic community for the benefit of all concerned. When the breach cannot be repaired, or the misbehavior is

sufficiently serious, the University may find it necessary to exclude the student from further participation in the class/academic activity or exclude the student from the University.

1. An academic setting is defined as any classroom, laboratory, studio, workshop, field placement, or other site where instruction or hands-on learning experiences are taking place.
2. Misbehavior is defined as instances that defy ordinary means of classroom control and includes, but is not limited to, those listed below:
    a. Disorderly conduct: fights, assaults or battery, public disturbances including verbal abuse and/or profanity.
    b. Destruction of institutional or placement agency property.
    c. Disruption-interference with any institutional activity; interference with the rights of any member of the institutional community; injury or threats of injury to any member of the institutional community.
3. An instructor who encounters student misbehavior in an academic setting and who has a clear perception of danger emanating from this misbehavior should take steps to protect this and other students by calling the Public Safety Office to have the disorderly person removed.
    a. If the person accused of misbehavior represents a clear and present danger in the academic setting, he/she should not be allowed to return to the class or the field experience and may be barred from campus, if necessary, until a determination of appropriate action has been made.
    b. If the student accused of misbehavior does not represent a clear and present danger in the academic setting, he/she may be allowed to return to the class or field experience until there has been a determination of an appropriate response to the misbehavior.
4. The penalty imposed for misbehavior in an academic setting should be determined by the degree of seriousness of the episode and the circumstances that existed at the time. A determination of an appropriate response shall be made by the instructor in consultation with his/her department chair and college dean.
    a. Within 24 hours after the incident has occurred, the instructor shall submit to his/her department chair a complete written statement describing the event, the circumstances surrounding it, and the response that is recommended.
    b. Upon receipt of the written document, the department chair shall immediately notify the college dean and call a meeting with the faculty member and the student to review the matter. A written record of this meeting shall be filed with the dean.
5. If the student admits to the misbehavior in writing, and if the department chair and college dean agree that the response recommended by the instructor is commensurate with the misbehavior, the issue may be resolved at this level, and the provost should receive information related to the action taken.
6. If the student denies guilt, or if the department chair, college dean, or student believe that the sanction recommended by the instructor is not commensurate with the offense, the case shall be immediately forwarded in writing to the provost who will request through the Vice President for Enrollment Management and Student Affairs that the Student Court be assembled to hear the case.
7. From this point the case, including appeals, will be adjudicated in accordance with the procedures of the Student Court.

### *Student Complaint Process*

When a student encounters a problem on campus that he/she does not know how to resolve, he/she should always try to work the problem out by first discussing it with those involved. Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Many problems are resolved when a student makes an appointment with a faculty or staff member and calmly and honestly communicates their concerns. Please visit http://wvstateu.edu/Current-Students/Student-Complaint.aspx to learn more about the student complaint process.

## ACADEMIC CALENDARS

WEST VIRGINIA STATE UNIVERSITY

***FALL Term Calendar, 2025***

***(*Note: Please refer to part of term section for term specific important dates/deadlines)***

**Full Semester - 16 Weeks (Term 1) August 19 - December 13**

**First Semester (FS)**

Monday, June 15 ---------- Graduate Student Deadline to Complete Process for Full Consideration for International Students
Monday, June 29 ---------- Priority Deadline for Fall Financial Aid
Friday, July 31 ---------- Payment Deadline for Registered Students
Monday, August 17 ---------- First Day of Full Term and First 8-Week Classes
Monday/Tuesday, August 17-18 ---------- Late Registration (Late Fee will be Assessed)
Wednesday, August 19 ---------- Last Day to Change to Pass/Fail and Audit
Wednesday, August 19 ---------- Last Day to Change Major to be Effective for Fall
Friday, August 21 ---------- Last Day to Add/Drop Classes
Friday, August 21 ---------- End of 100% Refund Period
Monday, August 24 by Noon ---------- First-Week POA Due
Wednesday, August 26 ---------- First Financial Aid Disbursement
Wednesday, August 26 ---------- Final Deadline for All Official Documents for Provisionally Admitted Students
Monday, September 7 ----------Labor Day Recess – Offices Closed
Monday, September 14 by Noon----------Four-Week POA Due
Friday, September 25 ---------- Spring/Summer Advising PINS Distributed
Friday, October 2----------Deadline to Submit Completed RBA Portfolios for December Graduation
Friday, October 2----------Final 40% of Tuition/Fees Due on 60/40 Installment Plan
Monday, October 5----------Advising for Spring and Summer Sessions Begins
Monday, October 5 – Saturday, Oct. 10 -----Mid-Term Examinations
Tuesday, October 13 by 5pm ---------- Mid-Term Grades/POA Reporting Due
Monday, October 19 ---------- Registration for Spring/Summer Begins for Current Students
Wednesday, October 21 ---------- Graduation Celebration Event
Friday, October 23 ---------- End of Prorated Refund for Complete Withdrawal
Friday, October 23 ---------- Last Day to Withdraw from Classes or University
Friday, October 23 ---------- Last Day to Resolve Incomplete Grades
Monday, November 2----------Open Registration for Spring/Summer Begins
Friday, November 6----------Deadline to Apply for ***May Graduation***
Friday, November 6----------Graduate Student Deadline for Completion of the Application Process for the Spring Semester for Full Consideration of International Students
Monday, Nov. 23 thru Sunday, Nov. 28 ---- Thanksgiving Recess – Offices Closed
Saturday, December 5 ---------- Last Day of Classes
Saturday, Dec. 5 thru Thursday Dec. 10 ---- Final Exams
Saturday, December 12----------Commencement
Monday, December 14 by 5pm ----------Grades/POA Reporting due in Registrar's Office

**Parts of Term**

*If enrolled in part of term class and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund.*

**First Eight Weeks (F8), August 17 – October 9**

Monday, August 17 ---------- First Day of Class
Monday/Tuesday, August 17-18 ---------- Late Registration (Late Fee will be Assessed)
Tuesday, August 18 ---------- Last Day to Add Classes
Friday, August 21 ---------- Last Day to Drop Classes
Friday, August 21 ---------- End of 100% Refund Period
Friday, September 18 ---------- End of Prorated Refund for Complete Withdrawal
Friday, September 18 ---------- Last Day to Withdraw from Class
Thursday, October 8 ---------- Last Day of Class
Friday, October 9 ----------Final Exams
Tuesday, October 13 by 5:00pm ---------- Final Grades Due in Registrar's Office

**Second Eight Weeks (S8), October 12 - December 11**

Monday, October 12 ---------- First Day of Class
Monday/Tuesday, October 12-13 ---------- Late Registration (Late Fee will be Assessed)
Tuesday, October 13 ---------- Last Day to Add/Drop Classes
Tuesday, October 13 ---------- End of 100% Refund Period
Wednesday, October 21 ---------- Financial Aid Disbursement
Tuesday, November 10 by Noon----------Mid-Term Grades/POA Reporting Due
Friday, November 13 ---------- End of Prorated Refund for Complete Withdrawal
Friday, November 13 ---------- Last Day to Withdraw from Class
Thursday, December 10 ---------- Last Day of Class
Friday, December 11----------Final Exams
Monday, December 14 by 5:00pm----------Final Grades Due in Registrar's Office

## WEST VIRGINIA STATE UNIVERSITY

***Spring Term Calendar, 2026***

***(*Note: Please refer to part of term section for term specific important dates/deadlines)***

**Full Semester - 16 Weeks (Term 1) January 13 - May 9**
**Second Semester (FS)**

Friday, December 11 ----------Priority Deadline for Spring Financial Aid
Monday, January 04 ----------Payment Deadline for Registered Students
Monday, January 11 ----------First Day of Full Term and First 8-Week Classes
Monday/Tuesday, January 11-12 ----------Late Registration (Late Fee will be Assessed)
Wednesday, January 13 ----------Last Day to Change to Pass/Fail and Audit
Wednesday, January 13 ----------Last Day to Change Major to be Effective for Spring
Friday, January 15 ----------Last Day to Add/Drop Classes
Friday, January 15 ----------End of 100% Refund Period
Monday, January 18 ----------Dr. Martin Luther King, Jr. Holiday – Offices Closed
Tuesday, January 19 by Noon ---------- First-Week POA Due
Wednesday, January 20 ----------Final Deadline for All Official Documents for Provisionally Admitted Students
Wednesday, January 20 ----------First Financial Aid Disbursement
Monday, February 8 by Noon---------- Four-Week POA Due
Friday, February 19---------- Fall Advising PINs Distributed

Friday, February 26---------- Deadline to Submit Completed RBA Portfolios for May Graduation
Friday, February 26---------- Final 40% Tuition/Fees Due on 60/40 Installment Plan
Monday, March 1----------Advising for Fall Semester Begins
Monday, March 1 – Saturday, March 6------ Mid-Term Examinations
Monday, March 8 – Sunday, March 14------Spring Break
Monday, March 15 ---------- Registration for Fall Begins for Current Students
Tuesday, March 16 by 5pm ---------- Mid-Term Grades/POA Reporting Due
Wednesday, March 24 ---------- Graduation Celebration Event
Friday, March 26---------- End of Prorated Refund for Complete Withdraw
Friday, March 26---------- Last Day to Withdraw from Classes or College
Friday, March 26---------- Last Day to Resolve Incomplete Grades
Monday, March 30 ---------- Open Registration for Fall Begins
Friday, April 2---------- Deadline to Apply for ***August*** or ***December Graduation***
Friday, April 2---------- Graduate Student Deadline for Completion of the Application Process for the Fall Semester for Full Consideration of International Students
Friday, April 30----------Last Day of Classes
Saturday, May 1 thru Thursday May 6 ----- Final Exams
Saturday, May 8----------Commencement
Monday, May 10 by 5pm----------Grades/POA Reporting due in Registrar's Office

**Parts of Term**
*If enrolled in part of term class and withdraw from college, please check with cashier as it may change the student's eligibility, amount, or deadline to receive a refund.*

**First Eight Weeks (Term 2), January 13 – March 7**
Monday, January 11----------First Day of Class
Monday/Tuesday, January 11-12----------Late Registration (Late Fee will be Assessed)
Tuesday, January 12----------Last Day to Add Classes
Friday, January 15 ----------Last Day to Drop Classes
Friday, January 15 ----------End of 100% Refund Period
Friday, February 12---------- End of Prorated Refund Period for Complete Withdraw
Friday, February 12---------- Last Day to Withdraw from Class
Thursday, March 4---------- Last Day of Class
Friday, March 5 ----------Final Exams
Tuesday, March 16 by 5pm ---------- Grades Due in Registrar's Office

**Second Eight Weeks (S8), March 15 – May 8**
Monday, March 15 ---------- First Day of Class
Monday/Tuesday, March 15-16 ---------- Late Registration (Late Fee will be Assessed)
Tuesday, March 16 ---------- Last Day to Add/Drop Classes
Tuesday, March 16 ---------- End of 100% Refund Period
Tuesday, April 13 at Noon ---------- Mid-Term Grades/POA Reporting Due
Friday, April 16 ----------End of Prorated Refund Period for Complete Withdraw
Friday, April 16 ----------Last Day to Withdraw from Class
Thursday, May 6----------Last Day of Class
Friday, May 7---------- Final Exams
Monday, May 10 by 5pm----------Grades Due in Registrar's Office

## *Final Exam Schedules*

| West Virginia State University<br>**Fall 2026 Exam Schedule** | | | | |
|---|---|---|---|---|
| **EXAMINATION HOUR** | **Monday<br>December 7** | **Tuesday<br>December 8** | **Wednesday<br>December 9** | **Thursday<br>December 10** |
| 8:00 AM – 9:50 AM | CLASSES MEETING<br>8:00 AM<br>MWF; MW; MF; M; or MTWR | CLASSES MEETING<br>8:00 AM<br>TR | CLASSES MEETING<br>9:00 AM ;9:30 AM<br>MWF ;MW ;MF ;WF | STUDY |
| 10:00 AM – 11:50 AM | CLASSES MEETING<br>10:00 AM<br>MWF ;MW ;MF ;WF | CLASSES MEETING<br>9:30 AM<br>TR | CLASSES MEETING<br>11:00 AM<br>MWF ;MW ;MF ;WF | CLASSES MEETING<br>11:00 AM<br>TR |
| 12:00 PM – 1:50 PM | CLASSES MEETING<br>12:00 PM<br>MWF ;MW ;MF ;WF | CLASSES MEETING<br>2:00 PM<br>TR | CLASSES MEETING<br>12:30PM or 1:00 PM<br>MWF ;MW ;MF ;WF | STUDY/<br>RESCHEDULED EXAMS |
| 2 :00 PM – 3:50 PM | CLASSES MEETING<br>2:00PM or 2:30 PM<br>MWF ;MW ;MF ;WF | STUDY | STUDY | STUDY |
| 4:00 PM – 5:50PM | CLASSES MEETING<br>4:00 PM<br>M ;MW ;MWF | CLASSES MEETING<br>4:00 PM<br>T ;TR | CLASSES MEETING<br>4:00 PM<br>W | CLASSES MEETING<br>4:00 PM<br>R |
| 6:00 PM – 7:50 PM | CLASSES MEETING<br>5:30 PM<br>M ;MW ;MWF | CLASSES MEETING<br>5:30 PM<br>T ;TR | CLASSES<br>MEETING<br>5:30 PM<br>W ;WF | CLASSES MEETING<br>5:30 PM<br>R |
| 8:00 PM– 9:50 PM | CLASSES MEETING<br>7:00 PM<br>M ;MW ;MWF | CLASSES MEETING<br>7:00 PM<br>T ;TR | CLASSES MEETING<br>7:00 PM<br>W ;WF | CLASSES MEETING<br>7:00 PM<br>R |

## *General Education Core Curriculum*

Students in bachelor degree programs must complete the minimum number of hours indicated in each of the following components for a total of 35-41 credit hours. Your major field curriculum will specify courses or course categories that you must complete. However, where you have choices of courses that you may select, those choices are specified in the lists that follow. For descriptions of these courses, consult the online West Virginia State University Catalog. Some prerequisite requirements are listed in the course schedule; others are at the end of the course descriptions. Be sure you meet the prerequisites for a particular course before enrolling in the course. The courses listed are three credit hour courses except where noted otherwise.

For students transferring from other states of West Virginia colleges and universities, the West Virginia Higher Education Policy Commission provides a Core Coursework Transfer Agreement, available on its webpage, listing general education courses at each institution that are transferable to all other state of West Virginia higher education institutions for general education purposes.

***Tier I (18-19 credits)***

**A. First Year Experience (3 credits)**
This course is designed to assist the first-year student in developing skills and abilities necessary for academic success. All first-year students must complete this course within the first two semesters of college work. Students who transfer into WVSU with more than 30 hours will not be required to take a first year experience course.

G ED 101 First Year Experience
GED 101H Honors First Year Experience

**B. Written Communication I (3 credit hours)**
One of the following:

ENGL 101 Writing and Communication I
ENGL 101E Writing and Comm I (Enhanced)
ENGL 101H Writing and Comm I (Honors)

**C. Written Communication II (3 credit hours)**
One of the following:

ENGL 102 Writing and Communication II
ENGL 102H Writing and Comm II (Honors)
ENGL 112 Technical Writing

**D. Oral Communication (3 credit hours)**
One of the following:

COMM 100 Speech Communication
ENGL 201 Advanced Effective Communication

**E. Mathematics (3 credit hours)**
Courses approved for mathematics general education credit and designated by major.

**F. Scientific Reasoning (3-4 credit hours)**
One of the following*:

BIOL 101 Principles of Biology (4 credits)
BIOL 101H Principle of Biol (Honors) (4 credits)
BIOL 108 Environmental Biology (4 credits)
BIOL 110 Economic Biology (4 credits)
BIOL 120 Fundamentals of Biology (4 credits)
CHEM 100 Consumer Chemistry (3 credits)
CHEM 100H Consumer Chem (Honors) (3 credits)
CHEM 132 Intro Env Chemistry (3 credits)
CJ 110 Scientific Reasoning for Social Sciences (3 credits)
PHYS 101 Physical Science Survey I (4 credits)
PHYS 102 Physical Sci Survey II (4 credits)
PHYS 103 Elements of Phys Science (3 credits)
PHYS 106 Intro. to Physical Geology (4 credits)
PHYS 107 Historical Geology (4 credits)
PHYS 110 Weather and Climate (4 credits)
PHYS 111 Energy and Environment (4 credits)
PHYS 120 Astronomy (3 credits)
PHYS 121 Astronomy Lab (1 credit)

**Arts (3 credit hours)**
One of the following:
ART 101 Studio I - Introduction to Art
ART 101H Studio I – Intro to Art (Honors)
COMM 170 The Art of the Theater
COMM 270 Theories and Principles of Acting
ENGL 104 Memoir: Turning Life into Lit
MUSIC 107 Appreciation of Music

**Humanities (3 credit hours)**
One of the following:
ART 100 Art Appreciation
COMM 140 Film Appreciation
COMM 140H Film Appreciation (Honors)
ENGL 150 Introduction to Literature
ENGL 150H Introduction to Literature (Honors)
ENGL 154 Mythology and Folklore
MUSC 104 American Music A Panorama

**International Perspectives (3 credits)**
One of the following:
COMM 446 International Cinema
CJ 331 Comp. Criminal Justice Systems
INTS 210 Introduction to Intl Perspectives
INTS 250 Diversity in Africana Studies
ECON 109 Introduction to World Economy
ENGL 350 World Literature Classical Era
ENGL 351 World Literature Modern Era
ENGL 440 Interpreting the Holocaust
FREN 101 Beginning French
FREN 102 Elementary French
FREN 205 A View of Changing
Culture FREN 443 West African Culture
GERM 101 Beginning German
GERM 102 Elementary German
SPAN 101 Beginning Spanish
SPAN 102 Elementary Spanish
SPAN 205 Spain and its Culture
POSC 210 International Relations
POSC 415 Arab Middle East
PHIL 308 World Religions
EDUC 319 Content Area Literacy
EDUC 321 Teaching Writing in Elem School
SWK 310 Prof Practice in a Global Society

**History (3 credit hours)**
One of the following:
HIST 201 World History
HIST 201H World History (Honors)
HIST 202 World History
HIST 207 American History to 1865
HIST 208 American History from 1865

**Natural Science* (3-4 credit hours)**
One of the following:
BIOL 101 Principles of Biology (4 credits)
BIOL 101H Principles of Bio (Honors) (4 credits)
BIOL 108 Environmental Biology (4 credits)
BIOL 110 Economic Biology (4 credits)
BIOL 120 Fundamentals of Biology (4 credits)
CHEM 100 Consumer Chemistry (3 credits)
CHEM 100H Consumer Chem (Honors) (3 credits)
CHEM 132 Intro Env Chemistry (3 credits)
PHYS 101 Physical Science Survey I (4 credits)
PHYS 102 Physical Sci Survey II (4 credits)
PHYS 103 Elements of Physical Sci (3 credits)
PHYS 106 Intro to Physical Geology (4 credits)
PHYS 107 Historical Geology (4 credits)
PHYS 110 Weather and Climate (4 credits)
PHYS 111 Energy and Environment (4 credits)
PHYS 120 Astronomy (3 credits)
PHYS 121 Astronomy Lab (1 credit)

**Social Science (3 credit hours)**
One of the following:
BA 210Business Law
BA 312Personal Finance
ECON 101 American Economy
POSC 100 Intro to Government and Politics
POSC 101 American National Government
POSC 101H American National Govt (Honors)
PSYC 151 General Psychology
SOC 101 Introduction to Sociology
SOC 305 Birth, Death, and Migration
EDUC 201 Human Growth and Development
S WK 131 Intro to Social Work

**Wellness (2 credit hours)**
*HHP 122 Fitness for Living HHP 157 Healthy Living*
HHP 157H Healthy Living (Honors)
HHP 242 Team Sports II
*
Courses taken for Scientific Reasoning (Tier I) and Natural Science (Tier II) **MUST** be different courses.

## *Certificate in Human Diversity*

The Certificate in Human Diversity is designed for students who are interested in acquiring knowledge about culturally, religiously and racially diverse groups of people. The Certificate in Human Diversity is offered jointly by the National Center for Human Relations (NCHR) and the general education program at West Virginia State University. In accordance with the Mission Statement of the NCHR, the goal of the Certificate Program is to prepare students to build bridges of understanding in all areas of human relations with a special emphasis on interfaith relations, domestic violence and race relations.

**Note**: Enrolling for some of these courses may require meeting prerequisites. Consult the current catalog or Program Director for details or questions.

Workshops Conducted by the NCHR

- Introduction to the Study of Human Diversity
- Introduction to Human Diversity and the Law
- Introduction to Cross-Cultural Communications
- Introduction to Conflict Resolution

The Certificate in Human Diversity is co-sponsored by the West Virginia State University general education program and the NCHR.

**Information**

For further information about the interdisciplinary minors and the Certificate in Human Diversity, contact Dr. Barbara Ladner, Coordinator of General Education, at (304) 766-4113 or ladnerbe@wvstateu.edu

**Who Should Consider a Certificate in Human Diversity**

- Individuals interested in entering the field of human diversity conflict resolution.
- Students interested in learning more about human diversity or plan to work with diverse populations

**Requirements for the Certificate in Human Diversity**

- Admission to West Virginia State University;
- Successfully complete 18 hours of earned credit in human relations courses; and
- Attend and complete four two-hour training workshops.

***Curriculum/Suggested Sequence***

**Interfaith Relations**

- PHIL 308/World Religions 3 hours
- SOC 307/Sociology of Religion 3 hours

Subtotal: 6 hours

**Domestic Violence**

- GE 210/Introduction to Women's Studies 3 hours
- CJ 304/Crimes and the Family 3 hours

Subtotal: 6 hours

Race Relations

- SOC 208/Minorities in American Society 3 hours
- GE 200/Race, Gender, & Human Identity 3 hours

Subtotal: 6 hours

**Total: 18 hours**

**MISSION STATEMENT**

The College of Arts, Humanities, and Public Affairs at West Virginia State University plays a vital role in preparing students to think critically, communicate effectively, create meaningfully, and engage responsibly with their communities and the wider world. The college continues to build on the strong foundation of its original departments—Art, Music, English, Interdisciplinary Studies, Regents Bachelor of Arts, and Communications—while expanding to include History, Political Science, and Criminal Justice at the undergraduate level, along with graduate programs in Criminal Justice and the Master of Public Administration.

The College empowers students through the study of language, literature, communication, mass media, the visual and performing arts, history, government, justice, legal studies, and public service. Through this broad academic foundation, students gain the knowledge and skills needed for professional success, civic leadership, and lifelong learning.

The College fulfills its mission by providing outstanding General Education courses that strengthen communication, creativity, cultural awareness, and global understanding; by promoting scholarship and innovation across the arts, humanities, and public affairs; by creating opportunities for research, internships, service, and community engagement; and by ensuring that graduates develop a deep appreciation of the historical, political, philosophical, and social forces that shape human experience.

As a dynamic and forward-looking academic community, the College of Arts, Humanities, and Public Affairs prepares students not only for careers, but for thoughtful lives of leadership, service, and impact.

***Academic Programs***

**Bachelor of Arts in Art**
- *Studio Art*
- *Art History*

**Bachelor of Arts in English**
- *Literature*
- *Professional Writing*
- *Technical Writing*

**Bachelor of Science in Communications**
- *Broadcasting*
- *Film*
- *Journalism/Writing*
- *Public Relations*
- *Theatre*
- *Visual Media*
- *Communication Agriculture*

**Bachelor of Science in Criminal Justice**
- Courts/Legal
- *Law Enforcement*
- *Forensic Investigations*
- *Corrections*
- *Forensic Science Option*

**Regents Bachelor of Arts**

***Education Specializations:***

**Bachelor of Science in Education,**
**PreK-Adult Content Specialization Areas**
- *Art*
- *Music*
- *Theater*

**Bachelor of Science in Education,**
**5-9 Content Specialization Areas**
- *English*

**Bachelor of Science in Education,**
**5-Adult Content Specialization Areas**
- *English*
- *Journalism*

**Bachelor of Arts in History**

**Bachelor of Arts in Political Science**

**Bachelor of Arts in Interdisciplinary Studies.**

**Bachelor of Fine Arts in Music Performance**
- *Vocal*
- *Instrumental*

## *College Structure*

**Dr. Robert Wallace Dean**
201 Davis Fine Arts Building
(304) 766-3190
wallacer@wvstateu.edu

**Dr. Leighann Davidson**
Chair, Department of Criminal Justice 525 Wallace Hall
(304) 766-5721
ljustice1@wvstateu.edu

**Ms. Brittany Fletcher** Academic Program Associate College of Arts and Humanities and the Departments of Art and Music
201 Davis Fine Arts Building
(304) 766-3126
arts.humanities@wvstateu.edu

**Prof. Kim Cobb**
Chair
Department of Communications
207B Cole Complex
(304) 766-3197

**Dr. Michael Harris, II**
Director
Regents Bachelors of Arts 207C Cole Complex
(304) 766-3017

Mr. Joshua Martin
Chair
Department of Art
207 Davis Fine Arts Building
(304) 766-3198
martinjd@wvstateu.edu

Dr. Jeff Pietruszynski
Chair
Department of English 203 Campbell Conference
(304) 766-3075
jpietrus@wvstateu.edu

**Dr. Michael S. Pennington**
MPA Director
Chair of Department of History & Political Science 520 Wallace Hall
(304) 766-3044
mpennin1@wvstateu.edu

## *Honor Societies*

Alpha Mu Gamma, National Foreign Language Honor Society
The goals of AMG are to encourage interest in the study of world languages, literatures and civilizations, to stimulate a desire for linguistic attainment and to foster sympathetic understanding of other peoples.

Alpha Psi Omega
Alpha Psi Omega is the National Honor Society in Dramatic Arts. Students interested in theatre are encouraged to become members of this organization.

Sigma Tau Delta
Sigma Tau Delta is the International English Honor Society. Its central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. West Virginia State University students can become members of the University's chapter of this honors organization. Faculty advisor: Dr. Anne McConnell. Lambda

Iota Tau
Lambda Iota Tau is the National Literature Honor Society. Its purpose is to recognize and

promote excellence in the study of literature of all languages. West Virginia State University students can become members of the University's chapter of this honors organization. Faculty advisor: Dr. Anne McConnell.

**Criminal Justice**

Criminal Justice Club
The West Virginia State University Criminal Justice Club is the Alpha Tau Delta Chapter of the American Criminal Justice Association, Lambda Alpha Epsilon. The purpose of this organization is to promote unity among the criminal justice majors at West Virginia State University through educational, social and off-campus activities.
Membership is open to any student that has a criminal justice major or minor, has a minimum GPA of 2.0 and pays the yearly dues of $5. The first club meeting is held within the first three weeks of the semester and future meeting dates are set then. The Club's advisors are Mr. Mark Addesa and Dr.
Michael Kane.

Alpha Phi Sigma

Alpha Phi Sigma, established in 1942, is the national honor society for students enrolled in criminal justice. It is recognized by the Academy of Criminal Justice Sciences as the official National Honor Society for Criminal Justice, and is a member of the Association of College Honor Societies. The requirements for membership are at least a 3.2 cumulative grade point average, the completion of at least 12 credits of criminal justice classes, and a grade point average of at least 3.2 in criminal justice courses. Here at West Virginia State University, our Beta Beta Chapter has attended the annual meeting in Boston, Mass., where the membership was recognized in a national undergraduate writing competition, adding to other honors the Chapter has received through the years. The honor society's advisors are Dr. Cassandra Whyte and Dr.Leighann
J. Davidson.

**Cercle Français**
Cercle Français is a student organization that meets every Wednesday to practice speaking French and learning about francophone civilizations. Faculty advisor: Prof. Carol Susman.

**The English Club**
The English Club is made up of English majors, English minors and any student interested in writing and literature. The club organizes various social and academic activities and engages in service projects with the English honors societies. Faculty advisor: Dr. Anne McConnell.

**La Mesa Española**
La Mesa Española holds weekly meetings in A218 on Tuesdays 12:30 PM for students or community members interested in Spanish. There are meetings for both advanced students and beginners. Faculty advisors: Dr. Miguel Zapata and Dr. James Natsis.

**Motivational Organization for New Artists**
MONA (Motivational Organization of New Artists) organizes, promotes, informs, supports, educates, enhances and empowers fine arts students of the Art Department of West Virginia State University. Its goals include: (1) to organize and empower the fine arts students of West Virginia State University; (2) to offer opportunities to further the education and success of fine arts students; (3) to collect and disseminate information regarding collegiate and artistic resources; and (4) to enhance and promote the image of West Virginia State University Art Department. Faculty advisor: Prof. Josh Martin.

**Music Educators Student Organization**
The National Association for Music Education Collegiate Chapter #442 prepares students for careers in the field of music education. The group participates in the annual spring conference of the West Virginia Music Educators Association. Additionally, the students of Chapter #442 support the Music Department through the sponsorship of various workshops and performances throughout the school year. Faculty advisor: Dr. Scott Woodard.

**Public Relations Student Society of America**
The R. C. Byrd Chapter of the Public Relations Student Society of America (PRSSA) is an organization designed to help students gain exposure and experience in the field of public relations and integrated marketing communication. It further aims to foster students' understanding of modern theories and procedures, instill in them a professional attitude, and encourage them to adhere to the highest ideals of the practice of public relations. It is a combination of academics, real-world work in its student-run firm, and volunteer service. Faculty advisor: Dr. Ali Ziyati.

**Box Five Theatre Troupe**
Box Five Theatre Troupe is an organization for all West Virginia State University students with a passion for theatre - whether in design, technical, costuming, makeup, publicity, acting or audience member. Box Five is proud to be a West Virginia State University Yellow Jacket S.T.I.N.G.: Student Theatre Inspiring the Next Generation The group supports all West Virginia State University productions, will produce its own productions, holds fundraisers and travels to theatre conferences and local theatre productions. It also offers the opportunity to join Alpha Psi Omega, the national theatre honor society. Faculty advisor: TBD

**Kanawha Review**
West Virginia State University's literary magazine is published annually and features poetry, short stories and essays written by West Virginia State University students. Faculty advisor: Dr. Robert Wallace.

**Yellow Jacket**
West Virginia State University's Yellow Jacket campus newspaper is a student-run publication. The Yellow Jacket provides news, features and editorials for its readership, which primarily consists of West Virginia State University students, faculty and staff.

**Radio Station**
Campus Radio, a student-operated radio station, serves the faculty, staff, students and alumni of West Virginia State University. Student broadcasters provide coverage of football, baseball, softball, men's and women's basketball and volleyball teams. Student shows cover modern, oldies, gospel and new age music. Student-produced talk shows are designed by students to engage in conversation on topics from films to politics. Original programming is available on-campus at 106.7 FM. Faculty advisor: Prof. Kim Cobb.

**Music Ensembles**
The Music Department at West Virginia State University offers a wide variety of musical ensembles. Open to both music majors and non-majors, these performing groups provide students with musical enrichment and cultural development. Performing ensembles include Band, Symphonic, Jazz Ensemble, Chamber Orchestra, Concert Choir, State Singers (chamber choir), Percussion, Woodwind, and Guitar Ensembles.

**Choir**
The Music Department has two choirs that perform twice a semester and tour regularly. Concert Choir is a large, non-auditioned choir that sings choral music from a spectrum of time periods and in a variety of styles, including classical, folk, jazz and pop music. State Singers is an auditioned chamber choir of ten to sixteen skilled singers who perform music well-suited for a small vocal ensemble, focusing on Renaissance, vocal jazz, and arrangements of popular music. Director: Dr. Scott Woodard.

**Band**
The West Virginia State University Band Department consists of the Marching Band, Jazz Ensemble and Wind Ensemble. These musical groups are made up of students from all majors and fields of endeavor. Auditions are required for participation in the Jazz Ensemble, while participation in the Marching Band and Wind Ensemble is open to all West Virginia State University students. Director: TBD

**Orchestra**
The University/Community orchestra is open to all students and meets on Tuesdays from 7:00 p.m.-9:00 p.m. This ensemble consists of all orchestral instruments and performs works from throughout the history of Western music. Director: Dr. Scott Woodard.

## *Art*

Mr. Joshua Martin
Chair
207 Davis Fine Arts Building
(304) 766-3198
martinjd@wvstateu.edu

The purpose of the Department of Art is to provide the student with undergraduate competencies in the theoretical and applied forms and processes of visual art. Catering to both fine art majors and art education majors, the Department of Art emphasizes the importance of critical thinking, problem solving and the development of self-motivation. Studio courses enable students to develop technical skills and aesthetic judgment in the fine and commercial arts. Art history courses provide students with socio-historical knowledge and understanding of the art of the past, of Non-Western art, as well as contemporary critical art forms and issues.

## *Bachelor of Arts in Art Curriculum*

120 hours required for graduation

**Major - 46 Hours**

*Core Courses*

ART 103, 201, 203, 204, 205, 206, 207, 208, 217, 410 and 475.

Six hours in Art History from;

ART 202, 314, 315, 316, 317, 318, 319, 320, 350, 411, 450, 451

One course from

- ART 209, 214, or 252.

*Specializations* (not listed on the transcript.)

Two courses from a specialization:

- *Art History*
- *Ceramics*
- *Digital Photography*
- *Drawing*
- *Graphic Design*
- *Painting*
- *Photography*
- *Printmaking*

Cognates - 12 Hours

- Six sequential hours of the same modern foreign language

PHIL 201

- COMM 241or 343

General Education – 35-40 Hours

- Math Requirement: MATH 111

Free Electives

To bring total to 120 hours

## *Minors in Art*

15 Hours

**Art History**

- ART 204 and 205
- Choose three: ART 202, 314, 315, 316, 317, 318, 319, 320, 350, 411, 450 and 451.Special Topics courses in Art History, ART 399 or 499.

Studio Art

- ART 103 and 201; 204 or 205
- Choose one: ART 214, 217 or 252
- Choose one: ART 203, 206, 207, 208 and 209

## ***Certificates of Completion in Art 15 Hours***

*Certificates of Completion in*

- Art History
  - *See requirements for Art History Minor*

- Digital Photography

ART 103; 217; 252; 352; 452

- Drawing

ART 103; 201; 214; 305; 402

- Graphic Design

ART 103; 217; 230; 313; 413

- Painting

ART 103; 201; 203; 306; 403

- Photography

ART 103; 201; 209; 310; 407

- Printmaking
  - ART 103; 201; 206; 303; 405

## ***Art Faculty***

**Martin, Josh Douglas (2012)**, Assistant Professor and Chair of the Art Department. B.A. West Virginia State University; M.F.A., Full Sail University, 2010. Area of research: Graphic Design.

**McClanahan, Jessica,** B.A. West Virginia State University; M.F.A., Syracuse University. Area of research: Ceramics and Photography

**Young, Anthony P.** Assistant Professor. B.A West Virginia State University; M.F.A School of the museum of Fine Arts/ Tufts University Boston, MA

## *Art Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Social Science | 3 |
| G ED Mathematics | 3 | G ED Written Communication II | 3 |
| G ED Written Communication I | 3 | 100 Level Foreign Language | 3 |
| G ED Oral Communications | 3 | G ED Arts | 3 |
| ART 103 | 3 | G ED International Perspectives. | 3 |
| ART 100 | 3 | Semester Total | 15 |
| Semester Total | 18 | | |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ART 201 | 3 | G ED American Traditions | 3 |
| ART 204* | 3 | ART 205* | 3 |
| HIST 201* or HIST 202** or elective | 3 | 200 Level Foreign Language | 3 |
| G ED 200 | 3 | G ED Scientific Reasoning | 3-4 |
| ART 217 | 3 | ART 203 | 3 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Elective | 3 | Elective | 3 |
| G ED Natural Science | 3-4 | PHIL 201 | 3 |
| ART 209, 230 or 214 | 3 | ART 207 | 3 |
| ART 206 | 3 | ART 208 | 3 |
| Elective | 3 | ART History Elective | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ART 410 | 3 | G ED Wellness | 2 |
| ART History Elective | 3 | ART Specialization | 3 |
| ART Specialization | 3 | ART 475 | 1 |
| COMM 241 or 343 | 3 | Elective | 3 |
| Elective | 3 | Electives | 3-5 |
| Semester Total | 15 | Semester Total | 12-14 |

*Due to their compatible content we recommend combining History 201 with Art 204, or History 202 with Art 205
**If History 201 has already been taken

## *Communications*

Prof. Kimberly Cobb
Chair
207B Cole Complex
(304) 766-5124

Selected as one of West Virginia State University's Peaks of Excellence
Awarded West Virginia Higher Education Policy Commission Program of Excellence.

The WVSU Communications program is unique in offering a Bachelor of Science in Communication. The combination of theoretical framework with laboratory learning and exploration for applied hands on skill building experience give this degree an edge over other institution offerings.

The program is designed

- to provide the undergraduate student with competencies in such areas as mass communications, digital media, web design, radio and television broadcasting, film and video production, theatre, journalism and public relations.
- to support students' academic and creative needs by fostering a learning and collaborative relationship between underclass and upper-class students and faculty and staff.

Communications and Media Studies graduates should be able to

- think critically
- listen with a comprehending critical ear
- write and speak with clarity
- Understand different media styles and processes
- make connections that go beyond the classroom experience

Eligible majors participate in a capstone internship intended to give them the opportunity to apply theories and skills in a professional communications setting.

Graduates are employed as video artists, web page designers, animators, filmmakers, video producers, television directors, production assistants, curators, educators, sound engineers, project managers, production designers, artistic/creative directors of arts organizations, radio broadcasters, photographers, teachers and lecturers, digital imaging specialists and as creative consultants to the many industries serviced by the media arts.

However, graduates are not limited to predefined related fields and careers. As expert communicators, graduates also excel in a variety of other industries and professions, and bring a unique creative approach to a vast array of other fields and careers.

## Bachelor of Science in Communications Curriculum

120 hours required for graduation

**Major - 34 Hours**

*Core Courses*

COMM 101, 103, 140, 162, 170, 205, 241, 261, 400, 461; and 307

**General Education – 35-40 Hours**

*Math Requirement:* MATH 111

Free Electives

To bring total to 120 hours

Area of Emphasis - 18 Hours

*Choose 18 credit hours from one option; one course must be 300 or 400 level*

*Broadcasting*

- COMM 106, 111, 262, 270, 340, 343, 348, 360, 362, 382, 462

*Visual Media*

- ART 101, 209, 217, 252, 310, 352, 452; COMM 227, 285, 340, 343, 348, 382, 446

*Theatre*

- COMM 106, 171, 175, 206, 270, 340, 348, 370, 470, 475; ENGL 315, 415

*Film*

- COMM 145, 175, 240, 245, 270, 340, 341, 343, 345, 348, 370, 382; ENGL 346

*Public Relations*

- ART 217 (required), 252; COMM 105, 225, 227, 305, 340, 348, 370, 405; ENGL 429; PSYC 151

*Communication/Agriculture*

- AFNR 101 (required), COMM 380 (required) Choose 2 From: COMM 405, 360, 341, 343, ART 217, 252, 209 Choose 1 From ENG 310, 202, Choose 1 From: AG ECON, AG Business

Restricted Electives - 9 Hours

Any three additional courses from the remaining emphasis options.

## Minors in Communications

*15 Hours*

courses from:

Broadcasting/Film

COMM 101, 140; 162 or 241 or 261; 307 or 348; 145 or 240 or 245

Theatre

COMM 270, 370, COMM 475 (3 9 credits /3 per production)

- Two additional

COMM 106, 206,
or ENGL 315

## Communications Faculty

**Cobb, Kimberly (2012)**, Assistant Professor of Communications. B.A. Marshall University; M.A. Marshall University, 1991. Areas of research: Radio and TV Production.

**Ford-Ahmed, Trevella (1998),** Professor of Communications Emeritus. B.F.A. Art Institute of Chicago; M.A. New York University; Ph.D. Ohio University, 1995. Areas of research: Public Relations, Writing for the Media.

**Gilliland, Steven A. (1986)**, Assistant Professor of Communications. B.A. University of Arkansas; M.A. University of Arkansas, 1981. Areas of research: Filmmaking, Animation.

**Harris, Michael** , Assistant Professor of Communications. B.S. West Viriginia State University. M.A. E.D.D.

**Woodward, M. Sue (2021)** - Instructor of Communications. B.A. University of North Carolina, Greensboro 1981: M.A. Media Studies, West Virginia State University (2021). Areas of research: Communications, Theatre Appreciation, Acting, Directing, Production, Musical Theatre.

**Sheets, Megan (2024),** Instructor of Communications. West Virginia State University. M.A. West Virginia State University. Areas of research: Film Making, Editing, Social and New Media.

**Ziyati, Ali (2011),** Professor of Communications. D.I.P.L. Higher Institute of Journalism; M.A. Ohio University; Ph.D. Ohio University, 1995. Areas of research: Public Relations, Mass Communications

## *Communications Suggested Course Sequence*

### Freshman Year

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| G ED 101 | 3 | G ED Written Communication II | 3 |
| G ED Written Communication I | 3 | G ED Oral Communications | 3 |
| COMM 140 | 3 | COMM 103 | 3 |
| G ED Mathematics | 3 | COMM 170 | 3 |
| G ED Wellness | 2 | COMM 446 | 3 |
| COMM 101 | 3 | Semester Total | 15 |
| Semester Total | 17 | | |

### Sophomore Year

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| G ED Social Science | 3 | COMM 307 | 3 |
| COMM 241 | 3 | COMM 261 | 3 |
| G ED Natural Science | 3-4 | G ED Scientific Reasoning | 3-4 |
| COMM 205 | 3 | G ED History | 3 |
| COMM 162 | 3 | Restricted Elective | 3 |
| Semester Total | 15-16 | Semester Total | 15-16 |

### Junior Year

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| COMM 270 or 370 | 3 | COMM 461 | 3 |
| COMM 225 | 3 | Restricted elective | 3 |
| Restricted Elective | 3 | Elective | 3 |
| Emphasis | 6 | Emphasis | 3 |
| Semester Total | 15 | Elective | 3 |
| | | Semester Total | 15 |

### Senior Year

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| COMM 400 | 3 | Emphasis | 3 |
| 300 or 400 COMM Course | 3 | Elective | 3 |
| Restricted elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Emphasis | 3 | Emphasis | 3 |
| Semester Total | 15 | Semester Total | 15 |

## Criminal Justice

Dr. Leighann J. Davidson
Associate Professor and Chair 518
Wallace Hall
(304) 766-5721

The Department of Criminal Justice offers a curriculum that will provide students with a thorough understanding of the criminal justice system and its interrelationship with society. The courses will offer students an in-depth knowledge about crime issues within society, perpetrators of crime, and theoretical causes of crime. This foundation will prepare students for successful careers in law enforcement, corrections, probation/parole, day report centers, juvenile justice, investigative services, and social services, as well as graduate school and law/professional school. Completion of the program will also enhance opportunities for career advancement for those already in criminal justice careers.

The Department of Criminal Justice is committed to providing students with knowledge of and sensitivity to multicultural, racial and gender issues within the criminal justice system, and the larger society.

### Concentration Descriptions

Courts/Legal Option
The Courts/Legal Studies Option area is open to all currently enrolled students in the Criminal Justice Department. This highly focused option offers students the opportunity to explore the various roles, functions and responsibilities of the numerous positions in the legal system. This program will provide students with an understanding of the legal processes, sentencing alternatives, substance use interventions, advocacy services, victim support and other areas that support the criminal justice system.

Law Enforcement Option
The Law Enforcement Option area focuses on the demands, functions, goals and career positions within law enforcement agencies. This option explores issues within policing, various specializations in law enforcement, crime analysis and the demands and responsibilities placed upon officers and staff. This program will provide students with a thorough understanding of the various roles law enforcement officers, interviewing techniques, legal processes, security capacities, and areas that support law enforcement and the criminal justice system.

Corrections Option
The Corrections Option area is open to all currently enrolled students in the Criminal Justice Department. This highly focused option explores current issues in corrections, including evidence-based programs and practices for counseling offenders in correctional institutions and the community. Students will gain a foundation in the policies, procedures, laws and regulations governing the correctional and rehabilitation systems. Throughout the criminal justice and corrections program, students will learn from experienced instructors with first-hand knowledge that will prepare them with the skills needed to advance in the CJ field.

Forensic Investigations Option
The Forensic Investigations Option area focuses on the methods and techniques of criminal and homicide investigations. Students will learn about the history and scope of forensic sciences, as well as the collection and management of criminal evidence. This program will provide students with the necessary knowledge and skills required in criminal investigations as well as investigating techniques and the criminal justice system.

Forensic Science Option
The Department of Criminal Justice also offers a Forensic Science Option area focusing on gathering, processing, and reporting evidence associated with criminal and homicide investigations. Students will learn about the history and scope of forensic sciences, as well as the collection and analysis of criminal evidence through laboratory examination. This program will provide students with the necessary knowledge and skills required during criminal investigations as well as scientific techniques essential to working in a crime lab as part of the criminal justice system.

**Bachelor of Science in Criminal Justice**

120 hours required for graduation

- *All Criminal Justice majors must earn a grade of "C" or better in all courses required in the major.*

General Education - 38-40 Hours Major

Core Courses (except Forensic Science)

- CJ 101 Introductions to CJ
- CJ 204 Juvenile Justice
- CJ 223 Police and Society
- CJ 224 Punishment and Corrections
- CJ 225 Victimology
- CJ 226 Court Systems in the U.S.
- CJ 307 Criminal Law
- CJ 308 Ethics in Criminal Justice
- CJ 313 Race and Gender Issues
- CJ 322 Criminology
- CJ 380 Criminal Procedure
- CJ 415 Management in CJ
- CJ 425 Senior Seminars in CJ

Cognates

- CJ 314 Statistics for Professional Studies or PSYC 200
- CJ 315 Research Methods or POSC 311
- CJ 320 Comm. for Criminal Justice Professionals I or ENG 206
- CJ 330 Comm. for Criminal Justice Professionals II or ENG 160 or ENG 204

Free Electives

To bring total hours to 120

***Areas of Concentration (select one)***

**Courts/Legal Option**

CJ 304 (3)
CJ 323 (3)
CJ Electives (9)

**Law Enforcement Option**

CJ 301 (3)
CJ 385 (3)
CJ Electives (9)

**Corrections Option**

CJ 312 (3)
CJ 350 (3)
CJ Electives (9)

**Forensic Investigations Option**

CJ 301 (3)
CJ 385 (3)
CJ Electives (9)

## Forensic Science Option

Core Courses

- CJ 101 Introductions to CJ
- CJ 223 Police and Society
- CJ 224 Punishment and Corrections
- CJ 225 Victimology
- CJ 226 Court Systems in the U.S.
- CJ 301 Introduction to Forensic Science
- CJ 307 Criminal Law
- CJ 308 Ethics in Criminal Justice
- CJ 314 Statistics for Professional Studies
- CJ 315 Research Methods
- CJ 322 Criminology
- CJ 409 Advances Forensic Science Laboratory
- CJ 425 Senior Seminars in CJ

Forensic Science Concentration

- BIO 120 Fundamentals of Bio.
- BIO 121 Biological Diversity
- BIO 210 Anatomy & Physiology
- BIO 270 Genetics
- CHEM 105 Gen. Chemistry I
- CHEM 107 Gen. Chem. Lab I
- CHEM 106 Gen. Chemistry II
- CHEM 108 Gen. Chem. Lab II
- CHEM 205 Org. Chemistry I
- CHEM 207 Org. Chem. Lab I
- CHEM 206 Org. Chemistry II
- CHEM 208 Org. Chem. Lab II
- CHEM 211 Analytical Chem.
- MATH 120 College Algebra

Regents Bachelor of Arts Emphasis in Criminal Justice

An Area of Emphasis in Criminal Justice in the Regents Bachelor of Arts degree shall consist of a group of courses representative of the concentrations in Criminal Justice. A minimum grade of C is required in each CJ course in the Area of Emphasis.

Area of Emphasis Courses Are:
CJ 307 Criminal Law
CJ 308 Ethics in Criminal Justice CJ
313 Race, Gender and Crime CJ
315 Methodology
CJ 322 Criminology
CJ 380 Criminal Procedure

## Minor in Criminal Justice

**15 Hours**

- CJ 101 Introduction to Criminal Justice
- Any two CJ courses from the 200/300 level
- Any two CJ courses from the 300/400 level.

Bachelor of Science in Criminal Justice (Online)

The online Bachelor of Science in Criminal Justice program is designed to provide students with a thorough understanding of the criminal justice system and its interrelationship with society. The curriculum is informed by the Academy of Criminal Justice Sciences. Coursework gives students an in-depth knowledge about the crime problem in this society, the perpetrators of crime and the causes of crime, from both a theoretical and practical framework. Students graduate with a knowledge of and sensitivity to multicultural, racial and gender issues within the criminal justice system, and the larger society, and are prepared for roles as knowledgeable citizens and responsible criminal justice professionals. Students are required to select one of the option areas focusing on Courts/Legal Studies, Law Enforcement, Corrections, and Forensic Investigations.

Students will complete the same requirements and select from the same option areas described above in Courts/Legal Studies, Law Enforcement, Corrections, and Forensic Investigations based on their selected 15 hours of electives in Criminal Justice.

## Criminal Justice Faculty

**Addesa, Professor Mark J**., Assistant Professor of Criminal Justice, B.S Niagara University, M.S. Eastern Kentucky University, 1978
Areas of Research: Private Security and Domestic Violence

**Davidson, Dr. Leighann Justice**, Associate Professor and Chair of Criminal Justice; B.S. West Virginia State University; M.S. West Virginia State University, Ed.D. Marshall University, 2019
Areas of Research: Offender Education, Treatment, and Policies, Drug/Alcohol Abuse, and Domestic Violence

**Kane, Dr. Michael**, Professor of Criminal Justice B.A. Pfeiffer University, M.S.F.S National University, Ph.D. Union Institute and University, 2001
Areas of Research: Rural Policing, Forensic Investigations and ethical philosophy

**Stroupe, Dr. Walter**, Professor of Criminal Justice. B.S. West Virginia State University, M.S. Marshall University, Ed.D Marshall University, 2003
Areas of Research: Law enforcement and Sex crimes

**Whyte, Dr. Cassandra B**., Associate Professor of Criminal Justice, B.A. Fairmont State University, M.A. West Virginia University, Ed.D West Virginia University, 1975
Areas of Research: Internal/External Locus of Control; Felon Treatment Modalities; Curriculum Development & Design

*Criminal Justice Suggested Course Sequence by Concentration*

**Courts/Legal Studies, Law Enforcement, Corrections, and Forensic Investigations**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CJ 101 Intro to Criminal Justice | 3 | G ED Oral Communication | 3 |
| G ED 101 (First Year Experience) | 3 | G ED Written Communication II (Eng. 102) | 3 |
| G ED Written Communication I (Eng. 101) | 3 | G ED Mathematics (Math 103(E),111(E)or120) | 3 |
| CJ 223 Police & Society | 3 | CJ 204 Juvenile Justice | 3 |
| G ED Arts | 3 | CJ 224 Punishment & Corrections | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 225 Victimology | 3 | CJ 307 Criminal Law | 3 |
| CJ 226 Court Systems in US | 3 | CJ 313 Race & Gender in CJ | 3 |
| G ED Humanities | 3 | CJ Option Elective | 3 |
| CJ Option Elective | 3 | G ED Wellness (HHP 122/157) | 2 |
| G ED Scientific Reasoning | 3-4 | G ED History (201, 202, 207 or 208) | 3 |
| Semester Total | 15-16 | Semester Total | 14 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 308 Ethics in CJ | 3 | CJ 315 Research Methods | 3 |
| CJ 314 Statistics in Professional Studies or | 3 | CJ 320 Communications in CJ I | 3 |
| CJ Option Elective | 3 | CJ Option Elective | 3 |
| G ED Natural Science | 3-4 | G ED International Perspectives | 3 |
| Free Elective | 3 | G ED Social Science | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 330 Communications in CJ II | 3 | CJ 380 Criminal Procedure | 3 |
| CJ 322 Criminology | 3 | CJ 425 Senior Seminar in CJ | 3 |
| CJ 415 Management in CJ Organizations | 3 | Free Elective | 3 |
| CJ Option Elective | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

## CJ- Forensic Science Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CJ 101 Intro. to Criminal Justice | 3 | G ED Oral Communication | 3 |
| G ED 101 (First Year Experience) | 3 | G ED Written Communication II (Eng. 102) | 3 |
| G ED Written Communication I (Eng. 101) | 3 | G ED Mathematics (Math 120) | 3 |
| CJ 223 Police & Society | 3 | CJ 224 Punishment & Corrections | 3 |
| G ED Scientific Reasoning (BIO 120) | 4 | G ED Arts | 3 |
| Semester Total | 16 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 225 Victimology | 3 | CJ 301 Intro. to Forensic Science | 3 |
| CJ 226 Court Systems in US | 3 | CJ 307 Criminal Law | 3 |
| CHEM 105 General Chemistry I | 3 | CHEM 106 General Chemistry II | 3 |
| CHEM 107 General Chemistry Lab I | 2 | CHEM 108 General Chemistry Lab II | 2 |
| BIO 121 Biological Diversity | 4 | BIO 210 Anatomy & Physiology | 4 |
| Semester Total | 15 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 308 Ethics in CJ | 3 | CJ 322 Criminology | 3 |
| CJ 314 Statistics in Professional Studies | 3 | CHEM 206 Organic Chemistry II | 3 |
| G ED History (201, 202, 207 or 208) | 3 | CHEM 208 Organic Chemistry Lab II | 2 |
| CHEM 205 Organic Chemistry I | 3 | G ED Humanities | 3 |
| CHEM 207 Organic Chemistry Lab I | 2 | G ED Social Science | 3 |
| Semester Total | 14 | Semester Total | 14 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 315 Research Methods | 3 | CJ 425 Senior Seminar in CJ | 3 |
| CJ 409 Advanced Forensic Science Lab | 4 | BIO 270 Genetics | 4 |
| CHEM 211 Analytical Chemistry | 3 | G ED Wellness (HHP 122/157) | 2 |
| G ED Natural Science | 3-4 | Free Elective | 3 |
| G ED International Perspectives | 3 | Free Elective | 3 |
| Semester Total | 15-17 | Semester Total | 15 |

## Online-Criminal Justice Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CJ 101 Intro. to Criminal Justice | 3 | G ED Oral Communication | 3 |
| G ED 101 (First Year Experience) | 3 | G ED Written Communication II (Eng. 102) | 3 |
| G ED Written Communication I (Eng. 101) | 3 | G ED Mathematics (Math 103(E),111(E)or120) | 3 |
| CJ 204 Juvenile Justice | 3 | CJ 223 Police & Society | 3 |
| G ED Arts | 3 | CJ 225 Victimology | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 224 Punishment & Corrections | 3 | CJ 226 Court Systems in US | 3 |
| CJ 307 Criminal Law | 3 | CJ 308 Ethics in CJ | 3 |
| G ED Humanities | 3 | CJ Elective | 3 |
| CJ Elective | 3 | G ED Wellness (HHP 122/157) | 2 |
| G ED Scientific Reasoning | 3-4 | G ED History (201, 202, 207 or 208) | 3 |
| Semester Total | 15-16 | Semester Total | 14 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 313 Race & Gender in CJ | 3 | CJ 315 Research Methods | 3 |
| CJ 314 Statistics in Professional Studies | 3 | CJ 320 Communications in CJ I | 3 |
| CJ Elective | 3 | CJ Elective | 3 |
| G ED Natural Science | 3-4 | G ED International Perspectives | 3 |
| Elective | 3 | G ED Social Science | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CJ 322 Criminology | 3 | CJ 425 Senior Seminar in CJ | 3 |
| CJ 330 Communications in CJ II | 3 | CJ Elective | 3 |
| CJ 380 Criminal Procedure | 3 | Free Elective | 3 |
| CJ 415 Management in CJ Organizations | 3 | Free Elective | 3 |
| Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

## *English*

Dr. Jeffrey Pietruszynski
Chair
203 Campbell Conference Center
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jpietrus@wvstateu.edu

The purpose of instruction in the Department of English is to develop graduates who are proficient in analytical thinking, in critical reading of literary and non-fictional texts, and in a variety of writing modes.
All graduates should be able to demonstrate their knowledge of

- features of language
- interpretive approaches to literature in English from several periods
- the process of composing.

Courses offered by the department prepare students for reading and writing throughout the college curriculum, for communication in business and professions, for the advanced study and teaching of English, and for careers in professional writing, publishing, and related fields.

The Bachelor of Arts in English has a common core of courses in language, writing, literature, and critical theory. Students may choose to pursue;

- Traditional Literature Option, which prepares them for graduate study and professional school,
- Professional Writing Option, which prepares students for a variety of careers as writers
- Technical Writing Option, which prepares them for careers as technical writers in diverse businesses and industries.

To strengthen the program and enable students to measure their own progress, student learning is assessed through portfolios of work from several stages of student development, interviews, and surveys. Material collected from these sources are used to measure student progress, advise students more effectively, and determine whether the curriculum allows students to achieve the competencies listed above, and to meet their own objectives.

For specific requirements for teaching in the field of English, see the Professional Studies catalog sections for the Bachelor of Science in Education.

## Bachelor of Arts in English Curriculum

120 hours required for graduation

General Education – 35-40 Hours

- *Math Requirement:* MATH 111 or higher.
- Courses marked *also count as Gen. Ed.

Major -42-45 hours

**Free Electives** -to bring total hours to 120

***Areas of Concentration (select one)***

Literature 42 hours

***Core Courses***: ENGL 230, 250, 303, 315, 401, 477

- Select one from each area:

ENGL 320, 321, 350, or 351

ENGL 316, 317, 408

- ENGL 334 or 441

ENGL 337, 338, 339, 340, 342, 343, 369

- Four additional Literature courses at a 300/400 level.

***Cognates* - 9 Hours *(Literature***

- ^Six hours in the same foreign language at the 200-level or above^
- Three hours from British, American*, or World History*.

Professional Writing 45 hours

***Core Courses:*** ENGL 112, 204, 225, 228, 250, 303,304, 315, 477

Select one from each area:

ENGL 230, 255, 306, 401

ENGL 316, 317, 408

- ENGL 334 or 441

ENGL 337, 338, 339, 340, 342, 343, 369

ENGL 227, 430, 431, 432

- ENGL 310, 326, 429

***Cognates - 15 Hours (Professional Writing)***

- ^Six hours in the same foreign language at the 200-level or above^
- ^^Nine hour area approved study^^

Technical Writing - 42 hours

***Core Courses:*** ENGL 112, 160, 204, 228, 310, 311, 410, 412, 422.

- Select one ENGL 317, 325, 345, 360
- Select one ENGL 337, 339, 340, 342, 343, 369

***Cognates -12 Hours (Technical Writing)***

- ^^Twelve-hour area approved study^^

^Foreign Language cognate requires six hours in 200 level or above courses in advanced foreign language. (requires lower level language prerequisites).Excludes courses taught in English.

^^Writing Concentration Options B and C require advisor approved courses in a single or set of related disciplines that must be preapproved by the students' advisor.

## Minors in English

**15 Hours**

Minor in Literature

- ENGL 250 and 334; three courses in literature from the 300/400 level

Minor in Technical Writing

ENGL 112, 160, 310, 311, and 202 or 204. (Designed for students in technical or business fields)

Minor in Writing

- ENGL 303; one course from ENGL 230, 255, 401; three courses from ENGL 225, 227, 304, 310, 326, 429, 430, 431

## *Certificates of Completion in English*

Creative Writing - 15 Hours
ENGL 255, 304, 429, 6 hours from ENGL 430, 431, 432

Technical Writing - 18 Hours
ENGL 112, 160, 204, 310, 311, 410 or 412

Literary Studies - 15 Hours
ENGL 250, 334, 9 HOURS FROM ANY 300- or 400-level literature courses in the department

Diversity Literature - 18 Hours
ENGL 250, 342, 343, 347, 440, 337 or 338

World Literature - 18 Hours
ENGL 154, 250, 320, 321, 350, 351

## *English Faculty*

**Barnes-Pietruszynski, Jessica (2008)**, Associate Professor of English. B.A. Drake University; M.A. Western Illinois University; Ph.D. Illinois State University, 2009. Areas of research: Victorian Literature.

**Hartstein, Arnold M. (1975)**, Emeritus Professor of English. B.A. Brooklyn College; M.A. The Ohio State University; Ph.D. The Ohio State University, 1981. Areas of research: 19th Century Literature, Composition.

**Kiddie, Thomas J., Jr. (2007)**, Associate Professor of English; Director, Center for Online Learning B.A. Rutgers University; M.A. Rutgers University; Ph.D. Rutgers University, 1987. Areas of research: Technical Writing, Literature, German.

**McConnell, Anne (2007)**, Associate Professor of English. B.A. Illinois Wesleyan University; M.A. University of Colorado; Ph.D. University of Colorado, 2006. Areas of research: World Literature, Literary and Art Critical Theory.

**Pietryszynski, Jeffrey (2005)**, Associate Professor of English. B.A. University of Wisconsin, 1992; M.A. Eastern Illinois University, 1999; Ph.D. Illinois State University, 2006. Areas of research: Shakespeare, Renaissance Literature, Composition.

**Taylor-Johnson, Carol (1996)**, Associate Professor of English. B.S. Langston University; M.A. The Ohio State University; Ph.D. The Ohio State University, 1986. Areas of research: African American Literature, Children's and Young Adult Literature, Composition.

**Wallace, Robert (2005)** Dean**,** Professor of English. B.A. Pfeiffer College, 1987; M.F.A. University of Arkansas, 1992; Ph.D. Indiana University of Pennsylvania, 2004. Areas of research: Creative Writing, Composition.

**Wang-Hiles (2015)** Assistant Professor of English. B.A. Hebei University (China); B.A. China University of Political Science and Law; M.A. Georgia State University; Ph.D. Indiana University of Pennsylvania.Areas of research: Writing, Writing Center Theory and Practice, TESOL, Intercultural Communication

*English Degree Suggested Course Sequence by Concentration*

**English - Literature Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Written Communication II | 3 |
| G ED Written Communication I | 3 | ENG 150* | 3 |
| Elective | 3 | G ED Mathematics | 3 |
| Foreign Language at the 100 level** | 3 | G ED Scientific Reasoning | 3-4 |
| G ED Oral Communication Semester | 3 | Foreign Language at the 100 level** | 3 |
| Total | 15 | Semester Total | 15-16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 250*** | 3 | ENGL 230 | 3 |
| G ED Arts | 3 | ENGL 316, 317, or 408 | 3 |
| G ED Natural Science | 3-4 | Foreign Language at the 200 level | 3 |
| Foreign Language at the 200 level | 3 | G ED Humanities | 3 |
| Elective | 3 | G ED History | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 303 | 3 | ENGL 315 | 3 |
| ENGL 337, 338, 339, 340, 342, or 343 | 3 | Literature course, 300/400 Level | 3 |
| HIST 201 or 202 | 3 | Elective | 3 |
| G ED International Perspectives | 3 | G ED Wellness | 2 |
| Elective | 3 | G ED Social Science | 3 |
| Semester Total | 15 | Elective | 3 |
| | | Semester Total | 17 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 320, 321, 350 or 351 | 3 | ENGL 334 or 342 | 3 |
| ENGL 401 | 3 | ENGL 477 | 3 |
| Literature course, 300/400 Level | 3 | Literature course, 300/400 Level | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| *Prerequisite for all 300-400 level literature courses.<br>***Prerequisite for most 300-400 level literature courses. | | **First-year foreign language courses may count as G ED credit. | |

## English - Professional Writing Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Written Communication II | 3 |
| G ED Written Communication I | 3 | ENG 150* | 3 |
| Elective | 3 | GED Mathematics | 3 |
| Foreign Language at the 100 level** | 3 | Elective | 3 |
| G ED Oral Communications | 3 | Foreign Language at the 100 level** | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 250*** | 3 | ENGL 204 | 3 |
| ENG 112 | 3 | ENGL 316, 317, or 408 | 3 |
| ENGL 230, 255, 306, or 401 | 3 | G ED Arts | 3 |
| G ED Scientific Reasoning | 3-4 | Foreign Language at the 200 level | 3 |
| Foreign Language at the 200 level | 3 | G ED Humanities | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 225 | 3 | ENGL 315 | 3 |
| ENGL 337, 338, 339, 340, 342 or 343 | 3 | ENGL 303 | 3 |
| G ED Natural Science | 3-4 | G ED International Perspectives | 3 |
| G ED Social Science | 3 | G ED Wellness | 2 |
| G ED History | 3 | Electives | 3 |
| Semester Total | 15-16 | Area study | 3 |
| | | Semester Total | 17 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 334 or 442 | 3 | ENGL 310 or 429 | 3 |
| ENGL 304 | 3 | ENGL 477 | 3 |
| ENGL 227, 430, 431, or 432 | 3 | Area study | 3 |
| Area study | 3 | Writing course | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| *Prerequisite for all 300-400 level literature courses.<br>*Prerequisite for most 300-400 level literature courses. | | **First-year foreign language courses may count as G ED credit. | |

## English - Technical Writing Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Written Communication II | 3 |
| G ED Written Communication I | 3 | ENG 150* | 3 |
| G ED Mathematics | 3 | Elective | 3 |
| Foreign Language at the 100 level** | 3 | Foreign Language at the 100 level** | 3 |
| G ED Oral Communications | 3 | G ED Scientific Reasoning | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 160 | 3 | ENGL 112 | 3 |
| ENG 204 | 3 | ENGL 228 | 3 |
| G ED Arts | 3 | G ED Humanities | 3 |
| Foreign Language at the 200 level | 3 | Foreign Language at the 200 level | 3 |
| ENGL 250*** | 3 | G ED Natural Science | 3-4 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 316, 317 or 408 | 3 | COMM 285 | 3 |
| ENGL 310 or 311 | 3 | ENGL 410 or 412 | 3 |
| G ED Social Science | 3 | ENGL 337, 338, 339, 340, 342 or 343 | 3 |
| G ED International Perspectives | 3 | Elective | 3 |
| Area Study | 3 | G ED Wellness | 2 |
| Semester Total | 15 | Area study | 3 |
| | | Semester Total | 17 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 310 or 311 | 3 | ENGL 410 or 412 | 3 |
| ENGL 320, 321, 350 or 351 | 3 | ENGL 477 | 3 |
| Area Study | 3 | Area study | 3 |
| G ED History | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| *Prerequisite for all 300-400 level literature courses.<br>***Prerequisite for most 300-400 level literature courses. | | **First-year foreign language courses may count as G ED credit. | |

## English - Technical Writing Option Suggested Course Sequence – Online Degree Program

| Freshman Year | | | |
|---|---|---|---|
| *First Semester* | | *Second Semester* | |
| **First 8-Weeks** | | **First 8-Weeks** | |
| G ED 101 | 3 | ENGL 112 | 3 |
| G ED Written Communication I | 3 | ENG 160 | 3 |
| G ED Oral Communications | 3 | G ED Wellness | 2 |
| **Second 8-Weeks** | | **Second 8-Weeks** | |
| G ED Written Communication II | 3 | ENGL 150 | 3 |
| G ED Arts | 3 | G ED Scientific Reasoning | 3-4 |
| Semester Total | 15 | Semester Total | 14-15 |
| **Sophomore Year** | | | |
| *First Semester* | | *Second Semester* | |
| **First 8-Weeks** | | **First 8-Weeks** | |
| G ED Natural Science | 3-4 | ENGL 228 | 3 |
| ENGL 204 | 3 | ENGL 311 | 3 |
| Elective | 3 | Elective | 3 |
| **Second 8-Weeks** | | **Second 8-Weeks** | |
| ENGL 310 | 3 | Area Study | 3 |
| G ED International | 3 | Elective | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Junior Year** | | | |
| *First Semester* | | *Second Semester* | |
| **First 8-Weeks** | | **First 8-Weeks** | |
| G ED Mathematics | 3 | ENGL 337, 339, 342, 343, 369 | 3 |
| ENGL 317,325,345,360 | 3 | Area Study | 3 |
| Elective | 3 | Elective | 3 |
| **Second 8-Weeks** | | **Second 8-Weeks** | |
| G ED Social Science | 3 | G ED History | 3 |
| Area Study | 3 | Elective | 3 |
| Elective | 3 | Semester Total | 15 |
| Semester Total | 18 | | |
| **Senior Year** | | | |
| *First Semester* | | *Second Semester* | |
| **First 8-Weeks** | | **First 8-Weeks** | |
| ENGL 412 | 3 | ENGL 410 | 3 |
| Area Study | 3 | ENGL 422 | 3 |
| Elective | 3 | Elective | 3 |
| **Second 8-Weeks** | | **Second 8-Weeks** | |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

## *History*

Dr. Michael S. Pennington
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Chair of Department of History & Political Science
520 Wallace Hall
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Dr. Derek Taylor
Coordinator, History
207D Wallace Hall
(304) 766-4245
derek.taylor@wvstateu.edu

The History Program at West Virginia State University focuses on students and promotes their academic success. Faculty members are deeply committed to creating a student-oriented culture that places a high priority on individual student needs. This is demonstrated through our personalized academic advising sessions, flexible course scheduling and quality instruction.

Through rigorous study, extensive reading and judicious analysis, students gain an understanding of, and appreciation for, the past. They learn how to frame historical problems, analyze and interpret historical evidence, and write compelling historical arguments. This prepares them for professions in education, law and public history, and provides a solid foundation for graduate-level course work in the humanities or social sciences. In addition, the analytical and communication skills that history students pick up along the way are useful in business.

History majors will complete a General Education requirement designed to promote the ability to interconnect knowledge and apply concepts and skills from one area to another, two semesters of a modern foreign language, 15 hours of approved cognates (restricted electives), and eight upper-level History courses emphasizing research and writing skills. The required senior capstone course permits students to select either a research-intensive senior thesis or a public history-related field experience internship.

Program Goals:

- Students will develop a general knowledge of human history.
- Students will read perceptively, think critically and write clearly.
- Students will use the library and computer technology to locate and interpret primary and secondary sources.
- Students will be able to work independently and effectively to synthesize history.

Program-Level Outcomes

Graduates with a Bachelor of Arts in History from West Virginia State University should be able to:

- demonstrate understanding of the natural and cultural environment in which humans have developed and lived over time and space;
- demonstrate evidence of the historical and geographical processes by which societies, cultures and institutions change over time and space;
- demonstrate understanding of the racial and cultural diversity of the human experience as influenced by geography, culture, race, ethnicity, gender and class;
- demonstrate skills of historical research and critical analysis using a variety of sources;
- demonstrate effective research, writing and oral communication skills in order to present an historical thesis in a logical and organized manner;
- demonstrate understanding of the career search in appropriate educational and professional markets.

## Bachelor of Arts in History Curriculum

120 hours required for graduation

**General Education - 38-40 Hours**

- MATH 111 or higher

Major - 36 Hours

- HIST 201*, HIST 202*, HIST 207*, HIST 208* - 12 hours
- Eight HIST courses 300/400 level (including HIST 260 and HIST 400) - 24 hours

*May count for General Education

Cognates - 21 Hours

- Six hours in the same modern foreign language;
- 15 cognate hours approved through the History Program.

Electives

Free electives to bring total to 120 hours

## Minor in History

- HIST 201*, HIST 202*, HIST 207*, HIST 208* - 12 hours
- Two HIST courses 300/400 level - 6 hours

## History Faculty

Dr. Derek Taylor

**Park, Tae Jin (2006)**, Assistant Professor of History. B.A., Kyonggi University; M.A. State University of New York at Albany; Ph.D., West Virginia University, 2003. Areas of research: U.S. Diplomacy and East Asian History.

Instructor of History and Coordinator for History Program.

*History Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Scientific Reasoning | 3-4 | COMM 100 | 3 |
| G ED 100 | 3 | G ED Humanities | 3 |
| MATH 120 or 111 | 3 | G ED Arts | 3 |
| G ED Wellness | 2 | Elective | 3 |
| Semester Total | 14-15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ENGL 150 | 3 | G ED International Perspectives | 3 |
| HIST 207 | 3 | HIST 208 | 3 |
| HIST 201 | 3 | G ED Natural Science | 3-4 |
| Foreign Language | 3 | Foreign Language | 3 |
| G ED Social Science | 3 | HIST 202 | 3 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| HIST 260 | 3 | HIST 300/400 | 3 |
| HIST 300/400 | 3 | HIST 300/400 | 3 |
| Cognates | 3 | Cognates | 3 |
| Free Electives | 3 | Free Electives | 6 |
| Free Electives | 3 | Semester Total | 15 |
| Semester Total | 15 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| HIST 300/400 | 3 | HIST 400 | 3 |
| HIST 300/400 | 3 | Cognates | 3 |
| Free Electives | 9 | Free Electives | 8 |
| Semester Total | 15 | Semester Total | 14 |

## *Interdisciplinary Studies (IDS)*

For more information on the IDS program, contact the College of Arts and Humanities at (304)766-3126 or arts.humanities@wvstateu.edu, or contact the Office of Student Retention and Success at (304) 766-3022.

WVSU's Interdisciplinary Studies (IDS) Program gives students the flexibility to craft their own academic programs according to their unique interests and career goals. Students will work with an IDS Program advisor to select three academic minors from within any of the University's four colleges whose competencies will help them achieve their aspirations. Having gained specialized knowledge, diverse perspectives, and analytical skills from their chosen fields of study, students will be equipped to meet innovative challenges across disciplines in an ever changing multicultural marketplace of ideas and opportunities.

In addition to their General Education and minor field of study courses, all IDS students will take an IDS capstone course in which they will complete a project demonstrating the connections between their specific disciplines.

## *IDS Curriculum*

120 Hours for Graduation

**Major**

*Core Courses*

- IDS 477 *Interdisciplinary Studies Capstone course*
- Four *additional* courses from Tier II Gen Ed requirements
- Encouraged to take at least (1) foreign language class.
-

*Select ANY 3 Minors*

- Declare and complete three (3) separate minors as described in the University catalog;
- An earned Associate degree counts as one of the minors.
- An advisor-approved cognate may count as one of the three minors.

*Minimum of 30 hours in upper-level courses, including IDS 477

## Interdisciplinary Minors

West Virginia State University offers interdisciplinary minors in African and African-American Studies, International Studies and Women's Studies. Each minor is designed to provide students with a course of study in an area of current importance and interest that crosses the traditional lines among disciplines. Each minor begins with an introductory course that provides an overview of its field of study. The breadth and focus of the introduction is then further developed through a number of relevant courses in this field drawn from departmental offerings.

**Minor in African & African-American Studies** (18 credit hours)

- ***Core Course:*** G ED 150 Introduction to African and African-American Studies.
- **Electives:** 15 credit hours from the following list of courses approved for the minor, including at least two from each area below.

*Arts and Humanities:*

ENGL 337 The Black Writer in America ENGL 338 Black Novelists in America ENGL 339 Black Poets in America

ENGL 340 Readings in African Literature

*Social Sciences:*

HIST 311 African-American History HIST 444 Sub-Saharan Africa

POSC 420 The Politics of Race

**Minor in Appalachian Studies** (15 credit hours)

- ***Core Course***: G ED205/SOC 205 Introduction to Appalachian Studies.
- ***Electives***: 12 credit hours from the following courses (this list may be expanded

*Choose Two*:

HIST 209 West Virginia and Appl. Region
SOC 444 Appalachian Cult and Social Change
ENG 325 Adolescent Literature
HIST 416 The Civil War Era SWK 200 Theories of Poverty SWK 202 Cultural Aspects

*Choose One:*

ENG 343 Appalachian Literature and Culture
ART 319 Appalachian Arts and Crafts

*Choose One:*

BIOL 108 Environmental Biology ENG 154 Mythology and Folklore
ENG 324 Literature for Children

**Minor in International Studies**

**(**18 credit hours**)**

- ***Core Courses***: Introduction to International Studies (INTS 210);
- Three credit hours in a language at the 300 level or foreign language proficiency as tested by the Modern Foreign Language Department.
- Electives: nine credit hours from the following list of courses approved for the minor (this list may be expanded).

ART 202 Non-Western Art
ART 317 African and Afro-American Art
ART 320 African Art
ART 350 African-American Artist
BA 460 International Business
COMM 446 International Cinema
ECON 310 Economic Development
ECON 406 Comparative Economic Systems
ECON 410 International Economics
ENGL 340 Readings in African Literature
ENGL 350 World Literature: Classical Era
ENGL 351 World Literature: Modern Era
ENGL 440 Interpreting the Holocaust
FREN 205 France: A View of Changing Culture
FREN 443 West African Culture
FREN 444 Caribbean: Crossroads of Culture
HIST 421 History of the Far East
HIST 304 History of Russia
HIST 444 Sub-Saharan Africa
PHIL 308 World Religions
POSC 210 International Relations
POSC 302 American Foreign Policy
POSC 304 Comparative Politics
POSC 410 Politics of the Third World
POSC 415 Arab Middle East
SOC 305 Birth, Death, and Migration
SPAN 205 Spain and Its Culture

***Select A or B***

A. Field Study with an international agency in the U.S. or abroad for 3 hours
B. Special topics course for 3 hours

In addition, study abroad for one to six credit hours, internship or field study with an international agency in the U.S. or abroad for three credit hours, and appropriate special topics courses may be used as electives if approved by the International Studies Minor Committee.

**Minor in Women's Studies** (15 credit hours)

- **Core course:** G ED 250 Introduction to Women's Studies.
- ***Electives:*** 12 hours from the following list of courses approved for the minor (this list may be expanded).

| | | | | | |
|---|---|---|---|---|---|
| ART | 451 | Women Artists | ENGL | 342 | Women Writers |
| COMM | 345 | Film Theory: Genre and Directors | PSYC | 245 | Sex Roles |
| SOC | 320 | Women, Change, and Society | WK | 200 | Theories of Poverty |

## *Modern Foreign Languages*

**Dr. Miguel Zapata**
Program Cordinator
Cole Complex
304-766-3068
mzapata@wvstateu.edu

There are also two certificate options available and open to students and the community as a whole: Certificate of Proficiency in Spanish or French. There also are minors offered in French and Spanish. Lower-level language courses fulfill general education International Perspectives requirements. French and Spanish courses and activities provide opportunities to learn about world cultures, develop communication skills, perceive connections among disciplines, compare institutions and languages, analyze literary texts, utilize technology, and recognize the role of culture in shaping identities.

***Placement Procedures:*** If students have taken two years of high school French or Spanish they may take a test to receive P credit for French or Spanish 101. The P credit awards three hours of credit toward graduation, but does not contribute quality points toward the GPA. A student earning P credit for French or Spanish 101 is eligible to enter French or Spanish 102. The test-out exam is offered the first week of classes in the Foreign Language Lab, 218 Ferrell Hall, and the student must enroll in the course to receive credit. Students may enroll in the next course in sequence once they have passed the test. The exam schedule will be posted on the door of the Foreign Language Lab, 218 Ferrell Hall. Students who have taken three or more years of French or Spanish should see Dr. Miguel Zapata in 207C Cole Complex.

### *Minors in Foreign Language*
### *15 Hours*

French

- FREN 101, 102, 201, 202,
- one from FREN 305, 306, 307, 311, 312,401, 402.

Spanish

- SPAN 101, 102, 201, 202,
- one from SPAN 305, 306, 307, 311, 312, 401, 402

### Certificates of Proficiency

French - 18 Hours
FREN 101, 102, 201, 202, 305

- Select one FREN 306, 307, 311, 312, 401, 402

Spanish - 18 Hours
SPAN 101, 102, 201, 202, 305

- Select one SPAN 303, 306, 307, 311, 312, 401, 402

### Modern Foreign Languages Faculty

**Zapata, Miguel (2005)**, Associate Professor of Spanish. B.S. Universidad del Atlántico (Colombia), 1986, M.A. (Spanish) University of Arkansas, 1995, M.A. (English) University of Arkansas, 1999, Ph.D. University of Arkansas, 2002. Areas of research: Spanish language, civilization, and literature

*International Studies: Foreign Language Concentration Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Arts | 3 | G ED Mathematics | 3 |
| G ED 101 | 3 | G ED Natural Science | 3-4 |
| G ED Oral Communication | 3 | G ED Humanities | 3 |
| SPAN or FREN 101 | 3 | SPAN or FREN 102 | 3 |
| Semester Total | 16 | G ED Wellness | 2 |
| | | Semester Total | 17-18 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| SPAN or FREN 201 | 3 | SPAN or FREN 202 | 3 |
| G ED History | 3 | Free elective | 3 |
| G ED 200 | 3 | G ED Scientific Reasoning | 3-4 |
| Free elective | 3 | HIST 201 or 202 | 3 |
| Elective towards minor | 3 | Elective towards minor | 3 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Elective towards minor | 3 | INTS 210 | 3 |
| SPAN or FREN 305 | 3 | SPAN or FREN 306 | 3 |
| SPAN or FREN 311 | 3 | SPAN or FREN 312 | 3 |
| G ED Social Science | 3 | G ED International Perspectives | 3 |
| Study Abroad | 3-6 | Elective towards minor | 3 |
| Semester Total | 15-18 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| SPAN or FREN 401 | 3 | SPAN or FREN 402 | 3 |
| FREN 307 | 3 | Cognate | 3 |
| Cognate | 3 | Free elective | 3 |
| Cognate | 3 | Free elective | 3 |
| Elective towards minor | 3 | Free elective | 3 |
| Free elective | 3 | Semester Total | 15 |
| Semester Total | 15 | | |

## *Music*

Dr. Scott E. Woodard
301 Davis Fine Arts
(304) 766-3190
scott.woodard@wvstateu.edu

The purpose of the Program of Music is to prepare and develop performers and teachers of music on both the elementary and high school levels — teachers who are sound musicians and cultured individuals whose personalities are suited to the profession, and performers who will enrich the global community through musical offerings.

The music department offers courses in theory, history, appreciation, conducting, technology, and music education. It also offers a wide variety of music ensembles (including choir, band, orchestra, jazz, percussion, brass and woodwinds) that music majors and students from all academic programs can participate in, offering all students the opportunity for musical enrichment and cultural development. Students may also take private lessons in voice or an instrument of their choice.

Music Education and Music Performance majors must declare a music performance area (e.g., piano, voice, trumpet, and clarinet). A minimum of six public performances in student solo recitals is to be made prior to the second semester of the senior year. A music education major having special qualities as a performer, with the advice and consent of his instructor and the music faculty, may be accorded the privilege of presenting a solo recital in the senior year. Students in Music Performance are required to perform a solo recital in both the junior and senior years.

All music majors must pass the Piano Proficiency Examination at the conclusion of Music 211, which is typically taken during the second semester of the sophomore year. All music majors registered as full-time students are required to participate in a major ensemble consistent with their performance area every semester except the one in which they are student teaching. Attendance at specified events, recitals, concerts, and meetings or workshops sponsored by the program is required of all music students each semester. The program suggests that courses be taken in sequence whenever possible (refer to the suggested course sequences provided in subsequent pages). Additional policies and procedures are outlined in the Department of Music Student Handbook.

### Bachelor of Fine Arts in Music Performance Curriculum

120 hours required for graduation

**Major – 80-85 Hours**

- ***Core Courses*** (33 hours): MUS 101, 102, 201, 202, 110, 111, 210, 211, 303, 304, 320, 405, 406

General Education – 38-41 Hours

- Math Requirement MATH 111 or higher.

***Area of Concentration (select one)***

Instrumental:

- MUS 191 (4 semesters), 491 (4 semesters), 160, 161, 170, 172, 173, 174, 180, 307, 408 (Survey of Literature), 420 (Senior Recital), electives.

Vocal:

- MUS 191 (4 semesters), 491 (4 semesters), 130, 150, 207, 212 (Diction for Singers), 412 (Vocal Pedagogy), 420 (Senior Recital), electives.

## Minor in Music

- Choose from any MUS course to total 15 hours.

### *Bachelor of Science in Music Education (PreK-Adult)*

The Bachelors of Science in Music Education (Pre-K-Adult) degree is awarded by the College of Professional Studies and housed within the Education Department. Please refer to the Education Department section of the catalog for degree details.

## Music Faculty

**Woodard, Scott E.** (2006), Professor of Music.
B.A. in Music Education, Marshall University;
M.A. in Music Education, Marshall University;
D.M.A. in Music Education, Boston University, 2014. Areas of research: Instrumental Conducting, Music History; Russian Music History.

## *Bachelor of Fine Arts in Music Performance Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| MUS 101 | 4 | MUS 102 | 4 |
| MUS 110 | 1 | MUS 111 | 1 |
| MUS 130/172/173/174 | 1 | MUS 130/172/173/174 | 1 |
| MUS 150, 160, or 180 | 1 | MUS 150, 161, or 180 | 1 |
| MUS 191* | 1 | MUS 191* | 1 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Oral Communication | 3 | G ED Wellness | 2 |
| G ED 101 | 3 | G ED Mathematics | 3 |
| Semester Total | 17 | Semester Total | 16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MUS 130/172/173/174 | 1 | MUS 130/172/173/174 | 1 |
| MUS 150, 160, or 180 | 1 | MUS 150, 161, or 180 | 1 |
| MUS 191* | 1 | MUS 191* | 1 |
| MUS 201 | 4 | MUS 202 | 4 |
| MUS 210 | 1 | MUS 207 (Voice) or G ED Humanities (Instrumental) | 3 |
| G ED Scientific Reasoning | 3-4 | MUS 211 | 1 |
| G ED International Perspectives | 3 | MUS 303 | 3 |
| Semester Total | 15-16 | | |
| | | Semester Total | 14 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MUS 150, 160, or 180 | 1 | MUS 150, 161, or 180 | 1 |
| MUS 304 | 3 | MUS 212 (Voice) or Elective (Instrumental) | 3 |
| MUS 307 (Instrumental) or G ED Humanities (Voice) | 3 | MUS 405 | 2 |
| MUS 320 | 3 | MUS 491* | 2 |
| MUS 491* | 2 | G ED History | 3 |
| G ED Social Science | 3 | G ED Natural Science | 3-4 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MUS 150, 160, or 180 | 1 | MUS 150, 160, or 180 | 1 |
| MUS 406 | 2 | MUS 420 | 3 |
| MUS 412 (Voice) or MUS 408 (Instrumental) | 3 | MUS 491* | 2 |
| MUS 491* | 2 | Elective | 3 |
| Elective | 3 | G Ed Arts | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 14 | Semester Total | 15 |

*Students enrolled in Applied Music (i.e. MUS 191, MUS 391, or MUS 491) must be enrolled in a major ensemble each semester of applied study. Students must further enroll in chamber ensembles (College Singers for vocal majors) in four semesters over the course of their studies.

## *Political Science*

Michael S. Pennington, Ph.D.
MPA Director
Chair of Department of History and Political Science
520 Wallace Hall
(304) 766-3044

Political Science investigates the relationship between government and society. At West Virginia State University, students take part in a rigorous and writing-intensive program of study. Advanced classes have a low student-to-professor ratio that allows professors to mentor and work closely with students on academic projects.

WVSU's Political Science Program is geared toward helping students to connect theory with practice. Learning outside of the classroom is a feature of study in the Political Science Program. Students are strongly encouraged to participate in internships and/or fieldwork. The program manages four internship programs with the State of West Virginia – the Judith A. Herndon Fellowship, the Frasure-Singleton Internship, the Higher Education Policy Commission, and the Governor's Internship Program, as well as various internships in both the private and public sector.-The program also provides students with opportunities to volunteer with political campaigns, political parties and various civic groups.

### Mission of the Program

A Political Science degree from West Virginia State University provides a strong, broadly-based liberal arts education that prepares students for a wide variety of careers. Students develop critical thinking skills, including the ability to analyze complex social problems, evaluate concepts of political thought, collect and evaluate information about political phenomenon, and apply this information in the context of local, regional, national and international politics. The skills learned in the political science program help to prepare students for careers in the public service, and beyond.

### Student Organizations

The Political Science Program currently sponsors two student organizations - the Political Science Society and the Pre-Law Association. In addition to actively participating in these two organizations, Political Science majors are often active in other campus organizations and frequently serve as the officers of the University's Student Government Association and other campus student organizations.

Pi Sigma Alpha, a Political Science honor society, is open to students who excel in the study of politics and government. The campus chapter inducts new members each spring.

### About the Program

The Political Science Program offers three options for Political Science majors including general political science as well as specialized programs of study.

### General Political Science Major

> The General Political Science curriculum provides basic, thorough coverage of the major areas of study within the discipline of Political Science. These include American government and political institutions, public law and judicial politics, comparative politics, international politics, public policy, political thought, methodology and research and public administration. Courses also examine the intersection of politics with other social institutions such as religion, social groups and media. The general degree in Political Science prepares students for a variety of careers, including public policy and administration at local, national and international levels. Graduates from our program presently hold elective office, work in state and local government as well as non-profit organizations, and conduct academic research. Many others work in areas of law, business and the media. Some are political consultants on campaigns.

Pre-Law Concentration

The Pre-Law Concentration provides a rigorous curriculum focusing on the law and legal studies in order to prepare highly qualified students to pursue a number of careers after college. Most of the graduates will pursue either law school or graduate school for legal studies. Many students, however, continue their studies in public administration, criminal justice administration or public policy. An undergraduate curriculum, taken in preparation for law school, should encompass courses that emphasize analytical thinking, cogent writing and confident verbal skills. Moreover, a student should have a profound understanding of the socio-political, historical and economic contexts in which laws are made, broken and interpreted. The program's Pre-Law concentration provides such a curriculum.

Public Administration and Policy Concentration

The Public Administration and Policy Concentration integrates a traditional management-oriented approach with an analytical, problem-solving emphasis to produce a solid foundation that links theory with practice. This hybrid, innovative concentration uniquely prepares students with the skills necessary to address the challenges administrators face in the public arena. To prepare highly qualified students to pursue many different careers after college, this curriculum cultivates skills that enable individuals to manage and govern the public's resources effectively, efficiently and ethically; the program is designed to teach students the business of government. Most of the graduates will pursue either graduate school in public administration or research and policy analysis.

**Bachelor of Arts in Political Science**

**120 hours required for graduation. General Education - 35-40 Hours Major 42-51 Hours**

Core Courses

- POSC 100*, 101*, 204, 205, 210, 225, 311 and either POSC 400 or 497

***Areas of Concentration***

Cognates - 19 Hours

- PSYC 200 – Statistics for the Social Sciences
- Six hours of the same Modern Foreign Language *
- ECON 201 or 202
- HIST 207 or 208
- ENGL 112, 201, or 204

**Electives - to bring total credit hours to 120**

Up to six hours in Cooperative Education may be earned in major-related work.

* Up to 9 hours may count toward General Education requirements.

***Areas Of Concentration (select one)***

General Political Science Major – 18 Hours

- 18 credit hours of 300 or 400 level Political Sciences courses (with faculty approval)

Pre-Law Concentration - 18 Hours

- POSC 305, 325, 330
- Choose one course from each of the following two groups
  - A: POSC 304, 402, 408, 410, 415
  - B: POSC 306, 403, 405
- Plus one additional course from either group

Public Administration and Policy Concentration **- 27 Hours**

- POSC 306, 307 and 405
- BA 115, 301, 310 and 320
- Six additional credit hours of 300 or 400 level Political Sciences courses with faculty approval

**Minor in Political Science**

**15 Hours**

- POSC 100; 101; 204 or 210;
- Six hours from any 300 or 400 level political science course.

Tera McCown.
Instructor of Political Science and Public Administration. B.A West Virginia University, M.P.A. West Virginia University, Ph. D. West Virginia State University.

**Palubinskas, Ginta T. (2013)** Professor of Political Science, B.A. Loyola Marymount University; M.A., George Washington University; Ph.D., George Mason University, 2003. Areas of research: Democracy and energy security, economic and societal transformation, interaction of political and cultural change and democratization.

**Pennington, Michael, S. (2015),** Professor of Political Science and Public Administration, Chair of the Department of History and Political Science, MPA Program Director.. B.A., West Virginia State University; 1997. M.P.A., West Virginia University, 1998; Ph.D. Texas A&M, 2008. Areas of research: Human resources management, regulatory policy and economic development.

*Political Science Suggested Course Sequence by Concentration*

**General Political Science Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| GED 101 | 3 | GED Written Communication II: ENG 102 | 3 |
| GED Written Communication I: ENG 101 | 3 | GED Mathematics: Math 111 or Math 120 | 3 |
| POSC 100 or POSC 101 | 3 | POSC 100 or POSC 101 | 3 |
| POSC Cognate: Foreign Language | 3 | POSC Cognate: Foreign Language | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Scientific Reasoning | 4 | GED History: HIST 201 or HIST 202 | 3 |
| GED OralComm:COMM 100 or ENGL 201 | 3 | POSC 204 (Spring) | 3 |
| POSC 225 (Fall odd years) | 3 | POSC English Cognate | 3 |
| POSC 210 | 3 | POSC Statistics Cognate: PSYC 200 | 4 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 16 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Natural Science | 4 | POSC Econs Cognate: ECON 201 or 202 | 3 |
| GED Wellness | 2 | POSC History Cognate: HIST 207 or 208 | 3 |
| POSC 205 (Fall even years) | 2 | POSC 300/400 | 3 |
| POSC 311 (Fall) | 3 | POSC 300/400 | 3 |
| POSC 300/400 Group A or B course | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 14 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Arts | 3 | GED Humanities | 3 |
| POSC 300/400 Group A or B course | 3 | POSC 300/400 | 3 |
| POSC 300/400 Group A or B course | 2 | POSC 400 (Spring) or 497 | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 15 | Semester Total | 15 |

## Pre-Law Concentration Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| POSC 100 or POSC 101 | 3 | GED Mathematics: Math 111 or Math 120 | 3 |
| G ED 101 | 3 | POSC 100 or POSC 101 | 3 |
| POSC Cognate: Foreign Language | 3 | POSC Cognate: Foreign Language | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Scientific Reasoning | 4 | GED History: HIST 201 or HIST 202 | 3 |
| GED OralComm:COMM 100 or ENGL 201 | 3 | POSC 204 (Spring) | 3 |
| POSC 225 (Fall odd years) | 3 | POSC English Cognate | 3 |
| POSC 210 | 3 | POSC Statistics Cognate: PSYC 200 | 4 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 16 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Natural Science | 4 | POSC Econs Cognate: ECON 201 or 202 | 3 |
| GED Wellness | 2 | POSC History Cognate: HIST 207 or 208 | 3 |
| POSC 205 (Fall even years) | 2 | POSC 305 (Spring odd years) | 3 |
| POSC 311 (Fall) | 3 | POSC 325 (Spring odd years) | 3 |
| POSC 300/400 Group A or B course | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 14 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Arts | 3 | GED Humanities | 3 |
| POSC 300/400 Group A or B course | 3 | POSC 330 (Spring even years) | 3 |
| POSC 300/400 Group A or B course | 2 | POSC 400 (Spring) or 497 | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 15 | Semester Total | 15 |

**Public Administration & Policy Concentration Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| POSC 100 or POSC 101 | 3 | GED Mathematics: Math 111 or Math 120 | 3 |
| G ED 101 | 3 | POSC 100 or POSC 101 | 3 |
| POSC Cognate: Foreign Language | 3 | POSC Cognate: Foreign Language | 3 |
| Free Elective/Course for Minor | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Scientific Reasoning | 4 | GED History: HIST 201 or HIST 202 | 3 |
| GED OralComm:COMM 100 or ENGL 201 | 3 | POSC 204 (Spring) | 3 |
| POSC 225 (Fall odd years) | 3 | POSC English Cognate | 3 |
| POSC 210 | 3 | POSC Statistics Cognate: PSYC 200 | 4 |
| BA 115 | 3 | Free Elective/Course for Minor | 3 |
| Semester Total | 16 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Arts | 3 | GED Humanities | 3 |
| POSC 205 (Fall even years) | 2 | POSC Econs Cognate: ECON 201 or 202 | 3 |
| POSC 306 (Fall even years) | 3 | POSC History Cognate: HIST 207 or 208 | 3 |
| POSC 307 (Fall even years) | 3 | POSC 300/400 | 3 |
| POSC 311 (Fall) | 3 | BA 301 | 3 |
| Semester Total | 14 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| GED Natural Science | 4 | POSC 300/400 | 3 |
| GED Wellness | 2 | POSC 400 (Spring) or 497 | 3 |
| POSC 405 (Fall odd years) | 3 | BA 320 | 3 |
| BA 310 | 3 | Free Elective/Course for minor | 3 |
| Free Elective/Course for minor | 3 | Free Elective/Course for minor | 3 |
| Semester Total | 15 | Semester Total | 15 |

## ***Regents Bachelor of Arts***

Dr. Michael Harris, II
Program Director 207C
Cole Complex
(304) 766-3017

### Non-Traditional Degree Program

The Regents Bachelor of Arts (RBA) degree is the University's non-traditional degree program intended primarily for adults. The program is of special value to those with two or more years of prior college work and those who have completed non-collegiate professional training programs.

### Mission Statement

The mission of the Regents Bachelor of Arts Program (RBA) is to prepare adults to excel in the professional workplace and to meet their educational needs through innovative approaches to learning.

### Program Learning Outcomes

The student will demonstrate:

- The application of strategies to promote success by developing, reviewing and revising personal and career goals.
- The application of critical thinking skills to solve problems in real world settings.
- Appropriate technology skills to complete work-related projects.
- Correct written communication skills.
- Correct oral communications skills.

### Requirements for the Program

The Regents Bachelor of Arts degree requires 2.0 GPA and 120 hours for graduation, in addition specialized requirements outlined by WV Higher Education Policy are noted below.

#### ***Admission Requirements***

1. Minimum 3 years post highschool graduation. Students are not eligible for admission until three years after the date of graduation from high school or high school class graduation year.
2. Students with regionally accredited baccalaureate degrees are not permitted and will be excluded from admission to the Regents Bachelor of Arts program.

#### ***Degree Requirements***

1. Simultaneous dual majors are prohibited. Students may not be enrolled simultaneously in this program and another baccalaureate degree program.
2. All passing grades at accredited colleges will be accepted. All grades of F received four or more years before admission to the program are disregarded.
3. Credit may be awarded for work and life experiences that are equivalent to college level coursework via Portfolio.
    a. *Portfolio Assessment fee of $300 plus $10 per credit hour will be charged for hours awarded through the portfolio assessment. ***Note****: Fee is payable when a portfolio is submitted.*
4. Students must complete a residency requirement of 24 hours in West Virginia's public higher education system. *At least three hours must be completed at West Virginia State University.*

Continuation in the program is contingent upon a candidate's making visible progress toward the degree. Any candidate terminated may be readmitted to the program, but is subject to all policies in effect at the time of reapplication. Under no circumstances is readmission to result in any additional waiver of failing grades.

## Regents Bachelor of Arts Curriculum

120 hours required for graduation.

**General Education - 36 Hours**

*Communications* - six (6) hours in English composition and/or speech.
*Humanities* - six (6) credit hours in art, music, English literature, philosophy, religion, drama, foreign languages, fine arts and/or classical studies.
*Natural Science*- six (6) hours in science (physical, earth, and/or space), biology, botany, zoology, chemistry, physics, entomology, physiology, astronomy, geology, bacteriology, and/or genetics.
*Social Science* - six (6)hours in economics, political science, sociology, psychology, anthropology, geography and/or history.
*Mathematics / Computer Science* - three (3) credit hours in mathematics, computer science and/or statistics.

**The classification of courses by academic areas is dependent on the academic department in which courses are offered and not on course title*

Major

- Composed of various disciplines; students must complete ANY 30 hours of upper division (300-400 level) courses. * Graduate level courses 500 and above will NOT count toward a bachelor degree

Free Electives -

- 54 free elective hours includes any college-level courses at the 100 level or higher
- Brings total hours to 120 for graduation

***Minors & Certificates for Regents***

Students admitted to the RBA Program may pursue any active minor or certificate of completion offered at WV State University in addition to the RBA degree. Various options are offered within the following subject areas. *Please see appropriate departments for the required course curriculum to earn additional credentials offered.

Arts & Humanities
- Art
- Communications
- English
- Interdisciplinary Studies
- Foreign Languages
- Mu**sic**

Business & Economics
- Business Administration
- Economics

Social Sciences
- Philosophy
- Political Science
- Psychology
- Sociology

Science & Mathematics
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physical Science
- Physics

Professional Studies
- Criminal Justice
- Health Science
- Military Science
- Social Work
- Sport Studies

## Certificate of Completion in Peer Mentoring

The Peer Education program supported by WV State University's Counseling Services, prepares students for campus advocacy, activism, and leadership in health promotion, risk reduction, resiliency and safety decision making. To meet this goal, the program seeks to make students aware of public health issues associated with unhealthy behaviors and practices through various experimental learning opportunities.

Peer Educators are trained under the National Association of Student Personnel Administrators (NASPA) & Certified Peer Educators (CPE). Peer

Educators are expected to serve as role models as an extension of the professional staff of WVSU's Counseling Services in which the courses, materials, workshops and opportunities derive. A Peer Mentoring certificate is offered upon completion of the coursework.

Peer Mentoring 12 Hours

- UNIV 100 Peer Education I
- UNIV 202 Peer Education II
- UNIV 303 Peer Education III
- UNIV 404 Peer Education IV

## ***Mission Statement***

The College of Business, Sciences, and Technology prepares students to lead, innovate, and excel in a rapidly evolving global economy driven by scientific discovery and technological innovation through outstanding teaching, experiential learning, and interdisciplinary education. The College advances knowledge through scientific research, scholarship, technological innovation, entrepreneurship, and interdisciplinary collaboration while fostering partnerships across business, science, engineering, mathematics, and computing. Guided by the University's land-grant mission, the College partners with industry, government, and communities to promote economic development, scientific discovery, technological advancement, and workforce readiness in West Virginia and beyond.

## ***Academic Programs***

### *Baccalaureate Programs*

**Bachelor of Science in Biology**

- *General Option*
- *Pre-Medical and Biomedical Sciences Option*
- *Plant and Soil Science Option*

**Bachelor of Science in Chemistry**

- *American Chemical Society Certified Option*
- *Applied Chemistry Option*
- *Pre-Medical/Pharmacy Sciences Option*

**Bachelor of Science in Business Administration**

- *Accounting Concentration*
- *Agribusiness Concentration*
- *International Business Concentration*
- *Finance Concentration*
- *Marketing Concentration*
- *Management Concentration*
- *Management Information Sciences Concentration*

**Bachelor of Arts in Economics**

- *Social Science Concentration*
- *Business Economics Concentration*
- *Agricultural Economics Concentration*

**Bachelor of Science in Computer Science**

- *Computer Science (standard) option*
- *Data Science Option*
- *4+1 Accelerated Master's Degree Program*

**Bachelor of Science in Cybersecurity**

- *Cybersecurity (standard) Option*
- *Agriculture Cybersecurity Option*

**Bachelor of Science in Engineering**

- *Chemical Engineering Emphasis*
- *Civil Engineering Emphasis*

**Bachelor of Science in Mathematics**

**Education Specializations**

- *Bachelor of Science in Education, General Science (Grade 5-Adult)*
- *Bachelor of Science in Education, Mathematics (Grades 5-9; Grade 5-Adult)*
- *Bachelor of Science in Education, Biology (Grades 9-Adult)*
- *Bachelor of Science in Education, Chemistry (Grades 9-Adult)*

**Minors in Sciences & Math**

- *Minor in Biology*
- *Minor in Chemistry*
- *Minor in Computer Science*
- *Minor in Cybersecurity*
- *Minor in Data Science*
- *Minor in Mathematics*
- *Minor in Physics*
- *Minor in Physical Science*

**Minors in Business & Economics**

- *Minor in Accounting*
- *Minor in Economics*
- *Minor in Finance*
- *Minor in General Business Administration*
- *Minor in Management*
- *Minor in Marketing*

***Certificate Options***

- *Environmental Science Certificate*
- *Certificate in Asset Management*
- *Certificate in Forensic Accounting*
- *Post-Graduate Certificate in Accounting*

***Graduate Programs***

- *Master of Arts in Biotechnology*
- *Master of Science in Biotechnology*
- *Master of Science in Computer Science*

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**Beta Kappa Chi Scientific Honor Society**

West Virginia State University is home to the Beta Chapter of Beta Kappa Chi (BKX). This national scientific honor encourages advancement of scientific education through original investigation and promotes scholarship in the pure and applied sciences. To be eligible for membership, undergraduate students must have completed at least 17 semester hours in one of the five subjects recognized by BKX (i.e., Biology, Chemistry, Mathematics, Physics, or Psychology) with at least a 3.0 average and have completed at least 64 semester hours with an overall 3.0 average. Graduate students are eligible if they have completed at least 15 semester hours in one of the sciences recognized by the Society with a GPA of 4.0 in at least 1/3 of the hours and at least a 3.0 in the remaining 2/3 semester hours. Faculty advisor: Dr. Tim Ruhnke.

**Delta Mu Delta Honor Society**

Membership in the international honor society in business administration is open to students who have completed sixty-five hours, 15 of which must be in Business Administration. Students must have attained a 3.25 GPA and be recommended by a BA faculty member.

**Omicron Delta Epsilon Honor Society**

Membership in the international economics honor society is open to students who have completed 12 hours in economics and have attained a 3.0 GPA. Faculty Advisor: Dr. Frehot Hailou.

**Student Affiliates of the American Chemical Society**

The Student Affiliates of the American Chemical Society is a diverse group of students who want to advance science and education in the area. Any student who is interested in science can participate in community outreach, career development and research. Outreach activities include supplementing local science teaching at area schools (K-12) and community service. Career development opportunities consist of speakers through the local ACS chapter, meetings and industrial visits. Research opportunities involve working with faculty in the laboratories to prepare students for continuing their education after graduation. Faculty advisor: Dr. Micheal Fultz. Club

**AI & robotics club**

is a place where students gather to make friends, have fun with robotics and explore cutting-edge AI technology. Its objective is to demonstrate to students through play how to program and create commands for robots. Students will enter the world of science by controlling and programming robots, gaining knowledge and skills that they can apply outside of the classroom. Students will have the opportunity to work and have hands-on experience on LoCoBot Robotic Rover, the WidowX Robotics arm, and Robotics Car. Besides the vast spectrum of implementing AI electronics projects. Faculty Advisor Dr. Alsinayyid.

**The Engineering Club**

The Engineering Club is a student organization open to any student who wishes to do creative engineering work. Students can participate in WVSU Engineering Day and get involved in STEM activities. Faculty advisor: Dr. Eyas Mahmoud.

**SPACE (Student Partnership for the Advancement of Cosmic Exploration) Club**

The purposes of this organization are the exploration of space-related topics and the enrichment of members on academic and research areas. Faculty advisor: Dr. Marek Krasnansky.

**Real Estate Club**

It provides members with hands-on networking, professional development, and career opportunities in commercial or residential real estate, property development, investment, and finance. Faculty Advisor: Dr. Clinton Arnold

## *Biology*

Dr. Sean Collins
Department Chair
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scollin5@wvstateu.edu

The Bachelor of Science in Biology is for students who wish to enter directly into the workforce in positions with state and federal agencies, or research and analytical laboratories in the private environmental or pharmaceutical sector, to attend graduate school, or to prepare for admission to a school of medicine, dentistry, chiropractic, veterinary medicine, optometry, etc. In addition to core and cognate courses that all Biology majors take, each student chooses an option that best fits his or her career goals.

Concentration Descriptions

***A: General***

This option is designed for students who are interested in the sub-disciplines of Biology that focus on life at the level of the whole organism and how individual organisms function within populations and their environments, and provides excellent foundation in the areas of biotechnology that emphasizes the understanding of life at the cellular and molecular level. Students electing these courses are especially well suited for jobs in departments of environmental/natural resources, laboratory settings or working with animals and plants. It is also ideal for students who intend to pursue graduate studies in Biology or closely related fields.

***B: Pre-medical and Biomedical Sciences***

This option is especially designed to meet all requirements needed to enter allopathic or osteopathic medical school. This option also provides coursework necessary for students to enter veterinary, dental, pharmacy and other professional schools. It is also ideal for students who intend to pursue graduate studies in medical or bio-molecular fields.

***C: Plant and Soil Sciences***

The Plant and Soil Sciences option for the Biology degree combines the fields of biology and chemistry with a practical understanding of crop and soil management. The primary objectives of the program are to offer students technical knowledge in the areas of soils and fertilizers, pests and control procedures, and crop management. These objectives are accomplished with lecture/discussion periods, hands-on lab activities and visits to farms and natural resource sites

## Bachelor of Science in Biology Curriculum

120 hours required for graduation

**General Education-32-33 hours.**

- BIOL 120 satisfies one G ED Science requirement.

Biology Major 39 Hours

- *Core 21-29 hours*
- *Concentration - 10-18 hours*

Cognates 33-34 hours Free Electives
Enough to bring total hours to 120

A student must earn a final grade of 2.0 “C” or better in all courses required for the Biology major (Biology Core, Elective, or Cognate).
A student may take a Biology major’s course (Biology Core, Elective, or Cognate) no more than three times.

Major - 39 Hours

***Core Courses***

- Options A and B: BIOL 120, 121, 250, 270, 385 and 411.

- Option C- 29 hours: BIOL 120, 121, 250, 270, 311, 315, 411, and 444

***Areas of Concentration (select one)***

General

- Choose 18 credits of upper division electives approved by the Department of Biology. This includes CHEM 331 and 333.

Pre-Medical and Biomedical Sciences

- BIOL 331, 332, 341
- Minimum of 6 additional hours of upper division electives including CHEM 331 and 333, approved by the Department of Biology.

Cognates -33-34 Hours

- Options A and B- 33-34 hours: CHEM 105, 106, 107, 108, 205, 206, 207, 208; PHYS 201, 202, 203, 204; Math 206 or 222.

- Option C- 33 hours: CHEM 105, 106, 107, 108, 205, 206, 207, 208; PHYS 201, 202, 203, 204; Math 222

Plant and Soil Sciences

- Choose 10 credits from the following list: BIOL 306, 310, 320, 325, 326, 330, 331, 332, 341, 345, 347, 350, 361, 363, 365, 370, 373, 375, 395, 399, 435, 440, 442, 443, 460, 466, 490, 491, 492,499, CHEM 331, CHEM 333

**Minor in Biology**

Students may earn a Minor in Biology by completing the following courses with a final grade of "C" or better:

- BIOL 120 Fundamentals of Biology, four credits;
- BIOL 121 Biological Diversity, four credits;
- Three additional upper-division Biology courses approved by the Department Chair.

**Environmental Science Certificate**

19-23 Hours

- PHYS 106, PHYS 352, BIOL 250,
- Three additional courses from BIOL 108, BIOL 310, BIOL 320, BIOL 460, CHEM 312, CHEM 356, CHEM 416, CHEM 418, ECON 201, ECON 202, and PHYS 111.

This certificate can be earned as an undergraduate or post-baccalaureate and is specifically designed to prepare students to take the state of West Virginia's exams for the positions of Environmental Specialist 1 and Environmental Inspector in Training. The state describes these positions as "Jobs with frequent hires". The jobs range from collecting data to enforcing the Clean Water Act to inspection of oil and gas wells.

**Chatfield, Jonathan Mark (1993)**, Professor Emeritus. B.S. Marshall University; M.S. Marshall University; Ph.D. Oregon State University, 1986. Areas of research: Biochemistry and Physiology of Plants.

**Collins, Sean A. (2005)**, Associate Professor of Biology. B.S. St. Lawrence University; M.S. University of Illinois; Ph.D. University of Illinois (2003). Areas of research: Ecology, Molecular Biology and Genomics of Social Hymenoptera.

**Dianellos, Vasilios (2016)**, Instructor of Biology. B.S. West Virginia State University, M.S. (Biotechnology) West Virginia State University. Areas of research: Transcriptome analysis of watermelon trichomes.

**Eya, Jonathan C. (1999)**, Professor of Biology. B.S. University of Nigeria, Msukka; M.S. University of Nigeria, Msukka; Ph.D. Auburn University, 1997. Areas of research: Nutrigenomics of Food Fishes.

**Hankins, Gerald (2005)**, Associate Professor Emeritus, of Biology. B.S. Florida State University; M.A. George Washington University; Ph.D. University of Virginia, 1991. Areas of research: Molecular Genetics of Tumors and Screening of Natural Products for Anticancer Activity.

**Harper, Katherine L. (1987)**, Professor Emeritus. B.S. West Virginia University; M.S. West Virginia University; Ph.D. West Virginia University, 1986. Areas of research: Molecular Genetics of Tumors.

**Harris, Robert T. (1995),** Professor of Biology. B.S. Marshall University; M.S. Ohio University; Ph.D. Ohio University, 1992. Areas of research: Molecular Biology of Smooth Muscle Cell Contraction.

**Hass, Amir (2014)**, Assistant Professor of Biology. B.S. The Hebrew University of Jerusalem; M.S. The Hebrew University of Jerusalem; Ph.D. Texas A&M University, 2005. Areas of research: Natural Resources Management with Emphasis on Environmental Soil Chemistry.

**Huber, David H. (1999)**, Professor of Biology. B.S. Central Michigan University; M.S. Michigan State University; Ph.D. Michigan State University, 1996. Areas of research: Microbial Ecology of Anaerobic Digesters.

**Lee, Gwonjin (2024),** Assistant Professor of Biology, B.S Konkuk University, South Korea, Ph. D Ruhr-University, Germany. Area of Research:Genetics, epigenetics, meiotic recombination, adaptation and plant stress.

**Liedl, Barbara E. (2001)**, Associate Professor of Biology. B.S. Purdue University; M.S. University of Minnesota; Ph.D. University of Minnesota, 1989. Areas of Research: Breeding Tomatoes for Greenhouse and High Tunnel Production with Improved Pest Resistance and Investigating Reproductive Barriers between Species.

**Nimmakayala, Padma (2004)**, Associate Research Professor Gus R. Douglass Institute. B.S. in Agriculture, Andhra Pradesh Agriculture University, India; M.S. in Plant Breeding and Genetics, Tamil Nadu Agriculture University, India; Ph.D. in Genetics and Plant Breeding, University of Agriculture Sciences, India, 1993. Areas of research: Genomics of Crop Plants.

**Reddy, Umesh K. (2004)**, Professor of Biology. B.S. Meerut University, India; M.S. Tamil Nadu Agriculture University, India; Ph.D. Osmania University, India, 1997. Areas of research: Genomics of Crop Plants and Arabidopsis.

**Ruhnke, Timothy R. (1995)**, Professor of Biology. Biotechnology Program Coordinator. B.S. University of Nebraska; M.S. University of Nebraska; Ph.D. University of Connecticut, 1993. Areas of research: Morphology and Molecular Systems of Marine Tapeworms.

**Sanjaya, Sanju (2014)**, Associate Professor of Biology. B.S. University of Mysore, India; M.S. University of Mysore, India; Ph.D. University of Mysore, India, 2003. Areas of research: Biochemistry and Molecular Biology of Primary Metabolism in Plant, Carbon Partitioning into Industrial Products, Engineering Photosynthetic Organisms for the Production Bioenergy and Environmental Biotechnology.

**Vendemiatti, Eloisa (2024)**, Assistant Professor of Biology. B.S University of Sao Paulo; Ph.D University of Sao Paulo, Brazil, 2020. Area of Research: Plant Physiology and development, plant genetics, and plant biodiversity.

**Bright, Douglas (2015)**, Academic Lab Manager, B.S West Virginia State University, M.S. West Virginia State University (2015). Areas of research: Edible, medical, and applied mycology.

*Biology Suggested Course Sequence by Concentration*

**Biology General Concentration Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 120 | 4 | BIOL 121 | 4 |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 250 or 270 | 4 | BIOL 250 or 270 | 4 |
| CHEM 205 | 3 | CHEM 206 | 3 |
| CHEM 207 | 2 | CHEM 208 | 2 |
| G ED Humanities | 3 | G ED Wellness | 2 |
| G ED Oral Communication | 3 | G ED History | 3 |
| Semester Total | 15 | Semester Total | 14 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL Elective | 4 | BIOL Elective | 4 |
| Free Elective | 3 | BIOL 385 | 4 |
| MATH 206 or 222 | 3-4 | G ED Social Science | 3 |
| PHYS 201 | 4 | PHYS 202 | 4 |
| PHYS 203 | 1 | PHYS 204 | 1 |
| Semester Total | 15-16 | Semester Total | 16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL Elective | 4 | BIOL 411 | 1 |
| G ED Natural Science | 3-4 | BIOL Elective | 4 |
| Free Elective | 8 | BIOL Elective | 4 |
| Semester Total | 15-16 | G ED International Perspectives | 3 |
| | | Free Elective | 1-2 |
| | | Semester Total | 13-14 |

## Biology Pre-Med and Biomedical Sciences Option Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 120 | 4 | BIOL 121 | 4 |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 250 or 270 | 4 | BIOL 250 or 270 | 4 |
| CHEM 205 | 3 | CHEM 206 | 3 |
| CHEM 207 | 2 | CHEM 208 | 2 |
| G ED Humanities | 3 | G ED Wellness | 2 |
| G ED Oral Communication | 3 | G ED History | 3 |
| Semester Total | 15 | Semester Total | 14 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 331 | 4 | BIOL 332 | 4 |
| Free Elective | 3 | BIOL 385 | 4 |
| MATH 206 or 222 | 3-4 | G ED Social Science | 3 |
| PHYS 201 | 4 | PHYS 202 | 4 |
| PHYS 203 | 1 | PHYS 204 | 1 |
| Semester Total | 15-16 | Semester Total | 16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 341 | 4 | BIOL 411 | 1 |
| G ED Natural Science | 3-4 | BIOL Electives | 8 |
| Free Elective | 8 | G ED International Perspectives | 3 |
| Semester Total | 15-16 | Free Elective | 1-2 |
| | | Semester Total | 13-14 |

## Biology Plant and Soil Sciences Option Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 120 | 4 | BIOL 121 | 4 |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 250 or 270 | 4 | BIOL 250 or 270 | 4 |
| CHEM 205 | 3 | CHEM 206 | 3 |
| CHEM 207 | 2 | CHEM 207 | 2 |
| G ED Humanities | 3 | G ED Wellness | 2 |
| G ED Oral Communication | 3 | G ED History | 3 |
| Semester Total | 15 | Semester Total | 14 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 315 | 4 | BIOL 311 | 4 |
| Free Elective | 3 | BIOL Elective | 4 |
| Math 222 | 3 | G ED Social Science | 3 |
| PHYS 201 | 4 | PHYS 202 | 4 |
| PHYS 203 | 1 | PHYS 204 | 1 |
| Semester Total | 15 | Semester Total | 16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 444 | 4 | BIOL 411 | 1 |
| G ED Natural Science | 4 | BIOL Elective | 4 |
| Free Elective | 8 | BIOL Elective | 2 |
| Semester Total | 16 | G ED International Perspectives | 3 |
| | | Free Elective | 4 |
| | | Semester total | 14 |

## *Business Administration*

**Dr. Clinton Arnold**
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The purpose of the Business Administration Department is to provide a structure and environment in which the student can develop basic skills, acquire knowledge of the discipline, expand the ability to understand complex business situations, and achieve a level of overall maturity and sophistication expected of a business professional.

Our programs focus on fundamental theories and concepts in the field of Business Administration and the tools and information skills needed for problem solving and decision making. They are designed to enable graduates to:

- Communicate effectively and articulately in written, oral and electronic form as appropriate for business functions
- Think critically about business issues, theory and application
- Use effective human relationship skills to work in a diverse culture and function positively in a team environment
- Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources and using the information effectively and ethically
- Evaluate business problems, gather, manipulate and interpret data, analyze alternatives, decide on the most effective solution, implement solution and monitor results for continuous improvement

Students must choose one of the seven areas of concentration reflecting their particular interests: accounting, agribusiness, finance, international business, management, management information systems and marketing.

West Virginia State University Business Administration and Economics Degree programs are accredited by the Accreditation Council for Business Schools and Programs to offer the Bachelor of Science Degree in Business Administration and Bachelor of Arts Degree in Economics.

## Bachelor of Science in Business Administration Curriculum

120 hours required for graduation
**To be eligible to graduate students must maintain a minimum of a 2.0 GPA overall and a GPA in the major (i.e., Business Administration courses) of 2.0 or better*

**General Education** – 35-40 Hours

- *Math 118, 118E, 120 or higher*

**Major** – 54-60 Hours
Core Courses - 33 hours

- BA 115, 203, 209, 210, 215, 216, 301, 305, 310, 313, 420

Area of Concentration - 21-27 hours
- Choose one (1) option below

Cognates – 9 hours
ECON 201, 202, and ENGL 204.

Electives – To Bring Total to 120 Hours
Up to 12 credit hours of Cooperative Education may be used for electives.

**Area of Concentration (select one)**

Accounting:
- BA 314, 315, 325, 363, 364, 365, 403, 418.

International Business:
- BA 320, 347, 416, 442, 460, 465; ECON 410; SPAN 201 or FREN 201, SPAN 202 or FREN 202.

Finance:
- BA 316, 414, 416, 421; ECON 308;
- any two courses from BA 317, 319, or 363.

Marketing:
- BA 335, 405, 424, 436;
- any three courses from BA 306, 309, 311, 347, 370, 411, 413, 433, or 442.

Management:
- BA 314, 320, 346, 347, 440, 465, 475.

Management Information Systems:
- BA 345, 480;
- CS 101, 215, 240, 316, 416

***Certificates***

***Certificate in Asset Management - 12 Hours*** This certificate is open to all currently enrolled undergraduate students at West Virginia State University who seek a credential in asset management. The certificate program is also open to post-baccalaureate and post-associate degree
holders who wish to seek professional development or additional credentials in the area of business, specifically specialized financial knowledge of and management of real estate, investments and basic insurance.
For those who have met the prerequisites for the required courses, the certificate will include the following courses: BA 313, 317, 319 and 414.

***Certificate in Forensic Accounting - 15 hours*** This certificate is open to all currently enrolled undergraduate students at West Virginia State University who seek a credential in Forensic Accounting. The certificate program is also open to post-baccalaureate and post-associate degree holders who wish to seek professional development or additional credentials in the area of business, specifically specialized accounting knowledge of fraud examination, complex accounting topics and financial instruments. For those who have met the prerequisites for the required courses, the certificate will include the following courses: BA 319 or 414, 365, 403, 404, and 418.

**Post-Graduate Certificate in Accounting – 33 Hours**
This program is designed to facilitate career changes and/or advancement for business and non-business baccalaureate degree holders. All coursework required in the program must carry a grade of C or better to count toward fulfillment of the requirements.
Test-out credit in required courses is not permitted, and at least 21 credits of required courses must have been completed at West Virginia State University after completion of a bachelor's degree. Based upon an undergraduate transcript evaluation,

a faculty advisor may require applicants for admission to the program to complete those cognate courses necessary for success in the required certificate courses. For those who have met the prerequisites for the required courses, the certificate program will include the following courses: BA 210, 215, 216, 314, 315, 325, 363, 364, 365, 403 and 418.

CPA Certification

***The Certified Public Accountant (CPA) Exam*** Individuals sitting for the CPA exam may be subject to additional college coursework requirements to be eligible to take the exam. Several models exist for acquiring those additional hours specified by the **West Virginia Board of Accountancy**. See one of the Accounting advisors for discussion of your options and recommendations for the model that best fits your situation.

## Minors in Business Administration

(Minors are designed for ***non-business majors.***)

Business Administration Accounting - 18 Hours
- BA 210, 215, 216, 308, 314, 315

Business Administration Finance - 18 Hours
- BA 209, 210, 215, 216, 313, 414

Business Administration General - 15 Hours
- BA 210, BA 215, BA 301, BA 305, BA 313

Business Administration Management - 18 Hours
- BA 210, 215, 301, 305, 310, 320

Minor in Business Administration Marketing - 15 Hours
- BA 210, 301, 305, 335, 405

***Note:*** *Some of these courses require MATH 118, 118E, or 120, BA 115, ECON 201, and ECON 202 as prerequisites.*

## Business Administration Faculty

**Arnold, Clinton (2021)**, Assistant Professor of Marketing. BA Communications, University of Kentucky, 1991; MBA, University of Charleston; DBA, Marshall University, 2025.

**Austin, Jonathan (2016)**, Assistant Professor of Business Administration. B.A. Marshall University; MBA, Marshall University 2015; CPA, State of WV 2018.

**Bejou, Azam (2013)**, Professor of Business Administration. B.S. Virginia State University; MBA Strayer University; Ed.D. Virginia State University.

**Carroll, Matthew (2014)**, Assistant Professor of Business Administration and Chair of the Department of Accounting. B.S. West Virginia State University; B.A. West Virginia State University; M.B.A. Strayer University. CFE, CGMA, CPA.

**Graves, Susan (2021)**, Assistant Professor of Accounting, MBA Marshall University; BA Marshall University, CPA

**O'Connor, Austin (2026)**, Assistant Professor of Business Administration. B.S. Marshall University; M.S., Marshall University 2005.

**Mitiku, Abainesh (1992)**, Professor Emeritus of Business Administration, College of Business & Social Sciences. DBA United States International University (now Alliant International University), 1992; MBA University of Nairobi, Kenya, 1982.

**Williams, Deborah (2005)**, University Provost. Assistant Professor of Accounting. B.S. B.A. West Virginia University; M.P.A. West Virginia University, 1982, CPA.

*Business Administration Suggested Course Sequence by Concentration*

**Accounting Concentration Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | G ED International Perspectives | 3 |
| G ED Scientific Reasoning | 3 | G ED Humanities | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | BA 203 | 3 |
| BA 210 | 3 | BA 216 | 3 |
| BA 215 | 3 | G ED Wellness | 2 |
| ECON 201 | 3 | ECON 202 | 3 |
| ENGL 204 | 3 | Free Elective | 3 |
| Semester Total | 15 | G ED History | 3 |
| | | Semester Total | 17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 363 | 3 | BA 364 | 3 |
| BA 315 | 3 | BA 314 | 3 |
| BA 301 | 3 | BA 325 | 3 |
| BA 313 | 3 | BA 305 | 3 |
| G ED Natural Science | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 365 | 3 | BA 403 | 3 |
| Free Elective | 3 | Free elective | 3 |
| BA 310 | 3 | BA 420 | 3 |
| BA 418 | 3 | Free Elective | 1 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 13 |
| | | TOTAL HOURS: 120 | |

## Finance Concentration Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | G ED International Perspectives | 3 |
| G ED Scientific Reasoning | 3 | G ED Humanities | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | BA 203 | 3 |
| BA 210 | 3 | BA 216 | 3 |
| BA 215 | 3 | G ED Wellness | 2 |
| ECON 201 | 3 | BA 313 | 3 |
| ENGL 204 | 3 | ECON 202 | 3 |
| Semester Total | 15 | G ED History | 3 |
| | | Semester Total | 17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 316 | 3 | BA 421 | 3 |
| BA 363 | 3 | BA 305 | 3 |
| BA 301 | 3 | BA 310 | 3 |
| G ED Natural Science | 3 | Free Elective | 3 |
| BA 319 | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Free Elective | 3 | Free Elective | 3 |
| BA 416 | 3 | BA 420 | 3 |
| ECON 308 | 3 | BA 414 | 1 |
| Free Elective | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 13 |
| | | TOTAL HOURS: 120 | |

## International Business Concentration Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | Elementary Foreign Language 102 | 3 |
| Elementary Foreign Language 101 | 3 | G ED Humanities | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | BA 203 | 3 |
| BA 210 | 3 | BA 216 | 3 |
| Intermediate Foreign Language 201 | 3 | Intermediate Foreign Language 202 | 3 |
| BA 215 | 3 | ECON 202 | 3 |
| ECON 201 | 3 | G ED History | 3 |
| ENGL 204 | 3 | Semester Total | 15 |
| Semester Total | 18 | | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 347 | 3 | BA 313 | 3 |
| G ED Scientific Reasoning | 3 | BA 305 | 3 |
| BA 301 | 3 | BA 310 | 3 |
| G ED Natural Science | 3 | BA 320 | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 416 | 3 | Free Elective | 3 |
| BA 465 | 3 | BA 420 | 3 |
| BA 442 | 3 | Free Elective | 3 |
| ECON 410 | 3 | G ED Wellness | 2 |
| Free Elective | 3 | Free Elective | 1 |
| Semester Total | 15 | Semester Total | 12 |
| | | TOTAL HOURS: 120 | |

## Management Concentration Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | G ED International Perspectives | 3 |
| G ED Scientific Reasoning | 3 | G ED Humanities | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | BA 203 | 3 |
| BA 210 | 3 | BA 216 | 3 |
| BA 215 | 3 | G ED Wellness | 2 |
| ECON 201 | 3 | ECON 202 | 3 |
| ENGL 204 | 3 | G ED Natural Science | 3 |
| Semester Total | 15 | G ED History | 3 |
| | | Semester Total | 17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 301 | 3 | BA 310 | 3 |
| BA 305 | 3 | Free Elective | 3 |
| BA 346 | 3 | BA 314 | 3 |
| BA 313 | 3 | BA 440 | 3 |
| Free Elective | 3 | BA 347 | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Free Elective | 3 | BA 320 | 3 |
| Free Elective | 3 | BA 420 | 3 |
| BA 475 | 3 | Free Elective | 3 |
| BA 465 | 3 | Free Elective | 1 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 13 |
| | | TOTAL HOURS: 120 | |

## Management Information Systems Concentration Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | G ED International Perspectives | 3 |
| G ED Scientific Reasoning | 3 | CS 101 | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | BA 203 | 3 |
| CS 102 | 3 | G ED Wellness | 2 |
| BA 210 | 3 | ECON 202 | 3 |
| ECON 201 | 3 | G ED Natural Science | 3 |
| ENGL 204 | 3 | Free Elective | 3 |
| Semester Total | 15 | G ED History | 3 |
| | | Semester Total | 17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 230 | 3 | BA 305 | 3 |
| CS 240 | 3 | BA 216 | 3 |
| BA 301 | 3 | BA 313 | 3 |
| Free Elective | 3 | Free Elective | 3 |
| BA 215 | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Free Elective | 3 | CS 410 | 3 |
| G ED Humanities | 3 | BA 480 | 3 |
| BA 345 | 3 | BA 420 | 3 |
| BA 310 | 3 | Free Elective | 1 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 13 |
| | | TOTAL HOURS: 120 | |

## Marketing Concentration Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | G ED International Perspectives | 3 |
| G ED Scientific Reasoning | 3 | G ED Humanities | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | G ED Natural Science | 3 |
| BA 210 | 3 | BA 216 | 3 |
| BA 215 | 3 | BA 305 | 3 |
| ECON 201 | 3 | ECON 202 | 3 |
| ENGL 204 | 3 | G ED History | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED Wellness | 2 | BA 313 | 3 |
| BA 203 | 3 | BA 370 | 3 |
| BA 335 | 3 | BA 310 | 3 |
| BA 301 | 3 | BA 413 | 3 |
| Free Elective | 3 | Free Elective | 3 |
| BA 306 | 3 | Semester Total | 15 |
| Semester Total | 17 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 405 | 3 | BA 436 | 3 |
| BA 442 | 3 | BA 420 | 3 |
| BA 347 | 3 | BA 424 | 3 |
| Free Elective | 3 | Free Elective | 1 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 13 |
| | | TOTAL HOURS: 120 | |

## *Chemistry & Physics*

Dr. Mahinda Ranasinghe
Department Chair
325 Hamblin Hall
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The Department of Chemistry and Physics offers a Bachelor of Science Degree in Chemistry, a minor in Chemistry, a minor in Physics, and a minor in Physical Science.

Chemistry is an experimental science that studies the properties of matter and its transformations. It is a central science due to its significant connections and overlaps with other sciences. If a scientific discipline involves matter, chances are that chemistry is playing an important role in that discipline. The development of specialized drugs to cure diseases and a deep understanding of biological and geological systems would be unimaginable but for the contributions from chemistry. Chemistry is a dynamic science because new discoveries are being made every day. Knowledge of chemistry is essential in today's society since it affects almost every aspect of our lives.

The purpose of the Chemistry program is to prepare students for careers in chemistry-related industries, government, health care and chemical education as well as the pursuit of advanced degrees in graduate schools in chemistry, or professional schools in pharmacy or medicine. The Department also offers general education courses to acquaint all University students with the basic ideas of physical science and its important role in the world today.

To prepare students for a variety of careers, the department offers three options in the Bachelor of Science degree program in Chemistry: American Chemical Society Certified (ACS), Applied Chemistry, and Pre-Medical/Pre-Pharmacy Sciences. The ACS-approved degree option is internationally recognized by the American Chemical Society as meeting their high standards in career preparation.

The department offers courses in all major areas of chemistry - analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry. The degree programs are designed to create an atmosphere where each student can develop an inquiring mind capable of continuing to learn throughout a lifetime; the ability to think critically and objectively; and the skills needed to seek new knowledge through independent research. As part of our assessment process, our graduating seniors take an exit exam given in Senior Seminar, CHEM 450. In addition, the department also provides the content courses for teaching fields in science for students pursuing the Bachelor of Science in Education degree.

The department offers a minor in Physics and provides Physics courses for various degree programs and general education curriculum. The department also provides a background in physics, with a strong academic foundation for students entering careers or going to professional schools requiring such preparation.

Students can take part in numerous research areas including organic synthesis, metal complexation, environmental monitoring, building suborbital rocket payloads, and studying meteorite impact sites.

Concentration Descriptions

***A. American Chemical Society Certified***

This option is designed to prepare students to enter graduate schools to seek advanced degrees in chemistry or related sciences.

***B. Applied Chemistry***

This option affords the student the opportunity to obtain positions not only in industrial/environmental/governmental laboratories, but also in chemical sales/service sectors. Special emphasis will be given to chemical practices which are environmentally benign.

***C. Pre-Medical/Pre-Pharmacy Sciences***

This option prepares students to meet all the requirements for entrance into medical, dental, veterinary, or pharmacy schools. It also affords the student the opportunity to find employment in the industrial, governmental, or corporate sectors. This option has an increased emphasis on biological content.

**Bachelor of Science in Chemistry Curriculum**

120 hours required for graduation

**Chemistry Major**

***Core Courses (50 hours)***:

- CHEM 105, 106, 107, 108, 202, 205, 206, 207, 208, 211, 301, 303, 331, 350, 411, 416, 418, 429, 450, 462.

***Areas of Concentration (select one)***

American Chemical Society Certified 13 hours:

- CHEM 302, 304, 305, 413
- One course from 425, 462.

Applied Chemistry 14 hours:

- CHEM 305, 333
- Three courses from 312, 356, 357, 425, BIOL 311.

Pre-Medical/Pre-Pharmacy Sciences 3 hours:

- CHEM 333

General Education 39-41 hours.

- MATH 206 satisfies G ED Mathematics requirement.
- BIOL 120 satisfies one G ED Science requirement.

Free Electives

Enough to bring the total hours to 120

Cognates

***Option A, 26 hours***:

- BIOL 120; MATH 206, 207, 208; PHYS 203, 204,
- PHYS 231, 232, or PHYS 201, 202.

***Option B, 18 hours:***

- BIOL 120; MATH 206; PHYS 203, 204,
- PHYS 231, 232 or PHYS 201, 202.

***Option C, 26 hours:***

- MATH 206, BIOL 120, 331; PHYS 203, 204
- PHYS 231, 232 or PHYS 201, 202
- Choose one: BIOL 332, 341 or 385

**Minor in Chemistry**

***16-17 Hours***

- CHEM 205, 206, 207, 208
- Two courses from CHEM 211, 301, 331, 462

**Minor in Physics**

**20 Hours**

- PHYS 203, 204, 231, 232, 234, CHEM 301, 302

**Minor in Physical Science**

**18-19 Hours**

- PHYS 106, 107, 111, 350
- One course from: PHYS 101, 103, 120, 134, 201, 231, or CHEM 100, 105

**Environmental Science Certificate**

**19-23 Hours**

- PHYS 106, PHYS 352, BIOL 250
- Three additional courses from BIOL 108, BIOL 310, BIOL 320, BIOL 460, CHEM 312, CHEM 356, CHEM 416, CHEM 418, ECON 201, ECON 202, and PHYS 111.

This certificate can be earned as an undergraduate or post-baccalaureate and is specifically designed to prepare students to take the state of West Virginia's exams for the positions of Environmental Specialist 1 and Environmental Inspector in Training. The state describes these positions as "Jobs with frequent hires". The jobs range from collecting data to enforcing the Clean Water Act to inspection of oil and gas wells.

**Fultz, Micheal (2009)**, Professor of Chemistry and Associate Provost/ Associate VP of Academic Affairs. B. S. University of Tennessee, Martin; Ph.D. Indiana University, 2009. Areas of Research: Organic Synthesis of biologically active molecules.

**Hurst, Scott M. (2026),** Assistant Professor, B.S. West Virginia University; Ph.D. Loyola University Chicago, 1992.

**Keville, Elizabeth (2024)** Instructor of Chemistry. B.A. Chemistry, Salem State College, Salem, MA, M.S. Toxicology, University of Maryland at Baltimore, MD.

**Krasnansky, Marek (2007)**, Associate Professor of Physics. Mgr. (M.S. equivalent) Comenius University (Slovakia); Ph.D. University of Connecticut, 2007. Areas of research: Theoretical particle physics with a focus on quantum chromodynamics in the spatial axial gauge, simple models quantized on the light front, and effective action of quantum particles in a classical background field.

**Linger, Rebecca (2025)** Assistant Professor B.S. San Francisco State University. Ph.D. Purdue University (2005). Area of research: Medication Safety education & preventing opioid crisis through implementation of Naloxone in West Virginia.

**Morris, Robert** (2025), Academic Lab Manager, B.S. West Virginia State University, B.A. West Virginia State University.

**Ranasinghe, Mahinda I (2021)**, Assistant Professor of Chemistry & Department Chair. B.S. University of Peradeniya; Ph.D. Wayne State University, 2004. Areas of Research: Nanoscience and Nanotechnology, Solar Energy Technologies, Photocatalysis, and Laser Spectroscopy.

**Sekabunga, Ernest J. (1998)**, Associate Professor of Chemistry, B.S. Makerere University; M.S. University of Manchester; Ph.D. Auburn University, 1997. Areas of Research: Transition-metal phosphine coordination chemistry and water remediation.

*Chemistry Suggested Course Sequence by Concentration*

**Chemistry Option A Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| MATH 206 | 4 | MATH 207 | 4 |
| ENGL 101 | 3 | ENGL 102 or ENGL 112 | 3 |
| G ED 101 Natural Science and Mathematics | 3 | G ED ART 101 | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| COMM 100 | 3 | CHEM 206 | 3 |
| CHEM 205 | 3 | CHEM 208 | 2 |
| CHEM 207 | 2 | CHEM 202 | 2 |
| MATH 208 | 4 | PHYS 202 or 232 | 4 |
| PHYS 201 or 231 | 4 | PHYS 204 | 1 |
| PHYS 203 | 1 | BIOL 120 | 4 |
| Semester Total | 17 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 211 | 4 | CHEM 302 | 3 |
| CHEM 301 | 3 | CHEM 304 | 2 |
| CHEM 303 | 2 | CHEM 305 | 3 |
| CHEM 331 | 3 | CHEM 462 | 3 |
| GED Humanities | 3 | G ED International Perspectives | 3 |
| Chem 350 | 1 | | |
| Semester Total | 16 | | |
| | | Semester Total | 14 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 411 | 3 | CHEM 416 | 3 |
| CHEM 413 | 2 | CHEM 418 | 2 |
| CHEM 425 or 462 | 3 | CHEM 429 | 3 |
| G ED Social Science | 3 | CHEM 450 | 1 |
| G ED History | 3 | G ED Wellness | 2 |
| Semester Total | 14 | G ED Scientific Reasoning | 3-4 |
| | | Semester Total | 14-15 |

## Chemistry Option B Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| G ED Written Communication I | 3 | MATH 206 | 4 |
| G ED Oral Communication | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | G ED Arts | 3 |
| Semester Total | 14 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED Humanities | 3 | CHEM 206 | 3 |
| CHEM 205 | 3 | CHEM 208 | 2 |
| CHEM 207 | 2 | CHEM 202 | 2 |
| G ED International Perspectives | 3 | PHYS 202 or 232 | 4 |
| PHYS 201 or 231 | 4 | PHYS 204 | 1 |
| PHYS 203 | 1 | BIOL 120 | 4 |
| Semester Total | 16 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 211 | 4 | CHEM Additional Course* | 3 |
| CHEM 301 | 3 | CHEM 305 | 3 |
| CHEM 303 | 2 | Free Elective | 3 |
| CHEM 331 | 3 | CHEM 460 | 1 |
| CHEM 333 | 2 | G ED History | 3 |
| CHEM 350 | 1 | | |
| Semester Total | 15 | G ED Wellness | 2 |
| | | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM Additional Course* | 3 | CHEM 416 | 3 |
| CHEM 411 | 3 | CHEM 418 | 2 |
| CHEM Additional Course* | 3 | CHEM 429 | 3 |
| CHEM 461 | 2 | CHEM 450 | 1 |
| G ED Scientific Reasoning | 3-4 | G ED Social Science | 3 |
| Semester Total | 14-15 | Free Elective | 2-3 |
| | | Semester Total | 14-15 |
| *Choose three from CHEM 312, 356, 357, 425, or Bio 311 | | | |

## Chemistry Option C Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| G ED Written Communication I | 3 | MATH 206 | 4 |
| G ED Oral Communication | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | G ED Arts | 3 |
| Semester Total | 14 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED Social Science | 3 | CHEM 206 | 3 |
| CHEM 205 | 3 | CHEM 208 | 2 |
| CHEM 207 | 2 | CHEM 202 | 2 |
| BIOL 120 | 4 | PHYS 202 or 232 | 4 |
| PHYS 201 or 231 | 4 | PHYS 204 | 1 |
| PHYS 203 | 1 | Free Elective | 3 |
| Semester Total | 17 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 211 | 4 | Free Elective | 3 |
| CHEM 301 | 3 | BIOL 332 or 341 or 385 | 4 |
| CHEM 303 | 2 | G Ed International Perspectives | 3 |
| BIOL 331 | 4 | G ED Wellness | 2 |
| CHEM 331 | 3 | | |
| CHEM 333 | 2 | Semester Total | 12 |
| Semester Total | 18 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 411 | 3 | CHEM 416 | 3 |
| CHEM 462 | 3 | CHEM 418 | 2 |
| G ED History | 3 | CHEM 429 | 3 |
| G ED Humanities | 3 | CHEM 450 | 1 |
| G ED Scientific Reasoning | 3-4 | Free Elective | 3-4 |
| CHEM 350 | 1 | | |
| Semester Total | 15-16 | Semester Total | 12-13 |

## *Economics and Agribusiness*

Dr. Frehot Hailou
Department Chair
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Economics is the study of choices people make in allocating scarce resources among competing needs. It is the study of human behavior in the face of competing alternatives. The Bachelor of Arts in the Economics program is designed to provide the opportunity and structure for students to acquire the knowledge and proficiency necessary for success as economics professionals when they go on to work for business, government and international organizations.

The program offers three concentrations - Business Economics, Agricultural Economics and Social Science. All three concentrations share the same core requirements, while the course requirements vary at the concentration level. The Agribusiness Concentration shares the same core and cognates with the Business Administration concentration.

## Bachelor of Arts in Economics Curriculum

120 hours required for graduation

**General Education – 38-40 Hours**

- MATH 118, 118E, 120, or higher

Cognates - 18 Hours

**Economics Major – 36 hours**

Core courses - 18 hours:

- ECON 201, 202, 301, 302, 410, 420

***Area of Concentration (select one)***

Social Science

- Take any six [300-400 level] ECON courses other than those listed in the core: (from ECON 305, 306, 308, 309, 310, 320, 330, 340, 351, 399, 401, 406, 411, 415, 416)

Business Economics:

- Select two [300-400 level] ECON courses other than those listed in the core.
- Select one [300-400 level] course from each of the Accounting, Finance, Management, and Marketing concentrations.

Agricultural Economics:

- Select two [300-400 level] ECON courses other than those listed in the core
- Take ECON 304, 412, 422 and BA 322.

**Cognates**

Social Science:

- BA 209 or MATH 206, BA 203, BA 210 in addition to one of the two options below:
  - Three courses from any one of the following disciplines: Political Science, Psychology, or Sociology.
  - BA 215, 216, and either BA 313 or 363.

Business Economics:

- BA 203, BA 209 or MATH 206, BA 210, 215, 216, 313.

Agricultural Economics:

- BA 203, BA 209 or MATH 206, BIOL 110, BA 210**,** 215, and 301

Up to 12 hours of Co-op Education count toward electives.

## Minor in Economics 15 Hours

- ECON 201, 202,

- Plus any three 300/400-level Economics courses.

## Bachelor of Science in Business Administration (Agribusiness)

120 hours required for graduation

**General Education**: 35-40 Hours

- *Math 118, 118E, 120 or higher*

**Major**: 61 hours

- Business Core Courses - 33 hours
  BA 115, 203, 209, 210, 215, 216, 301, 305, 310, 313, 420

- Area of Concentration - 19 hours
  BA 322, 347, 412, 422, ECON 304, BIOL 110

- Cognates – 9 hours
  ECON 201, 202, and ENGL 204.

Electives – To Bring Total to 120 Hours

Up to 12 credit hours of Cooperative Education may be used for electives

## Economics and Agribusiness Faculty

**Adjisse, Sossou (2026)**, Assistant Professor of Economics. M.Sc. (Mathematics), University of Abomey-Calvi; M.Sc., African School of Economics; PhD, University of Wisconsin-Madison. Areas of research: Development Economics; Agricultural and Resource Economics; Environmental Economics; Food and Agricultural Economics; Political Economy; Economic History; Applied Econometrics; Causal Inference; Data Analysis.

**Bandara, Saman (2022)**, Associate Professor of Economics. B.Sc. & M.Sc. University of Peradeniya, Sri Lanka; MBA (Finance), Fayetteville State University, NC; PhD, West Virginia University. Areas of research: Rural economic development and policy issues; Natural resource and environmental economics; Health economics and policy applications; Energy economics, global warming, and climate change; Agribusiness management and food sustainability, Business and international trade.

**Hailou, Frehot (2009)**, Professor of Economics and Chair of the Department of Economics and Agribusiness, B.A. York University; M.A. York University; M.A. Howard University; Ph. D. Howard University, 2007. Areas of research: Microeconomics, International Trade and Development. .

*Economics Suggested Course Sequence by Concentration*

**Business Economics Concentration Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Written Communication II | 3 |
| G ED Written Communication I | 3 | BA 209/MATH 206 | 3-4 |
| MATH 118 or 120 | 3 | G ED Scientific Reasoning | 3-4 |
| G ED Oral Communication | 3 | G ED Arts | 3 |
| G ED Wellness | 2 | G ED Social Sciences | 3 |
| Semester Total | 14 | Semester Total | 15-17 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ECON 201 | 3 | ECON 202 | 3 |
| Free Elective | 3 | BA 203 (cognate) | 3 |
| Free Elective | 3 | Free Elective | 3 |
| BA 210 | 3 | G ED Humanities | 3 |
| G ED History | 3 | G ED Natural Sciences | 3-4 |
| Semester Total | 15 | Semester Total | 15-16 |
| | | *Excludes BA 313 | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ECON 301 | 3 | ECON 302 | 3 |
| 300/400 level Economics | 3 | 300/400 level Marketing | 3 |
| Cognate (BA-215) | 3 | 300/400 level Economics | 3 |
| 300/400 level Management | 3 | Restricted Elective | 3 |
| G ED International Perspectives | 3 | Cognate (BA-216) | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ECON 410 | 3 | ECON 420 | 3 |
| Free Elective | 3 | Free elective | 3 |
| 300/400 level Accounting | 3 | 300/400 level Finance* | 3 |
| Cognate (BA 313) | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

## Social Science Concentration Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Written Communication II | 3 |
| MATH 118 or 120 (cognate) | 3 | BA 209/MATH 206 (cognate) | 3-4 |
| G ED Oral Communication | 3 | G ED Scientific Reasoning | 3-4 |
| G ED Wellness | 2 | G ED Arts | 3 |
| G ED Written Communication I | 3 | G ED Social Sciences | 3 |
| Semester Total | 14 | Semester Total 15-17 | |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ECON 201 | 3 | ECON 202 | 3 |
| Free Elective | 3 | BA 203 (cognate) | 3 |
| Free Elective | 3 | Free Elective | 3 |
| BA 210 (cognate) | 3 | G ED Humanities | 3 |
| G ED History | 3 | G ED Natural Science | 3-4 |
| Semester Total | 15 | Semester Total 15-16 | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ECON 301 | 3 | ECON 302 | 3 |
| ECON 300/400 level | 3 | ECON 300/400 level | 3 |
| Cognate | 3 | Free Elective | 3 |
| ECON 300/400 level | 3 | Free Elective | 3 |
| G ED International Perspectives | 3 | Cognate | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ECON 410 | 3 | ECON 420 | 3 |
| ECON (300/400 level) | 3 | ECON (300/400 level) | 3 |
| Free Elective | 3 | ECON (300/400 level) | 3 |
| Cognate | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

## Agricultural Economics Concentration Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED International Perspectives | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118, 118E or 120 | 3 | G ED Humanities | 3 |
| BIOL 110 | 4 | G ED Social Science | 3 |
| G ED Oral Communication | 3 | Free Elective | 3 |
| Semester Total | 16 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209/MATH 206 | 3-4 | ECON 202 | 3 |
| BA 210 | 3 | BA 203 | 3 |
| BA 215 | 3 | G ED History | 3 |
| ECON 201 | 3 | G ED Arts | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 301 | 3 | ECON 302 | 3 |
| ECON 301 | 3 | ECON 412 | 3 |
| ECON 304 | 3 | 300/400 level Economics | 3 |
| G ED Natural Science | 4 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 16 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 322 | 3 | ECON 420 | 3 |
| 300/400 level Economics | 3 | ECON 422 | 3 |
| ECON 410 | 3 | G ED Wellness | 2 |
| Free Elective | 3 | Free elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 14 |

## Business Administration (Agribusiness Concentration) Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | BA 115 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 118 | 3 | G ED International Perspectives | 3 |
| G ED Scientific Reasoning | 3 | G ED Humanities | 3 |
| COMM 100 | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 209 | 3 | BA 203 | 3 |
| BA 210 | 3 | BA 216 | 3 |
| BA 215 | 3 | G ED Wellness | 2 |
| ECON 201 | 3 | ECON 202 | 3 |
| ENGL 204 | 3 | Free Elective | 3 |
| Semester Total | 15 | G ED History | 3 |
| | | Semester Total | 17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 301 | 3 | BA 310 | 3 |
| BA 305 | 3 | BA 322 | 3 |
| ECON 304 | 3 | Free Elective | 3 |
| BA 313 | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BA 412 | 3 | BA 420 | 3 |
| BA 347 | 3 | BA 422 | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| | | TOTAL HOURS: 120 | |

## *Mathematics, Engineering and Computer Science*

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The Department of Mathematics, Engineering and Computer Science offers the Bachelor of Science Degree in Mathematics, the Bachelor of Science Degree in Computer Science, and the Bachelor of Science Degree in Engineering. The Department endeavors to give students a sound background for a basic understanding of science; to give prospective teachers a professional attitude, a strong subject matter foundation and adequate skills and techniques in the application and the teaching of the material; and, to show students that mathematics is a living and vital discipline by seeing it applied in the classroom and in the various fields of industry.

The Department of Mathematics, Engineering and Computer Science provides the courses for education students with mathematics as the teaching field. See the Bachelor of Science in Education for specific requirements.

The Computer Science program will teach students about object-oriented and procedural programming techniques, data structures and database management, operating systems and distributed computing in order to provide them with a fundamental understanding of those concepts of computer science that will enable them to adapt to and function in any current computing environment.

Accelerated 4+1 Program
To earn a 4+1 degree in Computer Science at WVSU, students must satisfy the requirements for both the bachelor's and the master's degrees as determined by the department and outlined within the catalog below. To be considered for admission into the Accelerated Program,

- Students must have earned at least 90 undergraduate credit hours,
    - with a cumulative GPA of 3.0 in computer science major courses.
- International Students whose undergraduate education was not in English must provide proof of English proficiency by attaining a sufficiently high score on TOEFL, IELTS or Duolingo.

Bachelor's Requirements
120 credits of required and elective courses as outlined for the B.S. in Computer Science degree in the WVSU Catalog, which should include up to 12 credits of shared undergraduate/graduate
level courses (with special permission).

- The shared courses are CS 405/605, 415/515, 416/611 and 445/645.

Master's Requirements
36 credits of required and elective courses as outlined for the M.S. in Computer Science degree in the WVSU Catalog, which include up to 12 credits of shared undergraduate/graduate level courses (with special permission).

- The shared courses are CS 405/605, 415/515, 416/611 and 445/645.

## Bachelor of Science in Computer Science Curriculum

120 hours required for graduation

**General Education 38-40 hours**

- BIOL 120 satisfies one G ED Science requirement.

Free Electives

Enough to bring total hours to 120

Major 40-41 Hours

***Areas of Concentration (select one)***

Computer Science 41 hours

- Core: CS 101, 102, 210, 230, 240, 250, 309, 311, 336, 405/605 and 408.
- Standard Option - 9 hours from upper-division computer science courses
- Accelerated Option - 9 hours shared graduate courses to compete required 12 for program admission. CS 415/515, 416/611, 445/645

Data Science 40 hours

- CS 101, 102, 215, 230, 240, 250, 336, 355, 405, 408, 455, and 456
- Plus 6 hours from any of: CS 116, 390, 395, 399, MATH 403, 404, 406, 435.

Cognates

***Option A, 21- 22 hours***

- MATH 205, 206, 207, 222, 307
- BIOL 120* or CHEM 105 and 107 or PHYS 231

***Option B, 24 hours***

- MATH 205, 206, 207, 222, 251, 307, 355

## *Minors in Computer Science*

Minor in Computer Science - 17 Hours

- CS 101, 102, 210, 230, 240
- One upper-level (300-400) CS course

Minor in Data Science - 15 Hours

- CS 116, 215, 455; MATH 222, 355

## Bachelor of Science in Mathematics Curriculum

120 hours required for graduation

**General Education - 38-40 Hours**

- BIOL 120 satisfies one G ED Science requirement.

**Mathematics Major - 41 Hours**

- MATH 205, 206, 207, 208, 222, 307, 308, 402, 408,
- Plus 12 elective hours in upper-division mathematics courses.

Free Electives
Enough to bring total hours to 120

**Cognates - 11-26 Hours**

- CS 101 and BIOL 120*, 121 or CHEM 105, 106, 107, 108 or PHYS 231, 232

## Minor in Mathematics

17 hours

- MATH 207, 208, 222
- Choose any two: MATH 307, 308, 402, 403, 404, 406, 409

*Mathematics Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| MATH 206* | 4 | MATH 207 | 4 |
| G ED 101 | 3 | G ED Social Science | 3 |
| G ED Wellness | 2 | CS 101 | 3 |
| G ED Oral Communication | 3 | G ED Arts | 3 |
| Semester Total | 15 | Semester Total | 16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MATH 208 | 4 | MATH 222 | 3 |
| Free Elective | 3 | G ED Scientific Reasoning | 3-4 |
| MATH 205. | 3 | MATH 402 | 3 |
| Free Elective | 3 | G ED History | 3 |
| G ED Humanities | 3 | Semester Total | 12-13 |
| Semester Total | 16 | | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Free Elective | 3 | MATH 308 | 3 |
| MATH 307 | 3 | MATH 300/400 | 3 |
| Science Cognate** | 4-5 | Science Cognate | 4-5 |
| G ED International Perspectives | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 2-3 |
| Semester Total | 16-17 | Semester Total | 15-17 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MATH Elective 300/400 | 3 | MATH Elective 300/400 | 3 |
| MATH Elective 300/400 | 3 | MATH 408 | 2 |
| G ED Natural Science | 3-4 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15-16 | Semester Total | 14 |
| *Some students may need to complete MATH 121 or both MATH 120 and MATH 102 before taking MATH 206. | | **Students selecting BIOL 120 will need only one other General Education Natural Science course. | |

## Computer Science Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| CS 101 | 3 | MATH 207 | 4 |
| MATH 206* | 4 | G ED Social Science. | 3 |
| G ED Oral Communication | 3 | CS 102 | 3 |
| G ED 101 | 3 | G ED Arts | 3 |
| Semester Total | 16 | Semester Total | 16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 230 | 3 | CS 210 | 3 |
| CS 240 | 3 | CS 250 | 3 |
| MATH 205 | 3 | MATH 222 | 3 |
| G ED Humanities | 3 | G ED Scientific Reasoning | 3-4 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 311 | 3 | CS 336 | 3 |
| MATH 307 | 3 | CS Elective 300/400 | 3 |
| CS Elective 300/400 | 3 | Science Cognate** | 4-5 |
| G ED History | 3 | G ED Wellness | 2 |
| G ED International Perspectives | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 405 | 3 | Free Elective | 3 |
| CS Elective 300/400 | 3 | CS Elective 300/400 | 3 |
| CS 408 | 2 | Free Elective | 3 |
| G ED Natural Science | 3-4 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 14-15 | Semester Total | 15 |
| *Some students may need to complete MATH 121 or both MATH 120 and MATH 102 before taking MATH 206. | | **Students selecting BIOL 120 will need only one other General Education Natural Science course. | |

**Computer Science Data Science Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| CS 101 | 3 | MATH 207 | 4 |
| MATH 206* | 4 | G ED Social Science. | 3 |
| G ED Oral Communication | 3 | CS 102 | 3 |
| G ED 101 | 3 | CS 215 | 2 |
| Semester Total | 16 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 230 | 3 | Math 251 | 3 |
| CS 240 | 3 | CS 250 | 3 |
| MATH 205 | 3 | MATH 222 | 3 |
| G ED Humanities | 3 | G ED Scientific Reasoning | 3-4 |
| G ED Arts | 3 | CS 336 | 3 |
| Semester Total | 15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Math 335 | 3 | CS 455 | 3 |
| MATH 307 | 3 | CS 456 | 3 |
| CS 355 | 3 | G ED Wellness | 2 |
| G ED History | 3 | Restricted Elective | 3 |
| G ED International Perspectives | 3 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 14 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 405 | 3 | Free Elective | 3 |
| Restricted Elective | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| G ED Natural Science | 3-4 | Free Elective | 3 |
| CS 408 | 2 | Free Elective | 3 |
| Semester Total | 14-15 | Semester Total | 15 |
| *Some students may need to complete MATH 121 or both MATH 120 and MATH 102 before taking MATH 206. | | | |

## *Cybersecurity*

The Department of Mathematics, Engineering, Computer Science offers the Bachelor of Science in Cybersecurity in two areas of concentration: Cybersecurity and Agriculture Cybersecurity Option. The Cybersecurity option develops deep technical expertise in software engineering, systems administration, and the protection of industrial control systems. Students gain proficiency in programming, secure coding practices, network security, and the fundamentals of digital forensics and penetration testing. The curriculum emphasizes understanding operating systems, scripting for automation, and managing cybersecurity incidents. Learners build the skills needed to architect secure software solutions and defend against threats targeting enterprise and infrastructure systems. This path prepares graduates for roles such as cybersecurity analyst, systems engineer, and critical infrastructure security specialist. Agriculture Cybersecurity option integrates cybersecurity principles with agricultural systems to protect modern farming technologies. Students explore the intersection of information security and agricultural science, focusing on securing Internet of Things (IoT) devices used in precision agriculture. They study the agricultural ecosystem, analyze vulnerabilities in smart farming infrastructure, and learn to apply AI techniques to detect and mitigate threats. This option prepares students to secure food production systems, agricultural data, and rural infrastructure against cyberattacks, making them valuable assets in the evolving field of agri-tech security.

### *Bachelor of Science in Cybersecurity Curriculum*

**120 hours required for graduation**

***Core Courses (45 hours)***:
CS 101, 102, 215, 230, 240, 250, 316, 336, 408, 416, CYB 101, 201, 317, 340, 360, 409.

### *Areas of Concentration (select one)*

**A. Cybersecurity (9 hours):**
CS 309, CS 410, CYB 411

**B. Agriculture Cybersecurity (9-10 hours):**

- CYB 412, AFNR 101
- Choose one: BIOL 108, 110 or CHEM 132

### *Cognates*

**Option A (18-19 hours):**

- MATH 120, MATH 205, MATH 305, PHYS 217, CJ101
- Science: (CHEM 105 & 107) or BIOL 120.

**Option B (18-19 hours):**

- MATH 120, MATH 205, MATH 305, PHYS 217, PHYS 352
- Science: (CHEM 105 & 107) or BIOL 120

### General Education (35-40 hours)

- MATH 205 fulfills Gen. Ed. Math requirement
- BIOL 120, BIOL 108, BIOL 110, CHEM 132 fulfill Gen. Ed. Requirements

### Free Electives

Enough to bring the total hours to 120

**Minor in Cybersecurity (15 hours)**
CS 101, 215, 240, 316, 416

***Option A: Cybersecurity Suggested Course Sequence***

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CS 101 | 3 | CS 102 | 3 |
| CYB 101 | 3 | CS 215 | 1 |
| MATH 120 | 3 | CYB 201 | 3 |
| GED 101 | 3 | GED Written Communication II | 3 |
| GED Written Communication I | 3 | GED Oral Communication | 3 |
| | | GED Wellness | 2 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 230 | 3 | CS 250 | 3 |
| CS 240 | 3 | CS 316 | 3 |
| MATH 205 | 3 | CS 336 | 3 |
| CJ 101 | 3 | GED Arts | 3 |
| GED Social Science. | 3 | (CHEM 105 & 107) or BIOL 120* | 4-5 |
| Semester Total | 15 | Semester Total | 16-17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CYB 317 | 3 | CYB 409 | 3 |
| CYB 340 | 3 | CS 309 | 3 |
| MATH 305 | 3 | CYB 360 | 3 |
| PHYS 217 | 2 | GED History | 3 |
| GED Humanities | 3 | GED Natural Science | 3-4 |
| Semester Total | 14 | Semester Total | 15-16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 408 | 2 | CS 416 | 3 |
| CYB 411 | 3 | CS 410 | 3 |
| GED International Perspectives | 3 | Free Elective | 3 |
| GED Scientific Reasoning | 3-4 | Free Elective | 3 |
| Free Elective | 4 | Free Elective | 3 |
| Semester Total | 15-16 | Semester Total | 15 |

-* fulfills Gen. Ed. requirements

***Option B:*** ***Agriculture Cybersecurity Suggested Course Sequence***

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| CS 101 | 3 | CS 102 | 3 |
| CYB 101 | 3 | CS 215 | 1 |
| MATH 120 | 3 | CYB 201 | 3 |
| GED 101 | 3 | GED Written Communication II | 3 |
| GED Written Communication I | 3 | GED Oral Communication | 3 |
| | | GED Wellness | 2 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 230 | 3 | CS 250 | 3 |
| CS 240 | 3 | CS 316 | 3 |
| MATH 205 | 3 | CS 336 | 3 |
| AFNR 101 | 3 | (CHEM 105 & 107) or BIOL 120 | 4-5 |
| GED Social Science. | 3 | GED History | 3 |
| Semester Total | 15 | Semester Total | 16-17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CYB 317 | 3 | CYB 409 | 3 |
| CYB 340 | 3 | PHYS 352 | 3 |
| MATH 305 | 3 | CYB 360 | 3 |
| PHYS 217 | 2 | GED Natural Science* | 3-4 |
| GED Humanities | 3 | GED Arts | 3 |
| Semester Total | 14 | Semester Total | 15-16 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CS 408 | 2 | CS 416 | 3 |
| (BIOL 108,110 or, CHEM 132) | 3 | CYB 412 | 3 |
| GED International Perspectives | 3 | Free Elective | 3 |
| GED Scientific Reasoning* | 3 | Free Elective | 3 |
| Free Elective | 4 | Free Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

-* These requirements might have been met by some required courses

*Engineering*

The Department of Mathematics, Engineering and Computer Science offers the Bachelor of Science in Engineering with a major in Chemical Engineering and Bachelor of Science in Engineering with a major in Civil Engineering. Chemical engineers apply the principles of science and mathematics to solve problems that involve the production or use of chemicals, fuel, drugs, food and many other products. They design processes and equipment for large-scale manufacturing, plan and test production methods and byproducts treatment and direct facility operations.
Civil engineers conceive, design, build, supervise, operate, construct and maintain infrastructure projects and systems in the public and private sector, including roads, buildings, airports, tunnels, dams, bridges, and systems for water supply and sewage treatment. Many civil engineers work in planning, design, construction, research, and education.

**Bachelor of Science in Engineering Curriculum**

120 hours required for graduation

**Engineering Core Courses**

- ENGR 101, ENGR 102, ENGR 210, ENGR 241, ENGR 242, ENGR 243, ENGR 301, ENGR 311, ENGR 479

General Education 39-41 hours

- MATH 206 satisfies G ED Mathematics requirement.
- *May satisfy general education requirements

***Areas of Concentration (select one)***

Chemical Engineering - 135 Hours Total

**Additional Core Courses**

- ChE 206, ChE 304, ChE 311, ChE 305, ChE 405, ChE 315, ChE 415, ChE 402

Cognates

- MATH 206*, CHEM 105, CHEM 107, MATH 207, PHYS 231, PHYS 203, MATH 208, MATH 415, PHYS 232, PHYS 204, MATH 222, CHEM 106, CHEM 108, CHEM 205, CHEM 207, CHEM 206, CHEM 208, ECON 202

Civil Engineering - 133 Hours Total Additional Core Courses

- CE 201, CE 301, CE 302, CE 303, CE 306, CE 308
- Plus 4 additional 400 level CE course electives

***Civil Engineering Electives***

***CE Design (pick two)***

- CE 403, CE 409, CE 410, CE 406, Or Approved by Department Coordinator/Chair

***CE Open (pick two)***

- CE 403, CE 409, CE 410, CE 406, CE 411, CE 412, Or Approved by Department Coordinator/Chair

Cognates

- MATH 206*, CHEM 105, CHEM 107, MATH 207, PHYS 231, PHYS 203, MATH 208, MATH 415, PHYS 232, PHYS 204, MATH 222, BIOL 120*, ECON 202

## *Engineering Suggested Course Sequence by Concentration*

### Chemical Engineering Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| MATH 206* | 4 | MATH 207 | 4 |
| ENGR 101 | 2 | ENGR 102 | 3 |
| G ED 101 | 3 | ENGR 210 | 2 |
| CHEM 105/107 | 5 | PHYS 231/203 | 5 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| Semester Total | 17 | Semester Total | 17 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MATH 208 | 4 | MATH 415 | 4 |
| ENGR 241 | 3 | ENGR 243 | 3 |
| PHYS 232/204 | 5 | ENGR 301 | 4 |
| CHEM 106/108 | 5 | CHEM 205/207 | 5 |
| Semester Total | 17 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 206/208 | 5 | ChE 305 | 2 |
| MATH 222 | 3 | ECON 202 | 3 |
| ENGR 311 | 3 | ENGR 242 | 3 |
| ChE 206 | 3 | ChE 311 | 3 |
| ChE 304 | 3 | G ED Natural Science | 3-4 |
| Semester Total | 17 | G ED Scientific Reasoning | 3-4 |
| | | Semester Total | 17-19 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| ChE 315 | 3 | ChE 402 | 3 |
| G ED History | 3 | ChE 405 | 3 |
| G ED Wellness | 2 | ChE 415 | 3 |
| G ED Arts | 3 | ENGR 479 | 3 |
| G ED Social Science | 3 | G ED Humanities | 3 |
| G ED Oral Communication | 3 | G ED International Perspectives | 3 |
| Semester Total | 17 | Semester Total | 18 |
| | | * MATH 206 satisfies four credit hours of G ED Mathematics. Some students may need to complete MATH 121 or both MATH 120 and MATH 102 before taking MATH 206. | |

# Civil Engineering Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| MATH 206* | 4 | MATH 207* | 4 |
| ENGR 101 | 2 | ENGR 102 | 3 |
| G ED 101 | 3 | ENGR 210 | 2 |
| CHEM 105/107 | 5 | PHYS 231/203 | 5 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| Semester Total | 17 | Semester Total | 17 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MATH 208 | 4 | MATH 415 | 4 |
| ENGR 241 | 3 | ENGR 243 | 3 |
| PHYS 232/204 | 5 | ENGR 301 | 4 |
| BIOL 120* | 5 | CE 201 | 3 |
| Semester Total | 16 | CE 302 | 3 |
| | | Semester Total | 17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CE 301 | 4 | CE 308 | 4 |
| MATH 222 | 3 | ENGR 242 | 3 |
| ENGR 311 | 3 | [1]CE Design Elective | 3 |
| CE 303 | 4 | [1]CE Design Elective | 3 |
| CE 306 | 4 | G ED Natural Science | 3-4 |
| Semester Total | 18 | Semester Total | 16 to 17 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| [2]CE Open Elective | 3 | ENGR 479 | 3 |
| [2]CE Open Elective | 3 | G ED Arts | 3 |
| ECON 202 | 3 | G ED History | 3 |
| G ED Wellness | 2 | G ED Humanities | 3 |
| G ED Social Science | 3 | G ED International Perspectives | 3 |
| G ED Oral Communication | 3 | Semester Total | 15 |
| Semester Total | 17 | | |

* MATH 206 satisfies four credit hours of G ED Mathematics. Some students may need to complete MATH 121 or both MATH 120 and MATH 102 before taking MATH 206.

* BIOL 120 satisfies four credit hours of G ED Scientific Reasoning

[1]*CE Design Electives (pick two):* CE 403, CE 409, CE 410, CE 406, Or Approved by Department Coordinator/Chair

[2]*CE Open Elective (pick two):* CE 403, CE 409, CE 410, CE 406, CE 411, CE 412, Or Approved by Department Coordinator/Chair

**Aghaee, Kamran (2025),** Assistant Professor of Civil Engineering. B.S. and M.S. Azad University of Yazd, Iran; Ph.D. Missouri University of Science and Technology, 2022. Research Interests: Eco-Friendly Cement-Based Materials, CO2 Mineralization and Decarbonization, Additive Manufacturing, Bio-Inspiration and Topology Optimization, Rheology, Shrinkage and Cracking, Durability, Machine Learning, Microstructural Characterization, Structural Health Monitoring.

**Al-Sinayyid, Ali (2020)**, Director of Cyber Security, Master of Computer Science Program coordinator and Assistant Professor of Computer Science. B.S. University of Technology Iraq; M.S. Iraqi Computer Commission and Informatics; Ph.D. The Southern Illinois University of Carbondale, 2020. Areas of research: Cybersecurity for critical infrastructure, AI-driven threat detection, IoT and SCADA system security, and secure distributed computing.

**Anderson, Michael (1995)**, Professor of Mathematics. B.S. Michigan State University; M.S. Michigan State University; Ph.D. The Ohio State University, 1993. Areas of research: Representation Theory and database design and implementation.

**Armstrong, Sonya (1999)**, Professor Emeritus of Mathematics. B.A. Bernard Baruch College, City University of New York; M.S. Johns Hopkins University; M.A. University of Rochester; Ph.D. University of Rochester, 1997. Areas of research: Statistical modeling.

**Baker, Ronald D.** (1994), Professor Emeritus of Mathematics. B.S. Central State University; Ph.D. The Ohio State University, 1975. Areas of research: Combinatorics.

**Bhuiyan, Mohammad (2015)**, Associate Professor of Civil Engineering. B.Sc. Bangladesh University of Engineering and Technology, Bangladesh; M.Sc. Universiti Joseph Fourier, France and ROSE School, Italy; Ph.D. ROSE School, Italy with joint program at Georgia Institute of Technology, 2011. Areas of research: Tall Buildings, Earthquake Engineering, Wind Engineering, Soil-Structure Interaction, Performance-based Design and Bridge Engineering.

**Chen, Yen-Lin (2026)**, Instructor of Mathematics. B.S. National Yang Ming Chiao Tung University, Taiwan; M.S. National Taiwan University, Taiwan; Ph.D. University at Buffalo, State University of New York, 2025. Research Interests: Floer homology theories in three dimensions, symplectic and contact topology

**Kail, Karen (2013)**, Instructor of Computer Science. B.S Ohio State University; M.A. Marshall University, 2004.

**Karunathilake, Upali (2008)**, Associate Professor of Mathematics. B.S. University of Minnesota; M.S. University of Kelaniya, Sri Lanka; Ph.D. University of Minnesota, 2007. Areas of research: Partial differential equations and functional analysis.

**Mahmoud, Eyas (2022)**, Assistant Professor of Chemical Engineering. B.S.E. University of Pennsylvania; Ph.D. University of Delaware, 2016. Areas of research: Engineering of materials, zeolites, biomass conversion, catalysis.

**Maiti, Aniruddha (2024)** Assistant Professor of Computer Science. B.S Bengal Engineering and Science University, Ph. D Temple University. Area of Research; Data Science, Spatial Epidemiology, Natural Language Processing, Machine Learning.

**Zaman, Naveed (2000)**, Professor of Mathematics. B.S. Punjab University (Pakistan); M.S. and M.Phil. Quaid-i-Azam University (Pakistan); Ph.D., University of Kentucky, 2000. Areas of research: Homological algebra.

**Zhang, Xiaohong (1996)**, Professor of Mathematics. B.S. Sichuan University; M.S. West Virginia University; Ph.D. Virginia Polytechnic Institute and State University, 1993. Areas of research: Differential equations.

**Hossain, Kabir (2025),** Assistant Professor of Computer Science. B.E. & M.E. Chonnam National University, South Korea; Ph.D. Technical University of Denmark, 2019. Areas of research: Image Processing & Data Science, Precision Agriculture, Plant phenotyping, Plant pathology Remote Sensing, Drone image processing, Machine Learning and AI.

## ***College Mission & Core Values***

*Where compassion meets competence, and where students become the leaders, our communities need most.*

**Mission Statement:** To prepare qualified professionals to serve and lead in a global society.
The College of Education, Health, and Social Sciences offers undergraduate degrees in Education, Health Sciences, Nursing, Psychology, Social Work and Sport Studies. At the graduate level, the College supports the Master of Education in Instructional Leadership, the Master of Science in Sport Studies, and the Doctorate of Education in Leadership Studies.

These programs empower students to advance the health, education, and well-being of individuals and communities through student-centered education, innovative practice, and meaningful service in a changing world. The College is committed not only to training professionals, but to shaping innovators of a healthier, more informed, and more resilient society.

By housing education, nursing, health, and behavioral sciences under one roof, the College of Education, Health, and Social Sciences mirrors the real-world environments where these fields intersect every day. Programs within the college cover the full spectrum of human development. Graduates are technically proficient and ethically grounded and ready to lead diverse teams in an increasingly complex global landscape.

Core Values

These core values serve as the foundation of the College's institutional culture that define and drive a commitment to education, research, and service.

1. Professional Integrity
2. Ethical Practice
3. Leadership
4. Collaboration
5. Service
6. Social Impact

Goals
Committed to academic excellence, the College bridges the gap between innovative learning and meaningful community partnerships.

Graduates will:

- Achieve the mastery of knowledge required for professional licensure, certification, and field specific best practices.
- Apply critical thinking and research-driven strategies to lead systemic change and improve outcomes
- Adhere to the highest national and international ethical standards within individual disciplines
- Engage in empathetic, clear, and culturally responsive communication with clients, students, patients, and colleagues.
- Collaborate across professional boundaries to solve complex human problems.
- Demonstrate the qualified competence and personal character required to serve varied populations and respond to the social, political, and economic trends that shape human experience.

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## *Student Organizations & Honor Societies*

### Education

Kappa Delta Pi

Kappa Delta Pi, International Honor Society in Education, is organized to recognize excellence in the teaching field. The West Virginia State University Chapter of Kappa Delta Pi is the Lambda Zeta Chapter Those individuals elected to membership exhibit the ideals of scholarship, high personal standards and promise in teaching and allied professions held by the Society. An invitation is extended to undergraduates in the department of education who have obtained an overall grade point average of 3.0 or above, and who will have completed 45 hours in the college curriculum by the end of the semester. Upon joining this organization an individual remains a member for life with his/her name recorded permanently in the Society Headquarters files. Active membership is maintained through payment of annual dues and participation in service activities. Active membership allows the individual to attend meetings of the Chapter and to be recognized at an initiation ceremony, as well as graduation ceremonies. There are a total of four general chapter meetings each semester.
For more information, contact chapter Counselor Dr. Alonda Wylie

### Health & Human Performance

Health & Human Performance Majors Club

The purpose of the Health and Human Performance Majors Club is to increase professional understanding and involvement through stimulating participation in health, physical education, recreation and sport sciences and concerns outside the confines of the classroom. Any student, regardless of sex, ethnic origin, religious affiliation or race, is welcome to join. Students must maintain a 2.0 grade point average in order to be eligible for membership. The current Faculty advisor is Jay Canterbury.

### Psychology

Psi Chi: Psi Chi is the International Honor Society in Psychology, dedicated to encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership provides qualifying students with lifelong access to professional networking, exclusive research grants, and publication opportunities in peer-reviewed journals. This prestigious society recognizes academic achievement and fosters a vibrant community for individuals passionate about the study of human behavior. The honor society's advisor is Dr. Paula McCoy.

### Social Work

Social Work Student Organization

The Social Work Student Organization (i.e., the Club) is open for membership to all social work majors. The Club offers opportunities to socialize with like- minded students, to provide volunteer services to our community through special group projects, and to gain additional information about the social work field. Examples of Club activities include participating in state professional meetings; organizing events for children in low-income housing; fundraising for and implementing community awareness projects, participating in the West Virginia State University Multicultural Festival; and arranging for guest speakers and field trips. The faculty sponsor is Dr. Raphael Mutepa.

Phi Alpha

Phi Alpha is a national honor society for social work, and is certified by the Association of College Honor Societies (ACHS). Phi Alpha recognizes outstanding scholastic records and demonstrated interest in social work. To be eligible for membership in the West Virginia State University Chapter Epsilon Zeta Eta, you must complete 9-credit hours in Social Work; complete at least 37.5% of the required coursework toward the degree; and be in the top 35% GPA of all Social Work students. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Members are invited to join in both fall and spring semesters. The faculty advisor is Dr. Lena Lambert.

## *Education*

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A college student who plans for a career as a teacher must pursue a curriculum in teacher education, which leads to a Bachelor Science in Education degree and meets the academic requirements for a license to teach in the public schools of West Virginia. All options described in the following pages have been organized in such a way that teacher education candidates completing this Council for the Accreditation of Education Preparation (CAEP) and West Virginia Board of Education approved program may seek and be granted a West Virginia teaching license. If candidates desire to teach in a state other than West Virginia, the CAEP approved program completed at West Virginia State University may qualify the candidates for a comparable initial certificate in the state of their choice. To be certain, the candidates should obtain the requirements of other states by contacting the appropriate state certification agency and use this information in planning their program of studies with their advisers.

Mission and Purpose

For more than 120 years, the Department of Education has prepared teachers as human developers who love to teach. The Department nurtures future teachers through a formative process which is utilized to assist education candidates in becoming exemplary teachers in the region, state and nation. Graduates of the program must firmly believe that all public school students can learn. This program requires candidates to demonstrate that (1) they are focused on public school student achievement and success, (2) they are role models for public school students, and (3) they have the potential to be a member of the teaching profession. Candidates must demonstrate these three dispositions throughout the program that requires the completion of a rigorous academic content specialization, combined with a complementary sequence of related general education courses, and a professional sequence of education courses that contain a minimum of 895 clock hours that are required infield placements and the Yearlong Clinical Residency Program.

The graduates of the education program will be able to:

1. Demonstrate their knowledge in their chosen content field(s).
2. Teach units and lessons aligned with national and state standards that address and assess the learning needs of all students.
3. Integrate technology in teaching and learning.
4. Exhibit behaviors of a professional teacher congruent with the Teacher as a Human Developer Conceptual Framework.
5. Develop and maintain effective learning communities that value diversity.
6. Communicate effectively with parents and other community members to promote student learning.

These outcomes are addressed in course content, with relevant class assignments, field experiences, student assessments and program evaluation components and are articulated by the theme for the West Virginia State University teacher preparation program: Teacher as HUMAN Developer. The theme serves as a unifying concept or framework for the entire program and conveys the essence of the philosophy regarding good teaching. Outcomes for program completers will be measured by multi-modal methods, including SCOPE review, grade point requirements, portfolios, performance assessments, evaluations in field experiences by qualified supervisors, speaking opportunities, exams, projects and state and national assessments required by the West Virginia Board of Education. Additional information is available in the Teacher Education Handbook which is located on the department's website. The West Virginia State University program is fully accredited with CAEP through 2028 and is approved by the West Virginia Department of Education. Candidates from West

Virginia State University's Department of Education achieved a pass rate in the 90 percentile for its program completers based on Federal Title II-Teacher Quality Guidelines.

Admission To Teacher Education

Acceptance and enrollment at West Virginia State University does not automatically qualify a candidate for admission in the Teacher Education Program. In accordance with West Virginia Board of Education Policies, national accrediting bodies, and the University and the Department of Education, candidates must be formally screened. All candidates must formally apply for Admission to the Education Program before enrolling in Education 316, which is the first education course that is taken upon admission to candidacy. Each candidate must participate in an individual conference with the Education Department Chair to determine eligibility for admission. Each candidate must provide all required documents that will be used in the admission conference.

Selectivity Requirements

The Education Program at WVSU is accredited by CAEP, and the program agrees with the CAEP Mission, which is to transform educator preparation so that graduates can help improve P-12 student learning. Therefore, the program initiated CAEP selectivity requirements in the Fall 2016 Semester. The CAEP selectivity requirements provide that all candidates for admission to the program must meet all requirements. All candidates planning to enroll in Education 316, must show that they have attained a 3.3 GPA overall in their college courses and show that their overall scores on either the ACT or SAT are at the 50th percentile or above. In addition, candidates must have passing scores on the Praxis One Exam (CORE) or have qualifying scores on the ACT or SAT which will exempt them from Praxis One. Candidates who do not meet all of these criteria may apply for an exemption during the admission to candidacy conference. However, this exemption does not apply to the requirement for having passing scores on Praxis One, the ACT, or the SAT. The Application for Exemption from Selectivity Requirements is on the WVSU Department of Education website and is included in the Admission to Candidacy Application.

The Selectivity Requirements are provided for the following years:

- Beginning with the 2019-2020 academic year, the GPA requirement is 3.0 and the ACT/SAT requirement is the 60th percentile. Beginning with the 2020-2021 academic year, the GPA requirement is 3.0 and the ACT/SAT requirement is the 67th percentile.
- Beginning with the 2021-2022 academic year, the GPA requirement is 3.3 and the ACT/SAT requirement is the 67th percentile.

Transfers, returning students and postgraduates are required to meet the Selectivity Requirements and should complete the Application for Admission to Candidacy by the established deadlines.

To be admitted to the Teacher Education Program, a candidate must:

1. Meet or be exempted from the Selectivity Requirements as specified above.
2. Achieve passing scores on the Mathematics, Reading and Writing subtests of the Praxis One–Core Academic Skills for Educators (CORE), formerly called Pre-professional Skills Test (PPST) or have earned qualifying scores on the National ACT or the National SAT.
3. Demonstrate proficiency in speaking and listening skills by Communications 100 with a minimum grade of C.
4. Demonstrate proficiency in basic computer access skills by earning a grade of C or higher in English 102. Education 300 is required for Senior Capstone Admission.

Have a minimum overall G.P.A. of 3.3 in all content specialization courses, general education courses and professional education courses to be admitted to the Teacher Education Program and to graduate with a degree in Education.

5. Earn a grade of C or higher in all general education, content specialization and professional education courses.

6. Successfully complete and file Field Experience Assessment documents for all required field experiences with a written recommendation provided by the Cooperating Teacher. Candidates must plan their schedules to permit completion of fieldwork during the school day.

When the Application for Admission to Candidacy has been completed by the candidate and submitted, the review process will be completed by the Education Department Chair and the Manager of Field Experience. The candidate and the Education Department Chair will meet collaboratively to review all submitted documents and will develop a plan for completion of all future requirements. The final report will be submitted to the Education Department for approval. The final recommendations will be presented to the Teacher Education Committee and the EPPAC (Educational Personnel Preparation Advisory Council) for review. The Education Department will notify the candidate of the final disposition which will be made from one of the following rulings:

- Approved: Candidate meets all expectations.
- Provisionally Approved: Pending removal of minor deficiencies.
- Disapproved: Candidate does not meet criteria and is advised to pursue other options.

A candidate may lose an approved status for several reasons, e.g., loss of academic qualification or falsification of documents. The Department of Education may recommend reevaluation of the status of any previously approved candidate at any point in the program where evidence exists that the person may be a threat or danger to the well-being of public school students. Candidates have certain appeal privileges in these and other cases.

Admission to the Yearlong Teacher Residency Program
The following minimum academic criteria must be met before admission to the Yearlong Teacher Residency Program:

Admission to Semester One of the Yearlong Teacher Residency requires:

1. Satisfactory completion of 100 semester hours of appropriate college credit.
2. Completion of all coursework except Education 426 for secondary candidates and Education 423 and 426 for elementary candidates.
3. Enrollment in Residency I which requires completion of a **minimum** of 14 weeks and 250 hours under the supervision of a Cooperating Resident Teacher.
4. Successful completion of the Application for Admission to the Senior Capstone Phase. This application process requires an individual meeting with the Department Chair. The candidate must provide printed copies of all items for the collaborative conference. Final approval is granted by the Education Department. The results are shared with the Teacher Education Committee and the EPPAC for their review and input.
5. Completion of the Senior Capstone Oral Professional E Portfolio (SCOPE) assessment.
6. Completion of the application for a West Virginia Resident Teacher Permit before beginning the first semester of the Yearlong Teacher Residency.
7. Attendance at all mandatory workshops which will include, but will not be limited to the SCOPE Assessment workshop, the WVTPA workshop, Co-teaching and Mentoring workshop, and the Career/Resume Writing Workshop.

Admission to Semester Two of the Yearlong Teacher Residency requires:

1. Satisfactory completion of 115 semester hours of appropriate college credit.
2. Passing scores on all Praxis Content and the PLT by established deadlines.
3. Satisfactory completion of at least 85% of the coursework required in chosen teaching specializations, plus all special methods courses. Elementary Education majors must complete Education 318, 320, 321, 324, 325, 423 and 426 prior to entering Semester Two of the Yearlong Teacher Residency. Secondary Education majors must complete Education 426 and all content methods courses prior to entering Semester Two of the Yearlong Teacher Residency.

4. Successfully complete state-required standardized proficiency test(s) in each content specialization for which certification is sought, e.g., Elementary Education, Mathematics, Social Studies. These assessments will normally occur during the first semester of the Yearlong Residency Students are obligated for testing costs. Passing scores required by the West Virginia Board of Education must be documented prior to beginning the second semester of the Yearlong Teacher Residency.
5. Satisfactory completion of required professional education core courses.
6. Completion of Education 426 at West Virginia State before Residency II with a minimum grade of C.
7. Full admission to the Senior Capstone Phase of the Teacher Education Program by the Education Department the semester before beginning the final semester of the Yearlong Teacher Residency.
8. A 3.3 GPA in professional education requirements and a minimum grade of C in each course.
9. A 3.3 GPA in content specialization requirements and a minimum of C in each course. A 3.3 GPA in general education courses and a minimum of C in each course.
10. A 3.3 Cumulative GPA.
11. Successful Completion of the Senior Capstone Oral Professional E Portfolio (SCOPE) assessment during the first semester of the Yearlong Teacher Residency.
12. Removal of all deficiencies the semester prior to beginning the second semester of the Yearlong Teacher Residency, per application deadlines.
13. Completion of an academic capstone experience in the content specializations.
14. Because of the intensity of the Yearlong Teacher Residency (i.e., a minimum of 500 clock hours in 14 weeks), candidates are discouraged from enrolling in any other classes during the second semester of the residency. The Education Department Chair must approve any exceptions.
15. Residency placements will be based on current West Virginia Policy 5100 guidelines and placement guidelines which have been developed by the Education Department at West Virginia State University.
16. Completion of ancillary requirements from the county of placement.
17. Completion of the application for a West Virginia Resident Teacher Permit before beginning the second semester of the Yearlong Teacher Residency. This permit requires being fingerprinted and passing an FBI criminal background check.

Graduation/Certification Requirements

1. Successfully complete an appropriate teaching specialization with a minimum of 128 semester hours. Candidates must successfully complete all courses and other requirements included in the senior evaluation to qualify for graduation. Earn a minimum grade of C in all classes and have a 3.3 cumulative grade point average.
2. Successfully complete a state-required standardized proficiency test in professional education. Beginning Fall 2022 the required assessment will be the WVTPA. Candidates must successfully complete a supervised residency placement at the programmatic levels and in each content specialization for which certification is being sought.
3. All candidates will complete 600 clock hours of residency over 15 weeks and register for a total of 15 semester hours of credits, numbered from Education 466-469 and 471-479. Candidates will be assessed by both the Cooperating Resident Teacher and the University Supervisor to verify the achievement of teaching skills. These skills must be satisfactorily demonstrated and verified to meet certification and graduation requirements.
4. Students must file an application for graduation in the Registrar's Office and complete all documents required by the West Virginia Department of Education to complete the certification process.
5. After graduation, candidates complete the application process for West Virginia licensure, which includes being fingerprinted for an FBI Criminal Background Check.

**Please note**: All 50 states, the District of Columbia and U.S. Territories require the FBI criminal background check as a condition for issuance of license. Candidates who have criminal histories that would make them ineligible to be around public school students may be denied a teaching license.

Teacher Education Programs Description
Each curriculum, leading to a teaching certificate, contains three groups of courses, as required by the certification laws of West Virginia: content specialization, professional education and general education core. In every case, curricula followed at West Virginia State University will equal or exceed the minimum requirements established by state laws and regulations. Please note that completion of an approved program in teacher education in West Virginia does not necessarily qualify a person for a teacher certification in other states. In addition, all candidates for a teaching certificate in West Virginia must be fingerprinted, and the results will be sent to the Federal Bureau of Investigation for a criminal background check in accordance with state law. Based on the results of this criminal background check, a certificate may or may not be issued.

Any transfer or any readmitted student who completed Education 300 (or an equivalent course at another higher education institution) more than five years ago must retake the course. This is to ensure current information and skills with respect to planning, teaching, and technology integration. Education 316 must be completed at West Virginia State University.

When West Virginia certification regulations change, all candidates will be expected to meet these regulations at the time they are recommended for a teaching certificate, regardless of when they started the program.

## Bachelor of Science in Education Curriculum & Descriptions

120 or more hours required for graduation

**General Education 38-40 Hours**

- G ED 101 Freshman Experience – 3 Credits
- G ED Written Communication I – 3 Credits
- G ED Written Communication II – 3 Credits
- G ED Oral Communication – 3 Credits
- G ED Mathematics – 3 Credits
- G ED Scientific Reasoning – 3-4 Credits
- G ED Arts – 3 Credits
- ENGL 150 – 3 Credits fulfill G ED Humanities Requirement (Required for Elementary Education and English Content majors.)
- EDUC 319 (for secondary candidates and EDUC 321 (for elementary candidates)
- 3 Credits fulfill G ED International Perspectives
- G ED History – 3 Credits
- G ED Natural Science – 3-4 Credits
- EDUC 201 – 3 Credits fulfill G ED Social Science
- HHP 122 or 157 – 2 Credits fulfill G ED Wellness

Professional Education-53-56 Hours
All candidates in teacher education will complete the following professional education courses currently required for a West Virginia Teaching License:

- EDUC 200–Foundations of Education
- EDUC 201–Human Growth and Development
- EDUC 202–Educational Psychology and Learning
- EDUC 227–Exceptionalities and Human Diversity (not required for Wellness majors)
- EDUC 316–Integrated Methods
- EDUC 319–Content Area Literacy or EDUC 320 - Teaching Reading in the Elementary Schools I
- EDUC 331–Curriculum for Special Education
- EDUC 470–Residency I (9 hours)
- EDUC 426–Creating, Planning and Assessing Public School Learning Communities
- EDUC 436–Elementary Capstone Course (Elementary Education Majors only)
- EDUC 464–Clinical Seminar (1 hour)
- EDUC 466-469, 471-479–Residency II (15 semester hours)

*All Current requirements, including the academic capstone experience, are included on the Department Homepage.*

Elementary Education (Grades K-6)
All majors in elementary education complete a block of courses and an academic capstone experience designed to prepare them for self-contained classroom settings in West Virginia, grades K-6.

Middle School Childhood Education (Grades 5-9)
The following subject options are designed to prepare candidates to teach in middle childhood settings, grades 5-9. Students opting for these must complete another program at the Adolescent level (grades 5 or 9-Adult), Elementary (Grades K-6), or PreK- Adult.

- English - Grades 5-9
- Mathematics - Grades 5-9
- Social Studies - Grades 5-9

Adolescent Education Programs (Grades 9-Adult)
Candidates opting for adolescent education will select programs that prepare them to teach in secondary school settings, grades 9-Adult.

- Biology - Grades 9-Adult
- Chemistry - Grades 9-Adult

Middle-Adolescent Programs (Grades 5-Adult)
These options allow a candidate to select a single field across two levels of certification, 5-9 and 9-Adult. Candidates are prepared to teach in middle and secondary settings. Additional teaching fields are not required for these options.

- Business Education - Grades 5-Adult
- English - Grades 5-Adult
- General Science - Grades 5-Adult
- Mathematics - Grades 5-Adult
- Social Studies - Grades 5-Adult

Pre-Kindergarten-Adult (Grades PreK-Adult)
These options prepare a candidate to teach a subject specialty in school settings. They do not require additional teaching fields or specializations.

- Art - Grades PreK-Adult
- Music - Grades PreK-Adult
- Wellness Education – Grades PreK - Adult

Reading Education (K-6 or 5-Adult)
These two content specializations require candidates seeking K-6 licensure in reading to complete the licensure requirements for elementary education K-6 or For 5-Adult in reading to complete English 5-Adult.

Special Education (Grades K-6 or 5-Adult)
In addition to the special education endorsement, candidates who seek licensure as a special education teacher must complete one of the following content specializations: Elementary Education K-6, or the following 5-Adult courses--English, General Science, Mathematics, or Social Studies.
The special education endorsement is restricted to the grade levels on the initial license.

- Multi-Categorical (E/BD excluding autism, MI, SLD)- Grades K-6 or 5-Adult.

## Education Faculty Members

***Knapp, Amanda (2025),*** Assistant Professor of Education. B.S. Biological Sciences/B.A. Education. Marshall University (2003); M.A. Secondary Education, Marshall University (2006); Ed.D./Ed.S. Curriculum and Instruction, Marshall University (2013); Educational Leadership/Principalship Cohort, Marshall University (2013); MS Management and Leadership, Western Governors University (2022). Areas of Research: Curriculum and Instruction, Constructivism, Science Education, Literacy.

***Reed, Terry L. (2019),*** Assistant Professor of Education. B.A. in Accounting, The University of Findlay (1991); Transition to Teaching, West Virginia University (2013); MA in Special Education, Walden University (2015); Ed. D., The University of Findlay (2018); Educational Leadership, Salem University (2019). Areas of Research: Educational Technology, Formative Feedback, Special Education, Educational Leadership, and School Culture.

**Wylie, Alonda (2020),** Chair and Assistant Professor of Education. B.A. Fayetteville State University (2001); M.Ed., University of North Carolina at Charlotte (2011); Ph.D., University of North Carolina at Charlotte (2019). Areas of research: Curriculum and Instruction: Urban Literacy.

*Education Suggested Course Sequence by Concentration*

**Art Education Pre-K-Adult Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED Mathematics | 3 | ART 201 | 3 |
| ART 101 | 3 | ART 206 | 3 |
| G ED 101 | 3 | ART 217 | 3 |
| ART 100 | 3 | G ED Scientific Reasoning | 3-4 |
| Semester Total | 18 | Semester Total | 18-19 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| G ED Oral Communication | 3 | EDUC 316 | 4 |
| G ED Wellness | 2 | ART 203 | 3 |
| EDUC 227 | 3 | ART 208 | 3 |
| G ED History | 3 | ART 209 | 3 |
| ART 204 | 3 | ART Elective | 3 |
| Semester Total | 17 | Semester Total | 19 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 319 | 3 | ART History | 3 |
| EDUC 331 | 3 | ART 205 | 3 |
| ART 308 | 3 | ART 414 | 3 |
| ART 230 | 3 | ART Elective | 3 |
| ART Elective | 3 | ART Advanced Studio | 3 |
| Semester Total | 15 | G ED Natural Science | 3-4 |
| | | Semester Total | 18-19 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 479 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |
| (N.B.: One science class MUST be a four-credit class.) | | **TOTAL HOURS: 132-134** | |

## Elementary Education Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 200 | 3 | EDUC 201 | 3 |
| ENGL 101 | 3 | ENGL 102 | 3 |
| MATH 103 | 3 | MATH 104 or 120 | 3 |
| G ED 101 | 3 | SCIENTIFIC REASONING (BIOL 101) | 4 |
| G ED Arts | 3 | HIST 209 | 3 |
| Semester Total | 18 | GEOG 200 or 201 | 3 |
| | | Semester Total | 19 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| COMM 100 | 3 | HIST 201 or 202 | 3 |
| MATH 105 | 3 | HUMANITIES (ENGL 150) | 3 |
| HIST 207 or 208 | 3 | G ED WELLNESS | 2 |
| Science 1 (CHEM 100, PHYS 101 or 120) | 3-4 | Science 2 (CHEM 132, PHYS 102 or 106) | 3-4 |
| Semester Total | 18-19 | Semester Total | 17-18 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 320 | 3 | ART 416 | 3 |
| EDUC 321 | 3 | HHP 431 | 3 |
| ENGL 324 | 3 | EDUC 324 | 3 |
| EDUC 331 | 3 | EDUC 325 | 3 |
| EDUC 318 | 3 | Semester Total | 12 |
| Semester Total | 15 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 470 Residency I | 9 | EDUC 475 Residency II | 15 |
| EDUC 423 | 3 | EDUC 461 | 1 |
| EDUC 426 | 3 | Semester Total | 16 |
| Semester Total | 15 | **TOTAL HOURS: 132- 134** | |

## Secondary Education – Biology (5-Adult) – Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED Mathematics (Math 120 or 206) | 3-4 | BIOL 121 | 4 |
| BIOL 120 | 4 | G ED Arts | 3 |
| G ED 101 | 3 | CHEM 105 | 3 |
| G ED Wellness | 2-3 | CHEM 107 | 2 |
| Semester Total | 18-19 | Semester Total | 18 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| G ED Oral Communication | 3 | EDUC 319 | 3 |
| CHEM 106 | 3 | BIOL 250 | 4 |
| CHEM 108 | 2 | G ED History | 3 |
| BIOL 210 | 4 | Semester Total | 17 |
| Semester Total | 18 | | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 331 | 3 | EDUC 411 | 3 |
| MATH 222 | 3 | G ED Humanities | 3 |
| CHEM 201 | 4 | G ED Natural Science | 3-4 |
| BIOL 270 | 4 | Science Elective | 7-9 |
| BIOL 341 | 4 | BIOL 490 | 1 |
| Semester Total | 18 | Semester Total | 17-20 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 466 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |
| | | **TOTAL HOURS: 133-137** | |

**Secondary Education – Business Education (5-Adult) – Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| MATH 118 or 120 | 3 | BA 203 | 3 |
| G ED Scientific Reasoning | 3-4 | ENGL 160 | 3 |
| G ED101 | 3 | G ED Wellness | 2 |
| BA 115 | 3 | G ED Arts | 3 |
| Semester Total | 18-19 | Semester Total | 17 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| BA 209 | 3 | BA 210 | 3 |
| G ED History | 3 | BA 215 | 3 |
| ENGL 204 | 3 | ECON 201 | 3 |
| G ED Natural Science | 3-4 | G ED Oral Communication | 3 |
| Semester Total | 18-19 | Semester Total | 19 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 319 | 3 | BA 313 | 3 |
| EDUC 331 | 3 | BA 409 | 3 |
| ECON 202 | 3 | BA 310 | 3 |
| BA 216 | 3 | BA 347 | 3 |
| BA 301 | 3 | G ED Humanities | 3 |
| BA 305 | 3 | Semester Total | 18 |
| Semester Total | 18 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 466 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |
| | | **TOTAL HOURS: 138-140** | |

## Secondary Education – Chemistry (5-Adult) – Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| MATH 120 | 3 | CHEM 105 | 3 |
| BIOL 120 | 4 | CHEM 107 | 2 |
| G ED 101 | 3 | MATH 102 | 3 |
| G ED Arts | 3 | G ED Humanities | 3 |
| Semester Total | 19 | Semester Total | 17 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| G ED Oral Communication | 3 | MATH 222 | 3 |
| CHEM 106 | 3 | MATH 206 | 4 |
| CHEM 108 | 2 | CHEM 205 | 3 |
| PHYS 201 | 4 | CHEM 207 | 2 |
| Semester Total | 18 | Semester Total | 19 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 211 | 4 | EDUC 319 | 3 |
| CHEM 301 or 331 | 3 | EDUC 411 | 3 |
| CHEM 206 | 3 | GEN ED History | 3 |
| CHEM 208 | 2 | GEN ED Wellness | 2 |
| EDUC 331 | 3 | CHEM 459 | 1 |
| Semester Total | 15 | Elective | 3 |
| | | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 468 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |
| | | **TOTAL HOURS: 130** | |

## Secondary Education – English (5-Adult) – Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED Mathematics | 3 | ENGL 150 | 3 |
| G ED Oral Communication | 3 | G ED Wellness | 2-3 |
| G ED 101 | 3 | G ED Scientific Reasoning | 3-4 |
| G ED Arts | 3 | G ED HIstory | 3 |
| Semester Total | 18 | Semester Total | 17-18 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| ENGL 250 | 3 | EDUC 316 | 4 |
| EDUC 227 | 3 | ENGL 303 | 3 |
| G ED Natural Science | 3-4 | ENGL 315 | 3 |
| ENGL 255 | 3 | ENGL 320, 321, 350, 351 | 3 |
| ENGL 230 or 306 | 3 | Semester Total | 16 |
| Semester Total | 18-19 | | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 319 | 3 | ENGL 334 | 3 |
| ENGL 325 | 3 | ENGL 401 | 3 |
| EDUC 331 | 3 | ENGL 402, 403, 405, 406, 407 or 409 | 3 |
| ENGL 337, 338, 339, 342 or 343 | 3 | ENGL 421 | 3 |
| ENGL 316, 317, or 408 (select 2) | 6 | ENGL 477 | 3 |
| Semester Total | 18 | ENGL 322 | 3 |
| | | Semester Total | 18 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 468 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |

## Secondary Education – General Sciences (5-Adult) – Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED Mathematics (MATH 120 or 206) | 3-4 | CHEM 105 | 3 |
| BIOL 120 | 4 | CHEM 107 | 3 |
| G ED 101 | 3 | BIOL 121 | 4 |
| G ED Arts | 3 | MATH 102 | 3 |
| Semester Total | 19 | Semester Total | 18 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| G ED Oral Communication | 3 | G ED Wellness | 2 |
| CHEM 106 | 3 | BIOL 250 | 4 |
| CHEM 108 | 2 | PHYS 201 | 4 |
| MATH 222 | 3 | PHYS 203 | 1 |
| Semester Total | 17 | Semester Total | 18 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 331 | 3 | EDUC 319 | 3 |
| PHYS 106 | 3 | EDUC 411 | 3 |
| PHYS 120 | 4 | GEN ED Humanities | 3 |
| PHYS 202 | 4 | SCIENCE CAPSTONE: | |
| PHYS 204 | 1 | Choose (1):BIOL 490, CHEM 460 or PHYS 299 | 1 |
| GEN ED History | 3 | Elective | 3-8 |
| Semester Total | 18 | Semester Total | 13-18 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 465 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |

**Secondary Education – Mathematics (5-Adult) – Suggested Course Sequence**

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED 101 | 3 | MATH 102 or Elective | 3 |
| MATH 120 or 121 | 3-4 | G ED Wellness | 2-3 |
| G ED Arts | 3 | G ED Scientific Reasoning | 3-4 |
| MATH 103 | 3 | G ED Humanities | 3 |
| Semester Total | 18-19 | Semester Total | 17-18 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| C S 101 | 3 | MATH 207 | 4 |
| MATH 206 | 4 | G ED Oral Communications | 3 |
| MATH 205 | 3 | G ED History | 3 |
| G ED Natural Science | 3-4 | Semester Total | 17 |
| Semester Total | 19-20 | | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 319 | 3 | MATH 222 | 3 |
| MATH 208 | 3 | MATH 408 | 2 |
| EDUC 331 | 3 | MATH 308 | 3 |
| MATH 300 | 3 | MATH 309 | 3 |
| MATH 307 | 3 | MATH 411 | 3 |
| Semester Total | 15 | Semester Total | 14 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 469 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |

## Secondary Education – Social Studies (5-Adult) –Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED Mathematics | 3 | G ED Natural Science | 3-4 |
| G ED 101 | 3 | G ED Oral Communication | 3 |
| G ED Arts | 3 | SOC 101 | 3 |
| GEOG 200 | 3 | G ED Wellness | 2 |
| Semester Total | 18 | Semester Total | 17-18 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 202 | 3 | EDUC 300 | 3 |
| EDUC 227 | 3 | EDUC 316 | 4 |
| G ED History | 3 | HIST 202 | 3 |
| HIST 207 | 3 | HIST 208 | 3 |
| POSC 101 | 3 | HIST 209 | 3 |
| G ED Scientific Reasoning | 3-4 | G ED Humanities | 3 |
| Semester Total | 18-19 | Semester Total | 19 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 331 | 3 | EDUC 319 | 3 |
| ECON 201 | 3 | EDUC 405 | 3 |
| POSC 210 | 3 | ECON 202 | 3 |
| SOC 270 | 3 | HIST (3) Courses 300 or 400 Level | 9 |
| GEOG 201 | 3 | Semester Total | 18 |
| HIST 300 or 400 Level Course | 3 | | |
| Semester Total | 18 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | EDUC 476 Residency II | 15 |
| EDUC 470 Residency I | 9 | EDUC 464 | 1 |
| Semester Total | 12 | Semester Total | 16 |

## Music Education Pre-K-Adult Suggested Course Sequence

**Freshman Year**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| MUS 101 | 4 | MUS 102 | 4 |
| MUS 110 | 1 | MUS 111 | 1 |
| MUS 115 | 1 | MUS 150/161/180 | 1 |
| MUS 150/180 | 1 | MUS 191 | 1 |
| MUS 191 | 1 | EDUC 201 | 3 |
| EDUC 200 | 3 | G ED 101 | 3 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Math | 3 | MUS 315 | 1 |
| MUS 160 | 1 | Semester Total | 17 |
| Semester Total | 18 | | |

**Sophomore Year**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| MUS 150/180 | 1 | MUS 150/161/180 | 1 |
| MUS 201 | 4 | MUS 202 | 4 |
| MUS 210 | 1 | MUS 211 | 1 |
| MUS 291 | 1 | MUS 292 | 1 |
| MUS 318 | 1 | EDUC 316 | 4 |
| MUS 160 | 1 | MUS 319 | 1 |
| G ED Oral Communication | 3 | MUS 207 | 3 |
| EDUC 202 | 3 | MUS 303 | 3 |
| EDUC 227 | 3 | Semester Total | 18 |
| Semester Total | 18 | | |

**Junior Year**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| MUS 150/160/180 | 1 | MUS 150.161/180 | 1 |
| MUS 316 | 1 | MUS 392 | 1 |
| MUS 307 | 3 | MUS 312 | 3 |
| MUS 391 | 1 | MUS 317 | 1 |
| MUS 304 | 3 | MUS 405 | 2 |
| MUS 320 or EDUC 300 | 3 | EDUC 331 | 3 |
| EDUC 319 | 3 | G ED Art | 3 |
| G ED Scientific Reasoning | 3-4 | G ED Natural Science | 3-4 |
| Semester Total | 18-19 | G ED Social Studies | 3 |
| | | Semester Total | 20-21 |

**Senior Year**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| MUS 150/160/180 | 1 | EDUC 477 Residency II | 15 |
| MUS 313 | 2 | EDUC 464 | 1 |
| MUS 491 | 1 | Semester Total | 16 |
| MUS 314 | 2 | | |
| MUS 406 | 2 | | |
| EDUC 426 | 3 | | |
| EDUC 470 Residency I | 9 | **TOTAL HOURS: 147-150** | |

## Wellness Education Pre-K-Adult Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| EDUC 200 | 3 | EDUC 201 | 3 |
| G ED Scientific Reasoning (BIOL 101) | 3-4 | HHP 399 or BIOL 210 | 4 |
| HHP 150 | 3 | HHP 242 | 3 |
| G ED 101 | 3 | HHP 252 | 3 |
| G ED Arts | 3 | G ED Math | 3 |
| Semester Total | 19 | Semester Total | 19 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED Oral Communication | 3 | HHP 327 | 3 |
| EDUC 202 | 3 | EDUC 316 | 4 |
| HHP 225 | 3 | EDUC 300 | 3 |
| HHP 238 | 3 | HHP 400 | 3 |
| HHP 251 | 3 | HHP 327 | 3 |
| G ED History | 3 | HHP 329 | 3 |
| Semester Total | 17 | Semester Total | 19 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 331 | 3 | HHP 352 | 3 |
| G ED Scientific Reasoning | 3-4 | HHP 340 | 3 |
| HHP 359 | 3 | HHP 446 | 3 |
| HHP 454 | 3 | HHP 341 | 3 |
| HHP 456 | 3 | G ED Art | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| EDUC 426 | 3 | RESIDENCY II | 15 |
| EDUC 470 Residency I | 9 | (EDUC 471 - Physical Education) | |
| Semester Total | 12 | (EDUC 473 - Health) | |
| | | EDUC 464 | 1 |
| | | Semester Total | 16 |
| | | **TOTAL HOURS: 131-132** | |

## *Military Science*

**SFC Michael Bartley**
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Military Science, also known as Army ROTC, gives students valuable real-world tools and leadership skills that will not only benefit their professional career but personal life as well. Army ROTC is an elective curriculum students take along with the required college classes for their respective major. It prepares students with the tools, training and experiences that will help them succeed in any competitive environment.

Students will have normal college experiences, but upon graduation they will receive a commission as a Second Lieutenant in the U.S. Army. As an officer in the U.S. Army, one is a leader, a counselor, a strategist and a motivator. It is similar to being a vital manager in a corporation. As an officer, one will lead other soldiers in all situations and adjust in environments that are always changing. Officers are driven to achieve success with their team whether in the Army or the corporate world.

Army ROTC is a one-of-a-kind experience. The challenges students face and the obstacles they overcome will prepare them for future success. Army ROTC is one of the nation's top leadership programs, with many benefits to joining. Through Army ROTC, students can:

- Compete for an Army ROTC scholarship
- Gain one of a kind experience
- Gain the respect of one's peers and future employers
- Train to become a leader and manager

## Basic Curriculum

The Basic Courses take place during the first two years in college as elective courses. It normally involves one elective class and lab each semester along with the requisite physical training and field training exercises. Students will learn basic military skills, the fundamentals of leadership and start the groundwork toward becoming an Army leader. Students can take Army ROTC Basic Courses without a military commitment.

**Freshman Year:** Introduction to the Army Profession
Topics covered include:

- Introduction to Army Leadership
- Army Customs and Traditions
- Military Operations and Tactics
- Critical Thinking
- Time Management
- Goal Setting and Accomplishment
- Health and Physical Fitness

**Sophomore Year:** The Role of an Officer
Topics covered include:

- Applied Leadership Theory
- Communications
- Principles of War
- Military Operations and Tactics
- Mission Command

## Advanced Curriculum

The Advanced Courses take place during the last two years in college as elective courses. It normally includes one elective class and lab each semester in addition to the required physical training and field training exercises, plus a summer leadership camp. Students will learn advanced military tactics and gain experience in team organization, planning and decision-making. To benefit from the leadership training in the Advanced Course, all cadets must have completed either the Basic Course, have attended Basic Camp, or have prior military experience.. Entering the Advanced Course requires a commitment to serve as an Officer in the U.S. Army after they graduate.

**Junior Year:** Leading Small Tactical Units
Topics covered include:

- Command and Staff Functions
- Law of War
- Weapons
- Team Dynamics and Peer Leadership
- Military Operations and Tactics

**Senior Year:** Transition to Becoming an Officer Topics covered include:

- Training the Force
- Military Justice
- Ethical Decision Making
- Personnel Management
- Cultural Awareness
- Post and Installation Support
- Military Operations and Tactics

Advanced course students incur a service obligation to the Army upon completion of the two-year advanced course. A student must maintain a minimum overall GPA of "C" (i.e., 2.0) in all classes including military courses in order to be considered for commission.

## Military Science Faculty

Sergeant First Class Michael Bartley, Military Science Instructor

*Military Science Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| MSC 101 | 1 | MSC 102 | 1 |
| MSC 103 | 1 | MSC 104 | 1 |
| MSC 150 | 1 | MSC 151 | 1 |
| Semester Total | 3 | Semester Total | 3 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MSC 201 | 1 | MSC 202 | 1 |
| MSC 203 | 1 | MSC 204 | 1 |
| MSC 250 | 1 | MSC 251 | 1 |
| Semester Total | 3 | Semester Total | 3 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MSC 301 | 2 | MSC 302 | 2 |
| MSC 303 | 1 | MSC 304 | 1 |
| MSC 350 | 1 | MSC 351 | 1 |
| Semester Total | 4 | Semester Total | 10 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| MSC 401 | 2 | MSC 402 | 2 |
| MSC 403 | 1 | MSC 404 | 1 |
| MSC 450 | 1 | MSC 451 | 1 |
| MSC 490 (or an approved U.S. History course) | 3 | Semester Total | 4 |
| Semester Total | 7 | | |

## *Nursing*

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The Department of Nursing at West Virginia State University offers two distinct programs of study leading to the Bachelor of Science in Nursing (BSN) degree:

- Traditional BSN Program – Designed for students pursuing their first degree in nursing.
- LPN to BSN Hybrid Program – Designed for licensed practical nurses seeking to advance their education and licensure to the registered nurse level.

The purpose of the programs is to prepare nurse generalists with the knowledge, skills, and competencies needed to provide high-quality, patient-centered care to diverse populations in various healthcare settings. The curricula integrate liberal arts and science courses with professional nursing education, utilizing traditional classroom instruction, state-of-the-art simulation technologies, and extensive clinical experiences. Nursing is a dynamic profession offering opportunities for specialized practice in areas such as pediatrics, obstetrics, oncology, psychiatry, community health, and leadership. The BSN degree provides a strong foundation for career advancement, leadership roles, graduate study, and lifelong learning.

The program has been approved by both the Higher Learning Commission and the West Virginia Higher Education Policy Commission.

> **West Virginia Board of Examiners for Registered Professional Nurses**: West Virginia State University Traditional BSN Nursing Program and the Licensed Practical Nurse to Bachelor of Science in Nursing Program are fully approved by the West Virginia Board of Examiners for Registered Professional Nurses. 5001 MacCorkle Ave, SW, South Charleston, WV 25309 Phone: (304) 744-0900 or 1-877-743-NURS (6877) Fax: (304) 744-0600 Web Address: www.wvrnboard.wv.gov Email: rnboard@wv.gov
>
> **Commission on Collegiate Nursing Education (CCNE):** The baccalaureate degree programs in nursing at West Virginia State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Graduates of the approved and accredited program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and pursue licensure as a Registered Nurse in West Virginia. Graduates may also qualify for licensure in other states; however, requirements vary. Candidates should contact the appropriate state board of nursing for specific requirements and consult with their academic advisor when planning their studies.

Important Note on Licensure: Admission to, and successful completion of, the nursing program does not guarantee that the West Virginia RN Board will endorse the graduate as a candidate to sit for the licensure examination nor does it guarantee licensure as a Registered Nurse. The West Virginia Board of Examiners for Registered Professional Nurses makes the final determination regarding eligibility to sit for the NCLEX-RN licensure examination. Applicants with prior criminal or disciplinary history are strongly encouraged to contact the West Virginia RN Board directly (or the board in the state where they intend to practice) for a confidential pre-application review or guidance. The Department of Nursing is committed to supporting qualified candidates through the educational process and assisting them in understanding licensure requirements.

**Mission**

The mission of the West Virginia State University Nursing Program is to prepare diverse learners to become competent, caring, and innovative nurse leaders through excellence in interdisciplinary education, research, and impactful service. As a proud 1890 land-grant constituent, we provide accessible opportunities for students to meet the evolving health and social needs of our state and nation while contributing solutions to complex global health challenges.

**Vision**

The West Virginia State University Nursing Program continually aspires to remain a nationally-recognized center of excellence, grounded in our HBCU heritage of inclusivity. We empower students to thrive with resilience and deliver accountable, exceptional care that meets the evolving complex needs of individuals and communities. Through innovative research and student-centered practice, we strive to uphold the Gold Standard for nursing education that drives West Virginia forward.

**Program Learning Outcomes (PLOs)**

1. Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations. (BSN Essentials: Domain 1, 2, 3)
2. Use the research process through the translation of evidence-based findings to advance professional nursing and the delivery of health care. (BSN Essentials: Domain 4)
3. Incorporate information management and patient care technology in the delivery of quality patient-centered care. (BSN Essentials: Domain 8)
4. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession. (BSN Essentials: Domain 5, 10)
5. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on quality and self-care, health promotion and prevention of disease for individuals, families, communities, and populations. (BSN Essentials: Domain 7)
6. Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan. (BSN Essentials: Domain 6)
7. Integrate ethical, legal, and professional standards into the practice of nursing. (BSN Essentials: Domain 9)

**Admission Requirements (Selectivity Requirements)**

Admission to West Virginia State University does not guarantee admission to the BSN program. Students must apply separately to the Nursing Program through NursingCAS and undergo formal screening. Meeting minimum qualifications does not guarantee admission; spaces are competitive and limited to the most qualified candidates.

**Traditional BSN Program** (Beginning Fall 2026 requirements):

- Minimum cumulative GPA of 2.5.
- A grade of "C" or higher in all nursing support courses, including prerequisites.
- Completion of prerequisite courses with a grade of C or better (MATH 120, BIOL 120, PSYC 151, and CHEM 101).
- A standardized entrance exam (HESI/TEAS) is required to enter the program and must be completed by June 15 prior to the anticipated semester of admission.
- Eligibility for sophomore standing (minimum of 30 college credits).
- Good academic and social standing (for transfer students).

**Licensed Practical Nurse (LPN) to BSN Hybrid Program** (Beginning Fall 2026 requirements)

- Minimum cumulative GPA of 2.5.
- Completion of prerequisite course (MATH 120) with a grade of C or better.
- A grade of "C" or higher in all nursing support courses, including prerequisites.
- Active, unencumbered Licensed Practical Nurse (LPN) license.
- A standardized entrance exam (HESI/TEAS) is required to enter the program and must be completed by June 15 prior to the anticipated semester of admission.

**Additional Policies for Both Programs:**

- Science courses completed more than five years prior to admission must be repeated.
- All required nursing and non-nursing courses must be completed with a C or higher. Students earning less than a C in a required non-nursing course must repeat it.
- Once admitted, students have a maximum of two attempts to successfully complete core nursing.
- Transfers, returning students, and postgraduates must meet the above selectivity requirements and should contact the Nursing Program Director for individual assessment.

**Application Review Process**

Once a completed application is received prior to enrolling in NURS 200 (Traditional BSN) or NURS 201, 202, and 203 (LPN to BSN), it will be jointly reviewed by the Department Chair and/or a departmental admission committee. The committee will issue one of the following decisions and notify the applicant in writing:

- **Approved**: The candidate meets all admission criteria.
- **Provisionally Approved**: The candidate meets most criteria, pending removal of minor deficiencies.
- **Disapproved**: The candidate does not meet the required criteria and is advised to pursue other academic options.

**Maintenance of Approved Status**

A student's approved admission status may be revoked for reasons including, but not limited to, failure to maintain academic qualifications. The Department of Nursing reserves the right to recommend reevaluation of any student's status at any point in the program if evidence emerges that the student may pose a threat or danger to the well-being of the public, patients, or the learning environment.
Students have the right to appeal such decisions in accordance with University and Department of Nursing policies.

**Repeating Nursing Courses**

Permission to repeat a nursing course is not automatic and is granted on a case-by-case basis. Decisions are based on multiple factors, including space availability, the student's overall academic performance, adherence to academic honesty policies, and previous course grades.

**BSN Programs Requirements Post-admission/Clinical Readiness Requirements**

The following must be completed after admission to the Nursing Program and prior to clinical experiences (updated annually as required):

1. Physical examination by a licensed provider (annually).
2. Immunization requirements met, including annual influenza vaccine.
3. Negative drug screen.
4. Clear criminal background check.
5. Current Basic Life Support (CPR) certification.

All required documentation must be completed properly and submitted by the established deadlines. These

requirements are mandated by our clinical affiliates. Any incomplete, inaccurate, or late documentation may result in a delay or denial of clinical participation, which will ultimately result in failure to progress in the nursing program.

Additional policies are detailed in the Department of Nursing Student Handbook.

**Background Check and Clinical Placement Statement**

A criminal background check is required for all students prior to admission to clinical experiences. This requirement is mandated by clinical agencies and healthcare facilities where students complete their required clinical rotations.

Results of the background check may prevent a student from being placed at a specific clinical facility. In such cases, the student is responsible for identifying and securing an alternative comparable clinical experience that meets course objectives. Any additional costs associated with an alternative placement are the responsibility of the student. Failure to complete required clinical hours due to background check restrictions may result in the student's inability to progress in the nursing program.
Students with questions or concerns regarding background check results are encouraged to contact the Director of the Nursing Department.

**Curriculum**

All degree candidates must satisfy the following additional requirements;

1. Maintain a minimum overall or cumulative GPA of 2.0 or higher while in the program.
2. Earn "C' or higher in *all* required courses; including prerequisite courses

**Traditional BSN Program**

Total: Minimum 120-123 credit hours

- General Education: 37-40 hours (BIOL 120, MATH 120 or higher, and PSYC 151 satisfy select G ED requirements; CHEM 101 substitutes for Natural Science pending approval).
- Major (Core Nursing Courses): 65 hours (NURS 200, 202, 203, 301, 303, 305, 316, 318, 405, 406, 407, 408, 409, 410).
- Cognates: 18 hours (BIOL 241, BIOL 331, BIOL 332, PSYC 304, CJ 314 or BA 203).
- Students participate in clinical rotations and a professional nursing preceptorship/capstone in the final semester.

**Traditional BSN Program Suggested Course Sequence**

**Bold courses** are required prerequisites for full admission into the program.

**FRESHMAN**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| ENGL 101 English Composition I | 3 | ENGL 102 English Composition II | 3 |
| **BIOL 120 Fundamentals of Biology** | **4** | BIOL 241 Fundamentals of Microbiology | 4 |
| **MATH 120 College Algebra** | **3** | **CHEM 101 Health Science General Chemistry** | **4** |
| COMM 100 Interpersonal Communication | 3 | **PSYC 151 General Psychology** | **3** |
| G ED 101 (College of Professional Studies) | 3 | G Ed Humanities | 3 |
| *Semester Total* | 16 | *Semester Total* | 17 |

**SOPHOMORE YEAR**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| BIOL 331 Anatomy and Physiology I | 4 | BIOL 332 Anatomy Physiology II | 4 |
| CJ 314 or BA 203 Statistics | 3 | G Ed Arts | 3 |
| NURS 200 Introduction to Professional Nursing | 2 | G Ed History | 3 |
| PSYC 304 Lifespan Development | 3 | G Ed International Perspectives | 3 |
| *Semester Total* | 12 | NURS 202 Health Assessment, Wellness and Prevention Across the Lifespan | 4 |
| | | *Semester Total* | 17 |

**JUNIOR YEAR**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| NURS 301 Foundations of Nursing Practice | 6 | NURS 316 Nursing Care of Adults with Acute/Chronic Health Disorders | 7 |
| NURS 303 Pathophysiology Concepts | 3 | | |
| NURS 305 Pharmacological Concepts in Nursing | 3 | NURS 318 Nursing Care: Alterations in Mental Health | 7 |
| NURS 203 Nutrition and Health | 3 | | |
| HHP 122 or 157 Wellness | 2 | Semester Total | 14 |
| *Semester Total* | 17 | | |

**SENIOR YEAR**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| NURS 405 Nursing Care of Women, Children and Families | 7 | NURS 408 Transition to Nursing Practice | 3 |
| NURS 406 Nursing Care of Adults with Acute/Chronic Health Disorders II | 7 | NURS 409 Synthesis of Nursing Care | 4 |
| | | NURS 410 Professional Nursing Internship | 6 |
| NURS 407 Evidence Based Nursing Research | 3 | *Semester Total* | 13 |

**LPN to BSN Hybrid Program**

Total: Minimum 121-124 credit hours (includes 30 escrow credits upon meeting conditions).

- General Education: 37-40 hours (including awarded escrow credits for BIOL 120, CHEM 101, PSYC 151, HHP 157 upon completion of all requirements and payment of conversion fee)
- Major (Core Nursing Courses): 66 hours (NURS 201, 202, 203, 303, 305, 316, 318, 405, 406, 407, 408, 409, 410, including awarded escrow credits for NURS 301 upon completion of all requirements and payment of conversion fee).
- Cognates: 18 hours (including awarded escrow credits for BIOL 331, BIOL 332, CHEM 101, and PSYC 304 upon completion of all requirements and payment of conversion fee).
- Students participate in clinical rotations and a professional nursing preceptorship/capstone in the final semester.

**Escrow Credit Conditions (LPN to BSN):** Awarded at graduation if all of the following are met:

1. The LPN holds a valid, unencumbered nursing license as certified by the WV State Board of Examiners
2. Escrow credits are awarded for Licensed Practical Nurse licensure or similar agency if issued out of state.
3. The student is fully admitted into the nursing program and the institution.
4. The student is in good academic standing.
5. The student has no outstanding holds or obligations with the institution.
6. An approved credit equivalency form is submitted to the Office of the Registrar for processing.
7. The per credit hour conversion fee has been paid by the student.

❖ *WVSU reserves the right to review and change the above credit conversion at the discretion of the Provost.*

**LPN to BSN Program Admission Prerequisites**

The following are the prerequisites for admission to the LPN to BSN program:

- MATH 120 (or higher) – completed with a grade of C or better.
- Active, Unencumber Licensed Practical Nursing License

Students are strongly advised to complete as many General Education courses as possible prior to admission to the program. However, completion of General Education courses (other than MATH 120) is not required for admission. A grade of "C" or higher in all nursing support courses, including prerequisites. A total of 30 General Education and 3 Cognate credit hours (GED 101, ENGL 101, ENGL 102, COMM 100, GED Humanities, GED History, GED Art, GED International Perspectives and CJ 314) must be completed prior to graduation from the LPN to BSN program.

**LPN to BSN Escrow / Conversion Credits**

At graduation and upon successful completion of all program requirements and payment of the required per credit hour conversion fees, students who hold an active, unencumbered LPN license will be awarded escrow credits for the following courses:

- **BIOL 120** Fundamentals of Biology
- **BIOL 331** Anatomy and Physiology I
- **BIOL 332** Anatomy and Physiology II
- **NURS 301** Foundations of Nursing Practice
- **PSYC 151** General Psychology
- **PSYC 304** Lifespan Development
- **CHEM 101** Health Science General Chemistry

- **HHP 122 or HHP 157** Wellness

These credits (totaling 30 hours) will be applied to the student's academic record at the time of graduation, provided the student remains in good academic standing and has no outstanding obligations to the University.

**LPN to BSN (Hybrid) Program Suggested Course Sequence**

**Bold courses** are required prerequisites for full admission into the program.

**GENERAL EDUCATION**
**(prior to admission to the LPN-BSN Nursing Program)**

| *Fall Semester* | *Spring Semester* | | *Summer Semester* | |
|---|---|---|---|---|
| | ENGL 101 English Composition I | 3 | ENGL 102 English Composition II | 3 |
| | CJ 314 or BA 203 Statistics | 3 | COMM 100 Interpersonal Communications | 3 |
| | **MATH 120 College Algebra** | **3** | G Ed Humanities | 3 |
| | NURS 203 Nutrition and Health | 3 | *Semester Total* | *9* |
| | G ED 101 (College of Professional Studies) | 3 | | |
| | *Semester Total* | 15 | | |

**YEAR ONE**

| *First Semester* | | *Second Semester* | | *Summer Semester* | |
|---|---|---|---|---|---|
| NURS 201 LPN to BSN Role Transition | 3 | NURS 316 Nursing Care of Adults with Acute/Chronic Health Disorders | 7 | G Ed International Perspectives | 3 |
| NURS 202 Health Assessment, Wellness and Prevention Across the Lifespan | 4 | NURS 318 Nursing Care: Alterations in Mental Health | 7 | *Semester Total* | 3 |
| NURS 303 Pathophysiology Concepts | 3 | G Ed Arts | 3 | | |
| NURS 305 Pharmacological Concepts in Nursing | 3 | *Semester Total* | 17 | | |
| G Ed History | 3 | | | | |
| *Semester Total* | 16 | | | | |

**YEAR TWO**

| *First Semester* | | *Second Semester* | |
|---|---|---|---|
| NURS 405 Nursing Care of Women, Children and Families | 7 | NURS 408 Transition to Nursing Practice | 3 |
| NURS 406 Nursing Care of Adults with Acute/Chronic Health Disorders II | 7 | NURS 409 Synthesis of Nursing Care | 4 |
| NURS 407 Evidence Based Nursing Research | 3 | NURS 410 Professional Nursing Internship | 6 |
| *Semester Total* | 17 | *Semester Total* | 13 |

***Knapp, Amanda (2025),*** Assistant Professor of Education. B.S. Biological Sciences/B.A. Education.
**Brunetti, Jamie**, Director of Nursing and Chair of the Nursing Department. A.D.N., Southern West Virginia Community and Technical College (2007); B.S.N., West Virginia University (2009); M.S.N. and D.N.P, Marshall University (2012, 2025). Family Nurse Practitioner. Research: Geriatrics, obesity, diabetes, women's health, health promotion.

**Walker, Christy**, Assistant Professor. A.D.N., Southern West Virginia Community and Technical College (2009); B.S.N., University of Phoenix (2013); M.S.N., Walden University (2016); D.N.P, Marshall University (2025). Interests: Mental Health.

**Kent, Heather**, Nursing Instructor. M.S.N. (2022). A.D.N. (2018).

**Kirk, Gina,** Nursing Instructor. M.S.N Chamberlain University (2025), A.D.N. Hocking College (2003).

## ***Psychology***

Dr. Charles Perdue
Chair of the Department of Psychology & Sociology & Philosophy
123 Hill Hall
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perdue@wvstateu.edu

The Psychology Program of West Virginia State University serves varied purposes for its diverse clientele. For those students seeking training for professions in the field, we strive to present the necessary information, skills and experience to prepare them for graduate school, careers, or both. For those students in our service courses, our goals are to present a balanced, comprehensive view of psychology as a legitimate area of science, while likewise emphasizing the practical importance of the subject matter in their daily lives.

In addition to scholarship, the program continues to maintain an active research profile, a referral service for those students in need of counseling, advising to all students interested in careers in the field, recognition of academic excellence through the departmental honor society, and an active voice in community service through off-campus classes and public speaking engagements.

As psychology is an ever more technical field, the program strives to expand computer facilities and increase opportunities for students to gain necessary experience in this area. Courses will continue to be updated to reflect new information, particularly in the biological areas of the discipline. Other areas, including those in the social sciences, social work, and nursing, will continue to profit from the expertise of psychology as it relates to their disciplines.

Our program continues to attract quality students through its qualified instructors, challenging courses and modern facilities. Our small faculty-to-student ratio contributes to an intimate learning atmosphere that is furthered by a group of dedicated, accessible faculty. Classes are conveniently scheduled to accommodate the wide variety of students that our program attracts. The West Virginia State University psychology program will continue its efforts to provide proper instruction, on all levels, to those who seek our knowledge, advice, and guidance.

### Bachelor of Arts in Psychology Curriculum

120 hours required for graduation

Major - 45 Hours
Core Courses

- PSYC 151, 175, 200, 315, 390, 412

General Education – 39-41 Hours

***Free Electives*** *for minimum total of 120 credit hours*

Content Areas 33 Hours Two courses from:
PSYC 303, 306, 309, 310, 320,
325, 330

Two courses from:
PSYC 245, 304, 300, 307, 308,
312, 330, 404

Two courses from:
PSYC 207, 215, 302, 301, 330,
335, 340, 398, 400, 401

➔ AND Three additional courses from any of the above groups

**Minor in Psychology 15-16 Hours**

- Core: PSYC 151
- Take the remaining 12 hours from any two of the three following groups.
    1. Group One: 303, 306, 309, 310, 320, 325, 330, 200
    2. Group Two: 245,304, 300, 307, 308*, 312, 404, 330, 200
    3. Group Three: 207, 215, 302, 301*, 335, 340, 398, 400, 401, 330, 200.

** PSYC 200 Statistics for Social Science is a prerequisite*

Minor in Sociology 15 Hours

- SOC 101, 310, 311 and
- Two SOC electives.

Minor in Philosophy 15 Hours

Students enrolled in other degree programs can enhance their degree by adding a Minor in Philosophy.

Core:

- PHIL 201 Introduction to Philosophy
- PHIL 202 Ethics
- PHIL 310 Logic

Select Two:

- PHIL 203 Ancient/Medieval Phil of West
- PHIL 204 Modern Philosophy
- PHIL 205 Existentialism
- PHIL 220 Philosophy of Science
- PHIL 303 Contemporary Philosophy
- PHIL 316 Independent Study Philosophy
- POSC 402 Modern Political Thinkers

**McCoy, Paula M. (2001)**, Professor of Psychology.
B.A. West Virginia University; M.A. Marshall University; Ph.D. University of North Texas, 2001. Areas of research: Stress, health and coping; Psychotherapy outcomes.

**Perdue, Charles W. (1987)**, Professor of Psychology and Chair of the Department of Psychology and Sociology. B.A. Denison University; M.A. Princeton University; Ph.D. Princeton University, 1983. Areas of research: Health-related quality of life (e.g., the impact of obesity and other chronic health problems).

**Ray, Manashi (2011),** Professor of Sociology. B.A. University of Poona, India; M.A. Maharaja Sayajirao University of Baroda, India; Ph.D. Michigan State University, 2010. Areas of research: Globalization, International Migration and Transnationalism, Race and Ethnic Relations, Gender.

**Seyedmonir, Mehdi (2007)**, Professor of Psychology. B.A. West Virginia State University;
M.A. West Virginia University; Ed.D. West Virginia University, 2000. Areas of research: Conceptual change; self-directed learning and behavioral change; learning strategies and problem solving; and efficacy of technology-enhanced learning and instructional approaches.

*Psychology Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| GED Mathematics | 3 | G ED Humanities | 3 |
| G ED Oral Communication | 3 | G ED Arts | 3 |
| PSYC 151 (also fulfills G ED Social Science) | 3 | PSYC 315 | 3 |
| G ED 101 | 3 | PSYC 175 | 1 |
| Semester Total | 15 | PSYC 200 or 300 Level | 3 |
| | | Semester Total | 16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED International Perspectives | 3 | Elective | 3 |
| G ED Scientific Reasoning | 3-4 | G ED Natural Science | 3-4 |
| G ED Wellness | 3 | G ED History | 3 |
| One class from any Psych group | 3 | PSYC 390 | 4 |
| PSYC 200 | 4 | Elective | 3 |
| Semester Total | 16-17 | Semester Total | 16-17 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| One class from any PSYC group | 3 | One class from any PSYC group | 3 |
| One class from any PSYC group | 3 | One class from any PSYC group | 3 |
| One class from any PSYC group | 3 | One class from any PSYC group | 3 |
| One class from any PSYC group | 3 | One class from any PSYC group | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| PSYC 412 | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Elective | 3 | Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |

## *Health & Human Performance*

Dr. Aaron Settle
Chair
N-158 Fleming Hall
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asettle1@wvstateu.edu

The purpose of the Department of Health and Human Performance at West Virginia State University is to prepare students and health professionals with the knowledge and skills to assume positions in delivering health services, wellness education, exercise science sport programs and services to communities, schools, agencies and businesses. The Department also promotes the concept of lifelong healthy living through positive health, wellness and fitness practices among the faculty, staff, students and community. Consistent with this focus, the Department offers several different fields of study and courses in the health, human performance and leisure areas. The Bachelor of Science degree is available in Health Sciences, and Sports Studies. The content courses for teaching specializations in Wellness Education are also delivered for the Education Department.

## Bachelor of Science in Health Science Curriculum

120 hours required for graduation

### *Community Health Education Emphasis*

General Education:
39-40 Hours

**Major:** 67 Hours
- HHP 150, HHP 251, HHP 354, HHP 352, HHP 453, HHP 451, HHP 457, HHP 454, HHP 456, HHP 458, HHP 461, HHP 350, HHP 455, HHP 498, HHP 340,

**Cognates**: 18 Hours
- BA 115, BIOL 210, CJ 314, ENGL 204, SOC 300, SOC 321.

**Free Electives –** 14 Hours

### *2+2 Leadership in Allied Health Emphasis*

**General Education*:***
Approx. 17 Hours (must meet all requirements)

**Major:** 26-27 Hours
- HHP 354, HHP 451, HHP 454, HHP 350, HHP 455, HHP 457, HHP 461, HHP 340,
- PSYC 200 or CJ 314.

**Free Electives –** 15-16 Hours

### *Health Science Pre-Allied Health/Nursing*

General Education:
29-30 Hours

**Major:** 45 Hours
- HHP 307, HHP 340, HHP 350, HHP 352, HHP 354, HHP 451, HHP 453, HHP 454, HHP 455, HHP 456, HHP 457, HHP 458, HHP 461, HHP 498,

**Cognates:** 32 Hours
- BIOL 120, BIOL 241, BIOL 331, BIOL 332, CHEM 101, PSYCH 151, PSYCH 304, MATH 120, CJ 314/BA 203,
-

**Free Electives** - 15 Hours

## Bachelor of Science Sport Studies Curriculum

***General Studies -*** *120 Hours*

**General Education:** 37-39 Hours

**Major:** 71 Hours

Core Courses:

- HHP 150, HHP 126, HHP 140, HHP 220, HHP 225, HHP 238, HHP 242, HHP 252, HHP 327, HHP 331, HHP 333, HHP 340, HHP 341, HHP 350, HHP 400, HHP 420, HHP 428, HHP 430, HHP 437, HHP 440, HHP 450, BIOL 210.

***Free Electives*:** 12-18 Hours

***Pre-Professional -*** *127-128 Hours*

**General Education:** 37-39 Hours

**Major** 89 Hours

Core Courses:

- HHP 150, HHP 225, HHP 252, HHP 327, HHP 331, HHP 333, HHP 340, HHP 400, HHP 405 HHP 420, HHP 430, HHP 450,

Cognates

- BIOL 121, BIOL 331, BIOL 332, PHYS 201, PHYS 202, PHYS 203, PHYS 204, CHEM 105, CHEM 106, CHEM 107, CHEM 108, MATH 102, PSYC 200/CJ 314, PSYC 304.

## *Health & Human Performance Minors*

*15 Hours*

Health Science - Health Planning

- HHP 454, HHP 455, HHP 456, HHP 457, HHP 458

Sport Studies - Coaching and Administration

- HHP 140, HHP 220, HHP 405, HHP 420, HHP 428, HHP440

The minor in Sport Studies Coaching & Administration provides the foundational knowledge required to assess individual coaching needs, conduct, administrate and assess practice, competition or personal wellness situations. Perform entry level administration and compliance tasks and obtain basic understanding of the ethics with sport profession. These skills are highly translatable to a variety of disciplines, making this minor a valuable addition to a students chosen degree of study.

**Health & Human Performance Faculty**

Bradley, Matthew (2015), Instructor of Sport Studies. B.S. University of Charleston; MAT Marshall University, 2004. Areas of research: Youth Strength Training and Baseball Specific Training.

**Bryant, Katerine (2021)**, Instructor of Sports Studies and Health Science, B.S. West Virginia University Athletic Training, M.S. Sport Studies West Virginia State University 2021

**Canterbury, Jay (2017)**, Instructor of Sports Studies and General Education. B.S. University of Charleston; M.S. Radford University, 1997. Areas of research: Standard Ankle Taping vs. Heavy Ankle Taping and How It Affected Athletic Performance.

**King, Patricia (1996)**, Assistant Professor of Health and Human Performance. B.S. West Virginia State College; M.Ed. University of Central Oklahoma, 1989. Areas of research: Family and Community Health, Tobacco Prevention and Healthy Play Environments.

**Pasley, Kemberley (2021)**, Instructor of Sport Studies. B.S. University of Charleston, West Virginia, 2005; M.S. West Virginia State University, 2020. Areas of research: Wellness Education Methods and Strategies

**Settle, Aaron (2005)**, Professor and Chairperson of Health and Human Performance. B.S. University of Charleston; M.S. Marshall University; D.S.M. United States Sports Academy, 2005. Areas of research: Metabolism and Energy Source, Anaerobic Activities and Heart Disease Prevention and Weight Room Risk Management

## Health Sciences Pre-Allied Health/Nursing Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Arts | 3 | Chem 101 | 4 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | Psych 151 | 3 |
| Biol 120 | 4 | G ED Wellness | 2 |
| Math 120 | 3 | Bio 241 | 4 |
| Semester Total | 15 | Semester Total | 16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED Humanities | 3 | ENGL 204 | 3 |
| HHP 304 | 3 | G ED International Pespective | 3 |
| G ED History | 3 | Psych 304) | 3 |
| Bio 331 | 4 | HHP 352 | 3 |
| G ED Communications | 3 | Bio 332 | 4 |
| Semester Total | 16 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| Elective | 3 | CJ 314 | 3 |
| HHP 340 | 3 | HHP 451 | 3 |
| HHP 354 | 3 | HHP 453 | 3 |
| HHP 454 | 3 | HHP 455 | 3 |
| Elective | 3 | Elective | 3 |
| | | Semester Total | 15 |
| Semester Total | 15 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| HHP 456 | 3 | HHP 458 | 3 |
| HHP 457 | 3 | HHP 461 | 3 |
| HHP 350 | 3 | HHP 498 Internship | 6 |
| Elective | 3 | Semester Total | 12 |
| Elective | 3 | | |
| Semester Total | 15 | TOTAL HOURS: 121 | |

## Health Science Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Arts | 3 | G ED Social Science (PSYC 151) | 3 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED 101 | 3 | G ED Scientific Reasoning (BIOL 120) | 4 |
| HHP 150 | 3 | G ED Humanities (ENGL 150) | 3 |
| G ED Mathematics | 3 | BA 115 | 3 |
| Semester Total | 15 | Semester Total | 16 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| SOC 300 | 3 | ENGL 204 | 3 |
| BIOL 210 | 4 | G ED Communications | 3 |
| G ED History | 3 | G ED Natural Science (CHEM 100) | 3 |
| HHP 251 | 3 | SOC 321 | 3 |
| G ED Wellness | 2 | CJ 314 | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED International Perspectives | 3 | HHP 352 | 3 |
| Elective | 3 | HHP 451 | 3 |
| Elective | 2 | Elective | 3 |
| HHP 340 | 3 | HHP 453 | 3 |
| HHP 354 | 3 | HHP 457 | 3 |
| HHP 454 | 3 | Semester Total | 15 |
| Semester Total | 17 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| HHP 455 | 3 | HHP 458 | 3 |
| HHP 456 | 3 | HHP 461 | 3 |
| HHP 350 | 3 | HHP 498 Internship | 6 |
| Elective | 3 | Semester Total | 12 |
| Elective | 3 | | |
| Semester Total | 15 | TOTAL HOURS: 120 | |
| | | N.B. Twelve elective hours can be used to obtain a leadership certificate through the College of Professional Studies. | |

## Sport Studies General Suggested Course Sequence

| Freshman Year | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Mathematics | 3 | G ED Oral Communication | 3 |
| G ED Natural Science (BIOL 101) | 4 | HHP 150 | 3 |
| HHP 126 | 3 | HHP 252 | 2 |
| G ED 101 | 3 | BIOL 210 | 4 |
| Semester Total | 16 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| HHP 140 | 2 | G ED History | 3 |
| HHP 220 | 2 | G ED International Perspectives | 3 |
| HHP 225 | 3 | G ED Humanities | 3 |
| HHP 242 | 3 | HHP 327 | 3 |
| G ED Social Sciences | 3 | HHP 400 | 3 |
| G ED Scientific Reasoning (CHEM 100) | 3 | Semester Total | 15 |
| Semester Total | 16 | | |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED Arts | 3 | HHP 333 | 3 |
| HHP 238 | 2 | HHP 340 | 3 |
| HHP 331 | 3 | HHP 350 | 3 |
| HHP 341 | 3 | HHP 420 | 3 |
| HHP 437 | 3 | HHP 428 | 3 |
| Elective | 3 | Semester Total | 15 |
| Semester Total | 17 | | |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| HHP 430 | 3 | HHP 450 | 12 |
| Elective | 3 | Semester Total | 12 |
| HHP 440 | 2 | | |
| Elective | 3 | | |
| Elective | 3 | TOTAL HOURS: 120 | |
| Semester Total | 14 | | |

## Sport Studies Pre-Professional Track Suggested Course Sequence

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED 101 | 3 | G ED Arts | 3 |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Mathematics (MATH 120) | 3 | G ED Oral Communication | 3 |
| G ED Natural Science (BIOL 120) | 4 | G ED Scientific Reasoning | 3-4 |
| HHP 150 | 3 | G ED Wellness (HHP 122 or HHP 157) | 2 |
| Semester Total | 16 | HHP 252 | 2 |
| | | Semester Total | 16-17 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| BIOL 121 | 4 | BIOL 332 | 4 |
| BIOL 331 | 4 | G ED International Perspectives | 3 |
| HHP 225 | 3 | G ED Humanities | 3 |
| G ED Social Science (PSYC 151) | 3 | HHP 327 | 3 |
| MATH 102 | 3 | HHP 400 | 3 |
| Semester Total | 17 | Semester Total | 16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| CHEM 105 | 3 | CHEM 106 | 3 |
| CHEM 107 | 2 | CHEM 108 | 2 |
| HHP 331 | 3 | HHP 333 | 3 |
| HHP 437 | 3 | HHP 340 | 3 |
| PHYS 203 | 1 | HHP 420 | 3 |
| PHYS 201 | 4 | PSYC 200 or CJ 314 | 4 |
| Semester Total | 16 | Semester Total | 18 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED History | 3 | HHP 450 | 12 |
| HHP 430 | 3 | Semester Total | 12 |
| PSYC 304 | 3 | | |
| PHYS 202 | 4 | | |
| PHYS 204 | 2 | TOTAL HOURS: 126-127 | |
| Semester Total | 15 | | |

## *Social Work*

Dr. Lena Lambert, DSW, MSW, LGSW
Assistant Professor, Field Director, Chair
304-766-3273
927 Wallace Hall
lena.lambert@wvstateu.edu

Social Work is one of the oldest human service professions. It uses the social and behavioral sciences to understand and help individuals, families, groups and communities realize their full potential. Students in the Social Work program learn professional values, master a broad range of knowledge about individuals, social systems, human diversity, social policy and generalist practice theory; and develop skills related to analysis and problem solving, communication, research and generalist practice. The program helps students to integrate theoretical material from the classroom with the practical supervised field experience of working directly with individuals, families, groups and communities, and organizations.

The Social Work program at West Virginia State University is fully accredited by the Council on Social Work Education and leads to the Bachelor of Science degree in Social Work. Graduates are eligible to take the social work licensure examination in West Virginia and other states, depending on individual state laws. The program prepares students for beginning generalist professional social work practice.

Graduates of the program find employment in various human service settings such as hospitals, community mental health centers, nursing care facilities, children and family service agencies in both the public and private sectors, hospice and group homes, courts and probation, victim service programs and public welfare agencies. The program also provides a sound educational base for those who wish to pursue graduate education.

The course of study focuses on basic assumptions, values, principles and skills which underlie intervention with individuals, groups, families, communities and organizations; provides a comprehensive liberal arts foundation to enhance the student's understanding of the individual in reciprocal interaction with the environment; and includes courses in humanities, biological sciences, social and behavioral sciences and communication.
Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum, or in lieu of courses in the professional foundation areas.
Admission to the Social Work Program

Students may declare Social Work as their major at any time during their collegiate careers. However, all Social Work candidates must formally apply to the Department of Social Work for admission to the program. Students are then selectively admitted to the program, and only those formally admitted can enroll in the practice and field instruction courses.

To be formally admitted a student must meet the following standards and procedures:

- Completion of 45 hours of college credit with an overall GPA of 2.30
- Submission of the formal program application after successfully completing 45 hours
- A grade of C or better in English 101 and 102
- A grade of C or better in the required introductory course (S WK 131)
- A grade of C or better in any social work course taken

## ***Bachelor of Science in Social Work Curriculum***

120 hours required for graduation

**General Education:** 35-37 Hours

- Math Requirement: MATH 100 or higher

**Major:** 51 Hours

Core Courses

- S WK 131*, 202, 242, 245, 316, 330, 342, 400, 403, 404, 405, 406.
- Select nine hours from S WK 200, 210, 298, 310**, 350, 375, 410, (Sp.Top.) 199, 299, 399 or 499.

**Cognates:** 15-16 Hours

- EDUC 201 or PSYC 304
- PSYC 151*
- PSYC 200 or CJ 314
- SOC 101* or POSC 100 or POSC 101
- ENG 206.

**Electives** to bring total hours to 120

Information on formal admission to the program is available in the office of the Department of Social Work. Students who have not been formally admitted to the Social Work program cannot be permitted to register for the following field and/or practice instruction courses (S WK 316, 403, 404, 405, 406).

***Note:*** *Students majoring in Social Work are required to achieve at least a minimum grade of C in all Social Work courses. To graduate with a Bachelor of Science in Social Work, the student must have an overall GPA of 2.3.*

*May be counted toward G ED Social Sciences requirement.
**May be counted toward G ED International Perspectives requirement

Minor in Social Work

*15 Hours*

***Does not meet state requirements for eligibility for social work licensure***

*S*ocial Work

- S WK 131*, 242, 245, 330
- Select one 200/300 level S WK course elective

## Social Work Faculty

**Lambert, Lena (2021).** Assistant Professor and Chair of Social Work. BSW West Virginia State University, MSW West Virginia University/West Virginia State University. DSW University of Kentucky. Areas of research: Self-care, Social Policy, Social Justice, Environmental Justice, Rural Social Work, Appalachian Culture.

**Mutepa, Raphael M. (2003),** Ph.D., Associate Professor of Social Work. B.A. Universite Nationale du Zaire; M.A. Franciscan University; Ph.D. Virginia Commonwealth University, 2003. Areas of research: HIV/AIDS, Social Work Research Methods and Children and Families.

**Reffitt, Mackenzie (2025)**, Assistant Professor and Field Director of Social work. BSW, Marshall University; MSW, Marshal University, 2020

**Steele, Kerri (2013)**, Associate Professor of Social Work. B.A. Concord College; MSW Tulane University; Ph.D. University of Georgia, 2013.
Areas of research: Grandparents raising grandchildren, Substance Abuse, Poverty and Homelessness

*Social Work Suggested Course Sequence*

| **Freshman Year** | | | |
|---|---|---|---|
| ***First Semester*** | | ***Second Semester*** | |
| G ED Written Communication I | 3 | G ED Written Communication II | 3 |
| G ED Oral Communications | 3 | G ED Arts | 3 |
| G ED Humanities | 3 | G ED Mathematics | 3 |
| S WK 131 | 3 | SOC 101/POSC 100/POSC 101 | 3 |
| G ED 101 | 3 | S WK Elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
| **Sophomore Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| G ED History | 3 | EDUC 201/PSYC 304 | 3 |
| G ED Natural Science | 3-4 | PSYC 151 | 3 |
| S WK Elective | 3 | S WK Elective | 3 |
| S WK 202 | 3 | G ED Scientific Reasoning | 3-4 |
| G ED Wellness | 2 | G ED International Perspective | 3 |
| Semester Total | 14-15 | Semester Total | 15-16 |
| **Junior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| PSYC 200 or CJ 314 | 3-4 | S WK 316 | 3 |
| S WK 245 | 3 | S WK 342 | 3 |
| S WK 242 | 3 | Free Elective | 3 |
| S WK 330 | 3 | Free Elective | 3 |
| Free Elective | 3 | Free Elective | 3 |
| Semester Total | 15-16 | Semester Total | 15 |
| **Senior Year** | | | |
| ***First Semester*** | | ***Second Semester*** | |
| S WK 403 | 3 | S WK 400 | 3 |
| S WK 404 | 6 | S WK 405 | 3 |
| ENG 206 | 3 | S WK 406 | 6 |
| Free Elective | 3 | Free Elective (if needed) | 1-3 |
| Semester Total | 15 | Semester Total | 13-15 |

## ***Graduate Studies Programs & Policies***

Dr. Micheal Fultz
Program Coordinator
131 Ferrell Hall
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304-766-3194

West Virginia State University has a rich and positive history of education, recognized throughout the world for our programs and graduates.
In 2004, the West Virginia Legislature approved our transition to University status. In addition to various offered bachelor's degrees, WVSU also offers graduate degrees at both the Master and Doctoral level.With a rich history and promising future, WVSU is positioned to become the most student-centered research and teaching, land-grant university in West Virginia, and beyond.

**WVSU offers enriching and varied curriculum of Graduate Study programs:**

Master's Degree Options

- Biotechnology (MS & MA)
- Criminal justice (MS)
- Public Administration (MPA)
- Educational Leadership (ME)
- Sports Studies (MS)
- Computer Science (MS)

Doctorate Degree

- Doctorate of Education in Leadership Studies

Graduate Program Policies
The following information is general for all graduate programs offered at West Virginia State University. For specific guidelines and policies, please refer to the individual graduate program for more specific requirements.

Grading
The following grades are issued for graduate programs with the following GPA value:

| | | |
|---|---|---|
| A | 4 | Outstanding |
| B | 3 | Satisfactory |
| C | 2 | Unsatisfactory/Passing |
| D | 0 | Unsatisfactory/Below Average |
| F | 0 | Unsatisfactory/Failing |

*Other grades include:*

| | |
|---|---|
| S | Satisfactory |
| U | Unsatisfactory |
| IP | In Progress |

In courses applicable to graduate degrees, only the grades A, B and S represent satisfactory scholarship.

A student is considered in probationary status and subject to dismissal if the cumulative scholarship in any work attempted in graduate status falls below a B average (3.0). The graduate program coordinator determines a student's eligibility to continue graduate study. If allowed to continue in probationary status, the student is required to make expeditious progress toward improvement in scholarship.

Grade Point Average (GPA)
To remain in good standing, students must maintain a graduate GPA of 3.0. Only courses required by the graduate program will be counted in the GPA. Undergraduate prerequisites or remedial courses taken after the bachelor's degree will not count toward the graduate GPA.

### Academic Disqualification

A graduate student may be disqualified from continuing in the graduate program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.0) required to remain in good standing (note that some programs require a higher grade point average). Other examples include failure of examinations, lack of progress toward the degree, poor performance in core courses, etc. Probationary students (those with cumulative grade point averages below 3.0) are subject to dismissal upon recommendation of the graduate program coordinator.

### Academic Warning, Probation, Dismissal

Conditions for incurring academic warning, probation or dismissal and procedures for appealing dismissal are specified within the University Catalog.

### Incomplete Grades

The grade of Incomplete (i.e., I) is awarded at the discretion of the instructor upon the request of the student for coursework not completed because of a serious interruption not caused by the student's own negligence. Faculty members reserve the right not to award an Incomplete. An incomplete grade is not to be assigned to thesis credits to indicate that the coursework is in progress. The instructor sets conditions for completing the coursework and having a grade assigned. The coursework must be completed by the date decided by the instructor, but no later than the end of two semesters immediately following the semester in which the Incomplete was awarded. A student with two or more grades of I is not permitted to register until the coursework has been completed and the grade assigned.

### Audit Grade (AUD)

A student wishing an audit grade in a course must officially register for the course. The student must also submit a written request to the instructor by the fourth week of class. The instructor's decision will be final and will be transmitted to the student in writing. A student may re-register for the course at a later date and receive a grade and academic credit.

### Thesis/Project Work

In Progress (i.e., IP), Satisfactory (i.e., S) or Unsatisfactory (i.e., U) or letter grades may be assigned each semester for project and thesis work, since these grades do not imply approval of the thesis itself.
IP grades may be assigned in some graduate programs to indicate adequate progress on theses and projects in which continuous registration is required. All IP grades will automatically be changed to S grades by the registrar upon notification from the department of final acceptance of the thesis or project and completion of all degree requirements.

### Repeat Courses

Except for courses specifically designated as repeatable for credit or requiring continuous registration (such as ongoing thesis research and writing), graduate students may repeat no more than two courses, with no course being repeated more than once. The original grade will remain posted on the student's permanent record, and both grades will be used to determine the student's GPA.

### Active Status

Active status entitles students to utilize University resources. Master's programs require a minimum of one credit hour enrolled per semester to maintain active status in the program.
Lapses in enrollment for three or more consecutive semesters require that the student apply for readmission subject to the admission procedures, criteria, and policies in effect at the time the reapplication is made.

### Thesis/Project Enrollment Requirement

Once enrollment in thesis/project credit is initiated, continuous registration for at least one credit hour each semester (including the summer term) is required until the thesis/project requirement is fulfilled.
Each graduate program must establish procedures to ensure that students in the program maintain satisfactory academic progress toward both the required grade point average and completion of degree requirements. Graduate students must be informed of these procedures at the time they are admitted. The graduate program coordinator is responsible for monitoring program compliance with this requirement.

### Leave of Absence

A student who finds it necessary to be excused from registration in a graduate degree program for three or more consecutive semesters must formally request a leave of absence from the graduate program. The appropriate academic dean must approve leave time. Leave will be granted only under exceptional circumstances. Recipients of student loans should note that leave of absence constitutes a break in their program of study, resulting in loss of their loan repayment grace period and/or eligibility for student deferment. International students on F1 and J1 visas normally fall out-of-status during the period of a leave and must return to their home country during the leave. When a student returns from a leave of absence, the student's supervisory committee and the student will mutually agree upon decisions concerning previous or current program of studies.

### Graduation

The student is responsible for making certain that all requirements have been met and that every deadline is observed.
Each student who plans to graduate is required to complete an Application for Graduation on the website with the Office of the Registrar one semester before final semester. (i.e. apply in Fall for Spring Graduation)
See Degree Requirements & Graduation under Registration Procedures in the catalog or visit the Commencement webpage for details

A student denied graduation must complete the requirements for graduation and *reapply* for graduation.

The University will confer the master's degree when the following conditions have been met:

- Submission of the required application for graduation form;
- Certification by the academic dean that all requirements of the degree being sought have been completed;
- Achievement of the grade requirements as defined in the University Catalog;
- Achievement of the grade requirements established by the appropriate school or program for major and core courses, course sequences, and concentration; and
- Satisfactory completion of a thesis or project.

No student shall be approved for graduation before the dean of the college offering the degree has certified to the registrar that all academic requirements have been met. The registrar must promptly notify the candidate and the school if graduation is not approved for any reason.

### Time Limitations

Graduate students must complete their degrees within five years from the date of matriculation. Transfer credit must be based on graduate work completed within the five-year period immediately preceding matriculation*. Applicants for readmission whose last enrollment in the program was five or more years prior must have their transcripts re-evaluated by the graduate program coordinator and an academic advisor. Some courses may need to be repeated or some additional coursework required.

* Students may apply to revalidate credit taken more than five years prior to matriculation, if coursework is relevant to the degree and if approved by the graduate program coordinator.

### Transfer Credit

Students may apply for transfer of a *maximum of six graduate credits* to be used toward the requirements of the degree*. Ordinarily, these transfer credits will satisfy elective requirements only. Transfer credit must be based on graduate work *completed within the five-year period immediately preceding matriculation.* A Petition for Transfer Credit Form should be filled out by the student and deposited with a transcript at the graduate program coordinator's office. Prospective graduate transfer students should meet with the graduate program coordinator or faculty advisor at the point of matriculation in their West Virginia State University graduate program to determine how credits previously earned might transfer into that program.

Students requesting a transfer of credit are obligated to make the case for the courses in question. If the requested transfer is for a graduate-level course equivalent to one of our own courses, this is usually not an issue and the transfer petition can be handled routinely. If the requested transfer is for a graduate-level course not equivalent to a West Virginia State University graduate course or from a field different than that of their graduate program (e.g., a Psychology or Computer Science course which might fit into the Media Studies program), the student should provide the graduate program coordinator with:

1. a copy of the syllabus of the course in question; and
2. a written rationale for how the course makes an essential contribution to their program of study. Other information may be requested as needed.

* An exception may be made for students who have previous media studies coursework at Marshall University taught by West Virginia State University faculty. These students may transfer up to 18 hours if approved by the graduate program coordinator.

## ***Biotechnology***

Dr. Umesh Reddy
Coordinator
Biotechnology Graduate Program
141 Hamblin Hall
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ureddy@wvstateu.edu

The goal of the Master's Degree in Biotechnology is to provide instruction in the broad field of biotechnology, as well as specialized training in the current concepts and technological advances of a sub-discipline of biotechnology.
The Master of Science Degree in Biotechnology prepares students for careers in the biotechnology, pharmaceutical, health care and agricultural industries.
The Master of Arts Degree in Biotechnology is also suitable for students who do not need a research-based degree.
The program core is a two-semester sequence emphasizing current concepts and techniques in biotechnology. The remainder of the program consists of free electives chosen by the student. The program is interdisciplinary and allows students the flexibility to create a plan of study focused on their career goals and personal interests.

### Admission Requirements

General Master of Science and Master of Arts Admission Requirements

- Undergraduate degree from an accredited college or university with a strong background in biological sciences and physical sciences
- Overall undergraduate GPA of 3.0 on a 4-point scale
- Minimum GRE General Test scores of 150 quantitative and 140 verbal
- TOEFL score of 80 IBT for students whose native language is not English
- Three letters of recommendation that address the applicant's academic competencies

Applicants who do not meet the above requirements may be granted Conditional Admission by the Biotechnology Graduate Committee.

### Research Requirements

For students seeking a research based degree, Master of *Science* in Biotechnology, a public presentation and successful defense or thesis research and proposal is required.

- Thesis projects must be approved by the Biotechnology graduate faculty
- The selected research advisor must be a member of West Virginia State University Biotechnology faculty
- Thesis committee composed of at least three Biotechnology faculty (one may be an external examiner)
- The advisor and thesis committee will assist the student in developing the plan of study for successful completion of both degree and thesis proposal.

**Biotechnology Curriculum**

Core Courses - 12 Hours

*Required for all Biotechnology Degree Options:*

- BT 511 Biotechnology Seminar (two credits total): One credit for each of two semesters
- BT 555 Biostatistics (three credits)
- BT 567 Current Concepts in Biotechnology (three credits)
- BT 571, BT 572 Techniques in Biotechnology (four credits total): Two credits for each of two semesters

Master of Arts Degree Requirements

- 36 total credit hours:
- 12 hours of Biotech core courses above
- 12 hours of Biotech electives,
- Two sections of graduate teaching experience minimum
- Written and/or oral comprehensive examination over the core graduate coursework
- No thesis required

Master of Science Degree Requirements

30 total credit hours:

- 12 hours of Biotech core courses above
- 12 hours of Biotech electives
- six hours of graduate research BT 695 Master's Thesis Research
- Two sections of graduate teaching experience
- Oral defense of thesis and public presentation of thesis research
    - See description for requirements

Performance Standards

A normal course load is nine credit hours for full-time graduate students. General requirements for graduation vary depending on the option chosen. All students must complete coursework with a cumulative GPA of 3.0. Students must complete all requirements within a period of five years following the date of admission to the program. The Dean of the College of Natural Sciences and Mathematics may extend these limits upon recommendation of appropriate program faculty and approval of the Biotechnology Graduate Committee.

Graduate Certificate in Biotechnology

The Certificate in Biotechnology has an intended audience of persons with undergraduate degrees seeking to improve upon their skills and knowledge base, but who do not have the time commitment required of a graduate degree program. Public high school science teachers and persons with science backgrounds wishing to retrain or enter the growing biotech workforce in West Virginia are expected candidates.

The certificate is earned by completing and passing the following courses *(12 credits total)*:

- BT 511 Biotechnology Seminar (taken twice), one credit each
- BT 555 Biostatistics, three credits
- BT 567 Current Concepts in Biotechnology, three credits
- BT 571 Techniques in Biotechnology I, two credits
- BT 572 Techniques in Biotechnology II, two credits

A student may count no more than two final grades of C toward the certificate, and must have a GPA of 2.5 or better in these 12 credits.

Entrance requirements are: an undergraduate degree in a related field, an undergraduate GPA of at least 3.0 on a four-point scale, TOEFL scores where appropriate of at least 550 (or at least 70 on the computer test), and approval of the Biotechnology Graduate Faculty. The Biotechnology Graduate Faculty may, under special circumstances, waive any of the other entrance requirements including course prerequisites. It is understood that students entering the Graduate Certificate in Biotechnology program must have a current knowledge of the fields of Cell Biology/Physiology, Genetics (Classical and Molecular) and Chemistry (at least three semesters of college-level Chemistry).

Course transfers and course substitutions are to be decided by the Biotechnology Graduate Faculty, with the certificate candidate being responsible for providing any supporting documentation. No more than four credits may be transferred from another institution.

Students may apply these courses (with acceptable final grades) taken in previous semesters to certificates to be awarded in fall 2011 or later. It is understood that students earning the Master of Science or Master of Arts degree in Biotechnology may not also earn the Certificate in Biotechnology. All courses to be applied to the Graduate Certificate in Biotechnology must be completed within five years of the semester in which a student starts the program.

## Biotechnology Graduate Faculty

**Collins, Sean A. (2005)**, Assistant Professor of Biology. B.S. St. Lawrence University; M.S. University of Illinois; Ph.D. University of Illinois (2003). Areas of research: Molecular Biology and Genomics of Vespid Wasps.

**Eya, Jonathan C. (1999)**, Professor of Biology. B.S. University of Nigeria, Msukka; M.S. University of Nigeria, Msukka; Ph.D. Auburn University, 1997. Areas of research: Nutrigenomics of Food Fishes.

**Harris, Robert T. (1995)**, Professor of Biology. B.S. Marshall University; M.S. Ohio University; Ph.D. Ohio University, 1992. Areas of research: Molecular Biology of Smooth Muscle Cell Contraction.

**Hass, Amir (2014)**, Assistant Professor of Biology. B.S. The Hebrew University of Jerusalem; M.S. The Hebrew University of Jerusalem; Ph.D. Texas A&M University, 2005. Areas of research: Natural Resources Management with Emphasis on Environmental Soil Chemistry.

**Huber, David H. (1999)**, Professor of Biology. B.S. Central Michigan University; M.S. Michigan State University; Ph.D. Michigan State University, 1996. Areas of research: Microbial Ecology of Anaerobic Digesters.

**Liedl, Barbara E. (2001)**, Associate Professor of Biology. B.S. Purdue University; M.S. University of Minnesota; Ph.D. University of Minnesota, 1989. Areas of Research: Breeding Tomatoes for Greenhouse and High Tunnel Production with Improved Pest Resistance and Investigating Reproductive Barriers between Species.

**Lee, Gwonjin (2024),** Assistant Professor of Biology, B.S Konkuk University, South Korea, Ph. D Ruhr-University, Germany. Area of Research: Genetics, epigenetics, meiotic recombination, adaptation and plant stress.

**Nimmakayala, Padma (2004)**, Associate Research Professor Gus R. Douglass Institute. B.S. in Agriculture, Andhra Pradesh Agriculture University, India; M.S. in Plant Breeding and Genetics, Tamil Nadu Agriculture University, India; Ph.D. in Genetics and Plant Breeding, University of Agriculture Sciences, India, 1993. Areas of research: Genomics of Crop Plants.

**Reddy, Umesh K. (2004)**, Associate Professor of Biology. B.S. Meerut University, India; M.S. Tamil Nadu Agriculture University, India; Ph.D. Osmania University, India, 1997. Areas of research: Genomics of Crop Plants, Drosophila and Arabidopsis.

**Ruhnke, Timothy R. (1995)**, Professor of Biology. Biotechnology Program Coordinator. B.S. University of Nebraska; M.S. University of Nebraska; Ph.D. University of Connecticut, 1993. Areas of research: Morphology and Molecular Systems of Marine Tapeworms.

**Sanjaya, Sanju (2014)**, Assistant Professor of Biology. B.S. University of Mysore, India; M.S. University of Mysore, India; Ph.D. University of Mysore, India, 2003.Areas of research: Biochemistry and Molecular Biology of Primary Metabolism in Plant, Carbon Partitioning into Industrial Products, Engineering Photosynthetic Organisms for the Production Bioenergy and

Environmental Biotechnology.

**Vendemiatti, Eloisa (2024)**, Assistant Professor of Biology. B.S University of Sao Paulo; Ph.D University of Sao Paulo, Brazil, 2020. Area of Research: Plant Physiology and development, plant genetics, and plant biodiversity.

## Biotechnology Program Associate Faculty

**Mohankumar Amirthalingam, Ph.D.**
Postdoctoral Research Associate
Agricultural Research and Extension, West Virginia State University 403 IREB, Institute, WV 25112

**A.R.M. Ruhul Amin, B.Pharm., M.Pharm., Ph.D.**
Associate Professor of Pharmacology
Department of Pharmaceutical Sciences, Marshall University School of Pharmacy
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**Douglas Bright**
Academic Lab Manager
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**Flor De Maria Guerrero-Toledo, Ph.D.**
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**Micheal Fultz, Ph.D.**
Professor of Chemistry
West Virginia State University

**John Idenyi, Ph.D.**
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**Yangjin Jung, Ph.D.**
Assistant Research Professor
Agricultural Research and Extension, West Virginia State University IREB, Institute, WV 25112-1000, USA

**Chinnannan Karthik, Ph.D.**
Postdoctoral Research Associate
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**Purushothaman Natarajan, Ph.D.**
Assistant Professor of Bioinformatics
Department of Agriculture, Food and Resource Sciences, University of Maryland Eastern Shore
Princess Anne, MD 21853, USA

**Mahinda I. Ranasinghe, Ph.D., ACUE**
Assistant Professor of Chemistry
West Virginia State University
325 Hamblin Hall, Institute, WV 25112

**Fernando Rojano, Ph.D.**
Assistant Research Professor
Agricultural Research and Extension,
West Virginia State University
131 Ferrell Hall, Institute, WV 25112

**Gerald Hankins**, **Ph.D.**
Professor Emeritus
B.S. Florida State University; M.A. George Washington University; Ph.D. University of Virginia, 1991.
Areas of research: Molecular Genetics of Tumors and Screening of Natural Products for Anticancer Activity.

**Chatfield, Jonathan Mark, Ph.D.**
Professor Emeritus
B.S. Marshall University; M.S. Marshall University; Ph.D. Oregon State University, 1986.
Areas of research: Biochemistry and Physiology of Plants. IREB, Institute, WV 25112-1000, USA

**Amaranatha R. (Amar) Vennapusa, Ph.D.**
Postdoctoral Fellow, Plant Molecular Breeding Lab
Department of Agriculture & Natural Resources,
Delaware State University
Dover, DE 19901, USA

## Master of Science in Computer Science

Dr. Ali AlSinayyid
Director of Cyber Security,
Program Coordinator
Phone: 304-766-3391
ali.alsinayyid@wvstateu.edu

The goal of the Master of Science in Computer Science is to provide students with an advanced understanding of those concepts of computer science which will enable them to adapt to and function in any current computing environment. The program will further students' understanding in algorithm analysis, computer architecture and the theory of computing; teach students parallel and distributed computing theory and application; explore modern areas of computing, such as machine learning and data science; and provide opportunities for research in computer science.

We expect this degree program will allow students with a WVSU Bachelor's degree in computer science to easily continue their studies to obtain a Master's degree, and allow area IT and computer science professionals to obtain advanced training in the discipline.

Admission Requirements

To be admitted to this program, the student must satisfy these requirements:

1. Have an undergraduate degree in computer science or a closely related discipline;
2. Submit scores for the GRE General Test totaling at least 295 for the Verbal Reasoning and Quantitative Reasoning sections, with at least a score of 149 on the Quantitative Reasoning section;
3. For international students for whom English is not their primary language, a minimum TOEFL score of 450 or a minimum IELTS score of 5.5;
4. Two letters of recommendation;
5. Approval of the Computer Science Graduate Committee.

Students not meeting above requirements may be granted Conditional Admission by the Computer Science Graduate Committee.

Accelerated 4+1 Program

To earn a 4+1 degree in Computer Sceince at WVSU, students must satisfy the requirements for both the bachelor and the master degrees' as determined by the department and outlined within the catalog below.

To be considered for admission into the Accelerated Program,

- Students must have earned at least 90 undergraduate credit hours,
    - with a cumulative GPA of 3.0 in computer science major courses.
- International Students whose undergraduate education was not in English must provide proof of English proficiency by attaining a sufficiently high score on TOEFL, IELTS or Duolingo.

Traditional Bachelor's Requirements

120 credits of required and elective courses as outlined for the B.S. in Computer Science degree in the WVSU Catalog, which should include up to 12 credits of shared undergraduate/graduate level courses (with special permission).

- The shared courses are CS 405/605, 415/515, 416/611 and 445/645.

Master's Requirements

36 credits of required and elective courses as outlined for the M.S. in Computer Science degree in the WVSU

Catalog, which include up to 12 credits of shared undergraduate/graduate level courses (with special permission).

- The shared courses are CS 405/605, 415/515, 416/611 and 445/645.

Students not meeting above requirements may be granted Conditional Admission by the Computer Science Graduate Committee.

## Computer Science (MS) Curriculum

36 hours required for graduation.

Core Courses - 12 Hours

- CS 510, CS 515, CS 605; CS 610

A. Thesis option

Electives - 18 Hours

- CS 505, CS 530, CS 540, CS 597, CS 599, CS 609, CS 611, CS 612, CS 613, CS 615, CS 645, CS 697

Research - 6 Hours

- Graduate research – CS 699

B. Non-thesis option

Electives - 24 Hours

- CS 505, CS 530, CS 540, CS 597, CS 599, CS 609, CS 611, CS 612, CS 613, CS 615, CS 645, CS 697

Performance Standards

A normal course load is nine credit hours for full-time graduate students. All students must complete coursework with a cumulative GPA of 3.0. Students must complete all requirements within a period of five years following the date of admission to the program. The Dean of the College of Natural Sciences and Mathematics may extend these limits upon recommendation of appropriate program faculty and approval of the Computer Science Graduate Committee.

## Computer Science Graduate Faculty

**Al-Sinayyid, Ali (2020)**, Director of Cyber Security, Master of Computer Science Program coordinator and Assistant Professor of Computer Science. B.S. University of Technology Iraq; M.S. Iraqi Computer Commission and Informatics; Ph.D. The Southern Illinois University of Carbondale, 2020. Areas of research: Cybersecurity for critical infrastructure, AI-driven threat detection, IoT and SCADA system security, and secure distributed computing.

**Maiti, Aniruddha (2024),** Assistant Professor of Computer Science. B.S Bengal Engineering and Science University, Ph. D Temple University. Area of Research; Data Science, Spatial Epidemiology, Natural Language Processing, Machine Learning.

**Hossain, Kabir (2025)**, Assistant Professor of Computer Science. B.E. & M.E. Chonnam National University, South Korea; Ph.D. Technical University of Denmark, 2019. Areas of research: Image Processing & Data Science, Precision Agriculture, Plant phenotyping, Plant pathology Remote Sensing, Drone image processing, Machine Learning and AI.

## *Master of Science in Criminal Justice Administration*

Dr. Leighann J. Davidson
Associate Professor and Chair
518 Wallace Hall
(304) 766-5721

The Master of Science degree in Criminal Justice Administration prepares students for careers in the field of criminal justice, and will enhance the careers of those already in the field. The program is designed with flexibility and can be completed in either a one-year or two-year track and includes a comprehensive final. There are 12 required courses for a total of 36 hours. Students will be required to take at least two courses per semester (one course 1st 8 weeks and one course 2nd 8 weeks) for six consecutive semesters including summer or four courses per semester (two 1st 8 weeks and two 2nd 8 weeks) for three consecutive semesters including Summer. These courses focus on administration, management, policymaking, law and ethics.

Admission Requirements

- A completed application.
- An undergraduate degree from an accredited college or university in a criminal justice, law enforcement or related field.
- Standardized test scores from GRE completed no more than seven years prior to the application submission to the program.
    - Candidates who have earned a bachelor's degree from an accredited college or university and achieved a cumulative GPA of 3.0 or higher are eligible to waive the standardized test requirement.
    - A minimum overall GPA of 2.7 on a 4.0 scale for all undergraduates work from an accredited institution(s) with a (GRE Verbal Reasoning Score of 144) or
    - GPA of 2.6 (GRE Verbal Reasoning Score of 146) or
    - GPA of 2.5 (GRE Verbal Reasoning Score of 148) or
    - GPA under 2.5 (GRE Verbal Reasoning Score of 152) or
- Exceptional expertise in the field of Criminal Justice as demonstrated through special circumstances with approval of three of the graduate faculty and an interview with the Graduate Studies Committee
- All candidates for whom English is not their native language must take either the Test of English as a Foreign Language (TOEFL) or the IELTS Exam.
    - On the TOEFL, a minimum score of 500 (paper-based exam), 173 (computer-based), or a 61 (Internet-based) is required.
    - On the IELTS, a minimum score of a 6 is required.
    - Graduates of English speaking universities will have TOEFL/IELTS requirements waived.
- Satisfactory completion of an undergraduate or graduate course in research methods and/or statistics prior to admission to the program.
- Current resume or curriculum vitae.
- Three letters of recommendation which address the applicant's academic competencies, work performance and fitness to pursue this graduate degree.
- Satisfactory performance on Pre-Admission Interview.
- Applicants can be granted conditional admission.

### *Program Requirements*

Students are responsible for knowing and fulfilling requirements for graduation. The University cannot assume responsibility for failure of students to fulfill catalog and curriculum requirements. If questions arise about requirements, students should consult with the appropriate department chairperson, college dean or the registrar several semesters prior to graduation. Participation in the commencement exercise is required.

Performance Standards

Universally, a normal course load for most graduate programs is nine credit hours for full-time graduate student status. However, for this cohort program approach, students will take six semester hours each semester and go year-round. All students must complete coursework with a cumulative GPA of 3.0 on a 4.0 point scale. Students who accumulate more than two "C" grades will be dismissed from the program. Students must also complete all requirements within a period of seven years following the date of admission to the program. The Dean of the College of Professional Studies may extend these limits upon recommendation of the Criminal Justice Department Chairperson and approval of the Criminal Justice Department Graduate Committee.

Requirements for Graduation
Two written comprehensive examinations in which students will choose from four comprehensive exam areas - research, law, administration and leadership. The examinations will be graded independently by two faculty members, and the grade will be given as distinction, pass, or fail. If a student fails a comprehensive exam, the student can take it one more time. Once a student chooses the comprehensive exam areas, he/she cannot change the area after failing an exam. To be recommended for graduation, a student must satisfy all of the pertinent requirements stated in this handbook, including the following:

1. A cumulative grade point average of 3.0 on all work attempted.
2. Completion of the 36 hours required in the curriculum, including the comprehensive exams.
3. The necessary residence requirement for a degree.
4. Payment of all outstanding financial obligations to the University.
5. Complete an Application for Graduation
6. Participation in Commencement.

Application for Degree
Every student must file an application for graduation with the Registrar by the semester prior to the term in which the degree is completed.

***Criminal Justice Administration Curriculum*** 36 Hours Required

- CJ 520 Introduction to Criminal Justice Administration
- CJ 530 Technology Applications for Criminal Justice
- CJ 540 Ethical Practices in Administration
- CJ 550 Law Enforcement and the Community
- CJ 600 Research Methods & Statistics in CJ
- CJ 610 Human Resource Management
- CJ 620 Leadership Psychology
- CJ 630 Planning Organizational Staff Development
- CJ 640 Strategic Planning and Policy Formulation
- CJ 650 Legal Aspects of CJ Administration
- CJ 660 Crisis Management, Homeland Security and Critical Incident
- CJ 680 Diverse Communication for the
- Criminal Justice Professional

## *CJ- Administration Course Sequence*

(One-Year Track Option)

| ***Fall Semester - 1st 8 Weeks*** | ***Fall Semester - 2nd 8 Weeks*** | ***Spring Semester - 1st 8 Weeks*** |
|---|---|---|
| CJ 520 Introduction to Criminal Justice Administration<br><br>CJ 620 Leadership Psychology | CJ 540 Ethical Practices in Administration<br><br>CJ 630 Planning and Organizational Staff Development | CJ 530 Technology Applications for Criminal Justice<br><br>CJ 640 Strategic Planning & Policy Formulation |
| ***Spring Semester - 2nd 8 Weeks*** | ***Summer Semester*** | |
| CJ 550 Criminal Justice and the Community<br><br>CJ 650 Legal Aspects of CJ Administration | CJ 600 Research Methods and Statistics in CJ<br><br>CJ 610 Human Resource Management<br><br>CJ 660 Crisis Management, Homeland Security and Critical Incident<br><br>CJ 680 Diverse Communication for the Criminal Justice Professional | |

**(Two-Year Track Option)**

| ***Fall Semester*** | ***Spring Semester*** | ***Summer Semester*** |
|---|---|---|
| CJ 520 Introduction to Criminal Justice Administration<br><br>CJ 540 Ethical Practices in Administration | CJ 530 Technology Applications for Criminal Justice<br><br>CJ 550 Criminal Justice and the Community | CJ 600 Research Methods and Statistics in CJ<br><br>CJ 610 Human Resource Management |
| ***Fall Semester*** | ***Spring Semester*** | ***Summer Semester*** |
| CJ 620 Leadership Psychology<br><br>CJ 630 Planning and Organizational Staff Development | CJ 640 Strategic Planning & Policy Formulation<br><br>CJ 650 Legal Aspects of CJ Administration | CJ 660 Crisis Management, Homeland Security and Critical Incident<br><br>CJ 680 Diverse Communication for the Criminal Justice Professional |

**Davidson, Dr. Leighann Justice**, Associate Professor and Chair of Criminal Justice; B.S. West Virginia State University; M.S. West Virginia State University, Ed.D. Marshall University, 2019 ; Areas of Research: Offender Education and Policies, Drug/Alcohol Abuse, and Domestic Violence

**Kane, Dr. Michael**, Professor of Criminal Justice; B.A. Pfeiffer University; M.S.F.S National University; Ph.D. Union Institute and University, 2001; Areas of Research: Rural Policing, Forensic Investigations and ethical philosophy

**Stroupe, Dr. Walter**, Professor of Criminal Justice. B.S. West Virginia State University; M.S. Marshall University; Ed.D Marshall University, 2003 Areas of Research: Law enforcement and Sex crimes

**Whyte, Dr. Cassandra B**., Associate Professor of Criminal Justice.; B.A. Fairmont State University. M.A. West Virginia University; Ed.D West Virginia University, 1975; Areas of Research: Internal/External Locus of Control; Felon Treatment Modalities; Curriculum Development & Design

## *Master of Education in Instructional Leadership*

Dr. Emily Waugh
Director of Leadership Studies
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ewaugh@wvstateu.edu

The Master of Education in Instructional Leadership prepares candidates to serve as school administrators, curriculum supervisors, and central office officials. The program has an emphasis on social justice, fairness, and equity for all public school students and staff. This program is designed to prepare graduate students to develop the critical thinking and problem-solving skills needed to improve teaching and learning in school settings. In developing the skills necessary to facilitate in the administration of schools and school districts, the MEIL will provide graduates with a curriculum that will enable them to function as effective and visionary instructional leaders with enhanced knowledge and skills to serve traditionally underserved communities. Below is a selected list of the potential career paths a MEIL graduate could pursue in educational settings:

1. School Administrators-Principals or Assistant Principals
2. Curriculum Specialists-School or District Level
3. Career and Technical School Leaders
4. County Administrators- Directors, Assistant Superintendents
5. State Administrators- Directors, Coordinators

Program Objectives

The creation of this program creates opportunities for potential school administrators to explore and apply new techniques and concepts in instructional leadership. This program will allow instructional leaders to create pathways for the successful achievement of educational goals for students and staff members. This program will provide an opportunity for administrative licensure upon successful completion of requirements of the West Virginia Department of Education (WVDE). Students will apply the knowledge, skills, and commitments to demonstrate the capacity to meet the Program Learning Outcomes (PLOs) while reflecting a core set of values that include data use, technology, values, equity, diversity, digital citizenship, and community.

1. Collaboratively lead, design, and implement a mission, vision and process for continuous improvement
2. Advocate for ethical decisions and cultivate and enact professional norms and culture
3. Develop and maintain a supportive, equitable, culturally responsive, and inclusive culture
4. Evaluate, design, cultivate, and implements coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership
5. Engage families, communities, personnel, and other constituents in order to strengthen student learning, support improvement, and advocate for the needs of the students, school(s), district, and community
6. Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans
7. Apply laws, policies, and regulations
8. Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management
9. Recruit and retain high quality staff, build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning
10. Cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations
11. Successfully complete an internship at both the district and building level, under the supervision of a knowledgeable, expert practitioner to synthesize and apply the knowledge and skills in the program outcomes to promote the current and future success and well-being of each student and adult in the

building and the district

**Admission Requirements**

- An undergraduate degree in Education or a related field
- GPA –
    - Minimum overall GPA of 2.7 on a 4 point scale for all undergraduate work from accredited institution(s) with an MAT score of 380 (GRE Verbal Reasoning Score of 144) **or**
    - GPA of 2.6 and MAT score of 385 (GRE Verbal Reasoning Score of 146) **or**
    - GPA of 2.5 and MAT score of 390 (GRE Verbal Reasoning Score of 148) **or**
- Exceptional expertise in the field of Education as demonstrated through an interview with the Graduate Studies Committee.
- Successful TOEFL scores for those whose native language is not English.
- Professional Educator License from a State Department of Education.
- Resume/CV documenting successful professional experiences, commitment to community service and professional development.
- A personal statement indicating the applicant's aspirations and reasons for pursuing the MEIL at WVSU.
- Three letters of recommendation attesting to the candidate's professional and/or personal qualities.

**Instructional Leadership Curriculum**

The MEIL coursework is conceptually divided into two strands: a *licensure path* and a *degree path.*
Each path begins conceptually with foundational courses and progresses to more advanced courses. Early courses are intended to give graduate students the knowledge and skills needed for success in later courses.

Licensure
The courses in licensure are for candidates already holding a Master's degree from an accredited program and are seeking administrative licensure only.
The *licensure strand* focuses on organizational issues necessary for implementation of administrative actions: *Principles of Educational Leadership, Educational Policy and Law, Change, Innovation and Professional Development in Education, Financial and Human Resource Management of Schools*, and *Data-Based Decision Making for School Improvement*.
The culminating experience will require an Administrative Internship (LS 650, three credits, a fieldwork requirement
The requirements in this strand total 18 credit hours

Degree
The degree path includes additional courses for candidates seeking a Master's degree as required for an administrative license.
The *degree path* builds on the concepts from the licensure strand to include topics of social justice, diversity and equity. Experiences with action research are also included in the degree path. Courses include *Addressing Diversity through Educational Leadership, Ethical Leadership for Social Justice, Technology for Educational Leadership, Leadership in Diverse Communities, Action Research I*, and *Action Research II*.
The culminating experience will require two Action Research courses (LS 645 and LS 655, six credit hours)
36 Credit hours are required for the degree to include the 18 hours for licensure as well as the 18 hours in the degree path.

**Instructional Leadership Options**

| | |
|---|---|
| ***Instructional Leadership Licensure*** | For Certification in Principal, General Supervisor, and Superintendent only |

Educators must hold a prior Master's Degree
18 Hours

- LS 600. Principles of Educational Leadership
- LS 610. Educational Policy and Law
- LS 620. Change, Innovation and Professional Development in Education
- LS 630. Financial and Human Resource Management of Schools
- LS 640. Data-Based Decision Making for School Improvement
- LS 650. Internship
-

M.Ed. Degree in Master of Education in Instructional Leadership

Degree seekers must complete previous list of 18 hours and the additional 18 hours below.
36 Credit Hours

- LS 605. Addressing Diversity through Educational Leadership
- LS 615. Ethical Leadership for Social Justice
- LS 625. Technology for Educational Leadership
- LS 635. Leadership in Diverse Communities
- LS 645. Action Research in Educational Leadership I
- LS 655. Action Research in Educational Leadership II

***Leadership Studies Faculty***

**Blackwell, James M. (2014)**, Associate Professor of Education. B.A. West Virginia State University; M.A. West Virginia College of Graduate Studies; Ed. D. Marshall University, 2007. Areas of research: Educational Leadership, Program Design, Educational Technology, Public School Curriculum and Literacy.

**Burdette, Stephanie. A. (2019)**, Associate Professor of Education/Assessment Coordinator. B.A. West Virginia State University; M.A. Marshall University; Ed.D. Marshall University, 2018. Areas of research: Educational Leadership, Literacy Education, and Curriculum and Instruction.

**Waugh, Emily H. (2006)**, Professor of Education. B.S. West Virginia University; M.A. Marshall University; Ed.D. Marshall University, 2005. Areas of research: Professional Development, Teacher Effectiveness and Assessment of Student Learning.

## *Master of Public Administration*

Dr. Michael Pennington
MPA Director
120 Hill Hall
(304) 766-3044
mpennin1@wvstateu.edu

The Political Science Program in the College of Business and Social Sciences offers a Master of Public Administration (MPA) degree for those interested in public management and service. The MPA curriculum prepares students for careers in the public sector and offers those already in public service the opportunity to enhance and hone their competencies.
Utilizing a cohort model, this MPA is specifically geared towards busy professionals. Potential students include public service professionals interested in enhancing their credentials, those seeking a career change and recent college graduates.
To graduate with a degree in Public Administration from WVSU, every student must complete 36 hours of coursework with a cumulative grade point average of 3.0 on a 4.0 scale. Students who accumulate more than two grades of "C" or worse will be dismissed from the WVSU MPA.

### Program Objectives

The objective of the MPA program at WVSU is to develop public administrators and policy analysts to become visionary leaders in public service. Graduates will be able to:

- Formulate and analyze policy initiatives.
- Apply appropriate public management practices to the public and non-profit sector.
- Analyze competing policy proposals by utilizing evidence-based decision-making.
- Evaluate the quality of public policy proposals.

### Admission Requirements

Students admitted to the program must have:

- A completed application
- A minimum undergraduate GPA of 2.70
- Standardized test scores from exams (GRE, GMAT, LSAT or MAT) completed no more than seven years prior to the application submission to the program
- The candidates who earned a bachelor's degree from an accredited college or university and achieved a cumulative GPA of 3.0 or higher are eligible to waive the standardized test requirement
- Candidates who have experience working as a manager or an administrator of a company or government agency can request to waive the standardized test requirement
- A current resume or curriculum vitae
- Two recommendation letters
- Demonstrate knowledge of American Government
- At least one course in statistics or research methodology
- All candidates for whom English is not their native language must take either the TOEFL or the IELTS Exam.
- On the TOEFL, a minimum score of 500 (paper-based exam), 173 (computer-based), or a 61 (Internet-based) is required.
- On the IELTS, a minimum score of 6 is required.
- Graduates of English speaking universities will have this waived
- Applicants can be granted conditional admission

## Public Administration Curriculum

The MPA curriculum is divided between core courses, which are required for all students graduating with an

MPA, and elective courses. Students will be able to choose between the elective courses offered to better structure the program of study to suit individual needs. The core courses are designated based upon National Association of Schools of Public Administration and Affairs (NASPAA) standards for accreditation of public administration programs. The WVSU MPA curriculum is designed to be in line with NASPAA standards. The courses are also divided between two areas of concentration. The administration and management courses focus on the executive side of public administration while the policy and research courses focus on measuring the impact of public policy. Graduates will have a mastery of the skills necessary to serve in leadership positions in the public sector as well as the analytical policy skills necessary to develop, implement and evaluate the impact of public policies.

Core Courses

- MPA 600 Introduction to Public Administration
- MPA 605 Public Policy Process and Analysis
- MPA 610 Human Resource Management in the Public Sector
- MPA 615 Research Methods for Public Affairs
- MPA 620 Public Accounting, Budgeting and Financial Management
- MPA 625 Statistical Analysis for Public Affairs
- MPA 630 Organizational Theory and Behavior
- MPA 655 Capstone Research Experience

Elective Courses

- MPA 607 Morality Policy
- MPA 612 Administrative Law
- MPA 614 Community and Organizations
- MPA 627 Cost-Benefit Analysis
- MPA 632 Advanced Public Management
- MPA 634 Project and Contract Management
- MPA 636 Strategic Planning
- MPA 640 Economic Analysis for Public Administrators
- MPA 644 Behavioral Economics and Public Policy
- MPA 645 Contemporary Issues in Public Policy
- MPA 650 Contemporary Issues in Public Administration
- MPA 652 Public Service Internship
- MPA 673 Certified Public Manager I
- MPA 677 Certified Public Manager II
-

## Master of Public Administration Graduate Faculty

**Pennington, Michael (2015)**, MPA Program Director and Associate Professor of Political Science. B.A., West Virginia State University; 1997. M.P.A., West Virginia University, 1998; Ph.D. Texas A&M, 2008. Areas of research: Human resources management, regulatory policy and economic development.

**Hailou, Frehot (2009)**, Associate Professor of Economics. B.A. York University; M.A. York University; M.A. Howard University; Ph. D. Howard University, 2007. Areas of research: International Trade, Game Theory.

Tera McCown. Instructor of Political Science and Public Administration. B.A West Virginia University, M.P.A. West Virginia University, Ph. D. West Virginia State University.

**Wilson, Mark L. (2018)**, Associate Professor of Economics. B.A. University of Colorado; M.A. Pennsylvania State University; D.A. Middle Tennessee State University, 1998.

## *Master of Science in Sport Studies*

Dr. Aaron A. Settle, ATC, CSCS – Program Director
N-148 Fleming Hall
304-766-3367
asettle1@wvstateu.edu

The main objective of this program is to provide students with a Masters-level education in Sports Studies with an emphasis in General Health and Wellness. West Virginia State University will provide students with the cognitive and psychomotor skills necessary to achieve self-actualization while extending what they have learned in the "living laboratory of human relations" well beyond the lawns of the university campus.

Additionally, the Master of Science in Sports Studies Program will afford students the opportunity to actively engage in applied research and to study innovative coaching, training, managing, teaching and safety education. This will lead the students towards a life of productive and meaningful work, lifelong learning, and economical contribution to their surrounding communities and state. Under the graduate program, West Virginia State University will produce graduates well prepared to continue or gain state and national certification through athletic coaching credentialing agencies, sports science credentialing agencies and sport safety credentialing agencies. Graduates will have the knowledge and skills to be poised and ready for advancement into management and leadership roles in their current respective fields. In addition to moving forward in their current career, the graduates from a Master of Science in Sport Studies will be attractive to public and private school systems, university systems, wellness facilities, and general fitness companies as employees. These highly educated and knowledgeable graduates will continue to serve our surrounding communities.

Program Objectives

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of Sport Philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.
3. Demonstrate knowledge and skill for understanding diverse athletic populations and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.
4. Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents, and awareness of the need for communication.
5. Demonstrate knowledge of and the psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.
6. Demonstrate the appropriate use of technology required in exercise science and athletic coaching
7. Exhibit knowledge of what it means to be a member of the coaching/Athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning

Admission Requirements

The applicants will be evaluated by a submitted portfolio containing the following criteria:

- An undergraduate degree in Education or a related field

- Undergraduate Cumulative GPA & MAT Scores
    - A minimum overall GPA of 2.5 on a 4 point scale for all undergraduate work from accredited institution(s) with an MAT score of 350 or
    - GPA of 2.4 and MAT score of 360 or
    - GPA of 2.3 and MAT score of 370 or
- Exceptional expertise in the field of coaching/fitness/health/strength and conditioning as demonstrated through an interview with the Graduate Studies Committee.
- Successful TOEFL scores for those whose native language is not English.
- Licensure testing scores from a state department, school district or university. (If national certified by the NSCA and/or licensed to teach in any U.S. State)
- Resume/CV documenting successful professional experiences, commitment to community service and professional development.
- A personal statement indicating the applicant's aspirations and reasons for pursuing the Master of Science in Sport Studies at WVSU.
- Three letters of recommendation attesting to the candidate's professional and/or personal qualities.

**Sport Studies (MS) Curriculum**

The coursework can be divided conceptually into three phases: a *core phase , an advanced phase* and an *internship phase.* The courses in the core phase are for all candidates who are entering the program and are seeking the Master of Science Degree. The advanced phase includes additional courses for candidates who are seeking the Master of Science Degree. The advanced phase will have six course options the student may choose from. Three courses for a total of 9 credit hours must be taken. The core phase begins conceptually with foundational courses and progresses to more advanced courses (advanced phase). When all course work is completed, the student will enter the final phase of the program, *the internship phase*. Early core courses are intended to give graduate students the knowledge and skills needed for success in later advanced phase courses.

The *core phase* focuses on general sport studies issues necessary for general understanding in the areas of sport, health, coaching and fitness: Research methods, Sports Nutrition, Sports Psychology, Advanced Exercise Testing, Advanced Exercise Physiology, Risk Management and Athletic Injury Prevention, and WV Sport History. The requirements in this phase total 21 credit hours.

The *advanced phase* builds on the concepts from the core phase to include topics of sport leadership, technology, teaching and coaching methods, and professional certification. Experiences with action research are also included in the advanced phase. Courses include: Advanced Strength and Conditioning, Essentials of Personal Training, Tactical Strength and Conditioning, Principles of Educational Leadership, Advanced Methods in Wellness, Technology for Educational Leaders.

The *internship phase* is a capstone internship experience designed to afford the student an opportunity to utilize their new knowledge and skills in the professional setting. A capstone action research project will also be completed while engaged in the internship experience. The total number of hours from the 6 hour internship phase, plus the 9 hours from the advanced phase and the 21 hours from the core phase, total 36 hours to complete the Masters of Science in Sport Studies.

Core Phase Courses

- HHP 500. Advanced Exercise Testing
- HHP 510. Sport Psychology
- HHP 533. Risk Management and Injury Prevention
- HHP 537. Advanced Exercise Physiology
- HHP 540. Sports Nutrition

- HHP 550. Research Methods and Statistics in Physical Activity
- HHP 560. West Virginia Sport History

Advanced Phase Courses

- HHP 640. Tactical Strength and Conditioning
- HHP 600. Essentials of Personal Training
- HHP 630. Strength and Conditioning

Internship Phase Courses

- HHP 650 Graduate Internship in Sport Studies (6 Credit Hours)

## Sport Studies Faculty

**Settle, Aaron (2005)**, Professor and Chairperson of Health and Human Performance. B.S. University of Charleston; M.S. Marshall University; D.S.M. United States Sports Academy, 2005. Areas of research: Metabolism and Energy Source, Anaerobic Activities and Heart Disease Prevention and Weight Room Risk Management

**Bryant, Katerine (2021)**, Instructor of Sports Studies and Health Science, B.S. West Virginia University Athletic Training, M.S. Sport Studies West Virginia State University 2021

**Bradley, Matthew (2015)**, Instructor of Sport Studies. B.S. University of Charleston; MAT Marshall University, 2004. Areas of research: Youth Strength Training and Baseball Specific Training.

## ***Doctorate of Education in Leadership Studies***

Dr. Emily H. Waugh
Director of Leadership Studies
(304) 766-5192
ewaugh@wvstateu.edu

The WVSU Department of Leadership Studies offers the Doctor of Education (EdD) in Leadership Studies program. This innovative online program is aligned with WVSU's Mission, Vision, and Core Values. Graduates of the program will contribute to societal needs of the state and nation through researching complex challenges within organizations.
The program is designed for working adults and will continue WVSU's long history of being student-centered. In keeping with the institution's heritage as an HBCU, the EdD program emphasizes fairness, diversity, and social justice with threads related to these concepts embedded in the content coursework.
Cohorts of students will progress through the program in two years, culminating in an action-research based dissertation.
The Doctor of Education in Leadership Studies is designed as a 2-year cohort model program relevant to working professionals from a variety of fields such as education, non-profits, government, etc. The program emphasizes fairness, diversity, and social justice with threads related to these concepts embedded in the content coursework.
Students in the WVSU Ed.D. in Leadership Studies will understand and critique organizational scholarship, design and conduct their own field-based inquiries with practitioners in their field. The goal of this approach is to enhance organizational practice and to effect profound change in organizations

Admission Requirements
Students seeking program admission must submit a completed application to the Department of Leadership Studies. Cohort applications and fees are due March 7 of each year.
The following materials are required to be considered for admission to the Ed.D. program:

- Completed Application form and fee: An application fee of $50 (resident) or $75 (non-resident) must accompany each application for admission. The application fee cannot be waived or deferred and is not refundable.
- Transcripts: Provide an official transcript from each college or university attended and degrees earned, including graduates of West Virginia State University. All transcripts must be sent directly from the institution to the Ed.D. Program Director.
- Masters Degree: All students must hold and verify an earned Master's Degree with a GPA of 3.25 or above, as a required prerequisite for admission to the program. Official transcripts should indicate awarded degrees.
- Statement of Purpose: Complete a 3-5-page Statement of Purpose, describing your professional work history, personal qualities, pertinent life experiences, aspirations, and awards/recognitions. Please consider the foundational tenets of the EdD in Leadership Studies program including fairness, diversity, and social justice as they relate to the Statement of Purpose criteria.
- Resume/Curriculum Vitae: Submit resume or vitae documenting successful professional and educational experiences, community service and professional development. You are to include contact information, at least three personal references, and a detailed work history.
- Letters of Recommendation: Three letters of recommendation are to be included with the application. At least two of the letters are to be professional affiliates and no more than one letter is of a personal relationship (family, clergy, community member, etc).
- Test Scores: If applicable, TOEFL scores will be submitted.

Program Outcomes

The program will develop students' professional knowledge, skills, and dispositions so they may demonstrate their ability to:

- Identify and implement components of organizational analysis for improvement, principles of leadership, and equity and leadership with diverse communities. (LS 800, LS 810, and LS 830)
- Implement action-based opportunities for measurable organizational improvement with a focus on equitable practices, incorporated into the completion of a terminal degree. (LS 805, LS 815)
- Evaluate knowledge base of current research related to leadership. (LS 815)
- Identify local, state, and federal laws, rights, and policies related to organizations/institutions and act in accordance within ethical bounds in leadership. (LS 820)
- Discern appropriate research approaches (including statistical methods and qualitative methods) and programmatic measures related to their work environment. (LS 825, LS 835)
- Show organizational leadership skills in communications that follow ethical and professional norms, including understanding of backgrounds and cultures and responsiveness to the needs of a variety of audiences. (LS 840)
- Incorporate literacy to constituents of the organization. (LS 850)
- Integrate historical, legal, developmental, sociological research, and systems theories to allow students to meet the students' personal and organizational goals and objectives. (LS 860, LS 870, LS 880)
- Apply cultural responsiveness in leadership to ensure equity in organizations and for all constituents. (LS 830, LS 840, LS 860, and LS 870)
- Design, develop, conduct, evaluate, and share findings from research projects that allow program participants to meet their organization and/or personal needs. Shared findings will include presentation and/or publication of results (LS 805, LS 845, LS 855, LS 865)

Cohort Model

The Doctoral Program utilizes a cohort model, in which a group of students moves through the program together, taking all classes in sequence as a group.

Cohorts offer mutual academic, emotional, and logistical support and provide opportunities for members to learn from and study with one another. The camaraderie that develops helps with stressful times in the program. Study groups, team projects and other experiences within the cohort nurture the skills and dispositions of collaboration that are critical to organizational leadership. Cohorts establish personal and professional ties that often last beyond the Doctoral Program itself. Such networks are valuable for career development, professional growth and support, as well as future collaborative projects and initiatives across organizations.

Research Project: Action-Based Dissertation

The programs' culminating experience will consist of a dissertation based on an action research project.

Upn program acceptance Students will immediately begin to develop the projects' focus and goals. Students will need to consider the research needs of their chosen organization during the initial phase as the project will continue to develop as the program progresses. Core content will assist in the framework for the project with an additional 12 hours of courses dedicated to research.

As a dissertation project, Students will choose a designated dissertation chairperson and additional committee members to aid and advise in the guidance of successful research toward an action based dissertation.

## Leadership Studies Curriculum

Minimum of 16 courses totaling 48 credit hours

36 hours dedicated to core content coursework,

12 hours reserved for the research project and presentations.

*Each Cohort class will follow the courses outlined in the schedule table below.

| | |
|---|---|
| Semester 1<br>(Summer) | LS 800: Organizational Analysis for Effective Leadership |

| | |
|---|---|
| 6 Credit Hours | LS 815: Understanding and Conducting Research for Organizational Improvement |
| Semester 2 (Fall)<br>9 Credit Hours | LS810: Principles of Leadership<br>LS830: Equity and Leadership with Diverse Communities<br>LS805: Needs Analysis and Program Evaluation |
| Semester 3<br>(Spring)<br>9 Credit Hours | LS820: Legal & Ethical Issues for Effective Leadership<br>LS880: Systems for Change<br>LS835: Qualitative Methods |
| Semester 4<br>(Summer)<br>6 Credit Hours | LS825: Methodology of Action Research<br>LS845: Advanced Research I |
| Semester 5 (Fall)<br>9 Credit Hours | LS850: Organizational Literacy for Effective Leaders<br>LS860: Sociology of Institutions for Leaders<br>LS855: Advanced Research II |
| Semester 6<br>(Spring)<br>6 Credit Hours | LS870: Politics in Leadership<br>LS865: Advanced Research III |

*Students may exceed 48 hours of coursework in the event that additional hours are needed in order to complete the research project and presentation.

## Leadership Studies Faculty

**Blackwell, James M. (2014)**, Associate Professor of Education. B.A. West Virginia State University; M.A. West Virginia College of Graduate Studies; Ed. D. Marshall University, 2007. Areas of research: Educational Leadership, Program Design, Educational Technology, Public School Curriculum and Literacy.

**Burdette, Stephanie. A. (2019)**, Associate Professor of Education/Assessment Coordinator. B.A. West Virginia State University; M.A. Marshall University; Ed.D. Marshall University, 2018. Areas of research: Educational Leadership, Literacy Education, and Curriculum and Instruction.

**Waugh, Emily H. (2006)**, Professor of Education. B.S. West Virginia University; M.A. Marshall University; Ed.D. Marshall University, 2005. Areas of research: Professional Development, Teacher Effectiveness and Assessment of Student Learnin

## *Agriculture Course Descriptions*

Note: All courses are three credit hours unless noted otherwise.

**AFNR 101. Introduction to Agriculture, Food, and Natural Resources (4 Credit Hours)**
The introductory survey course investigates and analyzes agriculture, food and natural resources in the connect of the environment, public health and social justice. We primary focus on the American agricultural systems but will explore some global systems as well. The biological, environmental, economic, cultural, social and ethical dimension of our agriculture systems- from farm to plate- are considered. We will look at some of the challenges faced in order to feed a growing world population, anticipated in exceeding 9 billion people by 2050. These challenges include risks from climate change, soil degradation and water shortages, pest pressure, dwindling diversity of genetic resources, increasing energy demands as well as the controversies over adopting technologies and balancing the triple-bottom line, social justice and ethical considerations. We will consider whether, and how, agricultural production, food systems and maintaining our natural resources can be done in an environmentally friendly and sustainable way, and consider whether consumers can play a role through the choices they make.

## *Art Course Descriptions*

Note: All courses are three credit hours unless noted otherwise.

***ART 100. Art Appreciation***
This is a lecture/discussion creating course that starts with objects of art in the student's environment and proceeds from the comfortable and familiar to the internationally accepted aesthetic. Periods of art history and cultures of the world will be examined. The student will be exposed to the basic concepts of art through the study of painting, sculpture, architecture, industrial art, fibers and film.

**ART 101. Studio I - Introduction to Art**
A combined lecture and studio course in which specific works from the past and present will be studied, analyzed and used as motivation for projects and discussion.

**ART 103. Design**
An introductory studio course for art majors in which the student will develop projects in two- and three-dimensional design. A prerequisite for courses in ceramics and sculpture and qualifying for all courses that stipulate ART 101 as a prerequisite.

**ART 201. Drawing I**
A studio course in which the student draws in several media and considers drawings as a fine art. It is designed for art students, students interested in teaching, and students who want to become more proficient in drawing and its appreciation. A prerequisite for painting, figure drawing and printmaking. Six class hours per week. Prerequisite(s): ART 101 with B or better, or ART 103 with a grade of C or better.

**ART 203. Painting I**
The techniques, historical and contemporary, involved in painting with watercolors, oils or acrylics. Six class hours per week. *Prerequisite: ART 201 with "C" or better.*

**ART 204. Western Art I**
A survey of the origins and character of the visual arts from the prehistoric to the Renaissance. *Prerequisite: ENGL 101 and 102.*

**ART 205. Western Art II**
A survey of the origins and character of the visual arts from Renaissance to the contemporary art world. *Prerequisite: ENGL 101 and 102.*

**ART 206. Printmaking I**
A studio course that provides the student with experiences in various basic printmaking processes. Collograph, monoprint, intaglio and relief printmaking are utilized as media for visual communication. Students will focus on using these techniques for artistic ends rather than simply focusing on mastering the techniques as ends in themselves. Six class hours per week. Prerequisite: ART 101 with B or better, or ART 103 with C or better.

***ART 207. Sculpture I***
Additive and subtractive techniques using clay, plaster, wood, metal and stone. Six class hours per week. Prerequisite(s): ART 201 with a grade of C or better.

**ART 208. Ceramics I**
An introduction to using clay in hand-built forms. Proper use of

studio equipment, glaze formulation and kiln firing will also be taught. Six class hours per week. Prerequisite(s): ART 101 with B or better, or ART 103 with a grade of C or better.

**ART 209. Photography I**
An introduction to traditional photography, how to use a 35 mm camera, develop black and white negatives, make enlargements and mount prints. Emphasis will be placed on artistic rather than purely technical consideration.
Six class hours per week. Prerequisite(s): ART 101 with B or better, or ART 103 with a grade of C or better.

**ART 214. Figure Drawing**
A course in the study of the human figure using a variety of media; gesture, contour, foreshortening, proportions, portraiture and individual expression. Six class hours per week. Prerequisite(s): ART 201 with a grade of C or better.

***ART 217. Computer Graphics***
This class is an introduction to the technical aspects addressed in a college-level computer graphics course. All artwork is designed in a digital lab using current computer software. Students will be taught computer basics such as Adobe Photoshop and Adobe Illustrator, as well as utilizing equipment such as scanners and digital cameras. An emphasis is placed on craft skills in the class. Lab instruction will be integrated with graphic design projects.
There is a concentration on software understanding as well as conceptual thinking and communication. Students will be encouraged to see technology as another medium in effectively communicating their ideas and philosophies of art and communication. Emphasis will be placed on creativity and experimentation with a variety of digital media. Material will be taught to prepare them for upper-level graphic design and other art courses. Six class hours per week. Prerequisite(s): ART 101 with B or better, or ART 103 with a grade of C or better.

***ART 230. Graphic Design I***
This class teaches strategies and processes for developing and utilizing images with text. Knowledge of current software is essential for experimentation and advanced work in Graphic Design. The designer's relationship to agencies, clients, printers and other professionals will be introduced. Six class hours per week. Prerequisite(s): ART 217 with a grade of C or better.

***ART 252. Digital Photography I***
This course provides an introduction to digital photography and digital manipulation and enhancement of images. Topics include manual-mode operation of the camera, composition, camera controls, exposure and the use of state-of-the-art software to make basic image adjustments for creative use. Camera emphasis is placed on understanding and using aperture, shutter control, ISO and white balance. Prerequisite(s): ART 101 with B or better, or ART 103 with a grade of C or better.

***ART 299. Special Topics in Art***
This is a sophomore-level course designed for a topic of special interest, including televised courses.

***ART 301. Advanced Sculpture***
Further exploration of the construction of forms in wood, marble and steel. Six class hours per week. Prerequisite(s): ART 207 with a grade of C or better.

***ART 303. Advanced Printmaking***
The development of intaglio, etching and engraving techniques, as well as the creation of images on a metal plate in traditional and experimental manners. Use of the intaglio press. Six class hours per week. Prerequisite(s): ART 206 with a grade of C or better.

***ART 306. Advanced Painting***
Advanced painting is designed for students who wish to continue to devote themselves to painting as a form of expression and to develop their technical skills. This course will account for the total range of aesthetic judgment as a means to transform subject matter, communicate ideas, expressions and points of view. Six class hours per week. Prerequisite(s): ART 203 with a grade of C or better.

***ART 307. Figure Painting***
Painting in various media with emphasis upon individual problems toward the development of a personal style. The human figure is the basis of inspiration. Six class hours per week. Prerequisite(s): ART 203 and 214 with a grade of C or better.
ART 308. Art Education
A course to prepare prospective art education teachers in the theory and practice of teaching

art. This course stresses the study of the past and present philosophies of art education and the developmental stages of youth as they relate to their art making. Laboratory projects will correlate studio skills and field experiences to classroom teaching. Completion of a 40-hour field experience in an appropriate school setting is required. Four class hours per week. Prerequisite(s): Classification as a junior, EDUC 316.

**ART 310. Advanced Photography**
Designed to expand upon the techniques and aesthetics dealt with in Art 209. Students will use medium format cameras, fiber base paper, toning and alternative processes. Six class hours per week. Prerequisite(s): ART 209 with a grade of C or better.

***ART 312. Advanced Ceramics***
In addition to strengthening techniques in hand-built construction, tile making and mixed media will be taught. Reduction, pit and raku firing will be the methods for finishing forms. Six class hours per week. Prerequisite(s): ART 208 with a grade of C or better.

**ART 313. Advanced Graphic Design**
Advanced work in preparation of art for reproduction in black and white, and color. Specializations in air brush, silk screen, photo silk screen, computer graphics or illustration. Six class hours per week. Prerequisite(s): ART 213.ART 314. Renaissance, Baroque and Early 19th Century Art A survey of art from Giotto to the Post-Impressionists.

ART 315. Modern Art
A survey of the developments in the visual arts from the mid-19th century through the present time.

**ART 316. American Art**
A survey of American art from the limner of Colonial days to contemporary artists.

**ART 317. African and Afro-American Art**
A survey of the ancient and modern art of Africa, the art of Haiti, and works by persons of African descent in the Americas.

***ART 318. American Indian Art***
A survey of ancient art, modern art, and culture of the American Indian, covering pre-Columbian, historical and contemporary art.

**ART 319. Appalachian Arts and Crafts**
A survey of the cultural uniqueness of Appalachian art with an appreciation of the techniques and aesthetics of Appalachian arts and crafts.

**ART 320. African Art**
A survey of the visual arts and cultural traditions of some of the indigenous peoples of sub-Saharan Africa.

**ART 350. African-American Artists**
A historical, stylistic and biographical survey of African-American artists, from 1750 until the present.

**ART 352. Advanced Digital Photography**
This course is designed to expand upon the techniques and aesthetics dealt with in the beginning level of digital photography. students will work with one chosen topic or subject throughout the semester, and manipulate and alter imagery using the camera, controlled lighting and computer software. Having achieved a level of technical proficiency, students will critically examine cultural, political, aesthetic and ethical questions related to digital image making. Finally, students will work to develop an individual style of imagery, and progress toward a professional portfolio. Prerequisite(s): ART 252 with a grade of C or better.

***ART 399. Special Topics in Art***
This is a junior-level course designed for a topic of special current interest, including televised courses. Prerequisite(s): Completion of sophomore core courses and/ or consent of the instructor.

**ART 401. Advanced Studio Skills (1 to 9 cr. hours)**
Designed for the student who has completed two semesters in a studio discipline to encourage continued experimentation and problem solving in the selected area of concentration. Two class hours per week per credit.

**ART 402. Advanced Studio Skills - *Drawing***
Students design their own course under a stringent set of guidelines. A professional portfolio and alternative processes are emphasized. Class may be

repeated for a maximum of nine credit hours. Prerequisite(s): ART 305 with a grade of C or better.

**ART 403. Advanced Studio Skills-*Painting***
Students design their own course under a stringent set of guidelines. A professional portfolio and alternative processes are emphasized. Class may be repeated for a maximum of nine credit hours. Prerequisite(s): ART 306 with C or better.

**ART 404. Advanced Studio Skills-*Ceramics***
Students design their own course under a stringent set of guidelines. Exploration of a personal style in clay form will be emphasized. A related and concise body of work should result from taking this course. Class may be repeated for a maximum of nine credit hours. Prerequisite(s): ART 312 with a grade of C or better.

**ART 405. Advanced Studio Skills -*Printmaking***
Students design their own course under a stringent set of guidelines. Special problems, printmaking editions, a professional portfolio and alternative processes are emphasized. Class may be repeated for a maximum of nine credit hours. Prerequisite(s): ART 303 with a grade of C or better.

**ART 406. Advanced Studio Skills-*Sculpture***
Students design their own course under a stringent set of guidelines. Special problems, a professional portfolio and alternative processes are emphasized. Class may be repeated for a maximum of nine credit hours. Prerequisite(s): ART 301 with a grade of C or better.

**ART 407. Advanced Studio Skills-*Photography***
Students design their own course under a stringent set of guidelines. A professional portfolio, alternative processes and the use of photographs within mixed media pieces are emphasized. Class may be repeated for a maximum of nine credit hours. Prerequisite(s): ART 310 with a grade of C or better.

**ART 410. Arts Management Seminar**
The theory and practice of selling art, business practices, grants, proposal writing, portfolios, health considerations, taxes, bookkeeping, studio management, storage, preservation and the photographing of art. Required of all art majors as a capstone course. Prerequisite(s): Junior status or permission of the instructor.

***ART 411. Art History Seminar***
The impact of modern technology on the theories and practice of art, art history aesthetics and art criticism. Prerequisite(s): ENGL 102 and ART 205.

**Art 413. Advanced Studio Skills - Graphic Design (1-9 Credit Hours)**
Students design their own course under a stringent set of guidelines. A professional portfolio, alternative processes and the use of graphic design with mixed media pieces are emphasized. Six class hours per week. Class may be repeated for a maximum of nine credit hours. Prerequisite(s): ART 313 with a grade of C or better.

**ART 414. Teaching Art**
A course to prepare prospective art teachers in the theory and practice of teaching art on the middle, junior high and high school levels. This course addresses both current trends and philosophies in the theory and practice of art education with emphasis on the secondary level. Coursework will coordinate arranged weekly seminars with 45 hours of field experience in appropriate school settings. Prerequisite(s): Classification as a senior, EDUC 316.

**ART 416. Visual Arts and the** Elementary Curriculum
A course designed to introduce teacher education candidates to the visual arts, its tools and media appropriate for children in elementary classrooms. The course will cover the developmental art making stages, drawing and emergent literacy, and art integration with science, math, social studies and language arts. The teacher education candidates will have the opportunity to develop and reflect on their own art making abilities through the studio format of the class. Four class hours per week. Prerequisite(s): EDUC 202,316.

***ART 445. Travel (4 credit hours)***
A travel-study course to provide students an opportunity to pursue an advanced studio discipline or a research study in a foreign country.

***ART 450. Contemporary Artists*** A

survey of artists, styles, movements and ideas which have influenced the international art world during the last few decades. Contemporary critical methodologies and vocabulary of contemporary theory will be employed, and the significance of anyone's personal perspective when framing art works within ideational and socio-cultural contexts will be emphasized. Prerequisite(s): ART 205.

**ART 451. Women Artists**
A survey of women artists and their expressions from the Middle Ages to the contemporary art world, this course is also an exploration of the conditions and dominant ideologies which procured these women's position as outsiders in a male profession.

**ART 452. Advanced Studio Skills-*Digital Photography***
Students will design their own course under a stringent set of guidelines. In addition to producing a professional portfolio, students are required to utilize alternative processes and mixed media. The focus is the development of their digital portfolio as an artist. Prerequisite(s): ART 352 with a grade of C or better.

**ART 475. Senior Exhibit (1 credit hour)**
Required of all art majors during the final semester of their senior year. Allows art majors to create and present representative work in their major field for a formal gallery exhibition. Artist statements and slides or digital images are to be retained in the Art Department's archives. To be taken in conjunction with Advanced Studio Skills class within the area of concentration. Arranged. Prerequisite(s): ART 410.

***ART 499. Special Topics in Art***
This is a senior-level course designed for a topic of special current interest, including televised courses.

## ***Biology Course Descriptions***

***Note:*** *All courses are three credit hours unless noted otherwise.*

**BIOL 101. Principles of Biology (4 credit hours)**
An introduction to the nature of science through a study of selected principles which characterize the nature of life. Does not count toward a major in Biology. Three lectures and two laboratory hours per week.

**BIOL 101H. Principles of Biology (for Honors Students) (4 credit hours)**
An introduction to the nature of science through a study of selected principles which characterize the nature of life. The honors class has added learning objectives associated with extra reading, writing and laboratory assignments. Does not count toward a major in Biology. Three lectures and two laboratory hours per week. Prerequisite(s): Admission to the Honors Program or permission of the Honors Program Director.

**BIOL 108. Environmental Biology (4 credit hours)**
A comprehensive, issues-based examination of the earth's environment, humanity's impact on it, and how species respond to environmental changes through evolution. Students will complete a group project on a topic in environmental biology; have a laboratory experience consisting of a series of independent problems in environmental biology; and keep a journal, in addition to mastering standard lecture material. The course will include guest speakers. Local field trips may also be required. Does not count toward a major in Biology. Three lecture hours and two lab hours per week.

**BIOL 110. Economic Biology (4 credit hours)**
Economic Biology will describe how numerous organisms have influenced our past and will change our future. It will cover the basic principles of biology while emphasizing the economic and social aspects of selected plants, microbes, fungi and animals. A special recitation session devoted to studying science will be scheduled to support those who may have science phobias. This course fulfills the General Education Natural Sciences requirement but not a Biology major's core requirement. Five contact hours per week.

**BIOL 115/115H (4 credit hours)**
The introductory science course will describe the cultural significance of fungi and explore the many applications that fungi have today. Lectures will cover the basic principles of mycology while emphasizing the applied, economic, environmental and

social aspects of fungi. Labs will focus on sterile technique, basic taxonomy, mycoremediation, micro-architecture, cultivation of edible and medicinal mushrooms, and many other hands on applications that could be practiced throughout 'one's lifetime.

**BIOL 120. Fundamentals of Biology (4 credit hours)**
An in-depth introductory study of the biological sciences for science majors, emphasizing major principles of biology and the nature of scientific research. Students will conduct an original research experiment during the semester. Counts as General Education Natural Science requirement and General Education Computer Skills unit. Three lectures and two laboratory hours per week.

**BIOL 121. Biological Diversity (4 credit hours)**
An introduction to the branches of the tree of life for science majors.

An emphasis on study of the identification, structure and function of living organisms. Three lecture hours and three laboratory hours per week.
Prerequisite(s): BIOL 120.

**BIOL 199. Special Topics (1-4 credit hours)**
A freshman-level course designed for a topic of special or current interest, including televised courses.
Prerequisite(s): As stated for each course.
BIOL 210. Basic Anatomy and Physiology (4 credit hours)
A basic systemic approach to the study of human anatomy and physiology. Laboratory experiences integrated with lecture enable students to examine anatomical and physiological phenomena of the human body.
Does not count toward a major in Biology.

***BIOL 241. Introduction to Microbiology (4 credit hours)***
An introduction to microbial diversity, medical and applied microbiology and immunology. The laboratory includes basic techniques for handling and identifying microbes such as those required by health care professionals. Does not count toward a major in Biology.
Prerequisite(s): BIOL 101 or 120.
BIOL 250. General Ecology (4 credit hours) General Ecology covers the full spectrum of

relationships between organisms and their biotic and abiotic environments, emphasizing the principles of natural selection, adaptation and evolution. Lab component comprises field and laboratory experiments demonstrating fundamental concepts of ecology from the level of the individual to the ecosystem. Six class hours per week.
Prerequisite(s): BIOL 120 and 121; eligibility for MATH 120.

**BIOL 270. Genetics (4 credit hours)**
The nature, biosynthesis and regulation of the genetic material in prokaryotic and eukaryotic organisms. Mendelian principles, an introduction to population and quantitative genetics, and an introduction to recombinant DNA and genomics will be included. Laboratory investigation of selected phenomena.
Prerequisite(s): BIOL 120 and 121; CHEM 106 and 108.

**BIOL 299. Special Topics (1-4 credit hours)**
A sophomore-level course designed for a topic of special or current interest, including televised courses.
Prerequisite(s): As stated for each course.

***BIOL 303. Nutrition*** Consideration of nutrient classification and functions and the relationship of nutritional status to health. Application of nutritional requirements to food patterns. Does not count toward a major in Biology.

**BIOL 306. General Zoology (4 Credit Hours)**
This course examines major concepts of zoology at the organismal and organ function levels, and provides the student with an introduction to recent advances in zoology in the areas of animal anatomy, physiology, systematics, reproduction, development, animal diversity, animal ecology and evolution of

major taxa of the animal kingdom. Prerequisite(s): BIOL 121.

***BIOL 310. Conservation Ecology***
This course reviews the evolutionary and ecological bases for the earth's biodiversity and its importance to ecosystem function and human welfare. The causes, rates and patterns of loss of biodiversity throughout the world, and the concepts and techniques used in ecological conservation and restoration are reviewed.

Three class hours per week. Prerequisite(s): BIOL 250 or permission of the instructor.

**BIOL 311. Fundamentals of Soil Science (4 credit hours)**
The soil environment (pedosphere) is the earth domain where the biosphere, the atmosphere, and the geosphere interact. As such, soils play an essential role in water, elements, energy, and life cycles, as well as in food and fiber production. Environmentally sound and agronomically beneficial and sustainable use of soil resources depends on proper understanding of the role and function of soil chemical physical and biological processes, and proper management thereof. This course provides basic knowledge and understanding of fundamental soil processes essential for management of soil resources to sustain its ecosystem services. Six class hours per week.

Prerequisite(s): CHEM 205, CHEM 207 and BIOL 250 or permission of the instructor

***BIOL 315. Integrated Pest Management (4 credit hours)***
Worldwide concerns about environmental safety are rising, requiring ways to control pests be identified with the least possible environmental impact. Integrated Pest Management (IPM) consists of a series of pest control tactics and strategies toward more sustainable agriculture, natural resources, and urban and rural health and well-being. Six class hours per week. Prerequisite(s): BIOL 250 or permission of the instructor

**BIOL 320. Entomology (4 credit hours)**
This course covers taxonomy, anatomy, life history and ecology of some of the common insects. Emphasis is placed on field studies. Six class hours per week. Prerequisite(s): BIOL 250.

**BIOL 321. Animal Parasitism (4 credit hours)**
This course details the ecological concept of parasitism, utilizing the prominent parasitic species of animals and man. The laboratory component of the course concerns the identification of species and structures of the important parasites of animals and man. Lab and field projects dealing with natural and host-parasite systems will also be undertaken. Six class hours per week. Prerequisite(s): BIOL 121.

**BIOL 325. Invertebrate Zoology (4 credit hours)**

This is a comprehensive course covering taxonomy, anatomy and life history of selected invertebrate groups. Six class hours per week, including laboratory. Prerequisite(s): BIOL 121.

**BIOL 326. Vertebrate Zoology (4 credit hours)**
A study of vertebrate animals, with emphasis on their evolution, systematics, ecology and behavior. Six class hours per week, including laboratory. Prerequisite(s): BIOL 121.

**BIOL 330. Vertebrate Histology (4 credit hours)**
Microscopically study in detail of the structures, tissues and organs of vertebrate animals and a correlation of these structures with function. Six class hours per week. Prerequisite(s): BIOL 121.

**BIOL 331. Human Anatomy and Physiology I (4 credit hours)**
An in-depth systemic approach to the study of the human body emphasizing organizational structure, osteology, myology, lymphology and the cardiovascular system.
Prerequisite(s): BIOL 101 or BIOL 120.

***BIOL 332. Human Anatomy and Physiology II (4 credit hours)*** An in-depth systemic approach to the study of the human body emphasizing the nervous, endocrine, respiratory, digestive, urinary and reproductive systems.
Prerequisite(s): BIOL 331.

**BIOL 341. Microbiology (4 credit hours)**
An introduction to the morphology, cultivation, physiology, growth and control of microorganisms, with emphasis on laboratory techniques of culture and identification of bacteria. Six class hours per week, including laboratory.
Prerequisite(s): BIOL 121, CHEM 105 and 107.

**BIOL 345. General Virology**
A consideration of selected prokaryote and eukaryote viruses, their structure, replication and interaction with host cells. Attention will be given to the contributions virology has made

to the understanding of molecular mechanisms in biology.
Prerequisite(s): BIOL 270.

**BIOL 347. Immunology (4 credit hours)**
The basic mechanisms of resistance in host-parasite interactions with emphasis on the molecular basis of immune system functions.
Prerequisite(s): Permission of the instructor.

**BIOL 350. Evolution**
A course covering the concepts and theories of modern evolutionary biology, including the mechanisms of genetic change in populations, speciation patterns, and geologic change through time. Three class hours per week.
Prerequisite(s): BIOL 250 and 270.

**BIOL 361. Microbial Genetics (4 credit hours)**
Genetic mechanisms of bacteria, including their viruses, plasmids and transposons. Integration of genetic principles and genetic/molecular tools for understanding biological questions. Select topics in eukaryotic microbial genetics will be included. Six class hours per week including laboratory.
Prerequisite(s): BIOL 341 and BIOL 270. CHEM 105 and 106.

***BIOL 363. Crop Evolution and Biodiversity (4 credit hours)***
This course is a research-based introduction to the diversity, domestication and evolution of crop plants. Concepts such as evolution of crop plants, germplasm management and crop genome analysis will be presented. Laboratory will emphasize genomics-based methods. Six class hours per week including laboratory.
Prerequisite(s): BIOL 270 or equivalent.

**BIOL 365. The Biology of Fishes (4 credit hours)**
This is an introductory course that examines the evolution, morphology, anatomy, physiology and ecology of fishes. The course will relate the above subject areas to aquaculture principles and practices. Six class hours per week. Prerequisite(s): BIOL 121.

**BIOL 370. Pharmacology (4 credit hours)**
An introduction to the basic pharmacological principles of drug administration, pharmacokinetics, and pharmacodynamics. The therapeutic application of clinically useful drugs is emphasized including appropriate drug selection, toxicities, drug interactions and side effects.
Prerequisite(s): BIOL 101 or BIOL 120, CHEM 101 or CHEM 105, or permission of the instructor.

**BIOL 373. Eukaryotic Molecular Genetics (4 credit hours)**
A study of genome structure, organization and function of model organisms with special reference to Arabidopsis and other higher eukaryotes; theory and methodology of genetic and physical mapping, comparative genomics, sequencing, sequence analysis and annotation; emphasis on the function of complex genomes, genome-wide expression analysis, genetic and epigenetic mechanisms, gene silencing, transposons, genome duplication and evolution.
Prerequisite(s): BIOL 270.

**BIOL 375. Principles of Aquaculture (4 credit hours)** An in-depth, step-by-step study of the principles and practices underlying commercial aquaculture production, aquatic productivity and the levels of aquaculture management.
Practices in the United States will be the primary focus with attention to the world in general. Six class hours per week.
Prerequisite(s): BIOL 250.

**BIOL 385. Cell Biology (4 credit hours)**
The cellular basis for the functional attributes of living systems, laboratory investigation of selected physiological phenomena. Six class hours per week. Prerequisite(s): BIOL 270, CHEM 206 and 208.

**BIOL 395. Practicum in Biology (1 credit hour)**
Experience in the preparation of materials and equipment for biology laboratory investigations and experience in practical instruction in the biology laboratory. Open only to Biology majors. May be repeated for a maximum of four hours credit. (Counts only as a free elective toward a major in the Department of Biology.) Four class hours per week. Prerequisite(s): Junior standing and permission of the instructor and the department

chair.

**BIOL 399. Special Topics (1-4 credit hours)**
A junior-level course designed for a topic of special or current interest, including televised courses. Prerequisite(s): As stated for each course.

**BIOL 411. Senior Seminar (1 credit hour)**
A research experience involving literature search, experimental design and written and oral presentation of a project. Prerequisite(s): BIOL 385.

**BIOL 435. Comparative Vertebrate Morphology (4 credit hours)**
A comparative study of the basic architectural plans of the vertebrate body, emphasizing the function and evolution of major organ systems. Six class hours per week, including laboratory. Prerequisite(s): Permission of instructor.

**BIOL 440. Field Botany (4 credit hours)**
An integrated laboratory study of the taxonomy, ecology and geography of plants with emphasis on the flora of West Virginia. Six class hours per week. Prerequisite(s): BIOL 250 or permission of instructor.

***BIOL 442. Plant Geography***
Descriptive and interpretive plant geology, including a survey of the present distributions of major vegetational formations, discussion of the history, development, evolution and significance of their patterns, climatic regions and composition of the major plant formations. Prerequisite(s): BIOL 250 or permission of instructor.

**BIOL 443. Plant Tissue Culture (4 credit hours)**
The principles and techniques of culturing plant tissues in vitro for research and horticultural applications. Six class hours per week. Prerequisite(s): BIOL 250 or permission of instructor.

**BIOL 444. Plant Physiology (4 credit hours)**
This course includes an analysis of the cell biology, biochemistry, metabolism, ecological physiology and development of plants. Lecture topics include water relations, respiration, photosynthesis, nitrogen fixation, mineral nutrition, plant hormones, plant molecular biology, genetic engineering, the role of environmental signals in plant development and the environmental physiology of Mid-Atlantic, mixed mesophytic and deciduous forests. Lectures will be supplemented with reading in research journals.
Laboratory exercises are designed to demonstrate basic research techniques, as well as the principles covered in lecture. Six contact hours per week. Prerequisite(s): BIOL 120; CHEM 106 and 108.

***BIOL 460. Environmental Microbiology (4 credit hours)***
Microbial functions, interactions and diversity in natural and man-made environments. Applications of microbial activities in bioremediation, biodegradation, agriculture, health and environmental biotechnology. Six class hours per week, including laboratory. Prerequisite(s): BIOL 341;
CHEM 106 and 108 or permission of instructor.

***BIOL 466. Cancer Biology*** This course will introduce the student to the biology of tumors. Emphasis will be placed on the cellular and molecular events that lead to tumor formation and progression to cancer. The course format will be a combination of traditional lecture and seminar.
Three class hours per week. Prerequisite(s): BIOL 385 or permission of instructor.

**BIOL 490. Directed Student Research (1-4 credit hours)** An independent research project designed by the student with assistance from the instructor, and acceptable to the instructor and chair. Prerequisite(s): 24 hours of Biology plus permission of the chair and instructor.

**BIOL 491. Undergraduate Independent Study or Research (1-4 credit hours)**
A continuing independent research topic designed by the student with the assistance of the instructor, and acceptable to the instructor and the chair. Available after fulfilling four credit hours of BIOL 490. Course is graded pass/fail only. Prerequisite(s): Permission of chair and instructor.

**BIOL 492. Undergraduate Library Research (1-2 credit hours)**
An introduction to library research techniques and to the

biological literature. Staff assigns a topic and supervises the project. A maximum of two credits of BIOL 492 may be counted toward a Biology major. Prerequisite(s): Permission of chair and instructor.

**BIOL 499. Special Topics in Biology (1-4 credit hours)**
An in-depth study of special topics proposed by members of the biology faculty. May be repeated for a maximum of eight credit hours. Counts only as a free elective toward a major in the
Department of Biology. Variable contact hours. Prerequisite(s): Junior standing and permission of the instructor and the department chairperson.

## BIOLOGY GRADUATE COURSE Descriptions

***Note:*** *All courses are three credit hours unless noted otherwise.*

***BIOL 510. Conservation Ecology*** This course reviews the evolutionary and ecological bases for the earth's biodiversity and its importance to ecosystem function and human welfare. The causes, rates and patterns of loss of biodiversity throughout the world, and the concepts and techniques used in ecological conservation and restoration are reviewed.Three class hours per week. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 521. Animal Parasitism (4 credit hours)**
This course details the ecological concept of parasitism, utilizing the prominent parasitic species of animals and man. The laboratory component of the course concerns the identification of species and structures of the important parasites of animals and man. Lab and field projects dealing with natural and host-parasite systems will also be undertaken. Six class hours per week. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 550. Evolution**
A course covering the concepts and theories of modern evolutionary biology, including the mechanisms of genetic change in populations, speciation patterns and geologic change through time. Three class hours per week. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 561. Microbial Genetics (4 credit hours)**
Genetic mechanisms of bacteria, including their viruses, plasmids and transposons. Integration of genetic principles and genetic/molecular tools for understanding biological questions. Select topics in eukaryotic microbial genetics will be included. Six class hours per week including laboratory. Prerequisite(s): Graduate status and permission of instructor.
BIOL 564. Plant Biotechnology

***BIOL 565. The Biology of Fishes (4 credit hours)***
This is an introductory course that examines the evolution, morphology, anatomy, physiology and ecology of fishes. The course will relate the above subject areas to aquaculture principles and practices. Six class hours per week. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 573. Eukaryotic Molecular Genetics (4 credit hours)**
A study of genome structure, organization and function of model organisms with special reference to Arabidopsis and other higher eukaryotes; theory and methodology of genetic and physical mapping, comparative genomics, sequencing, sequence analysis and annotation; emphasis on the function of complex genomes, genome-wide expression analysis, genetic and epigenetic mechanisms, gene silencing, transposons, genome duplication and evolution.
Prerequisite(s): Graduate status and permission of instructor.

**BIOL 575. Principles of Aquaculture (4 credit hours)** An in-depth step-by-step study of the principles and practices underlying commercial aquaculture production, aquatic productivity and the levels of aquaculture management.
Practices in the United States will be the primary focus with attention to the world in general. Six class hours per week.
Prerequisite(s): Graduate status and permission of instructor.

**BIOL 599. Special Topics in Biology (1-4 credit hours)**
An in-depth study of special topics proposed by members of the biology faculty. Open to graduate students. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 605. Advanced Ecology (4 credit hours)**

This course explores the topics at the forefront of basic and applied ecology through current and seminal primary and review literature. Topics include plant adaptations to stress and environmental heterogeneity, ecosystem nutrient and energy dynamics, processes that generate and regulate biodiversity, the importance of biodiversity to ecosystem function, and the application of this information towards management, conservation and reclamation. In the laboratory, these concepts will be explored using field and laboratory experiments. Six class hours per week. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 635. Animal Physiology (4 credit hours)**
This course is designed as an introduction to the mechanisms and principals involved in life processes. A general and comparative approach is used to develop an understanding, in biophysical and biochemical terms, of how animals function in order to produce an integrated functioning of the organ systems. While all levels of organization are considered, particular emphasis is placed on the whole animal and its dynamic organ systems. The course also emphasizes physiological responses to environmental stresses. Six class hours per week including laboratory. Prerequisite(s): Graduate status and permission of instructor.

**BIOL 640. Field Botany (4 credit hours)**
An integrated laboratory study of the taxonomy, ecology and geography of plants with emphasis on the flora of West Virginia. Six class hours per week. Prerequisite(s): Graduate status or permission of instructor.

**BIOL 644. Plant Physiology (4 credit hours)**
This course includes an analysis of the cell biology, biochemistry, metabolism, ecological physiology and development of plants. Lecture topics include water relations, respiration, photosynthesis, nitrogen fixation, mineral nutrition, plant hormones, plant molecular biology, genetic engineering, the role of environmental signals in plant development and the environmental physiology of Mid-Atlantic, mixed mesophytic, deciduous forests. Lectures will be supplemented with reading in research journals. Laboratory exercises are designed to demonstrate basic research techniques as well as the principles covered in lecture. Six contact hours per week Prerequisite(s): Graduate status or permission of instructor.

***BIOL 660. Environmental Microbiology (4 credit hours)***
Microbial functions, interactions and diversity in natural and man-made environments. Applications of microbial activities in bioremediation, biodegradation, agriculture, health and environmental biotechnology. Six class hours per week including laboratory. Prerequisite(s): Graduate status and permission of instructor.

***BIOL 666. Cancer Biology*** This course will introduce the student to the biology of tumors. Emphasis will be placed on the cellular and molecular events that lead to tumor formation and progression to cancer. The course format will be a combination of traditional lecture and seminar.
Three class hours per week. Prerequisite(s): Entry into the Biotechnology Graduate Program or BIOL 385 or permission of instructor.

**BIOL 671. Advanced *Environmental Microbiology (2 credit hours)***
Discussion of current and classical research literature in environmental microbiology, including microbial ecology and evolution, and the interface with plant, animal and medical microbiology. Two class hours per week. Prerequisite(s): Graduate status and permission of instructor.

## *Biotechnology Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**BT 501. Seminar for Teaching Assistants (1 credit hour)**
This elective course will introduce graduate students to the teaching profession. The course focuses on the structural organization of the academic institution, selected techniques in teaching, issues in the classroom, and current literature in higher education. There will be selected readings, exercises and guest speakers. Class meets one hour per

week. A maximum of one credit of the course may be applied toward the course requirements of the Biotechnology Master of Science or M.A. degrees. Prerequisite(s): Admission to graduate program or permission of instructor.

**BT 511. Biotechnology Seminar (1 credit hour)**
This is a graduate-level seminar course involving a literature search and written and oral presentations of biotechnology research. Includes evaluation of presentations by off-campus professionals, faculty and peers. Two class hours per week.
Prerequisite(s): Admission to graduate program.

**BT 555. Biostatistics**
An introduction to statistics emphasizing its application in biological investigation. Topics include central tendencies, dispersion, normality, confidence intervals, probability, parametric

and non-parametric tests of hypothesis (including tests of independence and goodness of it, correlation, regression, t-test, ANOVA, ANCOVA and planned and unplanned comparisons), the relationships between effect size, power and sample size, and fundamentals of experimental design. Two lectures and two lab hours per week. Prerequisite(s): Math 101 or Math 121; admission to the program.

**BT 567. Current Concepts in Biotechnology**
Recent developments in animal, plant, environmental and microbial biotechnology, including the engineering of biological processes from molecular to ecosystem-level scales. Lecture/discussion format. Three class hours per week.
Prerequisite(s): Admission to the program.

***BT 571. Techniques in Biotechnology I (2 credit hours)***
The first in a two-semester laboratory series, this course includes a broad scope of protein, RNA and DNA protocols providing experience in the manipulation of macromolecules and transformation of microbes. Emphasis is on building the skills and intellectual framework necessary to work in the biotechnology field. Six class hours per week. Prerequisite(s): Admission to graduate program.

**BT 572. Techniques in Biotechnology II (2 credit hours)**
This is the second course in a two-semester laboratory series. This course includes numerous organism-specific techniques of culture, propagation, maintenance and study. These exercises

provide training in bioinformatics, plant and animal genetic engineering, bioreactors and fermentation, research microscopy and cytogenetics, aquaculture, immunology and molecular diagnostics. Six class hours per week. Prerequisite(s): BT571 or equivalent; admission to the program.

**BT 590. Graduate Research (1-4 credit hours)**
An independent research topic designed by the student with the assistance of a graduate faculty advisor who supervises the project. The topic should be acceptable to the advisor and the chair. Limited to specific problems in the biotechnology field. A maximum of four credits of BT 590 may be counted toward a Master's in Biotechnology.
Variable contact hours.
Prerequisite(s): Admission to Biotechnology Graduate Program and permission of instructor.

**BT 591. Graduate Independent Study or Research (1-4 credit hours)**
An independent research topic designed by the student with the assistance of a graduate faculty advisor who supervises the project. The topic should be acceptable to the advisor and the chair. Limited to specific problems in the biotechnology field. Available after fulfilling four credit hours of BT 590.
Variable contact hours. Course is graded pass/fail only.
Prerequisite(s): Admission to Biotechnology Graduate Program and permission of instructor.

***BT 592. Graduate Library Research (2 credit hours)*** Extensive library research techniques in a particular biological area. Staff assigns a topic and supervises the project. A maximum of two credits of BT 592 may be counted toward a Master's in Biotechnology.
Prerequisite(s): Admission to Biotechnology Graduate Program and permission of instructor.

***BT 598. Industry Internship in Biotechnology (1-3 credit hours)*** Experience in the biotechnology industry through work at an industrial site or government agency. Arrangement determined by industry/government partner in conjunction with the student's graduate committee. Prerequisite(s): Admission to graduate program; approval of graduate committee.

***BT 599. Special Topics in Biotechnology (1-4 credit hours)***
An in-depth study of special topics proposed by members of the Biotechnology graduate faculty.
Open to graduate students.
Prerequisite(s): Graduate status.

**BT 695. Master's Thesis Research (1-9 credit hours)**
An independent research project designed by the student with assistance from the Thesis advisor and acceptable to the Thesis committee. Variable contact hours. Course is graded pass/fail only. Prerequisite(s): Admission to Biotechnology Graduate Program and approval of the graduate committee.

## *Business Administration Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**BA 115. Business Information Skills** The course provides an introduction to the functional disciplines of Business Administration: Accounting, Finance, Management and Marketing. The course provides a survey of the disciplines and will assist a student in choosing an area of concentrated studies leading to a degree in Business Administration. The course will begin to build the skills necessary for a successful career in business.

**BA 199. Special Topics (1-3 credit hours)**
A freshman-level course designed for a topic of special current interest, including televised courses. Generally designed for pre-business and non-business majors.
Prerequisite(s): As stated for each offering.

***BA 203. Business Statistics*** An introduction to various statistical measures, including central tendency, variation and skewness. Emphasis is also placed on concepts and functions of probability theory, such as the use of binomial and normal distributions. Students will use computer applications to demonstrate their understanding of various concepts.
Prerequisite(s): MATH 118, 118E or 120.

***BA 209. Mathematical Analysis for Business Decisions***
Mathematical concepts relevant to the application of quantitative techniques in business. Course covers the basic concepts of finite mathematics and mathematics of finance. Prerequisite(s): MATH 118, 118E or 120.

***BA 210. Business Law I***
Introduction, definitions, social forces, classifications and sources of civil law.
Fundamental principles of commercial law which relate to common business transactions and occurrences based upon contractual agreements.
Theoretical and practical emphasis on the rights, duties, powers and privileges incident to oral and written contracts. Analysis of the essential elements of a valid and enforceable contract.
Prerequisite(s): Eligible for ENGL 101. (This course fulfills the General Education requirement in Social Sciences)

***BA 215. First Year Accounting I*** An introduction to the financial accounting cycle from analyzing economic events to financial statement preparation and use.
The course also includes a basic study of accounting for corporate assets, liabilities, and equities, as well as financial statement analysis.
Prerequisite(s): ENGL 101 and MATH 118, 118E or 120.

***BA 216. First Year Accounting II*** The continuation of an introduction to accounting with major emphasis on managerial accounting and decision making. The economic ideas underlying managerial planning and decisions, accounting for the various manufacturing environments, basic

budgeting, short-term decision-making, and capital allocation represent the topical coverage. Prerequisite(s): Grade C or better in BA 215.

**BA 299. Special Topics (1-3 credit hours)**
A sophomore-level course designed for a topic of special current interest, including televised courses. Generally designed for business majors. Prerequisite(s): As stated for each offering.

***BA 300. Statistical Sampling***
Explores various types of sampling methods, including simple random, stratified random, cluster and systematic, with emphasis on estimating means and proportions and determination of sample size. Many of the topics discussed will involve computer applications. Prerequisite(s): BA 203.

**BA 301. Organization and Management**
This course is an introduction to the management functions performed in business organizations. It focuses on the theory and fundamental concepts of management including planning, organization, leadership and control. An in-depth review of the evolution of management thought, purpose and practice will be undertaken in the context of current market approaches and emerging theoretical concepts. Prerequisite(s): BA 115 and ENGL 102.

***BA 302. Oil and Gas Accounting***
An introduction to basic oil and gas accounting. Topics include financial accounting, reporting and auditing issues in the upstream, midstream, marketing and trading, downstream and oilfield services sectors of the energy industry. Prerequisite(s): BA 216 with a grade of C or higher.

***BA 304. Statistical Analysis*** An exploration of various analytical procedures, including hypothesis testing, t-tests, chi-square, ANOVA, correlation, regression and selected non-parametric statistics. Many of the topics discussed will involve computer applications. Prerequisite(s): BA 203.

***BA 305. Principles of Marketing*** Study of the tasks involved in the marketing of goods and services by both for-profit and nonprofit enterprises. Provides an overview of marketing mix decision requirements within a framework of contemporary economic, social, technological, competitive and regulatory influences. Prerequisite(s): ECON 202.
BA 306. Branding
This course will focus on the basic building blocks of growing and managing a brand, as well as advanced and special topics of brand management that will provide a well-rounded look at issues in integrating the brand into overall marketing and company activities. Prerequisite(s): BA 305.

***BA 307. Property Abstracting***
This course focuses on basic legal terminology, theory and process of property transfer, courthouse research and abstracting. The course will result in the creation of an abstract using actual property records. Prerequisite(s): Eligible for ENGL101

***BA 308. Business Law II*** Rights, duties, powers and privileges pertaining to principal-agent-third party relationships, together with a detailed analysis of the employer-employee relationship and comparison of the independent contractor with the employee's legal status. Additional emphasis is

placed upon business organizations including the corporate entity. Prerequisite(s): Eligible for ENGL 101.

**BA 309. Retailing**
Factors in the economy that have affected retail merchandising and its institutions, customer motivation, customer buying habits and store policy, the problems involved in establishing a retail store.
Prerequisite(s): BA 305.

**BA 310. Human Resource Management**
The study of effectively selecting, utilizing, assessing and developing managers as well as the role of the Human Resource Department in administering human resources in a changing and demanding environment. Experience in developing and utilizing behavioral science research methods to assess effectiveness. Prerequisite(s): BA 301.

***BA 311. Professional Selling***
Focuses on the role of personal selling within the context of the promotional mix of the firm. Topics include customer need analysis, buying motives, persuasion principles, steps of the selling process and customer service. Learning tools include participant interaction, role plays, work groups and case studies. Prerequisite(s): BA 305.

**BA 312. Personal Finance**
An overview of personal and family financial planning with an emphasis on financial record-keeping, planning their spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning.
Prerequisite(s): ENGL 101 and eligibility for MATH 111.

**BA 313. Business Finance**
This course embraces the conceptual and practical problems associated with the financial management of the non-financial corporation. Topics covered, in brief, are an analysis of fund commitments to current assets, short-term financing, evaluation and choice of capital assets, the principle issues of debt/equity mix, investment policy and dividend policy as they influence the market value of corporate claims. Prerequisite(s): BA 216 and 209. (Note: BA 216 may be taken concurrently with permission of the instructor.)

**BA 314. Cost Accounting**
A study of cost and managerial accounting procedures and concepts as applied to service and manufacturing enterprises.
Prerequisite(s): BA 216.

**BA 315. Personal Income Tax Procedure**
An introduction to federal taxation of individuals. A conceptual approach is emphasized. Prerequisite(s): BA 216.

***BA 316. Financial Management***
This course considers problems arising in the financial management of operations within non-financial firms. Coverage includes the management of operating cash flow integrated with the firm's current asset and current liability position, capital

budgeting procedures, lease/buy decisions and the formulation of dividend policy. Method of instruction is case analysis and lecture. Prerequisite(s): Grade of C or better in BA 313.

**BA 317. Real Estate**
The course provides an introduction to the concepts of real estate finance that is based on sound economic and finance principles. A foundation of theory will allow the students to understand the structure of the real estate finance market as it changes throughout their lifetime. The goal is to apply the theoretical aspects of financial economics to explain how real estate financial institutions and markets have evolved to their present state, and why they take the form they do. Prerequisite(s): BA 313.

**BA 318. Oil and Gas Law**
An introduction to basic legal rules and principles governing the ownership and development of oil and gas. It covers analysis of the rights of mineral ownership, transfers of interest and the doctrine of correlative rights. Interpretation, operation and drafting of oil and gas leases will be covered extensively. Prerequisite(s): BA 308 Business Law II with a grade of C or higher or permission of the instructor.

**BA 319. Risk Management & Insurance**
The course provides an introduction to the concepts of risk and its management for individuals and organizations, the financial operations of insurance organizations, legal aspects of insurance and the managerial aspects of risk mitigation, underwriting and policy pricing in the global business environment. Prerequisite(s): BA 313.

**BA 320. Organizational Behavior**
The purpose of this course is to familiarize the student with the behavior of employees at the individual, group and organizational levels. Emphasis will be placed on the integration of application and theory. Topics to be covered include: motivation, team building, perception, attitudes, communication, conflict, stress and leadership.
Prerequisite(s): Grade of C or better in BA 301; ENGL 102 and either PSYC 151 or SOC 101.

***BA 322. Agriculture Marketing***
An introduction to agricultural marketing. The course covers agricultural marketing issues such as pricing considerations, shipping and transportation, promotion, and changing agricultural product mix. Also, the course covers U.S. government policies such as SNAP (Supplemental Nutrition Assistance Program) and food used for international development and aid. Prerequisite(s): ECON 201 and ECON 202

***BA 323. Financial Institutions***
A study of the financial management of commercial banks, life and property/casualty insurance companies, savings and loans, credit unions, mutual funds and mortgage companies. Emphasis is placed on maximizing the constraints of the fund markets, maintaining solvency, and satisfying appropriate regulatory authorities. Prerequisite(s): BA 313.

***BA 325. Business Tax Topics***
An introduction to taxation for entities other than individuals, such as corporations, partnerships, estates, trusts, state taxes and payroll taxes. A conceptual approach is emphasized. Prerequisite(s): BA 216.

**BA 326. Governmental Accounting**
A study of the objectives and practice of governmental and not-for-profit accounting. General state and local governmental accounting practices will be covered including types of fund entities, budgetary practices of self-sustaining funds, and comprehensive annual financial reports. The accounting practices of not-for-profit organizations, health care entities, and higher education institutions will be addressed as well. Prerequisite(s): BA 216.

**BA 327. Principles of Health Care**
A systematic overview of the U.S. health services system designed to explore the various mechanisms through which health care services are delivered. Prerequisite(s): ENGL 102.

***BA 328. Business Intelligence I***
This course provides a broad introduction to big data analytics and artificial intelligence. This course will teach future business professionals how to apply cutting-edge big data analytics and artificial intelligence concepts and techniques to solve a variety of

business problems.

***BA 329. Business Intelligence II***
This course explores how to use a critical set of machine learning decision tools to improve the process. Using real-world data, hands-on cases, and its implication, this course will help top executives to boost their creativity and insights to make powerful "thought partnerships." Prerequisite(s): BA 328 - Business Intelligence I.

**BA 330. Accounting Information Systems**
An introduction to accounting information systems from an applications approach of how to build and/or use one (using current software) and from a conceptual approach of internal controls necessary for their optimal use for a business enterprise. Prerequisite(s): Grade of C or better in BA 216.

***BA 335. Consumer Behavior***
Examines the consumer purchase decision process, within a framework of underlying psychological, sociological and anthropological concepts. Consideration of social and cultural influences, perception and learning, emotional and practical needs, and impact of promotional stimuli, with attention to ethical and strategic implications. Prerequisite(s): Grade of C or better in BA 305.

***BA 340. Management Science***
This course provides a foundation in the areas of quantitative modeling utilized in the managerial decision-making process. Emphasis is placed on the development, application and analysis of the following quantitative techniques: linear programming, transportation, forecasting, project management and decision theory. Prerequisite(s): BA 203 & 209.

**BA 345. Fundamentals of E-Commerce**
The course introduces concepts related to the development and delivery of the e-commerce component of a business enterprise. Many of the topics discussed will involve computer applications and practical examples. Prerequisite(s): BA 216, 301, 305; CS 106 or permission of instructor.

***BA 346. Project Management***
This course is intended to be an introduction to the field of project management. It examines project management roles and environments, the project life cycle and various techniques of work planning, process controls and evaluations so as to achieve planned objectives. The role of a project manager throughout the live primary processes of managing projects will also be presented. Prerequisite(s): BA 203 and 209.

**BA 347. Entrepreneurship**
The purpose of this course is to explore the many dimensions of new venture creation and growth and to foster innovation and new business formations in independent and corporate settings. We will be concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. Prerequisite(s): BA 301.

***BA 351. Mathematical Analysis for Business Decisions II***
Emphasis on differential and integral calculus and the application of these techniques to the analysis of problems in the functional areas of business administration. Prerequisite(s): BA 209.

**BA 363. Intermediate Accounting I**
The first in a three-course sequence providing students with a foundation in theory and a review of the accounting cycle, including preparing time-value-money calculations and financial statements. The course includes an in-depth study of generally accepted accounting principles as they apply to cash, receivables and inventories. Comparisons with International Financial Reporting Standards will be introduced as appropriate. Prerequisite(s): Grade of C or better in BA 216.

**BA 364. Intermediate Accounting II**
The second course in a three-course sequence designed to provide the student with a foundation in the theoretical concepts underlying the preparation of financial statements. The course includes an in-depth study of generally accepted accounting principles as they apply to selected technical areas. Comparisons with International Financial Reporting Standards will be introduced as appropriate. Prerequisite(s): Grade of C or better in BA 363.

**BA 365. Intermediate Accounting**

**III**
The third course in a three-course sequence designed to provide the student with a foundation in the theoretical concepts underlying the preparation of financial statements. The course includes an in-depth study of generally accepted accounting principles as they apply to selected technical areas. Comparisons with International Financial Reporting Standards will be introduced as appropriate. Prerequisite(s): Grade of C or better in BA 363.

***BA 370. E-Marketing***
Examines the Internet and emerging information technologies as they are used in marketing goods and services. Topics include, but are not limited to, strategic use of digital media to shape customer experience, determinants of competitive advantage in the digital marketplace, relevant public policy issues, and use of social media in marketing communications. Prerequisite(s): BA 335; grade of C or better in BA 305.

**BA 375. Business Ethics**
An examination of ethical issues in business. Interrelationships of ethics with religions, governments, both domestic and foreign, and the law will be covered. All major business disciplines will be covered. Prerequisite(s): ENGL 102.

**BA 399. Special Topics (1-3 Credit Hours)**
An upper-level course for a topic of special current interest, including televised courses. Prerequisite(s): As stated for each offering.

**BA 401. Labor-Management Relations**
A study of unionism and collective bargaining since 1933, including legislative and administrative efforts by the federal government to cope with the problems of industrial relations. Students will negotiate a simulated labor contract. Prerequisite(s): Grade of C or better in BA 301 or related experience.

**BA 403. Auditing**
An introduction to Generally Accepted Auditing Standards as they relate to profit-oriented enterprises. Students use a computer practice set to demonstrate the techniques of examining and documenting revenue, and acquisition, conversion, investing and financial cycle reviews. Professional ethics and legal liability are emphasized. Prerequisite(s): Grade of C or better in BA 363 and BA 364 or BA 365.

***BA 404. Fraud Examination***
An introduction to the nature of Fraud, including how and why fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. The conduct of fraud examinations, including a discussion of specific procedures used in fraud examinations, the reasoning behind these procedures, data acquisition and analysis techniques, reporting as well as legal aspects of fraud examinations are emphasized. Prerequisite(s): BA 216.

**BA 405. Integrated Marketing Communications**
This course examines the coordination and integration of marketing communication components for the purpose of conveying a strategic, unified and customer-focused brand message. Topics include the communication process, advertising, personal selling, public relations, sales promotion, electronic media and anticipated customer response. Prerequisite(s): Grade of C or better in BA 305.

**BA 407. Insurance**
Consideration of the various types of insurance policies and companies, personal and business uses of life insurance, rates, reserves, surrender value, health and accident insurance.

***BA 408. Risk and Insurance***
The study of business risk and insurance includes property, product and personal liability, employee dishonesty, health and accident insurance, and other related topics. Prerequisite(s): BA 313.

***BA 409. Teaching Business Subjects in Secondary Schools***
Teaching skill and basic business, utilization of personal and professional resources in general and specific areas of business activity, application of the principles to bring about desired learning at the secondary level. Prerequisite(s): EDUC 316.

***BA 411. Sales Management***
Overview of the sales organization, as well as roles and responsibilities of sales

executives. Managerial issues to be examined include strategic sales planning, selection and training of salespeople, territory management, sales employee motivation, sales profitability analysis, administration of selling expenses and budgets, and sales-specific aspects of supervision. Prerequisite(s): Completion of 90 semester hours; grade of C or better in BA 305.

**BA 412. Agricultural Finance and Trade**
An introduction to financial management in agricultural business including micro and macro trade theories. Topical coverage includes capital, leverage, liquidity, risk, practices in exporting and importing regions, policies of major agricultural trading nations and institutions, aid, and development relationships. Prerequisite(s): ECON 201 and ECON 202

***BA 413. Service Marketing***
The role and scope of marketing in service and nonprofit organizations. Explanation of the distinctive characteristics of services and the implications of these characteristics for strategic marketing planning and execution. Issues to be examined include the role of customer expectation, behavior, and perception in satisfaction, customer relationship management by service organizations, service delivery through intermediaries, gap analysis and service-specific marketing mix considerations. Prerequisite(s): Completion of 90 semester hours; BA 335; grade of C or better in BA 305.

**BA 414. Investments**
An introduction to different types of securities, markets, transaction costs, security regulations and taxes. From the viewpoint of an individual investor, students investigate stocks, bonds, money markets, instruments, options, futures and mutual funds, with detailed analysis of risk/return, pricing, and value. Prerequisite(s): BA 313.

***BA 416. International Finance***
This course studies practical framework for understanding and conducting effective business and financial decision making by multinational firms in an international context. This course meets the requirements of ECON 416. Prerequisite(s): ECON 201, 202 and BA 313 or ECON 410.

***BA 418. Advanced Accounting I*** A study of accounting topics including business combinations, consolidated financial statements, partnerships and international accounting. A comparison of generally accepted accounting principles with International Financial Reporting Standards as they apply to selected technical areas will be covered as appropriate. Prerequisite(s): Grade of C or better in BA 364.

**BA 420. Senior Business Seminar**
An integrative capstone course focusing on the nature, formulation and implementation of strategy/policy from the context of entire firms and their industries. The emphasis is on integrated organizational activities, encompassing top, divisional, functional and operational levels, and including perspectives from marketing, accounting, human resources and other functional areas of management. Computer simulations, case analysis and participation in class will develop students' skills in critical decision-making, collaborative efforts and formal oral and written reports. Prerequisite(s): Completion of 90 semester hours and all other core courses.

**BA 421. Problems in Corporate Finance**
Research techniques will be utilized in the study of advanced theoretical financial problems. These theories will then be applied to practical strategic and operating decisions faced by managers in investment companies, financial institutions and non-financial firms. This is a 100 percent case analysis course. Prerequisite(s): BA 316.

**BA 422. Agricultural Issues and Policy**
An advanced course in agriculture concentration. Topical coverage includes: farm subsidies and support, climate change, food safety, foreign trade, agricultural ethics, drug cultivation, "food stamps" (SNAP), and immigration. Prerequisite(s): ECON 201 and ECON 202.

***BA 424. Marketing Management***
Integrates the content of other marketing courses for analysis of strategic decision options from the perspective of an organization's senior marketing decision makers. Case analysis includes both historic and contemporary decision scenarios that encompass a wide range of variables and

constraints.
Prerequisite(s): Completion of 90 semester hours; Grade of C or better in BA 305.

**BA 425. Computer Applications in Business**
Attention is focused on uses of computers in various business applications. Hands-on use of systems, utilizing packaged programs in major application areas - accounting, finance, management and marketing. Prerequisite(s): CS 106 and completion of basic BA core courses.

**BA 433. Marketing Channels Management**
Roles of institutions and agencies that participate in perpetuating the flow of goods and services from producers to end-user markets. Supply-chain management perspective is applied to the analysis of conflict and cooperation among channel members, as well as to strategic alliances and channel integration. Strategic marketing decision areas to be addressed also include distribution intensity, legal and contractual considerations, physical transportation/logistics and utilization of distribution-related information technology. Prerequisite(s): BA 209; grade of C or better in BA 305.

***BA 436. Marketing Research***
A study of the role of marketing research in marketing management and the methods by which it provides the necessary data to assess demand, understand buyers' wants and needs, anticipate market response to marketing actions, and analyze market performance.
Prerequisite(s): Completion of 90 semester hours; BA 203; Grade of C or better in BA 305.

**BA 440. Operations Management**
A state-of-the-art study of the operations function. The main objective is to develop operations management abilities, focusing on strategic, global and service operations.
Prerequisite(s): BA 209 and BA 301.

**BA 441. Business Forecasting and Fluctuations**
Explores various types of forecasts, including regression and time series analysis, exponential smoothing and simulation. Many of the topics discussed will involve computer applications.
Prerequisite(s): BA 203.

***BA 442. Global Marketing***
Focuses on opportunities and challenges presented to marketing managers when marketing goods and services across national boundaries. Emphasis on the impact of diverse cultural, ideological, linguistic, monetary and infrastructural factors upon marketing strategy alternatives and outcomes. Prerequisite(s): Completion of 90 semester hours; C or better in BA 305.

***BA 449. Small Business Institute*** Student teams use an analytical approach in solving practical problems of real life small business clients. All functional areas of the business program are used to best meet the needs of the client and give the student counselor the best possible experience.
Prerequisite(s): 90 semester hours, 3.25 GPA, and permission of instructor.

***BA 460. International Business***
A study of world trade, strategies and investment, including various social, cultural, political and legal environments. The course familiarizes students with international practices in accounting, management, marketing and communications. Case studies and other assignments enhance basic concepts. Prerequisite(s): BA 301 and 305.

**BA 465. International Management**
This course recognizes the importance of understanding the dynamics of diversity in modern organizations around the world in terms of clientele, human resources and ownership. To equip managers for the challenges of global demands, emphasis is on strategic, socio-cultural, behavioral, legal-political and ethical issues as well as on the functional aspects of international management. Prerequisite(s): BA 310.

***BA 466. Business Internship Advanced (1-6 credit hours)***
Placement of business students in various businesses and industries in the community for the purpose of gaining on-the-job training and experience. (Graded on Pass-Fail basis except in teacher education. This course fulfills the academic capstone requirement for Business Education majors.)
Prerequisite(s): Completion of minimum of 90 semester hours and the approval of the

supervising instructor and department chair.

***BA 475. Change Management***
The course introduces change management as a framework that has evolved from a focus on process improvement using statistical tools to a comprehensive framework for managing a sustainable business. The course also surveys the analytic tools and techniques which are useful in the design and operation of sustainable systems from supply networks to distribution channels. The material is taught from a managerial perspective, with an emphasis on where and how specific tools can be used to improve the overall performance, reduce the total cost, while increasing the sustainability of the firm's value chain.
Prerequisite(s): BA 301 and ENGL 204.

***BA 480. Management Information Systems***
This course introduces the fundamental concepts and analytical tools that are used in the field of management information systems (MIS). Attention is directed toward MIS applications common to business environments. The primary objectives are to provide the student with a broad overview of the field of MIS and to enable development of competence in MIS decision-making. Students learn about many core issues in MIS including types of information, human- computer interaction, supply chain systems, business intelligence, and the e-commerce implications in information systems.
Prerequisite(s): BA 216, 301, and 305.

## *Chemistry Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**CHEM 100. Consumer Chemistry**
A study of the basic rules of elements and their compounds is enough for an appreciation of the beauty of consumer chemistry. The course will involve a close look into the food we eat, the fuel we burn and the products we use as health and beauty aids. Includes laboratory work.

***CHEM 100H. Consumer Chemistry (for Honors Students)*** An accelerated study of the basic rules of elements and their compounds is enough for an appreciation of the beauty of consumer chemistry. The course will involve a close look into the food we eat, the fuel we burn and the products we use as health and beauty aids. Includes laboratory work. Prerequisite(s): Admission to the Honors Program or permission of the Honors Program Director

**CHEM 101. Health Science General Chemistry (4 credit hours)**
This course provides an introduction to general chemistry with an emphasis on health relevance and applications. A three-hour laboratory is included each week to help with hands-on exposure to the concepts covered in the lecture portion of the courses. Prerequisite(s): Eligible for MATH 120.

***CHEM 105. General Chemistry I***
Designed for students desiring further studies in natural sciences, medicine and engineering. Contents include pertinent mathematics, periodicity of elements, stoichiometry, gas laws, energy changes, solutions, equilibria, acid-base theories and descriptive chemistry. (High school chemistry is desirable and high school or college algebra is necessary for an understanding of the material covered in this course.) Three hours lecture and one recitation hour per week. Prerequisite(s): Concurrent MATH 120 or Math ACT of 23+.

**CHEM 106. General Chemistry II**
A continuation of Chemistry 105. Contents include chemical equilibria, atomic and electronic structure of atoms, chemical bonding, oxidation-reduction reactions and descriptive chemistry. Three hours lecture and one recitation hour per week. Prerequisite(s): C in CHEM 105; C in MATH 120 or Math ACT 23+.

**CHEM 107. General Chemistry Laboratory I (2 credit hours)**
An introduction to the principles of experimentation and laboratory techniques as applied to the experimental science of chemistry. Three hours per week. Prerequisite(s): CHEM 105 or current enrollment in CHEM 105.

***CHEM 108. General Chemistry Laboratory II (2 credit hours)*** A continuation of CHEM 107. Three hours per week.

Prerequisite(s): CHEM 105, 106 and 107 (enrollment in CHEM 106 may be concurrent).

***CHEM 132. Introductory Environmental Chemistry***
Environmental chemistry is the study and appreciation of the phenomena in the environment. In this course we look at various environmental issues from the viewpoint of the chemist and look at the political implications as well. The study of various environmental factors and pollutants in our water, soil and air and their effects on the planet. Includes laboratory work.

**CHEM 201. Elementary Organic Chemistry and Biochemistry (4 credit hours)**
A continuation of CHEM 101, which covers organic chemistry and biochemistry with an emphasis on health relevance and applications. The laboratory experience of three hours each week will help illustrate the principles and techniques used in organic chemistry and biochemistry. Prerequisite(s): C in CHEM 101 or CHEM 105.

**CHEM 202. Applied Calculations and Models in Chemistry (2 credit hours)**
This course is designed to provide an introduction to chemical calculations and models used in Physical Chemistry and other higher level chemistry courses. This course is intended for the students who will be taking Physical Chemistry I and/or Physical Chemistry II courses. Prerequisite(s): MATH 206 or concurrent and CHEM 205 or concurrent.

***CHEM 205. Organic Chemistry I***
The study of aliphatic compounds with special emphasis on the mechanism of their reactions. Modern nomenclature and use of spectroscopic methods in organic chemistry are discussed throughout the course. Designed for science majors. Three hours lecture and one recitation hour per week. Prerequisite(s): CHEM 106.

**CHEM 206. Organic Chemistry II**
A continuation of Chemistry 205. The chemistry of aromatic compounds and many modern methods of chemical synthesis are covered. The major classes of biological chemical compounds are discussed. Three hours lecture and one recitation hour per week. Prerequisite(s): CHEM 205.

***CHEM 207. Organic Chemistry Laboratory I (2 credit hours)*** An introduction to the fundamental laboratory techniques used in organic chemistry. Four hours per week. Prerequisite(s): CHEM 108 and
CHEM 205 (enrollment in CHEM 205 may be concurrent).

***CHEM 208. Organic Chemistry Laboratory II (2 credit hours)*** A continuation of CHEM 207 with an emphasis on learning the basic methods used in preparing organic compounds and an introduction to qualitative organic chemistry. Four hours per week. Prerequisite(s): CHEM 205, 206 and 207 (enrollment in CHEM 206 may be concurrent).

**CHEM 211. Introductory Analytical Chemistry (4 credit hours)**
Volumetric, gravimetric, spectrophotometric and electrochemical methods of analysis. Two hours lecture and four hours lab. Prerequisite(s): C in CHEM 106, 108 and MATH 120; concurrent enrollment in MATH 102 or MATH 121.

**CHEM 301. Physical Chemistry I**
Fundamental principles and laws of chemistry, including thermodynamics, statistical mechanics and chemical kinetics. Prerequisite(s): CHEM 106, 202, 206, 208, MATH 206, and PHYS 201 or 231.

**CHEM 302. Physical Chemistry II**
Statistical mechanics, electrochemistry, quantum mechanics, molecular structure and spectroscopy. Prerequisite(s): CHEM 301, MATH 207 and PHYS 202 or 232.

***CHEM 303. Physical Chemistry Laboratory I (2 credit hours)***
Three class hours per week, the course emphasizes both the experimental techniques and the theoretical concepts behind the experiments. The experiments include those involving the principles of chemical thermodynamics, introductory statistical thermodynamics and chemical kinetics. Both wet and dry experiments will be performed. The latter help explain important concepts such as probability, entropy and free energy, and make use of Excel and Mathematics. Prerequisite(s): CHEM 301 or concurrently.

***CHEM 304. Physical Chemistry Laboratory II (2 credit hours)***
Three class hours per week the course emphasizes both the experimental techniques and the theoretical concepts behind the experiments. The experiments include those involving the principles of quantum chemistry and spectroscopy. Both wet and dry experiments will be performed. The latter help explain important concepts such as observables, precise and average value properties, wave functions and eigenvalues and make use of mathematics and Excel.
Prerequisite(s): CHEM 302 or concurrent.

**CHEM 305. Introduction to Polymer Science**
Polymer science is one of the most applicable fields to society. Very few consumer goods are brought to the market without the help of polymers at some point. This is an introduction to polymer science. It provides an overview of the synthesis, structure, and characterization of polymers. Three hours of lecture lab per week. Prerequisite(s): CHEM 206, 208.

**CHEM 312. Environmental Chemistry**
Environmental chemistry is the study of the chemical phenomena in the environment. In this course, the environmental problems are discussed from the viewpoint of the chemist. The study of the various environmental factors and pollutants in our water, soil and air and their effects on life and the environment are investigated. Available solutions for control and reduction of these pollutants are discussed. Three class hours per week. Prerequisite(s): CHEM 206 or permission of instructor.

**CHEM 331. Biochemistry**
The goal of this course is to teach the principles of chemical reactions in biological systems. Topics include: protein chemistry, enzymology, genetic diseases, bioenergetics/respiration, metabolism and nucleic acid chemistry. Wherever possible applications of biochemistry to health and environment will be emphasized. It is recommended that CHEM 333 be taken concurrently. Prerequisite(s): CHEM 206 and BIOL 120.

***CHEM 333. Biochemistry Laboratory (2 credit hours)***
The purpose of this course is to teach the principles and techniques used in modern biochemistry.
Protein isolation and characterization, enzyme kinetics, carbohydrate chemistry and nucleic acid chemistry will be covered. Experimental methods include electrophoresis, gas chromatography/ mass spectrometry, high performance liquid chromatography (HPLC) and spectrometry. Three class hours per week. Pre or corequisite: CHEM 331.

**CHEM 350. Junior Seminar (1 credit hour)**
An introduction to chemical literature, including how to search topics and prepare presentations based on those searches. Both written and oral communication skills will be developed.
Prerequisite(s): CHEM 206.

**CHEM 356. Environmental Toxicology**
This course is designed with the future industrial chemist in mind. The main focus is the discovery of how the chemicals we make today affect our health tomorrow. Topics to be discussed include the history of toxicology, absorption, distribution and excretion of toxicants, and nonorganic-directed toxicity and target organ toxicity.
Prerequisite(s): CHEM 206.

***CHEM 357. Green Chemistry***
Green chemistry or environmentally benign chemistry is the design of chemical products and processes that reduce or eliminate the use and generation of hazardous substances. The course will cover the history of science and its effect on the environment and the global population. Concepts and applications of green chemistry will be discussed and compared to other traditional methods.
Prerequisite(s): CHEM 206

***CHEM 411. Inorganic Chemistry***
A systematic study of the principles of structure and reactivity of the chemical elements and their compounds.
Prerequisite(s): CHEM 301 or concurrent.

**CHEM 413. Inorganic Chemistry Laboratory (2 credit hours)**
The synthesis and characterizations of inorganic compounds. Three hours per week. Take concurrently with CHEM 411.

**CHEM 416. Instrumental**

**Analysis**
Theoretical aspects of instrumental methods of chemical and structural analysis. Prerequisite(s): CHEM 211 and CHEM 301.

**CHEM 418. Instrumental Analysis Laboratory (2 credit hours)**
Characterization and analysis of materials using infrared, atomic absorption, UV-visible and nuclear magnetic resonance spectroscopy; gas and high-performance liquid chromatography; and electroanalytical chemistry. Three class hours per week. Prerequisite(s): Concurrent enrollment in CHEM 416.

***CHEM 420. Undergraduate Library Research (1 credit hour)***
An introduction to library research techniques and the chemistry literature. Staff assigns a topic and supervises the project. Prerequisite(s): Permission of chair and instructor.

**CHEM 425. Advanced Organic Chemistry**
A study of organic reactions applied to organic synthesis. This course reviews functional groups, methods for forming carbon-carbon bonds, and surveys the more important reagents for functional grout transformations. Three class hours per week. Prerequisite(s): CHEM 206 and 301.

**CHEM 429. Spectroscopic Methods**
The use of UV, IR, NMR and mass spectroscopy for investigating molecular structures. Prerequisite(s): CHEM 206 and CHEM 301.

**CHEM 450. Senior Seminar (1 credit hour)**
Oral presentation of topics of current chemical interest, including the presentation of students' research results. This course should be taken in the senior year. Prerequisite(s): CHEM 350 and permission of the department chair.

**CHEM 459. Inquiry-Based Research for Education Majors (1 credit hour)**
In this individualized, lab-based course, teacher education candidates will investigate, design and implement an inquiry/research project and communicate the results.
Prerequisite(s): Permission of the department chair.

***CHEM 460. Directed Student Research (1 credit hour)***
Designed for the chemistry student who desires to do research on a special chemical project in his/her junior or senior year.
Prerequisite(s): Permission of the department chair.

***CHEM 461. Directed Student Research (2 credit hours)***
Designed for the chemistry student who desires to do research on a special chemical project in his/her junior or senior year.
Prerequisite(s): Permission of the department chair.

**CHEM 462. Directed Student Research**
Designed for the chemistry student who desires to do research on a special chemical project in his/her junior or senior year.
Prerequisite(s): Permission of the department chair.

## *CHEMISTRY GRADUATE COURSE DESCRIPTIONS*

***Note: All courses are three credit hours unless noted otherwise.***

**CHEM 512. Environmental Chemistry**
Environmental chemistry is the study of the chemical phenomena in the environment. In this course, the environmental problems are discussed from the viewpoint of the chemist. The study of the various environmental factors and pollutants in our water, soil and air and their effects on life and the environment are investigated. Available solutions for control and reduction of these pollutants are discussed. Three class hours, per week. Prerequisite(s): CHEM 206 or permission of instructor; graduate status.

**CHEM 516 Instrumental Analysis**
Theoretical aspects of instrumental methods of chemical and structural analysis.
Prerequisite(s): graduate status.

**CHEM 518 Instrumental Analysis Lab Analysis**
Characterization and analysis of materials using infrared, atomic absorption, UV-visible and nuclear magnetic resonance spectroscopy; gas and high-performance liquid chromatography; and electroanalytical chemistry. Similar to CHEM 418. Concurrent enrollment in CHEM

516. Prerequisite(s): Graduate Status

**CHEM 525. Advanced Organic Chemistry**
A study of organic reactions applied to organic synthesis. This course reviews functional groups, methods for forming carbon-carbon bonds and surveys the more important reagents for functional group transformations. Three class hours per week. Prerequisite(s): CHEM 206 and 302 or permission of instructor; graduate status.

**CHEM 529 Spectroscopic Methods**
The use of UV, IR, NMR and mass spectroscopy for investigating molecular structures. Prerequisite(s): Graduate Status

**CHEM 531. Biochemistry**
The goal of this course is to teach the principles of chemical reactions in biological systems. Topics include: protein chemistry, enzymology, genetic diseases, bioenergetics/respiration, metabolism and nucleic acid chemistry. Wherever possible, applications of biochemistry to health and environment will be emphasized. It is recommended that Chemistry 533 be taken concurrently. Three class hours per week. Prerequisite(s): CHEM 206.

***CHEM 533. Biochemistry Laboratory (2 credit hours)***
The purpose of this course is to teach the principles and techniques used in modern biochemistry. Protein isolation and characterization, enzyme kinetics, carbohydrate chemistry and nucleic acid chemistry will be covered. Experimental methods include electrophoresis, gas chromatography/ mass spectrometry, high performance liquid chromatography (HPLC) and spectrometry. Three class hours per week. Pre or corequisite: CHEM 531.

## *Communications Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**COMM 100. Speech Communication**
A practical humanistic approach to interpersonal, small group and public communications. Focus is on the communicative event and its context with special emphasis on communication principles and skills.

**COMM 101. Introduction to Mass Communications**
A survey course in mass communications with an emphasis on print and broadcast media and their roles, responsibilities and effects upon American society.

**COMM 103. Introduction to Digital Editing**
This course is designed as an introduction to digital editing. In class sessions will focus on hands-on techniques and procedures used in creating a variety of digital media formats.
Students will be introduced to various editing software including Adobe and Final Cut.

**COMM 105. Public Relations Lab (1 credit hour)**
The Public Relations lab is designed to introduce students to the creative and technical aspects of planning and executing a PR campaign plan. Students will benefit from the experiential nature of the lab by applying skills and knowledge learned to servicing clients of Tower Communication, a student-run firm. A maximum of eight credits may be earned.

***COMM 106. Voice and Diction***
A study of the vocal mechanism and production to enable the student to improve the speaking voice and command of general American English.

**COMM 111. Radio Laboratory (1 credit hour)**
An introduction to radio station management and daily operations at a student station. Credit is earned by serving as a music format producer, the music director, promotions director, news director, production director, training assistant, sports director, or traffic director. A maximum of eight credits may be earned. (Course may be taken up to 3 times for area of emphasis and 3 times for restricted electives.)

***COMM 140. Film Appreciation***
An introduction to the basic technical and aesthetic elements of the art of film. The class will examine the nature of cinema and its relation to our culture and our lives through analysis of its many components.

**COMM 145. Horror and Fantasy Films**
Survey of the history and development of the horror/

fantasy and science fiction film genres. Trends in narrative and visual elements will be studied with regard to the genre.

**COMM 161. Survey of Broadcasting**
Survey of the corporate, regulatory, technical, economic and audience foundations inherent in American commercial and non-commercial broadcasting. The course shall include a study of the interrelationships of these foundations and their subsequent influence on the continuing evolution of modern communications systems.

**COMM 162. Television Production/Direction**
The principles and methods of producing and directing for television. Students will be given the opportunity to create, produce and direct a minimum of one television program during the period of the course.

***COMM 163. Television Laboratory (1 credit hour)***
An introduction to television production and news casting.
Credit is earned by serving as a reporter, editor, videographer, anchor, or production team member on student television productions. A maximum of eight credits may be earned.

**COMM 170. Theatre Appreciation**
An introduction to the art of the theatre through the study of its component parts: acting, directing, design, literature and history. The class will examine the nature of theatre and its relation to culture, society and other art forms.

**COMM 171. Theatre Laboratory (1 credit hour)**
An introduction to technical theatre, its tools, construction methods and other phases of offstage activities. Credit is earned by working in technical areas on West Virginia State University and Charleston Stage Company productions. A maximum of eight credits may be earned.

**COMM 175. Elements of Design for Stage and Screen**
An exploration of the elements of scenic and lighting design and how they are employed by stage and film artists to create the "mise en scéne" (setting or surroundings) for a theatrical or cinematic production.

***COMM 195. Journalism Laboratory (1 credit hour)***
Students electing this course assist in the production of the student newspaper. They are expected to attend weekly staff meetings and work a minimum of three hours per week. A maximum of eight credits may be earned.

***COMM 205. Public Relations***
The basic concepts of public relations and its relationship to mass communication, media, and advertising.
Prerequisite(s): ENGL 101 or ENGL 101E.

**COMM 206. Introduction to Theatre Production**
Course provides introduction to theatrical production skills through work on the University's theatre productions. Students take on introductory positions such as small acting roles; assistants to stage manager, technical director, costume or set designer; or serve on running crews.
Prerequisite(s): COMM 170 or 175 or permission of instructor. May be taken a maximum of 6 hours.

**COMM 225. Journalism I**
A combination lecture-laboratory course which emphasizes the functions of newspapers in society, standards of good newspaper practice, newspaper layout, the principles of gathering news and the composition of various types of news stories. Students will prepare some assignments for publication in the University newspaper.
Prerequisite(s): ENGL 102 or consent of instructor.

**COMM 227. Copy Editing**
**A combination**
laboratory-discussion course in editing copy, writing headlines and designing pages for various types of news publications.
Prerequisite(s): COMM 225 or ENGL 225.

**COMM 240. Film History: The Narrative Tradition**
Survey of American and continental cinema from 1900 to the present, emphasizing humanity's changing concept of self as mirrored in film.
Prerequisite(s): COMM 140.

***COMM 241. Filmmaking***
An introduction to the fundamental concepts of single-camera media production. Students will develop their understanding of the filmmaking

process by writing, photographing and editing several projects using digital video and non-linear editing systems. Prerequisite(s): COMM 140.

**COMM 245. Film History: The Documentary Tradition**
A survey of American and foreign documentary, ethnographic and experimental film representatives of major styles, movements and directors in the development of the cinema. Prerequisite(s): COMM 140.

**COMM 261. Introduction to Audio Production**
The technical and individual performance aspects of professional radio and television announcing. The course emphasizes acquisition of individual competence in all phases of audio production, including voice, style, copywriting and production methods found in the radio and television broadcast station.

***COMM 262. Broadcast Management and Operations***
A study of radio/TV station management, operations and structure, including on-air operations, programming and local network interrelationships.

**COMM 270. Principles and Theories of Acting**
This course is designed to introduce and illustrate the fundamentals of acting. The class will cover warm-ups, physical and

vocal awareness and expression, the Stanislavski system, theatre terminology, improvisation, scene study, the performance process, and training in the critical eye.
The lab part of the class builds on the information covered in the weekly lecture and allows students the opportunity to learn from firsthand participation. This class is an introductory course, therefore, experience and talent are far less important than hard work and improvement.

**COMM 285. Web Design and Digital Media**
An introduction to the strategies and techniques of website design, development, and management for the World Wide Web/Internet, the newest, most important and pervasive mass medium. Site design and management as well as digital image production and manipulation will be studied and practiced.

**COMM 299. Special Topics in Communications (1-3 credit hours)**
A sophomore-level course designed for a topic of special current interest, including televised courses. Prerequisite(s): COMM 101, 170, 241 or consent of instructor. May be repeated for a maximum of six credit hours.

***COMM 301. Persuasion: Principles and Practices***
This course examines the theory and practice on persuasion across descriptions and professional contexts. Including business, government, healthcare, nonprofits, and public communication. Emphasis is placed on how persuasive messages function in real world settings such as leadership, policy development, organizational communication, and community engagement. Students will analyze persuasive strategies across various contexts and develop an original persuasive project for a specific audience and medium, such as print, digital, audio or video platforms.

**COMM 305. Communications Research**
Applied and theoretical approaches to mass media research. This course will examine the decision-making process of mass media organizations and involve students in the planning, executing and assessing of communication activities with various publics and audiences. Prerequisite(s): COMM 101 and 205.

**COMM 307. Writing for the Media**
This course is designed to improve student skills and techniques in writing, preparing and distributing public relations material to a variety of media networks aimed at both internal and external audiences. Prerequisite(s): ENG 102 and COMM 101.

***COMM 326. Journalism II***
This course is a continuation of Journalism I and is designed to provide the student practical experiences in the many areas of newspaper writing and production. Activities in the course include staff organization, the writing of news stories, editorials, drama and musical reviews, personality profiles,

headlines, interviews and copy makeup.

***COMM 340. New Media***
Conventional mass media are rapidly converging with the Internet to create new media forms that accentuate technological advances. This course will teach students how to analyze new media and culture within a deliberative, informed context.
Prerequisite(s): COMM 101.

**COMM 341. Advanced Filmmaking**
A series of advanced experiences with an emphasis on the directional role in the pre-production, production and post-production phases in film and video image making.
Prerequisite(s): COMM 241.

**COMM 343. Animation Production**
This class consists of screenings, lectures and a series of projects (ranging from flipbooks to computer graphics) that will introduce the student to animation production for film and video. The course focuses on the concepts, techniques and processes of producing an image. The course also surveys the history of the art form, international trends and recent developments in the industry.
Prerequisite(s): COMM 241.

***COMM 345. Film Theory, Genres and Directors***
Detailed analysis of selected contemporary problems in film theory as exemplified through the study of specific film genres and/or the works of specific film directors and authors.
Prerequisite(s): COMM 140.

**COMM 348. Scriptwriting for Film**
The procedures involved in writing scripts for the factual and for the narrative film. Students will study exemplary film in

script through the several stages of the scriptwriting process.
Prerequisite(s): ENGL 101 and 102.

**COMM 360. Advanced Television Production/ Direction I**
An advanced theoretical and applied course with emphasis on individual mastery of production and program management methods. Instructional units include: advanced field and studio video, audio, editing, lighting and graphics, program planning, budget development and pre- and post-production management. Each student will be required to produce a minimum of two original works incorporating these advanced elements. All works will be presented for public viewing and/or use.
Prerequisite(s): COMM 162, 241, 261.

**COMM 362. Advanced Audio Production**
Principles and methods of developing, producing and directing representative types of radio programs found in American broadcasting today. The course includes audio production methods for program and non-program matter and direction of program activities.
Prerequisite(s): COMM 261.

***COMM 366. Sports Production***
This course will provide students with real-world, live sports production experience. Students will perform duties in a crew such as camera operation, graphics, director and on-air talent. (A maximum of 9 hours may be earned: 3 hours for area of emphasis and 6 hours in restricted electives.) Prerequisite(s): COMM 162.

***COMM 370. Principles and Theories of Theatre Direction***
Choosing, analyzing and interpreting the script, producing and play directing through the preparation of scenes under rehearsal conditions.
Prerequisite(s): COMM 170.

***COMM 380. Agricultural America: A Communications Perspective***
This course explores the role of communication in advancing agricultural practices around the United States. Examples will also include agricultural cases from around the world. Students will critically analyze major agricultural communication campaigns- such as “Got Milk? “and “Beef it’s what for dinner” – to understand their persuasiveness, strategic impact, and effectiveness. Emphasis is placed on both critical thinking and practical production skills to prepare students to design and implement persuasive and informative communication Strategies for future agricultural and environmental initiatives.
Prerequisite(s): of C or better in 205, 140, 307or 348, and AFNR 101

**COMM 382. Video Postproduction**
An introduction to the theory and practice of digital video

post-production. The class will consist of screenings, lectures and hands-on video projects designed to provide an overview of film and video editing history, practices and aesthetics. In-class exercises will introduce students to various software packages for editing, titling, image processing, audio processing, 2D animation and compositing and 3D animation.
Prerequisite(s): COMM 140 and COMM 241.

**COMM 399. Special Topics in Communications (1-3 credit hours)**
A junior-level course designed for a topic of special current interest, including televised courses.
Prerequisite(s): COMM 101, 170, 241 or consent of instructor. May be repeated for a maximum of six credit hours.

**COMM 400. Communications Field Experience (1-4 credit hours)**
Placement of qualified B.S. degree students in radio, television, film, theatre, agriculture-related communications, and related media agencies with the purpose of providing supervised work experience in the student's chosen area. Students must complete a minimum of200 hours with the approved agency for four credit hours. Internship application must be completed prior to registration.
Prerequisite(s): Permission of the department chair.

**COMM 405. Advanced Public Relations**
This course emphasizes research/analysis and planning of public relations campaigns. It is intended for students seriously considering careers in the public relations field as members of firms, staff, and/ or aspiring to the role of counselor. Prerequisite(s): COMM 205.

**COMM 409. Senior Project in Communications**
This course is designed to provide a context in which a senior, along with the assistance of a faculty member, may develop a project based on his/her previous coursework in communications and indicative of his/ her personal interest. Prerequisite(s): Senior standing (92 credit hours) with at least 18 credit hours in Communications, of which 12 credit hours must include 101, 162, 170, 241 and consent of the instructor.

***COMM 445. Communications Study Abroad (1-3 credit hours)***
Study and travel course. An intercultural experience in travel and learning intended to provide students the opportunities to study and enjoy communication experiences abroad. Travel will include tours of various countries and media systems.
Prerequisite(s): Permission of the instructor.

**COMM 446. International Cinema**
This course examines, from a cultural and historical perspective, a variety of international narrative film styles produced outside the Hollywood system. Many of the post-WWII major national cinemas will be explored, including those of West and East Europe, Scandinavia, Asia and some developing countries.
Prerequisite(s): COMM 140.

***COMM 460. Broadcast Seminar*** A terminal course of the graduating senior whose concentration is in radio-television. Emphasis will be placed upon studies and research of contemporary themes and problems in American broadcasting. Prerequisite(s): COMM 111, 162, ENGL 225 or permission of instructor.

**COMM 461. Media Law and Regulations**
A study of the laws that guarantee and protect privileges and define the responsibilities of the mass media. Addresses issues and areas such as constitutional law, libel, privacy and governmental regulations. Prerequisite(s): COMM 101.

**COMM 462. Advanced Television Production/ Direction II**
A production course allowing students to make practical application of the skills learned in COMM 162, 241, 261 and 360. The focus of the course is on producing the cable program, Campus Connection.
Prerequisite(s): COMM 360.
(A maximum of 9 hours may be earned; 3 hours for area of emphasis and 6 hours in restricted electives.)

**COMM 470. Advanced Theatre Studies**
In-depth study of advanced theory, practical application and written analysis of advanced skills in acting, directing and/or dramatic literature.

Prerequisite(s): COMM 170 and 270 or 370.

**COMM 475. Advanced Theatre Production**
An intensive co-curricular course providing for the applications of specific theatre-related skills

(acting, management, publicity, scene design, stagecraft, etc.) through practical work with the college's theatre productions. A maximum of nine credits may be earned. Prerequisite(s): COMM 170 or 175, 206 and COMM 270 or 370.

## COMPUTER SCIENCE COURSE DESCRIPTIONS

***Note:*** *All courses are three credit hours unless noted otherwise.*

**CS 100. Introduction to Computers and their Applications**
Computer history, application and ethics, operating systems, word processing, spreadsheets, databases, and integrating applications, data communications and the internet computer security and privacy. Prequisite(s): 19 or above in Math ACT.

**CS 101. Programming Fundamentals**
The fundamental concepts of programming using
C. Historical and social context of computing and an overview of computer science as a discipline. Prerequisite(s): Eligibility for MATH 120.

**CS 102. The Object-Oriented Paradigm**
The fundamental concepts of object-oriented programming using languages such as C++, JAVA, or another object-oriented programming language of the instructor's choice. Prerequisite(s): C or better in CS 101.

**CS 116. Python Programming (3 credits)**
Basics of computer programming and Python language, data types, flow control, functions, regular expressions, graphing, file I/O, data visualization and python libraries. Prerequisite(s): Eligibility for MATH-120.

**CS 202. FORTRAN *Programming I***
Structured FORTRAN with documentation, input- output, loops and logic statements. Prerequisite(s): MATH 120, CS 101.

**CS 204. Introduction to COBOL Programming**
Provides the basic elements of the computer language necessary to run programs with an emphasis on business applications. Prerequisite(s): CS 101.

**CS 210. Fundamentals of Operating Systems**
An introduction to the organization of computer operating systems and the range of computer operations available through efficient use of operating systems. Prerequisite(s): CS 102

**CS 214. Introduction to Visual Basic**
This course introduces students to the standard visual basic forms, controls and event procedures. Sequential and random access file handling, database access and general language structure will be explored. Prerequisite(s): CS 101.

***CS 215 - Introduction to Unix/Linux Systems (3 credits)***
POSIX file system and directory structure, Linux administration, user authentication and permissions, basic network configuration, shell programming, virtual machines, high performance computing, cloud environments. Prerequisite(s): CS 101 or CS 116.

**CS 230. Database Management Systems**
This course presents the history of database management systems, the logical and physical structures of several current models, and deals in a practical, experiential way with the design of databases and the management systems that control them. Prerequisite(s): CS 102.

***CS 236. Introduction to PASCAL***
The basic concepts and skills, including general problem-solving techniques, files and text processing and abstract data structures. Prerequisite(s): CS 101.

**CS 240. Data Communications and Networking**
An introduction to the theories, terminology, equipment and distribution media associated with data communications and networking. Prerequisite(s): CS 101.

**CS 250. Data Structures and Algorithms**
An introduction to the implementation and use of abstract data types including dynamic arrays, linked lists, stack, queues, three hash tables and

heaps as well as algorithms that operate on these structures with a preliminary study of algorithmic complexity. Prerequisite(s): CS 102 and Math 205.

***CS 266. Introduction to JAVA***
This course introduces students to the JAVA programming language. This object-oriented language is gaining popularity for developing secure, platform-independent applications and is often the language of choice for internet applications. Prerequisite(s): CS 102.

**CS 299. Special Topics (1-4 credit hours)**
A sophomore-level course designed for a topic of special current interest. Prerequisite(s): As stated by the offering.

***CS 309. Software Engineering***
Application of the tools, methods and disciplines of computer science to solving real-world problems. Topics include: the software process, software
life-cycle models, software teams, quality assurance, project duration and cost estimation. Prerequisite(s):CS250.

**CS 310. Computer Architecture**
and Assembly Language. An introduction to the design and organization of computer systems. Introduction to tradeoff evaluation based on Amdahl's Law and discussion of fundamental building blocks of computer systems including the arithmetic logic unit (ALU), floating point unit (FPU), memory hierarchy and input-output (I/O) system. Study includes the instruction set architecture (ISA), a companion of RISC and CISC architecture. Prerequisite(s): CS 102 and MATH 205.

**CS 311. Object-Oriented Programming**
Object-oriented

Programming using languages such as C++, Java, Smalltalk, Delphi.
Prerequisite(s): CS 250.

**CS 316. Cybersecurity Principles and Practice**
Diagnostic software utilities, advanced network packet analysis, firewalls, intrusion detection rules, forensic investigation, penetration testing, human factors in cybersecurity. Prerequisite(s): CS 215 and CS 240.

**CS 335. Introduction to Systems Analysis**
Life cycle of business information study, design, development, and operating phases, feasibility, project control. Prerequisite(s): CS 250.

***CS 336. Scripting Languages***
Shell scripts and batch files, programming using interpreted languages such as PERL, Python, PHP, JavaScript or VBScript for automation of system administration tasks and web programming. Prerequisite(s): CS 102

***CS 355. Big Data Analytics***
Introduction to distributed computing and architecture, map reduce fundamentals, big data ingestion and warehousing. Prerequisite(s): CS 230 or CS 250

***CS 365. GUI Programming***
Graphical user interface design and implementation using visual programming tools and libraries. Prerequisite(s): CS 250.

**CS 390. Directed Student Research in Computer Science. (1-3 Credits)**
CS 390 provides students with an introduction to the research and project design process as applied with the computing field. Students will learn about the tools of the trade and work through design principles starting with the articulation of a question, reviewing methods of exploration, gathering evidence, communicating results, and assessing/evaluating research or project outcomes. Prerequisite(s): Permission of the instructor.

***CS 395. Internship. (1-3 credits)***
Placement of Computer Science students in business, industry and government to gain experience in applications of computer science in a work environment in a supervised setting. Prerequisite: Approval of the Department Chair.

**CS 399. Special Topics (1-3 credit hours)**
A junior-level course designed for a topic of special current interest, including televised courses. Prerequisite(s): As stated for each offering.

**CS 405. Algorithms**
Design and analysis of algorithms and data structures, asymptotic analysis, recurrence relations, probabilistic analysis, divide and conquer, searching, sorting and graph processing algorithms. Prerequisite(s): CS 250.

**CS 408. Senior Seminar (2 credit hours)**
Integrates the work completed in the various courses. Reading and research oriented. (To be taken in one of the last two semesters prior to graduation.)

***CS 410. Systems Administration*** Maintenance of a multi-user computer system, managing services, managing users, managing data, file systems, networking and security.
Prerequisite(s): CS 240 and CS 336.

***CS 415. Theory of Computing***
Formal grammars and languages, Chomsky Normal Form, Greibach Normal Form, finite automata, pushdown automata, turing machines, computability.
Prerequisite(s): CS 250 and CS 311.

**CS 416. Computer Forensics and Penetration Assessment**
Digital investigations, data and file recovery methods, digital forensics, data acquisition, virtual machines, networks, mobile devices, cloud forensics.
Prerequisite(s): CS 316

***CS 425. Compiler Design***
Introduces the theory and practice of programming language translation. Topics include compiler design, lexical analysis, parsing, symbol ables,declaration and storage management, code generation and optimization techniques.
Prerequisite(s): CS 250 and CS 310.

***CS 445. Embedded Systems***
An introduction to embedded system design and implementation, including specifications and modeling of embedded systems, hardware/software co-design, development methodologies and system verification and implementation with CAD tools.
Prerequisite(s): CS 310 or equivalent.

***CS 455. Applied Data Mining***
Data transformations, pattern discovery, cluster analysis, data mining and analytics, machine learning algorithms.
Prerequisite(s): MATH 355

**CS 456. Applied Artificial Intelligence (2 credits)**
History and concepts of Artificial Intelligence, building blocks of AI, Machine learning algorithms, applications of AI across industries, design thinking, case studies of AI industry practices.
Prerequisite(s): MATH 355

## *Computer Science Graduate Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**CS 505. Library research (2 credit hours)**
Extensive library research techniques in a particular Computer Science area. Staff assigns a topic and supervises the project. A maximum of two credits of CS 505 may be counted toward a Master's in Computer Science.

**CS 510. Advanced Operating Systems**
Advanced topics in operating systems, such as: multi-tasking, synchronization mechanisms, distributed system architecture, client-server models, distributed mutual exclusion and concurrency control, agreement protocols, load balancing, failure recovery, fault tolerance, cryptography, multiprocessor operating systems.

***CS 515. Theory of Computation***
Finite automata theory, including determinism vs. nondeterminism, regular expressions, non-regular languages, and algorithms for finite automata. Context free languages including grammars, parsing, and properties. Turing machines and their functions. Undesirability. Computational complexity, including the classes P and NP.

***CS 517 Advanced Cryptography***
Systematic cryptography, Asymmetric Cryptography, cryptographic has functions, Elliptic Curve Algorithms, attacks in Asymmetric Cryptography, Quantum Cryptography, and Blockchain.

***CS 530. Advanced Database Management Systems***
Transaction management; query processing and optimization; organization of database systems, advanced indexing, multi-dimensional data, similarity-based analysis, performance evaluation, new database applications

***CS 540. Network Programming***
Socket and client-server programming, remote procedure calls, data compression standards and techniques, real-time protocols (e.g: chat, etc,

web-related programming (CGI, Java/Javascript, HTTP, etc.,) network management (SNMP-based management, dynamic/CORBA-based management).

**CS 597. Internship (1-3 credit hours)**
Participation in private corporations, public agencies, or non-profit institutions. Students will be required to have a faculty coordinator as well as a contact in the outside organization, to participate with them in regular consultations on the project, and to submit a final report to both.
On completion of internship, the outside contact should provide the faculty coordinator with a letter evaluating the student's performance during the internship period. At most 3 credits can be accepted towards the M.S. degree.

**CS 599. Special Topics (1-4 credit hours)**
An in-depth study of special topics proposed by members of the Computer Science graduate faculty. Open to graduate students.

***CS 605. Analysis of Algorithms***
Techniques for designing efficient algorithms, including choice of data structures, recursion, branch and bound, divide and conquer, and dynamic programming.
Complexity analysis of searching, sorting, matrix multiplication, and graph algorithms. Standard NP-complete problems and polynomial transformation techniques.

**CS 609. Advanced Software Engineering**
Advanced design methods including formal methods, component-based design, design with patterns and frameworks, and architectural-based designs. Modern software processes suchas Extreme Programming and Cleanroom software development. Issues and problems associated with large-scale software project failures and techniques for preventing them

**CS 610. Advanced Computer Architecture**
Design methodology; processor design; computer arithmetic: algorithms for addition, multiplication, floating point arithmetic; microprogrammed control; memory organization; introduction to parallel architectures.

***CS 611. Computer Security***
Principles and practice of Computer Network Security. Cryptography, authentication protocols, public key infrastructures, IP/www/E-commerce security, firewalls, VPN, and intrusion detection.

**CS 612. Parallel and Distributed Computing**
General concepts in the design and implementation of parallel and distributed systems, covering all the major branches such as Cloud Computing, Grid Computing, Cluster Computing, Supercomputing, and Many-core Computing.

***CS 613. Computer Graphics***
Graphics hardware; graphics primitives; two-dimensional and three-dimensional viewing; basic modeling, input and display devices, data structures, architectures, primitives, and geometrical transformations appropriate to computer graphics

**CS 615. Machine Learning and Data Mining**
Fundamentals of machine learning including rote learning, learning from examples, learning from observations, and learning by analogy; knowledge acquisition for expert systems.
Information processing techniques and mathematical tools
to assemble, access, and analyze data for decision support and knowledge discovery.

**CS 645. Real-Time Embedded Systems**
An overview of the unique concepts and techniques needed to design and implement computer systems having real-time response requirements in an embedded environment. It contrasts the concepts and techniques of real time and embedded systems with those of more traditional computer systems. Topics include: Basic concepts of real time and embedded systems, hardware features, programming languages, real time operating systems, synchronization techniques, performance optimization and current trends in real time and embedded systems such as incorporating internet connectivity.

**CS 697. Directed Student Research (1-3 credit hours)**
An independent research topic

designed by the student with the assistance of a graduate faculty advisor who supervises the project. The topic should be acceptable to the advisor and the chair. Limited to specific problems in the Computer Science field. A maximum of three credits of CS 697 may be counted toward a Master's in Computer Science. Variable contact hours.

**CS 699. Thesis Preparation (1-9 credit hours)**
An independent research project designed by the student with assistance from the Thesis advisor and acceptable to the Thesis committee. Variable contact hours. Course is graded pass/fail only.

## *Cyber Security Course Description*

***Note:*** *All courses are three credit hours unless noted otherwise.*

***CYB 101. Cybersecurity Fundamentals***
Fundamentals of data security, system security, network security, personal security, societal security, risk management, and adversarial thinking. The global security and scape, including cyber law and warfare. Prerequisite(s): Eligibility for Math120

***CYB 201. Cybersecurity Law and Ethics***
Cybersecurity policies and ethics; state, federal, and international laws regarding cybercrime and cybersecurity; legal frameworks, relationship between law and technology. Prerequisite(s): CYB 101 with a grade of C or higher and ENGL 101

***CYB 317. Cyber Incident Response***
Cybersecurity operations with a focus on cybersecurity incident frameworks including contingency planning, emergency downtime minimizing, incident response and recovery techniques and tools like Security Information and Event Management (SIEM) systems, and case study analyses. Prerequisite(s): CS 316 and CS 336 with C grade or higher

***CYB 340. Network Security***
Essential security principles for securing network infrastructure, including cryptography, secure access management, firewalls, VPNs, intrusion prevention and detection systems, and endpoint security. Topics span securing LANs and routers, implementing Authentication, Authorization, and Accounting (AAA) and secure protocols, and defending against modern threats.
Prerequisite(s): CS 240 with C grade or higher

***CYB 360. AI and Machine Learning in Cyber Defense***
Generative Al and large language models (LLMs) such as ChatGPT, hands-on experience in applying machine learning algorithms and their APls to address threats through incident response, threat intelligence, and penetration testing. Utilize Al technologies such as, Microsoft Security CoPilot and Google Cloud Security Al Workbench and Colab to develop machine learning models, analyze real-world datasets. Prerequisite(s): Math 205 with C grade or higher

***CYB 409. Secure Software Development***
Secure Software design, implementation and testing, risk assessments, secure coding techniques in various programming languages to avoid vulnerabilities, threat modeling, malware analysis, Crypto, secure APls, secure web and mobile application requirements and architecture. Prerequisite(s): CS 250 and CS336 with C grade or higher

***CYB 412. IoT Security***
Basic concepts and applications of loT architecture and technology, loT attacks and threats such as Sybil attacks and malware propagation, loT data security and authentication, controller's hardware and software security, loT network security, wireless protocols, wireless sensors, device discovery, firmware analysis, vulnerability assessment, and best practices for securing loT environments. Prerequisite(s): CYB 340 with C grade or higher

## CRIMINAL JUSTICE COURSE Descriptions

***Note:*** *All courses are three credit hours unless noted otherwise.*

**CJ 101. Introduction to Criminal Justice**
A survey of the history, organization and function of the various components of the

criminal justice system; police, courts and corrections. Analysis of the decisions made in the process whereby citizens become suspects; suspects become defendants; some defendants are convicted; and in turn become probationers, inmates and parolees. Successful completion of this course with a grade of C or better is required before a student can continue to take any other criminal justice courses.

***CJ 110. Scientific Reasoning for the Social Sciences***

This course adopts a conceptual framework that focuses on research through scientific reasoning as illustrated in disciplines throughout the social sciences. Vocabulary and research methodologies are included to provide a meaningful framework for discussion. This course will focus on areas of research design, such as causality, deductive/induc1ive reasoning, research questions, formulating hypotheses, and making predictions. The lab components will develop the student's ability to conduct research through various methods including observations, experiments, interview techniques, sample selection, validity/reliability, feasibility, etc. The course also explores how social science generates new knowledge, how to interpret and present results, offer introductory explanations of validations, and evaluate the applicability of research into the professional field.

**CJ 199. Special Topics (1-3 credit hours)**

A lower-division course designed for a topic of current interest, including televised courses. Prerequisite(s): As stated for each offering.

**CJ 204. Juvenile Justice and Delinquency**

A study of the law of juvenile delinquency and the administration of the juvenile justice system. Examines the historical development of the concept of delinquency, the special status of juveniles before the law. Surveys the major theories of delinquency. Considers the legal processing of abuse, neglect and dependency cases.

***CJ 223. Police and Society***

A study of the various levels, roles and functions of law enforcement in America. The nature and responsibilities of law enforcement are discussed and evaluated, including police accountability and civil liability. Examines the racial, ethnic and gender issues in law enforcement.

**CJ 224. Punishment and Corrections**

A review of the history of criminal punishment and analysis of major changes and causes. Examines the dominant justifications used for punishing offenders, such as deterrence, retribution and rehabilitation. Survey of corrections alternatives, including probation, parole, jail, prison and community corrections.

**CJ 225. Victimology**

This course will examine the multifaceted problem of crime victimization. Focuses on the incidence of criminal victimization, social characteristics of crime victims, the treatment of the victim in the criminal justice system and efforts designed to alleviate the consequences of criminal victimization and provide support for the victim.

**CJ 226. Court Systems in the United States**

This course will provide students with a working knowledge of the major structures and basic legal concepts that underlie the criminal courts. The structure of the courts, the nature of the criminal law they apply and the procedures followed by them will be examined along with the history of how they developed and the goals they seek to achieve. The state and federal court systems will be examined.

**CJ 299. Selected Topics in Criminal Justice**

A lower-level course designed for a topic of special current interest, including satellite courses. Prerequisite(s): As stated for each offering.

**CJ 301. Introduction to Forensic Science**

This course is designed to make the student aware of the services of a crime laboratory and the proper utilization of these services. The course will concentrate on the significance of physical evidence and the examination of this evidence in the crime laboratory. Students will be taught the proper recognition, collection and preservation of physical evidence at the crime scene. Prerequisite(s): CJ 101.

***CJ 304. Crimes in the Family***
This course focuses on crimes committed within families, such as domestic violence, incest, child abuse and homicide. Laws, punishments and treatments for offenders are covered in the course. The effects of these crimes on family members and society are discussed. Prerequisite(s): CJ 101.

**CJ 307. Criminal Law**
The course covers the history and development of criminal law, elements of a crime, parties to a crime and types of offenses. The general principles of substantive criminal law are studied through the analysis of judicial opinions and text. The scope, purpose and definition of criminal offenses are examined. Prerequisite(s): CJ 101.

**CJ 308. Ethics in Criminal Justice**
This course offers an examination of the ethical quandaries and moral dilemmas that face criminal justice practitioners; a critical review of the ethical standards used to define appropriate conduct by criminal justice officials; and explores sanctions and laws governing inappropriate conduct. Prerequisite(s): CJ 101

***CJ 311. Drugs and Society***
This course is designed to deal with the use and abuse of drugs and alcohol, both legal and illegal. The etiology, social phenomena, psychological and physiological effects and current modes of treatment within the criminal justice setting will be examined. Prerequisite(s): CJ 101.

***CJ 312. Community Corrections***
This course will focus on probation, parole and intermediate sanctions. Community corrections programs such as restitution, community service and community-based drug treatment will be discussed. The course will examine the goals and importance of community corrections. Administration and staffing of these programs will also be explored. Prerequisite(s): CJ 101.

***CJ 313. Race, Gender and Crime***
The study of the dynamics of racial prejudice in the United States and how it affects the criminal justice system. The relationship between minority status and criminality and the interaction of minorities with criminal justice organizations will be analyzed. Characteristics of female offenders are surveyed and offender classification systems are reviewed for their relevance to understanding motivational and behavioral patterns of female offenders. This course will explore the response of police and court officials to women as victims of crimes and will examine employment opportunities for women and minorities in the criminal justice system. Prerequisite(s): CJ 101.

**CJ 314. Statistics for Professional Studies**
This course is designed to instruct students in basic statistical concepts and statistical analysis. This course includes instruction on the computation, comprehension and interpretation of inferential statistics relating to Criminal Justice and other service professionals.

***CJ 315. Methodology*** Introduction to the concepts and methods of social science research: the role of theory in research, forming hypotheses and questions, identifying variables and gathering and analyzing statistical data. Emphasis will be on developing good writing skills, and using computers for basic statistical evaluation. This course meets the requirements of POSC 311 and SOC311. Prerequisite(s): A grade of C in ENGL 102

***CJ 316. Firearms/Ballistics*** This course addresses forensic issues relating to the chemical aspects of firearms and ammunition. It introduces the history and development of firearms and ammunition including advances in chemical analysis. Several new techniques address evidence collection and testing methods including forensic firearms casework with particular emphasis on the detection of gunshot residues (GSR), firearm discharge residues (FDR), and cartridge discharge residues (CDR) on a suspect's skin and clothing surfaces. This course also examines unusual firearms cases and summarizes the dangers of incorrect forensic evidence and the increased need for careful training of forensic scientists. Prerequisite(s): CJ 101.

**CJ 320. Communication for CJ Professionals I**
This course is designed to cover the issues related to the development of appropriate professional research techniques,

document development, written and oral communications in the criminal justice system, law enforcement, courts and corrections. Students will concentrate on the development of proper research skills involving professional and peer reviewed resources in various formats. The students will engage in a variety of criminal justice writing styles, including policy analysis, regulation creation, legislation development and case studies.
They will refine their utilization of a criminal justice style sheet. In addition to writing skills, attention will be given to the development of effective professional oral communication techniques in the areas of conversation, interviewing, sworn depositions, evidence and expository speaking. Prerequisite(s): CJ 101

**CJ 322. Criminology**
This course focuses on the theories of crime. These theories come from several fields, including biology, criminal justice, psychology and sociology. The theories will be examined from a historical perspective beginning with the Classical School in the 1700's and progressing to the newest integrated theories. The types and extent of crime in the United States and other countries will also be explored. Prerequisite(s): CJ 101 or SOC 101

***CJ 323. Therapeutic Interviewing & Counseling*** This course offers the foundational strategies, skills, and tools of therapeutic interviewing along with an understanding of the formats and settings in which they will be working. It will also cover general principles of effective interviewing and provide students with the skills and techniques for achieving various interview goals, with an emphasis on counseling interviews and the establishment of helping relationships. CJ 329. Private Security This course examines the nongovernmental, private-sector practice of protecting people, property, and information, conducting investigations, and otherwise safeguarding an organization's assets, which may be performed for an organization by an internal department (proprietary security) or by an external, hired firm or individual (contract security).

**CJ 330. Communication for CJ Professionals II**
This course is a continuation of CJ 320 and is designed to cover the issues related to the creation of written documentation in the three major components of the criminal justice system: law enforcement, courts and corrections. Students will be introduced to the various formats, styles and organizational patterns commonly utilized in criminal justice reports and research. Students will become aware of the writing recommendations, guidelines and accrediting requirements of criminal justice professional organizations. Emphasis is also placed upon professional oral and writing skills; including report structure and construction, mechanics, grammar and specific criminal justice vocabulary and usage. Prerequisite(s): CJ 101

**CJ 331. Comparative Criminal Justice Systems**
This course is designed to effectively explain the complexities of criminal justice systems around the world. Using an accessible, easy-to-understand comparative approach, it helps students recognize the growing importance of an international perspective. Students gain a realistic understanding of the many ways policing, adjudication, and corrections systems can be organized and operated. This course covers more than 30 countries, offering insights into such issues as Islamic legal
tradition and the Eastern Asia legal tradition.

***CJ 350. Correctional Institutions***
This course will focus on jails and prisons. Students will be provided with information on the history of incarceration, as well as theories behind this type of punishment. The course will cover the current conditions of prison life and will provide students with the viewpoints of those who live and work in prisons and jails. Also, management of prisons and jails will be discussed

**CJ 362. Contemporary Issues in Policing**
The course covers contemporary issues in policing such as community policing, management procedures and technology. Prerequisite(s): CJ 101.

***CJ 370. International Terrorism***
This course focuses on the phenomenon of modern terrorism

since WWII around the world. This course includes a review of nations, movements and individuals who engage in terrorist violence. The effects of terrorism in terms of individuals, countries and the world are also discussed.

**CJ 380. Criminal Procedure**
A study of the historical development of the Constitution and the Bill of Rights. The course will focus on Supreme Court interpretations of the Bill of Rights as they apply to arrests, searches and seizures. The emphasis will be placed on the 4th, 5th and 14th amendments to the U. S. Constitution.
Prerequisite(s): CJ 101

***CJ 385. Criminal Investigation*** Students will learn about the process of criminal investigation for property and violent crimes. This will include crime scene assessment, deductions from modus operandi, interviews, interrogation and modern instruments of investigation.
Prerequisite(s): CJ 101

**CJ 399. Selected Topics in Criminal Justice**
An upper-level course designed for a topic of special current interest, including televised courses. Prerequisite(s): As stated for each offering.

**CJ 408. Correctional Law** This course covers the laws that govern the sentencing process, prisoners' rights and the rights of released offenders, and offenders sentenced to probation and intermediate sanctions. The course emphasizes United States Supreme Court cases and major lower court cases that have affected corrections.
Prerequisite(s): CJ 101

**CJ 409. Advanced Criminalistics & Forensic Science**
This course is designed for practical applications of forensic evidence in both the field and in the services of a crime laboratory. The course will concentrate on the significance of physical evidence and the examination of this evidence in the legal environment. Students will demonstrate the proper recognition, collection and preservation of physical evidence at the crime scene or will demonstrate appropriate analysis of physical evidence in a laboratory setting. This course is primarily structured in field and laboratory exercises with supporting lecture and instruction.

***CJ 413. Internship in Criminal Justice***
This course will provide students the opportunity to go into the criminal justice field and observe the actual operation of the system. Students will be able to compare theory and concepts gained from courses to the actual criminal justice process they have experienced. Students may choose an internship in law enforcement, the courts, corrections or juvenile justice. Prerequisite(s): 24 hours of CJ courses

**CJ 415. Management of CJ Organizations**
This course examines organizational and management theories as they apply to criminal justice agencies and organizations. Different management styles, practices and problems are discussed. Also covered are the structure, purpose and process of the criminal justice system and policy making in justice administration.
Prerequisite(s): CJ 101, 223, 224, 225, 226, 307, 308, 313, 315, 322, 380 and senior standing.

***CJ 418. Correctional Counseling***
The course focuses on treatment and rehabilitative programs for offenders, examines the treatment methods that are the bases of these programs, and assesses the efficacy of the programs.
Prerequisite(s): CJ 101

***CJ 420. Law and Social Control*** This course is designed to cover issues concerning the interrelationships between law and society. Included are the historical developments of social control and law and the role of law in society, its social construction, interpretation and enforcement. Major theoretical perspectives related to how social status and social structure affect crime levels and societal sanctions are discussed. Also examined are new policies in criminal justice that relate to and attempt to affect the levels of crime in the United States. Prerequisite(s): CJ 101

**CJ 425. Senior Seminar in Criminal Justice**
This course is designed as a capstone experience for all seniors in the criminal justice major. The course content will vary slightly with each offering. The course will basically cover in-depth analyses of problems and issues in the criminal justice system. The course also will

provide students with information about opportunities for employment in the criminal justice field and graduate school. The course will use up-to-date texts and articles from professional journals. Students will be required to complete a major research paper on a topic chosen by the student and approved by the instructor. Successful completion of the course with a grade of C or better is required for graduation.
Prerequisite(s): CJ 101, 204, 223, 224, 225, 226, 307, 308, 313, 315, 322, 380 and senior standing.

***CJ 429. Forensic Death Investigation***
*Forensic Death Investigation* explores the role that science plays in the medicolegal investigation of death. The course explores both historical and current death investigation and administrative legal issues relating to death investigation. A practical focus is placed on time of death estimation, blunt and sharp force trauma, gunfire injuries, thermal death, asphyxia and drowning deaths, electrical and l lightning deaths, and vehicular accident injuries. The design of this course is both academic and practical. Students will be assessed by comprehensive testing based on lectures, readings and research, but further assessment will be balanced by class discussion interactions and practical activities relating to the topics. These components are immersed throughout the semester. This course is designed for medicolegal death investigators, coroners, investigators, or other students or professionals with an interest in death investigation.
Prerequisite(s): CJ 101 and CJ 301

**CJ 435. Criminal Evidence**
This course is a study of the field of friction ridge skin analysis. Topics will include the structure of friction ridge skin, the history of friction ridge skin identification, fingerprint classification, the taking of inked impressions, latent prints and the crime scene, latent print development methods, latent print identification, automated fingerprint identification systems (AFIS), fingerprints and the law and expert witness testimony.
Prerequisite(s): CJ 101.

**CJ 445. Crime Scene Investigation**
This course is a study of the techniques and methodologies used in crime scene investigations and the modem forensic laboratory. Topics will include crime scene documentation (photography, sketching, note-taking, etc.), processing for evidence (biological evidence, fingerprints, impression evidence, trace evidence, etc.), the functions of the forensic laboratory and rules of evidence in the criminal court system.
Prerequisite(s): CJ 101.

**CJ 455. Interviewing and Interrogation**
This course is a study of the techniques and methodologies used in interviewing and interrogations, specifically in criminal investigations. Topics include the processes of interviewing and interrogation as well as the legal aspects of both. Prerequisite(s): CJ 101.

**CJ 465. Sex Crimes**
This course is a study of the topic of sex crimes, paraphilias, the investigation of sex crimes, the methodology of sex crimes and the relations of sex crimes to other deviant and criminal activity. Topics will focus on violent sexual offenders including typical typologies of such offenders and theories related to sex crimes.
Prerequisite(s): CJ 101.

***CJ 475.Homocide Investigation*** This course will introduce the student to the study of homicide/murder including the history and types of homicide/murder. The methodology of the investigative process of homicide/murder will include many aspects of homicide/murder including crime scene investigation, modus operandi, sources of

information, procedures, interrogation, and criminal profiling. This course will also introduce the student to the various definitions and degrees of homicide/murder as well as the patterns and trends. To further enhance the student's understanding of homicide/murder, this course will incorporate interdisciplinary knowledge from the fields of criminology, sociology, history, psychology and political science.
Prerequisite(s): CJ 101.

***CJ 485. Serial Killers***
This course will introduce the student to the study of serial killers including the history and types of serial killers. The methodology of the investigative process involving profiling of serial killers as well as the many aspects of these types of homicide/murder investigations will be covered. To further enhance the student's understanding of homicide/murder, this course will incorporate interdisciplinary knowledge from the fields of criminology, sociology, history, psychology and political sciences.

**CJ 499. Special Topics in Criminal Justice**
An upper-level course designed for a topic of special current interest, including televised courses.
Prerequisite(s): As stated for each offering.

## CRIMINAL JUSTICE GRADUATE Course Descriptions

***Note:*** *All courses are three credit hours unless noted otherwise.*

**CJ 520. Introduction to Criminal Justice Administration**
This course is an introduction to Criminal Justice administration focusing on the procedures, politics and human relations issues that criminal justice administrators must understand in order to succeed. Topics include administration theory, theories of motivation, organizational behavior, politics and police as components of the community, including the political, social and economic networks that compose police administration. Concepts and terminology of administration are covered as well as legal issues involving police administrators. Prerequisite(s): CJ 101 and CJ 301.

**CJ 530. Technology Applications for Criminal Justice**
This course focuses on techniques of data processing emphasizing applications to criminal justice. Students will increase their technical skills through hands-on experiences, such as analyzing data. They will become more aware of the importance of SPSS in relation to criminal justice and research.

**CJ 540. Ethical Practices in Administration**
The course will examine ethical decision making at the administrative level. Three major ethical perspectives: virtue, formalism and utilitarianism will be presented, analyzed and discussed as it relates to administration. Ethics as it relates to law, police, courts and corrections, and liability in general will be analyzed and examined, as well as the future development of ethics. Critical thinking and ethical decision making in administration will be emphasized.

**CJ 550. Criminal Justice and the Community**
This course focuses on the criminal justice system as a component of the community, including the political, social and economic networks that make up communities. Topics include the interrelations between law enforcement, mental health agencies, juvenile justice and the educational systems. High-crime communities are studied, particularly in terms of the impact on citizens, those who are victimized and others who are not, but are afraid of their safety. The process of community change is addressed in terms of the prevention of crime.

***CJ 600. Research Methods and Statistics in Criminal Justice*** This course provides an introduction to methods of research in criminal justice.
Topics include research development based on hypotheses and theories, data collection and analysis, interpretation of results and evaluation of studies.

**CJ 610. Human Resource Management**
This course focuses on managing resources in criminal justice agencies. Resources include personnel and funding. Topics on human resources will include human resource flow, reward systems and work systems. Topics on funding will include

budgeting, grants and the impact of policies.

***CJ 620. Leadership Psychology***
This course focuses on the leadership and management principles as applied to criminal justice agencies. Also emphasized are the important psychological processes that are involved in dealing with others. Understanding the importance of key psychological influences in human interactions is inextricably linked to success as an effective leader and manager.

**CJ 630. Planning Organizational Staff Development**
This course focuses on developing training within organizations and aligning training needs with organizational strategy. Topics covered will include learning, motivation and performance. This course will include training design and training methods including computer based training methods. Students will learn the importance of the development and implementation of staff training.

**CJ 640. Strategic Planning and Policy Formulation**
This course focuses on strategic planning and the process of policy formulation. The strategic planning and policy formulation as applied to Criminal Justice agencies must emphasize the importance of these processes being correctly implemented. The success of Criminal Justice administrators and agencies depend on these key concepts of administration being fully understood and implemented.

***CJ 650. Legal Aspects of Law Enforcement Administration***
This course focuses on the aspects of law that are relevant to Criminal Justice administration. Specifically reviewed are the laws that control police practices, court procedures, sentencing and corrections. The course will also examine regulatory state and federal laws regarding employment, discrimination, termination, equal opportunity, and wage and law issues.

**CJ 660. Crisis Management,** Homeland Security and Critical Incident
This course provides an overview of domestic and international terrorism. Philosophies, tactics and targets are discussed. The role of the Criminal Justice system in the prevention and response to terrorism is covered.

**CJ 680. Diverse Communication for the Criminal Justice** Professional
This course is designed to give students the chance to apply the knowledge they have acquired throughout their education to real-world situations and to encapsulate all the learning objectives of the program. In addition, students will prepare to take the final comprehensive examination.

## ECONOMICS

## COURSE DESCRIPTIONS

***Note:*** *All courses are three credit hours unless noted otherwise.*

***ECON 101. American Economy*** A course designed to introduce students to the fundamentals of how a free-market economy works as individuals make microeconomic decisions of their own based on cost-benefit principle. Discussions of the cyclical nature of GDP production, joblessness, cost of living, interest rates, public debt and deficits will be included.

**ECON 109. Introduction to World Economy**
This introductory level course is designed to promote student interest and curiosity regarding the relationship of America with other countries, the forces that drive them, and what the government can or cannot do to resolve particular issues. An average college student should know the evolving issues of international economic significance and the historical perspective of international business and commercial connections between America and the rest of the world.

**ECON 201. Principles of Macroeconomics**
An introductory course concerned with the working of the economy as a whole. Development of the theories of consumption, investment and equilibrium income; application of the theory to current macroeconomic problems; monetary and fiscal policy and its influence on economic activity.

**ECON 202. Principles of Microeconomics**
An introductory course concerned primarily with the functioning of specific parts of the economy. The theory of consumer behavior and firm behavior under varying degrees

of competition; the determination of price in both product and resource markets.
Application of the theory to current microeconomic problems.

**ECON 301. Intermediate Macroeconomics**
The course is a survey of the current and past theories of the macro-economy and how stable it is. These theories could be explained using graphical, algebraic and written analysis.
Also, the effects of the various policy views of each theory are considered, and each view's relation to the economy we observe is analyzed.
Prerequisite(s): ECON 201 and 202.

**ECON 302. Intermediate Microeconomics**
The course analyzes how consumers, firms, government, or any other economic units may make optimal decisions under various market conditions. Microeconomic theory is utilized to evaluate selected economic policies and practices of business firms and the government. Conditions for overall efficiency are also developed.
Prerequisite(s): ECON 201 and 202.

**ECON 304. Agricultural Economics**
An introductory course to fundamental principles of economics and their applications to agriculture and food industries in the United States. It covers agricultural production and its linkages to agribusiness, farms, food marketing, world markets, financial institutions and the environment. The course also deals with issues of price determination, production cost and profit maximization.
Prerequisite(s): ECON 201, and ECON 202.

**ECON 305. Econometrics**
This course develops skills to estimate economic relationships arounded in economic theory. Students will use statistical software for estimation. Basic concepts of statistics will be used.
Prerequisite(s): ECON 201 and 202; BA 203.

***ECON 306. Public Finance, Taxation and Fiscal Policy***
Analysis of taxation and government expenditures. The impact of various levels of government on the local, state and national economies. Historical and current analysis of the role of fiscal policy on business cycles.
Prerequisite(s): ECON 201 and 202.

**ECON 308. Money, Banking and Monetary Theory**
A survey of historical development of American monetary and banking institutions; analysis of contemporary monetary theory and policy and a critique of monetary problems and their alternative solutions; a review of the international monetary structure. Prerequisite(s): ECON 201 and 202.

**ECON 309. The Economics of Criminal Justice**
The economics of criminal justice is a multi-disciplinary course that uses economics to deal with core issues of criminal justice and social work. The course touches on a variety of issues ranging from criminal law to law enforcement and incarcerations while also considering the social benefit of rehabilitation. Also covered are issues of relationships between crime and unemployment, special cases of victimless crimes and white-collar crime.

***ECON 310. Economic Development*** Problems of economic development facing the low-income countries of the world. Topics include international trade, foreign aid, capital formation and the role of government in the industrialization process. Selected areas of the U.S. such as Appalachia will also be considered.
Prerequisite(s): ECON 201 and 202.

**ECON 315. Behavioral Economics**
An introductory course related to the relatively new and fast-expanding field of behavioral economics, which analyses evidence of psychology in economic theory. Human beings behave in different ways than standard rational economic theory predicts. We will explore the intersection of psychology in standard notions of economic theory.

**ECON 318. Financial Economics**
An introductory course about the dynamics of financial markets. It also provides the theoretical foundation of finance. The course provides in-depth financial analysis and their application in markets. We will learn

about the investment decisions, portfolio and risk management, security analysis and derivative market.
Prerequisite(s): ECON 201 and 202

***ECON 320. Labor Economics*** Analysis of the theoretical and historical development of the American labor movement; collective bargaining, wage theory

and the impact of union wage policy upon current economic and social problems.
Prerequisite(s): ECON 201 and 202.

***ECON 330. Urban Economics*** This course focuses on urban areas as unique places of production and consumption. The role of transportation costs in determining city location will be discussed and analysis will be developed to explain why cities are taller than the surrounding countryside. In addition to these location aspects of cities, such urban problems as poverty, crime, education, transportation, public finance and optimal city size will be examined in detail.
Prerequisite(s): ECON 201 and 202.

**ECON 340. Contemporary Economic Issues**
Reports and discussion of leading economic problems and issues. Emphasis will be placed on the relationship of economics to real-world problems.
Prerequisite(s): ECON 201 and 202.

***ECON 351. Economics of Energy Exploration*** Energy economics draws on microeconomic foundations to introduce students to the production, pricing and distribution of energy sources such as oil, gas and coal. The primary focus of the course is to explain the allocative and productive efficiency as the rationale that drives the technical and political forces of global energy industries and markets.
Prerequisite(s): ECON 202.

**ECON 399. Special Topics in Economics (1-3 credit hours)**
A junior-level course designed for a topic of special current interest, including televised courses.
Prerequisite(s): ECON 201 and 202 or consent of instructor. May be repeated for a maximum of six credit hours.

**ECON 401. History of Economic Thought**
Survey of economic theory covering major schools of economic thought and the economic environment which produced them. Prerequisite(s): ECON 201 and 202.
ECON 406. Comparative Economic Systems
A comparative study of the philosophical and ideological foundations of these systems ranging from capitalism to communism. Prerequisite(s): ECON 201 and 202.

**ECON 409. Mathematical Economics**
Application of selected mathematical principles to

economics. Differential and integral calculus, matrix algebra, input-output analysis and linear programming will be applied to economic theory. Static, comparative static and dynamic analysis will be considered.
Prerequisite(s): ECON 201, 202 and MATH 120.

**ECON 410. International Economics**
Factors affecting the flow of trade and balance of payments; international economic theory and application; trade controls and their influence on international economics.
Prerequisite(s): ECON 201 and 202.

**ECON 411. Contemporary Economic Thought**
This course compares neoclassical economics with a selection of heterodox economic schools of thought. Economic methodology and sociology of economic science are emphasized. The methodological framework is applied to the social systems of capitalism and socialism.
Prerequisite(s): ECON 201 and 202.

**ECON 412. Agricultural Finance and Trade**
An introduction to financial management in agricultural business including micro and macro trade theories. Topical coverage includes capital, leverage, liquidity, risk, practices in exporting and importing regions, policies of major agricultural trading nations and institutions, aid, and development relationships.
Prerequisite(s): ECON 201 and ECON 202

**ECON 415. Managerial Economics**

Application of microeconomic theory and techniques of analysis to make managerial decisions. This class provides a practical knowledge of demand estimation, linear programming, game, theory, pricing and capital budgeting. Course includes learning and use of appropriate software. Prerequisite(s): ECON 201 and 202.

**ECON 416. International Finance**
This course studies practical framework for understanding and conducting effective business and financial decision making by multinational firms in an international context. This course meets the requirements for BA 416. Prerequisite(s): ECON 201, 202 and BA 313 or ECON 410.

***ECON 417. Health Economics*** Economic analysis of the dynamics of health care provision and consumption in the U.S. Discussion of health care costs, access, legislation and international comparison of health care systems. Prerequisite(s): ECON 201 and 202.

***ECON 420. Senior Seminar***
This course is the capstone of the undergraduate economics experience and it integrates the economics core. The student will select a research topic, construct a model or literary framework, and apply it to the problem. A baccalaureate test of the knowledge and proficiency in the economics core will be administered as part of student assessment. Prerequisite(s): ECON 201, 202, 301, 302, 305, 306, and 308.

**ECON 422. Agricultural Issues and Policy**
An advanced course in the agriculture concentration. Topical coverage includes: farm subsidies and support, climate change, food safety, foreign trade, agricultural ethics, drug cultivation, "food stamps" (SNAP), and immigration. Prerequisite(s): ECON 201 and ECON 202.

## *Education Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**EDUC 200. Foundations of Education**
A course designed to introduce candidates to the teaching profession; to give students a first formal experience in the formal study of the dispositions involved in education and help students assess their pre-professional readiness.

**EDUC 201. Human Growth and Development**
Study of developmental characteristics of the individual through adulthood. Required of all candidates in teacher education programs. An additional 15 hours of field work in an appropriate public school setting is required. Fulfills the GED requirements in Social Structures.

***EDUC 202. Educational Psychology and Learning*** Survey of educational psychology, theories, and related concepts for classroom application. Major emphasis on learning teacher expectation and motivation, educational measurement and classroom management concepts. Completion of a 25-hour field experience in an appropriate K-12 public school setting required. Prerequisite(s): EDUC 201 with a "C" or better.

**EDUC 210. Praxis CORE Prep - Math**
Study course to reinforce skills necessary to pass the Praxis I Math Test.

**EDUC 211. Praxis CORE Prep - Reading**
Study course to reinforce skills necessary to pass the Praxis I Reading Test.

**EDUC 212. Praxis CORE Prep - Writing**
Study course to reinforce skills necessary to pass the Praxis I Writing Test.

**EDUC 227. Exceptionalities and Human Diversity**
Course emphasis will be placed on recognition and special needs of students labeled exceptional according to state and federal regulations. Effective instructional strategies for teaching populations such as gifted, and students at risk for school failure, visually impaired, physically challenged, speech/language handicaps and behavior disorders will be studied. Prerequisite(s): EDUC 202 with a "C" or better or concurrent with EDUC 202.

***EDUC 290. Advanced Foundations (1 credit hour)*** Required of all

transfer students and returning students, declaring education as a major during the first semester of enrolling in the program. This course provides an overview of the Conceptual Framework and the Four Phases of the teacher education program at West Virginia State University.

***EDUC 316. Integrated Methods*** Materials of instruction, commonalities in the learning process and developing requisite techniques of instruction in all programmatic levels. Emphasis is placed on skills in planning and organizing instruction. Required of all students in teacher education curricula. Completion of 40-hour integrated field experience and the teaching of three lessons in a public school is required. Prerequisite(s): Full admission to the Teacher Education Program.

***EDUC 318. Teaching Science in Elementary and Middle Schools*** A study of the national and state standards and objectives, organization and instructional techniques in the sciences appropriate to the elementary and middle school programs. Prerequisite(s): EDUC 316 and all K-6 Science requirements with a C or better.

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**EDUC 319. Content Area Literacy**
Studied by teacher education candidates to increase their skills to deliver the reading, writing, speaking, listening and viewing skills of public school students studying specific content subject matter. In addition, national and state standards, assessment, career and international education issues related to the content area are discussed. A field experience of 30 clock hours is required. Prerequisite(s): Concurrent with EDUC 316 or completion of EDUC 316 with a C or better. EDUC 320. Teaching Reading in the Elementary School I Current methods of teaching developmental reading in grades K-6 with an emphasis on the use of national and state content standards and objectives to deliver and assess reading instruction. A field experience of 30 clock hours is required. Prerequisite(s): Concurrent with EDUC 316 or completion of EDUC 316 with a "C" or better.

***EDUC 321. Teaching Writing in the Elementary School***
Essentials of instruction in the language arts in the elementary and middle school with an emphasis on national and state standards. Specific emphasis placed on the writing process and how this process increases student achievement in reading, handwriting, speaking, viewing, spelling and listening. Prerequisite(s): EDUC 316 with a "C" or better.

**EDUC 324. Teaching Mathematics in the Elementary School**
Teacher candidates will explore important mathematical ideas and their development with a Description focus on the essentials of instruction in the elementary and middle school and an emphasis on national and state standards. Specific emphasis is placed on developmentally appropriate materials and methods to be used in the teaching of mathematics. A field placement of 10 clock hours is required. Prerequisite(s): Completion of EDUC 316, MATH 104 and MATH 105 with a grade of "C" or better.

**EDUC 325. Teaching Social Sciences in the Elementary School**
Emphasis on the national and state content standards in organizing of subject matter and selection of methods, materials, and various pedagogical approaches involved in the teaching of social studies in elementary and middle schools. Prerequisite(s): Educ 316, and all social studies content requirements with a "C" or better.

**EDUC 328. Field Experience in Exceptional Settings**
A supervised field experience where candidates become involved with selected exceptionalities studied in the survey course. Limited and guided participation is expected and participants will meet periodically in seminar.
Requires 60 clock hours of field experiences in special settings. Prerequisite(s): EDUC 227 co-requisite or completion of EDUC 227 with a "C" or better.

***EDUC 330. Assessing the Exceptional Learner*** Principles and Practices of assessment for students with learning difficulties or mild/moderate exceptionalities. Prerequisite(s): EDUC 227 with a

"C" or better.

**EDUC 331. Curriculum for Special Education**
Curriculum development in areas which reinforce content, social and vocational learning for the MI, SLD and Multi-Categorical. Prerequisite(s): EDUC 316 and either HHP 329 or EDUC 227 with a "C" or better. A field experience of 30-clock hours is required.

**EDUC 399. Special Topics (1-3 credit hours)**
An upper-division course designed for a topic of current interest, including televised courses. Prerequisite(s): as stated for each offering.

**EDUC 405. Teaching Social Studies**
Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of social studies in middle and secondary schools. Prerequisite(s): A "C" or better in EDUC 316, and all social studies content specialization requirements earned prior to enrolling in this course.

***EDUC 411. Teaching Science*** Emphasis on the national and state content standards in organizing of subject matter and selection of methods and materials involved in the teaching of sciences in middle and secondary schools. Prerequisite(s): A C or better in EDUC 316, and all science content specialization requirements earned prior to enrolling in this course.

**EDUC 423. Teaching Reading in the Elementary School II**
An introductory course in diagnostic-prescriptive teaching strategies to work with school children experiencing reading difficulties. Practical experience in test administration, interpretation, instructional intervention strategies and evaluative follow-up. Practicum required. Prerequisite(s): EDUC 320 with a "C" or better. Requires 20 clock hours of field experience.

**EDUC 426. Creating, Managing and Assessing Learning Communities**
Education 426 is an introduction to the legal, theoretical, developmental and best practices that will enable a beginning teacher to develop a management, organization and assessment system that promotes student learning and ensures student safety in all public school learning environments. Requires 40 clock hours of field experiences. Prerequisite(s): EDUC 316 completed with a "C" or better taken the semester before student teaching. Credit for this course must be earned at West Virginia State University.
EDUC 450. Behavior, Social and Life Skills Curriculum
A study of selected Social Skills, Life Skills, Transition and Conflict Resolution curricula for students with mild disabilities and both individual and group behavior management skills for teachers of students with mild disabilities. Requires 10 hours of field experiences in a special education setting. Prerequisite(s): EDUC 227 with a "C" or better.

***EDUC 460. Characteristics of Individuals with Mild Disabilities***
Historical and contemporary practices and trends in the education of individuals with mild disabilities. Course includes characteristics of individuals with mild disabilities, roles of family and community, cultural issues, the varied roles of the professional special education educator and legal issues including placement decision-making and service delivery. Prerequisite(s): EDUC 227 with a "C" or better.

**EDUC 464. Clinical Seminar (1 credit hour)**
Taken concurrently with EDUC 465-469, 471-479 and 481-486.
The course consists of a minimum of four 2 hour sessions with emphasis on policies and procedures, Co-teaching training, developmentally appropriate practices, classroom management, and Interdisciplinary instruction and learning.
Prerequisite(s): Full admission to Residency II, completion of EDUC 426 with "C" or higher. Successful completion of Senior Capstone Oral Professional E-Portfolio (SCOPE).

**EDUC 465-469, 471-479.**
***Residency II (3-15 credit hours)*** A full day Teaching experience occurs for 15 weeks, depending on the placement stipulations set forth by the West Virginia Department of Education. This course is designed to provide teacher education candidates with the necessary Resident Teaching Experience to fulfill the certification

requirements for the respective endorsements for which they seek West Virginia Licensure
Prerequisite(s): Full admission to the program, completion of EDUC 426 with "C" or higher. Successful completion of Senior Capstone Oral Professional E-Portfolio (SCOPE).

**EDUC 470. Resident Teaching I (9credit hours)**
This course must be completed in the first semester of the yearlong Residency Program. All work is completed under the direction of the Cooperating Resident Teacher. The emphasis is focused on co-teaching, Mentoring, and WVTPA (Education Teacher Performance Assessment Seminars. Prerequisite(s): Full Admission to the Senior Capstone Phase, completion of all required courses with a grade of "C" or higher

**EDUC 494. Directed Observation** and Participation in Elementary Education (3-6 credit hours)
An optional additional student teaching and/or educational experience for students who have completed or will complete regular student teaching. Approved supervised programs of activities in institutions or agencies will be utilized. (Open only to eligible candidates.)

**EDUC 498. Directed Observation** and Participation in Secondary Education (3-6 credit hours)
An optional additional student teaching and/or educational experience for students who have completed or will complete regular student teaching. Approved supervised programs of activities in institutions or agencies will be utilized. (Open only to eligible candidates.)

**EDUC 499. Special Topics (1-3 credit hours)**
An upper division course designed for a topic of special current interest, including televised courses. Prerequisite(s): Permission of the instructor or department chair.

## ***Engineering Course Descriptions***

***Note:*** *All courses are three credit hours unless noted otherwise.*

**ENGR 101. Intro to Problem Solving I (2 credit hours)**
This course provides the skills needed for beginning engineering students to succeed academically and professionally. This project-based course prepares students for an engineering career by providing opportunities to apply mathematics to solve engineering problems, acquire team working skills, practice written and verbal communication skills, enhance problem solving and design skills, and use a computer as a tool for analysis, design and communication. Prerequisite(s): MATH 121 or MATH 102 and Concurrent Enrollment in MATH 206.

**ENGR 102. Intro to Problem Solving II**
This course is the second part of a two-course sequence that provides the skills needed for beginning engineering students to succeed academically and professionally.
The objective of this project-based course is to prepare students for an engineering career by providing opportunities to apply mathematics to solve engineering problems, to acquire teamwork skills, to practice written and verbal communication, and to use a computer as a tool for analysis, modeling, and design. Students will learn to use MATLAB® for programming.
Prerequisite(s): ENGR 101 and MATH 206 with C or better.

***ENGR 210. Engineering Graphics/CAD (2 credit hours)***
Fundamentals of drafting through the use of sketching and computer graphics as applied to orthographic views, sectional views, isometric views; threads and fasteners.

**ENGR 241. Statics**
In this class, students apply the concept of force equilibrium to problems in engineering. Topics covered are vector operations, couples and moments, resultants, centers of gravity and pressure, static friction,
free-body diagrams, beam theory, trusses and frames. Prerequisite(s): MATH 206 and PHYS 231with a grade of C or better for both Courses.

***ENGR 242. Dynamics*** Newtonian dynamics of particles and rigid bodies. Engineering applications of equations of motion, work and energy, conservative forces, impulse

and
momentum, impulsive forces, acceleration, relative motion, instantaneous centers, and plane motion. Prerequisite(s): ENGR 241, MATH 207

**ENGR 243. Mechanics of Materials**
This course examines both the theory and application of the fundamental principles of mechanics of materials. Understanding of the mechanics of materials comes from examining the physical behavior of materials under load, formulating a physical explanation for this behavior; and mathematically modeling the behavior. The ultimate goal is a comprehensive theory of mechanical behavior under load. Prerequisite(s): ENGR 241 and MATH 207 with a grade of C or better.

**ENGR 301. Fluid Mechanics (4 credit hours)**
Fluid properties, statics, and kinematics. Conservation laws for mass, momentum, and mechanical energy; Similitude and dimensional analysis; Laminar and turbulent flow; Viscous effects. Flow in pressure conduits.
Prerequisite(s): ENGR 241 and MATH 207

***ENGR 311. Thermodynamics***
Fundamental concepts of energy analysis including thermodynamic property tables, First Law, Second Law, pressure, temperature, volume, enthalpy, and entropy.
Design of some simple thermal systems.
Prerequisite(s): MATH 207, PHYS 231

***ENGR 479. Senior Seminar*** Capstone integration of the engineering curriculum by
comprehensive design experience to professional standards.
Prerequisite(s): permission from the program coordinator.

## CHEMICAL ENGINEERING COURSE DESCRIPTIONS

***Note:*** *All courses are three credit hours unless noted otherwise.*

**ChE 206. Material and Energy Balances**
Application of multicomponent material and energy balances to chemical processes involving phase changes and chemical reactions. Prerequisite(s): MATH 206, CHEM 106

***ChE 304. Transport Phenomena***
Fundamental relationships for momentum, heat and mass transfer for flow systems to include chemical reactions, interphase transport, transient phenomena, microscopic and macroscopic balance equations.
Prerequisite(s): ENGR 301

***ChE 305. Chemical Engineering Lab I (2 credit hours)*** Laboratory study of fluid phenomena, heat transfer processes and equipment, and evaporation. Prerequisite(s): ChE 304, ChE 206, CHEM 108.

**.ChE 311. Phase and Reaction Equilibrium**
Thermodynamics of phase and chemical reaction equilibria including non-ideal thermodynamics and multicomponent applications. Prerequisite(s): ENGR 311, ChE 206.

**ChE 315. Chemical Equipment & Process Design**
Design procedures for equipment and processes involving heat transfer. Application of design procedures for equipment and
processes involving evaporation, distillation, leaching, extraction, gas absorption and desorption.
Prerequisite(s): ChE 311

**ChE 402. Chemical Reaction Engineering**
Application of material balances, energy balances, chemical equilibrium relations, and chemical kinetic expressions to the design of chemical reactors.
Prerequisite(s): ChE 304, ChE 311

***ChE 405. Chemical Engineering Lab II (2 credit hours)***
Laboratory study in reactor design and mass transfer operations.
Prerequisite(s): ChE 305,
Co-requisite: ChE 402

**ChE 415. Chemical Process Control**
Transient behavior of chemical process flow systems, linearization and stability.
Process control system design including frequency response analysis.
Instrumentation and hardware.
Prerequisite(s): ChE 315

## *Civil Engineering Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**CE 201. Surveying**
Principles of the level, theodolite,

electronic distance measurement (EDM), total station, taping, note keeping, coordinate geometry, control surveys, triangulation, trilateration, plane coordinate systems, azimuth and topographic mapping. Laboratory includes use of level, theodolite, EDM, total station, traverse closure, level net closure, topographic mapping, measuring distances and heights using coordinate geometry calculations.
Prerequisite(s): MATH 102 or, MATH 121

**CE 301. Structural Analysis I (4 credit hours)**
Stability, determinacy, and equilibrium of structures; shear and bending moment diagrams of determinate and indeterminate beams and frames; analysis of trusses; displacement of planar structures. Prerequisite(s): ENGR 243; Co-Req: MATH 415

**CE 302. Civil Engineering Materials**
Introduction to engineering properties of common civil engineering materials including metals, soils, aggregates, Portland cement concrete, asphalt concrete, wood, and masonry. Laboratory involves performance of standard tests on aggregates, concrete, wood; emphasizing data analysis and application of test results to design specifications.
Prerequisite(s): ENGR 243

***CE 303. Intro to Geotechnical Engineering (4 credit hours)*** Introduction to geotechnical engineering, fundamental soil properties, classification of soils, soil compaction, permeability, compressibility, and consolidation of soils, shear strength, bearing capacity, lateral earth pressures.
Prerequisite(s): ENGR 243

***CE 306. Intro to Environmental Engineering (4 credit hours)*** The course covers introduction to environmental engineering. Topics include a review of a role of the United States Environmental Protection Agency (EPA) in environmental protection, mass balance, rainfall and runoff analysis, basic surface water and groundwater hydrology, water quality management, municipal solid waste and hazardous waste management, and air pollution control.
Prerequisite(s): CHEM 105, CHEM 107

***CE 308. Intro to Transportation Engineering (4 credit hours)*** The course introduces fundamental engineering principles used in design and analysis of functioning of transportation systems and their components. The course emphasizes the technological and social aspects of transportation. The course material covers: design and analysis of highway elements, traffic flow theory, traffic signal design, system level planning and forecasting.
Prerequisite(s): CE 201, CE 302

**CE 403. Foundation Engineering**
Subsurface investigations and synthesis of soil parameters for geotechnical design and analysis, concepts of shallow and deep foundation design, geotechnical design of conventional retaining walls, computerized analysis and design of soil/foundation interaction; case histories.
Prerequisite(s): CE 303

***CE 406. Environmental Engineering Design*** Sanitary sewer design; Headworks and preliminary treatment; Primary treatment; Wastewater microbiology; Secondary treatment by suspended growth biological processes; Secondary treatment by attached growth and hybrid biological processes; Secondary settling, disinfection, and post aeration; Tertiary treatment; Wastewater plant residuals management; Clean water plant process selection and integration; Direct and indirect potable reuse.
Prerequisite(s): CE 306

**CE 409. Reinforced Concrete Design**
Course covers characteristics of concrete materials; introduction to ACI Building Code requirements for reinforced concrete; strength design of slabs, beams, columns and footings. Prerequisite(s): CE 301 CE 410. Steel Design
Course includes characteristics of structural steel; Introduction to AISC Load and Resistance Factor Design (LRFD) specifications; design of tension members, columns, beams, beam-columns, and connections.
Prerequisite(s): CE 301

**CE 411. Construction Engineering**
Introduction to the construction processes. Construction site layout, earthmoving materials and operations, quantity takeoff,

construction equipment and equipment selection, productivity improvement, construction methods and practice, wood/concrete/steel construction, and management of constructed facilities.
Prerequisite(s): Permission from dept Coordinator

***CE 412. Construction Method*** Introduction to the fundamental knowledge required for construction project management. Lecture specifically focuses on the topics which include project scheduling and various scheduling methods, control of project cash flows, project financing, and earned value analysis.
Prerequisite(s): Permission from dept. Coordinator

## *English Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**ENGL 101E. English Composition I Enhanced**
English 101 is the first required writing course at West Virginia State University. The course aims to help first-year students develop their abilities as writers, readers, and thinkers. It is required of all bachelor's degree candidates unless equivalent transfer credit or portfolio credit applies. This course emphasizes writing as a process for active learning and critical thinking through analyzing, investigating, drafting, revising and editing. ENGL 101E is recommended for students with an ACT score of 17 or below (or SAT equivalent score of 470 or below) or those who self-identify as needing extra writing help as the course works closely with the Learning Enrichment Center to provide additional tutoring and writing support for the entire class. Must be completed within the first 60 hours of college credit.

**ENGL 101. English Composition I**
English 101 is the first required writing course at West Virginia State University. The course aims to help first-year students develop their abilities as writers, readers, and thinkers. It is required of all bachelor's degree candidates unless equivalent transfer credit or portfolio credit applies. This course emphasizes writing as a process for active learning and critical thinking through analyzing, investigating, drafting, revising and editing. There are no standardized testing prerequisites, but, students with low or no placement scores will be directed to use The Learning Enrichment Center for one-on-one tutoring.
Must be completed within the first 60 hours of college credit.

**ENGL 102. English Composition II**
English 102 builds on the writing skills taught in English 101. The course is intended to be taken in the term directly following successful completion of English 101 and focuses on the research process for a broad academic community. As such, it covers basic research inquiry, information literacy, argumentation, and critical inquiry through use of sources. Must be completed within the first 60 hours of college credit.
Prerequisite(s): "D" or above in ENGL 101 or equivalent transfer credit (portfolio credit may apply).

**ENGL 104. Memoir: Turning Your Life into Literature** This is an introductory course for those interested in autobiographical writing. It will explore the possibilities of the medium, the uses of narration and reflection, the changing shape of memories, and the distinctions between the private, personal, and public from the standpoints of material and audience. There is assigned writing for each class meeting, and students submit a final portfolio of their revised work.
Prerequisite(s): ENGL 101.

***ENGL 112. Technical Writing*** An introductory course, with emphasis on the process of preparing various technical documents (correspondence and reports) as well as methods of research, especially in the library. Prerequisite(s): ENGL101. May substitute for ENGL 102 for majors in the College of Natural Sciences and Mathematics.

**ENGL 150. Introduction to Literature**
A study of poetry, fiction and drama. The course stresses basic themes and formal elements found in literature.
Prerequisite(s): ENGL 101 placement.

**ENGL 154. Mythology and Folklore**
Investigates the basic myths which

permeate literature and explores their contemporary significance. Myths and folktales are the primary reading matter, but students will also read literary works which build on these basic forms of literature.

**ENGL 160. Practical English Grammar and Usage**
An elective course opens to all students who want to improve their writing by reviewing the rules of grammar, usage and mechanics. Systematic attention will be given to sentence construction, punctuation, spelling, vocabulary development and self-help through effective use of the dictionary. Emphasis will be placed on the use of such skills in practical, everyday communication. (Cannot be substituted for ENGL 101 or 102.)

**ENGL 201. Advanced Effective Communication**
Key communication skills-reading, writing, speaking and listening-practiced in a critical and reflective way.
Attention is also given to research skills, communication technology and workplace language issues.
Readings, discussions, written assignments and oral presentations. Prerequisite(s): ENGL 102.

**ENGL 202. Writing for the Sciences**
The study and application of written conventions of the sciences for academic, scientific and general audiences is the primary focus of this course.
Students will study and complete a number of written exercises typical of scientists, including abstracts, laboratory reports, research reports and research proposals. Prerequisite(s): ENGL 112 or ENGL 102; previous or concurrent enrollment in at least one laboratory course.

**ENGL 204. Writing for Business and Other Professions**
The study and applications of formats, style and organizational patterns essential in various professions, with particular emphasis on correspondence, reports, research and audience analysis. Prerequisite(s): ENGL 112 or ENGL 102.ENGL 206. Interdisciplinary Research Writing.
An introduction to the process, logic and writing skills of interdisciplinary research inquiry. The range of research designs, their strengths and weaknesses and the specific research tools needed for the collection of sociological data and introductory analytical techniques are examined. Prerequisite: C or above in English 102

**ENGL 225. Journalism I**
A combination lecture-laboratory course which emphasizes the functions of newspapers in our society, standards of good newspaper practice, newspaper makeup, the principles of gathering news and writing various types of news stories. Students will prepare some assignments for publication in the University newspaper.
Prerequisite(s): ENGL 102 or permission of the instructor.

**ENGL 227. Copy Editing**
A combination laboratory-discussion course in editing copy, writing headlines and designing pages for various types of news publications.
Prerequisite(s): ENGL 225.

**ENGL 228. Introduction to Desktop Publishing**
This course will focus on the basic principles of effective document design and the tools for desktop publishing (DTP). The course will cover the basics of layout and design and how those principles are applied to various types of documents, as well as integrating rhetorical concepts, particularly the canon of delivery, with the modern technology of desktop publishing. Prerequisite(s): ART 101 and ENGL 102 or ENGL 112, with a final grade of a grade of C or higher.

**ENGL 230. Introduction to General Linguistics**
The fundamental principles of language and the processes by which it is acquired. Illustrations from English and from a broad spectrum of other languages, with slides, tapes and other materials. Some attention will be given to the major themes in Linguistics, such as Phonetics, Phonology, Morphology and Semantics.
Prerequisite(s): ENGL 102 or permission of the instructor.

**ENGL 250. Introduction to English Literature**
This course focuses on the major periods in English literature and

introduces students to representative works from each period. Prerequisite(s): ENGL 150.

**ENGL 255. The Power of Language**
This course is a survey of some of the basic uses of language with particular attention to manipulation and exploitative language. The course focuses on a number of topics or themes, each of which is allotted approximately one week of discussion/ lecture time. Topics to be explored include nonverbal communication, the history of the language and dialects, correctness in language, racial and sexual prejudices, language and advertising, language and the fine arts, language and technology, and the process of writing.

Prerequisite(s): ENGL 102.

***ENGL 303. Expository Writing*** An advanced writing course which focuses on structure, style and point of view in contemporary non-fiction writing. Assignments involve the skills of observing, investigating, reporting, interpreting, and persuading. Examples of writing from various disciplines are analyzed. Prerequisite(s): ENGL 102.

**ENGL 304. Introduction to Creative Writing**
This course will stimulate the writing of poetry and fiction through various workshop techniques as well as through the reading and discussion of literature, both traditional and contemporary. Students' manuscripts will be discussed in class and in consultation with the instructor. Prerequisite(s): ENGL 101 or permission of the instructor.

***ENGL 305. The Theory and Practice of Tutoring Writing***
Students will study the process and pedagogy of writing; write responses, evaluations and essays; and learn and apply techniques for helping writers. They will use acquired computer skills for word processing, online research, and grammar and usage programs. Prerequisite(s): ENGL 102 + 45 hours.

**ENGL 306. Principles of Grammar**
Introduction to the three major linguistic theories of grammar: traditional, structural and transformational. Discussion and practice of grammatical analysis in light of the three theories. Attention to how meaning is patterned and presented in language and how languages differ syntactically to convey meaning. Prerequisite(s): ENGL 102 or permission of instructor.

**ENGL 310. Technical and Report Writing**
A course for students who have already passed the basic technical writing course, the business English course, or have demonstrated proficiency at that level. Emphasis is on a functional approach to business and technical reports, both informal and formal, with additional concentration upon style, audience analysis, illustration of data and process, and the writing of proposals. Prerequisite(s): ENGL 102 and 112 or permission of the instructor.

**ENGL 311. Editing for Technical Writers**
This course aims to prepare students comprehensively for editing tasks in technical and

other professional environments by engaging students in various technical tasks including copy editing, compilation, document design and reorganization, and management and production of client projects. The course will cover methods for working in both a paper and in an electronic environment. This course assumes that the student has the foundations of technical or report writing, as taught in ENGL 112, Technical Writing and ENGL 204, Writing for Business and other Professions. Prerequisite(s): ENGL 112 or 204 or permission of the instructor.

**ENGL 315. Shakespeare**
A study of William Shakespeare's plays and non-dramatic verse, including a selection of tragedies, comedies, romances and history plays. This intensive course analyzes the author's context and influence, examining the evolving critical views and the canonical status of the works.
Prerequisite(s): ENGL 250

**ENGL 316. American Literature to 1860**
A study of American literary tradition from the Colonial Period through the Civil War.
Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 317. American**

**Literature, 1860-1940**
A study of Realism, Naturalism and Symbolism, with emphasis on those writers who have contributed most to modern American literature. Prerequisite(s): ENGL 150 or 102, or permission of the instructor .

**ENGL 320. Literature of the Western World, Part I**
A study of Western literature of the classical, medieval and Renaissance periods. Introduces students to great works of the European literary tradition outside the English-speaking world. (Works are read in English translation.) Prerequisite(s): ENGL 150 or 102, or permission of the instructor .

**ENGL 321. Literature of the Western World, Part II**
A study of Western literature from the neoclassical through the modern periods. Introduces students to great works of the European literary tradition outside the English-speaking world. (Works are read in English translation.) Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 322. Teaching Writing and Grammar 5-Adult**
The course will evaluate writing theories, the role of grammar instruction in writing, the components of the writing process, and methods of evaluation. The course will also review the rules of grammar, usage, and punctuation with an emphasis on how to teach grammar in a classroom setting. Prerequisite(s): junior classification.

**ENGL 324. Literature for Children**
Comprehensive survey of the field, past and present, with emphasis on types and uses, including evaluation of books and the art of storytelling. Prerequisite(s): ENGL 102 or 150 or permission of the instructor.

**ENGL 325. Young Adult Literature**
A survey of literature for the young adult based on wide reading in the field. Prerequisite(s): ENGL 102 or 150 or permission of instructor.

***ENGL 326. Journalism II***
This course is a continuation of Journalism I and is designed to provide the student practical experiences in the many areas of newspaper writing and production. Activities in the course include staff organization, the writing of news stories, editorials, drama and musical reviews, personality profiles, headlines, interviews and copy makeup. Prerequisite(s): ENGL225.

**ENGL 334. Principles of Literary Criticism**
This course introduces the fundamental questions of criticism: What is literature? What is interpretation? How is literature produced and for whom? What are the effects of literature on readers? What is the value of literature? Readings will emphasize modern and contemporary critical texts. Concepts and methodologies of contemporary literary theory will be introduced. Prerequisite(s): ENGL 150 or 250.

**ENGL 337. The Black Writer in America**
Major literary works of the Black writer in America from the Colonial Period to the present. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 338. Black Novelists in America**
Study, discussion and analysis of the major Black novels of the 20th century, with special attention to the social, economic and intellectual background of the period. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.
ENGL 339. Black Poets in America
Students in the class will study and analyze African- American poetry in its cultural and historical context. This course may be taught as a survey class or focus on specific writers, themes, and periods. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 340. Readings in African Literature**
Comparative study and analysis of basic literary writings of Africans in Africa, the United States and the Caribbean. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 342. Women Writers** This course is a study of literature by women writers within the context of their times; historical periods, genres

and themes may vary. Prerequisite(s): ENGL 150 or 102 or permission of instructor.
ENGL 343. Appalachian Literature and Culture
Through study of selected fiction and poetry by Appalachian writers, we will examine characteristics and views of Southern Appalachian culture. We will attempt to dissect some stereotypical images of the region, as well as to build understandings distinct from such stereotypes. The course will emphasize both the social background and literature of Appalachia. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

***ENGL 345. Popular Literatures***
A study of the conventions of a selected literary genre (e.g., Gothic literature, science fiction, detective fiction) through reading and analysis of classic examples. The course focus will be announced each time it is offered. In addition to an overview of the definition and history of the genre, the course will examine the conventions (e.g., setting, types of characters and dramatic conflicts, acceptable resolutions) that identify this body of literature and how they compare to our expectations of high literature.
Larger cultural conflicts often reflected in these works, such as Gothic literature's treatment of exotic materials related to colonialism or science fiction's reflections of anxieties about progress, will be explored. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

***ENGL 346. Literature and Film*** This course will examine literary works and films based on them. Students will compare the narrative and descriptive strategies of the two media with an eye toward choices by literary writers and filmmakers and the limits of each mode of expression. The class will read a range of literature, view a film or films based on each work, and discuss the relationships between the two modes of expression and the various separate but distinct texts created over time to explore a specific narration. Readings will also include selected writings on film and narrative theory.
Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

***ENGL 347. The Immigrant Experience in America***
Immigrant experiences in America as depicted in poetry, short stories, novels and essays. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

***ENGL 348. History as Literature***
This course examines primary sources, such as essays, memoirs and other narratives of a historical period and/or theme as literature, in order to come to an understanding of how ideas, written words and experiences made specific historical events and/or transformations possible. Prerequisite(s): ENGL 150 or 250.

**ENGL 350. World Literature: Classical Era**
An exploration of the diversity of the world's literature, with emphasis on works outside the Western canon. Using a comparative approach, the course will examine issues such as cultural difference, translation across cultures, ethnocentrism, canon construction, colonization, literature and politics, and literature as a way of seeing the world. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 351. World Literature: Modern Era**
An exploration of the diversity of the world's literature, with emphasis on works outside the Western canon. Using a comparative approach, the course will examine issues such as cultural difference, translation across cultures, ethnocentrism, canon construction, colonization, literature and politics, and literature as a way of seeing the world. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 360. Studies in a Major Author**
This course will examine a single literary author and her or his major works. After situating the specific author in her or his literary period, the class will read a range of literature written by the specified author. (In some cases, the study of an author may be supplemented by reading other closely related authors.) Intensive study of a single author will allow the students to study historical, cultural and literary influences and to use that information to enjoy and analyze a single author's body of work and impact on readers and writers.

Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 369. Gay & Lesbian Literature**
This course is a survey of 20th and 21st-century literature from Western Europe and the Americas that focuses on same-sex themes. The course will examine notions of masculinity and femininity, historical and cultural traditions, politics, and sexuality from the perspective of gay and lesbian authors or their protagonists. While the readings will focus primarily on novels and short stories, the course will also include excerpts from theoretical/critical works and some films and documentaries. Prerequisite: ENGL 102.

**ENGL 390. Internship Experience**
Normally taken during the junior or senior year, this is an internship experience for English majors demonstrating skills and knowledge in advanced writing principles and practices. For students with a 3.25 GPA or higher in the major and a 3.0 GPA or higher overall, emphasis will be placement of qualified B.A. English majors in positions in fields such as advertising, public relations, legal or business writing and print journalism with the purpose of providing supervised work experience in the student's chosen area of interest. All students will develop, submit and present a portfolio. The course is three hours and may be repeated once for a total of six credit hours.

ENGL 399. Special Topics in English
A course designed for a topic of special current interest, including televised courses. Prerequisite(s): Literature or writing courses as determined by the professor. See current schedule.

**ENGL 401. History of the English Language**
The history and development of the language from Anglo-Saxon times to the present.
Prerequisite(s): ENGL 102; 230 recommended.

ENGL 402. Early English Literature through the Fifteenth Century
The Old English background, selections from the works of Chaucer, medieval romance, the Arthurian matter and the ballad. Prerequisite(s): ENGL 150 or 250.
ENGL 403. The English Renaissance, 1500- 1660
A literary, political and social analysis of England from 1500 through the Interregnum with an emphasis on the works of Spenser, Sidney, the Sonneteers, Donne and Milton. Prerequisite(s): ENGL 150 or 250.

***ENGL 405. Literature of the Restoration and the 18th Century***
A literary and social analysis of the years 1660 to 1800 in England and with particular emphasis on the Restoration Drama and the rise of the literature of irony. Prerequisite(s): ENGL 150 or 250.

**ENGL 406. English Romanticism**
The work of Blake, Byron, Coleridge, Keats, Wordsworth and Shelley along with an analysis of the Gothic and the sentimental in English prose and poetry and the ballad.
Prerequisite(s): ENGL 150 or 250.

***ENGL 407. The Victorian Period***
English literature from 1832 to 1900, with emphasis on the works of Tennyson, Browning, Rossetti, Arnold, Swinburne, Carlyle, Ruskin and Mill. Prerequisite(s): ENGL 150 or 250.

**ENGL 408. American Literature, 1940-Present**
A comparative and analytical study of the major works and trends in recent American Literature. Prerequisite(s): ENGL 150 or 102, or permission of the instructor.

**ENGL 409. Modern British Literature**
An examination of those works since 1900, which have been most influential in British Literature with an analysis of current trends in fiction, poetry and drama. Prerequisite(s): ENGL 150 or 250.

***ENGL 410. Digital Literacies*** This class will examine the meaning of literacy in the digital age by examining, through the lens of technical communication, various modes of composition. Through readings and online discussions, the course will explore theories of cultural convergence and how we produce and consume information. As students discover new technologies such as blogs, social media, Twitter, YouTube, wikis,

podcasts and others as they emerge, they will learn how to transform theory into practical application using the various media. While students are developing these functional literacies, they will also examine the technologies critically and rhetorically, learning not only how to use a technology- why and when. Prerequisite(s): ENGL 112 and 90 credit hours, or permission of the instructor.

***ENGL 412. Information Design I*** This class will teach a rhetorical approach to information design. Using the rhetorical principles of audience, purpose and context, the course will analyze the layout of documents and discuss effective layout and design. The course will include discussions of theories and principles of information design, but the course will be mainly activities-based, in which students will work on their own projects applying the knowledge acquired through readings and lectures. The course assumes that students already have a good understanding of computers. It is strongly recommended that students take ENGL 228 Introduction to Desktop Publishing, or the equivalent, prior to enrolling in the course. Prerequisite(s): ENGL 112.

**ENGL 413. Development of the Novel**
Traces the evolution of the novel as a literary genre from Defoe to the great Realists of the 19th century. Prerequisite(s): ENGL 150 or 250.

***ENGL 414. The Modern Novel*** Focuses on the revolutionary experiments in style and form by novelists in the 20th century. Prerequisite(s): ENGL 150 or 250.

***ENGL 415. The Modern Drama*** Study, discussion and analysis of the modern drama from Ibsen to present. Prerequisite(s): ENGL 150 or 250.

**ENGL 421. Teaching English in Secondary School**
Background principles and techniques of teaching English in secondary school, emphasizing the study of literature in print and non-print forms, the study of the English language, and the study of oral and written composition. Prerequisite(s): EDUC 316, senior standing and permission of instructor.

**ENGL 422. Information Design II**
This class is a continuation of Information Design I. Applying the theories and principles of Information Design I, students will work on a client-directed project. Students will also learn about theories and principles of website design and practice creating and managing websites. Prerequisite: ENGL 412

**ENGL 429. Writing for Publication**
A course primarily for the writer of articles intended for periodicals. Emphasis is on surveying the market, topic research, style and organization, preparing the manuscript and editing proofs. Additional attention is paid to the differing requirements local and national publications, general circulation, business, industrial or public relations magazines.
Prerequisite(s): ENGL 102 or 112 or permission of the instructor.

**ENGL 430. Poetry Writing Workshop**
This course offers the student an opportunity to write poetry, to present it in a workshop format, and to receive support and feedback from a group of fellow writers. Discussions will also emphasize revision and publication possibilities. Students will be required to read traditional and contemporary poetry to nourish their own writing. Prerequisite(s): ENGL (304) or permission of instructor.

**ENGL 431. Fiction Writing Workshop**
A small seminar-type setting which allows students to share their short stories and novel excerpts in an atmosphere of constructive criticism, followed by guided revision. In addition to creating their own body of work, students will gain experience in critical reading and identifying the building blocks of creative writing. Prerequisite(s): ENGL 304 or permission of instructor.

**ENGL 432. Creative Nonfiction Workshop**
This course is a workshop in writing nonfiction from a personal perspective. Developed with examples from experience and research and using a literary style, the form encourages writers to discover not only intellectual but emotional and aesthetic insights. Prerequisite(s):

ENGL 303 or 304 or permission of instructor.

**ENGL 440. Interpreting the Holocaust**
A study of the Holocaust - the attempted destruction of the Jews by Nazi Germany from 1939-45 - through selected writings of historic, interpretive and literary importance. This course partially fulfills the International Perspectives requirement of the General Education core curriculum. Prerequisite(s): ENGL 150 and 60 hours or permission of the instructor.

**ENGL 441. Contemporary Critical Theory**
This course engages with the contemporary critical perspectives and strategies of structuralism, post-structuralism, deconstruction, feminist theory, new historicism and postmodernism. Prerequisite(s): 75 credit hours.

***ENGL 477. Senior Seminar***
Designed as a capstone experience for seniors in the Professional Writing, Literature, Technical Writing and English Education options, this course requires students to complete their departmental assessment portfolio, complete several short assignments, and present a major project in writing and orally. The course also provides students with information about graduate school, career choice and professional portfolios. Students are required to participate in the departmental assessment and the University's graduate exit survey. A grade of a grade of C or better is required to pass/graduate.
Prerequisite(s): 90 credit hours.

**ENGL 499. Special Topics in English**
A course designed for a topic of special current interest, including televised courses. Prerequisite(s): Literature or writing courses as determined by the professor. See current schedule.

## *General Education Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**G ED 101/ 101H First Year Experience**
This course is designed to assist the first-year student in developing skills and abilities necessary for academic success. All first-year students must complete this course within the first two semesters of college work. Students who transfer into WVSU with more than 30 hours will not be required to take a first year experience course.
G ED 150 Introduction to African/African-American Studies This course explores the lived experiences of African-Americans from Africa to the new world. It examines themes and issues that have affected the lives of African-Americans in the diaspora historically and presently. While the course focuses on African-descended North Americans, it provides some discussion of the global African experience. This course also traces the development of African/African-American studies as a discipline and field of knowledge in the academy.

***G ED 250. Introduction to Women's Studies*** Women's Studies is an interdisciplinary scholarship focused on women and gender. This introductory course presents students with the history of the women's movement and analyses of women's psychology, gender roles and life cycle as they affect and are affected by economics, law, religion, business, politics and the arts. The methodologies of feminist research and feminist theory are introduced. Women's similarities as well as differences based on age, ability, sexual orientation, socioeconomic class and race and ethnicity are explored and analyzed within this framework.
G ED 299 Special Topic

***G ED 300. Feminist Theory*** This course introduces the students to the history of cross-disciplinary scholarship in the humanities and social sciences, as well as the concepts and conceptual frameworks that ground the scholarship. Students will engage with the varieties of feminism and theories pertaining to the study of women and gender through course readings and practice doing theory through discussion and writing. Required for students taking a minor in Women's Studies.

## *Geography Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

***G ED 399 Special Topic***

**GEO 200. Introduction to Geography**
The natural environment and its processes and the relationships of humankind to its habitat. Focus will be on the essentials of physical geography and upon some basic concepts of cultural geography.

**GEO 201. World Regional Geography**
The major geographical concepts were studied through a regional perspective, the several culture realms of the world, and the human issues faced in each.

**GEO 202. Introduction to Cultural Geography**
A systematic approach to cultural geography relating the discipline to the other social sciences for a better understanding of the complex nature of cultural diversity, cultural interaction, and the different levels of societal development.

**GEO 303. Urban Geography (4 Credit Hours)**
A study of the site, situation, historical development, structure, and function of cities. The central business districts, industrial districts, residential areas and transportation systems are studied and questioned from the perspective of effectiveness, interrelation, and future utilization.

***GEO 306. Economic Geography***
Major primary, secondary and tertiary economic activities in their local and relative geographic settings. Emphasis upon commodity production, utilization, trade patterns and their significance.

## *Health & Human Performance Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**HHP 102. Beginning Tennis (1 credit hour)**
This course is designed for anyone interested in learning proper technique, scorekeeping and fitness through the activity of tennis.

**HHP 103. Beginning Bowling (1 credit hour)**
This course is designed for anyone interested in learning proper technique, scorekeeping and fitness through the activity of bowling.

**HHP 106. Beginning Weight Training and Body Conditioning (1 credit hour)**
This course is designed for anyone interested in learning proper technique, risk management protocol and workout design through the activity of weightlifting.

**HHP 111. Beginning Basketball – Softball (1 credit hour)**
This course is designed for anyone interested in learning proper technique, skill building, game rules, scorekeeping and fitness through the activities of basketball and softball.

**HHP 122. Fitness for Living (2 credit hours)**
This course is designed to provide students the knowledge to assess their own wellness/health and fitness interests, and provides learning experiences as well as physical practices to promote lifelong health.

**HHP 126. Foundations of Physical Education**
A study of the historical and philosophical background that contributes to the development of the psychological, sociological and physiological foundations that are the basis of contemporary physical education.

**HHP 130. NCAA Life Skills (1 credit hour)**
This course provides strategies that make smart choices about use or non-use of alcohol and other drugs, both short-term and long-term.

**HHP 135. Dance Methods (2 credit hours)**
This course is designed to prepare the pre-service teacher to organize, plan, select, instruct and evaluate a variety of dance activities for elementary and middle school students.

**HHP 140. Sports History (2 credit hours)**
This course will examine the development of competition in the human condition from its inception, into organized forms of sport, to the highly developed enterprise that has emerged in contemporary times. Observations of the influence of culture and history on this development are central to the presentation and content of this course.

**HHP 150. Introduction to Health and Human Performance**
An introduction to the historical, philosophical and sociological perspectives of school health education, physical education and sport studies. This course will also look at career development, and job opportunities in each of the fields and the new world of the technological workplace.

**HHP 157. Healthy Living (2 credit hours)**
Designed to inform, interest and motivate students toward good health as it relates to effective, productive and satisfying living. We will look at health as a dynamic, ever-changing process of trying to achieve individual potential in the physical, mental, social, emotional, spiritual and environmental dimensions.

***HHP 220. Coaching Methodology l (2 credit hours)***
This course provides an introductory examination. Learning and practice of the coaching profession including philosophy development, practice planning, communication and safety concerns. This course serves as an entry level coaching course and is an additional required course in several states for individuals to coach at the high school level. Upon successful completion of this course, the student will be certified by the NFHS. This course is not sufficient alone to coach sports at the middle school or high school level in the state of West Virginia.

**HHP 225. Biomechanics**
The course is designed to build a basic foundation of anatomy and kinesiology as it pertains to movement in physical education. Prerequisite(s): BIOL 210 with a C or better.

**HHP 238. Methods of Gymnastics/Aerobics (2 credit hours)**
This course is designed to prepare the pre-service teacher to organize, plan, select and instruct gymnastics and aerobics activities that are developmentally appropriate for elementary students.

**HHP 242. Team Sports II** This course is designed to prepare the prospective teacher in knowledge of rules, boundaries, instructional strategies and psychomotor skills characteristic of sport forms. These sport forms are analyzed and applied to softball, track and field and basketball. *MAJORS ONLY* or *PERMISSION OF INSTRUCTOR.*

***HHP 251. Consumer Health***
A study of science-based health facts and guidelines to enable consumers to intelligently select health products and services. The course will emphasize the economic aspects of health and the social and psychological factors that influence consumer choices.

**HHP 252. Emergency Health Care (2 credit hours)**
A course that will equip students with the ability to recognize health emergencies, evaluate the situation and administer appropriate care.

**HHP 299. Special Topics (1-3 credit hours) A lower-division course designed for a topic of special current interest, including televised courses. Prerequisite(s): As stated for each offering.**

**HHP 307. Medical Terminology *(3 credit hours)***
This course introduces medical terminology to students entering a health science field. Students will develop an understanding of analyzing medical terms and common abbreviations. Students will define, spell, and pronounce medical terms related to body systems, pathology, and clinical procedures. Students will evaluate word origin and structure through the use of prefixes, suffixes, root words, and symbols.

**HHP 308 Peer Education III.** This course builds upon the fundamentals learned in Peer Education 2. Students now holding various specialized certifications will take on a mentoring role, assisting the introductory Peer Education 1 students through their certification training modules. Students will also continue conducting peer education programming.

**HHP 325. Substance Abuse (2 credit hours)**
This course provides information and understanding of substance abuse, drugs and ways to prevent the individual from using drugs.

***HHP 327. Exercise Physiology*** The course is designed to implement knowledge of the physiological function

of the body during exercise. Prerequisite(s): HHP 225 with a "C" or better.

***HHP 329. Adapted Physical Education and Recreation***
Emphasis on the physical and health status of typical and atypical students and physical activities for maximum development.

***HHP 331. Athletic Training I***
The course is designed to give the student initial instruction in the many facets of sports medicine and the role and responsibilities of the athletic trainer.
Prerequisite(s): HHP 327 with a "C" or better.

***HHP 333. Athletic Training II***
The course is designed to give the student advanced instruction above that offered in HHP 331 into many facets of sports medicine and the roles and responsibilities of the athletic trainer.

**HHP 340. Energy Source and Body Composition**
This course examines the metabolic requirements needed for a variety of physical activity, as well as the impact that physical activity, training and scientifically directed nutrition can have on one's body composition and human performance.
Prerequisite(s): BIOL 210 and HHP 327 (HHP 327 and 340 can be taken concurrently).

**HHP 341. Individual And Dual Sports I**
This course is designed to prepare the prospective teacher in rules, boundaries, instructional strategies and psychomotor skills in tennis, bowling, archery and badminton, as well as develop and apply skills to tennis, bowling, archery and badminton.

**HHP 350. Research in Physical Activity**
This course is designed to be an introductory experience for the research consumer, as well as the research producer in the health sciences. This course emphasizes developing conceptual understanding of using the scientific method as a means of problem solving, both as a critical customer and as an entry-level researcher. Prerequisite(s): Senior standing.

***HHP 352. Community Health*** An examination of the broad and challenging profession of community health education with an emphasis on communities and their health status. The course will also address the social/political reasons why many community health problems continue to exist.

**HHP 354. Contemporary Issues and Ethics in Health**
This course will examine current health issues, topics, events and dilemmas. Students will be challenged to evaluate the complexities of the issues, utilize critical thinking, reasoning and ethical decision making to develop effective arguments and/or solutions.

**HHP 359. Methods of Teaching Health Education**
Designed to prepare the prospective elementary and middle school teacher to function effectively in the school health program including school health environment, school health services and special emphasis on school health instruction.
Prerequisite(s): EDUC 316.

**HHP 369. Elementary and Middle School Safety Programs (2 credit hours)**
This course is designed to prepare the teacher candidate to receive certification in Adult/Child/ Infant CPR and First Aid upon successful completion of the course. This course will emphasize updated information strategies students can employ in their classroom to protect yourself and their students.

**HHP 375. Body Structure and Function**
This course is designed to prepare the student with the Human Anatomy knowledge needed to apply and effectively work in the health science and Strength and Conditioning career fields. The course will study all major systems of the human body as well as address application of its content to professional functional and general health scenarios.

**HHP 399. Special Topics (1-3 credit hours)**
An upper-division course designed for a topic of special current interest, including televised courses.
Prerequisite(s): As stated for each offering.

***HHP 400. Exercise Testing*** This is a lab experience course taken concurrently or after HHP 327 and 430. Labs will be designed to reinforce knowledge/skills taught in HHP 327 and 430 courses. Students will be given the opportunity to

practice coach/athlete trainer/client interaction during the course. Prerequisite(s): HHP 327 or currently enrolled in HHP 430.

***HHP 405. Sport Psychology***

The psychology of sport is the study of the interactions between psychological variables and performance in athletics and physical activity. The overall purpose of this course is to introduce students to psychological theory and practical skills that influence sport performance.

***HHP 420. Sports Law and Ethics***

Ethical theories along with negligence law, contract law and constitutional law as they apply to sport and sport governance will be discussed. As a result of completion of this course, the student will be aware of their individual obligation, responsibilities and legal rights in terms of coaching and training decision-making and ethical moral judgment. Prerequisite(s): ENGL 102 and junior standing.

***HHP 428. Administration of Physical Education and Sport***

This course is a series of discussions, lectures and case studies that assist students in application of the administrative theories, concepts, principles and decision-making skills necessary for a successful career in exercise-related professions.

**HHP 430. Developing and Implementing Strength and Conditioning Programs**

Key concepts developed in this course include the components of physical fitness, and how to analyze and creatively design fitness programs that apply neuromuscular and cardio respiratory physiological knowledge in the administration of pre-season, in-season and off-season programs for a variety of athletic teams at different levels of competition. In addition, creative program design will be conducted addressing concerns with adolescents, elderly populations and individuals suffering from chronic disease such as cardiovascular disease, diabetes, COPD, and cancer. Prerequisite(s): BIOL 210 and HHP 327 with a "C" or better in each course.

**HHP 431. Health and Physical Education for Elementary Classroom Teachers**

Equip the teacher education candidate with essential knowledge and skills needed to integrate health and physical education into the elementary school curriculum. All content is correlated with the National Health Education Standards and the National Standards for k-12 Physical Education. 10 clock hours field experience is required. *Prerequisite: Education 316 with a "C" or better*.

**HHP 437. Certification in Sports Officiating**

Methods and techniques of officiating selected sports. West Virginia Secondary Activities Commission guidelines will be followed. Prerequisite(s): Permission of the instructor.

***HHP 440. Coaching Methodology II (2 credit hours)***

This course serves as the capstone course for the Bronze Level Coaching Education Program, in place nationally, by the National Federation of High School Coaches.

***HHP 446. Methods of Elementary/Middle School Physical Education***

Designed to meet state requirements for certification of elementary/middle school teachers. This is a sequentially developed program that will include the development of knowledge, physical skills and methods for teaching physical education. It provides selected activities appropriate to the elementary students. In addition, this class requires 8-10 hours of selected practical experience.Prerequisite(s): EDUC 316.

**HHP 450. Internship in Sports Studies (12 credit hours)**

This course serves as a capstone opportunity for the senior level Sports Studies student to apply cognitive, psychomotor and affective competencies learned throughout their studies within the Sports Studies Program. Each student will work and learn with an existing sports business, sports education/instructional program or sports team in the surrounding community (480 clock hours). Prerequisite(s): Students must have completed all coursework within the designed Sports Studies Curriculum with grades of "C" or better in all courses. With special permission, the student may be taking no more than two courses to complete their degree while completing their internship.

***HHP 451. Health Equity, Diversity, and Inclusion*** This course examines social issues and challenges in rural health with emphasis on morbidity and mortality status among rural populations, health disparities, health hazards, health care, environmental health and food insecurity. Prerequisite(s): HHP 354.

**HHP 453. Applied Nutrition in Health**
This course reviews dietary principles and behavior modification in overall health, as well as how to develop nutrition education interventions within community health programming. Prerequisite(s): BIO 303.

**HHP 454. Theory in Health Education**
This course is an introductory study of the various theories used in health education and health promotion, and their applicability to health programming.

**HHP 455. Epidemiology in Health**
This course reviews basic principles in epidemiology and designs of study for health research. Prerequisite(s): Math 111 or 120.

***HHP 456. Methods and Strategies in Health Education and Health Promotion***
Designed to acquaint the prospective teacher with the curriculum, process of concepts, goals, objectives, content, methodology and evaluation development necessary to achieve desired health knowledge, attitudes and practices in students. Prerequisite: EDUC 316 or permission of instructor or HHP 150.

**HHP 457. Comprehensive Health Assessment**
A detailed examination of the Needs and Capacity assessment strategies for Health Education and Health Promotion, focusing on the collection of primary data.

**HHP 458. Planning/ Implementing/Evaluating**
Interventions in HHP
This course is designed to provide students with the knowledge and skills needed to plan, implement and evaluate health promotion in a variety of settings. Emphasis will be placed on conducting needs assessments, data collection, intervention theories and models, implementation strategies, evaluation models, reporting. Prerequisite(s): HHP 456.

***HHP 461. Health Leadership*** This course addresses the full scope of leadership and its challenges with special emphasis on leading within the healthcare environment. Prerequisite(s): HHP 454.

**HHP 498. Internship in Health Sciences (6 hours)**
This course serves as a capstone opportunity for the senior level Health Science student to apply cognitive, psychomotor and affective competencies learned throughout their studies within the Health Science Program. Each student will work and learn with an existing Community Health setting in the surrounding community (240 clock hours). Prerequisite(s): Students must have completed all coursework other than HHP 458 and HHP 461.

**HHP 499. Special Topics (1-3 credit hours)**
An upper division course designed for a topic of special current interest, including televised courses. Prerequisite(s): As stated for each offering.

## HEALTH & HUMAN PERFORMANCE GRADUATE Course Descriptions

***Note:*** *All courses are three credit hours unless noted otherwise.*

**HHP 500. Advanced Exercise Testing**
This course is designed to provide students with the ability and knowledge to prescribe both anaerobic and aerobic exercise programs for the general population and with the emphasis on sport performance. This course will prepare students with skills and knowledge for building complete exercise programs for unique clients through the ability to perform pre exercise assessments. This course will also focus on interpretation of exercise assessments and aid in proper safe exercise prescription and techniques for athletes, special populations, and the overall general population in mind.

***HHP 510. Sport Psychology*** The psychology of sport is the study of the interaction between psychological variables and

performance in athletic and physical activity. The overall purpose of this course is to introduce students to psychological theory and practical skills that influence sport performance.

**HHP 533. Risk Management and Injury Prevention**
This course is designed to provide students the foundational risk management and injury prevention knowledge and methods that are pertinent for students preparing to enter the athletic coaching, strength and conditioning, or general wellness industries. Prevention, risk management strategies, recognition and care of athletic injuries, including environmental considerations will be introduced. Emphasis is placed on orthopedic injury description, prevention, treatment, and recovery.

**HHP 537. Advanced Exercise Physiology**
This is an advanced exercise physiology course aimed at graduate students that possess a basic understanding of human exercise physiology. The primary goal of this class is to acquaint the students with knowledge, understanding, and value of the relationship of contributing metabolic factors, temperature regulation, and fatigue to physical exercise as they apply to athletic performance, fitness and extreme environments. Particular attention will be placed upon an understanding of muscle bioenergetics and metabolism as well as the cardiopulmonary responses to both acute and chronic exercise. Special topics to be addressed include exercise-induced oxidative stress, mechanisms of inactivity-induced muscle atrophy, performance at altitude, and hydration during exercise. Finally, this course will incorporate a problem-based learning approach and will emphasize the importance of critical thinking skills in exercise physiology.

**HHP 540. Sports Nutrition**
This course provides a foundation in science of sport and exercise nutrition and the correlation of nutritional practices and optimal human physical performance. The course will also teach students to learn how to facilitate and educate clients and athletes about general nutritional values and recommendations to maintain a healthy lifestyle, alter body composition, and improve overall performance. It will cover chemical structure and biochemical metabolic functions of essential and nonessential nutrients, nutritional ergogenic aids, eating disorders, fluid intake and balance, thermoregulation, and body composition will be discussed.

**HHP 550. Research Methods and Statistics for Physical Activity** This course is designed to be an introductory experience for the research consumer as well as the research producer in sport studies. This course emphasizes developing conceptual understanding of using the scientific method as a means of problem solving, both as a critical consumer and as an entry-level researcher.

**HHP 560. West Virginia Sport History**
This course will examine the development of sports and competition in the State of West Virginia. From its inception, into organized forms of sport, to the highly developed enterprise that has emerged in contemporary times. Observations of the influence of Appalachian culture and history on this development as well as significant sport figures from WV are central to the presentation and content of this course.

**HHP 600. Essentials of Personal Training**
This course is designed to prepare the student with the personal training knowledge, skills, and abilities set forth by the NSCA. Emphasis on course content will be in nutrition and the role of personal trainer, latest guidelines for client assessment , flexibility training, cardiovascular

exercise prescription, stability ball training, and periodization training. The course will also address exercise prescription with special populations, aerobic and anaerobic exercise techniques, and resistance training load. The course will also familiarize and enable the student to be able to instruct in the NSCA standards of exercise and fitness protocols standards and protocols set forth by the department of education in its physical fitness component.

**HHP 630. Essentials of Strength and Conditioning**
This course provides students with information to complement and illustrate material taught in undergraduate level Strength and Conditioning (HHP 430). Emphasis will be placed on the theory and methodology of training and preparing athletes for competition. Students in this course will be given the practical knowledge of design, implementation, modification, and assessment of strength and conditioning programs for athletes. Emphasis will be placed on modifying the strength and conditioning program to meet the coaches, team, and individual athlete's needs.

**HHP 640. Tactical Strength and Conditioning**
This course is designed to address the physical demands of tactical professionals in the military, law enforcement, and fire and rescue workers in conditioning and to aid in the decrease risk of injury. Covered areas in the course will include nutrition, supplements, injury treatment and rehabilitation, and assessment evaluations for tactical professionals. Students will also discuss and implement exercise drills, techniques and specific needs of the tactical athlete not limited to flexibility, mobility, speed, agility, power, and aerobic and anaerobic conditioning.

**HHP 650. Internship in Sport Studies (6 credit hours)**
This course serves as a capstone opportunity for the Graduate Level Sports Studies student to apply cognitive, psychomotor and affective competencies learned throughout their studies within the Sports Studies Program. Each student will work and learn with an existing wellness program, sports business, sports education/instructional program or sports team in the surrounding community (240 clock hours)

## *History Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**HIST 201. World History**
This course surveys the major achievements of human history from its origins to around1500 , centered on the links and interactions between civilizations which have transformed the world. Particular attention is given to the social, political and cultural developments of these societies, how they have persisted or changed over time, and how their cultures have shaped human behavior and human relations in different civilizations. Prerequisite(s): ENGL 101.

**HIST 201H. World History - Honors**
This course surveys the major achievements of human history from its origins to around1500 , centered on the links and interactions between civilizations which have transformed the world. Particular attention is given to the social, political, and cultural developments of these societies, how they have persisted or changed over time, and how their cultures have shaped human behavior and human relations in different civilizations. The Honors section will follow this general outline with additional depth and extension. The extension may include, but not be limited to, additional reading, writing and/or research. Honors students will have the opportunity in this course to engage more deeply and be challenged to read, analyze and interpret the topic of world history. Prerequisite(s): ENGL 102 and acceptance into Honors Program.

**HIST 202. World History** This course will provide students with the main themes and developments of world history from around 1500 to the present. Special emphasis will be placed upon the cultural diversity of the nonwestern world, non-aligned nations, less developed regions and the common experiences of ordinary people over time.
Major attention will be placed upon

the various factors which have facilitated growth or decline at different speeds in different parts of the world.

Prerequisite(s): ENGL 101.

**HIST 207. American History to 1865**
This course will examine Native America, the European conquest, cultural encounters between Africans, Europeans and Native Americans; the colonial era, slavery, revolutionary and Early National periods; westward expansion, nationalism, industrialization and sectional strife through the Civil War and Reconstruction, centering on issues of race, class, society, politics and power. Prerequisite(s): ENGL 101.

**HIST 208. American History from 1865**
This course focuses on the economic and political maturation of the United States from Reconstruction through the present. The influence of industrialization and increased government activity on the increasingly diverse American people and foreign powers is studied in the context of world-wide imperialism, the Gilded Age, Progressivism, World Wars and the Civil Rights movement in the American Century. Prerequisite(s): ENGL 101.

**HIST 209. West Virginia and the Appalachian Region**
A survey of West Virginia's unique contribution to the historical, geographical, governmental, political and social development of the Appalachian region.

**HIST 260. Introduction to Research Methods**
A study of the methods of historical research and annotation; and an introduction for historiography and theory as it relates to the interpretation of historical texts. ENGL 102; required for history majors and open to all students who have attained Junior level.

***HIST 299. Selected Topics in History (1-4 credit hours)*** Regular courses or seminars on special topics of historical interest will be provided for majors and non-majors, as determined by need and availability of faculty.

**HIST 300. History of Science and Technology**
This introduction to the history of technology will examine fundamental relationships between science, technology and society.

**HIST 301. American Urban History**
The role cities and the process of urbanization have played in American History. The urban experience of classes and ethnic groups, the development of urban institutions, and the impact of city life on the national character.

**HIST 302. Introduction to Historic Preservation**
This course will explore various facets of historic preservation in the U.S. We will examine the general history of the preservation movement, its present structure and composition, and related topics.

***HIST 303. History of Russia***
Political, social, economic and cultural developments of Russia from its beginning.

**HIST 305. History of England To 1688**

A comprehensive treatment of the foundations of English institutions, parliamentary or representative government and common law, noting their influence on Europe and America. Anglo-Saxon, Norman, Angevin, Tudor and Stuart contributions.

**HIST 306. History of England Since 1688**
The Glorious Revolution, the Industrial Revolution, Imperialism, the Commonwealth and the development of the Welfare State.

**HIST 307. The Renaissance and Reformation**
A detailed study of the Renaissance and Reformation and their effect upon the social and religious order. Special attention given to the intellectual, artistic and theological expressions of the period.

**HIST 308. Ancient History**
A study of the social, economic, cultural and political developments of the Near East and Greece to 146 B.C.

**HIST 309. Roman History**
A study of the social, economic, cultural and political developments of Rome to 500 A.D.

***HIST 310. The Presidency***
Factors and forces that deal with the constitutional duties, responsibilities, domestic and foreign policies of the executive office.

**HIST 311. African-American History**
A brief survey of the African and Caribbean heritage followed by a more extensive study of the African in American History from 1619 to date. Appreciable emphasis will be placed on social, economic and political developments since 1954.

***HIST 312. The Age of Jim Crow*** A study of what gave rise to this period, the injustices that Blacks suffered, and how they responded to these inequities by endeavoring to establish their own organizations in an effort topromote self-help and racial uplift. Prerequisite(s): HIST 208.

**HIST 313. Black Images in American History**
This course examines the various racial stereotypes of Blacks that have been ingrained in American society for both men and women. The focus will primarily center on why these stereotypes have persisted and what impact they have had on African-Americans. Prerequisite(s): HIST 207 or HIST 208.

**HIST 314. European History to 1815**
Background development of modern civilization. Renaissance, Reformation, 17th and 18th century movements of cultural, political, social and economic importance.

**HIST 315. European History Since 1815**
From the French Revolution to the present, including nationalism, spread of democracy and other ideologies, the Industrial Revolution, height of European Civilization, the world wars and international affairs since 1945.

**HIST 316. The Civil Rights Movement**
An examination of the origins of the protests, which sparked a Civil Rights Movement in the United States. Discussion will include major ideas of the Movement, how they changed over time, and determine to what extent it reached its goals and what impact it had on American society. Prerequisite(s): HIST 208.

**HIST 317. Slavery in the United States**
A study in identifying the various African contributions made to American society, understanding that Blacks did not passively accept their plight but engaged in various forms of physical and psychological resistance, and recognizing that various American attitudes and behavioral patterns held today have their roots in American slavery. Prerequisite(s): HIST 207.

***HIST 318. Harlem Renaissance***
This course focuses on the cultural, intellectual, artistic and political achievements of African-Americans that contributed to the Harlem Renaissance movement in the United States.

**HIST 319. History of Nazi Germany**
In this course, students will analyze the processes and influences that gave the world Adolph Hitler, with a chronological overview of Nazi Germany.

**HIST 320. History of Medieval Europe**
The meaning of the institutions of the Middle Ages and their contributions to European civilization.

***HIST 321. History of China***
This course examines the 3,000-

year history of Chinese civilization from its antiquity. The main topics include the ancient roots of Chinese culture, Confucianism, China's imperial systems, the Opium Wars and the Chinese Communist Revolution.

***HIST 322. History of Japan***
This course offers a comprehensive historical survey of Japan. While covering Japan's unique traditions such as the emperorship and the bakufu, this course will particularly focus on how Japan has developed as a modern nation-state since the mid-nineteenth century.

***HIST 323. History of Korea***
This course explores Korea's history from its antiquity to the present, with particular focuses on the distinctive aspects of Korean Culture. The course will also discuss how the North and South Koreas took different courses of development after World War II.

**HIST 324. History of Southeast Asia**
This course offers a historical survey of Southeast Asia, a region of eleven modern states today.
This course will discuss how Southeast Asia's traditions were formed before modern times and how the separate modern states of Southeast Asia emerged after their colonial experiences.

**HIST 325. Military History of the United States**
The origins and development of military institutions, traditions and practices of the United States, 1775 to present. The broader aspects of major American wars will be included. (Mandatory course for Military Science 300 and 400 students. Open to other students with Junior standing.)

**HIST 326. History of the Modern Middle East**
A historical study of the Middle East since the 18th century, focusing on the political, economic, social and cultural developments in the Middle East to the present.

***HIST 399. Selected Topics in History (1-3 credit hours)***
Courses under this number will be televised courses or other courses designed for special occasions.

**HIST 400. Senior Seminar/Internship**
This senior capstone course completes the requirements for graduation with a BA degree in history. All majors must satisfactorily pass the course, normally in the final semester. HIST 400 offers students two options: a major research project based upon primary sources for students planning to enter graduate or professional school, or a public history internship/field study for students preparing to enter the workforce.
Prerequisite(s): Senior standing and permission of instructor.

**HIST 403. American Diplomatic History**
A study of American foreign relations from the earliest days of the U.S. republic to the present. America's important foreign policies and foreign relations are examined historically.
Prerequisite(s): HIST 207 and HIST 208 or permission of instructor.

**HIST 412. American Constitutional History**
A historical background of the constitutional and legal reasoning behind most of the fundamental concepts of the operation of the American government.

**HIST 413. The Caribbean**
This course explores the ever-changing region known as the Caribbean. Emphasis will be placed upon the geographical, geological, cultural, economic and political changes of the region.
The impact of colonialism, migration, linguistic and independence movements will be examined from a variety of perspectives. A special focus will be placed on the Caribbean's influence on the world economy, past and present. Prerequisite(s): HIST 201.

***HIST 415. Public History*** This course familiarizes the student with terminology and resources for the study of public history in order to understand and analyze how public versions of the past are created, commemorated, institutionalized and interpreted, and explores the various disciplines associated with these presentations of the past. Prerequisite(s): One course from HIST 201, 202, 207, or 208.

***HIST 416. The Civil War Era*** The critical and turbulent years, 1846-1876, which ushered in modern America.
HIST 417. Selected Topics in American History

Primarily through the directed reading approach, selected topics in colonial and early 19th century United States history are used to supplement the survey and upper-division courses. Prerequisite(s): HIST 207 and permission of the instructor.

**HIST 418. Selected Topics in American History**
Selected topics in United States history from the mid-nineteenth century to the present. Directed reading in American history as a supplement to the survey and upper-division courses. Prerequisite(s): HIST 208 and permission of the instructor.

**HIST 420. History of the Far East I**
Developments of major political, cultural, social and economic achievements in China, Japan and Korea from prehistory to the 1800's.

**HIST 421. History of the Far East II**
Political, cultural, social and economic developments in China, Japan and Korea from about 1800 to the present.

**HIST 423. History of Latin America I**
Emphasizes social, political, economic and intellectual factors. Course includes pre-conquest Indian cultures, Spanish-Portuguese conquests and the colonial period to 1810.

**HIST 424. History of Latin America II**
Emphasizes social, political, economic and intellectual factors. Course includes wars of independence to present.

**HIST 425. Women's History** This course reviews problems and issues that have plagued women from historical, sociological, psychological and economic perspectives and women's efforts to overcome these barriers to equality. Further emphasis is placed on the examination and treatment of women in economically depressed and third-world/nonwestern nations. Prerequisite(s): HIST 207 or HIST 208.

**HIST 430. History of Religion (3 credit hour)**
This course surveys the historical development, ideologies and practices of major religions across the world, from ancient mythologies to the Protestant Reformation and newer religions movements of the modern day. Particular attention is given to the ideology developed through each of the religions addressed in the class, and how those ideologies evolved over time, as well as how the practice of various religions have had political and social impacts around the world as well as in their locations of origin. Prerequisite(s):Hist 201 or instructor approval

***HIST 444. Sub-Saharan Africa*** A study of major cultural and political changes in Africa from the Sahara to the Cape of Good Hope. Emphasis is placed upon historical, social, political, anthropological and aesthetic changes to a number of traditional African cultures in the aftermath of European colonialism. Cultural responses to western ideologies and technical influences will be viewed in depth.

## *Honors Course Descriptions*

**HON 101. Honors Seminar (1 credit hour)**
Introductory seminar for Honors students. Readings and activities related to participation in the WVSU Honors Program.

**HON 200. Scholarship: Research and Creative Activity (1 credit hour)**
Designed for students that participate in the Honors program at WVSU. The course is an overview of research across disciplines. It outlines the different types of research and compares and analyzes research papers from different disciplines and their components. The course also reviews the requirements of the Honors Research (HON 490).

**HON 201. Selected Readings (1 credit hour)**
A course designed to develop students' critical reading, thinking, and writing skills in the context of the Honors curriculum. Readings will address diverse topics and may be thematically selected/organized.

**HON 299. Special Topics for Honors Students (1-3 credit hours)**
This is a special topics course designed for students in the Honors Program at WVSU. Courses will be designed and taught by WVSU faculty.
Prerequisite(s): Admission to the

Honors Program or permission of the Honors Program Director.

**HON 395. Honors Practicum (1-3 credit hours)**
An independent academic or service related experience for honors students. Must be approved by the Director of the Honors Program.
HON 491. Honors Capstone Workshop (1 credit hour)
In the capstone, students will evaluate, clarify, and frame their departmental senior project using perspectives and scholarship from their major field and at least one other relevant discipline. This course is a seminar in which classes take the form of a writers' workshop.

***NSM 490H. Honors Research (3-9 credit hours)***

## *Interdisciplinary Studies Course Descriptions*

***IDS 160, Foundations of Inquiry***
An interdisciplinary course focusing on the large "human questions" by identifying how they relate to perception, reason, and structure. Focusing on multicultural issues of humanity (including race and gender), human thought, society, and technology, investigation will take place across disciplines and through various modes of knowledge. 3 credit hours.

***IDS 477, Interdisciplinary Studies Senior Seminar***
This course is designed as a capstone experience for all seniors in the Interdisciplinary Studies major. The course content will vary slightly with each offering because of the individualized nature of the degree. Students will be required to complete a major research paper or project on a topic chosen by the student and approved by the instructor. The paper will be presented orally and should make logical and theoretical connections in the student's selected disciplines. Successful completion of the course with a grade of "C" or better is required for graduation. Prerequisite: Senior Standing.

## *Leadership Graduate Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**LS 599. Special Topics in Education**
A graduate level course designed for a topic of special current interest, including televised courses. Prerequisite(s): Permission of the instructor or department chair.

**LS 600. Principles of Educational Leadership** This course serves as an overview of educational leadership theories and their application. This is an introductory course for administrative certification.
Focus will be on the principal ship, particularly the principal's role in
the learning process within the greater learning community.

***LS 605. Addressing Diversity through Educational Leadership*** This course prepares prospective educational leaders to administer various school programs for diverse student populations.
Emphasis will be given to basic concepts, issues, regulations, court decisions, problems and procedures in the management of regular, special, career, technical and compensatory education.

**LS 610. Education Policy and Law**
This course serves as an introduction to state and federal law and policy governing education systems. The course will explore historical and contemporary legal issues and their impact on student achievement and development of effective school practices, with particular focus on the role of the education administator.

**LS 615. Ethical Leadership for Social Justice**
An exploration of historical and current issues related to educational leadership, with an emphasis on legal and ethical issues including social justice, human rights, fairness and equity. Students apply principles of leadership, ethics, and critical

**LS 620. Change, Innovation & Professional Development in Education**
This course explores change theory and its application in the school. Students will identify and explore emerging trends and issues in the change process with emphasis on sustaining innovation through supervision and professional development.

**LS 625. Technology for**

**Educational Leadership**
This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. This course will provide students with both the theoretical and the practical considerations for planning and implementing technology in public education settings, focusing on the role of instructional leaders.

**LS 630. Financial and Human Resource Management in Education**
This course focuses on applying information on school needs as well as knowledge of local, state, and national policy to effective management practices. Students will learn how to legally and effectively manage school operations, including management of financial and human resources and how to schedule for the effective use of time and physical resources.

**LS 635. Leadership in Diverse Communities**
The goal of this course is to prepare and equip educational leaders with the ability to examine critical issues related to providing leadership for diverse student populations. Educational leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

***LS 640. Data-Based Decision Making for School Improvement*** This course focuses on using national, state, district and school data to improve teaching and learning, including improving the achievement of identified low achieving groups.

***LS 645. Action Research in Educational Leadership I*** An introduction to research methods in educational settings. This course will allow students to determine how data can be used to make instructional decisions at the classroom, building, and district level Prerequisite: All previous courses

**LS 650. Internship**
This course serves as a culminating experience for the certification program for education administration. This field-based practicum will allow candidates to apply knowledge of educational leadership, educational law and policy, change, innovation, professional development, financial and human resource management, and data-based decision making for school improvement.
*Prerequisite(s): LS 600, 610, 620, 630 and 640.*

**LS 655. Action Research in Educational Leadership II**
This is an applied course in actionresearch. Students will conduct an action research project based on an identified need in a public school setting and present it to their peers. *Prerequisite LS 645.*

## *Doctoral Leadership Courses*

***LS 800. Organizational Analysis for Effective Leadership***
Students will identify and explore a variety of organizational methods and strategies related to an organization's goals. Students will identify organizational theories, apply them to a specific organization and prescribe circumstances affecting the organization. This work will be incorporated with the learning activities of research coursework and is a three credit course.

**LS 805. Needs Analysis and Program Evaluation**
Students will identify and explore a variety of information gathering sources related to an organization or specific program or circumstances affecting the organization. They will identify effective practices to address needs using measurable and quantifiable methods. Students will collate analytical and evaluative materials and strategies to apply, identify, understand, and utilize the components of action-based research. Students will collect data to examine and address the needs of the organization and/or program for improvement including incorporating diverse communities in formal and systematic methods of recognizing and evaluating strategies that can be applied to meet the needs of employees and/or clientele. This is a three credit course.

***LS 810. Principles of Leadership***
Students will identify and explore leadership approaches, methods, and strategies related to an existing organization's leaders, their styles and actions. This course will serve as an overview of leadership theories and their application in the interest of

organizational improvement. Students will identify organizational strategies that have been implemented towards the achievement of an identified goal(s). Students will theorize a new process to enhance a current goal or propose a new goal and create a process of implementation. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 800 and LS 830)

**LS 815. Understanding and Conducting Research for Organizational Improvement (Action Research)**
This course will provide students with an understanding of qualitative and qualitative research methods. Students will be expected to identify components of both approaches as well as methods of combining the two for a mixed method approach. Students will apply research concerning the effectiveness of all approaches to the proposed research activities for the culminating research project of the program. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisite: LS 805

***LS 820. Legal & Ethical Issues for Effective Leadership*** Students will research State and Federal Laws and related court cases that pertain to the operation of their specifically identified organization. Students will also identify local policies and procedures prescribed by governing bodies not included by State or Federal laws. Students in this course will review and assess historical and contemporary laws, policies, and court cases and identify the impact on the organization's effectiveness, with specific attention to organizational leadership. The course will explore the relationship of law, policies, and court cases to goal achievement and development of effective practices. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 810 and LS 880)

***LS 830. Equity and Leadership with Diverse Communities*** Students will examine research on how leadership styles, strategies and practices affect the goals of the organization. Students will identify the various communities within an organization based on a variety of factors including race, gender, age, socio-economic levels, gender identifications, etc. Students will also identify external communities within the range of the organization's influence. Students will examine how current organizational functions and actions affect the identified communities and apply this information to their proposed research in research coursework. This is a three credit course.

***LS 835. Qualitative Methods***
Students in the course will identify qualitative methods of research including, but not limited to individual interviews, participant observations, and focus groups, and will incorporate a variety of qualitative methods such as narrative research, case studies, ethnographies, grounded theory research and phenomenology. Students will apply research concerning the effectiveness of all approaches to their proposed research activity for the culminating research project of the program. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisite: LS 815)

***LS .840. Communication~ Technology, & Media for Effective Leadership***
Students will examine a variety of communications strategies for internal and external outreach activities of the organization. In incorporating specific technologies, students will identify possible communication outlets for presenting their messaging. Students are to review positive and negative aspects of various communication types and apply specifically to proposals of research coursework. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisite: Admission

to the program, permission of the Program Director.)

***LS .845. Advanced Research I***
Students will continue the work of LS 805 to identify research methods and strategies through a. systematic process to find answers and solutions to questions or organizational performance.
During the coursework students will complete Chapter One of a proposed

thesis-based approach to identifying organizational issues, performance and solutions based on pre-existing research. Students will create a pathway to measure the issue. identify a process of reaching conclusions and creating opportunities for additional research.

***LS .850. Organizational Literacy for Effective Leader***

Students will research the role of life-long learning on leadership and how to extend this concept to those in the organization. Students will evaluate the importance of a literate workforce and community and how to promote these concepts and assess their effectiveness. Students will learn basic literacy concepts, assess their own skills, and utilize how to incorporate literacy into their own research project. Students will also identify literacy groups available to their identified organization and assess their application to the organization.

This work will be incorporated with the learning; activities of research coursework and is a three credit course. (Prerequisite: Admission to the program, permission of the Program Director.)

***LS .855. Advanced Research II***

Students will incorporate the information and process material of LS 805 and 845 to create an introduction to the research topic. The introduction will include research questions to be answered and involve detailed research related to the information in Chapter One. This research will include questions the student wants to answer. a detailed synopsis of literature that establishes the relevance of the problem. summaries of previous studies. and the relevance of the study. Completion of the course will be achieved by finalizing an approved Chapter Two of a research thesis. This is a three credit course. (Prerequisite: LS 845)

***LS 860 Sociology of Institutions for Leaders***

Students will identify formal and informal rules and regulations that maintain social interaction and regulate behaviors of individuals within and outside of the identified organization. This will include institutions formal and informal that attempt to exert discipline and formulate emotions and behaviors. Students will identify the types of influencing social institutions that exist internally and externally to the identified organization. They will assess both the organization's and leader's approaches to identifying, cooperating, influencing and working with the institutions for goal achievement. This work will be incorporated with the learning activities of research coursework and is a three credit course (Prerequisite: Admission to the program, permission of the Program Director.)

***LS 865. Advanced Research III*** Students will propose and implement a research-based activity focusing on measuring, assessing, and improving a current or new organizational activity. This will be a culminating activity based on requirements of Chapters Three to Five of a doctoral thesis. The activity must be approved by a University group assigned specifically to the student for this purpose. At the end of the research activity, the student will present and defend findings in a public forum. This is a three-hour course. The student will be allowed no more than four semesters (LS 845, 8S5. and 865. repeat 865 if needed) to complete the approved project and defense unless an extension is approved by lite Director of Leadership Studies and the Dean of the College of Professional Studies. (Prerequisite: LS 855)

***LS 870. Sociology of Institutions for Leaders*** Students will identify formal and
informal rules and regulations that maintain social interaction and regulate behaviors of individuals within and outside of the identified organization. This will include institutions formal and informal that attempt to exert discipline and formulate emotions and behaviors. Students will identify the types of influencing social institutions that exist internally and externally to the identified organization. They will assess both the organization's and leader's approaches to identifying, cooperating, influencing and working with the institutions for goal achievement. This work will be incorporated with the learning activities of research coursework and is a three credit course (Prerequisite: Admission to the program, permission of the Program Director.)

***LS 880. Systems for Change***
This course will provide students with theories on institutional and personal change. Activities will include creating measurable goals, assessment activities, and evaluations of change. Research of change strategies will be explored and assessed for their application to the culminating research activity. This work will be incorporated with the learning activities of research coursework and is a three credit course. (Prerequisites: LS 800 and LS 830)

## *Mathematics Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

***MATH 102. Plane Trigonometry***
Trigonometry functions and graphs, identities and equations, solving triangles, vectors, polar coordinates, De Moivre's Theorem. Prerequisite(s): MATH 120 or Math Enhanced ACT score of 23 or above or permission of instructor.

**MATH 103. Problem Solving and Number Sense**
Estimation, problem solving, sets, whole and rational number operations and properties, the set of integers, elementary number theory. Prerequisite(s): ACT MATH 19+ or equivalent.

**MATH 103E. Problem Solving and Number Sense**
Estimation, problem solving, sets, whole and rational number operations and properties, the set of integers, elementary number theory. In addition, students must fulfill the associated lab component requirements.

**MATH 104. Algebra, Statistics, and Probability**
Rational numbers, percent, probability, statistics, algebraic methods and problem solving, with reference to the NCTM standards. Prerequisite(s): MATH 103.

**MATH 105. Geometry and Measurement**
Geometry, measurement, transformations, coordinates, with reference to the NCTM standards. Prerequisite(s): MATH 103.

**MATH 111. Mathematics for Liberal Arts**
Problem solving, number systems, logic, consumer math, basic algebra and geometry, basic probability and statistics.
Prerequisite(s): ACT MATH 19+ or equivalent.

**MATH 111E. Mathematics for Liberal Arts**
Problem solving, number systems, logic, consumer math, basic algebra and geometry, basic probability and statistics. In addition, students must fulfill the associated lab component requirements.

**MATH 118. College Algebra with Business Applications**
Linear and quadratic equations; radical expressions; polynomial, rational, exponential and logarithmic functions; systems of linear equations; matrices; linear programming; input/output models; applications to business and economics. Prerequisite(s): ACT MATH 19+ or equivalent.

***MATH 118E. College Algebra with Business Applications*** Linear and quadratic equations; radical expressions; polynomial, rational, exponential and logarithmic functions; systems of linear equations; matrices; linear programming; input/output models; applications to business and economics. In addition, students must fulfill the associated lab component requirements.

***MATH 119. Algebraic Methods***
Quadratic equations, radical expressions, complex numbers, systems of linear equations, graphs of functions, exponentials and logarithms.
Prerequisite(s): ACT MATH 19+ or equivalent.

***MATH 119E. Algebraic Methods***
Quadratic equations, radical expressions, complex numbers, systems of linear equations, graphs of functions, exponentials and logarithms. In addition, students must fulfill the associated lab component requirements.

***MATH 120. College Algebra***
Equations and inequalities, functions, systems of equations and inequalities, graphing, rational expressions, radical expressions, and applications of the above.
Prerequisite(s): MATH 119 or ACT MATH 21+ or equivalent.

**MATH 121. Pre-Calculus (4**

**credit hours)**
Properties and applications of algebraic and transcendental functions, angles, trigonometric ratios and identities, conic sections, polar coordinates, systems of equations, matrices.
Prerequisite(s): a grade of C or better in MATH 120, or ACT MATH 23+ or equivalent.

***MATH 150. Introduction to LaTeX (1 credit hour)***
Typesetting scientific and technical documents.
Prerequisite(s): MATH 206, or concurrent enrollment in MATH 206, or permission of the instructor.

**MATH 205. Discrete Mathematics**
The basic non-calculus mathematics for computer science in the areas of algebra, logic, combinations and graph theory.
Prerequisite(s): MATH 120 and CS 101.

***MATH 206. Analytic Geometry and Calculus I (4 credit hours)***
One- and two-dimensional analytic geometry, functions, limits, continuity, the derivative and its applications, maxima and minima, concavity, Newton's Method, integration, area, Fundamental Theorem of Calculus, numerical integration, transcendental functions.
Prerequisite(s): MATH 120 and 102 or MATH 121.

***MATH 207. Analytic Geometry and Calculus II (4 credit hours)***
Applications of integration, techniques of integration, improper integrals, sequences and series, Taylor's series, parametric equations, polar coordinates, conic sections.
Prerequisite(s): MATH 206.

***MATH 208. Analytic Geometry and Calculus III (4 credit hours)*** Vectors, lines and planes in space, quadric surfaces, cylindrical and spherical coordinates, vector calculus, multivariable functions, partial differentiation and gradients, constrained and unconstrained optimization, double and triple integrals, volume, centroids, moments of inertia, line integrals.
Prerequisite(s): MATH 207.

**MATH 222. Elementary Statistics for Math and Natural Science**
Descriptive statistics, probability distributions, experiment design and sampling, confidence intervals, hypothesis testing. Statistical software packages will be used. Prerequisite(s): C or better in MATH 120 or ACT MATH 23+ or equivalent, or permission of instructor.

**MATH 251. Introduction to Computational Science**
The modeling process, simple dynamic models, models with interactions, computational error,
simulation techniques, aggregate and agent-based models.
Prerequisite(s): MATH 207

**MATH 299. Special Topics (1-3 credit hours)**
Televised courses or other courses designed for special purposes.

**MATH 300. Introduction to College Geometry**
Advanced topics in the geometry of triangles, transformations (dilatations, similitude and inversion), foundations of geometry, theorems of Ceva and Menelaus, Desargues' configuration and duality.
Prerequisite(s): MATH 207.

***MATH 305. Introduction to Cryptography***
An introduction to modern cryptographic principles essential for digital security, including encryption, authentication, hash functions, and secure communication. large numbers, random number generation, secure key exchange, and digital signatures. Practical applications address password protection, data privacy, and anonymous transactions, with emphasis on analyzing algorithms, identifying vulnerabilities, and implementing secure protocols in real-world contexts. Prerequisite(s): MATH 205.C

***MATH 307. Linear Algebra*** Vector spaces, linear transformations, inner products, orthonormality, eigenvalue problems, system of linear equations, matrices, determinants; application.
Prerequisite(s): MATH 207.

***MATH 308. Introduction to Modern Abstract Algebra*** Axiomatic development of rings, integral domains, fields, polynomials, complex numbers, group theory, isomorphism.
Prerequisite(s): MATH 208.

**MATH 309. Introduction to the History of Mathematics**
The history of mathematics from the earliest times until the 18th century,

as developed in Egypt, India, China, Greece and Europe. Prerequisite(s): MATH 205 and 207.

**MATH 310. Elementary Number Theory**
Induction, well-ordering principle, Euclidean Algorithm, Chinese Remainder Theorem, Fermat's and Wilson's Theorems, prime numbers, multiplicative functions, quadratic reciprocity, sum of squares, Diophantine Equations, Fermat's Last Theorem, cryptology. Prerequisite(s): MATH 205 and MATH 207.

**MATH 315. Introduction to Complex Variables**
Limits, continuity and differentiation of complex functions, analytic functions, Cauchy Riemann Equations, integration, contours, Cauchy's Integral Formula, Taylor series and Cauchy's Residue Theorem. Prerequisite(s): MATH 208.

**MATH 317. Mathematics for Teaching**
Materials and methods for teaching mathematics in elementary school. Prerequisite(s): EDUC 316 and MATH 104 and 105.

***MATH 355. Fundamentals of Data Science (4 credit hours)***
Data cleaning, filtering and transformations and application of machine learning principles, regression, clustering, classification, pattern discovery, Bayesian inference, dimensionality reduction, data science careers, application of data science. Prerequisite(s): MATH 222 and CS 116 or CS 336.

**MATH 399. Special Topics (1-3 credit hours)**
A junior-level course designed for a topic of special current interest, including televised courses. Prerequisite(s): As stated for each offering.

**MATH 401. Introduction to Vector Analysis**
Vector algebra, derivatives, space curves, line and surface integrals, transformation of coordinates, directional derivative, divergence and Stokes' theorem; applications. Prerequisite(s): MATH 208.

**MATH 402. Differential Equations I**
The types and solutions of differential equations of the first and second order. Solutions of differential equations and the application of physics and mechanics. Prerequisite(s): MATH 208.

**MATH 403. Introduction to Probability**
Discrete and continuous probability models, random variables, estimation of parameters, moments, conditional probability, independence, central limit theorem, sampling distributions. Prerequisite(s): MATH 208 and 222.

***MATH 404. Numerical Analysis*** Numerical solution of linear and non-linear algebraic equations and eigenvalue problems, curve fitting, interpolation theory, numerical integration, differentiation and solution of differential equations, algorithms and computer programming. Prerequisite(s): MATH 208 and one programming language.

**MATH 405. Differential Equations II**
Laplace transform series solutions, Bessel and Legendre equations, systems of equations, existence theorems and numerical methods. Prerequisite(s): MATH 402.

**MATH 406. Mathematics Statistics**
Decision theory, confidence intervals, hypothesis testing, multiple linear regression, correlations, analysis of variance, covariance, goodness of fit tests, non-parametric tests. Prerequisite(s): MATH 403.

**MATH 407. Introduction to Topology**
Set theory, cardinal numbers, orderings, continuity, homeomorphisms, convergence, separation, compactness, connectedness, completeness; topological, metric, regular, normal and Hausdorff spaces. Prerequisite(s): MATH 208.

***MATH 408. Senior Mathematics Seminar (2 credit hours)*** Integrates the work completed in the various courses. Reading and research oriented. To be taken in one of the last two semesters prior to graduation.

***MATH 409. Advanced Calculus I***
Functions of several variables, vector functions, gradient, partial differentiation, directional derivative, multiple integrals, maxima and minima, improper integrals, line and

surface integrals, divergences and Stokes' theorem. Prerequisite(s): MATH 208.

**MATH 410. Advanced Calculus II**
Convergence of infinite series, uniform convergence, Taylor's series, Fourier series, ordinary and partial differential equations; functions of a complex variable including integrals, power series, residues and poles, conformal mapping. Prerequisite(s): MATH 409.

**MATH 411. Teaching of Mathematics in Secondary and Middle Schools**
Review of the fundamental operations as applied to integers, fractions, and decimals; objective, methods, and materials of instruction of mathematics, lesson and unit planning, classroom procedure in teaching mathematics, and use of mathematics laboratory. Prerequisite(s): EDUC 316, MATH 205, and MATH 300.

***MATH 415. Differential Equations for Science and Engineering (4 credit hours)***
Ordinary differential equations, series solutions, Laplace transforms, systems of differential equations, Fourier series, partial differential equations, applications. Prerequisite(s): MATH 208.

**MATH 435. Applied Regression and Time Series**
Simple and multiple linear regression, elementary time-series models, auto-regressive and moving –average models, fitting models to data, evaluating models and interpreting results. Prerequisite(s): MATH 406

## MEDIA STUDIES GRADUATE COURSE DESCRIPTIONS

***Note:*** *All courses are three credit hours unless noted otherwise.*

MS 500. Digital Storytelling
A foundation course in the study and application of media aesthetic principles to visual media, utilizing digital imaging and manipulation technologies and software. Students will analyze and develop digital presentations containing graphics and text based on the principles of effective visual design for several screen formats. Theory will be integrated into practice through several guided projects, culminating in a major media design project published to CD, DVD and the web.
Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

**MS 502. Graduate Research and Writing**
An entry-level graduate course designed to familiarize students with the basic tools and techniques to do acceptable graduate work. Emphasis will be given to critical methods of research, study, and writing.
Required in the first year of graduate work in the Media Studies program.
Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

**MS 503. Mass Communications Theory**
Students will learn about the structure, content, process and effects of communication, the contributions of other disciplines and barriers to effective communication. Students will explore the vibrant relationship between theory building, research and knowledge. Students will examine key theories in detail, considering their relationships with other theories and the insight they provide into human communication. Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

***MS 505. Media Research***
Introduction to quantitative and qualitative research procedures used in the social sciences and communications studies. Methods include experimental design, surveying, sampling, content and narrative analysis, as well as focus groups and interviewing techniques. Prerequisite(s): Admission to the Media Studies Graduate program or permission of the instructor.

***MS 510. Digital Graphic Design***
This course is designed to provide students with a comprehensive understanding of visual expression as a means of communicating information, and the technical skills to digitally translate information into visual communication. Emphasis is placed on the development of strong conceptual design skills, understanding the history and development of creative applications of technology, and the mastery of technical information to facilitate effective messages. Prerequisite(s): MS 500 or

permission of the instructor. (Note: Students are expected to have a working knowledge of basic design principles and to be familiar with the Mac platform.)

**MS 515. Public Relations Theory and Practice**
This course will examine the application of communication, social and behavioral science theory and research techniques in the overall planning, programming, implementation, analysis and evaluation of public relations programs and campaigns. Emphasis will be placed on the identification and analysis of strategies as they are used and affect profit as well as non-profit organizations. Prerequisite(s): MS 505.

**MS 541. Digital Video Production**
This course will focus on narrative project conceptualization, scripting, storyboarding, production and postproduction utilizing digital video strategies, technology and software. Students, through individual projects, will apply narrative and media aesthetic principles in the production of a series of structured digital projects, culminating in a major narrative project. Prerequisite(s): MS 500 or permission of the instructor.

***MS 543. Animation Production***
This class consists of screenings, lectures and a series of projects that will introduce the student to animation production for film and video. The course focuses on the concepts, techniques and processes of producing an image, as well as surveying the history of the art form, international trends and recent developments in the industry. Prerequisite(s): MS 541.

**MS 548. Screenwriting**
This course is designed as a theoretical as well as practical approach to learning the art and craft of screenwriting. Students will study exemplary film through existing screenplays (on reserve), watch and analyze appropriate film works and find the commonalities of traditional writing styles/techniques as they relate to screenwriting while learning the specific technical aspects of writing for the screen. Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

**MS 561. Media Law and Regulation**
Students will learn the legal structure of radio, television, cable, satellite, Internet and other new media forms. Issues to be addressed include intellectual property laws, copyright, Internet regulations, First Amendment legislation and FCC law.
Prerequisite(s): Admission to the Media Studies Graduate program or permission of the instructor.
MS 565. Producer's Seminar
A theoretical and practical study of the art and craft of the film/video producer. The student will become familiar with the role of the producer and what function he/she performs in the various visual, audio, and multimedia production formats. Lectures, readings, guest visits, and assignments will address the producer's role in feature and short narrative, documentary, commercial, industrial, educational and art film and video making. Radio (commercial and public) as well as music production will also be included. Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

**MS 570. Theories of Visual Communication**
This course is a critical, philosophical and historical exploration of images as the objects of visual communication. Broadly defined to include still and moving images, graphic design, typography and also visual phenomena such as fashion, professional and political posture and interaction, visual communication is rooted in basic principles of perception and visual interpretation. Exploring various theories about the structures and uses of visual communication, students will also investigate how the social world is constructed, represented and contested in visual discourse.
Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

**MS 590. Media Ethics: Public Health Communication**
This online discussion class focuses on ethical theory and current ethical issues in public health communications, including patient privacy, quarantine requirements, mandatory vaccination, resource allocation, the right to health care, and conflicts between autonomy and health promotion efforts.

**MS 591. Global Health Communications**

This online discussion course provides a framework for understanding the political, social and economic dimensions of health policy and how communications tools can best be used for better understanding and advocacy.

**MS 600. 3D Design**
This class is a workshop in 3D computer animation production. The class will consist of screenings, lectures and hands-on projects designed to provide an overview of the history, practices and aesthetics of computer-generated images (CGI). While the primary focus of the course is 3D computer animation; the course will also introduce students to a variety of software packages for editing, titling, image processing, audio processing, 2D animation and compositing. Prerequisite(s): MS 500.

**MS 601. Critical Approaches to Media Studies**
In this critical studies course, students will learn how to apply quantitative and qualitative analytical tools to mass-mediated texts as they look for embedded cultural and political meaning within our media. Students will learn critical theory and apply that theory as they deconstruct the media products they confront on a daily basis. Students will uncover embedded messages in broadcast news and advertising, print articles and advertising, film, television shows and websites. Prerequisite(s): Admission to the Media Studies graduate program or permission of the instructor.

**MS 604. Public Health & Media Engagement**
This online discussion course explores the theory, design, implementation and evaluation of health communications programs at the highest level. Students will acquire practical knowledge and skills in health communications planning and will learn how to reach different target audiences using the most effective health communications interventions.

**MS 635. Race, Gender and Media** This course will examine and analyze the role played by the U.S. mass media (newspapers, magazines, film, radio and television) in establishing, facilitating and confronting the social constructs of race, gender and ethnicity. The primary focus of the course is on contemporary media; however, they will be examined within their historical context. Prerequisite(s): MS 501 or permission of the instructor.

**MS 640. Interactive Media**
This course will focus on the theory and practice of designing, recording and editing still and motion images and text in interactive/nonlinear formats.
Students will read and report on pertinent theory and apply it in the production of interactive media exercises, culminating in a major digital interactive media project. Theory will be put into practice utilizing digital technology and software. Prerequisite(s): MS 500 or permission of the instructor.

**MS 645. Film Theory**
This course will examine and compare several theoretical approaches to the interpretation of films and their makers, variously in artistic, narrative, cultural, historical, industrial, political, social, and technological contexts. Theories will be research, compared, and applied, regarding their relative value in the making and interpretation of films. Prerequisite(s): 3 core courses or instructor's permission.

**MS 655. Film History**
Motion picture films have a history of more than 125 years. This course will focus on research pertaining to the development of several historical periods of films, their makes, and movements, in international contexts. Prerequisite(s): 3 core courses or instructor's permission.

**MS 670. Seminar in Media Studies**
Areas of study not normally covered in other courses. Topics vary from semester to semester. Prerequisite(s): Permission of the instructor.

***MS 690. Media Law & Ethics*** This course examines legal and ethical issues in media, public relations and public health communications fields. Prerequisite(s): Admission to the graduate program.

**MS 691. Public Health & Government Relations** This course provides a framework for understanding the social, political and economic dimensions of health policy – and how communication tools can best

be used for better understanding and advocacy.
Prerequisite(s): Admission to the graduate program.

**MS 695. Integrated Media Management**
This course applies management principles and practices to the effective organization of different media agencies, firms and/or systems, including broadcast stations, cable systems, public relations agencies, etc. Current research and models in telecommunications administration, economic planning and control, merchandising and positioning, sales and advertising will be reviewed, as well as case studies and current problems in research, planning, operations, administration and evaluation.
Prerequisite(s): Completion of 15 credits in Media Studies M.A. Program.

***MS 696. Independent Study***
Students may not take this class more than two times.
Prerequisite(s): Permission of the instructor.

**MS 698. Media Studies Thesis I 1-3 Hours**
Prerequisite(s): Permission of graduate advisor.

**MS 699. Media Studies Thesis II 1-3 Hours**
Prerequisite(s): Permission of graduate advisor.

## *Military Science Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**MSC 101. Introduction to the Army and Critical Thinking (1 credit hours)**
MSC 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, stress management, and comprehensive fitness relate to leadership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student.

**MSC 102. Introduction to the Profession of Arms (1 credit hours)**
MSC 102 introduces Cadets to the personal challenges and competencies that are critical for adaptive leadership. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Students will examine the Army Profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of Army leadership while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student.

**MSC 103 and 104. Practicum in Military Training Management Laboratories I and II (1 credit hour)**
This laboratory section is designed to offer the student an opportunity for integration and application of training management and leadership techniques. Team members and leadership positions are tailored based on the student's academic alignment. The course includes exercises such as rappelling, group presentations, basic marksmanship, drill and ceremony, field training, etc.
Co-requisite: The appropriate military science course, MSC 101 or 102. Contracted MSC-100s and 200s; must also take the appropriate fitness class, (i.e.
MSC 150 or 250). Cadets are required to attend the Battalion Mini-Exercise (normally a two-day event from Friday-Saturday).

**MSC 150 and 151. Basic Physical Fitness and Conditioning I and II (1 credit hour)**
Open to all students, but required of all contracted MSC-100 cadets or students. 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. Courses are mandatory for all MSC-100 level, four-year scholarship cadets

***MSC 201. Leadership and Decision Making (1 credit hours)*** This is an academically challenging course where students will study, practice, and apply the fundamentals of Army

Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. Students will be required to demonstrate writing skills and present information briefings as preparation for development in becoming a successful future officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a midterm exam, and final exam.

**MSC 202. Army Doctrine and Team Development (1 credit hours)**
MSL 202 begins the journey to understand and demonstrate Cross-Cultural Competencies as they relate to Army doctrine and how they apply in a combatant commander's planning process. Discuss Army Values, Teamwork, and Warrior Ethos and explain their relationship to the Law of Land Warfare, and philosophy of military service are also stressed. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during Leadership LABs and team building exercises. The hands-on exercises are the student's opportunity to utilize the knowledge gained throughout the course and demonstrate an understanding of the Course Outcomes.

**MSC 203 and 204. Practicum in Military Training Management Laboratories III and IV (1 credit hour)**
This laboratory section is designed to offer the student an opportunity for integration and application of training management and leadership techniques. Team members and leadership positions are tailored based on the student's academic alignment. The course includes exercises such as group presentations, basic marksmanship, drill and ceremony, field training, etc.

Co-requisite: The appropriate military science course, MSC-101 or 201. Contracted MSC 100s and 200s must also take the appropriate fitness class, i.e. MSC 150 or 250. Cadets are required to attend the Battalion Mini-Exercise (normally a two-day event from Friday-Saturday).

***MSC 210. Leader's Training Course (LTC) (6 credit hours)*** A six-week summer camp conducted at an Army post. The student receives pay. Travel cost, lodging and meals 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 MSC 101, 102, 201, 202, 103, 104, 203, 204, 250, or 251. Entry also requires students to pass a physical examination (paid for by ROTC). Completion of MSC 210 qualifies a student for entry into the Advanced Course. Seven different training cycles are normally offered during the summer, but spaces are limited based on the needs of the U.S. Army. Candidates can apply for a space anytime during the academic year prior to the summer of intended participation. Qualifying students are also eligible to compete for ROTC scholarships during the summer camp.

**MSC 250 and 251. Basic Physical Fitness and Conditioning III and IV (1 credit hour)**
Open to all students. 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 and military science alignment. Course is mandatory for all MSC 100/200 level scholarship cadets.

**MSC 301. Training Management and the Warfighting Functions (2 credit hours)**

This is an academically challenging course where students will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Leader Training Exercise (LTX). students will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills that can further develop students into a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a midterm exam, and a final exam. students will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their instructor, other ROTC cadre, and MSL IV Cadets who will evaluate students using the Cadet Officer Evaluation System (OES).
Successful completion of this course will help prepare students for the ROTC Cadet Leader Course (CLC), which students will attend in the summer at Fort Knox, KY. Prerequisite(s): MSC 201 and MSC 202 or permission of Professor of Military Science.

**MSC 302. Training Management and the Warfighting Functions (2 credit hours)**

This is an academically challenging course where students will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Leader Training Exercise (LTX). students will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills that can further develop students into a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a midterm exam, and a final exam. students will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their instructor, other ROTC cadre, and MSL IV Cadets who will evaluate students using the Cadet Officer Evaluation System (OES).
Successful completion of this course will help prepare students for the ROTC Cadet Leader Course (CLC), which students will attend in the summer at Fort Knox, KY. Prerequisite(s): MSC 201 and MSC 202 or permission of Professor of Military Science.

**MSC 303 and 304. Advanced Course Leadership Laboratories I and II (1 credit hour)**

Open only to students in the associated Military Science (MSC) lecture course. 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 Reserve Officers' Training Corps (ROTC) program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Cadets bound for the ADVANCE CAMP (Leadership Development and Assessment Camp) will attend the Battalion Field Training Exercise (FTX) / Mini-Exercise (Mini-EX) and the Brigade Joint Field Training Exercise. . Unless otherwise approved by the Professor of Military Science (PMS), open only to, and required of students in MSC 301, 302.

**MSC 310. ROTC National Advanced Leadership Camp (6 credit hours)**

A 32-day camp conducted at an Army post. Required of all students seeking a commission who have completed MSC-301, 303, 350, 302, 304 and 351. The

student receives pay, travel, lodging and most meal costs are defrayed by the U.S. Army. The ADVANCE CAMP 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 camp. The leadership and skills evaluations at ADVANCE CAMP weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduating from college, the ROTC program and subsequently their commissioning.

**MSC 350 and 351. Advanced Physical Fitness Training and Conditioning I and II (1 credit hour)**
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. Unless otherwise approved by the Professor of Military Science (PMS), open only to, and required of students in MSC 301, 302.

**MSC 401. The Army Officer (2 credit hours)**
This is an academically challenging course where students will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a midterm exam, and final exam. students will be assessed on the execution of missions during classroom PE, Leadership Lab, or during a Leader Training Exercise (LTX). students will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their cadre, PMS and other MSL IV Cadets who will evaluate students using the Cadet Officer Evaluation Report (COER). students will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills. At the conclusion of this course, students will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing students for their BOLC B course and is a mandatory requirement for commissioning.
Prerequisite(s): MSC 301 and MSC 302.

**MSC 402. Company Grade Leadership (2 credit hours)**
This is an academically challenging course where students will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, students will be required to complete an Oral Practicum that students will be evaluated on their knowledge of the 20 Army Warfighting Challenges (AWFC) covered throughout MSL401 and 402 coursework. In addition, students could be assessed on leadership abilities during classroom PE, Leadership Labs, or Leader Training Exercises (LTX). students will receive systematic and specific feedback on their leader attributes, values, and core leader competencies from their cadre, PMS and other MSL IV Cadets who will evaluate students using the Cadet Officer Evaluation Report (COER). students will be required to write peer evaluations and receive feedback on their abilities as a leader and how to improve those leader skills. At the conclusion of this course, students will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing students for their BOLC B course and is a mandatory requirement for commissioning.
Prerequisite(s): MSC 301 and 302.

**MSC 403 and 404. Advanced Course Leadership Laboratories III and IV (1 credit hour)**
Open only to students in the associated Military Science (MSC) lecture course. Different leadership roles are assigned to 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. Co-requisite: The appropriate military science lecture course, MSC-401, MSC-402, and an advanced conditioning class MSC-450 or 451.

**MSC 450 and 451. Advanced Physical Fitness Training and Conditioning III and IV (1 credit hour)**
Students will participate in a physical fitness program to learn techniques for developing a fitness program and lead physical fitness. Develops the physical fitness required of an officer in the U.S. Army. Open only to, and required of students in MSC-401, 402.

**MSC 490. Military History of the United States**
Study and application of military history through classroom instruction, directed readings, oral and written presentations. This class will incorporate multiple presentations on leadership examples throughout history, battle analysis, a closer look at Operations Orders and their use as a leadership tool, and/or a Military Staff Ride to a local battlefield. The seminar will include classes, directed readings, and both oral and written presentations on such topics as national security, logistic management, military law, ethics and analytical models for decision-making. Prerequisite(s): Junior or senior ROTC standing, pursuant of an academic minor in Military Science, or special permission from the Professor of Military Science.

## *Modern Foreign Languages Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

Chinese

***CHIN 101. Beginning Chinese***
Designed to develop basic fundamentals of communication. Introduction to Chinese culture. Reading and writing basic Chinese in Chinese pinyin.

***CHIN 102. Elementary Chinese***
Continuation of the communication activities of Chinese 101 and further study of Chinese customs, religions, government, society, and education. Prerequisite(s): CHIN 101.

French

***FREN 101. Beginning French***
Designed to develop the fundamentals of communication, listening comprehension, speaking, writing, and reading French. Introduction to the culture of France and Francophone areas. Language laboratory assignments should be expected. ***FREN 102. Elementary French*** Continuing communication activities of French 101. Special attention to developing oral proficiency. Expanded knowledge of culture of France and Francophone areas. Language laboratory assignments should be expected. Prerequisite(s): FREN 101, one year high school French, or equivalent.

**FREN 201. Intermediate French I**
Emphasis on reading French for comprehension, writing, vocabulary enrichment, and structure. Continued development of oral proficiency. Language laboratory assignments should be expected. Prerequisite(s): FREN 102 or two years of high school French, or equivalent.

**FREN 202. Intermediate French II**
Continued development of functional communication skills. Further emphasis on oral proficiency. Cultural and literary readings. Language laboratory assignments should be expected. Prerequisite(s): FREN 201.

**FREN 205. France: A View of Changing Culture**
A study of France, a nation whose culture is linked with that of the U.S. Analysis and discussion of political, historical, economic, educational, and social developments in contemporary France, and areas of French cultural influence in the Third World and America. Taught in English.

**FREN 305. Oral and Written Proficiency**
Intensive oral and written practice in French. Emphasis on correct intonation, articulation and pronunciation, and composition. Demonstrate proficiency requirements. Prerequisite(s): FREN 202.

***FREN 306. Phonetics*** Application

of phonetics: intonation, pronunciation, special difficulties. Prerequisite(s): FREN 202.

**FREN 307. Advanced Grammar and Composition**
A systematic review and fine-tuning of grammar principles taught in context. Introduction of grammatical and stylistic subtleties. Skill development in idiomatic writing style. Some translation exercises. Written critical analyses of short specialized readings. Prerequisite(s): FREN 305 or permission of instructor.

**FREN 311. French Civilization and Culture**
Developing understanding and appreciation of the culture of France, its history, traditions, contributions to world civilization. Prerequisite(s): FREN 202.

***FREN 312. Francophone Civilization and Cultures***
Developing understanding and appreciation of the history, traditions, contributions and cultures of Francophone areas of Africa, the Caribbean, and Canada. Prerequisite(s): FREN 202.

**FREN 399. Special Topics (1-3 credit hours)**
An upper-division course designed for a topic of special current interest, including televised courses. Prerequisite(s): Permission of instructor.

***FREN 401. Introduction to French Literature and Culture***
Readings in prose and poetry by outstanding 17th- and 18th-century French authors. Prerequisite(s): FREN 305.

**FREN 402. Advanced French Literature and Culture**
Studies in 19th- and 20th-century literary development. Productions of major French and Francophone writers. Prerequisite(s): FREN 305.

***FREN 407. The Teaching of Modern Foreign Languages***
Current methodologies, classroom procedures, materials, technology in the teaching of foreign languages from Pre-K through adult levels. (Cross Listed with SPAN 407 Teaching of Modern Foreign Languages.) Prerequisite(s): EDUC 316 and 18 hours of French.

***FREN 443. West African Culture*** Investigation of contemporary West African lifestyles and their social and cultural development based on the African heritage.
The class will examine articles, essays, short stories, novel excerpts by modern African authors who give accurate descriptions of their own culture. Accent is on modern life and adaptation to changing conditions. (In English.) Prerequisite(s): 75 credit hours.

**FREN 444. Caribbean: Crossroads of Cultures**
A study of representative general Caribbean culture as presented in works (in English translation) by major writers from the area. Examination of three groups of islands reveals the impact of English, French, and Spanish influence on a population of basically African heritage. The new Caribbean culture which has resulted offers a model of racial harmony and cultural pluralism. Prerequisite(s): 75 credit hours.

**FREN 445. Gateway Travel (1-6 credit hours)**
Study and travel seminar. Open to non-majors. Elective credit for minor and teaching field students. An intercultural experience in travel and learning designed to investigate the cultures of areas where French is spoken.

German

***GERM 101. Elementary German I***
Beginning work in four basic skills: understanding, speaking, reading, and writing. Introduction to customs and culture. Language laboratory assignments should be expected.

**GERM 102. Elementary German II**
A continuation of GERM 101. Language laboratory assignments should be expected. Prerequisite(s): GERM 101 or equivalent.

**GERM 201. Intermediate German I**
Emphasis on reading and vocabulary enrichment. Additional practice in comprehension, speaking, writing, and grammatical structures. Language laboratory assignments should be expected. Prerequisite(s): GERM 102 or equivalent.

**GERM 202. Intermediate German II**
A continuation of GERM 201. Language laboratory assignments should be expected.

Prerequisite(s): GERM 201 or equivalent.

***GERM 399. Special Topics***
An upper division course designed for a topic of special current interest in German language studies. Prerequisite(s): Permission of the instructor.

**GERM 445. Gateway Travel (1-6 credit hours)**
Study and travel seminar. An intercultural experience in travel and learning designed to investigate the cultures of areas where German is spoken.
Spanish

***SPAN 101. Beginning Spanish***
Designed to develop the fundamentals of communication: listening comprehension, speaking, writing, and reading Spanish. Introduction to the culture of Spain and Hispanic areas. Laboratory assignments should be expected and are web-based by accessing the internet site for the textbook.

***SPAN 102. Elementary Spanish***
Continuing communication activities of SPAN 101. Special attention to developing oral proficiency. Expanded knowledge of culture of Spain and Hispanic areas. Language laboratory assignments should be expected and are web-based by accessing the internet site for the textbook. Prerequisite(s): SPAN 101, two years of high school Spanish or equivalent.

**SPAN 201. Intermediate Spanish I**
Emphasis on reading Spanish for comprehension, writing, vocabulary enrichment, and structure. Continued development of oral proficiency. Prerequisite(s): SPAN 102, or three years of high school Spanish or equivalent. Language laboratory assignments should be expected.

**SPAN 202. Intermediate Spanish II**
Continued development of functional communication skills. Further emphasis on oral proficiency. Cultural and literary readings. Language laboratory assignments should be expected. Prerequisite(s): SPAN 201.

***SPAN 205. Spain and its Culture*** The Spanish way of life has left its imprint on many parts of the United States and all of Latin America. Spain's unique contributions in the areas of music, arts, politics, literature, customs, and cuisine will be explored. Taught in English.

**SPAN 303. Intensive Spanish Communication**
Continued practice in the development of linguistic competence in Spanish at the intermediate level with a focus on oral and written communication in a Spanish-speaking country during a two-week immersion course. Students will live with a Spanish-speaking family, attend four hours of daily intensive Spanish classes, and participate in out-of-class cultural activities. Prerequisite(s): SPAN 201.

**SPAN 305. Oral and Written Proficiency**
Intensive oral and written practice in Spanish. Emphasis on correct intonation, articulation, pronunciation, and composition. Demonstrate proficiency requirements. Prerequisite(s): SPAN 202.

***SPAN 306. Phonetics*** Application of phonetics, intonation, pronunciation, special difficulties. Prerequisite(s): SPAN 202.

**SPAN 307. Advanced Grammar and Composition**
A systematic review and fine-tuning of grammar principles taught in context. Introduction of grammatical and stylistic subtleties. Skill development in idiomatic writing style. Some translation exercises. Written critical analyses of short specialized readings. Prerequisite(s): SPAN 305 or permission of instructor.

**SPAN 311. Spanish Civilization and Culture**
Developing understanding and appreciation of the history, traditions, contributions, and culture of Spain. Prerequisite(s): SPAN 202.

**SPAN 312. Hispanic Civilization and Culture**
Developing understanding and appreciation of the history, traditions, contributions and cultures of Spanish-speaking areas in the new world. Prerequisite(s): SPAN 202.

**SPAN 399. Special Topics (1-3 credit hours)**
An upper-division course designed for a topic of special current interest, including televised courses. Prerequisite(s): permission of instructor.

***SPAN 401. Spanish Literature***

Readings in prose and poetry by outstanding Spanish authors. Prerequisite(s): SPAN 305.

**SPAN 402. Spanish-American Literature**
Readings in prose and poetry by outstanding Spanish- American authors. Prerequisite(s): SPAN 305.

***SPAN 407. The Teaching of Modern Foreign Languages***
Current methodologies, classroom procedures, materials, technology, in the teaching of foreign languages from Pre-K through adult levels. (Concurrent with FREN 407 Teaching of Modern Foreign Languages.) Prerequisite(s): EDUC 316 and 18 hours of Spanish.

**SPAN 444. Latin America**
A study of the values and lifestyles of Latin Americans in the 20th century guides the seminar in its examination of this diverse culture. Topics receiving particular attention are: family life, personal relationships, religion, political, and economic structures. Taught in English. Prerequisite(s): 75 credit hours.

**SPAN 445. Gateway Travel (1-6 credit hours)**
Study and travel seminar. Open to non-majors. (Elective credit for minor and teaching field students.) An intercultural experience in travel and learning designed to investigate the cultures of areas where Spanish is spoken.

## *Music Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**MUS 101. Theory 1 (4 credit hours)**
A beginning course in music theory and aural skills. It includes the comprehensive study of the components of music: notation, scales and tonality, key and modes, intervals and transposition, chords, cadences and nonharmonic tones, melodic organization, and texture. Students build aural skills through sight singing, rhythm reading, melodic, harmonic and rhythmic dictation, interval and chord identification, chord progressions and related activities, encountering easy to moderately easy tonal and rhythmic content. Prerequisite(s): The ability to read music and play an instrument or sing is required.

**MUS 102. Theory 2 (4 credit hours)**
A continuation of the study of music theory and aural skills. It includes the study of music structures and forms, including binary and ternary, through style analysis; the specific language of dominant seventh chords; other seventh chords, secondary dominant chords, altered tones and modulation. Students build aural skills through sight singing, rhythm reading, melodic, harmonic and rhythmic dictation, interval and chord identification, chord progressions and related activities, encountering easy to moderately easy tonal and rhythmic content. Prerequisite(s): MUS 101.

**MUS 104. American Music: A Panorama**
American music in the 20th century is notable in its diversity. Composers, performers and consumers are attracted to many media and many styles. This broad panorama or spectrum includes orchestral music, chamber music, jazz music, rock music, church music and varying types of folk music. The many faces of American Music will be heard, analyzed and discussed.

**MUS 105. Music Skills for Classroom Teachers**
The basic principles of music theory as applied to elementary school teaching: notation, sight-singing, key signatures, meter signatures, scale resources and simple harmonic structures. Introduction of recorders and piano for simple song accompaniment. Increased emphasis will be placed on materials and procedures as applied to music teaching on the elementary school level. Projects include rote songs, part songs, rhythmic games and dances, and preparing a music resource unit. Utilization of classroom instruments such as recorder, piano, melody bells, autoharp and percussion.

***MUS 107. Appreciation of Music***
An introduction to music for the non-major through historical survey and the development of listening skills. The individuals in the class will be expected to understand the basic elements of music in order to develop competence in the aural analysis of music. The development of music will be examined in the light of historical events, and will be integrated with developments in the other arts, literature and the

humanities.

**MUS 110. Elementary Piano Class (1 credit hour)**
Course designed for persons with little or no previous musical background. All major scales, simple melodies in all major keys, and simple chord structures are studied. Two class hours.

**MUS 111. Piano Class (1 credit hour)**
A continuation of the beginning piano class, which introduces the student to minor keys and chords, use of the sostenuto pedal, rhythmic and coordination techniques. Two class hours. Prerequisite(s): MUS 110.

**MUS 130. College Singers (1 credit hour)**
Select a vocal ensemble of 14-20 voices. Repertoire ranges from Renaissance madrigals through contemporary popular music, thus providing programs of great variety wherever the group appears. Three class hours. Prerequisite(s): Audition required, concurrent enrollment in a major ensemble.

**MUS 150. Concert Choir (1 credit hour)**
This organization offers the student the opportunity to learn concepts of ensemble singing and to study representative choral literature from all music periods. Some semesters will include work on a major choral work (cantata, oratorio, etc.). Open to all college students. Three class hours.

**MUS 160. Marching Band/Fall Semester (1 credit hour)**
Open to all students at the University, music majors and non-music majors alike, in the Fall Semester to enhance the football program. The band program offers the student an opportunity to perform and study music in a variety of styles for performance at all home football games and at special invitational events and parades. Students may participate by playing musical instruments. Six class hours.

**MUS 161. Concert Band/Spring Semester (1 credit hour)**
Open to all students at the University, music majors and non-music majors alike, in the Spring Semester. The band program offers the student an opportunity to perform and study music in a variety of styles through the medium of a large
wind band, including the standard repertoire for band and popular selections of the 20th century. Six class hours.

**MUS 170. Jazz Ensemble (1 credit hour)**
The performance of varying jazz styles, including swing, Latin, rock, popular and other hybrid forms. An additional emphasis on stimulating creative improvisation and ensemble playing. Three class hours. Prerequisite(s): Audition required, concurrent enrollment in a major ensemble.

**MUS 172. Woodwind Ensemble (1 credit hour)**
The principles of chamber music applied to various woodwind groupings. Students will learn chamber repertoire (duets, trios, quartets, and so forth), rehearse the material, and perform two concerts per semester. Students will also learn the associated skills and demands of playing in a chamber ensemble.

**MUS 173. Brass Ensemble (1 credit hour)**
Open to all students at the University, music majors and non-music majors alike. The course offers the student an opportunity to perform and study chamber music in a variety of styles through the medium of a brass ensemble.

**MUS 174. Percussion Ensemble (1 credit hour)**
Percussion performance techniques and chamber percussion performance skills encompassing various styles are taught and applied in a weekly Percussion ensemble rehearsal of repertoire chosen each semester. Percussion ensemble repertoire can consist of duo to large groups. Each student is expected to practice regularly outside of class in preparation for weekly rehearsals.

**MUS 180. Orchestra (1 credit hour)**
Open to all students at the University, music majors and non-music majors alike. The Orchestra offers the student an opportunity to perform and study music in a variety of styles through the medium of a symphony orchestra.

**MUS 191. Applied Music (1 credit hour)**
Weekly arranged lessons with a specialist on the instrument that the student has chosen as a major or minor interest. Literature studies and performance requirements are assigned

according to the degree of proficiency of the student.

**MUS 201. Theory 3 (4 credit hours)**
A continuation and expansion of music theory and aural skills, focusing on musical styles from the Renaissance to the 18th century. It includes more complex chords and analysis of musical procedures found in polyphonic compositions from the Renaissance, Baroque, and Classical eras. Analytical, historical, and compositional perspectives are stressed for students' added insight into performance of their own musical repertoire. Students build aural skills through sight singing, rhythm reading, melodic, harmonic and rhythmic dictation, interval and chord identification, chord progressions and related activities, encountering moderate to moderately difficult tonal and rhythmic content. Prerequisite(s): MUS 102.

**MUS 202. Theory 4 (4 credit hours)**
A continuation and expansion of MUS 201 by studying musical styles of the Romantic, Post Romantic, Impressionistic, and Contemporary eras, focusing on harmonic devices which increase dissonance and chromaticism and lead ultimately to the end of tonality. Analytical, historical and compositional perspectives continue to be stressed to increase the musical maturity and well-roundedness of the student. Students build aural skills through sight singing, rhythm reading, melodic, harmonic and rhythmic dictation, interval and chord identification, chord progressions and related activities, encountering moderately difficult to difficult tonal and rhythmic content. Prerequisite(s): MUS 201.

***MUS 207. Choral Conducting***
Introduction to basic choral conducting techniques, including meter patterns, marcato and legato articulations, preparation beats, fermatas, dynamics, cueing, and mixed meter. The course also addresses issues of score analysis as they relate to choosing appropriate conducting gestures. Prerequisite(s): MUS 101.

**MUS 210. Advanced Piano Class I (1 credit hour)**
Introduces the student to the piano literature in classics to moderns, harmonization and inversion of chords to fit melodies, and simple transposition procedures. Prerequisite(s): MUS 111.

**MUS 211: Advanced Piano Class II (1 credit hour)**
A continuation into the piano literature from classics to moderns, more advanced harmonization and chording of melodies, and more advanced procedures of transposition and modulation. Final examination is a piano proficiency examination. Prerequisite(s): MUS 210.

***MUS 212. Diction for Singers***
Students will study the pronunciation rules for English, Latin, Italian, French, and German as they apply to classical vocal literature, using the International Phonetic Alphabet to facilitate this understanding.

***MUS 301. Form and Analysis***
The exploration and analysis of music styles and major structural forms. Course activities include both visual and aural (both with and without a score) exploration of phrase and sentence structures, thematic organization, binary and ternary forms, inventions, fugues, theme and variation, sonata form, rondo form, slow movement forms, symphonies, concertos, and stylistic traits of the Baroque, Classical, Romantic, Post-Romantic, and Impressionist periods as well as works of the 20th century. Prerequisite(s): MUS 202.

**MUS 302. Jazz Theory and Improvisation**
This course will survey theoretical concepts related to harmony, melody, rhythm, form, and style and how they are applied in the jazz idiom. Each week of class will involve the introduction of a concept followed by its application through performance of a jazz compositions. Attention will also be devoted to the traditions and history of jazz, beginning with techniques utilized in the swing and bebop periods and moving forward to present day. The university's Jazz Ensemble will be used as a "lab" for this course. Prerequisite(s): MUS 202. Co-requisite: MUS 170.

***MUS 303. History and Literature of Music 1: Antiquity to Baroque***
Survey of music history and literature from antiquity through the Baroque. Emphasis is placed on the origin of the theories of music, the distinct role of the church, the development of forms,

and the musicians responsible for the major developments in Western musical style. Prerequisite(s): MUS 102 or permission of instructor.

***MUS 304. History and Literature of Music 2: Classical to Modern*** A continuation of the survey of music history and literature spanning the periods referred to as Classical, Romantic, Impressionist and Modern. A study of the larger forms and genres: sonata, concerto, symphony, song cycle and opera, as they relate to their origin, historical development and performance practices. Research projects may be required in order to gain better insight into the great works of musical literature, past and present. Prerequisite(s): MUS 201 or permission of instructor.

**MUS 307. Instrumental Conducting**
Study of instrumental conducting techniques and problems: rehearsal and performance procedures, baton techniques and development of musical interpretation. The practical aspects of conducting a rehearsal and performance through the media of the Marching/Concert Band and instrumental ensembles consisted of class participants. Prerequisite(s): MUS 101 and 207.

**MUS 308. Electronic Music Production**
The course is designed to familiarize students with the basics of electronic music. Focus is on commercial music production and the creation of pieces of radio/TV commercials, short documentary films and entertainment. Instruction in computer-based composition, sequencing, score preparation and recording through the use of the current software. Arranged lab hours are required.
Prerequisite(s): MUS 101 or 105 and CS 106 or permission of instructor.

**MUS 312. Elementary Music Methods**
Materials, techniques and procedures for teaching vocal and instrumental music in the elementary and middle schools. Familiarization with Kodaly, Dalcroze and Orff-Schulwerk approaches and utilization of classroom instruments such as recorder, piano, melody bells, autoharp, guitar and percussion. Prerequisite(s): EDUC316.

**MUS 313. Secondary Choral Methods (2 credit hours)**
The course addresses philosophical, pedagogical, and administrative issues central to running a successful choral music program at the secondary level.
Emphasis is placed on developing the musical and teaching skills needed to successfully rehearse choral ensembles and teach general music courses.
Prerequisite(s): EDUC 316.

**MUS 314. Secondary Instrumental Methods (2 credit hours)**
The course addresses philosophical, pedagogical, and administrative issues central to running a successful instrumental music program at the secondary level. Emphasis is placed on developing the musical and teaching skills needed to successfully rehearse instrumental ensembles and teach general music courses. Prerequisite(s): EDUC 316.MUS 315. Vocal Techniques (1 credit hour)
Basic instruction in proper vocal technique, including posture, breathing, phonation, resonance, range, dynamics, and diction; knowledge of physiology of the voice; and development of a basic repertoire.

**MUS 316. Woodwind Techniques *(1 credit hour)***
A study of correct tone production, technical procedures, and care of woodwind instruments, and an introduction to appropriate literature for different grade levels.

**MUS 317. String Techniques (1 credit hour)**
A study of correct tone production, technical procedures, and care of string instruments, and an introduction to appropriate literature for different grade levels.

MUS 318. Brass Techniques (1 credit hour)
A study of correct tone production, technical procedures, and care of brass instruments, and an introduction to appropriate literature for different grade levels.

**MUS 319. Percussion Techniques (1 credit hour)**
A study of correct tone production, technical procedures,

and care of percussion instruments, and an introduction to appropriate literature for different grade levels.

***MUS 320. Music Technology***
This course is an introduction to music technology.
Students will become proficient in hardware and software associated with music, including CAI (computer-assisted instruction), synthesizers/ samplers, composition/arranging, multimedia software and MIDI (musical instrument digital interface). The course offers the aspiring musician many useful resources that will increase the mastery of basic musicianship, inspire and assist the creative process, and save valuable time in the execution of musical as well as non-musical tasks.

**MUS 391. Applied Music (1 credit hour)**
Weekly arranged lessons in advanced applied music for students entering their junior and senior years. Literature studies and performance requirements are assigned by the instructor with the appropriate level of difficulty for the degree of proficiency of the student. Prerequisite(s): 4 semesters of MUS 191.

**MUS 405. Choral Arranging (2 credit hours)**
A continuation of vocal part-writing development as introduced in Theory 1-4, with the addition of writing techniques for soprano/alto and tenor/bass voicings. An introduction to principles of choral arranging, including harmonization of a melody, contrapuntal writing, varying vocal textures, determining formal structure, and writing a piano accompaniment. Prerequisite(s): MUS 201 or permission of instructor.

***MUS 406. Instrumental Scoring and Arranging (2 credit hours)***
Technical and scoring aspects of the various band and orchestra instruments, as they are employed in chamber and large ensembles. Special effects peculiar to each instrumental family will be discussed, and the special problems in transcribing from one medium to another will be analyzed. An introduction to principles of instrumental arranging, including harmonization of a melody, contrapuntal writing, varying instrumental textures, and determining formal structure. Prerequisite(s): MUS 202 or permission of instructor.

**MUS 407. Advanced Conducting Studio (1 credit)**
The course is designed to teach future conductors the basics of advanced techniques in the field from rehearsal technique to score study. The student will conduct piano rehearsals in a studio setting and large ensembles in rehearsal and performance settings.

***MUS 408. Survey of Instrumental Literature***
A survey of instrumental literature and the history of the instrument. Subjects covered include the invention and technical development of the instrument, influential and important soloists, the instrument's use in various musical settings since its invention including solo literature in different genres, chamber music, orchestral excerpts, and literature as it relates to instrumental pedagogy. Students will complete several research assignments, culminating in a final research project. Prerequisite(s): MUS 202.

**MUS 412. Vocal Pedagogy**
This course provides students with a basic understanding of the central issues of vocal pedagogy. Topics include vocal anatomy, acoustic properties of the voice, posture, respiration, phonation, resonance, registration, vocal health, and various aspects of vocal coordination.
Prerequisite(s): Two semesters of Mus 191 Applied Music.

**MUS 420. Senior Recital**
A capstone course that serves as the culmination of all previous study in music theory, history, pedagogy, applied lessons, and ensemble performance. Students will integrate learning from all areas of the music curriculum in order to research, prepare, program, and perform a successful senior recital.

**MUS 491. Applied Music (2 credit hours)**
Weekly arranged lessons in advanced applied music for students entering their junior and senior years. Literature studies and performance requirements are assigned by the instructor with the appropriate level of difficulty for the degree of proficiency of the student. Prerequisite(s): 4 Semesters of MUS 191.

## *Natural Sciences & Mathematics*

***NSM 111. Peer Mentoring Practicum (1 credit hour)***
This course is designed for students participating in peer leadership activities with other

students. The focus of this course is on student development including development of leadership skills, mentoring skills, advising skills, problem-solving skills, and proper referral to campus and other academic resources. Prerequisite(s): 2.5 GPA, minimum sophomore standing, and permission of instructor.

## *Nursing Education Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

NURS 199 Special Topics

***NURS 200. Introduction to Professional Nursing (2 credit hours)***
Designed to introduce and transition all qualified applicants to the language of nursing, critical thinking, the essential academic skills for incoming students and the interpersonal skills required for success in nursing school and the nursing profession. Selected concepts and processes for professional nursing will be included in the course, including an introduction to nursing's theoretical, philosophical, ethical, and legal dimensions. Other topics will cover patient safety and quality care, health care reform, and nursing workforce challenges. Course activities will focus on development of teamwork, communication skills, effective decision making and reflective practice. (Prerequisites BIOL 120, CHEM 101, MATH 120; admission to the nursing program).

**NURS 201. LPN to BSN Role Transition**
This course assists the LPN-BSN student through the initial transition from the role of licensed practical nurse to the role of baccalaureate prepared professional registered nurse. The philosophy, goals, program, and student learning outcomes are presented within the context of the Nursing curriculum. The student integrates the concepts of professionalism, scientific methods of inquiry, and critical thinking as applied to baccalaureate professional nursing practice. Emphasis on the leveled student learning outcomes pervades this transitions course.
Class: 3 semester hours didactic; Clinical: 0 semester hours clinical) Admission to the nursing program and an active LPN license.

***NURS 202. Health Assessment, Wellness and Prevention across the Lifespan/Lab (4 credit hours)*** This course provides the students with the knowledge and skills necessary to perform a comprehensive health assessment through health history, inspection, palpation, percussion, and auscultation. Key aspects of health assessment for culturally diverse groups of children, adults, and elders are comprehensively examined and practiced in classroom and laboratory settings. This course contains both theory and clinical practicum components. (Prerequisites BIOL 331 and NURS 200, admission to the nursing program.

**NURS 203. Nutrition and Health**
This course focuses on basic concepts of nutrition for those students that are pursuing careers in nursing and other allied health fields. This course covers health nutrition through the life cycle, selected cultural variation, diet and physical activity, medical nutrition therapy and selected diseases, and food safety. Class: 3 semester hours clinical. (Prerequisites: English 101)

**NURS 299 Special Topics**

***NURS 301. Foundations of Nursing Practice (6 credit hours)***
This course introduces theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role and caring in the practice of nursing. Content includes assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, and medication administration. Concepts related to nursing fundamentals and nursing care are integrated throughout the course. Students will be introduced to medication math and medical terminology. Students will be expected to demonstrate beginning competency in application of the nursing process and apply the nursing process in the classroom, campus skills lab, and clinical experiences. (Prerequisites

Admission to the nursing program, NURS 202; Co-requisite Nursing 303, Nursing 305,
Nursing 312).

**NURS 303. Pathophysiology Concepts in Nursing**
This course is designed to enhance the student's knowledge and understanding of pathophysiology concepts and processes related to human illness and disease. A patient centered approach is used to explore pathophysiology, etiology, prognosis, risk factors, clinical presentation, treatment and diagnostics of illness and disease. The pathophysiology course will facilitate the student's ability to develop critical reasoning abilities, sound nursing practice, and foster skills that provide safe, quality patient care.
**(**Prerequisites
BIOL 331, BIOL 332, and NURS 202, admission to the nursing program; Co-requisite Nursing 301, Nursing 305, Nursing 312).

***NURS 305. Pharmacological Concepts in Nursing*** Provides students with an overview of pharmacology with an emphasis on clinical applications within the context of the nursing process and prioritization of needs; with special consideration given to the physiological, psycho/social, cultural, and spiritual needs of patients. Explores indications, modes of action, effects, contraindications and interactions for selected drugs. Nursing implications related to drug administration are emphasized. Dosage calculations are evaluated for competency. (Prerequisites NURS 202, admission to the nursing program; Co-requisite Nursing 301, Nursing 303, Nursing 312).

***NURS 316. Nursing Care of Adults with Acute/Chronic Health Disorders (7 credit hours)***
This course focuses on providing care to adults with chronic or acute non-complex illness including common alterations in respiratory, musculoskeletal, gastro-intestinal, cardiovascular, and endocrine systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated into the course. This course focuses on care that is developmentally and culturally appropriate and incorporates critical thinking, quality improvement, collaboration, and information technology as they relate to the care of diverse patients in the medical/surgical setting. Integrated throughout the course are the standards of practice, legal and ethical responsibilities, and role of the professional nurse when caring for patients undergoing medical/surgical interventions. (Prerequisites Nursing 202; Nursing 305; Admission to the Nursing Program; Co- requisite: Nursing 318).

**NURS 318. Nursing care: Alterations in Mental Health (7 credit hours)**
The focus of the course is on the nurse's role in promoting mental health and decreasing psychopathology through utilization of the nursing process with patients in various psychiatric settings including inpatient and community. This course focuses on the application of the nursing process with emphasis on critical thinking, safe care, and therapeutic nursing interventions. (Prerequisites Prerequisite: Admission to the nursing program Nursing 202; Nursing 305; Co-requisite; Nursing 316).
NURS 399 Special Topics

***NURS 405. Nursing Care of Women, Children, and Families (7 credit hours)***
Study of the concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childrearing family from birth to adolescence. Focuses on competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. Integrates standards of practice regarding the legal and ethical responsibilities of the nurse. Emphasis will be placed on the nursing process, application of critical thinking, collaboration, and information technology in caring for children, women and families, as well as reproductive health issues. The student will care for clients on a variety of settings to include obstetrical, pediatric, and community settings. (Prerequisite: Nursing 305; Nursing 316; Admission to the Nursing Program).

***NURS 406. Nursing Care of Adults with Acute/Chronic Health Disorders (7 credit hours)***
This course focuses on providing

care to adults with chronic or acute illness, building upon prior knowledge. Nutrition, pharmacology, communication, cultural, and community concepts are integrated into this course. This course focuses on care that is developmentally and culturally appropriate and incorporates critical thinking, quality improvement, collaboration and information technology as they relate to the care of diverse patients in the medical/surgical setting. Integrated throughout the course are the standards of practice, legal, and ethical responsibilities, and role of the professional nurse when caring for patients undergoing medical/surgical interventions. Class: 4 semester hours didactic; Lab: 3 semester hours clinical [135 hours clinical experience] (Prerequisite: NURS 316; corequisite NURS 405 and NURS 407)

**NURS 407. Evidence Based Nursing Research**
This course continues to build on the introductory concepts of evidence-based nursing practice from earlier courses. Students will examine all aspects of the research process as it relates to the baccalaureate nurse's role in research. The focus will be on the identification of practice issues, appraisal and integration of evidence, evaluation of patient outcomes and sharing best practices to improve patient and organizational outcomes. (Prerequisite: English 102; Nursing 202, Nursing 318; CJ 314 or BA 203; Admission to the Nursing Program; Co-requisite Nursing 405; Nursing 406; 3 semester hours didactic, no clinical credits).

**NURS 408. Transition to Nursing Practice**
This course provides students with opportunities to gain knowledge and skills necessary to transition from student to registered nurse. Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes current issues in healthcare, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace. Additional instruction is provided for preparing for the NCLEX-RN. (Prerequisite: Nursing 407; Admission to the Nursing Program; Co- requisite Nursing 409; Nursing 410; 3 credits didactic, no clinical credits).

**NURS 409. Synthesis of Nursing Care ( 4credit hours)**
This senior level course focuses on the nursing care of adults and populations with complex health disorders. Disorders involve patients experiencing high acuity complex conditions across the lifespan. Pathological conditions of the cardiac, pulmonary, genitourinary, neurological, vascular, hepatic, and biliary systems are covered. Students will incorporate critical thinking, quality improvement, collaboration, and information technology as they plan and provide evidence-based care for patients experiencing alterations in health, which identifies these patients as experiencing highly acute complex conditions in a variety of high acuity health care settings. Class: 2 semester hours didactic; Lab: 2 semester hours clinical [90 hours clinical experience]
(Prerequisite: NURS 406; co-requisite NURS 409 and NURS 410)

***NURS 410. Professional Nursing Internship (6 credit hours)***
Student-designed experience focusing on the role of the professional nurse in a variety of clinical practice settings. This course requires the RN student to accomplish individual learning objectives negotiated with their faculty facilitator and chosen preceptor(s) at the onset of the course. The practicum will enable RN students to expand clinical expertise, broaden exposure to specialty areas, explore arenas with which they are unfamiliar, and apply theory learned throughout the BSN curriculum to meet the needs of clients. The practicum will specifically enable the RN student to implement the professional roles of a BSN registered nurse in the areas of leadership/management, education, and community practice. Includes: Clinical immersion (200 clock hours) to strengthen and broaden baccalaureate nursing skills, judgments and decision making. Supervised by a preceptor, students synthesize and apply evidence-based skills and knowledge to nursing practice. Includes: Capstone project will be presented at the end of the course. NCLEX review and standardized testing is incorporated into this

course to evaluate student readiness to take NCLEX.

Co-requisite Nursing 408; Nursing 409).

## *PHILOSOPHY COURSE Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**PHIL 201. Introduction to Philosophy**
Study of living issues in the field of philosophy.

**PHIL 202. Ethics**
A study of the principles of value and moral obligation.

**PHIL 203. Ancient and Medieval**
Philosophy of the West Historical consideration of ancient and medieval thinkers with special emphasis in Greek philosophy.

***PHIL 204. Modern Philosophy***
Representative thinkers of the modern period from Descartes to Kant. Prerequisite(s): PHIL 203.

***PHIL 205. Existentialism***
Existentialism in philosophy and literature and its meaning for contemporary society.

***PHIL 220. Philosophy of Science*** A survey of the major traditional and contemporary topics of science, its paradigms, assumptions, theories, laws, explanation, prediction, measurement, causality and limits, viewed from the perspectives of epistemology, metaphysics and ethics. Prerequisite(s): 30 credit hours.

**PHIL 303. Contemporary Philosophy**
Types and problems of contemporary philosophy with special reference to idealism, realism, logical empiricism and Marxism.

**PHIL 308. World Religions**
An overview of the world's major religions including Buddhism, Hinduism, Confucianism, Islam, Judaism, Christianity and African and Native American. An examination of religious practices, historical development, doctrines, and world view. Emphasis is placed upon human problems, community and ethical issues, and relations to other religions and world affairs. Prerequisite(s): ENGL 102.

**PHIL 310. Logic**
A study of the methods and principles of valid reasoning.

***PHIL 316. Independent Study in Philosophy (1-3 credit hours)***
Independent study on special topics in Philosophy as determined by need and faculty availability. Prerequisite(s): PHIL 201, 202 and 310.

**PHIL 401. Classical Political Thinkers**
A critical analysis and tracing of influences of major political theorists from earliest time to the early modern period: from Plato through Hobbes. Cross-listed with POSC 401. Prerequisite(s): PHIL 201 and ENGL 102.

**PHIL 402. Modern Political Thinkers**
A critical analysis and tracing of influences of the major political theorists from Hobbes, Locke and Rousseau through Lenin.

Cross-listed with Political Science 402. Prerequisite(s): PHIL 201 and ENGL 102.

## *Physics Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**PHYS 101. Physical Science Survey I (4 credit hours)**
This course is designed to meet the West Virginia State University general education requirements and is well suited to those going into elementary education. In the beginning of the 20th century, scientists came to accept the existence of atoms, even though they could not directly observe them. This acceptance was the result of a fruitful interaction of ideas in physics and chemistry. Students will come to understand this development through lecture and hands-on activities (labs). Class meets three times per week for one hour and 15 minutes. Prerequisite(s): Eligibility to take MATH 120 or 19 on Math ACT.

**PHYS 102. Physical Science Survey II (4 credit hours)**
This course is designed to meet the West Virginia State University general education requirements and is well suited to those going into elementary education with plenty of hands-on activities. This is the second semester of a yearlong Physical Science class. Students are encouraged to take PHYS 101 before enrolling in this class. The second semester of Physical Science covers the earth/space sciences. The earth science portion of this class focuses on the theory of plate tectonics and how it explains the planetary distribution of rocks,

volcanos, earthquakes, etc. The space science portion examines our solar system using Earth as reference and the history of ideas about the solar system. Class meets twice a week for one hour and 15 minutes and once a week for lab for one hour and 50 minutes. Prerequisite(s): Eligibility to take MATH 120 or 19 on Math ACT.

**PHYS 103. Elements of Physical Science**
This General Education course in the Natural Sciences focuses on the question, what is science? It uses laboratory work in topics chosen from physics and chemistry to deal with science and scientific information; 4.5 class hours per week.

***PHYS 106. Introduction to Physical Geology (4 credit hours)*** A survey of the geological sciences with emphasis on the interrelationship between the Theory of Plate Tectonics and volcanoes, earthquakes, natural resources, etc. This class meets the General Education Natural Science requirement. Three hours of lecture, one two-hour laboratory, plus short field trips. Prerequisite(s): score of 17 or above on Enhanced-ACT Math test, or by placement test when appropriate.

**PHYS 110. Weather and Climate (4credit hours)**
An introductory course examining the physical properties of the atmosphere, radiation heating and cooling, precipitation, clouds, weather disturbances, climate controls, map reading and aviation weather. The class covers smog, acid rain, depletion of the ozone layer and climate change.
The class is three hours of lecture and two hours of lab per week for four credit hours.

**PHYS 111. Energy and the Environment (4 credit hours)**
In the coming decades, one of the most important problems Facing humankind is "How will we meet our energy needs?" In the immediate future fossil fuels will meet most energy needs, but politics, pollution and the finite size of these resources will force changes. The goal of this course is to give students the scientific background to make informed choices. Our starting point is the physics of energy resources. Amongst the topics covered are residential and commercial heating and cooling, fossil fuels, biomass, electricity generation, solar, wind, hydro, nuclear and geothermal. This class is part of the curriculum for Bachelor of Science in Business Administration with a concentration in Energy Management, and meets the general education requirements. Three hours lecture, two hours laboratory and recitation. Prerequisite(s): eligibility to take MATH 120.

**PHYS 120. Astronomy**
An overview of the development of astronomy. Material covers the earth, moon, planets, sun and other stars. Opportunities for celestial and solar observations are provided.

***PHYS 121. Astronomy Laboratory (1 credit hour)***
Observation, computer simulation and other activities that illustrate the concepts covered in Physics 120, Introduction to Astronomy. Students must have access to a computer, email and fax. Prerequisite(s): Must have completed or be enrolled in Physics 120, Astronomy.

**PHYS 134. Introduction to Modern Physics**
An elementary introduction to concepts behind modern physics theories, including relativity, quantum mechanics, nuclear and particle physics.

***PHYS 191. Technical Physics***
Mechanics and properties of matter, heat, wave motion and sound. Topics are directly related to applied technology. Prerequisite(s): MATH 120 and 102 or permission of instructor.

***PHYS 192. Technical Physics***
Electricity and magnetism, optics and modern physics. Topics are directly related to applied technology. Prerequisite(s): PHYS 191 or permission of instructor.

***PHYS 199. Special Problems in Physics (1-3 credit hours)***
Independent work on a special problem with any member of the physics faculty. Prerequisite(s): PHYS 204 or permission of the instructor and the Dean of the College.

**PHYS 201. General Physics I (4 credit hours)**
Mechanics and properties of matter, heat, wave motion and sound. Prerequisite(s): MATH 120 and 102 or permission of the instructor.

**PHYS 202. General Physics II (4 credit hours)**
Electricity and magnetism, optics and modern physics. Prerequisite(s): PHYS 201 or permission of the instructor.

***PHYS 203. General Physics Laboratory I (1 credit hour)***
Quantitative work in the laboratory to accompany PHYS 201 and PHYS 231. Two class hours each week. Prerequisite(s): Students must have completed or be registered for PHYS 191 or PHYS 201 or PHYS 231.

***PHYS 204. General Physics Laboratory II (1 credit hour)***
Quantitative work in the laboratory to accompany PHYS 202 and PHYS 232. Two class hours each week. Prerequisite(s): Students must have completed or be registered for PHYS 192 or PHYS 202 or PHYS 232 and PHYS 203.

**PHYS 209. Elementary Radiation Physics**
A study of fundamental modern physics emphasizing radioactivity, ionizing radiation and the interaction of radiation with matter. Prerequisite(s): PHYS 202 or permission of instructor.

**PHYS 217. Electronics and Microcontrollers Laboratories (2 credit hours)**
The course offers an introduction and hands-on experience with microcontrollers and electric circuits. Students will learn how to use microcontrollers, connect and design simple electric circuits to control a variety of sensors with a microcontroller. Prerequisite: Permission of the instructor.

***PHYS 225. Rocket Payload Design I (2 credit hours)***
Students will learn and get experience in designing and building a rocket payload. The goal of the class is to build a functional payload. Such projects typically last one year. This class
covers the first half, focused on designing and prototyping a payload. Prerequisite: Permission of the instructor.

***PHYS 226. Rocket Payload Design II (2 credit hours)***
Students will learn and get experience in designing and building a rocket payload. The goal of the class is to build a functional payload. Such projects typically last one year. This class covers the second half, focused on testing a prototype, and building and testing the final version of payload. Prerequisite: Permission of the instructor.

***PHYS 231. Physics for Scientists and Engineers I (4 credit hours)***
A calculus-based study of mechanics, sound, heat and thermodynamics. Must be taken concurrently with PHYS 203. Prerequisite(s): MATH 206 or permission of instructor.

***PHYS 232. Physics for Scientists and Engineers II (4 credit hours)***
A calculus-based study of electricity and magnetism, light, optics and modern physics. Must be taken concurrently with PHYS 204. Prerequisite(s): PHYS 231 or permission of instructor.

**PHYS 234. Modern Physics (4 credit hours)**
A calculus-based introduction to relativity, quantum mechanics, nuclear and particle physics. Four contact hours a week. Prerequisite(s): PHYS 231 and PHYS 232 or permission of the instructor.

***PHYS 299. Special Problems in Physics (1-3 credit hours)***
Independent work on a special problem with any member of the physics faculty. Prerequisite(s): Permission of instructor and Dean of the College.

**PHYS 311. AC/DC *Measurements***
Experience in measuring AC/DC voltages, current power and capacitance. Introduction to and use will be made of photomultipliers, electronic counting devices, flip-flops, single amplifiers, photosensitive cells and oscilloscopes. Prerequisite(s): PHYS 201 and 202.

**PHYS 332. Biophysics**
A study of sensory systems, nerves, physical microbiology, molecular biology and the thermodynamics of transport systems from the physical principles involved. Prerequisite(s): PHYS 201, 202, CHEM 331, and MATH 206.

**PHYS 352. Introduction to Geographical Information Systems**
This course introduces students to Geographic Information Systems (GIS), specifically Esri ArcGIS™. The course creates a foundation for using GIS in a variety of settings focusing on spatial

analysis, cartography and data management.
Prerequisite(s): Sophomore standing.

**PHYS 370. Advanced Laboratory (2 credit hours)**
Scientific concepts relevant to photographic processes including direct positive color and high contrast are explored and formulated into usable information. Experience is then provided in microphotographic applications. Prerequisite(s): PHYS 170 or permission of instructor.

***PHYS 399. Special Problems in Physics (1-3 credit hours)***
Independent work on a special problem with any member of the physics faculty. Prerequisite(s): Permission of instructor and of Dean of the College.

**PHYS 410. Advanced Laboratory (2 credit hours)**
Basic experimental techniques are developed and expanded through the performance and evaluation of several laboratory experiments drawn from optics, electricity and magnetism and atomic and nuclear physics. Prerequisite(s): MATH 206 or the permission of the instructor.

***PHYS 499. Special Problems in Physics (1-3 credit hours)***
Independent work on a special problem with any member of the physics faculty. Prerequisite(s): Permission of the instructor and Dean of the College.

## Political Science Course Descriptions

***Note:*** *All courses are three credit hours unless noted otherwise.*

***POSC 100. Introduction to Government and Politics***
Examination of the fundamental political and legal systems of national and international communities. Prerequisite(s): Eligible for English 101

**POSC 101. American Government**
The organization and nature of the federal political system, with special emphasis placed on the U.S. Constitution. The role of non-governmental actors (political parties, interest groups and the media) is also analyzed. Prerequisite(s): Eligible for English 101.

**POSC 101H. American National Government - Honors**
The organization and nature of the federal political system, with special emphasis placed on the U.S. Constitution. The role of non-governmental actors (political parties, interest groups and the media) is also analyzed. A 15-page research paper is required, in addition to traditional requirements for this course, for honors students. Prerequisite(s): Acceptance into the Honors Program and eligibility for ENGL 101.

**POSC 204. State and Local Politics**
Politics and policy at the state and local level in the American political system. Areas for study include constitutional, cultural and financial constraints on state and local politics; community power structures; state legislatures; governors and other elected executives; and judicial institutions. Prerequisite(s): Pass ENGL 102 with C.

**POSC 205. Political Science as a Profession (2 credits)**
This course is designed to help political science students navigate through the process of after-college decisions. This includes the difficult decision of whether to go onto graduate school or to enter the workforce. The course will provide guidance to students who are pursuing either goal or to students who are unsure as to what to do. The course will begin with addressing the literature that discusses such decisions and the consequences and ramifications of either choice. We will then address the tools that facilitate a student's decision to attend graduate school or enter the workforce. These topics include resume and cover-letter preparation, interview skills and graduate school application procedures and practices as well as how to handle graduate school once the student is there. Prerequisite(s): Faculty approval.

***POSC 210. International Relations***
An introduction to international politics in the late 20th century. The course covers historical developments altering power relationships among nation-states in foreign policy, the interaction of developed and undeveloped nations and problems confronting international organizations and transnational actors. Prerequisite(s): Pass ENGL 102 with C.

***POSC 225. Strategic Decision making in the Social Sciences***
This course is an introduction to

formal and informal models of decision-making and logic, with an emphasis on evaluating multiple courses of action and the consideration of possible outcomes. The analysis and application of decision-making are addressed through an examination of decision theory and game theory. Prerequisite(s): ENGL 102 with a C or better and either POSC 100 or POSC 101

**POSC 302. American Foreign Policy**
This course investigates the ideological and institutional setting of American foreign policy through a series of selected case studies. Emphasis is given to concepts and resources that enable students to understand foreign policy issues. Prerequisite(s): POSC 101 or 210.

***POSC 304. Comparative Politics*** A comparative analysis of the political culture, ideologies, processes and institutions of the Russian Federation, Britain, France, Germany, Japan and China. This course should familiarize the student with the predominant influences on these particular political systems, and further develop the student's ability to assess the significance of the roles played by these major nation-states. Prerequisite(s): POSC 100 or 101 or 210.

**POSC 305. The American Congress**
An examination of the origin, organizations, operation and political characteristics of Congress; focusing on problems of representation, leadership, relations with interest groups and other branches of government, and public policy formation. Prerequisite(s): POSC 101.

**POSC 306. The American Presidency**
An examination of the institution of the presidency, its functions, formal and informal relationships with other branches of government. The course also examines recurrent problems and limitations of the office. Emphasis is on the dynamics of the office: on the influence exerted by certain presidents, and on the impact of public opinion and the media. Prerequisite(s): POSC 101.

**POSC 307. Introduction to Public Administration**
This course provides the student with an understanding of the major public administration theories influencing the discipline, the role of the public bureaucracy in American society, and the interplay of politics and administration at the national, state, and local levels. Prerequisite(s): POSC 101.

**POSC 308. International Political Economy**
This course analyzes the interplay between states and markets in the global arena, with emphasis upon economic tools employed by modern states to address issues arising from international trade, monetary relations and other foreign policy goals. Prerequisite(s): POSC 210 or permission of the instructor.

**POSC 311. Methodology and Research**
Introduction to the concepts and methods of social science research: the role of theory in research, forming hypotheses and questions, identifying variables and gathering and analyzing statistical data. Emphasis will be on developing good writing skills and using computers for basic statistical evaluation. This course meets the requirements of CJ 315 and SOC 311. Prerequisite(s): Junior classification and a grade of C in ENGL 102 and contemporaneous enrollment in PSYC 200 or completion of PSYC 200 with a grade of C.

***POSC 325. Constitutional Law***
This study begins with an introduction to principles of constitutional interpretation, then examines the politics of both the development and the impact of constitutional law addressing civil rights and civil liberties. Moreover, the course will address the powers and structure of government and the impact of the developments on political, economic, and social life. Prerequisite(s): POSC 101 and a grade of C in ENGL 102.

**POSC 330. Judicial Systems and Policy-Making**
This course will analyze the political nature of the American Judicial System. It will examine the organization, procedures of the federal court system, and the politics of judicial selection as well as the implementation and impact of judicial policymaking in a political and social context. Prerequisite(s): POSC 101 and ENGL 102 with a C.

**POSC 335. Politics and Religion in America**
This course addresses the

intersection of religion and politics in American political affairs and policy development. Students will study the civil liberties that protect religious freedom from government interference and review the developments in constitutional law based on those liberties. The course will also consider religious organizations and individuals that act as interest groups and evaluate their influence on public policy. Prerequisite(s): POSC 101 and ENGL 102 with a C.

**POSC 399. Special Topics (1-3 credit hours)**
Independent work on a special topic or problem area with guidance from a member of the political science faculty.
Prerequisite(s): POSC 100 or POSC 101.

**POSC 400. Senior Capstone Experience**
In this senior capstone experience, students will apply the knowledge and skills developed through previous coursework. In conjunction with a member of the Political Science faculty, each student will select a project and complete either basic research, applied research, fieldwork, or a service-learning project. The experience will culminate with the completion of a written work and, if appropriate, a presentation.

**POSC 402. Modern Political Thinkers**
A critical analysis and tracing of influences of the major political theorists from Hobbes, Locke or Rousseau through Lenin. Cross-listed with Philosophy 402. Prerequisite(s): POSC 100 and ENGL 102 with a C.

***POSC 403. Electoral Politics***
Organization, functions and practices of political parties in the United States, electoral problems, practical impact of the media, pressure groups and current electoral legislation. Prerequisite(s): POSC 101.

**POSC 405. Politics and Public Policy**
An analysis of the policymaking process with emphasis on the various factors influencing the content and consequences of public policy and an examination of specific issues. Prerequisite(s): POSC 101.

**POSC 408. American Political Thought**
This course introduces students to the multitude of ideas that serve as the basis for political discourse in the United States today, with emphasis upon the variety of political perspectives that have obtained significance in different historical periods and their relevance for contemporary political thought. Prerequisite(s): POSC 101, 402, or permission of the instructor.

**POSC 410. Comparative Politics:**
Latin America and Africa
An examination of the political institutions and processes of selected countries in Latin America and Africa. Prerequisite(s): POSC 100, 101 or 210.

**POSC 415. Comparative Politics: Arab Middle East**
An analysis of Arab politics and culture in Egypt, Syria, Iraq, Jordan, Saudi Arabia and Lebanon. Emphasis is given to the region's historical development and its implications for the region's democratic development. Prerequisite(s): POSC 100, 101 or 210.

**POSC 420. Politics of Race in America**
Analysis of racial politics in the United States, with special attention given to historical shaping of the political culture, the civil rights movement, electoral college and current controversies over racial elements implicit in public policies. Prerequisite(s): POSC 100, 101 or 210 with grade of C.

**POSC 430. Empirical Analysis**
The course will expose the student to an advanced role of theory in research, forming hypotheses and research questions, identifying variables, and gathering and analyzing statistical data. Students will undertake a practical opportunity to apply basic research methods to a problem or question in the field of political science by synthesizing all of their coursework and extant academic preparation into a final research project. The student will utilize theory and statistical methodology as well as policy analysis, ethics and writing skills to produce a piece of original research. Prerequisite(s): Faculty Approval.

**POSC 497. Internship (3-12 credit hours)**
For political science majors and students in other majors who qualify to participate in one of the various internship opportunities offered through the university. It

may be taken for a maximum of three credit hours, unless it is the Judith Herndon Fellowship or the Higher Education Fellowship for 12 credit hours or some comparably competitive and demanding fellowship for a maximum of six credit hours. Only six earned internship credits can be applied towards upper-division requirements in political science. Prerequisite(s): Permission of instructor.

## *Psychology Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

***PSYC 151. General Psychology***
A general survey of principles, theories and fields of psychology with emphasis on application. (Course is designed for the student who wishes to gain a greater understanding of human behavior, both adaptive and non-adaptive.) Prerequisite(s): eligibility for ENGL 101.

**PSYC 175. Psychology as a Profession (1 credit hour)**
An overview of psychology as an undergraduate major, as well as an introduction to post-baccalaureate educational and career opportunities in the field. Prerequisite(s): PSYC 151, eligibility for ENG 101.

**PSYC 200. Statistics for the Behavioral and Social Sciences (4 credit hours)**
A basic course designed to teach the major statistical concepts, procedures, techniques and interpretations to beginning students in the behavioral sciences. Emphasis is on application rather than theory. Prerequisite(s): Completion of MATH 120,111 or 119.

**PSYC 207. Psychological Adjustment**
Dynamics, development and problems of human adjustment with emphasis on the normal personality. Prerequisite(s): PSYC 151.

**PSYC 245. Sex Roles**
This course examines sex roles from a gender and psycho-social perspective. The major impact of sex roles and sex role expectations upon major areas of psycho-social functioning will be examined. Prerequisite(s): PSYC 151.

***PSYC 300. Social Psychology***
Survey of theories and evidence regarding social influences on behavior. Prerequisite(s): PSYC 151.

**PSYC 301. Tests and Measurements**
Theory of psychological testing: emphasis on statistics of test construction, reliability and validity. Includes a critical evaluation of the more common intelligence, achievement, aptitude, interest and personality tests. Prerequisite(s): PSYC 151 & 200.

**PSYC 302. Community Psychology**
Community Psychology examines theory and research related to the psychology of group and individual well-being and functioning, presenting models of problem prevention, solution, and empowerment. Community Psychology emphasizes social action in a diversity of social settings and institutions whose missions are related to well-being, including but not limited to mental health, nutrition, health, economic security, legal, political, social, and educational considerations. An optional non-clinical community service course is available as an opportunity to earn part of course credit for experiential learning.

**PSYC 303. Physiological Psychology**
A study of the physiological and neuroanatomical mechanisms underlying human behavior. Prerequisite(s): PSYC 151.

***PSYC 304. Lifespan Developmental Psychology***
An examination of the major theories, research and methods of lifespan developmental psychology. Prerequisite(s): PSYC 151. (Formerly PSYC 411)

**PSYC 305. Intermediate Behavioral Statistics**
Data analysis procedures and multivariate research design. Topics include analysis of variance, multiple regression analysis, simple discriminant function, factor analysis and computer application. Prerequisite(s): PSYC 200 and permission of the instructor.

***PSYC 306. Health Psychology***
This course is designed to introduce students to the field of health psychology and behavioral medicine; to outline the basic activities of clinical health psychologists; and to provide an understanding of the topography of disease and illness in the twenty-first century. The leading causes of death worldwide and in

the United States will be examined, as well as risk factors for these illnesses. Students will also have the opportunity to explore their individual health status and embark on the journey to a healthier lifestyle. Prerequisite: PSYC 151.

***PSYC 307. Forensic Psychology***
This course will provide students with an overview of the role psychologists play in the criminal justice system. Course topics will include psychological factors in civil and criminal trials, criminal profiling, interrogation, competence to stand trial, the insanity defense, risk assessment, and the reliability of eyewitness testimony. Prerequisite(s): PSYC 151.

**PSYC 308. Psychology of Human Differences**
The study of age, sex and environmental influences on individual differences. The course will also cover research and theory dealing with the interactions of genes and environment in the development of individual differences. Prerequisite(s): PSYC 151 and 200.

**PSYC 309. Motivation and Emotions**
Classical and contemporary theories of motivation and emotion. Includes investigation of basic human biological, social and affiliative motives and the relationship of those motives to emotional states. Prerequisite(s): PSYC 151.

**PSYC 310. Learning and Memory**
This course involves an examination of the basic principles of learning theory and the nature, structure and processes of human memory. Prerequisite(s): PSYC 151.

***PSYC 312. Industrial and Organizational Psychology***
This course involves the application of psychological principles, particularly of systems and organizations, to behavior in industrial, business and managerial environments. Prerequisite(s): PSYC 151.

**PSYC 315. History and Systems of Psychology**
A review of the history of psychology, including a survey of the philosophical and scientific antecedents of contemporary psychology. Prerequisite: PSYC 151 and Junior Status. PSYC 320. Sensation and Perception
This course includes an examination of the structure and function of the major sensory systems and their relationship to basic and complex perceptual processes. Prerequisite(s): PSYC 151.

***PSYC 321-322. Special Problems in Psychology (1-3 Credit Hours)***
Independent work on a special problem with any member of the psychology faculty. For majors only. Prerequisite(s): Junior standing in psychology and permission of the instructor and chairperson of the department. (Maximum of six hours may be earned.)

**PSYC 325. Comparative Behavior**
A review of the various effects of evolution, structure and physiology on both innate and learned aspects of animal and human behavior. Prerequisite: PSYC 151.

***PSYC 330. Special Topic Seminar (1-3 Credit Hours)***
Seminars on special topics of psychological interest will be provided for majors and non-majors, as determined by need and availability of staff. Prerequisite: PSYC 151.

***PSYC 335. Abnormal Psychology***
This course is a study of the etiology, classification and treatments of abnormal behavior. Prerequisite: PSYC 151.

**PSYC 335H. Abnormal Psychology Honors**
This course is designed to introduce students to the distinction between normal and abnormal behavior, the current classification system for psychopathology, principles of assessment, and behavioral characteristics of the most common psychological disorders. Students will also conduct a literature review on an approved topic and submit a paper written in American Psychological Association (APA) style. Prerequisite(s): Psychology 151, permission of instructor and admission to and participation in the Honors Program.

***PSYC 340. Clinical Psychology***
Course is designed to introduce the students to the concepts, methods, and profession of Clinical Psychology. Focus is on professional issues, assessment and diagnostic techniques and methods of therapeutic intervention. Prerequisite: PSYC 151.

**PSYC 390. Research Methods (4 credit hours)**
This course includes an intensive study of the use of research methods in psychology. Additional topics include ethics, effective library utilization, professional writing and oral presentations. Students devise individual research projects to develop necessary skills in these areas. Prerequisite(s): PSYC 151, 175, 200 or permission of instructor.

**PSYC 398. Clinical Practicum in Psychology**
Placement of qualified upper-level students in local mental health agencies/hospitals for the purpose of supervised observation and clinical service delivery commensurate with the student's educational level.

Students will incorporate and integrate knowledge and skills obtained in coursework into applied situations. May be repeated to a maximum of six credit hours. Prerequisite(s): 30 hours earned, with a minimum of 9 credit hours in Psychology; PSYC 335 or 340; minimum cumulative GPA of 2.75; or permission of instructor.

**PSYC 400. Childhood Psychopathology**
This course is a study of the etiology, classification and treatments of abnormal behavior in childhood and adolescence.
Prerequisite: PSYC151.

**PSYC 401. Psychology of Personality**
The study of classical and contemporary theories of personality including relevant research. Prerequisite: PSYC 151.

***PSYC 404. Aging and Adulthood*** The psychological study of the aging process, covering the social, emotional, cognitive, and biological changes that occur throughout adulthood and later stages in life. Prerequisite: PSYC 151.

**PSYC 412. Senior Seminar**
A capstone course designed to prepare psychology majors for employment and/or graduate training in the discipline. Emphasis is on the skills that are essential to the practice of psychology, such as written and verbal communication, library utilization and expansion of knowledge base. Assignments include completion of a written senior thesis, oral defense of the same and a comprehensive exam

based on courses already completed. Prerequisite(s): PSYC 151, 175, 200, 315, 390 and senior standing.

**PSYC 412H. Senior Seminar Honors**
A capstone course designed to prepare psychology majors for employment and/or graduate training in the discipline. Emphasis is on the skills that are essential to the practice of psychology, such as written and verbal communication, library utilization, and expansion of knowledge base. Assignments include completion of a written senior thesis, oral defense of the same and a comprehensive exam based on courses already completed. Senior Seminar Honors requires honor students to engage in a creative collaborative mentorship with the designated faculty for the completion of all parts of the senior thesis. This creative component can involve various professional aspects of psychology such as the production of research. This added honors course requirement will require an additional 20 percent more coursework than Psychology 412 to satisfy the honors requirements of this course. Prerequisite(s): Psychology 151, 175, 200, 315, 390, senior standing and admission to and participation in the Honors Program.

## *Public Administration Graduate Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**MPA 600. Introduction to Public Administration**
This course will introduce the student to the field of public administration. It is an exploration of the foundations of the system. It begins with how intergovernmental relations impact local program management and administration. The major areas covered are historical and constitutional aspects of federalism, intergovernmental relations, public policy making in a federal system, regulation in the intergovernmental context, and ethical decision-making within the public realm. Students will become familiar with the legal, ethical and political foundations of the discipline and the current

theories regarding its practice.

**MPA 605. Public Policy Process & Analysis**
An analysis of the policy making process with emphasis on the various factors that influence the content and consequences of public policy. A discussion of intergovernmental relations, private and public interactions, and how an understanding of each shape's policy is necessary. The course will highlight specific issues that are crucial to the practice of public administration.

***MPA 607. Morality Policy***
Abortion, capital punishment, gambling, homosexual rights, pornography, physician-assisted suicide, sex education—these are among the most controversial and widely discussed issues facing public policymakers today. Each of these subjects involves controversial topics about which there are no simple policy answers. The effect of policymaking in this area, or morality politics, is the government sanctioning of right and wrong. This directed study will examine morality policy, and how it fits into the larger public policy literature, as well as discussing in detail some of the distinguishing characteristics of this unique field of policy research.

**MPA 610. Human Resource Management in the Public Sector**
This course will examine the traditional and contemporary human resource management apparatuses for the public and non-profit sector. The course explores these systems in relation to the institutions and individuals involved. The course discusses the complexities of the five categories of the human resource systems, namely political appointees, professional careerists, general civil service, unionized workers and contractual employees. Emphasis will be placed upon the inherent value to the role each one plays within the functions of government.

**MPA 612. Administrative Law Seminar**
The purpose of this course is to provide the students with an in-depth look at administrative law, and most specifically how administrative law decisions affect the measures of control available to the executive, legislative, and judicial branches in terms of dealing with bureaucratic organizations. Secondarily, the focus will lie on administrative agencies, and the role that they play in blending, asopposed to separating, executive, legislative, and judicial powers.

**MPA 614. Community and Organizations**
The course explores the presence of community organization in order to understand the emergence, persistence and change in the forms and practices of social inequality. The course examines various 'mechanisms' and processes for generating inequality within the public realm, using an asset based rather than a need based perspective. The course, therefore focuses on organizational practices, organizational gatekeepers, networks, legal environment and forms. The course is a seminar, which means the emphasis will be on class discussions and students are expected to have done the readings before class.

**MPA 615. Research Methods for Public Affairs**
This course is an introduction to the concepts and methods relating to public administration and affairs research. The course will expose the student to the role of theory in research, forming hypotheses and research questions, identifying variables, and gathering and analyzing statistical data. Emphasis will be placed upon developing good writing skills, gathering and operationalizing data, using computers for basic statistical evaluation.

**MPA 620. Public Accounting, Budgeting & Financial Management**
This course will examine the standard practices of accounting, budgeting and financial management in the public and non-profit sector. Topics to be addressed include revenue streams, expenditures, operating budgets, short- and long-term budgetary decision-making, capital budgeting, the preparation and interpretation of budgetary reports, and the analysis of budgetary forecasts. Special emphasis will be placed on the utilization of best practices in accounting and financial decision-making, the analysis of budget cycles, and the ability to produce budgets in standard formats.

**MPA 622. Public Infrastructure**

***MPA 625. Statistical Analysis for***

***Public Affairs***
Building upon what the students learned in 615, students will undertake a practical opportunity to apply quantitative analysis to a problem or question facing the field of public administration. The students will execute a semester-long research project and produce a professional quality report on said project.

***MPA 627. Cost-Benefit Analysis.***
This is a course in applied economics, and how it intersects with public policy and policy implementation decisions, specifically through the use of cost benefit analysis (CBA). The course examines public decision making with respect to government funded projects and programs. Major topics include market failure, valuation of public projects, present discounted value, and social interest rate, and distributional considerations.

**MPA 630. Organizational Theory and Management**
This course introduces students to the principles and practices of organization theory and management relevant to the public administrator. It will address organizations as complex systems and emphasize the management of organizational structure, processes and change in the public and non-profit sector. Leadership, planning, organizing and controlling complex organizations will be emphasized.

***MPA 632. Advanced Public Management Seminar***
The course will introduce students to advanced concepts of public management through a three dimensional approach. The idea is that students will learn how each of the three dimensions: structural, cultural, and craft, along with the concept of public management and its relationship to the rule of law affect the management of public organizations. Being aware of, and being able to manage organizations within the arrangement of these three dimensions, is critical for success in public management. As is the case with all courses in the MPA curriculum, the main focus for the students will be to learn to use some tools that will aid them as public managers to create and foster more effective public organizations.

***MPA 634. Project and Contract Management Seminar***
Governing and providing services in the modern world usually requires the cooperation of various actors—public sector agencies, private business and organizations, non-profit agencies—to provide goods and services, and to implement programs designed to improve the lives of the citizenry. Given the proliferation of these various"public-private partnerships" and "governance networks", the role of public manager has changed in recent times. One of the additional responsibilities of public managers, and one that they are often poorly trained to deal with, is the role of project and contract manager. The purpose of this course is to introduce the student to the concept and best practices of managing contracts and projects, given the new realities associated with providing governmental goods and services in the age of privatization and contracting out.

***MPA 635. Program Evaluation and Performance Measurement***
The course introduces the student to the basics of program evaluation and performance measurement in public administration and affairs. The student will learn the foundations of professional judgment when assessing programs. Special emphasis will be placed upon the organizational and methodological skills involved in program evaluation and performance measurement in public administration based on the analysis of quantitative and/or qualitative data.

**MPA 636. Strategic Planning Seminar**
The course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. Students will be introduced to a model of effective strategic planning, which will provide them with not only a framework to organize strategic planning projects, but also with an ability to analyze and "trouble-shoot" common mistakes made in the strategic planning process. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

**MPA 640. Economic Analysis for**

**Public Administrators**
This course will introduce the student to the theories and concepts of economics as related to public administration and public policy analysis. While viewing economic considerations as both a tool of public administration and an input into the public policy making process, this course will examine the importance of scarcity and resource allocation in the public realm, the use of both cost-benefit analysis and statistical tools of economic analysis in assessing the relative value of competing policy proposals, as well as the economics of monopolies, oligopolies and competitive firms in the marketplace.

**MPA 644. Behavioral Economics and Public Policy**
In this course, we will examine a behavioral approach to public policy, which integrates economics and psychology to enable students to think critically about the types of solutions that will best address policy problems. The goal of the course is to review how an understanding of behavioral economics has been used to design better education, savings, health care, tax policies, use of energy, social welfare programs and as well as many other improvements in the area of public policy relevant domains.

**MPA 645. Contemporary Issues in Public Policy**
This course will introduce the student to the most pertinent topics and literature regarding public policy, particularly the policy that is critically connected to public administration. The course will consider notions of policy intentions and outcomes. The relevant policy topics will be presented using practical examples and case studies. This approach will require the student to critically engage the policy through standard approaches of analysis and problem solving.

**MPA 650. Contemporary Issues in Public Administration Seminar**
This course will introduce the student to an examination of the most important and topical issues in public administration, paying particular attention to the newest trends in public management theory and practice as well as ethical considerations related to the field. The course is designed to integrate and synthesize the information and knowledge gained throughout the students' time in the MPA program.

**MPA 652. Public Service Internship**
This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty, the university internship coordinator, and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skills gained from course work to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions.

**MPA 655. Capstone Research Experience**
This course will connect and synthesize all of the MPA coursework and extant academic preparation to the student's professional career. The student will utilize the theories, the critical thinking skills, and the statistical methodologies as well as the policy analysis, ethics, and managerial skills to engender an understanding of their role and approach to public administration.

**MPA 673. Certified Public Manager I**
The first half of the Certified Public Manager course covers the concepts of working in the public service, public policy, decision-making, and project/contract management. The CPM course focuses on practical tools to aid public managers in these processes.

**MPA 677. Certified Public Manager II**
The second half of the Certified Public Manager course covers the concepts of organizational behavior and communication, human resources management, strategic planning, leadership, and project proposal and implementation. The CPM course focuses on practical tools to aid public managers in these processes.

***Note:*** *All courses are three credit hours unless noted otherwise.*

**UNIV 100. Peer Education**
A course designed to help students develop leadership skills to be able to successfully produce and implement campus programs that create change around mental health, violence prevention, substance abuse, and safer sex. The Certified Peer Educator (CPE) training includes eight modules, covering the role of peer education, how change and high-risk behaviors intersect, listening skills, response and referral skills, how to take action and intervene, recognizing the role of diversity and inclusivity, programming and presentation skills, self-care, and group dynamics. Students will take an exam to become a nationally Certified Peer Educator at the end of the course.

***UNIV 202. Peer Education 2***
This course will build upon the following skills introduced in Peer Education 1: an understanding of the history, mission, and vision of the Certified Peer Educator (CPE) program, listening skills, responding, intervention and referral skills, programming and presentation skills, diversity and inclusivity, organizational leadership skills to improve peer education program structures and increase program effectiveness, and self-exploration of the impact of being a peer helper on personal development, skill set and future career goals.

**UNIV 300. RBA Portfolio Development (1 credit hour)** A detailed approach to portfolio development for the Regents Bachelor of Arts degree through the assessment of work and life experience. Students will learn to select, categorize and document various forms of personal and professional achievement and experiences. The course is required for anyone interested in pursuing the portfolio option in a specified academic content area.

***UNIV 303. Peer Education 3***
This course builds upon the fundamentals learned in Peer Education 2. Students now holding various specialized certificates will take on a mentoring role, assisting the introductory Peer Education 1 students through their certification training modules Students will also continue conducting peer education programming. Prerequisite(s): UNIV 202.

**UNIV 305. RBA Transitions (1 credit hour)**
A course designed to prepare adult learners for the transition back into academic study. In addition to strengthening career and life goal development, students will acquire management skills, appreciate support systems, and develop a plan of study.

***UNIV 404. Peer Education 4***
This is a benchmark course in which students apply the knowledge and skills learned throughout the Peer Education Curriculum. In this course students will develop, plan, and facilitate their own Peer Education Program on one of the identified health promotion topics in which they have been trained. This will further build their leadership skills, enhance experiential learning, and foster personal growth. Prerequisite(s): UNIV 303.

## *Social Work Course Descriptions*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**S WK 131. Introduction to Social Work**
A study of the profession of social work: its history and role in the institution of social welfare. Examines the wide variety of problems social workers confront, the diverse clients they serve, the places they work, the knowledge and skills they use, the social programs they carry out and the philosophy and values they hold. Career opportunities in the profession are explored. Course entails volunteer experience in a social service agency. Open to non-majors.

**S WK 199. Special Topics (1-3 credit hours)**
A lower division course designed for a topic of current interest. Prerequisite(s): As stated for each offering.

***S WK 200. Theories of Poverty***
A study of factors and theories associated with poverty in America. Presents a historical survey of responses to poverty issues and problems, including the institution of public welfare. Examines preconceived beliefs about poverty and presents alternative ways of considering poverty and designing interventions. Open to non-majors.

**S WK 202. Cultural Aspects**
**A study of the impact of cultural and ethnic diversity on human development and functioning in society. Presents models and theoretical frameworks useful for engaging, assessing and providing social services to members of varied cultures in a multicultural environment. Open to non-majors.**

**S WK 210. Children and Family Services**
A study of the historical, theoretical, political and practical issues involved in the provision of services to children and their families. Course focuses on services and methods used to promote the positive development of children, as well as confront problems experienced by families. Assessment of child abuse, foster care placement, adoption services and parenting are explored. Open to non-majors.

**S WK 242. Introduction to Social Welfare Policy**
A discussion of theoretical perspectives on policy development, an overview and history of social welfare policy in the US, and an investigation of the effects of social welfare policy on the social contract, with a particular focus upon marginalized groups.

**S WK 245. Human Behavior and the Social Environment**
A study of the social, cultural, ethnic, biological and emotional aspects of adult growth and development. Family life cycles, group influences, gender issues and lifestyles are examined. Prerequisite(s): PSYC 151, EDUC 201 or PSYC 304, or permission of instructor.

**S WK 298. Current Issues in Human Services**
A study of current issues affecting the social work profession and the delivery of social services. Issues are determined by the interests of the students. Open to non-majors.
S WK 299. Special Topics (1-3 credit hours)
A lower division course designed for a topic of current interest.
Prerequisite(s): As stated for each offering.

**S WK 310. Professional Practice in a Global Society**
This course discusses the ways that families, communities, societies, and international organizations enhance well-being in the evolving global era. It draws on a variety of theoretical perspectives that inform social welfare thinking and discusses the policies and practices that have evolved in different countries over the years to promote people's well-being. Prerequisites: Eng 102.

**S WK 316. Social Work Practice I**
An introduction to generalist social work practice with individuals, families, and groups. Emphasis is placed on developing professional helping relationships., ethical decision-making, and culturally responsive engagement. Students examine personal and professional values while learning foundational skills in interviewing, assessment, goal setting, intervention planning, evaluation and termination. The course integrates critical thinking and evidence-informed practice within a strengths-based, person-in-environmental framework.
Prerequisite(s): Junior Standing

**S WK 330. Social Work Values and Ethics**
A study of the values and ethics of the social work profession. The course uses the Code of Ethics of the National Association of Social Workers in studying ethical dilemmas faced by social work practitioners.
Prerequisite(s): S WK 131.

S WK 342. Social Policy and Legislation
A study of the historical, philosophical, judicial and practical issues involved in the development and enactment of social welfare policies. Introduces analytical methods for evaluating social welfare policies. The course explores the role of the legislative process in the enactment of social policies. Open to non-majors. Prerequisite(s): S WK 242

**S WK 350. Aging: Process and Services**
A study of the physiological, psychological and sociological changes that occur as people age. The course explores common myths and stereotypes surrounding aging and highlights national and local services to the elderly. Open to non-majors.

**S WK 399. Special Topics (1-3 credit hours)**
An upper division course for a topic of special current interest.
Prerequisite(s): As stated for each offering.

***S WK 375 Substance Use and Prevention***
SWK 375 is an elective course that provides an overview of the biological, psychological, social and spiritual dimensions of drug use and addictive behavior. This course provides students with an understanding of U.S. drug policy, its evolution and current status, and information on drug use worldwide. The course offers students specialized knowledge and skills in dealing with individuals with drug use and abuse, and the programs that serve them; and prepares students to identify various types of drugs, policy trends in this service area, and strategies and resources to assist people with dependency issues. Through readings, lectures, and research, students will gain the knowledge necessary to read beyond the headlines and rhetoric of the "war on drugs"and leave with an understanding of substantive problems associated with substance abuse.

**S WK 400. Methods of Social Work Research**
A study of the research principles and methodologies used in social work. Students learn to evaluate research studies useful for social work practice and to evaluate the effectiveness of their own practice interventions. Prerequisite(s): PSYC 200 or CJ 314, ENGL 206

**S WK 403. Social Work Practice II**
A study of generalist social work practice within organizations and communities. The course examines how social, economic, and political systems affect service delivery and client outcomes. Students develop skills in organizational analysis, program development, community assessment, advocacy, policy – informed practice, and collaborative leadership. Emphasis is placed on advancing human rights, social justice, and sustainable change at the mezzo and macro levels. Prerequisite(s): SWK 316 Corequisite(s): S WK 404

***S WK 404. Field Instruction I (6 credit hours)***
This course integrates classroom theory and practice by placing students for 240 hours in an approved social service agency where they provide direct social work services under the supervision of a qualified field instructor to individuals, families and groups. Participation in a weekly seminar and concurrent enrollment in S WK 403 required. Prerequisite(s): S WK 316.

**S WK 405. Social Work Practice III**
An integrative seminar designed to prepare students for entry-level professional practice. Students synthesize knowledge, values, skills, and cognitive and addictive processes across the curriculum. Emphasis is placed on professional identity formation, ethical practice, licensure preparation, supervision of career reediness, and transition to professional social work roles. Students critically reflect on field experiences and demonstrate competency- based integration consistent with CSWE standards. Prerequisite(s): SWK 406
Corequisite(s): S WK 403

***S WK 406. Field Instruction II (6 credit hours)***
Students enrolled in this course are placed in an approved social service agency for 240 hours under the supervision of a qualified field instructor. The student will have increased responsibility for providing services. Emphasis will be upon service activities such as policy making, program development, networking, public relations, research and other indirect service provision. Participation in a weekly seminar and concurrent enrollment in S WK 405 are required. Grading is Pass/Fail.
Prerequisite(s): S WK 404.

**S WK 410. Services to Veterans and Military Families**
This course explores a wide range of issues affecting services to military personnel, veterans and their families. It provides students with a comprehensive overview of military culture and the military deployment cycle. The course considers the needs of active duty service members and veterans at different developmental phases of the military life course. The ways that these individuals cope with a range of physical health, mental health and psychosocial issues are examined with special attention given to stress reactions, including Acute Stress Disorder (ASD), Post Traumatic Stress Disorder (PTSD) and co-occurring disorders such as depression, substance abuse and intimate partner violence. Additional topics include family

resilience, grief and loss, child and adolescent adaptation, caregiving, and associated policy issues.

Psychological and social barriers to care are explored. Open to non-majors.

**S WK 499. Special Topics (1-3 credit hours)**
An upper-division course for a topic of special current interest. Prerequisite(s): As stated for each offering.

## *SOCIOLOGY COURSE DESCRIPTIONS*

***Note:*** *All courses are three credit hours unless noted otherwise.*

**SOC 101. Introduction to Sociology**
A general survey of the discipline, its methods, basic concepts and area of study. The course examines human organization and institutional life, the social process of socialization, conflict and its resolution and social change.

***SOC 206. Social Problems***
Nature and meaning of social problems; the incidence and characteristics of selected social problems of major public interest; analysis of proposed solutions.

***SOC 208. Race and Ethnic Relations in American Society***
A study of race and ethnic relations from a comparative perspective. The course includes a strong American component with emphasis on the experiences of such minorities as African-Americans, Hispanic Americans and Asian Americans.

**SOC 212. Urban Sociology**
A study of urban structure and ecology, particularly in light of the planning movement and urban populations, and the growth and development of urban communities. Emphasis is placed on the conceptual frame of reference for the study of cities, types of social behavior in cities, influences of city life on personality, as well as urbanization from a world perspective.

***SOC 300. Social Inequality***
This course will address the complicated and complex issues of wealth and power differences, which are linked in inextricable ways with class, gender and race/ethnicity. The course will focus on how these attributes when associated together create and reinforce inequalities in society. The course has a multidisciplinary perspective.

***SOC 303. Sociology of Family***
The main focus of the course is to analyze family as a social system. It will involve studying the family life cycle stages, tasks and difficulties that families may experience as they move through their developmental stages. The course content will involve defining problems, questioning assumptions, recognizing biases and forming reasonable solutions to problems about families.

**SOC 305.**
***Birth-Death-Migration: A Cross-Cultural Study of Population***
Birth, Death and Migration is a cross-cultural study of the world's population and those factors (social and biological) which create population growth and change over time. Prerequisite(s):

SOC 101.

**SOC 308. World Religions**
An overview of the world's major religions, including: Buddhism, Hinduism, Confucianism, Islam, Judaism and Christianity, as well as African and Native American religions. The foundation of this course examines religious practices, historical developments, doctrines and world views. Emphasis is placed upon human problems, community and ethical issues in

relation to other religions and world affairs. Cross-listed with PHIL 308. Prerequisite(s): ENGL 102.

***SOC 310. Sociological Theory***
The sociological theories of the 19th and 20th centuries are presented in their chronological order in regard to the schools and important thinkers. Attention is given to contemporary concepts, micro/macro perspectives, the leading theories of functionalism, conflict theory and social-psychological theories (from behaviorism to ethnomethodology) and theory structuring in light of new empirical findings. Prerequisite(s): SOC 101

**SOC 311. Methodology and Research**
Introduction to the concepts and methods of social science research: the role of theory in research, forming hypotheses and questions, identifying variables and gathering and analyzing statistical data. Emphasis will be on developing good writing skills

and using computers for basic statistical evaluation. This course

meets the requirements of CJ 315 and POSC 311. Prerequisite(s): Junior classification and a C grade in ENGL 102 and PSYC 200.

***SOC 320. Sociology of Gender***
This course is designed to explore how gender is constructed and how the pervasiveness of gender is a way of structuring social life. Sociology of gender involves both the study of femininities and masculinities, the cultural meaning associated with being women and men in our society, how gender influences interactions between people, how the structures of our societal institutions, such as organization of work, and education create gendered meanings, and how the meaning of gender changes overtime.

**SOC 321. Sociology of Health and Medicine**
An introduction to the sociology of health and medicine. Emphasis is on the relationships between social factors and health. The course will survey both the theory and practice of medicine in its social setting.

**SOC 322. Criminology**
This course focuses on the theories of crime. These theories

come from several fields, including biology, criminal justice, psychology and sociology. The theories will be examined from a historical perspective beginning with the Classical School in the 1700's and progressing to the newest integrated theories. The types and extent of crime in the United States and other countries will also be explored. Prerequisite(s): Junior classification and a C grade in **ENGL 102 and PSYC 200.**

**SOC 399. Special Topics (1-4 credit hours)** Regular courses or seminars on special topics of sociological interest for majors and non-majors as determined by need.

***SOC 420. Senior Seminar***
A systematic survey of sociological theory and a summary and analysis of sociology and its related fields with emphasis on their interrelationships. (Should be taken in the last semester of coursework.) Prerequisite(s): 15 credit hours of elective sociology and six hours of required sociology courses including SOC 101.

## Academic Affairs

The Office of Academic Affairs, located in 131 Ferrell Hall, is an active and effective team committed to quality education, scholarship and service. Academic Affairs includes a campus wide, involved and informed faculty and staff dedicated to strengthening and growing our academic programs. The team strives to meet students at their point of need with personal connections to support student success and lifelong learning.

### Academic Common Market

West Virginia residents who wish to pursue degree programs not available in the state may wish to investigate the Academic Common Market and contract programs. Both programs provide for West Virginians to enter out-of-state institutions at reduced tuition rates. West Virginia State University alumni may find the arrangements attractive when planning for graduate study. The Academic Common Market provides access to numerous graduate programs. Further information may be obtained through the West Virginia Higher Education Policy Commission.

## Disability and Accessibility Resources

Disability and Accessibility Resources, an administrative unit within the Division of Academic Affairs at West Virginia State University strives to collaborate with and empower individuals who have disabilities through efforts to eliminate barriers to access and participation within our institution when possible as well as coordinate accessibility, accommodations and support services that enable equal access to an education, our programs and services and university life.

West Virginia State University recognizes its obligations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. In accordance with Board of Govenor's Policy #66, the President of West Virginia State University has designated the authority for determining the necessary access options for individuals with disabilities to the staff with the Disability and Accessibility Resources unit. This has been done to ensure the institution is meeting its legal obligations under the applicable statutes and regulations in ensuring equal access and opportunities to all aspects of the institution for individuals with disabilities. Ensuring equal access is not the sole responsibility of the Disability and Accessibility Resources unit, cooperation from the administration, faculty and staff from all departments is essential to ensuring this access is available to individuals with a disability.

### Academic Adjustments/Accommodations

When necessary the university will provide reasonable adjustments/accommodations when necessary to ensure there is no discrimination on the basis of disability. The institution is obligated to make such reasonable adjustments or accommodations only for the known disability of an otherwise qualified student, applicant, employee or other member of the university community. The University will respond to all requests for accommodation to the known disability of a qualified individual with a disability and will make a determination if the accommodation is necessary and reasonable. If the accommodation is necessary to create access for an individual with a disability, it will be provided unless doing so would pose a direct threat to the health and safety of the individual or others, creates a fundamental alteration of a service or program or imposes an undue administrative or financial burden.

### Requesting and Implementing Accommodations

It is the responsibility of the student to make their disability status and subsequent need for an accommodation known to the staff with Student Accessibility Resources in a timely fashion. The student should identify themselves as someone needing reasonable modification to a university environment, policy, or practice and/or needing auxiliary aids and services.

All plain language accommodation requests must be referred to Student Accessibility Resources. Even for

those requests for a modification which a responsible person is willing to provide, the request must be referred. Any individual that provides supervision, instruction, human resources support, or controls a program is responsible for making these referrals.

When a student is ready to initiate the process to determine if they are eligible and which accommodations are reasonable for their situation, the three initial steps the student must complete are -

- Submit request form
- Submit documentation

Participate in the access consultation Once a student is approved for reasonable accommodations, the student is responsible for notifying the applicable person, ie, faculty members for courses, manager for dining services, etc , of the approved accommodations and discussing with the responsible person how they will be implemented.

## Achieve

ACHIEVE provides an efficient way to quickly offer coordinated support by ensuring students receive the right type of assistance and/or intervention to stay on track. The main function of ACHIEVE is to promote engagement and assist students in staying connected with faculty, advisors, and student support services on campus. ACHIEVE is also a web-based advising tool intended to improve the way we share information. It helps us understand who may need additional assistance and provides us with the automation to intervene early and facilitate cross campus communication and ensure seamless service delivery.

## Bookstore

The bookstore, located on the first floor of the James C. Wilson University Union, sells textbooks, supplies, electronics, West Virginia State University clothing, gifts and snacks. Books, clothing and gift items may be purchased in the store or online at bookstore.wvstateu.edu. Textbook rentals are also available in the bookstore and can be purchased with cash, check, credit/debit card or financial aid. The list of rental books and important dates are on our website or Facebook page at www.facebook.com/wvsubookstore.

Financial aid can be used to purchase textbooks, supplies and electronics during designated periods at the beginning of each semester. The bookstore accepts credit cards, checks and cash. Students purchasing books with Financial Aid must bring a picture ID, preferably their West Virginia State University student ID, and their schedule. During the fall and spring semesters, the bookstore is open 9 a.m. to 6 p.m. Monday through Thursday and from 9 a.m. to 4:30 p.m. on Friday. During the summer, the bookstore is open 8 a.m. to 4 p.m. Monday through Friday. The bookstore can be reached via phone at (304) 766-3351 or email at bookstore@wvstateu.edu.

## Career Services

The Office of Career Services strives to provide services that support the intellectual, personal and social development of students. The services prepare students to achieve satisfying careers by offering programs to assist in the career development process and to facilitate experiential learning, thus enabling students to negotiate the dynamics of the global job market.

The office provides services in the areas of career planning, job search assistance, graduate school guidance, leadership development, and experiential learning. The office also assists students with finding internships and Federal Work Study positions on and off campus.

### Career Planning

Career planning assists students with academic and career decisions through self-evaluation, career exploration and research, and the development of personal and professional goals. The following services are included in career planning: individualized career counseling, career inventories, personality assessments, and a computerized career guidance system. A career counselor is available for individual appointments, and all services are confidential.

### Job Search Assistance

Staff assists students seeking employment through referrals, job fairs and access to hundreds of employers with jobs and internships. To access these opportunities students will need to go to the Career Services webpage and log into Handshake. A career counselor is available, by appointment, for individual assistance with résumé development, interviewing skills and job search strategies. Office personnel assist students in applying for admissions to graduate and professional schools. The office also hosts a Career and Employment Expo each spring, along with smaller hiring events throughout the year.

### Yellow Jacket Career Closet

West Virginia State University has established a career closet, located on campus, that is managed by the Office of Career Services. The Career Closet will provide WVSU students with business professional clothing for interviews, career fairs, formal events, and/or any career-related functions, both on and off campus.

The Career Closet is available to all West Virginia State University students seeking to expand their professional wardrobe. Donations are accepted from faculty, staff, alumni, community members, and businesses.

### Federal Work-Study Program

The work-study program gives students the opportunity to work on campus or at an off-campus community service site for above minimum wage. Most of the assignments involve working in an office doing data entry, running errands on campus, answering telephones and making referrals to other services and offices on campus. The off-campus experiences range from working with after-school programs, serving as a teacher's aide, to assisting at a community daycare center. In order to participate in this program, a student must be awarded college work-study funds as part of their financial aid package.

### Cooperative Education/Internship Program

Internships provide students with real world experience to complement the learning that occurs in the classroom. The Office of Career Services works with local and national employers to provide internship opportunities for WVSU students. Cooperative Education is an academic program designed to integrate classroom learning with professional applications and experience under the supervision of professional practitioners. The program is designed to enhance education and the local economy by providing students with opportunities for practical experience at a work site and providing businesses, agencies and industries with skilled employees.

## Civil Rights and Title IX

**West Virginia State University Policy 14: Unlawful Discrimination and Harassment and Title IX Sexual Harassment Grievance Procedure.**

Title IX of the Education Amendments of 1972 and other state and federal laws prohibit unlawful discrimination on the basis of sex. In accordance with The West Virginia Higher Education Policy Commission (HEPC), and WVSU BOG Policy 17, the university considers race, color, religion, sex, national origin, ancestry, age, blindness, disability, pregnancy, genetic information, and veteran or military status, or any other category that is protected under federal, state, or local anti-discrimination laws as protected characteristics and will not permit unlawful discrimination or harassment

(BOG-Policy-14-Update-05312023 (5).pdf).

**Policy 14 Appendix A: Unlawful Discrimination and Harassment and Title IX Sexual Harassment Grievance Procedure.**
The purpose of the Unlawful Discrimination and Harassment and Title IX Sexual Harassment Grievance Procedure (GRIEVANCE PROCEDURE) is to comply with the USDE's Final Rule addressing Title IX Sexual Harassment and to provide a procedure for addressing all unlawful Protected Class Discrimination and Harassment and Retaliation (01-27-23-Policy-14-Appendix-A-Updates.pdf).

**Policy 14 Appendix B: Title IX Rights of Pregnant and Parenting Students.**

WVSU is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, education programs and activities, hiring, leave policies, employment policies, and health insurance coverage (Appendix-B-Pregnant-and-Parenting-Policy-Statement-2.pdf).

## Counseling and Wellness Services

Counseling and Wellness Services is a unit within Student Affairs that provides a variety of services and programs intended to assist students as they pursue their academic goals. All enrolled West Virginia State University students are eligible to request services from this unit.
*Free confidential services are available to all active WVSU students*
*Counseling and Wellness Service is located on the first floor of Sullivan Hall, East.*
*Please call 304-766-3262, email counseling@wvstateu.edu, or stop by the 1st floor of Sullivan Hall, East for more information about our services Some specific services include:*

Mental Health Services
Counseling and Wellness Services provides counseling for personal concerns, including anxiety, adjustment to college, depression, stress, misuse or abuse of alcohol or other drugs and other issues. Referrals to area agencies and practitioners are made for those who need more specialized or long-term care. We help students address and resolve personal issues so that they can make the most of their educational opportunities at WV State University.

Collegiate Recovery, Education and Wellness y
The WVSU Collegiate Recovery, Education and Wellness (CREW) provides support to students who are in recovery from substance use. We are dedicated to providing academic, wellness, and peer support to students who are in recovery or who are considering recovery. Through individual support, education, social engagement, and campus advocacy, we aim to create an inclusive environment and supportive community to help students succeed. CREW is located at 107 Sullivan Hall, East.

Peer Education
Students can complete four 3-hour elective credit classes to earn a Certificate in Peer Education through the Regents Bachelor of Arts . Peer Educators gain communication, leadership, public speaking, teamwork, and presentation skills. Peer Educators present to classes, organizations, and other groups in the campus community in the areas of general mental health, bystander intervention, violence prevention, drug and alcohol use, and safer sex.

WVSU Food Pantry

The Food Pantry provides non-perishable food, hygiene products, and school supplies to current WVSU students who are experiencing food insecurity.

*Relaxation Room*

A private, quiet space to develop and practice relaxation skills to enhance overall well-being. The room houses a massage chair, meditation chairs, light therapy lamp, and a TV for guided yoga and meditation sessions.

## Computer Facilities

As all degree programs at West Virginia State University involve students utilizing learning computer applications related to their major and all graduates must satisfy a general education requirement in information skills, computerized laboratories are no longer limited to areas such as mathematics, the natural sciences, writing and business, but are now integrated into course offerings in communications, media studies, art, music, the social sciences and professional studies as well. To address these needs, all classrooms have either direct internet connections or wireless network access. In addition to discipline-specific computer facilities for students, there are general-purpose computer facilities in classroom buildings and in the Drain-Jordan Library, as well as a cybercafé in the James C. Wilson University Union and one in the Judge Damon J. Keith Scholars Hall.

## Convocations

Several times throughout the academic year, an assembly for students, faculty and staff is held. The State of the University convocation is held each fall so that the University family may hear about the status of University plans and projects. Other convocations are sponsored by one or more of the University's colleges, often in connection with a particular event or date. Convocations often feature speakers of regional or national prominence and are held at various times during the day and the evening in order to reach the maximum number of students. Classes are frequently asked to attend convocations.

## Cultural Activities

Each semester the West Virginia State University Cultural Activities Committee selects an exciting schedule of cultural activities based on submissions by students, faculty, staff and members of the WVSU community. The schedule includes lectures, workshops, concerts, exhibits and plays. Guest lecturers and performers are often people of national reputation.

Most programs are open to the University community and are free for WVSU students. Students are encouraged to bring their families and friends. Participation provides rich and in-depth learning and cultural experience.

Please visit https://www.wvstateu.edu/culture.aspx for a list of current events.

## Dining Services

The dining hall and food court are located in the James C. Wilson University Union and The Dr. William F. Pickard café is located in the Judge Damon J. Keith Scholars Hall. All facilities are open to all students, faculty, staff and their guests. Residence hall students are required to participate in a dining plan, and first-time freshmen and new transfer students who enroll as commuter students are required to participate in the commuter meal plan.

The food service operation also includes a dining room and a banquet room used for special events. Catering services are available for parties and other occasions when meals or refreshments are to be served. Additional information regarding our food services operation along with a copy of the daily menu can be accessed via the University website.

## Enrollment Management & Student Affairs

Enrollment Management and Student Affairs exists to enhance the academic mission of the institution by providing academic support services, co-curricular involvement opportunities, productive living environments, necessary financial assistance, meaningful career guidance and much more. The Enrollment Management and Student Affairs professionals work diligently to ensure student success through a variety of specialized departments:

Admissions, Career Services, Counseling and Wellness Services, Dining Services, Student Financial Assistance, Veteran and International Students assistance and programs, Student Success & Retention, FamilyCare Health Clinic, Housing & Residence Life, Student Life and Engagement, and Student Advocacy.

All students are encouraged to become familiar with these departments and become involved in the campus community. The West Virginia State University Student Handbook outlines our Student Code of Conduct. This Handbook provides additional information about Student Affairs' resources and campus policies/procedures. The Enrollment Management and Student Affairs office is located in 115 Ferrell Hall. The telephone number is (304) 766-5116..

## FamilyCare Health Clinic

The FamilyCare Health Clinic at WVSU is located on the basement level of the Wilson University Student Union in room 004. The FamilyCare Health Clinic at WVSU is staffed Monday through Friday, from 8:30 a.m. to 5 p.m. with nurse practitioners and physician assistants

The clinic operates to enhance the learning and living experience of the WVSU community. The FamilyCare Health Clinic at WVSU endeavors to promote optimal health and wellness so that the student can attain/maintain a healthy lifestyle, thereby promoting success during their matriculation at West Virginia State University. The FamilyCare Health Clinic, affords WVSU an opportunity to better meet the State family's needs while also strengthening our commitment to serving our local community through walk-in services for our friends and neighbors.

Staff in the clinic can provide information about services, eligibility information, general health tips, privacy and patient responsibilities. Persons requiring immediate medical attention who may be unable to physically report to the clinic should call 911 and then (304) 766-3323.

Services available at the FamilyCare Health Clinic will include; treatment for minor abrasions, bronchitis, asthma treatment and therapy, as well as wellness visits, health screenings, immunizations, vaccination and comprehensive physicals. No appointments are necessary. Walk-ins are welcome.

Medical Insurance

- Information about medical insurance plans are available in the Clinic.

## Fiscal Affairs

The Fiscal Affairs office provides support for Accounts Payable, P-Card, Budget and Financial Accounting, and Procurement operations. The Fiscal Affairs office is dedicated to supporting the instruction, research, and strategic mission of West Virginia State University by providing objective, accurate and timely information, analysis and advice to inform the decision-making and resource allocation process and promote financial health and security for academic and auxiliary operations. The office is located in 301 Ferrell Hall and can be reached by telephone at 304-766-3133.

## Housing and Residence Life

At West Virginia State University, the residential experience is more than just a place to live. It's where community is built, memories are made, and students are supported from move-in to graduation.

The Office of Housing and Residence Life is committed to fostering vibrant, inclusive, and secure living environments where students are empowered to grow academically, socially, and personally. Through intentional programming, individualized support, and a strong sense of campus pride, our team helps students make the most of their time at WVSU, both inside and outside the classroom.

West Virginia State University operates three residential communities:

- **Dawson Hall**
- **Sullivan Hall** (East and West Wings)
- **Judge Damon J. Keith Scholars Hall** (commonly referred to as Keith Hall)

Each residence hall is equipped with Wi-Fi, laundry facilities, secure key access, and close proximity to academic and student support buildings. Halls are staffed by trained Resident Assistants and professional personnel who provide 24/7 support, uphold community standards, and lead initiatives that promote belonging and academic success.

Living on campus is a foundational part of the Yellow Jacket experience. We are proud to offer a home where students can thrive.

## Residency Requirement

West Virginia State University requires all first-year, full-time undergraduate students to live in on-campus housing. First-year status is defined by enrollment year, not credit hours.

Students are expected to reside in the residence halls for the full academic year based on their initial term of enrollment:

- **Summer admits**: summer, fall, and spring
- **Fall admits**: fall and spring

- **Spring admits**: spring and following fall

### Residency Exemptions

Students may request an exemption if they:

- Live with a parent or legal guardian within 50 miles of campus
- Are 21 or older by the first day of classes
- Are married or a parent (documentation required)
- Are a veteran or active military member
- Are enrolled in fully online courses

Requests for financial, health-related, or other extenuating circumstances may also be submitted with supporting documentation.

**Exemption Request Deadlines:**

- **May 1** – Summer admits
- **June 3** – Fall admits
- **November 4** – Spring admits

Failure to meet the First-Year Live-On Requirement without an approved exemption may result in a registration hold and/or disciplinary action in accordance with University policy.

To submit a request, visit:
**First-Year Live-On Exemption Request Form:** https://wvstateu.jotform.com/250065476897874

For more information, contact the Office of Housing and Residence Life at 304-766-5707 or **reslife@wvstateu.edu**.

### Housing Applications and Assignments

Housing at West Virginia State University is offered on a **first-come, first-served basis**, and students are strongly encouraged to apply early to secure a space. A **non-refundable $200 housing reservation fee** is required to reserve a room or to be placed on the housing waitlist if space is temporarily full.

Students may indicate roommate preferences and housing accommodation needs when submitting their housing application. Assignment confirmations are sent directly to students via their official WVSU email.

All housing policies, key deadlines, and important updates are communicated directly to students through their official WVSU email and are also visibly posted throughout the residence halls for easy reference.

***Your Housing FAQs, All in One Place***

Whether you're preparing to move in, wondering about housing requirements, or just want to know what to bring, our **Housing FAQs page** has you covered.

Scan the QR code below to explore commonly asked questions and helpful information about campus living at WVSU. From assignments and exemptions to key policies and deadlines, this page is designed to guide you through every step of the housing process.

**We're here to make your transition to residential life as smooth and informed as possible.**

**Contact Information**

Have questions about housing? We're here to help. Whether you're a new student, returning resident, or just exploring your options, our team is happy to assist you.

## Intercollegiate Athletics

The University is a member of the National Collegiate Athletic Association (NCAA) and the Mountain East Conference varsity competition in 11 sports. Men's teams are offered in football, basketball, baseball, tennis and golf. Women's teams compete in volleyball, basketball, softball, tennis, soccer and acrobatics & tumbling.

## *Instructional Materials Center*

The Instructional Materials Center (IMC), located on the second floor of the Drain-Jordan Library, offers a variety of teaching materials and resources that are useful in grades K-12 classrooms. The collections include a variety of textbooks, juvenile literature (including the collection of Caldecott, Newbery and Coretta Scott King Award Winning Books), magazines, puppets and teaching kits. Patrons may use the Ellison Die Cut machines to produce perfectly cut shapes and letters for various projects. Local educators and others involved in the process of teaching or curriculum development are also invited to utilize the Center.

The IMC serves students and faculty in the Education Department as well as students and faculty in other disciplines. The IMC is open during regular library hours.

## University Library

The Drain-Jordan Library has been the center of educational activities of West Virginia State University since 1951. Its mission is to support the information, curriculum and research needs of all students and faculty by providing excellent library resources. The West Virginia State University Library works to adhere to the ACRL Distance Learning Guidelines in providing library services to students and faculty participating in WVSU distance learning programs. These services are designed to assist those affiliates who receive all of their courses off campus. For more information about the services, please visit www.wvstateu.edu/Academics/Information-Services-for-Distance-Learning.aspx. The library offers a wide variety of materials and services. It has an excellent collection of books, e-books, government documents, newspapers and periodicals.

The collection consists of roughly 135,000 books, 30,400 e-books, 698 periodicals, 37 databases, and 2,500 pieces of media. . The library offers over 34,000 periodical titles covering more than 50 subject areas, through online databases, print and microform subscriptions. The library has been a selective depository for United States government documents since 1907 and at present receives 33 percent of the published material from the Federal Government through the Government Printing Office. Special areas in the library include the Archives, the Instructional Materials Center (IMC), the Gus R. Douglass Collection and the Benin Collection. The

Archives Department is located on the ground floor of the library and houses materials concerning the history of the University, its alumni and staff. It also contains information on African-Americans in West Virginia, the history of African-American higher education, and the history of the 20th and 21st centuries.

The Gus R. Douglass Collection on the main floor of the library contains the partial book collection of Gus R. Douglass, a former West Virginia Commissioner of Agriculture who served 44 years. The Benin Collection is housed on the main floor and has books, journals, artifacts, maps, video cassettes and CDs on Benin, West Africa.

Approximately 30 desktop computers are available for student use on the main floor of the library. These computers have office software and access to the library collections and databases. The FACET room located on the ground floor of the library is also available for class instruction. The FACET room has nine computers and a Smart Board for presentations.
A professional librarian is always on duty at the reference desk when classes are in session to provide help for students, faculty, staff and the public on a one-on-one basis. Librarians work closely with faculty to develop collections and provide instruction about library resources and research methodology.

The library is a member of Online Computer Library Center (OCLC), a global computerized network of more than 43,000 academics, public and special libraries from 86 countries. This database, which shares cataloging and interlibrary loan information, provides access to more than 56,000,000 book records in 458 languages. Materials not available in the Drain-Jordan Library can be borrowed through OCLC. All users should inquire at the Reference Desk about this and other library services.

More information about the library can be found on the library's webpage at library.wvstateu.edu.

## ***Lifelong Learning through Continuing Education***

The Lifelong Learning through Continuing Education Program at West Virginia State University has the following objectives:

1. To Provide
   - opportunities for personal enrichment and satisfaction through the stimulation of intellectual and cultural growth
   - skills, knowledge and insights required to update and improve their vocational and professional performance
   - Information and understanding needed to fulfill their responsibilities as citizens in society
2. To be responsive to the needs of communities in the West Virginia State University area and the organizations and agencies (i.e., public and private) that are located in these communities.

Continuing Education designs programs, services and delivery systems to present comprehensive educational opportunities for adults associated with business, industrial, labor union, governmental, educational and voluntary organizations and agencies in the greater Charleston area. The principal programs, services and delivery systems are as follows:

- Conferences, Institutes and Workshops are intensive, focused educational experiences that frequently extend over two or more days. The purpose of these programs is to create a learning activity away from the learners' day-to-day obligations. Conferences are offered year-round on-and off-campus as determined by the needs and interests of the learning group.
- Off Campus Classes are West Virginia State University credit courses offered for adult learners at convenient community locations such as training centers at work sites, local high schools and other accessible community meeting facilities suitable for instruction. These off-campus classes are taught by both full-time and adjunct faculty. Credits earned for University credit classes taught at off-campus locations can be applied to West Virginia State University degree requirements in the same manner as

on-campus classes should an adult learner decide to matriculate. These classes are available year-round, depending on the need and the enrollment of a sufficient number of interested learners. Extension classes typically meet once or twice per week during the semester and include the same number of instructional contact hours and academic content as courses presented on campus.

Continuing Education Courses are of two major varieties. Some are training courses requested by businesses to train their employees in areas that instructors of West Virginia State University have experience. Other courses are for vocational or recreational purposes as students seek personal enrichment. Continuing Education courses may meet in the daytime, evenings or weekends five to 10 weeks for one to two hours a week. The schedule design is compact, or intensive, to meet the needs of learners. Continuing Education courses may be scheduled on request at any time throughout the year.

## ***Online Learning Center***

The mission of the Center for Online Learning (COL) at West Virginia State University is to assist faculty members in the use of educational technologies that support their teaching and enhance the learning and retention of their students. The strategic functions and key operational focus of the center, derived from its mission, include the following four primary focus areas:

1. Administering and managing the University learning management system, West Virginia State University Online, and providing technical training and support to both faculty and students;
2. Providing instructional design support to faculty as well as training in the effective design and delivery of online courses;
3. Promoting and facilitating the implementation of quality standards for online courses at the University and assisting the faculty in conducting self-reviews of online courses; and
4. Reviewing and reporting on developments in educational technology.

Students who have questions about how to succeed in an online course or who require technical support for West Virginia State University Online should contact the Center for Online Learning Helpdesk: Please email *col-helpdesk@wvstateu.edu*

In cases of an immediate medical emergency requiring ambulance service, call 911 and follow up with a call to University Police Department at 304-766-3353

## ***Public Safety***

West Virginia State University has 24-hour police coverage provided by a staff of trained police officers and security officers. The University Police Department may be contacted by calling (304) 766-3353 for non-emergency situations, call 911 for emergencies.

**Chief Reginald Patterson** (2021)
University Police Department
West Virginia State Police Academy, 43rd Trooper cadet class;
A.A.S. Marshall University;
FBI National Academy, Quantico, VA;
B.A.S. Marshall University;
M.S. West Virginia State University 2017

**Major Michael L. Oglesby II** (2022) University
Police Department
West Virginia State Police Academy, 43rd Trooper cadet class;
FBI National Academy, Quantico, VA;

A.A.S. Marshall University 1996

**Captain Kevin Young** (2007)
University Police Department
West Virginia State Police Academy, 134th Basic Police Officer Class;
A.S. West Virginia State University;
B.A. West Virginia State University 2005

**Senior Campus Officer Randy Craft**
University Police Department
West Virginia State Police Academy Re-certification (2024)
A.S. Western Wisconsin Technical College
B.S. Mount Scenario College

**Campus Officer Diamontae J. Lassiter (2022)**
University Police Department
West Virginia State Police Academy, 190th Basic Police Officer Class 2022

**Security Officer Keisha Johnson (2023)**
**Security Officer Hakim Johnson (2024)**
**Security Officer Jacob Lucas (2024)**
University Police Department

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

Military training began on campus in 1891. The school took on a military atmosphere in 1899 that also enabled up to 60 young men to receive free tuition, board, uniforms and books. In 1940, the institution took part in the national Civilian Pilot Training Program to prepare men for military aviation. Both ground school courses and flying lessons were given at Wertz Field, which was located adjacent to the college. An Artillery Branch ROTC was established at the college in 1942, and at that time was the only one in the country approved by the War Department for a historically black college. During World War II, West Virginia State College was one of 131 colleges and universities nationally that took part in the V-12 Navy College Training Program which offered students a path to a Navy commission.

Cadets who earn at least a bachelor's degree and meet all other pre-commissioning requirements may be commissioned in any of the Army's 17 basic branches as a Second Lieutenant. The West Virginia State University (WVSU) Army ROTC Yellow Jacket Battalion has produced more than 900 officers, including 15 General Officers. Over 100 alumni achieving the rank of Lieutenant Colonel or higher are recognized in the ROTC Hall of Fame. Students completing all requirements of the ROTC Program may be commissioned as Second Lieutenants in the Active Army or the Reserve Components that include the United States Army Reserve and the Army National Guard.

Eligible students can compete for Army ROTC four-year National Scholarships or three and two-year on campus scholarships. Students also have the option for Guaranteed Reserve Forces Duty (GRFD) scholarships that will allow them to serve only in one of the two Reserve Components. WVSU ROTC Students are also afforded the opportunity to attend Military Professional training each year. Some of the possible training opportunities available are Airborne School, Air Assault School, and Mountain Warfare. Other summer internships include Cadet Troop Leader Training (CTLT), which provides Cadets the opportunity to experience leadership in an Army unit over a three to four week period. Cadets serve in lieutenant-level leadership positions in active-duty units. Assignments include units that are located in the United States and foreign

countries. Select Cadets may attend Basic Camp, which is typically done the summer between a student's sophomore and junior year where they receive a month-long introduction to the U.S. Army. Students are required to attend the Advanced Camp the summer between their junior and senior year. Advanced Camp enhances and assesses their basic Soldier, leadership, and critical thinking skills as they prepare for their commission as a Second Lieutenant.

To contact WVSU Army ROTC, please call or email Mr. Bill Kinsey at wkinsey@wvstateu.edu at (304) 766-3295. Please feel free to stop by Army ROTC located at the Ferguson-Lincoln Building.

## *Retention and Student Success*

The Office of Retention and Student Success is committed to the success of all West Virginia State University students. The Office of Retention and Student Success is responsible for the coordination of academic, financial, health, and social services to assist our students in overcoming unforeseen obstacles, getting back on track, and continuing on their path to degree attainment. Our fundamental belief is that all West Virginia State University Students can be successful with the proper support, encouragement, and motivation. It is this belief that drives us to create a campus environment that welcomes, nurtures, and encourages all students at every step of their educational journey.

**Academic Monitoring**
Instructors who have concerns regarding a student's academic performance can make a referral through the ACHIEVE Student Success portal for follow-up by one of our Academic Advisors. Excessive absences, low grades, and behavioral concerns are all reasons for alarm, and our Academic Advisors actively reach out to their cohort of students in danger to address the concerns and help the students work through solutions.

**Success Coaching**
Our Academic Support Specialists are available to work with students individually to assess students' academic strengths and weaknesses. Students can drop in or schedule an appointment with an Academic Support Specialist to discuss any difficulty they may be having with navigating their academic responsibilities or balancing work, life, and school demands.

**Tutoring Services**
Tutoring is provided free of charge, by appointment (in-person or virtual) or by "walk in" on a first come, first serve basis. Tutoring is provided for a variety of academic disciplines to include business, science, mathematics, and writing.

**Supplemental Instruction**
The Supplemental Instruction (SI) program helps students find new ways to solve old problems. SI is offered on campuses around the world and targets historically difficult courses on each campus. Historically difficult courses are those that traditionally have high rates of D's, F's and W's as final grades.
Supplemental Instruction leaders are qualified upperclassmen who have already completed the course. They attend the class with students and then hold additional study sessions outside regular class meetings, all free of charge. The voluntary study sessions are conducted on a drop-in basis.

**Academic Advising**
The Office of Retention and Student Success also services the First-Year Academic Advising Center, located on the second floor of the Drain-Jordan Library. Advising Center, 2nd floor of Library. The First-Year Academic Advising Center supports West Virginia State University's mission and our academic advisors equip students at West Virginia State University to meet the economic and social needs of the state, region and nation by preparing them with the skills, strategies and resources to succeed in higher education and beyond. The Academic Advising

Center supports the work of college advisors to establish strong advising relationships and empower students to take ownership of their educational success through the provision of academic resources and individualized services that promote agency, self-efficacy, and personal growth. The academic advisors within the First-Year Academic Advising Center have been trained to meet the standards of the National Academic Advising Association (NACADA), which promotes quality academic advising on university campuses.

**ACCUPLACER Testing**

WVSU uses the ACCUPLACER placement test to assess students' readiness for college-level coursework in reading, writing, and math. The ACCUPLACER is a computer-adaptive, untimed test that determines which courses a student should take. The first ACCUPLACER attempt is usually free, but subsequent attempts may incur a fee.

Students with more than five years between finishing high school and enrolling in college, and who do not have ACT/SAT scores, can take the ACCUPLACER exams to determine course placement. Additionally, students who feel that their ACT/SAT scores do not reflect their ability in math or English can also take the ACCUPLACER exams to improve their placement in these areas. You get your score at the conclusion of the exam so that you can make the appropriate changes to your schedule if necessary.

You can schedule your ACCUPLACER exam(s) by contacting Ms. Kira Case at kira.case@wvstateu.edu or 304-766-3278 or Ms. Alana Dorsey at alana.dorsey@wvstateu.edu or 304-766-5115.

**Achieve**

ACHIEVE provides an efficient way to quickly offer coordinated support by ensuring students receive the right type of assistance and/or intervention to stay on track. The main function of ACHIEVE is to promote engagement and assist students in staying connected with faculty, advisors, and student support services on campus. ACHIEVE is also a web-based advising tool intended to improve the way we share information. It helps us understand who may need additional assistance and provides us with the automation to intervene early and facilitate cross campus communication and ensure seamless service delivery.

## ***Shelter-in-Place Drills & Other Emergency Drills***

West Virginia State University is well recognized for emergency preparedness. The University has an Emergency Response Guide, which is distributed to new students and employees, illustrating specific procedures for emergencies and is located on the university website The plan was developed in conjunction with the Kanawha Valley Emergency Preparedness Council. If a siren sounds one continuous tone for three minutes, that is the signal to go to an assembly area to shelter.

Communications equipment is located in the assembly area of various buildings to inform occupants of what is occurring. Usually the siren is signaling that a practice drill is taking place; however, the siren should never be disregarded.

The WVSU Emergency Alert System automatically enrolls students via email by virtue of being a student here at the university. To receive a phone call or text message, go into the MyState account and add the appropriate information.

## ***Student Life and Engagement***

The Student Life and Engagement Office is located in room 103 of the James C. Wilson University Union. Through programs, services and facilities it is the focal point of campus where students, faculty, administration, staff, alumni and guests develop an enduring connection to the University. The Office assists in the development and transition of students, while allowing for understanding and appreciation of cultural pluralism and ethnic diversity. As a bridge between formal learning and life experience, co-curricular activities, programs and

services offered through the Student Life and Engagement Office, serve as a training ground for the development of future leaders while enhancing an appreciation for responsibility.

The Student Life and Engagement Office provides a variety of cultural, social, educational and recreational activities, which create an environment conducive to personal and professional growth and development. Activities also provide students with employment and leadership opportunities that promote interaction as well as relaxation, entertainment and social opportunities.

Some of the student organizations and opportunities for engagement available to WVSU students include:

Student Government Association

The Student Government Association (SGA) offers students the opportunity for self-governance and ensures them an active part in considering issues involving students. The SGA holds elections annually during the spring semester.

The SGA has three components: The Executive Council, the Senate and the Judiciary. The Executive Council, presided over by the SGA President, implements legislation approved by the Senate, establishes budgetary limits, confirms nominations by the President for submission to the Senate and assists the President in managing the day-to-day operation of the association.

In addition to SGA, the freshman, sophomore, junior and senior classes have systems for electing officers and holding activities.

Campus Organizations

The total college experience is available at West Virginia State University through campus organizations that broaden and enrich the college experience. Organizations provide an opportunity for students to explore special interests and develop skills in interpersonal relationships. They also provide for the development of leadership and service in the community. Learning possibilities are available for students who desire or need such experiences outside the formal classroom. Some organizations provide learning opportunities; some are just for fun. Students are encouraged to become involved in the numerous extracurricular organizations at West Virginia State University. For additional information regarding campus organizations, contact the Student Life and Engagement Office, 103 Wilson University Union or call (304) 766-3288.

Fraternities & Sororities

Fraternities and sororities contribute to social life on campus and their members often form lifelong friendships. The Greek letter organizations include Alpha Phi Alpha Fraternity, Alpha Kappa Alpha Sorority, Kappa Alpha Psi Fraternity, Omega Psi Phi Fraternity, Delta Sigma Theta Sorority, Phi Beta Sigma Fraternity and Zeta Phi Beta Sorority.

Service Organizations

In the category of service organizations are such groups as the Intervarsity and NAACP.

Academic Organizations

The following organizations are of particular interest to persons in certain majors: American Chemical Society Student Affiliates Chapter, Lambda Alpha Epsilon, Music Education National Conference, National Broadcasting Society, Phi Beta Lambda, Public Relations Student Society of America, and Student National Education Association.

Academic Honor Societies

Recognition of scholastic accomplishment comes to students whose academic performance is of high enough quality to be eligible for membership in one of the following honor societies:

- Alpha Delta Mu-National Social Work Honor Society
- Alpha Epsilon Rho-National Broadcasting Honor Society
- Alpha Kappa Delta-National Sociology Honor Society

- Alpha Kappa Mu-Junior and Senior National Honor Society
- Alpha Mu Gamma-National Foreign Language Honor Society
- Alpha Phi Sigma-National Honor Society in Criminal Justice
- Alpha Psi Omega-National Honor Society in Dramatic Arts
- Beta Kappa Chi-Scientific Honor Society
- Delta Mu Delta-International Honor Society in Business Administration
- Kappa Delta Pi-International Honor Society in Education
- Lambda Iota Tau-National Literary Honor Society
- Omicron Delta Epsilon-International Honor Society in Economics
- Omicron Delta Kappa-National Honor Society
- Phi Alpha Theta-International Honor Society in History
- Phi Eta Sigma-Freshman National Honor Society
- Phi Sigma Alpha-National Honor Society in Political Science
- Psi Chi-National Honor Society in Psychology
- Rho Phi Lambda-National Honor Society in Recreation, Park, and Leisure Services
- Sigma Tau Delta-International English Honor Society

## ***Student Advocacy***

The Office of Student Advocacy is dedicated to helping West Virginia State University students be successful. The Office of Student Advocacy is responsible for helping students to navigate the institutional structure, connect students to resources, and overcome barriers to their success. The Office of Student Advocacy strives to help create an environment where all students feel welcomed, inspired, encouraged, and supported.

Navigating the Institution

Whether you are a first-time freshman or a returning student or non-traditional student, navigating the University's structure and policies can sometimes be difficult. The Office of Student Advocacy is here to empower students with the knowledge on how to navigate those challenges and act as a liaison when necessary to help students to overcome those challenges.

Success Planning

The Director of Student Advocacy is available to work with students to assess their strengths, weaknesses, and challenges and develop a success plan to overcome those obstacles. Students can drop in or schedule an appointment to discuss any difficulties they may be having in navigating the institution, their personal responsibilities, or finding balance in competing demands.

Dispute and Conflict Resolution

The Office of Student Advocacy provides dispute and conflict resolution for student-to-student, student-staff, or student-faculty conflicts. When a student encounters a problem on campus, they should always try to work out the problem first by discussing the problem with those involved. If a resolution cannot be achieved, the Office of Student Advocacy can assist in resolving the conflict. However, if the problem persists, a student may initiate a formal complaint, by completing the Student Complaint Form.

## ***TRIO Student Support Services***

Student Support Services is a federally-funded program designed to provide opportunities for academic development, assist with basic college requirements and motivate students toward the successful completion of postsecondary education. The goal of this TRIO program is to increase the college retention and graduation rates of its participants. The program provides academic tutoring in all major subjects; advice and assistance in postsecondary course selection; assistance with information on the full range of student financial aid programs, benefits and resources for locating public and private scholarships; assistance in completing financial aid

applications as well as grant aid scholarships. Services that are also offered to program participants include education on financial and economic literacy and assistance in applying for admission to graduate and professional programs.

Various workshops on study skills, career development, preparing for job interviews, finding money for college and preparing for graduate school are available for program participants. Students participate in cultural enrichment experiences that explore the global community. Student Support Services provides computer labs and free printing. All tutorial support is provided by academic specialists who have completed baccalaureate studies. Student Support Services has been an integral part of West Virginia State University since 1977 and has played a vital role in the retention and graduation of its students.

James C. Wilson University Union

The James C. Wilson University Union provides a food services area consisting of a dining hall food court and banquet rooms. The student union is home to the University Bookstore; Office of Student Life and Engagement; game room and fitness center; university union and student government administrative offices; campus health center; campus radio station; student newspaper office; computer labs; meeting/committee rooms; and a large multi-purpose area.

As the primary meeting place on campus for students and their organizations, the Union's physical facilities are designed to provide a comfortable and relaxing environment that facilitates the delivery of services important to the University community.

Student employees and volunteers are an integral part of the University Union's operation. Their work experience is an important facet of their educational journey as well as a source of income and financial aid. A thorough training program is provided for part-time student employees and volunteers. Depending on their assignment, duties may include leadership development, facilitating group activities, honing communication skills and gaining direct career- related work experience.

Every member of the University is a potential patron of the University Union programs, service and various operations. It is the goal of the University Union to meet the diverse needs of the University and community, to be receptive to and responsive to changing needs and to encourage the University and community to utilize the programs and services available to them through the University Union.

## ***University Information Technology***

Located on the first floor of Hamblin Hall, University Information Technology (IT) Department provides support for campus wide academic computing including programming, functional, technical and end user support. Information Technology maintains computer equipment, software and peripherals across campus and instructional computer laboratories both on campus and in several remote extension locations. Other duties include, but are not limited to, telephone and networking installation maintenance. The University IT Department provides support to students experiencing issues connecting to the University's network, to their WVSU email account, or to MyState, but IT will not work on a student's personal computer or other personal equipment. Contact IT at (304) 766-3261, Submit a service request to TrackIT or email helpdesk@wvstateu.edu.

## ***Upward Bound***

One of the first TRiO programs funded by the U.S. Department of Education, Upward Bound has been in existence at West Virginia State University since 1966. A college preparatory program for first-generation high school students, Upward Bound is designed to develop the skills and motivation needed to not only attend

college but to graduate from college. This year-round program affords participants the opportunities to get an academic jumpstart in their educational pursuits through classes ranging from pre-algebra to calculus, biology, chemistry, anatomy, Spanish, French, research writing, literature and history. Rigorous curricula play a crucial role in preparing students to compete in a global society. Students reside on the campus for six weeks as part of an intensive summer program and attend classes twice a month during the academic school year. Cultural enrichment experiences such as college tours and out-of-state travel serve to expose students to the endless possibilities available with a college degree. The program serves students from all of the major high schools in Kanawha and Logan counties.

## *Veterans*

West Virginia State University welcomes members of all Armed Forces to attend college using benefits they have earned while in the service.

All individuals initiating the use of GI Bill education benefits should contact the School Certifying Official (SCO) for Veterans Education Benefits. All students seeking these benefits should first complete the online Veteran Affairs application for GI Bill benefits, found at www.va.gov.

- Once the application is complete, students are required to submit a copy of the "Certificate of Eligibility" sent from the VA to the SCO.

All veterans seeking education benefits through the GI Bill must complete an online certification request form each semester to receive benefits.

Veterans may also be required by the VA to participate in the monthly Web Automated Verification of Enrollment (WAVE) online verification in order to receive compensation.

If you need assistance or more information, please visit the Office of Student Veteran Affairs located in 113 Wallace Hall.