

# University Catalog

## 2013-2014



1891

WEST VIRGINIA STATE  
UNIVERSITY

*Experience the Power of Education*

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# About the University

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**Katherine Harper, Ph.D.**, College of  
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## 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.

## Mission Statement

Founded in 1891, West Virginia State University is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated, and multi-generational institution. The University, “a living laboratory of human relations,” is a community of students, staff, and faculty committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.

The undergraduate education at the University offers comprehensive and distinguished baccalaureate programs in business, liberal arts, professional studies, sciences, and social sciences. In addition, the University provides master’s degrees and other opportunities for graduate education.

West Virginia State University offers encouragement and education through flexible course offerings in traditional classrooms, in non-traditional education settings, and through distance learning technologies. With the goal of improving the quality of our students’ lives, as well as the quality of life for West Virginia’s citizens, the University forges mutually beneficial

relationships with other educational institutions, businesses, cultural organizations, governmental agencies, and agricultural and extension partners.

The following values guide our decisions and behavior:

- academic excellence;
- academic freedom;
- advancement of knowledge through teaching, research, scholarship, creative endeavor, and community service;
- a core of student learning that includes effective communication, understanding and analysis of the interconnections of knowledge, and responsibility for one’s own learning;
- lifelong growth, development, and achievement of our students;
- development of human capacities for integrity, compassion, and citizenship;
- our rich and diverse heritage;
- personal and professional development of our faculty and staff; and
- accountability through shared responsibility and continuous improvement.

West Virginia State University is a vibrant community in which those who work, teach, live, and learn do so in an environment that reflects the diversity of America. Our comprehensive campus provides vast opportunities for our students. We take great pride in our accomplishments and envision building upon our baccalaureate and graduate programs and our excellence in teaching, research, and service.

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; September 10, 2009; September 23, 2010

## General Information

West Virginia State University is a state-supported institution of higher education located in Institute, WV - 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. The campus is served at frequent intervals throughout day and evening hours by commuter buses serving Charleston and other suburban communities.

With an 100 acre campus, 24 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 a century, 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. A student body of about 2,700 comes from the Kanawha Valley, across West Virginia and 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:**

- Academy of Criminal Justice Science
- Accreditation Board for Engineering and Technology
- 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
- Association of Writers and Writing Programs
- Committee on Allied Health Education and Accreditation of the American Medical Association
- Cooperative Education Administration
- Council for Advancement and Support of Education
- 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 Council for the Accreditation of Teacher Education
- National HBCUs Business Deans Roundtable
- Higher Learning Commission of the North Central Association of Colleges and Schools
- The College Board

## History

Founded in 1891, West Virginia State University 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, a land-grant institution, had been in existence for more than two decades. Therefore, to ensure federal funds for West Virginia University, the West Virginia Legislature enacted legislation to create a new land-grant institution in Kanawha County for black students. The Legislation was signed on March 17, 1891, by Governor Fleming. March 17 is celebrated annually on the campus as Founder's Day.

The new institution was known initially as 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 packet boats on the Kanawha River and were primarily residential students.

In 1915, the name was changed to West Virginia Collegiate Institute. While training was offered in subjects such as agriculture, blacksmithing, brick-laying and plastering, dress making, 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. 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 WV State Community & Technical College became an independently accredited institution, administratively linked to West Virginia State University, and in 2010 the former WVSCCTC was renamed Kanawha Valley Community and Technical College; currently it is an institution completely separate from the University.

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. Two master's-level programs (in Biotechnology and Media Studies) were implemented in 2003; a third master's-level program (in Law Enforcement and Administration) was added in 2011. 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.

West Virginia State University alumni can be found in positions of leadership and public trust throughout 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

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–Present

## Major University Buildings

**Canty House.** Erected as a private home by James M. Canty who was principal of the former Institute High School. Purchased by the University, it is located on campus and will house the Athletic offices and the Sports Hall of Fame.

**Campbell Conference Center.** Erected 1927. It was formerly known as the Home Economics Cottage. Named for J. Edwin Campbell who was President of the West Virginia Colored Institute, 1892-94. The Center is to be used for small gatherings and conferences.

**Capitol Center.** Located in downtown Charleston (123 Summers St.), the Capitol Center serves as an off-campus site for University classes, cultural activities (music and theatre), and continuing education programs. The Center consists of 6 classrooms and a fully equipped proscenium theatre. Formerly known as the Capitol Plaza Theatre (and Capitol Plaza Music Hall), the theatre was built in 1919 and is a renovated vaudeville and music house currently listed on the National Register of Historic Places.

**Thomas W. Cole, Jr., Complex.** Erected 1982. It is the location of offices of the Community and Technical College and a number of classrooms. It is the location for the Educational Technology Center, studios and offices, Radio and TV production studios, and film lab. It also houses offices of Communications Department.

**Davis Fine Arts Building.** Erected in 1966. Named for Dr. John W. Davis, President of the College, 1919-1953. Houses the office of the College of Arts & Humanities. 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. Also houses classrooms, studios and faculty offices for the Departments of Art, Communications and Music.

**Dawson Hall.** Erected 1918, renovated in 1976 and again in 1999. Named for William M. O. Dawson, Governor of West Virginia, 1905-09.

**Drain-Jordan Library.** Erected 1951 and renovated 1983. Named for Leonead Drain, University librarian, 1927-1956, and for Lawrence V. Jordan, Professor of Education, 1934 to 1968.

**East Hall.** Erected 1895. Residence of the President of the College until 1973. East Hall is now occupied by University Advancement.

**Ferguson-Lincoln Building.** Erected 1974. Named for Professors Daniel L. Ferguson and Daniel P. Lincoln who taught military education and gave pre-induction training during World War II. Houses the Military Science and Reserve Officer Training Corps offices, and classrooms.

**Ferrell Hall.** Erected 1925 and renovated 1980. Named for Dr. Harrison H. Ferrell who was Academic Dean, 1936-1965. Also known as the Administration Building, it is the location of the offices of the President and Vice Presidents for Academic Affairs administrators. The main auditorium is located here as are the offices for Admissions, Registration, Human Resources and Academic Affairs. Labs for Business Administration/English and English Skills are on the third floor.

**Fleming Hall.** Erected in 1941. Named for Arthur B. Fleming, Governor of West Virginia, 1890 to 1893. It

## About the University

houses the gymnasium, swimming pool, weight room, also Athletic offices and offices for the Department of Health and Human Performance.

**Goldston Cafeteria.** Erected 1970. Named for Gwendolyn C. Goldston, Professor of Home Economics and Food Services Director, 1939 to 1970. Includes the cafeteria, banquet room and faculty dining room.

**Hamblin Hall.** Erected 1953 and renovated 1987-89. Named for Adolph P. Hamblin, Professor of Biology, 1921 to 1966. Houses laboratories, classrooms, and offices for Biology, Chemistry, Physics, and the University computer center. Also houses the College of the College of Natural Sciences & Mathematics.

**Hill Hall.** Erected in 1936 and renovated in 1979. Named for John H. Hill, President, 1894-98; and was erected as a residence hall for women. This building now houses faculty offices for the Departments of Business Administration, Economics, English, Foreign Languages, History, Political Science, and Sociology. Houses the College of Business & Social Sciences.

**Jones Hall.** This was a grade school building for black children before it became a University facility. It now is home for Printing Services, and the Art Department's sculpture studios. Named for J. McHenry Jones, President, 1898 to 1909.

**Sullivan Hall.** Erected in 1970. Named for Dr. Leon H. Sullivan, WVSC 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. The building is a residence hall for women and men. The offices of Student Affairs, Collegiate Support Services and Upward Bound are also located here.

**Wallace Hall.** Erected in 1971. Named for Dr. William J. L. Wallace, President of the College, 1933 to 1968. The Computer Science and Mathematics laboratories are located here. While primarily a classroom building, it also houses faculty offices for the Departments of Education, Mathematics, Psychology and Social Work, Career Services, and the National Center for Human Relations. Houses the College of Professional Studies.

**Wilson University Union.** Erected in 1961. Named for James C. Wilson, WVSC class of 1947, who was Associate Professor of Physical Education, 1948 to 1967. The building includes the student lounge, game room, cyber café, meeting rooms, food court, Student Activities and Student Government offices.

## Other Facilities

**Faculty Homes.** A number of University-owned homes for faculty are located at the Kanawha River end of the campus. Older homes were designed by John C. Norman, a licensed architect and instructor of Building Construction. All the houses were erected by students in the Building Construction and related programs.

**Lakin Field.** 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 who died in 1934. As a member of the State Board of Control from 1909 to 1933, he was deeply involved in College financing during its early decades.

**Water Tower.** Erected in 1897, the water tower was once part of the campus water distribution system. While no longer functional as a water tower, it is the College landmark. Lighted at night, it is visible twenty-four hours a day from Interstate 64 and State Route 25. While modes of travel have changed, the following description from the 1941-42 CATALOG is still true today, "The Tower Tank adorned with a college logo, rises majestically above the campus of West Virginia State University. A landmark for travelers by auto and train, by boat and plane, it is a symbol of the mission of the College in leading youth to acquire vision for service."

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# Admissions

## General Information

Persons seeking admission to bachelor's degree programs should contact the Office of Admissions (Persons seeking readmission should contact the Office of Registration and Records.) The Office of Admissions will assist prospective students with campus visits, admission policies and procedures, and initial financial aid questions. For more information, please contact Admissions at:

West Virginia State University Admissions  
124 Ferrell Hall  
PO Box 1000  
Institute, WV 25213  
[admissions@wvstateu.edu](mailto:admissions@wvstateu.edu)  
(304) 204-4345 or (800) 987-2122

Acceptance for admission to the University does not necessarily mean admission to a particular academic program. Students seeking admission to programs which have limited enrollment or admissions requirements must apply for admission to the individual program as well as for general admission to the University. Students may consult the requirements for bachelor's degrees later in this catalog to determine if application must be made separately for admission to the program.

**Admission applications and related documents should be received by the Office of Admissions at least thirty days prior to the start of a semester.** It is suggested that prospective students initiate the application for admission process at least six months prior to the start of the semester in which they wish to begin classes.

## General Admission Documents

Prior to admission to West Virginia State University, the following documents must be submitted:

1. West Virginia State University application for admission form

2. Official high school transcript or GED certificate and any college transcripts. (Transcripts must be mailed by the other institutions directly to WVSU, Office of Admissions.)
3. ACT scores. (This requirement is waived for applicants who have graduated from high school or completed GED requirements more than five years prior to seeking admission.)

## Eligibility for Regular Admission

**Bachelor's Degrees.** The following requirements must be met to be eligible for regular admission to the baccalaureate degree programs of West Virginia State University:

**Effective August 2008**, students must successfully complete the following minimum academic core unit requirements (in addition to a **3.0 GPA** or a **2.0 AND** an ACT composite of **18**) prior to admission:

**4 English** (including courses in grammar, composition, and literature)

**3 Social Studies** (including U.S. History)

**4 Mathematics** (three units must be Algebra 1 and higher)

**3 Science** (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

2 Foreign Language

Elective Units

Remaining Units – It is recommended that the remaining elective units be chosen from the academic core (English/language arts, mathematics, science, social studies) or subjects such as computer science, fine arts, humanities, and keyboarding.

- Graduate of accredited secondary school and have at least a 2.0 GPA or C average
- Graduate of accredited secondary school with at least a score of 18 on the composite ACT
- Holder of General Education Certificates (GED) with a minimum score of 45 on each of the five parts, or an average score of 55 (ACT scores must also be submitted).
- Transfer or transient students in good academic standing at the last institution attended.

## Conditional Admissions

A student applying as a first-time freshman who does not meet the requirements for regular admission may petition for conditional admission. If conditional admission is granted, the student will enter the University on academic probation and be subject to the following conditions:

1. Enrollment is limited to four classes (a 12-14 semester-hour class load).
2. Good academic standing must be attained by the end of the first semester of enrollment or the probationary student may be dismissed from the institution.

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

## Provisional Admission

A student whose documentation is not complete by the time classes begin may appeal for provisional admission on the basis of the documentation which is provided. If provisional admission is granted complete official records must be submitted to the Office of Admissions by October 1 for a student entering in Fall

Semester and March 1 for a student entering in Spring Semester. Provisional admission is subject to the following conditions:

1. If the records are not received within the designated deadline, 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.
2. 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 provisional admission standard can have that removed and be admitted in good standing if they do any of the following;

- pass a 3 hour non activity college course during the summer prior to admission with a “C” grade or better
- retake the ACT/SAT during the summer term under national testing conditions
- take additional high school courses prior to initial fulltime enrollment
- 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 in order to participate in outside competition.

## Eligibility for College-level Courses

Students admitted who are not eligible for college-level courses in English and/or mathematics will be advised following admission of the options by which they can attain eligibility for college-level courses in these areas.

## 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, official transcripts of all previously attempted college-level work must be received. 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 WVSU.) Not more than seventy-two credit hours may be accepted and applied toward graduation from any combination of community and junior college credit hours.

Transfer students without complete documentation may be admitted provisionally. When the records arrive, if they indicate the student does not meet regular admissions standards, the registration will be canceled or the conditions of probation applied.

Transfer students who do not have a C average may be admitted if they are eligible to return to their former institution, are deficient no more than seventeen quality points, and accept the following provisions of a probation agreement:

1. Must make progress toward a C average each semester
2. Must enroll for no more than twelve hours each semester while on academic probation
3. Must achieve a C average by the end of the third semester at West Virginia State University.

In order to receive a degree from West Virginia State University, baccalaureate transfer students must complete thirty hours at West Virginia State University.

## Admission of Non-matriculating Students

Non-matriculating students are those who do not seek a degree. In special situations these students may be permitted to attend classes without fulfilling regular admission requirements at the discretion of the Director of Registration and Records. Non-matriculants may accumulate a maximum of twelve credit hours. The hours may not be credited to a degree at West Virginia State University or transferred to another institution until such time as the student has been admitted to the University. Non-matriculants wishing to enroll for classes beyond the twelve-hour limit **must apply for regular admission** and satisfy all requirements.

## 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
- List of courses for which approval has been granted
- Certification of good academic standing from the home institution.

Note: Students who have been academically suspended from their home institutions are not eligible to enroll at WVSU during their period of suspension.

## Early Admission of High School Students

High school students who have completed at least twelve units with a B average and have the written recommendation of the high school principal may enroll for classes during the senior year or during the summer before the senior year. Courses passed under the early admission classification may be applied to a degree or transferred to another college as soon as the student has graduated from high school.

## Admission of Gifted Students (Elementary and/or Secondary)

Students identified as gifted by the coordinator of a county gifted program may be admitted to 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 have earned a bachelor's degree may take additional undergraduate courses at West Virginia State University. Post-graduates who intend to pursue a second degree or certificate must submit an application for admission and official transcripts of all college courses taken at other institutions.

## Constraints on Admission

Some degree programs may have admission requirements more stringent than those of general admission. Admission to the University does not imply acceptance in programs having special requirements.

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.

## Admission of International First-Time Freshmen or Transfer Students

1. Application for Admission
2. Official transcript(s) (original or "Certified True Copies") of all academic records submitted directly to the Office of Admissions from all schools previously attended. All foreign documents must be accompanied with an English translation by an approved foreign credential evaluation service. If a national examination is required upon the completion of schooling in the country of origin, official results of the examination must be submitted to WVSU. (Students from countries with a General Certificate of Education (GCE) examination system must receive a grade of six or higher in at least five academic subjects, one of which must be English.)
3. Standardized Tests  
All students 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 of score 500 (paper-based exam), 173 (computer-based), or a 61 (Internet-based) is required. On the IELTS, a minimum score of a 7 is required. These students may choose to submit the TOEFL or IELTS exam.

Students for whom English is their first language must take and submit the SAT or ACT. A student

## Admissions

who is unable to take the ACT examination before arriving to WVVSU must do so at the first available testing date or the registration will be voided.

### 4. Immunization Records

If admitted, the following documentation is required:

#### 1. Financial Affidavit

As an international student coming to the United States, you will need to secure an F-1 student visa. The F-1 student visa permits an individual to enter the United States for full-time study at an authorized institution in the United States. To obtain F-1 status, it is necessary to submit the following forms:

- Affidavit of Support with required documentation
- Application for Form I-20

\*\*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.\*\*

## Procedures for Readmission

All applications for readmission are made through the Office of Registration and Records. Copies of the student's transcript are obtained from that office. Next steps are determined by the student's readmission status.

**Students in Good Academic Standing.** For students in good standing, readmission is a routine process. The Office of Registration and Records will direct the student to the appropriate department chair. A copy of the transcript will be sent to that faculty person. Applications for readmission for those in good academic standing will be accepted at any point prior to the close of the regular registration period. These students are eligible to participate in early registration activities and are advised to do so.

Students in good academic standing but not in good social or financial standing must first be recommended for readmission by the appropriate University administrator. When this is achieved, students should

proceed as directed in the above paragraph.

### **Students not in Good Academic Standing.**

Students not in good academic standing (i.e., who are on academic probation or who are returning from academic suspension) must make application for readmission at least one full month prior to the session for which readmission is sought. Applications for readmission by students who are not in good standing must be approved by the Office of Academic Affairs.

Readmitted students who are not in good academic standing may not take more than four courses (12-14 semester hours), and must achieve at least a 2.25 average on courses attempted every semester until good standing is achieved.

Failure to achieve these minimal standards may result in academic suspension at the end of the term in which the standards are not met.

## Transfer Arrangements

Credits earned at another regionally accredited institution of higher education usually will transfer to West Virginia State University. By Higher Education Policy Commission policy, at least 64 and no more than 72 credit hours completed at State of West Virginia community colleges are transferrable to bachelor's degree programs. Also by HEPC 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 HEPC document, Core Course Work Transfer Agreement (available on the HEPC website), contains specific information about the transferability of general education courses among State of 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 entered into some transfer arrangements with Kanawha Valley Community and Technical College, Southern West Virginia Community and Technical College, and West Virginia University-Parkersburg in several disciplinary areas where transfer to WVSU for completion of bachelor's degrees commonly occurs.

Other transfer arrangements are continuously under consideration with institutions both in and outside West Virginia.



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# **Financial Information and Scholarships**

## Financial Information and Services

### 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 sixty-forty plan (60% at registration and 40% before the end of six weeks at 2% interest per month) or the Tuition Pay Plan offered through Sallie Mae. Direct payment may be made by cash, certified/cashier's check, money order, or credit card. Payments are accepted at the Cashier's Office located in 117 Ferrell Hall or online at <http://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**.

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

Payments for books and supplies must be made separately 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.**

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 which appears in the class schedule and the University 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

Tuition and fees are established annually by the Higher Education Policy Commission. Considerable effort is made to keep increases to a minimum. Students should obtain a current "Schedule of Fees" sheet for the current assessed fees from the Cashier's Office in 117 Ferrell Hall. These documents will include the current tuition, mandatory fees, room, board, and any special instructional fees. Books, supplies, and examination expenses are paid separate from University charges. Students should consult their academic department for an estimate of these costs.

### Refunds

West Virginia State University refunds are processed and mailed out through the Cashier's Office. All payments must be reflected on a student's account before a refund can be processed. Refund inquiries should be addressed to the Cashier's Office. The processing requires four to six weeks.

Students who have overpayment (credit balances) as a result of financial aid do not need to request a refund. These refunds will be processed automatically.

Students are responsible for notifying the University of a change of address. This may be done directly by the student online through the MyState link on the University Web page ([www.wvstateu.edu](http://www.wvstateu.edu)) or at the Office of Registration and Records and the Office of Student Financial Assistance, both located on the first floor of Ferrell Hall.

### Refund Policy for Students Who Withdraw from School

A student who officially withdraws from the University (i.e., drops all classes) through the Office of Registration and Records or is administratively withdrawn from the University prior to completing 60% of a semester is entitled to a partial refund of that

semester's tuition/fees. Refund amounts are calculated to the day based on the number of calendar days which have elapsed from the first day of class to the date of withdrawal. The date of withdrawal is the actual date the student notifies the Office of Registration of withdrawal or the midpoint (50% point) of the semester for a student who leaves without notifying the institution. Any student who withdraws at any point during the semester is advised to consult with the Cashier's Office to determine whether there is a balance owing 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% of the semester, the amount of federal financial aid earned will be calculated to the day according to the same formula. Unearned financial aid must be returned. When aid is returned, the student may owe a balance to the University, to the US Department of Education, or to both. Any student receiving federal financial aid should contact the Office of Student Financial Assistance 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.

### Special Notice

**Should conditions warrant, the administration reserves the right to adjust fees and charges without advance notice.**

### Financial Services

The Cashier's Office is located at 117 Ferrell Hall. The hours of operation are Monday - Friday, 8:30 a.m. to 4:30 p.m.

The University recommends that students use one of the local banks for their banking needs.

### Delinquent Accounts

The University will not issue a degree, transcript, or a grade report to any student who has a delinquent account. A delinquent student 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 for collection.

### Student Financial Assistance

The mission of the Office of Student Financial Assistance at West Virginia State University is to assist students in securing the necessary financial resources to meet their educational goals. The office delivers information on federal, state, and institutional financial assistance and endeavors to increase opportunities for student access to and success in higher education by helping students obtain and make the best use of all financial resources.

### Financial Aid

In order to be successful in securing funds to pay for your education, students should complete the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. Our official form of communication is electronic mail. To stay informed, students should check their campus email address at least three times per week. By monitoring their financial aid information students help the University to help them.

Financial Aid primarily comes in four basic types:

**Grants:** Funds awarded on the basis of financial need that do not have to be paid back.

**College Employment:** Money students can earn through a job during college.

**Loans:** Funds that must be paid back at low interest rates, usually after student finishes college.

**Scholarships:** Gift aid, based on academic performance or talent in a specific category, with many programs also having need requirements.

## Financial Information and Scholarships

The financial aid awarded to YOU is based on your individual financial need and eligibility, and may include a combination of various types of aid mentioned above. This is YOUR financial aid “PACKAGE,” which is intended to provide assistance in paying tuition, fees, books, supplies, room, board, transportation, and personal expenses.

The Office of Student Financial Assistance administers aid programs to assist you if you are unable to meet college expenses from your personal resources. The Director of Student Financial Assistance coordinates the various components of the aid programs so that they are utilized to your best advantage.

Students who are applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA) in accordance with the specific instructions indicated. If financial assistance is needed for more than one year, new applications must be made annually.

### Federal Direct Loans

There are three types of low interest “Federal Direct Loans” available:

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

A loan is money borrowed and **MUST** be repaid at a specific time in the future, under the terms specified in the promissory note that a student signs before receiving the first loan disbursement. Before signing the promissory note, the student should be certain that he or she thoroughly understands all the rights and responsibilities relative to any loan which the student may receive.

#### PERKINS LOAN

A Perkins loan is a long-term, low-interest loan for undergraduate and graduate students, based on need, with United States citizenship or permanent residency a requirement. The amount of your loan is based on several factors—amount of need, availability of funds, your cumulative prior loans, and enrollment status. A student may borrow up to a maximum amount set by

the federal government for total undergraduate years. A student who attends graduate school may borrow additional funds to cover graduate school expenses. Repayment of student loans begins six months after education is terminated or when a student ceases to be enrolled at least half half-time. The loan is interest-free as long as the student remains enrolled at least half time; whatever the percent of simple interest on the total principal amount outstanding accrues when your repayment period begins. The loan, plus accrued interest, must ordinarily be repaid within a 10-year period from commencement of repayment. Repayment may be deferred and interest will not accrue for a period of up to three years for someone serving in the U.S. Armed Forces, The Peace Corps, or VISTA. Conditions under which part or all of a student loan may legally be canceled will be explained by a financial aid counselor before the promissory note is signed. In addition, Perkins Loan recipients are required to attend an “exit interview” before graduation, withdrawal, or leaving WVSU for a semester, even if the student plans to return at some time in the future.

#### 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 Education Loans, also known as Alternative Education Loans, are offered by private lenders, 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 the education loans offered by the federal government, 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 are advised to exhaust their eligibility for federal student loans before resorting to private student loans.

The maximum loan amount that can be borrowed is set by the federal government for an undergraduate student; however, the amount in any year may not exceed educational costs as certified by the Office of Student Financial Assistance, less other financial aid received..

Six months after a student terminates education or ceases to be enrolled half time, loan repayment begins. Repayment must be completed within 10 years under the standard repayment plan. The student loan office will provide information concerning other repayment and deferment options.

### **PLUS LOANS**

The Federal Plus loan program enables parents with good credit histories to borrow to pay the educational expenses of each child who is a dependent, undergraduate student enrolled at least half time. Repayment of the principal amount of the loan begins within 60 days after the final loan disbursement.

Graduate students may defer repayment on Grad PLUS loans while they are in school. However, there is no six-month grace period as there is with the Stafford Loan program.

Parents have the option of deferring repayment on Parent PLUS loans while the undergraduate student on whose behalf they borrowed the PLUS loan is in school and for a six-month grace period after the student graduates or drops below full-time enrollment. This change is effective for Parent PLUS loans first disbursed on or after July 1, 2008.

## **Employment**

### **FEDERAL COLLEGE WORK-STUDY PROGRAMS (FCWS)**

College Work-Study is another form of federally-funded financial aid which provides paid work experience as part of a financial aid “package.” The FCWS is designed to stimulate and promote part-time employment to help defray college expenses. Participating students must meet government guidelines. Like other aid programs, College Work-Study is based on financial need. Students in this program may be employed on campus for up to 20 hours weekly while attending classes full

time. The normal work assignment is approximately 15 hours per week. The current rate of pay is determined by the Office of Student Financial Assistance. These jobs may be in maintenance and clerical positions as well as laboratory and library assistants.

### **STUDENT EMPLOYMENT**

Student employment positions are available to students to help meet college costs. To participate in this program students must be enrolled for 6 hours or more per semester. Students cannot work more than 20 hours in any one 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 Career Planning and Placement Office, Wallace Hall 216, assists students seeking off-campus employment opportunities.

## **Grants**

The Federal Pell Grant is a federal program under which awards may be granted to eligible students. Maximum or minimum awards will depend on congressional action and approval annually.

### **FEDERAL PELL GRANTS**

This program provides annual grants to students. **Only undergraduate students** are eligible for consideration. You may apply directly to the Federal Government 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 web. The Pell award is determined, in part, by the costs of attendance and appropriate scale as determined at each institution. The maximum amount one can get from this grant is determined by Congress each year. Financial need is the major determinant of eligibility in this program.

## Financial Information and Scholarships

### **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)**

This program provides annual grants to undergraduate students with financial need. FSEOG may range from \$200 to \$1,200 per year.

### **WEST VIRGINIA HIGHER EDUCATION GRANT PROGRAM**

This program is sponsored by the Higher Education Policy Commission and pays up to 70% of the cost of tuition and fees at WVSU for those West Virginia students 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 nonresidential student, check with your guidance counselor or state agency.

## **Other Forms of Financial Aid**

### **GI BILL EDUCATIONAL TRAINING**

Veterans who served 180 days on active duty, any part of which occurred after January 1, 1955, but before January 1, 1977, and who (a) were released under conditions other than dishonorable; (b) were discharged for a service-connected disability; or (c) continue on active duty, are eligible under the Veterans Readjustment Act of 1966, as amended. Also eligible are those individuals who contracted with the Armed Forces and were enlisted in or assigned to a reserve unit before January 1, 1977, and who as a result of this enlistment or assignment, served on active duty for more than 180 days, any part of which began within 12 months after January 1, 1977, and who were discharged from active duty under conditions other than dishonorable.

### **CONTRIBUTORY EDUCATIONAL ASSISTANCE PROGRAM**

Veterans who served, and persons currently serving, who (a) first entered active duty after December 31, 1976, and (b) were released under conditions other than dishonorable or continue on active duty, but have completed their first obligated period of service (or six years of active duty, whichever comes first), and (c) have satisfactorily contributed to the program are eligible for assistance. (Satisfactory contributions consist of the monthly deduction of \$50.00 to \$75.00

from military pay, up to a maximum of \$2,700, for deposit in the special training fund.) The contributory plan permits the service person to voluntarily participate in a plan for future education or training in which the participant's savings are administered and augmented by the government. At the time the eligible participant elects to use the benefits to pursue an approved course of education or training, the VA will match the contribution at the rate of \$2.00 for every \$1.00 made by the participant.

### **VOCATIONAL REHABILITATION**

If you are handicapped, you may be eligible for vocational rehabilitation benefits. Contact a local vocational rehabilitation office for information and applications.

### **PRIVATE AGENCIES**

Many private agencies sponsor scholarships and loan programs. Information is available through high school guidance offices, the respective agencies involved, or by writing to the WVSU Office of Student Financial Assistance requesting additional information.

## **How Need is Determined**

Financial aid is awarded by the University 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 WVSU 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—income, number of dependents, etc.—is taken into consideration and a potential family contribution is determined.

Students should not rely on unofficial comments that certain income levels automatically exclude a person from all aid consideration. While it is obvious that grant programs have the most stringent need requirements, loan programs may be available to students at higher income levels. Some of these types of loans may be

used to replace the “expected family contribution” for many needy students without altering their need factor for other programs.

A student who would really like to continue his or her education but finds that finances are limited has probably already satisfied the basic requirement for at least some form of financial aid. A general rule of thumb is: **If you think you will need financial help, apply!**

## Rights and Responsibilities of Aid Recipients

### WHAT ARE MY 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. What financial assistance is available, including information on federal, state, and institutional financial aid programs.
2. The deadlines for submitting applications for the financial aid programs available.
3. The cost of attending the University and the University’s refund policy.
4. The criteria used by the University to select financial aid recipients.
5. How the University determines your financial need.
6. What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your needs.
7. How much of your financial need, as determined by the University, has been met.
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 which 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. How the University determines whether you are making satisfactory progress and what happens if you are not. Academic Progress Requirements appear below.

### 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 Student Financial Assistance.
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 Student Financial Assistance 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 University refund procedures.
11. Notify the Office of Student Financial Assistance in advance when your course load at the University may be less than fulltime. Failure to do so will cause a delay in the receipt of your funds.
12. Notify the Office of Student Financial Assistance of any changes in financial status. Failure to do so can result in the termination of financial assistance.

## Financial Information and Scholarships

### 13. Maintain satisfactory academic progress.

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**

A student's Satisfactory Academic Progress towards a determined educational goal is the basis for continued receipt of financial aid funds. West Virginia State University has adopted the following standards by which it monitors financial aid recipients' academic progress. These standards ensure the proper distribution of financial assistance to eligible students. Students who demonstrate a financial need and are enrolled and making continuous progress in a program leading to a degree are eligible for Title IV, state, and institutional financial aid.

#### Bachelor Degree Students

Hours Enrolled	Overall GPA
0–59	1.75
60+	2.00

#### Graduate Degree Students

Graduate Students are expected to maintain a minimum cumulative grade point average of 3.00 by the end of each payment period.

#### Credit Hour Requirement:

##### Bachelor Degree Students

Hours Enrolled	Ratio of TOTAL hours passed vs. TOTAL hours enrolled
0–29	50%
30–59	59%
60–90+	67%

#### Graduate Degree Students

Graduate Students are expected to maintain 67% completion rate for hours enrolled each payment period.

#### **MAXIMUM HOURS REQUIREMENT**

Based on the federal rule, students may not exceed 1.5 times the maximum number of credit hours required to complete their major degree program. For example, if one is a chemistry major, the number of credit hours

required for a degree is 129 hours. To calculate the maximum hours, one would use the following formula:  $129 \times 1.5 = 193.5$ . With rounding, the student will be eligible for financial aid up to 194 hours. A student who exceeds the maximum hours is no longer eligible for any type of financial aid as an undergraduate pursuing a first bachelor's degree.

#### **SECOND BACHELOR'S DEGREE**

Students who are pursuing a second degree may be considered for financial aid. A second undergraduate degree must be obtained within 75 enrolled credit hours. The enrolled hours limit for a second degree is measured from the point at which the student earned the initial degree.

#### **APPEAL PROCEDURES**

Students not meeting the satisfactory academic requirements for federal, state, or institutional financial aid may submit a West Virginia State University Financial Aid Suspension Appeal Form which can be downloaded from the WVSU Financial Assistance website, <http://www.wvstateu.edu/financial-aid/forms>. The form and submitted documentation must be complete in order for the appeal to be considered. This policy represents near-minimum requirements to meet federal guidelines. With this understood, it should be clear that any appeal granted must be well documented as the student would otherwise be in violation of federal standards.

#### **PROBATION**

Appeals may be granted by the Office of Student Financial Assistance. Students not meeting the satisfactory academic progress requirements will be granted ONE appeal. The Office of Student Financial Assistance will have the final word on all submitted appeals. Once the appeal is granted, the student will be placed on probation and must complete 75% of all classes enrolled and have a 2.0 GPA each payment period until the requirements for academic satisfactory progress compliance ARE met.

If a student is denied financial aid, the student is entitled to an explanation of the basis of the denial. If a student wishes to appeal, the student must contact the Office of Student Financial Assistance, in writing, with the stated reasons and documentation for requesting the appeals hearing. The appeal will be resolved by the

Office of Student Financial Assistance and the student will be notified of the decision within ten (10) days after the conclusion of the appeals hearing. Please contact the Office of Student Financial Assistance or refer to the WVSU student handbook, *The Buzz*, for further details.

All Withdrawals (grades of W, WP, WF), Incompletes (grade of I), repeated courses, and non-credit developmental courses are counted in the total of hours enrolled for financial aid purposes.

### RECEIVING THE MONEY

If you are awarded assistance, funds representing grants, scholarships, and loans will usually be available at or soon after the start of each semester.

The months during the year that you may normally receive loan, grant, or scholarship checks are posted by the Fiscal Affairs Office.

Work-study checks are disbursed by the Cashier's Office, on a monthly basis, usually on the 16th of the following month. Awards are made to you in writing by the Office of Student Financial Assistance. The Award Notification from the Office of Student Financial Assistance specifies the program(s) and the amount of the award, and the periods during which you will receive assistance.

### REPAYING A LOAN

In general, the details of repayment are included in the **loan** description. Most repayment schedules begin six (6) months after the borrower ceases to be at least a half-time student. The terms of the loan will be explained to you when you sign the promise to repay (**promissory note**). In addition, before leaving school, for **whatever reason**, an **exit interview** will be required. Contact the Office of Student Financial Assistance for details.

If you have additional questions or need help with the application process, contact the Office of Student Financial Assistance for details.

If you have additional questions or need help with the application process, contact the Office of Student Financial Assistance, Room 324, Ferrell Hall.

## Refund and Repayment Policies

### REFUND POLICY

The refund policy for students withdrawing from all classes is outlined in the WVSU Catalog. The amount of the refund is prorated based on the date of withdrawal through 60% 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 you are on financial aid, you will not receive a refund until funds representing financial aid awards have been applied back 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 room and board if a student is living in University housing. Therefore, if a student 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 you 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 you were 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, it will be your responsibility to make the necessary repayment.

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 repayment arrangements have been made with the Fiscal Affairs Office.

## Application Procedures

### HOW TO APPLY?

In seeking financial assistance, the student is responsible for certain steps. Completion of each part of the procedure on a timely basis will assure maximum consideration.

### ENTERING FRESHMEN

The application for financial assistance is part of the Freshman Admission Application. Complete the admissions application as soon as you are eligible to apply in your senior year of high school. Detailed instructions are included on the form. There are three basic requirements:

1. apply for admission and complete the Financial Aid Application section;
2. take the ACT program examination and request a copy of the report be sent to WVSU (code number 4538);
3. apply for Federal Aid on the Free Application for Federal Student Aid (FAFSA).

### ENROLLED STUDENTS AND PROSPECTIVE TRANSFER APPLICANTS

Aid applications are available in early December for the following academic year from the Office of Student Financial Assistance in Ferrell Hall. Detailed instructions are included on the form.

There are two basic requirements:

1. Complete a Free Application for Federal Student Aid (FAFSA) if you are applying for aid;
2. Turn in all required paperwork by the published deadline dates.

### FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The Free Application for Federal Student Aid is the needs analysis document used by WVSU. It is also used as the West Virginia Higher Education Grant and Pell Grant application. This form is usually not available until December and should not be completed before January 1 of the year that you want to receive assistance.

If you are applying for financial aid for the first time, [www.studentaid.gov](http://www.studentaid.gov) and [www.finaid.org](http://www.finaid.org) are excellent sites to obtain current and reliable information.

These sites link to scholarship searches as well as to the U.S. Department of Education website. Access the FAFSA website by going to <http://www.fafsa.ed.gov>. Students and parents of dependent students can obtain a PIN number by going to <http://www.pin.ed.gov>. The school code for West Virginia State University students applying for financial aid is **003826**.

### DEADLINE AND PRIORITY DATES

It is recommended that your inquiry concerning possible assistance be initiated about 12 months before the date you will want to receive aid. This will be well in advance of many deadlines. **It is much better to be too early than too late in order to receive maximum consideration.**

The following deadline dates are established for WVSU-administered aid programs.

#### For Fall Awards

Entering Freshman Scholarships

Entering Freshman Need-Based Aid ..... June 30

Enrolled Students, All Programs: ..... June 30

#### For Summer Awards

All Students: ..... April 30

#### For Spring Awards

All Students: ..... November 30

Meeting the deadline dates means **ALL THE REQUIRED FORMS HAVE BEEN RECEIVED BY THE OFFICE OF STUDENT FINANCIAL ASSISTANCE**. Because of the number of people 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 15 by the fall semester start date and November 15 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 such time as 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.

#### **HELPING YOU HELP YOURSELF**

The Office of Student Financial Assistance can further help you mainly by keeping the door open and having answers for your specific questions. But it is a two-way street! If your circumstances change, let the Office of Student Financial Assistance know. If you move, get divorced, get separated, have a baby, lose your job, get a scholarship, drop or stop out of school, or have anything happen that even remotely affects your financial situation, please write, call, or come in to see a Financial Assistance Counselor.

### **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 be enrolled for 6 hours or more per semester. Students cannot work more than 20 hours in any one week.

Students may inquire about employment opportunities with various campus departments.

#### **FOR COLLEGE WORK-STUDY STUDENTS (CW-S)**

Federal College Work-Study (CW-S) is a campus-based program which provides student employment for undergraduate students. Interested students must demonstrate eligibility for financial assistance. Information about this program may be secured by contacting the Office of Student Financial Assistance, Room 324, Ferrell Hall.

Each student who has been awarded CW-S must report to the Career Services Office in Wallace Hall, Room 216. Each student must complete required forms such as the W-4 and I-9 before beginning a work assignment. All work assignments are made through the Career Services Office.

Employers are required to interview each referred student. If the student is offered employment, the

employer should complete Part I of the Introduction Sheet as well as the other attached forms. The student should then be instructed to hand-carry completed forms back to the Office of Student Financial Assistance. If the student is not offered employment, the interviewer should complete only Part II of the Introduction Sheet. The student should then be instructed to return to the Financial Assistance Office with his/her forms to secure another referral.

### **Payroll Procedures for all Student Employees**

This procedure is in development. For additional information, contact the Office of Student Financial Assistance.

### **Student Employment Suspension and 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:

1. Reporting for work while under the influence of alcohol or partaking of alcohol while on duty.
2. Theft or dishonesty.
3. Flagrant violation of reasonable standards of conduct.
4. 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 his/her 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 are 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 be notified in writing 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, however, may not be initiated until after the employer has warned the student in writing (copy to Office of Student Financial Assistance) of his/her deviation from the absence policy of the respective department.

Should a student employee be terminated for this reason, the Office of Student Financial Assistance 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 is dismissed.

#### **UNSATISFACTORY WORK PERFORMANCE OR CONDUCT**

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

The student employee and his/her 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 has been provided with written notification (copy to the Office of Student Financial Assistance) of the supervisor's concerns. The student employee must also be advised of employer expectations during the probationary period.

The student employee's work performance must be evaluated after the two (2)-week probationary period. This evaluation must be made in writing (copy to the Office of Student Financial Assistance). 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 probation 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 be initiated within two (2) working days of the suspension or dismissal action. The appeal process is as follows:

1. The student employee should discuss the concerns with his/her supervisor within two (2) working days from the date of formal disciplinary action.
2. If the appeal cannot be resolved at this level, the student employee should notify (in writing) the Office of Student Financial Assistance of his/her desire to appeal the implemented disciplinary action. Such written notification must be provided within three (3) working days following the completion of step 1 above. A staff member of the Office of Student Financial Assistance will then attempt to resolve the matter to the satisfaction of both concerned parties.
3. If a resolution cannot be obtained at this level, a committee of five (5) individuals will be formed to evaluate the position of each party. The committee will be comprised 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 Assistance 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 Office of Student Financial Assistance. The final decision of the Director of the Office of Student Financial Assistance may be appealed to the Vice President for Student Affairs.

## Scholarships

There are 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 on the basis of 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.

**Presidential Scholarship.** Awarded to first-time full-time freshmen with outstanding academic credentials. To be considered, recipients must have a minimum cumulative high school GPA of 3.75 and a minimum composite score on the ACT of 25 (or comparable score on SAT). Can be extended for up to eight semesters for students who maintain a minimum GPA.

Presidential Scholarships are awarded through the WVSU Office of Recruitment Services. Award: Tuition, fees, books, and (if a residential student) room and board.

**Valedictorian Scholarship.** Awarded to first-time full-time freshmen. Recipients must be recognized by their high school as valedictorian of their senior class and start college the summer session or fall semester immediately following high school graduation. Priority is given to valedictorians from high schools in the counties comprising the West Virginia State University service area: Boone, Clay, Kanawha, Putnam, and Roane.

Renewable for up to eight semesters contingent upon maintaining a minimum cumulative GPA of 3.0. Valedictorian scholarships are awarded through the WVSU Office of Recruitment Services. Award: tuition and fees.

**Military Science Scholarship.** The Military Science Department (ROTC) has 4-, 3-, and 2-year Army Reserve Officer Training Corps (ROTC) scholarships available to students enrolled in ROTC. Award: Tuition, fees, books, lab fees, and classroom supplies. Advanced course students receive a \$150 monthly stipend for up to 20 months, and incur a service obligation to the Army upon completion of the two-year advanced course.

## Foundation Scholarships

The following scholarships are awarded through the college scholarship committee to students who are already enrolled in the University. Applications may be obtained in the WVSU Office of Academic Affairs, 131 Ferrell Hall. Application deadline is May 1. Usually, scholarships are awarded in the spring for both semesters of the following academic year. Unless otherwise noted, scholarships are not automatically renewed from year to year and must be reapplied for on an annual basis. The WVSU Foundation Board of Directors is consolidating smaller scholarships into a Partners' Endowment Fund to enhance serviceability with donors' approval and without loss of donors' identity.

**Accounting Scholarship** - Established by an anonymous donor. Recipient must be an accounting major. Award: based on available funds.

**A. J. & P. W Mullins Art Scholarship** - Established by Rev. A. J. & Mr. Joe Mullins. Student must be pursuing a degree in Art. Mr. Joe Mullins will oversee distribution of funds. All recommendations will be forwarded to the WVSU Scholarship Committee. Award: based on available funds.

**A. L. Dawson-Glover Smiley Track Fund** - Established by former track participants, and the Local "W" Club in honor of these former coaches. Recommendations will be accepted from interested individuals by the Track Coach, Athletic Director, and WVSU Local Club Track Committee. The Track Committee will forward their final selection (s) to the WVSU Scholarship Committee.

## Financial Information and Scholarships

**Adolph P. Hamblin Scholarship** - Established as a memorial to Adolph P. Hamblin, Professor of Biology. Recipient must be majoring in the natural sciences, have a minimum cumulative GPA of 2.5, demonstrate financial need, and be recommended by the Biology Department. Award: based on available funds.

**Alpha Kappa Alpha Scholarship** - Established by the Alpha Omicron Omega Chapter of the Alpha Kappa Alpha Sorority. Recipient must have a minimum cumulative GPA of 2.5, demonstrate financial need, and be recommended by the Alpha Omicron Omega chapter of Alpha Kappa Alpha Sorority or its designated representative. Award: \$250 per semester.

**Andrew N. Aheart Scholarship** - Math scholarship was established in 1983-84 by an anonymous donor. Recipient must be a math major and recommended by Mr. Aheart. Award: based on available funds.

**Ann Brothers Smith Educator Award (Endowed)** - Established by Dr. Ann C. Brothers Smith, Class of 1964; and her husband, Dr. Gerald Smith. The award should be given to a sophomore elementary education major for his/her sophomore and junior years. Recipient must maintain a GPA of 2.8 or higher for the years of the award. The award may be used toward tuition, fees, board or books. The award is based on available funds.

**Ann B. Smith Future Educator Scholarship (Restricted)** - Established by Dr. Ann Brothers Smith, Class of 1964. The award should be given to an out-of-state sophomore student who has registered as an elementary education major. The award may be used toward tuition, fees, board, or books. Recipient must have a 2.7 GPA or higher. Award: \$500 per semester.

**Anna Harpold Scholarship** - Established by Dr. Michael & Mrs. Peggy Harpold in honor of Mrs. Anna Harpold. Residents of Jackson County will be given special consideration, but does not exclude others. Students must demonstrate financial need. Recipient must be pursuing a Baccalaureate Degree and maintain a GPA of 3.0 or higher. Award: tuition, fees, and books per semester.

**Arnett & Foster Accounting Scholarship** - Recipient must be a Business Administration major with a field of concentration in Accounting. The student must be a junior or senior and recommended by the Chairperson of the Business Administration Department. Award: based on available funds.

**Art Scholarship** - Recipient must be recommended by the Art Department. Award: based on available funds.

**The Arthur and Joan Weisberg Family Foundation, Inc. Scholarship** - Established by Art and Joan Weisberg. Recipient is required to have a 2.5 grade point average from high school, or from his/her career at the University, in order to apply and must be a resident of West Virginia. The student is required to maintain a 2.5 grade point average in order to renew the scholarship. Award: \$500.00 per semester.

**Dr. Barbara J. Oden Academic Scholarship** - Established by faculty, staff and friends in honor of Dr. Barbara J. Oden, former VP, Academic Affairs. Award: based on available funds.

**Barbara Jeanne Neely (Cleveland Chapter)** - Established by family and friends of Barbara J. Neely. Mr. C. Milton Kates will accept applications from interested individuals and forward the final selection to the Scholarship Committee. Award: based on available funds.

**Dr. Basudeb DasSarma Scholarship** - Established to honor Dr. Basudeb DasSarma by an anonymous friend. The candidate must be a full-time chemistry major, a resident in the areas immediately surrounding the College (i.e., Institute, Dunbar, Nitro, and Cross Lanes). Recipient must have a minimum cumulative GPA of 3.5, demonstrate financial need, and have at least two (2) letters of reference from high school instructors, counselors, or principal. Can be extended for up to eight semesters. Recommended by the Chemistry Department. Award: tuition, fees, and/or books.

**Benjamin M. Brownley Scholarship** - Established by family and friends of Benjamin M. Brownley. Award: based on available funds.

**Beta Beta Omega Chapter, Alpha Kappa Alpha Sorority, Inc.** - Established by Beta Beta Omega Chapter of Alpha Kappa Alpha Sorority, Inc. Recipient must be a female, have a minimum cumulative GPA of 2.5, and demonstrate a financial need. Members of Nu Chapter of Alpha Kappa Alpha Sorority, Inc. will be given special consideration but does not exclude others. All applicants must submit applications to the Beta Beta Omega Chapter Scholarship Committee for selection. Final selection of the Beta Beta Omega Chapter Scholarship Committee will be forwarded to the WVSU Scholarship Committee. Award: Based on available funds and can be used toward tuition, fees, board, or books.

**Billie J. Moss Scholarship** - Established by the Local W Club, friends and family. Award: based on available funds.

**Booker T. Washington Endowed Scholarship** - Established by the Booker T. Washington Institute of West Virginia State University. The Scholarship is limited to majors in undergraduate biology or graduate Biotechnology. Award: based on available funds.

**The C. Stuart McGehee Memorial Award** - Established by the C. E. Jones Historical Society. The funds will be awarded to a history major who is graduating with the highest GPA. The GPA must be a minimum of 3.5. The C. E. Jones Historical Society will submit all recommendations to the WVSU Scholarship Committee. Award based on available funds.

**Campbell C. Sellers Scholarship** - Established to honor Campbell C. Sellers, President Emeritus of the West Virginia State University Foundation. Recipient must have a minimum cumulative GPA of 2.5, demonstrate leadership ability (as opposed to potential). Preference will be given non-traditional students and those who enroll in two-year degree programs. Scholarship is renewable if funds are available and a cumulative GPA of 2.5 is maintained. Award: \$500 per semester.

**Charles H. James II Scholarship** - Established by Edward L. James & Charles H. James II, the latter a former local businessman and West Virginia State College administrator. Recipient must be a business major, demonstrate financial need, and have a minimum cumulative GPA of 3.0. Award: based on available funds.

**Rev. Dr. Charles L. Foster, Sr. Scholarship** - Established by Rev. Dr. Charles Foster. Recipient must maintain a GPA of 2.0 or better. Award: based on available funds.

**Dr. Charles R. Byrd Chapter of the Public Relations Society of America Scholarship** - Established in memory of Dr. Byrd, a prominent Administrator of West Virginia State College. The chapter advisor will forward all recommendations to the WVSU Scholarship Committee. Award: based on available funds.

**Chicago Chapter WVSU Alumni Association Scholarship** - Established by the Chicago Chapter WVSU Alumni Association. The award should be given to a student from the Chicago Area. Recipients must maintain a GPA of 2.2 or higher. The WVSU Alumni Relations Director will submit all recommendations to the WVSU Scholarship Committee. Award: based on available funds.

**Class of 1951-Endowment Legacy Scholarship** - Established by the Class of 1951. Recipient must be a descendant of a 1951 graduate. Award: based on available funds.

**Class of 1952 Scholarship** - Established by the Class of 1952. Award: based on available funds.

**Dr. Clyde P. Campbell Scholarship** - Established in memory of Dr. Campbell by family and friends. Scholarship is to be awarded to a student whose major is math. Award: based on available funds.

## Financial Information and Scholarships

### **Columbia Energy for America's Future -**

Established by Columbia Natural Resources. Recipient must have a minimum cumulative GPA of 3.0 and demonstrate financial need. Consideration may be given to candidates with a GPA of 2.5 who possess a potential for achievement. Scholarship is renewable if funds are available and a cumulative GPA of 2.5 is maintained. Award: up to \$1,000 per semester, based on funds available.

**Corinthian M. Winston Scholarship** - Established by LaRaine Henry in memory of Corinthian M. Winston, a WVSC student killed in an automobile accident. Recipient must have a minimum cumulative GPA of 2.5 and demonstrate financial need. The candidate must be a female from the Delaware-Pennsylvania-New Jersey Tri-state area and be able to sing or speak the WVSC alma mater. Award will be made by the VP for Student Affairs in consultation with LaRaine Henry. Award: based on available funds.

**DasSarma Endowed Scholarship** - Established by Basudeb DasSarma, Professor Emeritus of Chemistry, and Mrs. Seba DasSarma. The purpose of the award is for a summer research project by a chemistry major who is at least a sophomore and has been recommended by the Chemistry Department.

**Deborah Lee Carper Award for Excellence in Journalism** - Established by W. Kent Carper in honor of his wife Deborah. The award is to be granted on an annual basis to an outstanding journalist in West Virginia for excellence in reporting.

### **The Della Brown Taylor Hardman Scholarship**

- Established by Andrea L. Taylor in memory of her mother, Della Brown Taylor Hardman, Ph.D., former chair of the Art Department at WVSU. Preference in scholarship awards should be given to students studying the fine arts, including art, music and literature and to students who want to pursue independent study in their field through travel to Africa, Asia or Latin America. Award: based on available funds.

### **Detroit Chapter WVSU Alumni Association**

**Scholarshi** - Established by the Detroit Chapter WVSU Alumni Association. The award should be given to a sophomore student who graduated from a high school within a 25-mile radius of Detroit, Michigan. Recipients must have a 2.2 GPA or higher for the first year, a 2.5 GPA for the 2nd year of the award, and 2.8 GPA for the third year. The award may be used toward tuition, fees, board, or books. Award: \$1,000 per semester.

**Earl F. Lloyd Scholarship** - Established in honor of Earl F. Lloyd, a 1950 graduate of WVSU. Mr. Lloyd is also recognized as the first African American to play in an NBA game. Award: based on available funds.

**Edna Thomas** - Established by Edna Thomas, Class of 1945. Recipient must be a junior or senior business administration major, have a minimum cumulative GPA of 2.5, and be recommended by the Business Administration Department. Award: \$500 per semester.

**Ellen James Unitrust** - Established from the Trust of Ellen James. Award: based on available funds.

**Epps Family Endowed Scholarship** - Established by Mildred D. Epps and B'Alma Epps Jones to help students who are succeeding in college, although they have physical impediments, such as impaired hearing, seeing or walking, etc. and are in need of financial assistance. Award: \$250 per semester.

**Ernestine H. Brown Scholarship** - Established by Ernestine H. Brown. Recipient must have a minimum cumulative GPA of 3.0 and be a business administration major from McDowell County, and be recommended by Chair of the Business Department. Award: \$250 per semester.

**F. J. Lehner Scholarship** - Established in memory of Frederick J. Lehner, a language professor. Recipient must be a communications major, have a minimum cumulative GPA of 2.5, and be recommended by the Communications Department. Award: \$200 per semester.

**F. S. Belcher Scholarship** - Established in memory of Fanin S. Belcher, Professor of Speech. Recipient must be a theater major, have a minimum cumulative GPA of 2.75 and a GPA of 3.0 in the major, and be recommended by Chair of the Communications Department. Award: \$100 per semester.

**Faculty Endowed Scholarship** - Established by faculty, staff and friends of the University. The Faculty Scholarship Committee will submit recommendations to the WVSU Scholarship Committee. Award: based on available funds.

**Faculty Restricted Scholarship** - Established by faculty, staff and friends of the University. Although need may be a consideration, the primary factor of the award will be based on scholastic achievement. A minimum GPA of 3.5 is required for any award based on grades. A candidate must be a sophomore, junior or senior, and pursuing a baccalaureate degree. The recipient must be registered as a full-time (12 semester hours or more) student. The Faculty Scholarship Committee will submit recommendations to the WVSU Scholarship Committee. Award: based on available funds.

**The Fred Middleton Scholarship (Cleveland Chapter)** - Established in memory of Fred Middleton by family and friends. Award: based on available funds.

**G. Bowles-Bolles Scholarship** - Established in memory of Dr. G. Bowles-Bolles, clinical psychologist and civic-leader. Recipient must be African-American, a West Virginia resident, and an incoming first-year student; must demonstrate financial need; and must have a minimum cumulative GPA of 2.5. Scholarship is renewable each semester if cumulative GPA of 2.5 is maintained. Award: \$250 per semester.

**Gary L. Swingle Accounting Scholarship** - Established by Gary L. Swingle, an alumnus of West Virginia State College. Recipient must be a junior or senior, demonstrate financial need, have a minimum cumulative GPA of 3.0, and be recommended by the Department of Accounting and Business Administration. Scholarship is renewable, contingent on recipient maintaining a cumulative GPA of 3.0 and on availability of funds. Award: based on available funds.

**General Charles C. Rogers ROTC Scholarship** - Established in honor of General Charles C. Rogers, a WVSC alumnus. Recipient must be enrolled in the ROTC program. A committee established by the Professor of Military Science oversees distribution of funds and will forward recommendations to the WVS Scholarship Committee.

**General/Memorial Foundation Scholarships** - Scholarship involves a number of general/memorial gifts combined in one fund. The candidate must have a minimum cumulative GPA of 2.5, demonstrate financial need, and be recommended by the scholarship committee. Award: based on available funds.

**George G. Slutsky Scholarship** - Established as a memorial to George G. Slutsky, an English professor. Recipient must be a junior or senior English major, have a minimum GPA of 3.0, and be recommended by the English Department. Award: \$300 per semester.

**Hach Scientific Foundation Chemistry Scholarship** - Established by the Hach Scientific Foundation of Colorado. The recipient must be a full-time undergraduate chemistry major preparing to become a teacher. The recipient must maintain a 3.0 GPA. The award of up to \$6,000 per academic year may continue for eight semesters if the scholarship standards are met.

**Harold M. McNeill Scholarship** - Established by Mrs. Lucy McNeill in memory and honor of her husband, Dr. Harold M. McNeill, the 7th president of WVSC. Award: based on available funds.

## Financial Information and Scholarships

**Harrison H. Ferrell Scholarship** - Established in memory of Dr. Harrison H. Ferrell, former Academic Dean. Recipient must be a four-year continuing student with a minimum GPA of 3.50. A need's criterion may be required. Award: full tuition, fees, and books per semester.

**Hazo W. Carter, Sr. Scholarship** - Established by family and friends of Dr. Hazo W. Carter, Jr. in honor and memory of his father. Award: based on available funds.

**Henry L. Moore Endowed Scholarship** - Established by Alpha Theta Chapter of Phi Beta Sigma Fraternity, Inc. of West Virginia State University, in honor of Brother Henry L. Moore. Recipient must maintain a minimum cumulative GPA of 2.5 and demonstrate potential for achievement. Recommendations will be accepted from interested individuals with final selection made by WVSU Scholarship committee. Award: based on available funds.

**Herbert H. Henderson & Maxine D. Henderson Scholarship** - Established by the Huntington Alumni Chapter. The recipients must maintain a 2.5 GPA or better. First preference will be given to minority students from Cabell and McDowell County. Consideration may be given to minority students from the State of WV and also to minority students from Washington, DC. Award: based on available funds.

**Herbert and Mattie Ford Study Abroad Scholarship (Endowed)** - Established by Herbert L. Ford. The funds support only WVSU students. A minimum of four (4) weeks to study to the continents of Africa, South America, Mexico, or the Caribbean Islands. The representative of this scholarship will submit all recommendations to the WVSU Scholarship Committee. Award: based on available funds.

**Dr. Herta H. Jogland Scholarship (Endowed)** - Established by Mr. W. Marshall Petty in memory of Dr. Jogland. Recipient must be majoring in the field of social sciences. The fund shall only support scholarships for students enrolled at WVSU.

**The Dr. Ida F. Kramer Endowed Scholarship** - Established by Dr. Kramer, History professor at WVSC. Recipient must be enrolled in a graduate degree program in a distinct academic field which prepares a person for teaching in higher education, but specifically excluding the areas of physical education, theological education, art education, music education, humanities, math education, English education, social studies education, science education, professional education, computer science, criminal justice and communications. Preference is to be given to scholarly disciplines as opposed to applied studies.

**J.D. Anderson Scholarship** - Established in memory of J. D. Anderson, Registrar. Recipient must have a minimum GPA of 2.50, with preference being given a member in good standing of Omega Psi Phi Fraternity, and consideration given to a member in good standing of the Delta Sigma Theta Sorority. Award: based on available funds.

**The James D. Thomas Award for Academic Achievement** - Award is presented each commencement to the graduating member of Phi Eta Sigma with the highest GPA. Full-time baccalaureate degree program students with a 3.5 GPA are eligible for membership. Award: based on available funds.

**James T. Johnson** - Established by the children of James T. Johnson. Recipient must be a member of the St. Paul Baptist Church in St. Albans, WV and maintain a 2.5 GPA. The Johnson Family will accept applications from interested individuals and forward the final selection to the Scholarship Committee. Award: based on available funds.

**John A. Kelly & Lily Ven Sykes-Kelly Scholarship** - Established by Dr. John A. Kelly in memory of his father & mother. Recipient must be majoring in social work. Award: based on available funds.

**John F. Haskin** - Established by the widow and children of Dr. John F. Haskin, a respected research chemist. Recipient must be a full-time junior or senior chemistry major, have a minimum cumulative GPA of 3.25, and be recommended by the Chemistry Department. Scholarship is renewable, contingent on maintaining a 3.25 GPA. Award: \$500 per semester.

**John L. Bess Scholarship** - Established by Mr. William E. Bess, brother of John L. Bess. Recipient must have a minimum cumulative GPA of 2.5. Award: based on available funds.

**John W. Davis Scholarship** - Established in memory of Dr. John W. Davis, Fifth President of West Virginia State College. Award: based on available funds.

**John W. & Ruth E. Powell Scholarship** - Award to an undergraduate student attending West Virginia State University. The student must be a resident of Kanawha County. The funds will help cover tuition and fees for one academic year. Award: based on available funds.

**Kappa Alpha Psi Scholarship** - Established by the Kappa Alpha Psi fraternity. Recipient must be a West Virginia resident, a commuting student, demonstrate financial need, and have a minimum cumulative GPA of 2.5. Award: \$75 per semester.

**Kathryn Lynch Scholarship** - Established in memory of Kathryn Lynch, a professor of mathematics, by her family. Recipient must be a math major, have a minimum cumulative GPA of 3.0, and be recommended by the Mathematics Department. Award: \$300 per semester.

**Khalid H. Thompson Scholarship** - Established by LaRaine Henry in memory of Khalid H. Thompson, a WVSC student killed in an automobile accident. Recipient must have a minimum cumulative GPA of 2.5 and demonstrate financial need. The candidate must be a male from the Delaware-Pennsylvania-New Jersey Tri-state area and be able to sing or speak the WVSU alma mater. Award will be made by the VP for Student Affairs in consultation with LaRaine Henry. Award: based on available funds.

**Lark & Tom Hutto** - The Thomas and Lark Hutto Scholarship Fund established by a gift from Thomas & Lark Hutto, long-term professors in the Biology and Health, Physical Education, Recreation and Safety Departments, respectively. Award: based on available funds.

**Leon H. Sullivan Scholarship** - Established by family and friends of Rev. Dr. Leon H. Sullivan. Award: based on available funds.

**Lloyd H. Hart Baseball Scholarship** - The Scholarship is awarded to a student in any degree program who is a member of the baseball team and is recommended by WVSU baseball coach.

**The Lucile Ruff Scholarship Fund (Cleveland Chapter)** - Established in memory of Lucile Ruff by family & friends of Mrs. Ruff. Award: based on available funds.

**Lucy B. Hairston Endowed Scholarship Fund** - The following scholarships were established during the leadership of Lucy B. Hairston, retired College Director of Advancement.

**Alpha Iota Lambda** - Established by Alpha Iota Lambda Chapter, Alpha Phi Alpha Fraternity. Award: based on available funds.

**Cedric DuBois Lee** - Established by Dr. and Mrs. Reginald Lee in memory of his brother, Cedric DuBois Lee. Dr. & Mrs. Lee will accept applications from interested individuals and forward the final selection to the Scholarship Committee.

**Class of 1949; also Class of 1949 in memory of Charles King Price** - Established by the Class of 1949 and the friends and family of Charles K. Price. Award: based on available funds.

**Eva Saxon** - Established by family and friends of Eva Saxon. Mr. Kates, President, WVSU Alumni, Cleveland Chapter, will accept applications from interested individuals from the Cleveland area and forward the final selection to the Scholarship Committee.

**George M. Peet** - Established through a gift left by the estate of Mr. Peet. Recipient must be a full-time student enrolled in a baccalaureate degree program, have a minimum cumulative GPA of 3.0, and demonstrate financial need. Consideration may be given to a candidate with a GPA of 2.5 who demonstrates a potential for achievement. Award: based on available funds.

**Gladys Foster** - Award: based on available funds  
**Health Center** - Established by WVSU Health Center. Award: based on available funds.

**Institute Plant Regional Community**

**Scholarship** - Established by the Institute Plant companies of Rhone-Poulenc AG Company, Union Carbide Corporation, FMC Corporation, and ARCO Chemical Company. Recipient must have a minimum cumulative GPA of 3.0 and demonstrate financial need. Scholarship is renewable if funds are available and GPA of 3.0 is maintained. Award: based on available funds.

**Ivin Lee and Dallas Staples** - Established in honor of Ivin Lee and Dallas Staples. The candidate must be a full-time student pursuing an associate or baccalaureate degree in criminal justice, have a minimum cumulative GPA of 2.5, possess potential for achievement, and demonstrate financial need. Scholarship is renewable if funds are available and GPA of 2.5 is maintained. Award: based on available funds.

**James M. Tilson, Sr., Scholarship in**

**Entrepreneurial Studies** - Established by James M. Tilson, Jr. The candidate must be a full-time junior or senior enrolled in a baccalaureate degree program. Recipient must have a minimum cumulative GPA of 3.0 and demonstrate financial need. Scholarship is renewable if funds are available and GPA of 3.0 is maintained. Award: based on available funds.

**The Kanawha Valley Alumni Chapter -**

Established by the WVSU Kanawha Valley Alumni Chapter. Recipient must be a full-time student enrolled in a baccalaureate degree program, have a minimum cumulative GPA of 3.0 and demonstrate need. Consideration may be given to candidates with a cumulative GPA of 2.5 possessing potential for achievement. Award: based on available funds.

**Lila Carroll Ramkey** - Recipient must have a minimum cumulative GPA of 2.5, potential for achievement, and demonstrate financial need. Preference given to young women whose total household income is less than the average family income for West Virginia. Award: based on available funds.

**Lucy B. Hairston** - Recipient must be a full-time student pursuing a baccalaureate degree, have a minimum cumulative GPA of 3.0, and demonstrate financial need. Consideration may be given to candidates with a minimum cumulative GPA of 2.5 and demonstrated potential for achievement. Scholarship is renewable if funds are available and GPA is maintained. Award: based on available funds.

**Maier Scholarship** - Established by the Maier Foundation, Inc. Recipient must be a full-time student enrolled in a baccalaureate degree program. Scholarship is renewable if funds are available and upon review of the applicant's academic progress. Award: based on available funds.

**Marjorie L. Johnson** - Established by Federal Coal Company in memory of Marjorie L. Johnson. Recipient must be a full-time student enrolled in a baccalaureate degree program, have a minimum cumulative GPA of 3.0 and demonstrate financial need. Consideration will be given to candidates with a cumulative GPA of 2.5 possessing potential for achievement. Scholarship is renewable if funds are available and GPA is maintained. Award: based on available funds.

**Mary McGhee Hairston** - Established in memory of Mary McGhee Hairston. Recipient must be a full-time student pursuing a baccalaureate degree, have a minimum cumulative GPA of 3.0, and demonstrate financial need. Scholarship is renewable if funds are available and GPA of 3.0 is maintained. Award: based on available funds.

**Rosa Pickel Scholarship Fund (Endowed)**. Recipient must be a full-time student and maintain a GPA of 2.5. Student must be a West Virginia resident. Award: based on available funds.

**The Tyson Family Scholarship Fund** - Recipient must have a minimum cumulative GPA of 2.0 with potential for achievement and demonstrate financial need. Scholarship is renewable if funds are available. Award: based on available funds.

**United Bank** - Established by United Bank - Recipient must be a full-time student pursuing a baccalaureate degree in business administration with a minimum cumulative GPA of 3.0. Scholarship is renewable if funds are available and GPA of 3.0 is maintained. Award: based on available funds.

**Vicki Paul** - Established by family and friends of Vicki Paul. Award: based on available funds.

**Walter D. "Pat" Evans** - Recipient must have a minimum cumulative GPA of 2.5 and demonstrate financial need. Preference will be given to full-time students, with consideration given to candidates registered part-time. Scholarship is renewable if funds are available and 2.5 GPA is maintained. Award: based on available funds

*(End of Lucy B. Hairston scholarships listing.)*

**Luel Cummings-Sutton Endowed Scholarship** - Established by Roswell Sutton in honor of his wife, Luel Cummings-Sutton. Award: based on available funds.

**Lulu M. Johnson Scholarship** - Established through a bequest from the estate of Lulu M. Johnson. Recipient must be a high school graduate from the State of Delaware, be a decent citizen, a promising scholar, and demonstrate financial need. Award: based on available funds.

**Macile Lee Hartley** - Established by Mr. & Mrs. Frank P. Justice in honor of Macile Lee Hartley, mother-in-law of Mr. Justice. Recipient must be a full-time student pursuing a degree in Social Studies. Award: based on available funds.

**Dr. Margaret Anne Cyrus Mills Scholarship** - Established by Dr. Margaret Anne Cyrus Mills, an alumna of WVSC. Recipient must have a minimum cumulative GPA of 3.0 and demonstrate financial need. Scholarship is renewable if funds are available and a minimum cumulative GPA of 3.0 is maintained. Preference given to African-American candidates who are involved in community activities and demonstrate Christian values. Award: based on available funds.

**Marguerite Brower Thornton Scholarship** - Established by Mrs. Thornton, an alumna from Philadelphia, PA. Recipient must be a member of the Alpha Kappa Alpha sorority, demonstrate financial need and have a minimum cumulative GPA of 2.0-2.5 GPA. Award: \$50-\$250 per semester.

**Marie E. Leet Scholarship** - Established as a memorial to Marie E. Leet, a local artist. Recipient must be an art major, demonstrate financial need, have a minimum cumulative GPA of 2.5, and be recommended by the Art Department. Award: based on available funds.

**Mark H. Cardwell Memorial Scholarship Fund** - Established by family and friends of Mark H. Cardwell. Award: based on available funds.

**Marvin D. And Eunice J. Mills Scholarship** - Established by Dr. & Mrs. Mills, alumni of West Virginia State College. Recipient must be a freshman, have a C+ to B average, demonstrate financial need, and be recommended by the Charleston/Institute chapters of Delta Sigma Theta Sorority or Kappa Alpha Psi Fraternity. Award: \$500 per semester.

**Mary Aurady Harrison Hospice Scholarship in Social Work** - Established by Kanawha Hospice Care, Inc., in memory of Mary Aurady Harrison. Recipient must be a full-time junior or senior pursuing a baccalaureate degree in Social Work. Recipient must have a minimum cumulative GPA of 2.25, possess potential for achievement, demonstrate financial need, and be recommended by the Department of Social Work. Award: based on available funds.

**Mary Cornwell-Calhoun Scholarship** - Established from the estate of Mary Ruth Cornwell Calhoun. Mary Ruth Cornwell Calhoun was a 1944 graduate of WVS. Award: based on available funds.

**Mary T. Patterson Scholarship** - Established through a bequest from the estate of Mary T. Patterson. Award: based on available funds. Preference will be given to students from central Ohio. Recipients must have and maintain a 2.5 average. Award based on available funds.

**Mary Wanda King Scholarship** - Established by Mrs. Linda Mullenax & William H. King in memory of their mother. Recipient must be a female resident of WV of at least 27 years of age, and have a minimum GPA of 2.75. Award: \$500 per semester for tuition and fees.

## Financial Information and Scholarships

**Miles C. Cary Scholarship** - Established by family and friends in memory of Judge Miles C. Cary. Award: based on available funds.

**Naomi M. Garrett Scholarship** - Scholarship is awarded to a student in any major who comes from a foreign country and who demonstrates financial need and academic ability. The award may continue for eight semesters if scholarship standards are met.

**Nellie Walker Scholarship** - Established by friends and family in honor of Ms. Nellie Walker, retired Registrar. Award: based on available funds.

**The Dr. Nyana Raynes Rowley Endowed Scholarship** - Established by Dr. James Rowley in honor of his wife, Dr. Nyana Rowley. Recipient must be a full-time student pursuing a baccalaureate degree with a GPA of 3.0. Preference will be given to majors in Elementary Education. Award: based on available funds.

**Osly James Gates Scholarship** - Established by Mrs. Jeannette M. Gates in memory of her husband, Osly James Gates. Scholarship is to be awarded to a first time freshmen. Award: \$2000 a year.

**Pauline Fairfax Scholarship** - Established in memory of Pauline Fairfax, a retired residence hall director, by friends, and maintained by the Alpha Kappa Alpha Sorority. Recipient must be a full-time female minority student from the tri-state area of Huntington, WV, Ashland, KY and Ironton/South Point, OH. Must maintain a minimum 3.0 GPA. Award: \$250 per semester.

**Planning & Advancement Book Fund** - Planning & Advancement will oversee distribution of awards. Award: based on available funds.

**Prince Ahmed Williams** - Established in memory of Prince Ahmed Williams. Recipient must be a music major and be recommended by the Music Department.

**R.B. and Constance Welch** - Established in honor of R. B. Welch, a former Business Manager, and in memory of Constance Welch, his wife. Recipient must have a minimum cumulative GPA of 2.5 and demonstrate financial need. Award: \$350 per semester.

**Richard and Rebecca Smith Business Scholarship** - Established by Mr. & Mrs. Richard Smith. Recipient must be a business major. The donor or his designee will accept applications from interested individuals and forward their final selection to the WVSU Scholarship Committee.

**Robin's Kids Scholarship** - Established by faculty, staff, and friends in memory of Robin Ilderton, a student of West Virginia State. Funds to be awarded to her children.

**Roland Wayne Cline Scholarship** - Established by Dr. and Mrs. Ross Cline in honor and memory of Dr. Cline's brother, Roland W. Cline. Recipient must have a minimum cumulative GPA of 2.0, be enrolled for six hours, and have significant physical disability. Scholarship is renewable if funds are available. Award: based on available funds.

**Ronald Coleman, Jr. Scholarship** - Established by the Ronald Coleman Family. Recipient must have a GPA of 2.5 or above and be enrolled as a full-time student. Students must provide a written statement expressing why he or she wants to attend college and how the scholarship will help them. Award: based on available funds.

**The Rosa Parks Memorial Book Scholarship** - Established by an anonymous donor. Award: based on available funds.

**Second Congressional District Scholarship** - Established by former Congressman Bob Wise Jr. Recipient must be from West Virginia's Second Congressional District and have a minimum cumulative GPA of 2.5. Award: based on available funds.

**Sharon Smith Banks General Scholarship (Endowed)** - Established by Ms. Sharon Smith Banks. Scholarship recipient must be a first generation freshman entering with a 2.5 GPA, demonstrate financial need, and possess a potential for achievement. Student must provide a written statement expressing why he or she wants to attend college and how the scholarship would help them. Award: based on available funds.

**Dr. Sophia P. Nelson** - Established by Felix L. Paul, former chair of the English department. Recipient must be an English major and be recommended by the English department. Award: based on available funds.

**Staci Spencer Memorial Scholarship Fund** - Established by family and friends of Staci Spencer. Award: based on available funds.

**Sylvia D. Parker Scholarship (Endowed)** - Established by the Sub-Area Planning Committee. The recipient must have permanent domicile in the Sub-Area, which covers the Institute, Pinewood, Stover Hollow and West Dunbar area, enrolled in a degree program pursuing an Associate or Baccalaureate Degree. Recipient(s) must maintain a 2.50 each semester in order to retain the scholarship. Award: based on available funds.

**T.G.I.F. Scholarship Fund** - Established by WVSU and TGFI Friday. The award is based on available funds.

**Thomas Cabbell Memorial Scholarship** - Established in memory of Dr. Cabbell by family and friends. Award: based on available funds.

**Tony Brown Scholarship** - Established by Simpson Memorial United Methodist Church. Recipient must be pursuing a degree in Communications. Award: based on available funds.

**Union Carbide Corporation Chemical Technology** - Recipient must be a Chem Tech student with a minimum cumulative GPA of 2.5 and be recommended by the Chemistry Department. Scholarship is renewable from semester to semester. Award: Tuition and fees.

**United Supreme Council Scholarship** - Awarded at the discretion of the Vice President for Student Affairs. Award: based on available funds.

**VanHoose Stewart Foundation Award** - The VanHoose Stewart Foundation award was established by Big Sandy Superstore for active employees of Big Sandy Furniture/Big Sandy Distribution, Inc., a dependent child of an active employee, or others not affiliated with the company, who are undergraduate students at West Virginia State University. The scholarship may only be used for education expenses (tuition and books) and can be used in conjunction with other scholarships or financial awards. This restricted scholarship will be awarded up to \$2,000 annually for each student who meets the aforementioned criteria. Should the recipients, at any time during the academic year, cease to maintain a 2.0 GPA, said scholarship funds may be revoked.

**Verizon West Virginia** - Established by Verizon - West Virginia. Recipient must be a West Virginia resident with a minimum cumulative GPA of 3.25 majoring in economics, business, or mathematics, and be an active participant in extracurricular activities. Award: based on available funds.

**Walter E. & Margaret Brown Wilkerson Family Endowed Scholarship** - Established by the sons and daughters of Walter E. & Margaret B. Wilkerson. Recipient must have completed one semester of college, be pursuing a baccalaureate degree, and maintain a minimum cumulative GPA of 2.80. The Wilkerson family will accept applications from interested individuals and forward the final selection to the Scholarship Committee.

**West Virginia Rehabilitation Center Foundation Scholarship (Endowed)** - Established by the West Virginia Rehabilitation Foundation. This endowment shall only support WVSU students with a disability. Award: based on available funds.

## Financial Information and Scholarships

### **West Virginia State University National Alumni Association, Inc. Scholarship (Endowed) -**

Established by the WVSU National Alumni Association. The award is available to any student classification. The recipient must be a US citizen or permanent resident and have an ACT score of 800 or higher, or an ACT score of 16 or higher. Recipients must attain a 2.8 GPA or higher. The award may be used toward tuition, fees, board, or books. Award: based on available funds.

### **West Virginia State University National Alumni Association, Inc. Regional Scholarship -**

Applicants must have a student classification of sophomore or above, a US citizen or permanent resident. The award should be given to a student who resides in each of the following regions: Eastern Region, Far West Region, Midwest Region and Southern Region. Applicant must have a grade point average of 2.8 or higher. Award: based on available funds.

### **William C. Foster Scholarship (Endowed) -**

Established by Mr. John Foster in memory of his brother, William C. Foster. Mr. William C. Foster graduated in 1976 with a Regents Bachelor of Arts degree. Recipient must maintain a 2.5 GPA each semester in order to retain the scholarship. Award: based on available funds.

**William J. L. Wallace** - Established in honor of Dr. William J. L. Wallace, sixth president of West Virginia State College. Recipient must have a minimum cumulative GPA of 2.5 and be recommended by a faculty or staff member of WVSU. Award: \$300 per semester.

**William White Endowed Scholarship** - Established by friends and family of Mr. William White. Award: based on available funds.

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# Academic Procedures

## Attendance

Punctual, regular attendance in all classes is required. Should an absence occur it is the student's responsibility to contact the professor. Individual faculty members may have additional specific policies regarding class attendance, missed assignments, and missed examinations. These specific policies will be presented to students with the syllabus at the beginning of the semester and will be on file in department offices. It is not uncommon for grades to be adversely affected by absences.

### University Approved Activities

Students representing the University in approved activities may be excused from classes. Prior approval for these activities must be obtained through Student Affairs, Academic Affairs, or their respective designee. Students are responsible for notifying their instructors in advance and making arrangements for work or assignments they may miss while representing the University.

### National Collegiate Athletic Association (NCAA) Regulations Regarding Missed Class Time

Student-athletes are permitted to miss class to participate in home or away athletic contests during the championship segment of their sport. No class time shall be missed for practice activities except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest.

Student-athletes from the team representing the University at a conference or NCAA Championship shall be permitted to miss class time to attend practice activities in conjunction with the event. This applies when teams compete in Mountain East Conference and National Collegiate Athletic Association Championship events.

In team sports, no class time shall be missed for competition, including activities associated with such com-

petition (e.g., travel and other pregame or postgame activities), conducted during the non-championship segment.

## Classification

Classes are designated as freshman, sophomore, junior, and senior classes. A student is considered a member of these classes when he/she has completed 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: 100-199, freshman courses; 200-299, sophomore courses; 300-399, junior courses; 400-499, senior courses; 500-699, graduate courses. Unless otherwise stated, students of any rank who have had the necessary prerequisites are eligible for admission to the courses of any group. Except for applied music, 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 session.

## Credit

Credit is recorded in semester hours. One 50-minute lecture/discussion session a week for the semester or the equivalent in laboratory work constitutes a semester hour. Under some circumstances credit may

be earned in ways other than attending classes as outlined below:

**Credit for Military Service.** 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.

**Credit for Co-Curricular Activities.** 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.

**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 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. Credits taken without permission will 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 K will be awarded for earning a grade of C or better on the tests. (Note: K 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 College Level Examination Program (CLEP).** Credit by examination will be granted to students who present acceptable scores on general and/or subject examinations of the College Level Examination Program (CLEP). An acceptable score is equal to or above that which is recommended by

the model policy of the College Board Council on College Level Examinations. In all cases the score recommended at the time the examinations are taken will be used. Credit earned will be indicated by a grade of K on the transcript. Applications for CLEP tests are available from the Office of Career Services and Cooperative Education. (Note: K credits do not count towards residency requirements.)

**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.)

**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 Registration and Records 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

## Academic Procedures

for the degree program in which a student is enrolled. Credit earned in this manner cannot exceed 12 hours and does not count toward residency requirements. Request 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 Academic Affairs. 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 which denotes equivalency credit on their transcripts.

## Registration Procedures

**General Regulations.** No student may register for the first time without having received a letter of acceptance from the Director of Admissions. 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 begins early in November for Spring Semester and early in April for Summer Session and Fall Semester. 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. 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**. Two days of in-person registration on campus are also 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 is subject to a late-registration fee of \$29.00. No credit is given for a course in which a student is not duly registered.

Exceptions to registration requirements (including academic load, schedule changes, and withdrawals) may be made only with the approval of the dean of the college of the student's major.

**Academic Load.** A full-time student may enroll for 12 to 19 credit hours per semester. With permission of the dean of the college of their major, students may take up to 21 hours if they have a cumulative GPA of 3.25 or make the dean's list two successive semesters. Students on academic probation are limited to a maximum of four courses (12-14 hours) per semester.

During summer session, a full-time student may enroll for 9 - 10 credit hours. Students on academic probation are limited to a maximum of two courses (6 - 7 hours) during summer session.

During the summer session, the normal load permitted is one class during a three-week session and two classes during a six-week session. Students on academic probation may carry only one class at a time during summer school. Six hours is considered full-time for a summer session.

**Schedule Changes and Withdrawals.** Students may change their schedules (add courses, drop courses, change sections of courses) within a specified period each term. Changes made through the second day of the second week of classes each semester are ordinarily made online through My State although they may also be made in person by submitting the appropriate form to the Office of Registration and Records and the Academic College Offices.

Schedule changes cannot be made electronically after the extended add/drop period. When withdrawing from class or withdrawing from the university college after the extended add/drop period, a student is responsible for securing the proper form at the Registration and Records Office and filing the completed form. Filing this completed form with the

Office of Registration and Records is the only official procedure for changing a student schedule after the extended add/drop period.

W is a grade given when a student has properly withdrawn between the seventh day of classes and the end of the tenth week of the semester.

**Pass-Fail Option.** Students 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 Office of Registration and Records at the time a student registers.* To receive a grade of P, the student must have earned a grade of D or above in the course. (Note: 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 quality 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. Record 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 Registration and Records Office.

**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 fees will be charged for the audited hours; however, after the first 12 hours of regular credited 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, only during the registration and drop/add periods.
- 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 Registrar.
- After auditing a course, if a student finds the course is needed for graduation he/she may request permission of 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. Registration records are available to students through their accounts at the MyState link on the WVSU Website ([www.wvstateu.edu](http://www.wvstateu.edu)) or by contacting Registration and Records (128 Ferrell Hall/304-766-4146). Students are expected to monitor their MyState accounts and to 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 drop a class or withdraw from all classes for that term.
- **will not** be able to have registration reinstated if canceled for non-payment.
- **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 and especially to review this information after they register for classes, at the time of financial aid disbursement, and following the posting of final grades. Questions regarding registration status may be directed to the Office of Registration and Records in 128 Ferrell Hall at any time, but should be raised no later than 30 days following the last day of classes for the term in question.

## Grades and Grading System

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.** The West Virginia Higher Education Policy Commission has approved and adopted the following uniform grading system for all state colleges and for certification purposes for all teacher preparation institutions:

A—Superior	AUD—Audit
B—Good	I—Incomplete
C—Average	Q—No grade submitted
D—Below average	W—Withdrawal
F—Failure	K—Credit by CLEP or other approved examination
P—Pass	

### 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 Commission, or by a minimum grade of C in a developmental course taken at an institution which offers these courses. WVSU records grades in developmental courses on the student's transcript in order to create an official record of the student's eligibility for college-level English and mathematics courses.

Institutions which offer developmental courses in English and mathematics commonly designate these courses by course numbers beginning with 0 (e.g., MATH 011, MATH 012, MATH 013; ENGL 098, ENGL 099). Developmental grades are now among those identified with an E (for 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, an Incomplete Grade Request Form should be filled out by the instructor. This form must be approved by the dean of the college in which the course resides. 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 end 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 through the tenth week of the semester, 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 dean of the college of his or her major. Approval for such a late withdrawal is the exception and is limited to extraordinary circumstances over which the student has little 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.** At the end of the seventh week of each semester, faculty submit advisory grades using MyState for students receiving grades of D or F. Grades of C or higher are not reported to the Registrar's Office at this time. Final grades are reported by faculty to the Office of Registration and Records via MyState. Mid-term and final grades are available to the student online through My State and may also be obtained in person by the student at Registration and Records. Final grades are posted in a timely manner at the conclusion of the semester.

**Grade Point Average.** 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, or AUD and is based on the following quality point values for each semester hour of credit:

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

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.

## Academic Procedures

### Repeating and Replacing D and F Grades.

Students who receive D or F grades early in their college careers may have such grades excluded in calculating their GPA when repeated under the following conditions:

1. The D or F must have been earned no later than the semester or summer term when the student attempts his/her 60th credit hour.
2. The grade received on the second attempt will be used in calculating the student's GPA. While the first grade will continue to appear on the transcript (designated with an E for Excluded), it will not be used in calculating the GPA.
4. Any course with designation (A) will be used to calculate the GPA but will not count towards hours earned for graduation.

**Discretionary Academic Forgiveness.** Consistent with the West Virginia Higher Education Policy Commission's Title 133 Procedural Rule, Series 22 Sections 4 and 5, WVSU will extend to students academic forgiveness related to grade-point averages required for graduation 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 Registrar to disregard the grades for the purpose of computation of the cumulative grade point average under the following conditions:

1. Only F and/or D grades from courses taken at least five 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.)
2. 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.
3. Once a D grade is disregarded for purposes of grade point average computation, the credit earned is also disregarded.
4. The student requesting academic forgiveness must not have been enrolled in any college or university

on a full-time basis (12 or more credit hours) during any semester or term in the previous five years. If the student has enrolled on a part-time basis (less than 12 credit hours) during the specified years, the student must have earned at least a grade point average of C (2.00) in all coursework attempted.

5. To apply for academic forgiveness, a student must be currently enrolled and must complete, sign, and submit the appropriate form to the Office of Registration and Records. The student must certify that he/she has not been enrolled as a full-time student in any college or university for five consecutive years prior to the request.
6. Once the student applicant has completed 12 credit hours of required courses at WVSU (not including developmental courses) with no grade lower than a C and has submitted the appropriate form, the Registrar will calculate the grade-point average and grant the academic forgiveness for the F grades, and also for the D grades if the student so requests, which the student earned at least five years earlier.

*Note:* Students who receive Discretionary Academic Forgiveness may be eligible for graduation with honors if all other requisites for graduating with honors have been met. In determining the cumulative grade point average for honors, however, all grades on the academic record will be used, including those grades that have been forgiven.

## Appeals of Final Grades

A student who believes that the final grade as posted for a particular class does not accurately reflect the student's performance as determined by the grading procedure outlined on the class syllabus may wish to appeal the final grade. Prior to an official appeal of the grade, however, it is advisable for the student to ask the instructor to review his or her record of performance to determine whether the grade was accurately assigned. If it is determined that an error has occurred, the instructor can have the grade corrected by completing and processing a Special Grade Report for submission to the Office of Registration and Records. Oral discussions regarding possible errors

often resolve the student's questions and are not considered to be official appeals of final grades. If the student still believes the final grade is in error after an informal review of the record, an official appeal of the final grade may be initiated. The student should monitor the appeal process at all stages, taking careful note of all deadlines as the appeal moves forward.

- I. A student initiates an official appeal of a final grade by obtaining a Final Grade Appeal Form from the office of the college dean, completing and signing the form, and submitting it to the instructor through the office of the department in which the grade was awarded. The instructor will sign the form and a copy will be retained in the department office for the record while the first stage of the appeal is proceeding. This appeal must be initiated within the first 30 days after the first day of classes of the next regularly scheduled semester after the questioned grade was received: for grades assigned for a Fall Semester, 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.

- A. If the appeal is granted:
  1. The instructor indicates the reason(s) for the change on the Final Grade Appeal Form and signs and submits the form to the department office.
  2. The instructor initiates a Special Grade Report to complete the official change of grade in the student's record.

- B. If the appeal is not granted:
  1. The instructor indicates the reasons(s) for denying the appeal on the Final Grade Appeal Form and submits the form to the student and to the department office. At this point the student's reason(s) for appeal and the instructor's reason(s) for agreement or denial have been stated on the Final Grade Appeal Form. 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 he/she may choose to gather additional information from the student, the instructor, or other relevant sources. The Final Grade Appeal Form with the chair's decision should be returned to the student within five business days after the form has been submitted by the student to the department chair. A copy will be retained in the department office.
4. If there is not a satisfactory resolution of the matter at the department chair level, the student may forward the Final Grade Appeal Form with the chair's decision to the college 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.
6. 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 appeal from the college dean.
  - a. The instructor and the student will be invited to present information,

## Academic Procedures

- documentation, etc., which could help to resolve the issue at a hearing before the committee.
- b. Each party may be accompanied by an advisor of his/her 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.
  - c. Within five business days after the hearing, the AAC must convey its advisory opinion on the Final Grade Appeal Form to the college dean.
7. Within five business days of receiving the appeal from the student, or if the appeal is referred to the AAC within five days of receiving the advisory opinion from the AAC, the college dean will forward the determination of the dean or the AAC, as the case may be, to the Provost and Vice President for Academic Affairs on the Final Grade Appeal Form.
  8. Within five business days of receiving the Final Grade Appeal Form the Provost and Vice President for Academic Affairs will either affirm or deny the determination as sent, record the reason(s) for his/her decision on the Final Grade Appeal Form, and return the form to the college dean. The Final Grade Appeal Form will constitute a full record of the action on the student's appeal.
  9. If the appeal is granted, the college dean initiates a Special Grade Report 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.
- II. In cases involving a faculty member who has left the University, either permanently or for an extended leave of absence, the procedure is the following:
- A. It is the responsibility of the student to submit the Final Grade Appeal Form to the department chair within 30 days after having received the final grade.
    - B. The department chair will base his/her decision on all relevant documentation available, including grade books and syllabi, and may consult with any parties who may be able to supply additional information.
    - C. Within ten business days after receiving the appeal, the department chair must inform the student, in writing, of the decision reached.
    - D. If there is not a satisfactory resolution of the issue at this stage, the student should follow the procedures stated earlier, beginning with B-4.

Finality of Grades: The awarding of a degree is based on grades of record at the time the degree is awarded. Therefore, once a student has been awarded a baccalaureate or master's degree by the University all grades used to award the degree are final and may no longer be appealed or changed.

## Recognition of Scholarship

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:

Dean's List. Each semester the Dean's List recognizes those students who achieved a 3.25 grade point average in 12 or more graded (A-F) hours for that semester. Developmental courses and courses with grades of P or K do not count toward the 12 graded hours required for eligibility for the Dean's List.

Recognition at Honors Event. Annually an honors event is held at which students achieving these Grade Point Averages are recognized:

Class	Hours Completed	GPA
Freshman	24–29	3.25
Sophomore	30–59	3.25
Junior	60–89	3.50
Senior	90 plus	3.50

**Graduation with Honors.** Students who complete the requirements for a baccalaureate degree and earn at least 60 hours of credit in the West Virginia Higher Education Policy Commission system are eligible for graduation with honors as follows: cum laude for a cumulative grade point average of 3.25 to 3.49; magna cum laude for a cumulative grade point average of 3.50 to 3.74; summa cum laude for a cumulative grade point average of 3.75 to 4.00.

Students graduating with a second baccalaureate degree will graduate “with distinction” if they have completed a minimum of 30 resident (WVSU) hours of credit beyond the initial baccalaureate degree with a cumulative grade point average of 3.5 or above.

## Degree Requirements and Graduation

### Student Responsibility for Graduation Requirements

Students are responsible for knowing and fulfilling requirements for graduation. 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 Registrar several semesters prior to graduation. With reasonable notice, degree requirements may be modified by the University.

### Requirements for Graduation

1. A cumulative grade point average of 2.0 (a C average) on all work attempted with the exception of developmental courses and courses with grades of P, K, W, and AUD.
2. A cumulative grade point average of 2.0 in major courses. The department will identify which courses count toward the major and the major cumulative grade point average.

3. Completion of the total number of hours required in the curriculum elected.
4. The necessary residence requirement for a degree.
5. Payment of all outstanding financial obligations to the University.

### Application for a Degree

Every student must file an application for degree with the Registrar within the prescribed period as outlined in the Academic Calendar. Application forms are provided by the Registrar.

### Graduation Participation

Students who wish to graduate from West Virginia State University must apply for graduation by completing an Application for Graduation in the Office of Registration and Records located at 127 Ferrell Hall. Once a student applies for graduation, the registrar and college dean will evaluate the transcript of the applicant. Both must certify that the student has met the following criteria going into the semester in which they wish to graduate:

1. The student must have all general education requirements completed except those scheduled during the semester which the student applies for graduation.
2. The student must have all required major courses completed except those scheduled during the semester that the student applies for graduation.
3. The student must have an overall grade point average of 2.0 or above, or the ability to obtain this level during the semester that the student applies for graduation.
4. The student must have an overall grade point average at or above the level required for their major, or the ability to obtain this level during the semester that the student applies for graduation.

If the registrar and dean certify that the applicant meets each of the four criteria, the student can participate in commencement. Students will receive a letter indicating whether the University will allow them to participate in commencement during the semester in which they applied; however, participation in commencement does not indicate degree completion.

## Academic Procedures

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

### Residence Requirements for a Degree

Candidates for graduation with a bachelor's must complete 30 hours at this University.

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, or veterinary college.

**Second Degrees.** Some persons holding a degree may want to change career objectives or broaden their educational background by earning a second bachelor's degree at West Virginia State University. Persons 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.

### Probation and 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 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 (12-14 credit hours) per semester.

5. Coursework taken at another institution while on academic suspension from WVSU will not be accepted.
6. A third suspension for poor scholarship may result in permanent dismissal from the University.

### Appeal of the Imposition of Academic Suspension or Dismissal

A student who wishes to appeal academic suspension or dismissal from the institution for academic reasons may do so by addressing a request in writing or by email to the Provost within ten days after grades have been posted or the notifications of other actions have been mailed.

1. The request should set forth the reasons why the student believes that the suspension or dismissal should be set aside.
2. The Provost or designee will speak with the student within five days of receiving the appeal. At this time, the Provost or designee may request additional information from the student and may request that the student obtain a recommendation regarding the appeal from other appropriate persons (departmental advisor or chair, student services staff person, etc.).
3. The Provost or designee will inform the student of the decision regarding the appeal within three working days of receiving all requested information.
4. If a satisfactory resolution to the issue is not reached through this stage, the student may appeal in writing to the President of the University, whose decision is final.

### Academic Dishonesty

Academic dishonesty is defined as plagiarism, cheating, falsifying records, etc., and may be punished by sanctions imposed by the instructor and appropriate to the offense ranging from a written reprimand to a grade of F on an assignment or a grade of F in the

course. The University reserves the right to suspend or dismiss a student guilty of a particularly serious infraction.

1. Charges of academic dishonesty may be brought by any member of the academic community.
2. The punishment accorded students found cheating may be imposed by the instructor and should be determined by the degree of seriousness of the episode and the circumstances that existed at the time.
3. The instructor will issue a written statement of the punishment to be imposed to the student within 24 hours after the incident has occurred.
4. At the same time, the instructor will also submit a copy of the statement of punishment to his/her department chair, along with a complete written description of the event, the circumstances surrounding it, and the sanction that is to be imposed.
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 time the hearing is in process, the sanction may be held in temporary inactivity and the student 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;
  - d. a declaration of the charges and the sanction which 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.

## 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 sanction recommended by the instructor 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.

## 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

## Academic Procedures

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 other students and/or himself/herself by calling the Office of Public Safety 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 twenty-four 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. Provost should be informed of the action taken.
6. 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, 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.

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# General Academic Information

## Fall 2013 Academic Calendar

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**FRI, JUN 28**     Deadline for Completed Financial Aid Applications and Supporting Documents

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**THU, AUG 1**     Deadline for Completion of Admission Process for New and Transfer Undergraduate Students

Deadline for Completion of Admission Process for Graduate Students

Deadline for Completed Readmission Applications

Deadline for Clearance by Fiscal Affairs for Returning Students

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**FRI, AUG 9**     Payment Deadline for Early Registered Students

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**SUN, AUG 11**     Resident Assistants Arrive

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**MON, AUG 12**     Faculty Activities as Announced

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**MON, AUG 12**     Opening Fall Faculty Session 9:00 a.m.

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**WED, AUG 14**     Dining and Residence Halls Open for New Resident Students

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**THU, AUG 15**     Final Academic Orientation, Advising, Registration for Fully Admitted New and Transfer Students 9:00 am - completion

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**FRI, AUG 16**     Final Registration for All Students Through Departmental Offices 9:00 a.m. - 5:00 p.m.

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**FRI, AUG 16 – TUE, AUG 20**     Online Schedule Adjustment (“Drop/Add”) for all Registered Students

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**SUN, AUG 18**     Dining and Residence Halls Open for Returning Students

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**MON AUG 19**     First Day of Classes

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**MON, AUG 19 – TUE, AUG 20**     Late Registration through Advisors in Departmental Offices 9:00 a.m. - 6:00 p.m. (Late Fee Applies for Late Registration)

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**WED, AUG 21– TUE, AUG 27**     Extended Drop/Add for Registered Students

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**MON, SEP 2**     Labor Day Holiday: No Classes

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**FRI, SEP 13**     Deadline to Apply for December Graduation (including RBA graduates)

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**MON, SEP 23**     Beginning of Ongoing Advising for Spring Semester and Summer Session

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**FRI, SEP 27**     Final 40% of Tuition/Fees Due on Installment Plan

Final Deadline for All Official Documents for Provisionally Admitted Students

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<b>FRI, OCT 4</b>	Advisory Grades (D's and F's) Due to Registrar
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<b>WED, OCT 9</b>	1st Half Classes End
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<b>THU, OCT 10</b>	2nd Half Classes Begin
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<b>FRI, OCT 18</b>	End of Prorated Refund Period for Total Withdrawal: No Refund After This Date
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<b>MON, OCT 21</b>	Deadline to submit completed RBA Portfolios for December Graduation
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<b>FRI, OCT 25</b>	W Period Ends: Last Day to Drop Classes or Withdraw from School
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<b>MON, OCT 28</b>	Registration for Spring Semester and Summer Session Begins for Continuing Students
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<b>MON, NOV 11</b>	Open Registration for Spring Semester and Summer Session Begins
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<b>FRI, NOV 15</b>	Deadline for Completion of Admissions Process for Graduate Students for Spring Semester
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<b>SUN, NOV 24 – SUN, DEC 1</b>	Thanksgiving Break: No Classes
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<b>FRI, NOV 29</b>	Completed Financial Aid Applications and Supporting Documents for Spring Semester Due
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<b>SAT, DEC 7</b>	Last Day of Classes
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<b>MON, DEC 9 – THU, DEC 12</b>	Final Examinations
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<b>FRI, DEC 13</b>	Deadline for Completion of Admissions Process for New and Transfer Undergraduate Students for Spring Semester
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	Deadline for Completed Readmission Applications for Spring Semester
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	Deadline for Clearance by Fiscal Affairs for Returning Students for Spring Semester
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<b>SAT, DEC 14</b>	Commencement
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## Spring 2014 Academic Calendar

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**FRI, NOV 29**     Deadline for Completed Financial Aid Applications and Supporting Documents

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**FRI, NOV 15**     Deadline for Completion of Admissions Process for Graduate Students

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**FRI, DEC 13**     Deadline for Completion of Admissions Process for New and Transfer Undergraduate Students

Deadline for Completed Readmission Applications

Deadline for Clearance by Fiscal Affairs for Returning Students

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**FRI, JAN 10**     Payment Deadline for Early Registered Students

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**MON, JAN 13**     Resident Assistants Arrive

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**TUE, JAN 14**     Faculty Activities as Announced

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**WED, JAN 15**     Dining and Residence Halls Open for New Resident Students

Opening Spring Semester Faculty Session 9:00 a.m.

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**THU, JAN 16**     Final Academic Orientation, Advising & Registration for Fully Admitted New and Transfer Students 9:00 a.m. - 12:00 p.m.

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**FRI, JAN 17**     Final Registration for All Students through Departmental Offices 9:00 a.m. - 5:00 p.m.

End of 100% Withdrawal Refund Period

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**FRI, JAN 17 – WED, JAN 22**     Online Schedule Adjustment (“Drop/Add”) for All Registered Students

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**SUN, JAN 19**     Dining and Residence Halls Open for Returning Students

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**MON, JAN 20**     Dr. Martin Luther King, Jr. Holiday: No Classes

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**TUE, JAN 21**     First Day of Classes

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**TUE, JAN 21 – WED, JAN 22**     Late Registration Through Advisors in Departmental Offices 9:00 a.m. - 6:00 p.m. (Late Fee Applies for Late Registration)

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**WED, JAN 22 – TUES, JAN 28**     Extended Drop/Add for Registered Students

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**FRI, FEB 14**     Deadline to Apply for May Graduation (including RBA Graduates)

## Spring 2014 Continued

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**FRI, FEB 28** Final 40% of Tuition/Fees Due on  
Installment Plan

Final Deadline for All Official  
Documents for Provisionally Admitted  
Students

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**FRI, MAR 7** Advisory Grades (D's and F's) Due to  
Registrar

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**MON, MAR 10** Beginning of Ongoing Advising for  
Summer Session and Fall Semester

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**WED, MAR 12** 1st Half Classes End

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**THU, MAR 13** 2nd Half Classes Begin

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**MON, MAR 24** End of Prorated Refund Period for Total  
Withdrawal: No Refund After This Date  
Deadline to submit RBA Portfolios for  
May Graduation

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**SUN, MAR 23 –** SPRING BREAK (No classes)  
**SUN, MAR 30**

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**FRI, APR 4** W Period Ends: Last Day to Drop  
Classes or Withdraw from School

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**MON, APR 7** Registration for Fall Semester Begins  
for Continuing Students

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**MON, APR 21** Open Registration for Fall Semester  
Begins

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**WED, APR 30** Deadline for Completed Financial Aid  
Applications for Summer Session

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**SAT, MAY 10** Last Day of Classes (Final Exams for  
Saturday Classes on This Date)

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**MON, MAY 12 –** Final Examinations  
**THU, MAY 15**

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**SAT, MAY 17** Commencement

## Summer 2014 Academic Calendar

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**MON, OCT 28 (2013)** Registration Begins for Continuing Students

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**MON, NOV 11 (2013)** Registration Begins for Readmitted Students

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**MON, NOV 11 (2013)** Registration Begins for Transient Students

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**MON, APR 30** Deadline for Completed Financial Aid Applications for Summer 2014

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**FRI, MAY 16** Tuition Due for Early Registered Students

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**UPON REGISTRATION** Tuition Due for Students Registering After May 16

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### 3-WEEK CLASSES      MAY 27 - JUNE 13, 2014

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**FRI, MAY 23** Registration for 3-Week Session Ends

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**SUN, MAY 25** Residence Halls Open

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**MON, MAY 26** Memorial Day: No Classes

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**TUE, MAY 27** First Day of Classes  
Late Registration (\$25 Late Fee) and Add/Drop

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**FRI, JUN 6** End of Prorated Withdrawal Refund Period

Last Day to Withdraw with W

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**FRI, JUN 13** Last Class Day/Final Exams

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### 6-WEEK CLASSES      JUNE 16 - JULY 25, 2014

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**FRI, JUN 13** Registration for 6-Week Session Ends

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**MON, JUN 16** First Day of Classes

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**MON, JUN 16 – TUE, JUN 17** Late Registration (\$25 Late Fee) and Add/Drop

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**TUE, JUN 17** Deadline to Apply for August Graduation

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**THU, JUL 4** Independence Day: No Classes

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**FRI, JUL 9** End of Prorated Withdrawal Refund Period

Last Day to Withdraw with W

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**THU, JUL 24** Last Day of Class

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**FRI, JUL 25** Final Examinations

## Summer 2014 Continued

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### 9-WEEK CLASSES      MAY 27 - JULY 25, 2014

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**FRI, MAY 23**      Registration for 9-Week Session Ends

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**SUN, MAY 25**      Residence Halls Open

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**MON, MAY 26**      Memorial Day: No Classes

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**TUE, MAY 27**      First Day of Classes

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**MON, MAY 27** – Late Registration (\$25 Late Fee) and  
**TUE, MAY 28**      Add/Drop

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**TUE, JUL 1**      End of Prorated Withdrawal Refund  
 Period

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**THU, JUL 3**      Last Day to Withdraw with W

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**THU, JUL 24**      Last Day of Class

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**FRI, JUL 25**      Final Examinations

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## Areas of Study

### BACHELOR OF ARTS

#### Art

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

#### Economics

- Business Economics
- Financial Economics
- International Economics
- Political Economy
- Social Science

#### English

- Literature
- Professional Writing
- Technical Writing

#### History

#### International Studies

- Africana Studies
- Communications
- Foreign Language
- International Business
- International Relations

#### Political Science

#### Psychology

#### Regents Bachelor of Arts

#### Sociology/Philosophy

### BACHELOR OF SCIENCE

#### Biology

- Environmental and Organismal
- Biotechnology and Genetics
- Pre-Medical and Biomedical Sciences  
(Preparation for programs in medicine, dentistry, veterinary medicine, pharmacy, physical therapy, etc.)

#### Business Administration

- Accounting
- Finance
- Management Information Systems

#### Management

#### Marketing

#### Chemistry

- ACS Certified
- Applied Chemistry
- Pre-Medical  
(Preparation for programs in medicine, dentistry, veterinary medicine, pharmacy, physical therapy, etc.)

#### Computer Science

#### Communications & Media Studies

- Broadcasting
- Film
- Journalism/Writing
- Public Relations
- Theater
- Visual Media

#### Criminal Justice

- Corrections
- Investigation
- Generalist
- Law Enforcement

#### Education

- Elementary Education K-6
  - Early Education Pre-K-K
  - Reading K-6
  - Multi-Categorical Special Education K-6
- 5-Adult
  - Business
  - English
  - General Science
  - Journalism
  - Mathematics
  - Reading
  - Social Studies
  - Multi-Categorical Special Education 5-Adult

#### 9-Adult

- Biology
- Chemistry

#### 5-9

- English
- Mathematics
- Social Studies

#### Pre-K-Adult

- Art
- French
- Health

Music  
Physical Education  
Spanish  
Theater

Health Sciences

Community Health Education (Non-teaching)  
Leadership in Allied Health and Rehabilitation  
(Requires the Associate Degree in an Allied Health Field)

Mathematics

Applied  
Classical  
Recreation  
Social Work  
Sports Studies

**MASTER OF ARTS**

Biotechnology  
Environmental/ Organismal  
Microbial/ Molecular  
Media Studies—Digital Media  
Production  
Media Studies—Media Theory  
& Criticism

**MASTER OF EDUCATION**

Multicultural Instructional Leadership

**MASTER OF SCIENCE**

Biotechnology  
Environmental/ Organismal  
Microbial/ Molecular  
Law Enforcement and Administration

## Advisors

After admission to the University, but prior to registering for classes for the first time, a student is assigned a faculty advisor. Usually the advisor is a faculty member who teaches courses in the student's chosen degree field. If the student is undecided about a degree program, the advisor will be someone generally knowledgeable about degree options.

Students must periodically schedule conferences with their advisors prior to registration. Advisors assist

students with many University-related matters such as schedule planning, questions concerning degree programs, and academic procedures.

## Catalog

To graduate, students must fulfill all degree requirements in the Catalog in effect at the time of their initial enrollment. However, if students interrupt their studies at WVSU for two semesters or more, they shall be bound by the requirements of the Catalog in effect at the time of their re-enrollment. It is the responsibility of students to know and meet all requirements in the appropriate Catalog.

Students admitted under a given Catalog may request permission of the College Dean through the department chair to make a total change to new degree requirements (i.e., general studies, major, minor, and cognates) reflected in a new Catalog.

## Bachelor's Degrees

Bachelor's or baccalaureate degrees ordinarily take a full-time student four academic years to complete. Graduation may lead directly to employment or to further study in professional or graduate school. Bachelor's degrees typically require 120 hours for completion. The hours are divided among the following categories:

**General Education.** The general education curriculum seeks to provide a common learning experience for all graduates of bachelor's degrees curricula.

Transfer students who have not completed an equivalent four-year degree general studies program must take the additional courses needed for the general studies component at West Virginia State University. Courses similar to those at West Virginia State University may be substituted. Students transferring

## General Academic Information

from another college or university in West Virginia will be governed by the Core Coursework Transfer Agreement approved by the Higher Education Policy Commission.

**Major.** The major is the sequence of courses taken by a student seeking a bachelor's degree that gives appreciable knowledge and skill in the chosen field. Some specific courses are required, but others are selected by the student from the courses offered in the department.

**Minor.** All non-teacher education baccalaureate students whose programs permit them to do so may elect one or more minor fields in addition to the major. A minor normally consists of approximately five or six courses designated by the department. Minors may be completed in the following areas:

- African and
  - African-American Studies
- Appalachian Studies
- Art
- Art History
- Biology
- Business Administration
  - Accounting
  - Finance
  - Management
  - Marketing
- Chemistry
- Communications
  - Broadcasting/Film
  - Journalism/Public Relations
  - Theater Arts
- Computer Science
- Criminal Justice
- Economics
- English
  - Literature
  - Writing
  - Technical Writing
- French
- History
- Information Systems
- International Studies
- Mathematics

- Military Science
- Music
- Philosophy
- Political Science
- Psychology
- Recreation
- Safety Management
- Sociology
- Spanish
- Tourism
- Women's Studies

**Cognates.** Cognates are courses which are closely related to or give support to the major.

**Electives.** Electives are the courses that students choose for the remaining hours needed for graduation. Unless the curriculum designates a choice of certain courses, electives may be taken in any field of study. With written permission of the College Dean, up to four elective courses may be taken on a pass-fail basis.

**Assessment of Student Learning.** At West Virginia State University, assessment of student learning is an integral part of learning and teaching effectiveness. Students are major participants in the assessment process, and are expected to actively contribute to WVSU's comprehensive assessment program at the course, program, and institutional levels. Student involvement in assessment activities begins upon initial enrollment and systematically continues through the student's graduation. Students are expected to demonstrate competencies in general education, specifically the Eight Common Learning Experiences, which form the foundation of the general education curriculum. As a culminating experience, baccalaureate programs at WVSU require that graduating students complete a senior capstone course in which students are expected to demonstrate their competencies in both program- and institutional-level academic goals and objectives through a variety of methods appropriate to the given discipline (e.g., portfolios, standardized exams, surveys, senior projects). This ongoing assessment helps improve the quality of student learning and academic programs.

## Pre-Professional Programs

Students who intend to go to professional schools will find that they are able to take courses at West Virginia State University in the following fields:

Pre-dentistry  
 Pre-optometry  
 Pre-occupational therapy  
 Pre-law  
 Pre-pharmacy  
 Pre-physician's assistant  
 Pre-medical  
 Pre-physical therapy  
 Pre-veterinary  
 Pre-nursing

Students need to become acquainted with the entry requirements of the professional school they wish to attend. Often students will find that the requirements for a West Virginia State University degree and for entrance into the professional school are similar. If so, they are encouraged to earn a degree while taking the courses required for admission to the professional school.

Advisors are available to assist students concerning a choice of an undergraduate curriculum that will equip them for entry into a professional school.

## Departments and Colleges

Bachelor's degree programs are administered in academic departments presided over by department chairs. The department chair assigns various faculty members within the department to be advisors for students.

For administrative purposes, departments are clustered in colleges and coordinated by a dean. The divisions and departments within each are as follows:

College of Arts and Humanities

Art; Communications & Media Studies; English; Modern Foreign Languages; Music  
 College of Business Administration and Social Sciences  
 Business Administration; Social and Behavioral Sciences (Economics, History, Political Science, Psychology, Sociology)  
 College of Natural Sciences and Mathematics  
 Biology; Chemistry; Mathematics and Computer Science; Physics  
 College of Professional Studies

Criminal Justice; Education; Health and Human Performance; Military Science; Regents Bachelor of Arts; Social Work

## Field Experiences and Internships

A field experience is a short-term placement of a student in an appropriate setting for the purpose of observation and limited participation; it presents an opportunity to blend theory and practice. The experience is integrated with a course that meets on campus.

An internship is a supervised work experience, paid or unpaid, in which the student works for a specified number of hours; the course has a set of objectives and evaluative categories. The student works under external professional supervision; however, a university supervisor is also assigned.

## Cooperative Education

Cooperative Education is an academic program designed to integrate classroom learning with professional applications and experience under the supervision of professional practitioners. Further, the program is designed to enhance education and the local economy by providing students with

## General Academic Information

opportunities for practical experience at a worksite and by providing businesses, agencies and industries with skilled employees.

The course consists of established learning objectives and activities allowing students to gain valuable work experience related to their educational and career goals, earning both wages and academic credit. Students may receive two to three hours of elective credit per semester. For two hours of credit, students must work at the job site for 100 hours; for three hours of credit, students must work at the job site for 150 hours. Students must also complete all other course assignments as specified in the course syllabus in order to earn academic credit.

- **Alternating Model:** Alternate a semester of full-time work with a semester of classroom work.
- **Parallel Model:** Work a half-time CO-OP placement while attending school part-time (minimum of six credit hours).

## Admission Requirements

Students participating in the Co-op program must satisfy the following requirements:

- A minimum overall GPA of 2.0 and a minimum GPA of 2.5 in courses in the major
- Completion of 24 credit hours at the 100 level or above, at least 12 of which were earned at West Virginia State.
- Completion of English 101 with a minimum grade of C
- A positive recommendation from the department chair for the student's major.

## Work Schedule Models

Monitored by the Director of Cooperative Education and supervised by the employer, students gain experience related to their educational and career goals, earn academic credit, and earn money toward the cost of education. The Cooperative Education Program is designed so that students may attend classes on a part-time basis concurrently with paid work experiences or alternate periods of work with semesters in the classroom.

There are two models which students and employers may choose in relation to time commitment.

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# Academic Programs

## General Education Component

### For Bachelor Degree Programs Outline of 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 51–53 credit hours. Your major field curriculum will specify courses or course categories that you must complete. However, where you have choices of courses which you may select, those choices are specified in the lists that follow. For descriptions of these courses consult the on-line WVSU Catalog available through the link found on the WVSU homepage. Some prerequisite requirements are listed in the course schedule; others are listed 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 3 credit hour courses except where noted otherwise.

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

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### FRESHMAN EXPERIENCE

#### 1 CREDIT HOUR

This course is designed to assist the first-year student in developing skills and abilities necessary for academic success. Required of all first-year students **MUST BE TAKEN** within their first two semesters of college work (as appropriate to their major).

ARH 101 Freshman Experience  
BSS 101 Freshman Experience  
NSM 101 Freshman Experience  
CPS 101 Freshman Experience  
UNIV 101 Freshman Experience

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### INTERDISCIPLINARY MATRIX

#### 6 CREDIT HOURS

##### CHOOSE ONE OF THE FOLLOWING:

G ED 100      Origins

An interdisciplinary, team-taught course which is the “core of the core” of common learning experiences in the General Education curriculum. The course design is a matrix of themes exploring the questions of origins in the broadest possible way: the origin of the universe, life, humanity, human thought, society, and technology. Each discipline will be investigated across disciplines and through various modes of knowledge: scientific, symbolic, aesthetic, and philosophical. **PREREQUISITE:** ENGL 101 placement. (G ED 100 is waived for transfer students who have completed 30 or more credits when they enter WVSU).

Or

EDUC 200      Foundations of Education

##### CHOOSE ONE OF THE FOLLOWING:

G ED 200      Human Diversity (Race, Gender and Human Identity)

This course provides the basis for the understanding and transcendence of problems related to race and gender. The origins, nature, and implications of prejudice and discrimination are analyzed from an interdisciplinary perspective. **PREREQUISITES:** ENGL 101 and G ED 100 (except for those transfer students for whom G ED 100 is waived).

BA301      Organization and Management

CJ 313      Race and Gender Issues

EDUC 227      Exceptionalities and Human Diversity

Or

SWK 202      Cultural Aspects

Note: CJ 313, EDUC 227, and SWK 202 are open to all students, but CJ 313 and EDUC 227 have departmental prerequisites.

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### ALTERNATIVE HONORS OPTION:

Students accepted into the Honors program may take the following course to meet the Interdisciplinary Matrix requirements. This course is intended for Honors students, but is open to all students with permission from

their advisor. Note: Although the course is a substitute for BOTH interdisciplinary course requirements, students must still meet the total number of General Education hours required for graduation.

GE160H Foundations of Inquiry

An interdisciplinary, team-taught course within the “core of the core” of common learning experiences in the General Education curriculum. The course focuses on the large “human questions” by identifying how they relate to perception, reason, and structure. Focusing on multi-cultural 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. Prerequisites: English 101 placement.

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## INTERNATIONAL PERSPECTIVES

### 6 CREDIT HOURS

CHOOSE FROM THE FOLLOWING OPTIONS:

ANY 101-102 FOREIGN LANGUAGE SEQUENCE (MAY NOT USE TWO DIFFERENT 101-LEVEL COURSES)

COMM 446	International Cinema
EDUC 321	Teaching Writing in the Elementary School
ENGL 350	World Literature: Classical Era
ENGL 351	World Literature: Modern Era
ENGL 440	Interpreting the Holocaust
FREN 205	A View of Changing Culture
FREN 443	West African Culture
INTS 250	Diversity in Africana Studies
PHIL 308	World Religions
POSC 210	International Relations
POSC 415	Arab Middle East
SPAN 205	Spain and its Culture
SOC 305	Birth, Death, and Migration

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## HISTORY OF CIVILIZATION

### 3 CREDIT HOURS

HIST 201	World History or
HIST 202	World History

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## ENGLISH

### 6 CREDIT HOURS

ENGL 101	English Composition I
ENGL 102	English Composition II or ENGL 112
Technical Writing	(depending on major)

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## MATHEMATICS

### 3 CREDIT HOURS

*Every student is required to complete at least one college-level Mathematics course. Specific Mathematics requirements vary among major programs—consult major department to determine which course is required.*

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## SPEECH

### 3 CREDIT HOURS

COMM 100	Speech Communication
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## LIFETIME HEALTH AND FITNESS

### 2 CREDIT HOURS

HHPLS 122	Fitness for Living or
HHPLS 157	Healthy Living
	(2 credit hours each)
HHPLS 242	Team SportsII

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## LITERATURE

### 3 CREDIT HOURS

ENGL 150	Introduction to Literature
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## FINE ARTS

### 6 CREDIT HOURS

*TWO COURSES MUST BE TAKEN FROM TWO DIFFERENT DISCIPLINES (ART, COMMUNICATIONS, MUSIC)*

ART 100	Art Appreciation or
ART 101	Studio I - Introduction to Art

COMM 140	Film Appreciation or
COMM 170	The Art of the Theatre

MUS 104	American Music: A Panorama or
MUS 107	Appreciation of Music

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## NATURAL SCIENCE

### 6–8 CREDIT HOURS

BIOL 101	Principles of Biology (4 credit hours)
BIOL 108	Environmental Biology (3 credit hours)
BIOL 110	Economic Biology (4 credit hours)
BIOL 120	Fundamentals of Biology (4 credit hours)
CHEM 100	Consumer Chemistry (3 credit hours)
PHYS 101	Physical Science Survey I (3 credit hours)
PHYS 102	Physical Science Survey II (3 credit hours)
PHYS 103	Elements of Physical Science (3 credit hours)
PHYS 106	Introduction to Physical Geology (4 credit hours)
PHYS 110	Weather & Climate (3 credit hours)
PHYS 120	Astronomy (3 credit hours—students may add the optional 1 credit hour laboratory PHYS 121)
PHYS 170	Physics through Photography (3 credit hours)

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## AMERICAN TRADITIONS

### 3 CREDIT HOURS

BA 210	Business Law
HIST 207	American History to 1865
HIST 208	American History from 1865
POSC 101	American National Government

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## SOCIAL STRUCTURES AND BEHAVIOR

### 3 CREDIT HOURS

BA 312	Personal Finance
ECON 101	American Economy
EDUC 201	Human Growth and Development
EDUC 319	Content Area Literacy
POSC 100	Introduction to Government and Politics
PSYC 151	General Psychology
SOC 101	Introduction to Sociology

## 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 which crosses the traditional lines among disciplines. Each minor begins with an introductory course which 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 and African-American Studies—18 hours

Core Course: G ED 150 Introduction to African and African-American Studies. Electives: fifteen credit hours from the following list of courses approved for the minor, including at least two arts and humanities courses and two social science courses (this list may be expanded).

G ED 150 Introduction to African/African-American Studies (3 credit hours)

This course explores the lived experiences of African-Americans from Africa to the “new world.” It examines themes and issues that have impacted 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.

#### 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 hours

G ED205/SOC205 Introduction to Appalachian Studies

**Choose Two:**

- HIST 209 West Virginia and the Appalachian Region
- SOC 444 Appalachian Culture 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 or
- 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 hours

Core Courses: INTS Introduction to International Studies; 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 Artists
- 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 444-26 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 HRS

B—Special topics course for 3 HRS

In addition, study abroad for 1-6 credit hours, internship or field study with an international agency in the U.S. or abroad for 3 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 hours

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

G ED 250 Introduction to Women's Studies (3 credit hours)

Women's Studies is 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.

## Academic Programs

### G ED 300 Feminist Theory (3 credit hours)

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.

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

Note: Courses used to fulfill general education or major requirements may also be used to fulfill requirements for interdisciplinary minors.

## Certificate in Human Diversity

### Purpose

The Certificate in Human Diversity is designed for students who are interested in acquiring knowledge about culturally, religiously, and racially diverse groups of people.

### Program Description

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.

### Who Should Consider a Certificate in Human Diversity?

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

### Requirements For The Certificate In Human Diversity

- Successfully admitted to West Virginia State University
- Successfully complete 18 hours of earned credit in human relations courses
- Attend and complete four 2-hour training workshops

### Curriculum/Suggested Sequence

(18 hours required for certificate)

COURSE	CREDITS
<b>INTERFAITH RELATIONS</b>	
PHIL 308/World Religions.....	3 hrs
SOC 307/Sociology of Religion .....	3 hrs
Subtotal: .....	6 hrs
<b>DOMESTIC VIOLENCE</b>	
GE 210/Introduction to Women’s Studies.....	3 hrs
CJ 304/Crimes and the Family.....	3 hrs
Subtotal: .....	6 hrs
<b>RACE RELATIONS</b>	
SOC 208/Minorities in American Society .....	3 hrs
GE 200/Race, Gender, & Human Identity.....	3 hrs
Subtotal: .....	6 hrs
Total: .....	18 hrs*

\*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 National Center for Human Relations)

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 so-sponsored by the WVSU General Education Program and the National Center for Human Relations (NCHR).

### Information

For further information about the interdisciplinary minors and the Certificate in Human Diversity contact Dr. Jeffrey Pietruszynski, Coordinator of General Education, at 304-766-3075, [jpietrus@wvstateu.edu](mailto:jpietrus@wvstateu.edu).

# International Studies



Dr. James Natsis, Coordinator  
 218 Hill Hall  
 304 766-4249  
[natsisja@wvstateu.edu](mailto:natsisja@wvstateu.edu)

The Bachelor of Arts in International Studies is an interdisciplinary degree program designed to prepare students for the multicultural global village in which we live. In a modern world of increasing interdependence and rapid change, the need is critical. Knowledge of the world broadens the mind, challenges prior biases and limitations, and fosters an appreciation of diverse societies and cultures.

The interdisciplinary degree consists of five concentration areas: Africana Studies; Communication; International Business; International Relations; and Foreign Language. Students in each concentration will follow General Education (51-53 hrs) and Core Requirements (36 hrs) and will be required to participate in a Study Abroad experience.

Students who fulfill the requirements of the International Relations, International Business, or Africana Studies concentration areas will also earn a minor in either Spanish or French, as these concentrations require a minimum 15 credit hours of one of the two aforementioned languages. Students in the Foreign Language concentration will be required to take additional classes in one of the following areas. This will result in a minor in one of the selected areas:

Accounting	18 hrs
Finance	18 hrs
Management	18 hrs
Marketing	15 hrs
Political Science	15 hrs

Graduates of the International Studies program will be able to:

## Academic Programs

- Demonstrate awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world.
- Demonstrate competency in a world language (Spanish or French) that will broaden communication capabilities and offer insight into other cultures attainable only through the study of a language.
- Provide a foundation for careers in government, non-governmental organizations, and businesses with international interests and programs.

The demand for the skills acquired in an International Studies degree is increasing in the private sector and in government. Job opportunities include international, government and non-government organizations, foreign trade, diplomacy, international law, marketing, foreign affairs, defense, intelligence, foreign aid, humanitarian services, politics, education, language services and journalism.

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### **BACHELOR OF ARTS IN INTERNATIONAL STUDIES**

*120 hours required for graduation in all concentrations.*

#### **GENERAL EDUCATION 51–53 HOURS**

#### **MAJOR 33–36 HOURS**

#### **AREAS OF CONCENTRATION (SELECT ONE)**

##### **Option A – Foreign Language**

Spanish or French: (Spanish) SPAN 101, 102, 201, 202, 305, 306, 307, 311, 312, 401, 402. Optional: SPAN 303, 399. (French) FREN 101, 102, 201, 202, 305, 306, 307, 311, 312, 401, 402. Optional: FREN 399.

##### **Option B—International Business**

BA 209, 215, 216, 301, 305, 310, 313, 416, 465; ECON 201, 201, 410

##### **Option C – International Relations**

Required: POSC 100, 101, 210. Select 24 hours from the following: CJ 370; HIST 403, 404, 421, 444, FREN 205; MS 399; POSC 302, 304, 311, 399, 402, 410, 415; PSY 200; SOC 270, 305; SOCW 207; SPAN 205

##### **Option D – Africana Studies**

Required: BSS 101; HIST 311, 444; INTS 250; SOC 270, 311, 312, 420. Select 18 hours from the following (2 courses must be 300-400 level): ART 202; BA 115, 416, 425, 460, 465; ECON 201/301, 202/302, 310, 330, 404, 406, 410,; ENGL 337, 338, 339, 340; GEOG 201, 306; HIST 301, 312, 313, 316, 317, 318, 403/404, POSC 210, 302, 401/402, 410, 420; SOC 201, 208, 212, 305, 406; SWK 200, 205

##### **Option E – Communications**

Required: COMM 101; COMM 162; COMM 205; COMM 241, COMM 261; COMM 307; COMM 400; COMM 446; Select 12 hours from the following (one must be an advanced-level course, COMM 341, 360, 362, 405, or 470., and all prerequisites must be met); COMM 170; COMM 240; COMM 285; COMM 305; COMM 341; COMM 343; COMM 345; COMM 360; COMM 362; COMM 382; COMM 299 or 399; COMM 405; COMM 470

#### **COGNATES – 21 HOURS**

All concentrations: INTS 210 and Span/Fren 201+

All concentrations select 9 hours from the following: ART 202; ENGL 350 or 351; FREN 205; GEOG 201; HIST 403, 404; HHP 310; PHIL 210, 304, 308; POSC 302; SOC 270, 305; SOCW 202; SPAN 205; SPAN/FREN 300-400; International Experience Abroad

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### **MINORS IN BUSINESS ADMINISTRATION**

*(These minors are designed for non-business majors.)*

#### **MINOR IN BUSINESS ADMINISTRATION—**

##### **ACCOUNTING—18 HOURS**

BA 210, 215, 216, 308, 314, 315

#### **MINOR IN BUSINESS ADMINISTRATION—FINANCE—18 HOURS**

BA 209, 210, 215, 216, 313, 414

#### **MINOR IN 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 101, ECON 201, and ECON 202 as prerequisites.

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**MINOR IN POLITICAL SCIENCE—15 CREDIT  
HOURS**

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

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**MINOR IN INTERNATIONAL STUDIES—18  
HOURS**

Core Courses: INTS 210 Introduction to International Studies; 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, 317, 320, 350; BA 460; COMM 446; ECON 310, 406, 410; ENGL 340, 350, 351, 440; FREN 205, 443, 444; HIST 421, 304, 444; PHIL 308; POSC 210, 302, 304, 410, 415; SOC 305, 445; SPAN 205.

**SELECT A OR B**

A. Field Study with an international agency in the U.S. or abroad for 3 credit hours

B. Special topics course or study abroad for 3 credit hours

## Suggested Course Sequence International Studies: Foreign Language Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
G ED Fine Arts .....	3
COMM 100 .....	3
SPAN or FREN 101 .....	3
AR H 101 .....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 111 .....	3
G ED Nat. Sci. ....	3-4
G ED Fine Arts .....	3
SPAN or FREN 102 .....	3
HHP 122 or 157 .....	2
<b>Semester Total .....</b>	<b>17-18</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

SPAN or FREN 201 .....	3
G ED Am. Trad. ....	3
G ED 200 .....	3
Free Elective .....	3
Elective towards Minor.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

SPAN or FREN 202 .....	3
Free Elective .....	3
ENGL 150 .....	3
HIST 201 or 202 .....	3
Elective towards Minor .....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

Elective towards Minor.....	3
SPAN or FREN 305.....	3
SPAN or FREN 311.....	3
G ED Social Structure .....	3
Study Abroad.....	3-6
<b>Semester Total .....</b>	<b>15-18</b>

#### 2ND SEMESTER

INTS 210.....	3
SPAN or FREN 306.....	3
SPAN or FREN 312.....	3
G ED Natural Science.....	3-4
Elective towards CMinor .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

SPAN or FREN 401.....	3
Cognate .....	3
Cognate .....	3
Elective towards Minor.....	3
SPAN or FREN 307.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

SPAN or FREN 402.....	3
Cognate .....	3
Free Elective .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>12</b>

## International Studies: International Business

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
MATH 111 .....	3
COMM 100 .....	3
ECON 201.....	3
BSS 101.....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
BA 215.....	3
G ED Nat. Sci.....	3-4
G ED Fine Arts .....	3
Econ 202 .....	3
HHP 122 or 157.....	2
<b>Semester Total .....</b>	<b>17-18</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

SPAN or FREN 201.....	3
G ED Am. Trad. ....	3
G ED 200 .....	3
GED Nat. Sci.....	3-4
BA 209 .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

SPAN or FREN 202.....	3
Cognate .....	3
BA 216 .....	3
G ED Fine Arts .....	3
Hist 201 or 202.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

SPAN or FREN 201.....	3
ENG 150 .....	3
G ED Soc Struture .....	3
BA 301.....	3
Study Abroad.....	3-6
<b>Semester Total .....</b>	<b>15-18</b>

#### 2ND SEMESTER

SPAN or FREN 202.....	3
BA 313.....	3
INTS 210.....	3
ECON 410.....	3
BA 305.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

SPAN or FREN 300 level (except 306) .....	3
BA 465.....	3
Cognate .....	3
Free Elective .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 416.....	3
BA 310.....	3
Cognate .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>12</b>

## International Studies: International Relations

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
HIST 201 or 202 .....	3
COMM 100 .....	3
SPAN OR FREN 101 .....	3
BSS 101 .....	1

**Semester Total .....** 16

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 111 .....	3
G ED Nat. Sci. ....	3-4
POSC 100 .....	3
SPAN or FREN 102 .....	3
HHP 122 or 157 .....	2

**Semester Total .....** 17-18

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### SOPHOMORE YEAR

#### 1ST SEMESTER

SPAN or FREN 201 .....	3
G ED Fine Arts .....	3
G ED 200 .....	3
POSC 101 .....	3
Elective towards Concentration .....	3

**Semester Total .....** 15

#### 2ND SEMESTER

POSC 210 .....	3
GED Nat Sci .....	3-4
ENGL 150 .....	3
G ED Fine Arts .....	3
SPAN or FREN 202 .....	3

**Semester Total .....** 15-16

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### JUNIOR YEAR

#### 1ST SEMESTER

Cognate .....	3
SPAN or FREN 300 level (except 306) .....	3
Elective towards Concentration .....	3
Cognate .....	3
Study Abroad .....	3-6

**Semester Total .....** 15-18

#### 2ND SEMESTER

INTS 210 .....	3
Free Elective .....	3
Elective towards Concentration .....	3
Free Elective .....	3
Elective towards Concentration .....	3

**Semester Total .....** 15

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### SENIOR YEAR

#### 1ST SEMESTER

Cognate .....	3
Elective towards Concentration .....	3
Elective towards Concentration .....	3
Free Elective .....	3
Free Elective .....	3

**Semester Total .....** 15

#### 2ND SEMESTER

Elective towards Concentration .....	3
Elective towards Concentration .....	3
Free Elective .....	3
Free Elective .....	3

**Semester Total .....** 12

## Suggested Course Sequence

### International Studies: Africana Studies

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#### FRESHMAN YEAR

##### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
HIST 201 or 202 .....	3
COMM 100 .....	3
SPAN or FREN 101 .....	3
BSS 101 .....	1

**Semester Total .....** 16

##### 2ND SEMESTER

ENGL 102 .....	3
MATH 111 .....	3
G ED Nat. Sci. ....	3-4
INTS 250 .....	3
SPAN or FREN 102 .....	3
HHP 122 or 157 .....	2

**Semester Total .....** 17-18

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#### SOPHOMORE YEAR

##### 1ST SEMESTER

SPAN or FREN 201 .....	3
GED Fine Arts .....	3
G ED 200 .....	3
Free Elective .....	3
Elective towards Concentration .....	3

**Semester Total .....** 15

##### 2ND SEMESTER

SOC 270 .....	3
GED Nat Sci .....	3-4
ENGL 150 .....	3
G ED Fine Arts .....	3
SPAN or FREN 202 .....	3

**Semester Total .....** 15-16

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#### JUNIOR YEAR

##### 1ST SEMESTER

Cognate .....	3
SPAN or FREN 300 level (except 306) .....	3
Elective towards Concentration .....	3
Cognate .....	3
Study Abroad .....	3-6

**Semester Total .....** 15-18

##### 2ND SEMESTER

INTS 210 .....	3
HIST 311 .....	3
Elective towards Concentration .....	3
Free Elective .....	3
Elective towards Concentration .....	3

**Semester Total .....** 15

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#### SENIOR YEAR

##### 1ST SEMESTER

Cognate .....	3
Elective towards Concentration .....	3
Elective towards Concentration .....	3
HIST 444 .....	3
SOC 311 .....	3

**Semester Total .....** 15

##### 2ND SEMESTER

SOC 420 .....	3
Free Elective .....	3
Free Elective .....	3
SOC 312 .....	3

**Semester Total .....** 12

## International Studies: Communications Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
G ED Fine Arts .....	3
COMM 100 .....	3
SPAN OR FREN 101 .....	3
AR H 101 101 .....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 111 .....	3
G ED Nat. Sci. ....	3-4
COMM 140 .....	3
SPAN or FREN 102 .....	3
HHP 122 or 157 .....	2
<b>Semester Total .....</b>	<b>17-18</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

COMM 101 .....	3
G ED Am. Trad. ....	3
G ED 200 .....	3
SPAN or FREN 201 .....	3
COMM 162 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

SPAN or FREN .....	3
Free Elective .....	3
ENGL 150 .....	3
HIST 201 or 202 .....	3
COMM 261 .....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

COMM 446 .....	3
COMM 241 .....	3
Free Elective .....	3
G ED Social Structure .....	3
Study Abroad .....	3-6
<b>Semester Total .....</b>	<b>15-18</b>

#### 2ND SEMESTER

INTS 210 .....	3
SPAN or FREN 300 .....	3
COMM 205 .....	3
G ED Nat. Sci. ....	3-4
COMM 307 .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

COMM 400 .....	3
Cognate .....	3
Cognate .....	3
COMM Elective .....	3
COMM Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

Free Elective .....	3
Cognate .....	3
COMM Elective .....	3
COMM Elective .....	3
<b>Semester Total .....</b>	<b>12</b>

## Course Descriptions

International Studies is an interdisciplinary program. All the courses are described in the University Catalog or in the College Bulletin except for Introduction to International Studies and Diversity in Africana Studies, which are described below.

### **INTS 210 Introduction to International Studies**

*(3 credit hours)*

The course draws from history, anthropology, political science, sociology, and literature. It focuses on ways of looking at the world, an investigation of issues that arise as we try to study the world from an international perspective. It is largely a course on who we are as individuals; how we fit into the “global society” as individuals, institutions, groups of peoples, communities, networks and nations; what are our most important concerns; and who defines and controls all of this.

### **INTS 250 Diversity in Africana Studies**

*(3 credit hours)*

This course explores the lived experiences of groups connected to the African diaspora in a complex changing world. It examines how the African presence has impacted life, culture and history in our multicultural world. While the course focuses on persons of African descent in the Americas and other parts of the world, it provides some discussion of various groups of non-African descent and how they have had to come to terms with their presence. This course examines historical and contemporary issues. (May substitute for GED 200.)





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# College of Arts and Humanities

# College Information

## From the Dean



Welcome to the College of Arts and Humanities at West Virginia State University. The academic disciplines within our college are central to the mission of a public, land-grant university and have been a significant component of WVSU for over a century.

The College of Arts and Humanities at WVSU is dedicated to the ideals of a liberal arts education and serves as the intellectual core of the University, offering disciplinary study in five undergraduate departments (Art, Communications, English, Modern Foreign Languages and Music) and one graduate program (Media Studies), as well as general education courses to all undergraduate students in the areas of Fine Arts, Speech Communication, Literature, International Perspectives, and Composition.

The faculty of the College is committed to the preservation and dissemination of fundamental knowledge and dedicated to enhancing this knowledge through creative expression, scholarly interpretation, and research. By demanding teaching excellence, the College strives to instill in all students the attributes of creative and critical thinking, effective oral and written communication skills, and social values that embrace diversity and multiculturalism. Through the various disciplines, the College contributes to the formation of responsible citizens by providing an educational foundation upon which students build their lives and professions. Our faculty is committed to fostering curiosity, imagination, and a healthy tolerance for ambiguity and complexity—characteristics that we believe will help make our students lifelong learners, successful workers, and engaged citizens.

The College sponsors a multitude of curricular and co-curricular programs including short-term study abroad, music and theatre performances, writing awards, student film festivals, art exhibitions, foreign language newsletters, and a range of programs that promote the arts, humanities, and the exchange of ideas. We publish the campus newspaper, manage the University's radio station, and teach students how to sing, act, paint, sculpt, deliver speeches, write fiction and non-fiction and communicate in French, Spanish, German, and English. Most of the academic majors in the College of Arts and Humanities have student chapters of professional organizations or honor societies.

Visit our websites to explore our programs and faculty. But, we invite you to visit us in person and see the work of teachers in the classroom, studio, and laboratory on a campus committed to academic excellence and creativity.

A handwritten signature in black ink that reads "Scott E. Woodard". The signature is fluid and cursive, with the first name being the most prominent.

**Scott E. Woodard**

## Mission Statement

The College of Arts and Humanities defines its mission as follows: (1) to provide General Education courses which develop communication and language skills, explore the nature of creativity and the aesthetic experience, and promote awareness of international contexts; (2) to promote global awareness through curricular, co-curricular and international opportunities; (3) to contribute to the scholarship of the fine, performing and media arts, language, and literature; and (4) to ensure that graduates of the College have gained an understanding and appreciation of human culture through the examination of the historical, political, philosophical and social dimensions of the human condition and mankind's perception of the world as it is expressed through the fine, performing and media arts, language, and literature.

### Honors Program

The Honors Program at WVSU offers enriched academic opportunities for students with high academic achievements. This program shall identify, recruit, and offer students academic challenges that enhance their skills and creativity. The program will enable students to continue their pursuits of excellence.

For further information, please visit [www.wvstateu.edu/academics/honors-program](http://www.wvstateu.edu/academics/honors-program)

## Academic Programs

B.A. in Art  
(Studio Art, Art History)

B.A. in English (Concentrations in Literature, Professional Writing, and Technical Writing)

B.S. in Communications  
(Journalism/Writing, Visual Media, Theatre, Broadcasting, Film, Public Relations)

### Education Specializations

B.S. in Education, Content Specialization in Music  
(PreK–Adult)

B.S. in Education, Content Specialization in French  
(PreK–Adult)

B.S. in Education, Content Specialization in Spanish  
(PreK–Adult)

B.S. in Education, Content Specialization in Theater  
(PreK–Adult)

B.S. in Education, Content Specialization in Journalism  
(Grade 5–Adult)

B.S. in Education, Content Specialization in Art  
(PreK–Adult)

B.S. in Education, Content Specialization in English  
(Grades 5–9, Grades 5–Adult)

### Graduate Program

M.A. in Media Studies (Concentrations in Digital Video and Media Theory)

## College Structure

### College of Arts and Humanities

Scott E. Woodard, M.A.  
Interim Dean  
FA 203  
304-766-3190  
swoodar1@wvstateu.edu

Karleen Slaughter  
Office Administrator,  
Departments of Art and Music  
FA 201  
304-766-3196  
kslaughter@wvstateu.edu

### Art

Reidun Øvrebø, Ph.D., Chair  
FA 205  
304-766-3339  
ovrebore@wvstateu.edu

Karleen Slaughter  
Office Administrator,  
Department of Art  
FA 201  
304-766-3196  
kslaughter@wvstateu.edu

### Communications and Media Studies

Sherri Shafer, Ed.S., Chair  
Cole 207B  
304-766-3382  
sshafa1@wvstateu.edu

Robin Broughton, Ph.D.,  
Coordinator, Media Studies  
Graduate Program  
Cole 201  
304-766-3274  
rbroughton@wvstateu.edu

Mary Wickiser  
Academic Program Associate,  
College of Arts and Humanities,  
Department of Communications  
B 202  
304-766-3195  
wickisms@wvstateu.edu

Kimberly Cobb, M.A.  
Radio Facilities Program  
Coordinator  
U 201  
304-766-5124  
cobbkim@wvstateu.edu

Richard Wolfe  
Cultural Activities Coordinator  
FA 401  
304-766-3188  
rwolfe@wvstateu.edu

### English

Juris G. Lidaka, Ph.D., Chair  
HH 224  
304-766-3055  
lidaka@wvstateu.edu

Selika Henderson  
Administrative Secretary, Senior  
Departments of English and  
Modern Foreign Languages  
HH 226  
304-766-3127  
hendensa@wvstateu.edu

### Modern Foreign Languages

Miguel Zapata, Ph.D., Chair  
HH 332  
304-766-3068  
mzapata@wvstateu.edu

Selika Henderson  
Administrative Secretary, Senior  
Departments of English and  
Modern Foreign Languages  
HH 226  
304-766-3127  
hendensa@wvstateu.edu

### Music

Scott Woodard, M.A., Chair  
FA 311  
304-766-3190  
swoodar1@wvstateu.edu

Karleen Slaughter  
Office Administrator,  
Departments of Music  
FA 201  
304-766-3196  
kslaughter@wvstateu.edu

## Student Organizations

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### 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:

#### University-Wide Honor Societies

##### ALPHA KAPPA MU

Junior and Senior National Honor Society

##### PHI ETA SIGMA

Freshman National Honor Society

##### PINNACLE

National Honor Society for Non-Traditional Students

#### College of Arts and Humanities Honor Societies

##### ALPHA EPSILON RHO

Alpha Epsilon Rho is the honorary society for Communications majors. Meetings are held the first and third Tuesdays of every month on the second floor of Wilson Student Union.

##### 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. Faculty Advisor: Professor Susan Marrash-Minnerly.



##### 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.” WVSU students can become members of the University’s chapter of this honors organization. Faculty Advisors: Dr. Anne McConnell (amcconnell@wvstatu.edu), Prof. Cat Pleska (cpleska@wvstateu.edu), and Dr. Carolyn Sturgeon (sturgeca@wvstateu.edu).

##### 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.” WVSU students can become members of the University’s chapter of this honors organization. Faculty Advisors: Dr. Anne McConnell (amcconnell@wvstatu.edu), Prof. Cat Pleska (cpleska@wvstateu.edu), and Dr. Carolyn Sturgeon (sturgeca@wvstateu.edu).

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### STUDENT ORGANIZATIONS

#### Cercle Français

Cercle Français is a student organization that meets monthly in order to practice speaking French and learning about francophone civilizations. Faculty Advisor: Professor Mary Frye (mfrye@wvstateu.edu).

### **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 Advisors: Dr. Anne McConnell (amcconnell@wvstatu.edu), Prof. Cat Pleska (cpleska@wvstateu.edu), and Dr. Carolyn Sturgeon (sturgeca@wvstateu.edu).

### **La Mesa Española**

La Mesa Española holds bi-monthly meetings in the cafeteria for students interested in Spanish. There are meetings for both advanced students and beginners. Noontime cultural meetings are open to all. Presentations in Spanish are given by Professor Conner. Alternating lunch time or dinners on a bi-monthly basis at Rio Grande with instructor participation. Faculty Advisor: Professor Rebecca Conner (connerre@wvstateu.edu).

### **Motivational Organization of New Artists**

MONA (Motivational Organization of New Artists) organizes, promotes, informs, supports, educates, enhances, and empowers fine arts students of the Art Department of WVSU. Its goals include: (1) to organize and empower the fine arts students of WVSU; (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 WVSU Art Department. Faculty Advisor: Professor Molly Erlandson (erlandsms@wvstateu.edu).

### **Music Educators Student Organization**

The Collegiate Music Educators Chapter #442 prepares students for careers in the field of music education. The group participates in the annual fall and spring conferences of the West Virginia Music Educator 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: Professor Scott Woodard (swoodar1@wvstateu.edu).

### **National Broadcasting Society**

The National Broadcasting Society-Alpha Epsilon Rho Chapter is active on campus and in the community. NBS-AERho serves primarily Communications majors interested in broadcasting and electronic and digital media, but is open to any University student interested in media. Faculty Advisor: Professor Sherri Shafer (sshafer1@wvstateu.edu).

### **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, to instill in them a professional attitude, and to 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. T. Ford-Ahmed (tfordahmed@wvstateu.edu).

### **Women in Communications**

WVSU's student chapter of the Association for Women in Communications is a professional organization that champions the advancement of women and minorities across all communications disciplines by recognizing excellence, promoting leadership, and positioning its members at the forefront of the evolving communications field. Faculty Advisor: Dr. Robin Broughton (rbroughton@wvstateu.edu).

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## **EXTRACURRICULAR ACTIVITIES**

### **Box Five Theatre Troupe**

Box Five Theatre Troupe is an organization for all WVSU students with a passion for theatre — whether in design, technical, costuming, makeup, publicity, acting or audience member!!! Box Five is proud to be a WVSU Yellow Jacket S.T.I.N.G.: Student Theatre Inspiring the Next Generation. Box Five is formally

associated with the Black Theatre Network and the Southeastern Theatre Conference. The group supports all WVSU productions, will produce its own productions, holds fundraisers, and plans trips to theatre conferences and local theatre productions. It also offers the opportunity to join Alpha Psi Omega, the national theatre honor society. Faculty Advisor: Susan Marrash-Minnerly (minnerly@wvstateu.edu).

### **Kanawha Review**

WVSU's literary magazine is published annually and features poetry, short stories, and essays written by WVSU students. Faculty Advisor: Dr. Rob Wallace (wallacer@wvstateu.edu).

### **Yellow Jacket**

WVSU's Yellow Jacket campus newspaper is a student-run bi-weekly publication. The Yellow Jacket provides news, features, and editorials for its readership, which primarily consists of WVSU students, faculty, and staff. Faculty Advisor: Dr. Jessica Barnes-Pietruszynski (jbarnesp@wvstateu.edu).

### **Radio Station**

Campus Radio, a student-operated radio station, serves the faculty, staff, students, and alumni of WVSU.

Student broadcasters provide play-by-play coverage of football, baseball, softball, men's and women's basketball and volleyball teams. Student shows cover modern music, oldies, gospel, and new-age music.

Student-produced talk shows are designed by students to engage in conversation on topics ranging from films to politics. Original programming is available on-campus at 106.7 FM and through the University's website. Faculty Advisor: Kim Cobb (cobbkim@wvstateu.edu).




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## **MUSIC ENSEMBLES**

The Music Department at WVSU offers students an array of performance opportunities through a wide variety of musical ensembles. Open to both music majors and students majoring in other academic areas, these performing groups provide students a rich opportunity for musical enrichment and cultural development. Performing ensembles include Band, Symphonic, Jazz Ensemble, Concert Choir, State Singers (chamber choir), Percussion Ensemble, Woodwind Ensemble, and Guitar Ensemble.

### **Choir**

WVSU is a great place for students who like to sing. 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 broad 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 music, vocal jazz, and arrangements of popular music. Director: Dr. Dirk Johnson (djohnson17@wvstateu.edu).

### **Band**

The WVSU 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 WVSU students. Director: Scott Woodard (swoodar1@wvstateu.edu).

## Academic Information

### Advisors

After admission to the University, a student will be assigned a faculty advisor. Usually the advisor is a faculty member who teaches courses in the student's chosen degree field. If the student is undecided about a degree program, the advisor will be someone generally knowledgeable about bachelor's degree programs.

Students must periodically schedule conferences with their advisors prior to registration. Advisors assist students with many University-related matters such as schedule planning, questions concerning degree programs, and academic procedures.

All students, including transfer students, must meet the requirements of the General Education component at West Virginia State University. Courses taken elsewhere and similar to those at West Virginia State University may be substituted. Students transferring from another state college or university in West Virginia will be governed by the Core Coursework Transfer Agreement approved by the Higher Education Policy Commission.

### MAJOR

The major is the sequence of courses taken by a student seeking a bachelor's degree which gives appreciable knowledge and skill in the chosen field. The normal requirement for a major is in the range of 34–48 credit hours. Some courses are required, but others are selected by the student from the courses offered in the department. Please consult the programs in each department regarding majors.

### MINOR

Students whose programs permit them to do so may elect one or more minor fields in addition to the major. A minor consists of approximately six courses designated by the department. Minors may be completed in the following areas in the College. Please consult the general catalog if you are interested in minors in other Colleges of the University.

## Interdisciplinary Minors

- African and African-American Studies
- Appalachian Studies
- Women's Studies
- International Studies

## Other Minors

- Studio Art, Art History
- Biology
- Business Administration (Accounting, Finance, Management, Marketing)
- Chemistry
- Communications (Broadcasting/Film, Journalism/Public Relations)
- Criminal Justice
- Economics
- English (Literature, Technical Writing, Writing)
- Health and Human Performance (Recreation, Athletic Training)
- History
- Information Systems
- Mathematics
- Modern Foreign Languages (French, Spanish)
- Music
- Political Science
- Psychology
- Sociology

## COGNATES

Cognates are courses which are closely related to or give support to the major.

## ELECTIVES

Electives are the courses that students choose for the remaining hours needed for graduation. Unless the curriculum designates a choice of certain courses, electives may be taken in any field of study. With written permission of the College Dean, up to four elective courses may be taken on a pass-fail basis.

## Field Experiences and Internships

A field experience is a short-term placement of a student in an appropriate setting for the purpose of observation and limited participation; it presents an opportunity to blend theory and practice. The experience is integrated with a course which meets on campus. An internship is a supervised work experience, paid or unpaid, in which the student works for a specified number of hours; the course has a set of objectives and evaluative categories. The student works under external professional supervision; however, a University supervisor is also assigned. Refer to the University catalog for detail.

## Cooperative Education

Cooperative Education is an academic program designed to integrate classroom learning with professional applications and experience under the supervision of professional practitioners. Further, the program is designed to enhance education and the local economy by providing students with opportunities for practical experience at a worksite and by providing businesses, agencies and industries with skilled employees. Refer to the University catalog for detail.

## Preprofessional Programs

Many of the courses in the College of Arts and Humanities may help students who intend to eventually go to professional schools, such as law school. Students need to become acquainted with the entry requirements of the professional school they wish to attend. Often students will find that the requirements for a West Virginia State University degree and for entrance into the professional school are similar. If so, they are encouraged to earn a degree while taking the courses required for admission to the professional school. For example, pre-law students might earn a bachelor's degree in English or Communications.

Advisors are available to assist students concerning a choice of an undergraduate curriculum that will equip them for entry into a professional school.

# Art



Dr. Reidun Øvrebø, Chairperson  
205 Davis Fine Arts  
(304) 766-3339  
ovrebore@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 arts 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.



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## BACHELOR OF ARTS IN ART

*120 hours required for graduation*

### GENERAL EDUCATION—50 TO 52 HOURS

Math Requirement: MATH 111

### MAJOR—46 HOURS

Art 103, 201, 203, 204, 205, 206, 207, 208, 217, 410 and 475. Six additional 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. Two courses from area of specialization: art history, ceramics, digital photography, drawing, graphic design, painting, photography, printmaking, or sculpture

### COGNATES\*—12 HOURS

Six sequential hours of the same modern foreign language, three hours of philosophy (PHIL 201) and three hours from Communications (COMM 241 or 343)

### ELECTIVES

To bring total to 120 hours

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## MINOR IN ART HISTORY

*15 hours*

ART 204 and 205; choose three courses from the following: ART 202, 314, 315, 316, 317, 318, 319, 320, 350, 411, 450, and 451

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## MINOR IN STUDIO ART

*15 hours*

ART 103 and 201; 204 or 205; choose one course from the following: ART 214, 217 or 252; choose one course from the following: ART 203, 206, 207, 208, and 209

\*May also satisfy General Education requirements.

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**CERTIFICATES OF COMPLETION IN ART**

**CERTIFICATE IN ART HISTORY—15 HOURS**

ART 204; 205; 9 HOURS FROM: ART 202; 316; 318; 319; 320; 350; 411; 450; 451. Special Topics courses in Art History, ART 399 OR 499, may be used.

**CERTIFICATE IN DIGITAL PHOTOGRAPHY—15 HOURS**

ART 103; 217; 252; 352; 452

**CERTIFICATE IN DRAWING—15 HOURS**

ART 103; 201; 214; 305; 402

**CERTIFICATE IN GRAPHIC DESIGN—15 HOURS**

ART 103; 217; 230; 313; 413

**CERTIFICATE IN PAINTING—15 HOURS**

ART 103; 201; 203; 306; 403

**CERTIFICATE IN PHOTOGRAPHY—15 HOURS**

ART 103; 201; 209; 310; 407

**CERTIFICATE IN PRINTMAKING—15 HOURS**

ART 103; 201; 206; 313; 405

**CERTIFICATE IN SCULPTURE—15 HOURS**

ART 103; 201; 207; 301; 406

**RBA AREAS OF EMPHASIS IN ART**

**AREA OF EMPHASIS IN ART HISTORY**

24 HOURS FROM ART 314, 315, 317, 318, 319, 320, 411, 450, 451, 399\* OR 499\* (\*IF ART HISTORY TOPIC)

**AREA OF EMPHASIS IN STUDIO ART**

24 HOURS FROM ART 301, 303, 305, 306, 310, 313, 352, 402, 403, 404, 405, 406, 407, 413, 452

# Suggested Course Sequence

## Art

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### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101 .....	1
MATH 111 .....	3
ENGL 101 .....	3
COMM 100 .....	3
ART 103 .....	3
G ED Fine Arts Elective.....	3

**Semester Total ..... 16**

#### 2ND SEMESTER

G ED Soc. Struct. ....	3
ENGL 102 .....	3
G ED 100 .....	3
ENGL 150 .....	3
G ED Fine Arts Elective.....	3

**Semester Total ..... 15**

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ART 201 .....	3
ART 204* .....	3
HIST 201* or HIST 202** or elective .....	3
G ED 200 .....	3
ART 217 .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

G ED Am. Trad .....	3
ART 205* .....	3
HIST 201* or HIST 202** or elective .....	3
G ED Nat. Sci.....	3-4
ART 203 .....	3

**Semester Total ..... 15-16**

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### JUNIOR YEAR

#### 1ST SEMESTER

Cognate for. Lang. ....	3
G ED Nat. Sci. ....	3-4
ART 209, 230 or 214.....	3
ART 206 .....	3
Elective .....	3

**Semester Total ..... 15-16**

#### 2ND SEMESTER

Cognate For. Lang. ....	3
PHIL 201 .....	3
ART 207 .....	3
ART 208.....	3
ART Hist. elective.....	3

**Semester Total ..... 15**

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### SENIOR YEAR

#### 1ST SEMESTER

ART 410.....	3
ART Hist. elective .....	3
ART specialization .....	3
COMM 241 or 343.....	3
Elective .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

HHP 122 or 157.....	2
ART specialization .....	3
ART 475 .....	1
Elective .....	3
Electives .....	3-5

**Semester Total ..... 12-14**

\*Due to their compatible content we recommend combining Hist 201 with Art 204, OR History 202 with Art 205

\*\*If Hist 201 has already been taken

## Course Descriptions

**Note:** All courses are 3 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: ART 101 with "B" or better, or ART 103 with "C" or better.*

### **ART 202. Non-Western Art**

A survey of the origins and character of the visual art of non-western cultures, with emphasis upon Oriental, Latin American, and African art.

### **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 the Renaissance to the contemporary art world. *Prerequisite: ENGL 101 and 102.*

### **ART 206. Printmaking I**

A studio course which 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 201 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: ART 201 with "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: ART 101 with "B" or better, or ART 103 with "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: ART 101 with "B" or better, or ART 103 with "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: ART 201 with "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 project. 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: ART 101 with "B" or better, or ART 103 with "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: ART 217 with "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: ART 101 with "B" or better, or ART 103 with "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: ART 207 with "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: ART 206 with "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: ART 203 with "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: ART 203 and 214 with "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: 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: ART 209 with "C" or better.*

**ART 312. Advanced Ceramics**

In addition to strengthening techniques in hand-built construction, tilemaking and mixed media will be taught. Reduction, pit and raku firing will be the methods for finishing forms. Six class hours per week.

*Prerequisite: ART 208 with "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: 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 the 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. You will work with one chosen topic or subject throughout the semester, and manipulate and alter imagery using both the camera, controlled lighting, and computer software. Having achieved a level of technical proficiency, you will critically examine cultural, political, aesthetic and ethical questions related to digital image making. Finally, you will work to develop an individual style of imagery, and progress toward a professional portfolio.  
*Prerequisite: ART 252 with "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: Completion of sophomore core courses and/or consent of the instructor.*

### **ART Advanced Studio Skills (1 to 9 credit 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 9 credit hours. *Prerequisite: ART 305 with "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 9 credit hours. *Prerequisite: 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 9 credit hours.

*Prerequisite: ART 312 with "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 9 credit hours. *Prerequisite: ART 303 with "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 9 credit hours.

*Prerequisite: ART 301 with "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 9 credit hours. *Prerequisite: ART 310 with "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: 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: 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 9 credit hours. *Prerequisite: ART 313 with "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: 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: EDUC 202, 316.*

## College of Arts and Humanities

### **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: 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**

You will design your own course under a stringent set of guidelines. In addition to producing a professional portfolio, you are required to utilize alternative processes and mixed media. The focus is the development of your digital portfolio as an artist.

*Prerequisite: ART 352 with "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 statement 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 area of concentration. Arranged. *Prerequisite: 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.

## Faculty

**Paula Clendenin, M.F.A.**, West Virginia University  
Painting, Printmaking, Sculpture

**Molly Erlandson, M.F.A.**, University of Michigan  
Ceramics, Photography

**Josh Douglas Martin, M.F.A.**, Full Sail University  
Graphic Design

**Reidun Øvrebø, Ph.D.**, Ohio University  
Art History, Interdisciplinary Arts

# Communications and Media Studies



Sherri Shafer, Ed. S., Chairperson  
Cole 207B  
304 766-3382  
sshaffer1@wvstateu.edu

Selected as one of West Virginia State University's "Peaks of Excellence" and awarded the distinction of being a "Program of Excellence" by the West Virginia Higher Education Policy Commission, the Communications 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. Graduate students in the Media Studies master's program support undergraduate students as lab assistants and collaborators on projects.

Eligible majors participate in a capstone internship intended to give them the opportunity to apply theories and skills in a professional communications setting. Communications/Media Studies graduates should be able to think critically; listen with a comprehending ear; write and speak with clarity, style and a personal voice; and make connections that go beyond the classroom experience.

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.

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## BACHELOR OF SCIENCE IN COMMUNICATIONS

*123 hours required for graduation*

### GENERAL EDUCATION—50 TO 52 HOURS

#### MAJOR—34 HOURS

COMM 101, 140, 162, 170, 205, 241, 261, 340, 400, 461; and 307 or 348

#### MATH REQUIREMENT

MATH 111

#### AREA OF EMPHASIS—18 HOURS

Choose 18 credit hours from one option; 1 course must be 300 or 400 level

#### Journalism/Writing

COMM 195, 225, 227, 326, 462; ENGL 303, 304, 429

#### Visual Media

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

#### Theatre

COMM 106, 171, 175, 270, 370, 470, 475; ENGL 315, 415

#### Broadcasting

COMM 106, 111, 262, 270, 343, 360, 362, 382, 462

#### Film

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

#### Public Relations

ART 217 (required), 252; COMM 105, 225, 227, 305, 370, 405; ENGL 429

**RESTRICTED ELECTIVES—9 HOURS**

Any three additional courses from the previous “area of emphasis” list.

**FREE ELECTIVES**

To bring total to 123 hours

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**MINORS**

**MINOR IN COMMUNICATIONS:**

**BROADCASTING/FILM—15 HOURS**

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

**MINOR IN COMMUNICATIONS:**

**JOURNALISM/PUBLIC RELATIONS—15 HOURS**

COMM 101, 205; 225 or 307; 405 or 227 or 326; ENGL 429

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**CERTIFICATES OF COMPLETION IN COMMUNICATIONS**

**CERTIFICATE IN BROADCASTING—18 HOURS**

COMM 106, 162; 261; 307; 360; 462

**CERTIFICATE IN DIGITAL MEDIA—18 HOURS**

COMM 285; 340; 382; 461; 409; ART 217

**CERTIFICATE IN FILM—18 HOURS**

COMM 140; 241; 341; 345; 348; 382

**CERTIFICATE IN INTERPERSONAL AND GROUP COMMUNICATIONS—15 HOURS**

COMM 100; 106; 270; 301; 409

**CERTIFICATE IN THEATRE—15 HOURS**

COMM 170; 175; 270; 370; 470

**CERTIFICATE IN PUBLIC RELATIONS—18 HOURS**

COMM 205; 305; 307; 405; ART 217; ENGL 429

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**REGENTS BACHELOR OF ARTS AREAS OF EMPHASIS**

**AREA OF EMPHASIS IN BROADCASTING—15 HOURS**

COMM 307; 343; 360; 362; 382; 462

**AREA OF EMPHASIS IN FILM—15 HOURS**

COMM 341; 343; 345; 370; 382; ENGL 346

**AREA OF EMPHASIS IN JOURNALISM/WRITING—15 HOURS**

COMM ENGL 303; 304; 326 (OR COMM 326); 419; COMM 462

**AREA OF EMPHASIS IN PUBLIC RELATIONS—15 HOURS**

COMM 3305; 405; ART 217; BA 301; 405; ENGL 429

## Suggested Course Sequence B.S., Communications

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### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101, Freshman Experience .....	1
ENGL 101 .....	3
G ED Fine Arts .....	3
MATH 111 .....	3
G ED 100 .....	3
COMM 101 .....	3

**Semester Total .....** 16

#### 2ND SEMESTER

ENGL 102 .....	3
COMM 100 .....	3
Elective .....	3
HHP 122 or 157.....	2
COMM 140 .....	3
Elective.....	1

**Semester Total .....** 15

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### SOPHOMORE YEAR

#### 1ST SEMESTER

G ED 200 .....	3
ENGL 150 .....	3
G ED Nat. Sci. ....	3-4
COMM 170 .....	3
COMM 261 .....	3

**Semester Total .....** 15-16

#### 2ND SEMESTER

G ED Soc. Struct.....	3
COMM 162 .....	3
COMM 241 .....	3
G ED Am. Trad. ....	3
COMM 205 .....	3

**Semester Total .....** 15

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### JUNIOR YEAR

#### 1ST SEMESTER

G ED Int'l Persp .....	3
G ED Nat. Sci.....	3-4
COMM 307 or 348.....	3
Emphasis .....	6

**Semester Total .....** 15-16

#### 2ND SEMESTER

G ED Int'l Persp .....	3
Restricted elective.....	3
Emphasis .....	6
HIST 201 or 202 .....	3

**Semester Total .....** 15

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### SENIOR YEAR

#### 1ST SEMESTER

COMM 461 .....	3
COMM 270 or 370.....	3
Restricted elective.....	3
Elective .....	3-6
Emphasis .....	3

**Semester Total .....** 15-18

#### 2ND SEMESTER

300-400 level emphasis.....	3
COMM 400 .....	4
Restricted elective.....	3
Elective .....	3
Emphasis .....	3

**Semester Total .....** 16

## Course Descriptions

**Note:** All courses are 3 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 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.

### **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 newscasting. 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. The Art of the Theatre**

An introduction to the art of the theatre through observed and participatory activities. The class will examine the nature of theatre and its relation to our culture and our lives through analysis of its many components, including directing, acting, dramatic literature, and design. *Prerequisite: Eligible for ENGL 101.*

### **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 173. American Musical Theatre**

The history and nature of American musical theatre from the minstrel shows of the 19th century to the contemporary Broadway stage. Emphasis will be placed on the development of the musical comedy format, a genre which has remained America's only original contribution to world drama.

### **COMM 175. Design and Lighting for Stage, Film and Television**

An introduction to the basic techniques of set and lighting design for the media and performing arts. Emphasis will be placed on practical application of theories through work on productions, projects and media/arts events.

### **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: ENGL 101.*

### **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: 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: 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: 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: COMM 140.*



### **COMM 245. Film History: The Documentary Tradition**

A survey of American and foreign documentary, ethnographic, and experimental film representative of major styles, movements, and directors in the development of the cinema. *Prerequisite: 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**

A study of the elements of acting, acting techniques, role analysis, group performance and improvisations.

### **COMM 275. Structure of the Drama**

An introduction to theatrical literature from the Greeks to present.

### **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: COMM 101, 170, 241 or consent of instructor. May be repeated for a maximum of six credit hours.*

### **COMM 301. Persuasion: Principles and Practices**

An advanced theoretical and applied course with emphasis on messages used in public relations, advertising, and politics. The course includes critical analyses, discussion of ethics, propaganda and subliminal persuasive methods used in mass communications. Each student will be required to apply principles learned to an original work aimed at one of the mass mediums of print, radio, or TV. *Prerequisite: COMM 100, 101 and 205.*

### **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: 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: ENG 102.*

### **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: 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: 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: 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: 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: 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: 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: COMM 261.*

### **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: COMM 170.*

**COMM 375. Theatre for Youth**

This course will introduce students to the basic principles of creative dramatics for young people. Offered in conjunction with Charleston Stage Company's Summer Arts Camps, students will have the opportunity to work with young people (K-12) in developing various theatre activities and production techniques.

**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: 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: 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, and related media agencies with the purpose of providing supervised work experience in the student's chosen area, and a minimum of 200 hours with the approved agency for 4 credit hours. Students must complete internship application prior to registration. *Prerequisite: Thirty credit hours of communications courses and permission of department chair. May be repeated up to 8 credits.*

**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: 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: 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 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: 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: 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: 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: 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: COMM 360.*

**COMM 470. Advanced Theatre Studies**

A co-curricular laboratory course emphasizing advanced skills and individual mastery of one of the following areas: acting, directing, or design and lighting. *Prerequisite: COMM 170 and 270 or 370.*

**COMM 475. 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 9 credits may be earned.

## Faculty

**Daniel Boyd, M.A.**, University of Arkansas  
Scriptwriting, International Cinema, Film Appreciation

**Robin Broughton, Ph.D.**, Ohio University  
Mass Media, Media Law, Media Theory and Criticism,  
New Media

**Kimberly Cobb, M.A.**, Marshall University  
Radio and TV Production

**T. Ford-Ahmed, Ph.D.**, Ohio University  
Public Relations, Writing for the Media

**Steve Gilliland, M.A.**, University of Arkansas  
Filmmaking, Animation, Film Appreciation

**Sam Holdren, M.F.A.**, Temple University  
Film, Mass Communications

**Susan Marrash-Minnerly, M.F.A.**, University of  
Virginia, Acting, Directing, Art of the Theatre

**Marc Porter, Ph.D.**, Indiana University  
Media Design, Film Appreciation, Filmmaking

**Sherri Shafer, Ed.S.**, Marshall University  
Speech, TV Production, Newscasting

**Ali Ziyati, Ph.D.**, Ohio University  
Public Relations, Mass Communications

# English

Juris G. Lidaka, Ph.D., Chairperson  
HH 224  
304-766-3055  
lidaka@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, and 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 the more traditional Literature Option, which prepares them for graduate study and professional school, the Professional Writing Option, which prepares students for a variety of careers as writers, or the 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 is 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 a teaching field in English, see the Professional Studies catalog sections for the Bachelor of Science in Education.

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**BACHELOR OF ARTS IN ENGLISH***120 hours required for graduation***GENERAL EDUCATION—50 TO 52 HOURS****MATH REQUIREMENT**

Must take MATH 111 or higher.

**MAJOR****Option A: Literature—42 hours**

Core Courses: ENGL 230, 250, 303, 315, 334, 401, 477

Select one from ENGL 320, 321, 350, or 351 (for students starting Fall 2006)

Select one from ENGL 316, 317, 408

Select one from ENGL 337, 338, 339, 340, 342, 343

Select five (5) additional Literature courses from 300/400 level (four (4) additional Literature courses from 300/400 level for students starting Fall 2006 or later)

**Option B: Professional Writing—45 hours**

Core Courses: ENGL 112, 204, 225, 228, 250, 303, 304, 315, 334, 477

Select one from ENGL 230, 255, 306, 401

Select one from ENGL 316, 317, 408

Select one from ENGL 337, 338, 339, 340, 342, 343

Select one from ENGL 227, 430, 431, 432

Select one from ENGL 310, 326, 429

**Option C: Technical Writing—42 hours**

Core Courses: ENGL 112, 160, 204, 228, 310, 311, 410, 412, 477; COMM 285

Select one from ENGL 250, 315, 402, 403, 405, 406, 407, 409

Select one from ENGL 316, 317, 408

Select one from ENGL 337, 338, 339, 340, 342, 343

Select one from ENGL 320, 321, 350, 351, 413, 414, 415

**COGNATES—9 HOURS (OPTION A),****15 HOURS (OPTION B),****OR 18 HOURS (OPTION C)****Option A: Literature**

Six hours in the same foreign language at the 200-level or above, excluding courses on foreign cultures taught in English. Three hours from among British, American, or World History (can be cross-listed with General Education Core).

**Option B: Professional Writing**

Six hours in the same foreign language at the 200-level or above, excluding courses on foreign culture taught in English. Nine-hour area study in a single discipline or a set of related disciplines, to be designed with and approved by the student's advisor (twelve-hour area study for those who entered before Fall 2003).

**Option C: Technical Writing**

Six hours in the same foreign language at the 200-level or above, excluding courses on foreign culture taught in English. Twelve-hour area study in a single discipline or a set of related disciplines, to be designed with and approved by the student's advisor.

**ELECTIVES**

To bring total hours to 120



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**MINOR IN LITERATURE—15 HOURS**

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

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**MINOR IN TECHNICAL WRITING—15 HOURS**

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

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**MINOR IN WRITING—15 HOURS**

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

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**CERTIFICATES OF COMPLETION IN ENGLISH**

**CERTIFICATE IN CREATIVE WRITING—15 HOURS**

ENGL 255; 304; 429; 6 HOURS FROM ENGL 430; 431;  
432

**CERTIFICATE IN TECHNICAL WRITING—18 HOURS**

ENGL 112; 160; 204; 310; 311; 410 OR 412

**CERTIFICATE IN LITERARY STUDIES—15 HOURS**

ENGL 250; 334; 9 HOURS FROM ANY 300- OR  
400-LEVEL LITERATURE COURSES IN THE  
DEPARTMENT

**CERTIFICATE IN DIVERSITY LITERATURE—18 HOURS**

ENGL 250; 342; 343; 347; 440; 337 OR 338

**CERTIFICATE IN WORLD LITERATURE—18 HOURS**

ENGL 154; 250; 320; 321; 350; 351

## Suggested Course Sequence English, Literature Option

### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101 .....	1
ENGL 101 .....	3
G ED Fine Arts .....	3
For. Lang. at the 100 level** .....	3
G ED 100 .....	3
COMM 100 .....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
ENG 150* .....	3
MATH 111 .....	3
G ED Am. Trad. ....	3
For. Lang. at the 100 level** .....	3
<b>Semester Total .....</b>	<b>15</b>

### SOPHOMORE YEAR

#### 1ST SEMESTER

ENGL 250*** .....	3
G ED Soc. Struct.....	3
G ED Nat. Sci. ....	3-4
For. Lang. at the 200 level.....	3
Optional Minor or Elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

ENGL 230 .....	3
ENGL 316, 317, or 408.....	3
For. Lang. at the 200 level.....	3
G ED Fine Arts .....	3
G ED 200 .....	3
<b>Semester Total .....</b>	<b>15</b>

### JUNIOR YEAR

#### 1ST SEMESTER

ENGL 303 .....	3
ENGL 337, 338, 339, 340, 342, or 343.....	3
HIST 201 or 202 .....	3
G ED Nat. Sci. ....	3-4
Optional Minor or Elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

ENGL 315 .....	3
Literature course, 300/400 Level.....	3
Literature course, 300/400 Level.....	3
HHP 122 or 157.....	2
Optional Minor or Elective .....	3
Optional Minor or Elective .....	3
<b>Semester Total .....</b>	<b>17</b>

### SENIOR YEAR

#### 1ST SEMESTER

ENGL 320, 321, 350 or 351.....	3
ENGL 401 .....	3
Literature course, 300/400 Level.....	3
Optional Minor or Elective .....	3
Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 334 or 342 .....	3
ENGL 477 .....	3
Literature course, 300/400 Level.....	3
Elective .....	3
Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

\*Prerequisite for all 300-400 level literature courses.

\*\*First-year foreign language courses may count as G ED credit.

\*\*\*Prerequisite for most 300-400 level literature courses.

## Suggested Course Sequence English, Professional Writing Option

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### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101 .....	1
ENGL 101 .....	3
G ED Fine Arts .....	3
For. Lang. at the 100 level** .....	3
G ED 100 .....	3
COMM 100 .....	3

**Semester Total ..... 16**

#### 2ND SEMESTER

ENGL 102 .....	3
ENG 150* .....	3
MATH 111 .....	3
G ED Am. Trad. ....	3
For. Lang. at the 100 level** .....	3

**Semester Total ..... 15**

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ENGL 250*** .....	3
ENG 112 .....	3
ENGL 230, 255, 306, or 401 .....	3
G ED Nat. Sci. ....	3–4
For. Lang. at the 200 level .....	3

**Semester Total ..... 15–16**

#### 2ND SEMESTER

ENGL 204 .....	3
ENGL 316, 317, or 408 .....	3
G ED Soc. Struct. ....	3
For. Lang. at the 200 level .....	3
G ED 200 .....	3

**Semester Total ..... 15**

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### JUNIOR YEAR

#### 1ST SEMESTER

ENGL 225 .....	3
ENGL 337, 338, 339, 340, 342 or 343 .....	3
G ED Nat. Sci. ....	3–4
HIST 201 or 202 .....	3
Elective .....	3

**Semester Total ..... 15–16**

#### 2ND SEMESTER

ENGL 315 .....	3
ENGL 303 .....	3
ART 217 or ART 230 .....	3
HHP 122 or 157 .....	2
G ED Fine Arts .....	3
Area study .....	3

**Semester Total ..... 17**

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### SENIOR YEAR

#### 1ST SEMESTER

ENGL 334 or 442 .....	3
ENGL 304 .....	3
ENGL 227, 430, 431, or 432 .....	3
Area study .....	3
Elective .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

ENGL 310 or 429 .....	3
ENGL 477 .....	3
Area study .....	3
Writing course .....	3
Elective .....	3

**Semester Total ..... 15**

\*Prerequisite for all 300–400 level literature courses.

\*\*First-year foreign language courses may count as G ED credit.

\*\*\*Prerequisite for most 300–400 level literature courses.

## Suggested Course Sequence English, Technical Writing Option

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### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101, Freshman Experience .....	1
ENGL 101 .....	3
G ED Fine Arts .....	3
For. Lang. at the 100 level** .....	3
G ED 100 .....	3
COMM 100 .....	3

**Semester Total ..... 16**

#### 2ND SEMESTER

ENGL 102 .....	3
ENG 150* .....	3
MATH 111 .....	3
For. Lang. at the 100 level** .....	3
G ED Am. Trad. ....	3

**Semester Total ..... 15**

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ENGL 160 .....	3
ENG 204 .....	3
G ED Nat. Sci. ....	3–4
For. Lang. at the 200 level.....	3
ENGL 250*** .....	3

**Semester Total ..... 15–16**

#### 2ND SEMESTER

ENGL 112 .....	3
ENGL 228 .....	3
G ED Soc. Struct.....	3
For. Lang. at the 200 level.....	3
G ED 200 .....	3

**Semester Total ..... 15**

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### JUNIOR YEAR

#### 1ST SEMESTER

ENGL 316, 317 or 408.....	3
ENGL 310 or 311 .....	3
G ED Nat. Sci. ....	3–4
HIST 201 or 202 .....	3
Area Study.....	3

**Semester Total ..... 15–16**

#### 2ND SEMESTER

COMM 285 .....	3
ENGL 410 or 412 .....	3
ENGL 337, 338, 339, 340, 342 or 343.....	3
G ED Fine Arts .....	3
HHP 122 or 157.....	2
Area study .....	3

**Semester Total ..... 17**

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### SENIOR YEAR

#### 1ST SEMESTER

ENGL 310 or 311 .....	3
ENGL 320, 321, 350 or 351.....	3
Area Study.....	3
Elective .....	3
Elective .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

ENGL 410 or 412 .....	3
ENGL 477 .....	3
Area study .....	3
Elective .....	3
Elective .....	3

**Semester Total ..... 15**

\*Prerequisite for all 300–400 level literature courses.

\*\*First-year foreign language courses may count as G ED credit.

\*\*\*Prerequisite for most 300–400 level literature courses.

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

### **ENGL 020. Introduction to College Writing**

This course is designed to help students improve their basic writing skills and to prepare them to take English 101. Major topics include drafting, revising, and proofreading essays, with a focus on paragraph and sentence skills. ENGL 020 is intended for students who are not eligible for English 101 Section.

### **ENGL 101. English Composition I**

This course emphasizes writing and reading as elements of active learning and critical thinking. *Prerequisite: Grade of "C" in a developmental writing course or eligible placement score. Must be completed within the first 60 hours of college credit.*

### **ENGL 102. English Composition II**

This course primarily focuses on the research writing process for a broad academic community. It covers basic research inquiry, use of the library with electronic and non-electronic sources, and techniques of formal writing. Attention is given to argumentation and critical thinking skills. *Prerequisite: ENGL 101. Must be completed within the first 60 hours of college credit.*

### **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: ENGL 101. 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: 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 open 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: 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: 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: ENGL 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: 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: 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: ART 101 and ENGL 102 or ENGL 112, with a final 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: 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: 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: 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: 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: ENGL 101 or permission of the instructor.*

### **ENGL 305. The Theory and Practice of 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: 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: 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: 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: 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: ENGL 250*

### **ENGL 316. American Literature to 1860**

A study of American literary tradition from the Colonial Period through the Civil War. *Prerequisite: ENGL 150 and 250.*

### **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: ENGL 150 and 250.*

### **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: ENGL 150 and 250.*

### **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: ENGL 150 and 250.*

**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: 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: ENGL 102 and 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: ENGL 102 and 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: ENGL 225.*

**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: ENGL 150 and 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: ENGL 150.*

**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: ENGL 150.*

**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: ENGL 150.*

**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: ENGL 150.*

**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: ENGL 150.*

**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: ENGL 150.*

### **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: ENGL 150.*

### **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: ENGL 150.*

### **ENGL 347. The Immigrant Experience in America**

Immigrant experiences in America as depicted in poetry, short stories, novels, and essays. *Prerequisite: ENGL 150.*

### **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: ENGL 150 and 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: ENGL 150.*

### **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: ENGL 150.*

### **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: ENGL 150.*

**ENGL 399. Special Topics in English**

A course designed for a topic of special current interest, including televised courses. *Prerequisite: 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: 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: ENGL 150 and 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: ENGL 150 and 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: ENGL 150 and 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: ENGL 150 and 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: ENGL 150 and 250.*

**ENGL 408. Contemporary American Literature**

A comparative and analytical study of the major works and trends in recent American Literature. *Prerequisite: ENGL 150 and 250.*

**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: ENGL 150 and 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 on-line 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: ENGL 112.*

### **ENGL 412. Information Design**

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 lecture. 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: 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 nineteenth century. *Prerequisite: ENGL 150 and 250.*

### **ENGL 414. The Modern Novel**

Focuses on the revolutionary experiments in style and form by novelists in the twentieth century. *Prerequisite: ENGL 150 and 250.*

### **ENGL 415. The Modern Drama**

Study, discussion, and analysis of the modern drama from Ibsen to present. *Prerequisite: ENGL 150 and 250.*

### **ENGL 421. Teaching English in Secondary School**

Background, principles and techniques of teaching English in the 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: EDUC 316, senior standing, and permission of instructor.*

### **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 of local and national publications, general circulation, business, industrial or public relations magazines. *Prerequisite: 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: 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: ENGL 304 or permission of instructor.*

### **ENGL 432. Creative Non-Fiction 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: 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: 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, poststructuralism, deconstruction, feminist theory, new historicism, and postmodernism. *Prerequisite: 75 credit hours.*

**ENGL 477. Senior Seminar**

Designed as a capstone experience for seniors in the Professional Writing and Literature 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 take the departmental assessment test and the University's graduate exit survey. A grade of "C" or better is required to pass/graduate. *Prerequisite: 90 credit hours.*

**ENGL 499. Special Topics in English**

A course designed for a topic of special current interest, including televised courses. *Prerequisite: Literature or writing courses as determined by the professor. See current schedule.*

## Faculty

**Timothy Alderman, Ph.D.**, Purdue University  
American Literature, Drama, Composition

**Karen Anderson, M.A., M.L.S.**, University of California, Los Angeles  
Composition, Introductory Literature

**Jessica Barnes-Pietruszynski, Ph.D.**, Illinois State University  
Advanced Composition, Victorian Literature

**Denise Giardina, M.Div.**, Virginia Theological Seminary  
Fiction Workshop, Theology, Literature

**Arnold Hartstein, Ph.D.**, The Ohio State University  
19th century Literature, Composition

**Thomas Kiddie, Ph.D.**, Rutgers University  
Technical Writing, Literature, German

**Juris G. Lidaka, Ph.D.**, Northern Illinois University  
Medieval Literature, History of the Language, Linguistics

**Anne McConnell, Ph.D.**, University of Colorado  
World Literature, Literary and Art Critical Theory

**Mbu' ulih Ngenge, Ph.D.**, University of Texas  
African Literature, Composition, Introductory Literature

**Jeffrey Pietruszynski, Ph.D.**, Illinois State University  
Shakespeare, Renaissance Literature, Composition

**Cat Pleska, M.F.A.**, Goucher College  
Composition, Creative Non-fiction

**Joan Randall, Ph.D.**, University of Rhode Island  
Women Writers, Southern Literature, History, Composition, Introductory Literature

**Kent Shaw, Ph.D.**, University of Houston  
Creative Writing

**Carolyn Sturgeon, Ph.D.**, Union Institute and University  
Holocaust Literature, Film and Literature, Advanced Composition.

**Carol Taylor-Johnson, Ph.D.**, The Ohio State University  
African-American Literature, Children's and Young Adult Literature, Composition.

**Robert Wallace, Ph.D.**, Indiana University of Pennsylvania  
Creative Writing, Composition, Introductory Literature

**David Wilson, Ph.D.**, West Virginia University  
English Education, Composition

# Modern Foreign Languages



Dr. Miguel Zapata, Chairperson  
229 Hill Hall  
mzapata@wvstateu.edu

The Department of Modern Foreign Languages offers several degree options: teaching specializations in French and Spanish from pre-kindergarten to adult levels, as well as degrees in International Studies-Foreign Language (French or Spanish). There are also two certificate options available and open to students and the community as a whole: Certificate of Proficiency in Spanish, and Certificate of Proficiency in French. There are also 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.

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## PLACEMENT PROCEDURES

If students have taken two years of high school French/Spanish, they may take a test to receive K credit for French/Spanish 101. (K credit awards three hours of credit toward graduation but does not contribute quality points toward the GPA.) A student earning K credit for French/Spanish 101 is eligible to enter French/Spanish 102. The test-out exam is offered the first week of classes, and the student must enroll in the course to receive credit. Students may enroll for an advanced class 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/ Spanish should see Professor Frye (210 Hill Hall) for placement in French or Professor Conner (228 Hill Hall) for Spanish.

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## MINORS IN FOREIGN LANGUAGE

### MINOR IN FRENCH—15 HOURS

FREN 101; 102; 201; 202; ONE FROM FREN 305; 311; 312

### MINOR IN SPANISH—15 HOURS

SPAN 101; 102; 201; 202; ONE FROM SPAN 305; 311; 312

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## CERTIFICATES OF COMPLETION IN FOREIGN LANGUAGE

### CERTIFICATE OF PROFICIENCY IN FRENCH—18 HOURS

FREN 101; 102; 201; 202; 305; ONE FROM FREN 306; 307; 311; 312; 401; 402

### CERTIFICATE OF PROFICIENCY IN SPANISH—18 HOURS

SPAN 101; 102; 201; 202; 305; ONE FROM SPAN 303; 306; 307; 311; 312; 401; 402

## Suggested Course Sequence, French or Spanish Specialization, Pre-Kindergarten–Adult Education

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### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101 .....	1
ENGL 101 .....	3
EDUC 200.....	3
G ED Soc. Struct.....	3
MATH 111 .....	3
FREN or SPAN 101.....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
EDUC 201.....	3
G ED Fine Arts .....	3
FREN or SPAN 102.....	3
PHYS 101 or 103.....	3
HHP122 or 157.....	2
<b>Semester Total .....</b>	<b>17</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

EDUC 202.....	3
ENG 201 .....	3
BIOL 101 .....	4
FREN or SPAN 201.....	3
G ED 100 .....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

EDUC 316.....	3
HIST 207 or 208 .....	3
ENGL 150 .....	3
G ED Fine Arts .....	3
FREN or SPAN 202.....	3
Elective .....	3
<b>Semester Total .....</b>	<b>18</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

EDUC 300.....	3
FREN or SPAN 305.....	3
FREN or SPAN 306.....	3
HIST 201 .....	3
Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

EDUC 319.....	3
EDUC 327.....	3
FREN or SPAN 307.....	3
G ED 200 .....	3
FREN or SPAN 312.....	3
Elective .....	3
<b>Semester Total .....</b>	<b>18</b>

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### SENIOR YEAR

#### 1ST SEMESTER

FREN or SPAN 311.....	3
FREN or SPAN 401.....	3
FREN or SPAN 407.....	3
EDUC 331.....	3
EDUC 426.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

Student Teaching.....	15
FREN or SPAN 402.....	3
PLUS Electives needed to complete graduation requirements of 128 hours	
<b>Semester Total .....</b>	<b>18+</b>

## Suggested Course Sequence, French or Spanish International Studies: Foreign Language Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
G ED Fine Arts .....	3
COMM 100 .....	3
SPAN or FREN 101.....	3
ARH 101 .....	1

**Semester Total .....** 16

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 111 .....	3
G ED Nat. Sci.....	3-4
G ED Fine Arts .....	3
SPAN or FREN 102.....	3
HHP 122 or 157.....	2

**Semester Total .....** 17-18

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### SOPHOMORE YEAR

#### 1ST SEMESTER

SPAN or FREN 201.....	3
G ED Am. Trad. ....	3
G ED 200 .....	3
Free Elective .....	3
Elective towards Minor*.....	3

**Semester Total .....** 15

#### 2ND SEMESTER

SPAN or FREN 202.....	3
Free Elective .....	3
ENGL 150 .....	3
HIST 201 or 202 .....	3
Elective towards Minor*.....	3

**Semester Total .....** 15

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### JUNIOR YEAR

#### 1ST SEMESTER

Elective towards Minor*.....	3
SPAN or FREN 305.....	3
SPAN or FREN 311.....	3
GED Social Structure .....	3
Study Abroad .....	3-6

**Semester Total .....** 15-18

#### 2ND SEMESTER

INTS 210.....	3
SPAN or FREN 306.....	3
SPAN or FREN 312.....	3
G ED Natural Science.....	3-4
Elective towards Minor*.....	3

**Semester Total .....** 15-16

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### SENIOR YEAR

#### 1ST SEMESTER

SPAN or FREN 401.....	3
Cognate .....	3
Cognate .....	3
Elective towards Minor*.....	3
Free Elective .....	3

**Semester Total .....** 15

#### 2ND SEMESTER

SPAN or FREN 402.....	3
Cognate .....	3
Free Elective .....	3
Free Elective .....	3
Free Elective .....	3

**Semester Total .....** 15

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

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### 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: CHIN 101.*

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### 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: FREN 101, 1 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: FREN 102 or 2 years' 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: 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: FREN 202.*

#### FREN 306. Phonetics

Application of phonetics: intonation, pronunciation, special difficulties. *Prerequisite: 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: FREN 305 or permission of instructor.*

**FREN 311. French Civilization and Culture**

Developing understanding and appreciation of the culture of France, history, traditions, contributions to world civilization. *Prerequisite: 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: 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: 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: 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: 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. (Concurrent with SPAN 407 Teaching of Modern Foreign Languages.) *Prerequisite: 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: 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: 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.

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## GERMAN

### **GERM 101. Elementary German**

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**

A continuation of GERM 101. Language laboratory assignments should be expected. *Prerequisite: 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: GERM 102 or equivalent.*

### **GERM 202. Intermediate German II**

A continuation of GERM 201. Language laboratory assignments should be expected. *Prerequisite: GERM 201 or equivalent.*

### **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.

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## INTERNATIONAL STUDIES

International Studies is an interdisciplinary study. All the courses are described in the University Catalog or in the College Bulletin except for Introduction to International Studies, which is described below.

### **INTS 210. Introduction to International Studies**

The course draws from history, anthropology, political science, sociology, and literature. It focuses on ways of looking at the world, an investigation of issues that arise as we try to study the world from an international perspective. It is largely a course on who we are as individuals; how we fit in the “global society” as individuals, institutions, groups of peoples, communities, networks and nations; what are our most important concerns; and who defines and controls all of this.

### **INTS 250. Diversity in Africana Studies**

This course explores the lived experiences of groups connected to the African diaspora in a complex changing world. It examines how the African presence has impacted life, culture, and history in our multicultural world. While the course focuses on persons of African descent in the Americas and other parts of the world, it provides some discussion of various groups of non-African descent and how they have had to come to terms with their presence. This course examines historical and contemporary issues. *May substitute for GED 200.*

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## JAPANESE

### **JAPN 101. Beginning Japanese**

Designed to develop basic Japanese sounds, vocabulary, sentence structure, and speaking skills. Introduction to Japanese culture.

**JAPN 102. Elementary Japanese**

Continuation of communication activities of Japanese 101. Special attention to developing oral proficiency and understanding Japanese culture.

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**RUSSIAN**
**RUSS 101. Elementary Russian**

Beginning work in four basic skills: understanding, speaking, reading, and writing. Emphasis on conversation and grammatical structure. Introduction to Russian culture and civilization. Language laboratory assignments should be expected.

**RUSS 102. Elementary Russian**

A continuation of RUSS 101. Language laboratory assignments should be expected. *Prerequisite: RUSS 101 or equivalent.*

**RUSS 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 Russian is spoken.

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**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: SPAN 101, 2 years' high school Spanish or equivalent.*

**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: 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: SPAN 202.*

**SPAN 306. Phonetics**

Application of phonetics, intonation, pronunciation, special difficulties. *Prerequisite: 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: 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: 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: 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: permission of instructor.*

### **SPAN 401. Spanish Literature**

Readings in prose and poetry by outstanding Spanish authors. *Prerequisite: SPAN 305.*

### **SPAN 402. Spanish-American Literature**

Readings in prose and poetry by outstanding Spanish-American authors. *Prerequisite: 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: EDUC 316 and 18 hours of Spanish.*

### **SPAN 444. Latin America**

A study of the values and lifestyles of Latin Americans in the twentieth 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. In English. *Prerequisite: 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.

## Faculty

**Rebecca Conner, M.A.**, West Virginia College of Graduate Studies  
Spanish language, intensive Spanish in Costa Rica.  
Language Lab Director

**Mary Frye, M.A.**, West Virginia University  
French language, civilization, and literature courses.

**James Natsis, Ph.D.**, Ohio University  
International Studies, Africana Studies

**Miguel Zapata, Ph.D.**, University of Arkansas  
Spanish language, civilization, and literature courses.

# Music



Professor Scott Woodard,  
Chairperson  
311 Davis Fine Arts  
304 766-3190  
swoodar1@wvstateu.edu

The purpose of the Department of Music is to prepare and develop 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.

The music department offers courses in theory, history, appreciation, conducting, technology, and various ensembles (including choir, band, jazz, percussion, brass, woodwind, and handbell). Music majors, as well as students in other programs, have the opportunities of musical enrichment and cultural development.

The Music Education student must declare a music performance area, e.g., piano, voice, trumpet, clarinet. See complete listings in catalogue. A minimum of six public performances in student solo recitals is to be made prior to the second semester of the senior year. A student 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.



Upon the completion of Music 211, students pursuing the music education degree must pass the piano proficiency examination given during the sophomore or junior 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 Artist Series events, recitals, concerts, and meetings or workshops sponsored by the department is required of all music students each semester. The department suggests that courses be taken in sequence whenever possible (refer to teacher education section for requirements in the grades K-12 comprehensive program, and the teacher education handbook). Additional policies and procedures are outlined in the Department of Music Student Handbook.

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## MINOR IN MUSIC—16 HOURS

MUS 115, 101, 107, 110, 191, 150, 160, 161, and 307 OR 207. Choose one course from MUS 305, 306, 313, 314, 405.

## Suggested Course Sequence Music Education

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### FRESHMAN YEAR

#### 1ST SEMESTER

ARH 101 .....	1
ENGL 101 .....	3
G ED 100 .....	3
MATH 100/101/111 .....	3
MUS 191* .....	1
MUS 101 .....	3
MUS 110 .....	1
MUS 150/160 .....	1
MUS 115 .....	1
<b>Semester Total .....</b>	<b>17</b>

#### 2ND SEMESTER

ENGL 102 .....	3
EDUC 200 .....	3
MUS 102 .....	3
MUS 192* .....	1
MUS 111 .....	1
MUS 150/161 .....	1
MUS 116 .....	1
G ED FINE ARTS .....	3
<b>Semester Total .....</b>	<b>16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

EDUC 201 .....	3
ENGL 150 .....	3
MUS 291* .....	1
MUS 123 .....	1
MUS 150/160 .....	1
MUS 201 .....	3
MUS 303 .....	3
MUS 210 .....	1
MUS 215 .....	1
<b>Semester Total .....</b>	<b>17</b>

#### 2ND SEMESTER

EDUC 202 .....	3
MUS 292* .....	1
MUS 124 .....	1
MUS 150/161 .....	1
MUS 202 .....	3
MUS 216 .....	1
MUS 304 .....	3
MUS 211 .....	1
HIST 201/202 .....	3
<b>Semester Total .....</b>	<b>17</b>

\*Students enrolled in Applied Music (MUS 191-492) must be enrolled in a major ensemble each semester of applied study, with the exception of the Student Teaching semester.

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**JUNIOR YEAR**

**1ST SEMESTER**

MUS TECH 320/EDUC 300.....	3
MUS 391*.....	2
MUS 150/160.....	1
MUS 305.....	3
MUS 314.....	3
MUS 307.....	3
HIST 207/208.....	3
<b>Semester Total .....</b>	<b>18</b>

**2ND SEMESTER**

SOC 101.....	3
G ED 200 .....	3
EDUC 316.....	3
MUS 392*.....	2
MUS 150/161.....	1
MUS 313.....	3
ENGL 201 .....	3
<b>Semester Total .....</b>	<b>18</b>

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**SENIOR YEAR**

**1ST SEMESTER**

G ED Int'l Perspectives.....	3
HHP 122/157 .....	2
MUS 491*.....	2
MUS 306.....	3
G ED SCIENCE.....	3-4
MUS 405.....	3
MUS 151/160.....	1
<b>Semester Total .....</b>	<b>17-18</b>

**2ND SEMESTER**

EDUC 319/320 .....	3
EDUC 327.....	3
EDUC 426.....	2
BIOL 101.....	4
MUS 492*.....	2
EDUC 331.....	3
<b>Semester Total .....</b>	<b>17</b>

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**YEAR 5—STUDENT TEACHING SEMESTER**

EDUC 480.....	12
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\*Students enrolled in Applied Music (MUS 191-492) must be enrolled in a major ensemble each semester of applied study, with the exception of the Student Teaching semester.

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

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### MUSIC EDUCATION

#### **MUS 105. Music Skills for Classroom Teachers**

(3 credit hours)

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 207. Choral Conducting**

Introduction to basic conducting techniques. Choral conducting techniques and problems: rehearsal and procedures, development of stylistic interpretation, score reading and analysis. Practical application through the media of the Concert Choir and a vocal ensemble comprised of class participants. *Prerequisite:* MUS 101. *Take with MUS 150.*

#### **MUS 305. Woodwinds and Strings: Class Instruction**

A study of correct tone production, technical procedures, care of the various instruments, and an introduction to the appropriate literature for different grade levels.

#### **MUS 306. Brass and Percussion Instruments: Class Instruction**

A study of correct tone production, technical procedures, care of the various instruments, and an introduction to the appropriate literature for different grade levels.

#### **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 comprised of class participants. *Prerequisite:* 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:* MUS 101 or 105 and CS 106 or permission of instructor.



### **MUS 313. Teaching Music in the Elementary and Middle Schools**

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: EDUC 316.*

### **MUS 314. Teaching Music in the Middle and Secondary Schools**

A unified and balanced approach to the study of music instruction at the middle and senior high school levels. Phases and problems of the choral and instrumental program, as well as the area of music education directed and influenced by the philosophy that music is a significant and integral part of intellectual and aesthetic growth. *Prerequisite: EDUC 316.*

### **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, multi-media 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.

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## **MUSIC THEORY, HISTORY AND LITERATURE**

### **MUS 101. Elementary Theory I**

A beginning course in music theory that 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, texture. The ability to read music and play an instrument or sing is required.

### **MUS 102. Elementary Theory II**

A continuation of the development of writing and analytical skills. This course includes the study of music structures and forms, binary and ternary, through style analysis; the specific language of dominant seventh chords; other seventh chords, secondary dominant chords, altered tones, and modulation. *Prerequisite: MUS 101.*

### **MUS 104. American Music: A Panorama**

American music in the twentieth 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 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 115. Elementary Aural Theory I**

*(1 credit hour)*

Material of easy to moderately easy tonal and rhythmic content: sight singing, rhythm reading, melodic, harmonic and rhythmic dictation, internal and chord identification, chord progressions, and related activities. Meets two hours weekly.

**MUS 116. Elementary Aural Theory II***(1 credit hour)*

Material of easy to moderately easy tonal and rhythmic content: sight singing, rhythmic reading, melodic, harmonic and rhythmic dictation, interval and chord identification, chord progressions, and related activities. Meets two hours weekly. *Prerequisite: MUS 115.*

**MUS 201. Advanced Theory III**

A continuation and expansion of the elementary theory background by focusing on musical styles from the Renaissance to the 18th century. Includes more complex chords and analysis of musical procedures found in polyphonic compositions from the Renaissance and Baroque, and procedures such as theme and variation, rondo, and sonata form found in homophonic compositions from the classical era. Analytical, historical, and compositional perspectives are stressed for students' added insight into performance of their own musical repertoire. *Prerequisite: MUS 102, 116.*

**MUS 202. Advanced Theory IV**

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. *Prerequisite: MUS 201, 215.*

**MUS 303. History and Literature of Music I**

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: MUS 102.*

**MUS 304. History and Literature of Music II**

A continuation of the survey of music history and literature spanning the periods referred to as Classical, Romantic, Impressionistic 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: MUS 102, 203.*

**MUS 205. Jazz Improvisation and Arranging**

The functions of this course will be two-fold: (1) the exploration of various procedures and techniques in rhythmic and melodic improvisation as applied to the voice and other instruments; (2) the study of chord inversions, voice leading, and instrumental color in composing and arranging for the large and small jazz ensemble.

**MUS 215. Advanced Aural Theory III** *(1 credit hour)*

Material of moderate to moderately difficult tonal and rhythmic content: sight singing, rhythm reading, melodic, harmonic and rhythmic dictation, internal and chord identification, chord progressions, and related activities. Meets two hours weekly. *Prerequisite: MUS 116.*

**MUS 216. Advanced Aural Theory IV** *(1 credit hour)*

Material of moderately difficult to difficult tonal and rhythmic content: sight singing, rhythmic reading, melodic, harmonic and rhythmic dictation, interval and chord identification, chord progressions, and related activities. Meets two hours weekly. *Prerequisite: MUS 215.*

### **MUS 221. Sacred Vocal-Choral Literature**

An overview of music literature for the church, with particular attention given to the more accessible literature of the last several centuries. Study of both solo and ensemble works and their historical functions in the worship service. Also involves some basic aspects of choral arranging and editing for performance.

### **MUS 405. Orchestration and Arranging**

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. Projects will be performed by students in the class and other ensembles in the department. *Prerequisite: MUS 102 or permission of instructor.*

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## **ORGANIZATIONS AND ENSEMBLES**

### **MUS 130. College Singers (1 credit hour)**

Select 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: 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: Audition required, concurrent enrollment in a major ensemble.*

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## **APPLIED MUSIC**

### **MUS 191, 192, 291, 292. 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. *Prerequisite: Audition required.*

**MUS 391, 392, 491, 492. Advanced 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: MUS 292.*

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**SECONDARY PIANO**

**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: MUS 110.*

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**SECONDARY VOICE**

**MUS 123. Voice Class** (1 credit hour)

Basic instruction in proper vocal production, including breathing, phonation, resonance and diction; knowledge of physiology of the voice; and development of a basic repertoire. Designed for non-music and non-vocal music majors who read music. *Prerequisite: Ability to read music.*

**MUS 124. Voice Class** (1 credit hour)

A continuation of Music 123; further instruction in vocal techniques including expansion of range and dynamic capabilities; and expansion of repertoire. *Prerequisite: MUS 123 or demonstrated equivalent.*

## Faculty

**Scott Christian, M.M.**, Cleveland Institute  
Percussion, Theory

**Christopher Clark, M.M.**, University of Louisville  
Woodwinds, Theory

**Dirk Johnson, D.M.A.**, University of Cincinnati  
Choral Conducting, Music Education, Choir, Voice

**Brenda Vanderford, M.M.**, Northwestern University  
Music Appreciation, Music Skills, Music Theory, Piano

**Scott Woodard, M.A.**, Marshall University  
American Music, Band, Jazz Ensemble, Brass, Music  
Education, Instrumental Conducting, Music History

# Media Studies Graduate Program



Dr. Robin Broughton,  
Coordinator  
Cole 201  
304 766-3274  
rbroughton@wvstateu.edu

The M.A. in Media Studies is an integrated, interdisciplinary program intended for students with a traditional undergraduate education and some experience in communications and digital media.

Students graduating with this degree, unique in West Virginia, are ideally suited to take advantage of the expanding job possibilities in graphic design, digital video production, interactive media and multimedia production, electronic publishing, and on-line information services. Media Studies graduates are prepared for careers as communication experts in such venues as commerce and industry, education and entertainment, and government and the not-for-profit sector. Graduates are also prepared to continue their graduate work toward a doctoral degree. Students will graduate with design, technical, and critical skills and will be well-equipped to address the many challenges faced by corporations, small businesses, government agencies, non-profit organizations and educational institutions as they venture into the digital millennium.

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## ADMISSION REQUIREMENTS

Students admitted to the Media Studies M.A. program must have:

- A bachelor's degree from a regionally accredited college or university
- Overall undergraduate GPA of 3.0 on a 4 point scale
- Minimum score of 950 on Graduate Record Exam (GRE)
- Three letters of recommendation addressing applicant's academic competencies
- Minimum TOEFL score of 550 for students whose native language is not English (The Test for Spoken English will also be required.)

Conditional admission may be granted during the last semester of a student's baccalaureate program. While it is preferred that applicants hold a baccalaureate degree in the humanities, the fine arts, or social sciences (preferably with some coursework in communications, film, videography, computer science, or Media Studies), applications are sought from graduates in any discipline who can demonstrate a serious and committed approach to the subject. Some undergraduate remediation may be necessary for students with minimal computer literacy and/or no previous coursework or experience in such areas as filmmaking, video production and mass media theory.

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## MASTER OF ARTS IN MEDIA STUDIES

*36 hours required for graduation*

### FOUNDATION CORE REQUIREMENTS

9 hours. MS 500 (Media Design), MS 501 (Critical Approaches to Media Studies), MS 502 (Graduate Research and Writing)

### ADVANCED CORE REQUIREMENTS

6 hours. Choose 1 (one) 3-hour course at the 600 level from each of the two program concentrations (Digital Media, Media Theory & Criticism)

### CONCENTRATION

9 hours. Students choose 3 courses in one approved area of concentration. Three hours can be independent studies/directed research or readings courses.

### ELECTIVES

3 hours. Any 500- or 600-level course.

### CAPSTONE COURSE

3 hours. MS 695 - Media Systems Management

### THESIS/PROJECT REQUIREMENT

6 hours. The thesis or project requirement requires students to conduct and complete independent research that is relevant to the theoretical issues and topics covered in the M.A. program and demonstrates familiarity with, and skill in, applying appropriate research methods. Alternatively, students can choose to complete a comprehensive media project, which may, for example, be relevant to their employment (e.g. as videographers, teachers, media specialists) as well as a detailed written evaluative report demonstrating its relevance to the program.



### CONCENTRATION OPTIONS:

#### Digital Media

Choose three courses from: MS 510, 541, 543, 548, 560, 565, 600, 610, 630, 640, 660.

#### Media Theory & Criticism

Choose three courses from: MS 505, 515, 525, 561, 580, 635, 70, 675-676.

## Graduate Courses

### MS 500. Media Design

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: Admission to the Media Studies graduate program or permission of the instructor.*

### MS 501. 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 web sites. *Prerequisite: 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: 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: 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: 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: MS 505.*

### **MS 525. 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: Admission to the Media Studies graduate program or permission of the instructor.*

### **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: 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: 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: 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: 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: 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: Admission to the Media Studies graduate program or permission of the instructor.*

**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: MS 500.*

**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: 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: MS 500 or permission of the instructor.*

**MS 645. Film Theory**

This course will examine various theoretical approaches to viewing, analyzing, producing, and writing about film. Students will read and discuss theories about the language of film; narrative, dramatic, and descriptive strategies; the representation of a reality; the medium of film – image and sound in motion; film artists; genres and conventions, especially in relation to postmodernism; the psychology of the spectator; economic and industrial factors in film production; social and ideological subtexts; and nonlinear approaches to narrative and filmmaking, such as hypertext. Readings will include a range of primary texts on film and narrative theory. In-class screenings will allow students to apply various theories to a variety of films. *Prerequisite: Admission to the Media Studies graduate program or permission of the instructor.*



### **MS 655. Film History**

Motion picture films have a history of approximately 115 years. We may divide the films produced in this time-frame into three types: narrative, nonfiction—including documentary—and experimental. This course will provide an examination of exemplary films, directors, styles, genres, movements, studios, national cinemas, technologies as well as historical, cultural, economic, and political contexts of the films studied. This course is designed to provide Media Studies graduate students with an adequate foundation in narrative, documentary, and experimental film history, directors, styles, etc. This foundation will prepare them to successfully research, plan, and implement their theses/projects—the culmination of each one's Master's degree.

Instruction and learning will be accomplished through the screening and discussion of films, and the reading and discussion of published articles and portions of books. A few selected films will be screened in class, with the majority of them screened out of class via whatever source media the students decide to access. This out-of-course access is the responsibility of the students. *Prerequisite: MS 500, MS 501, and MS 502; or permission of the instructor and graduate program coordinator.*

### **MS 670. Seminar: The Information Society**

Students will study the influence of modern mass media (press, broadcast, Internet, film, etc.) and its related industries and how they define and shape public concerns and perceptions about major social issues. In addition, students will examine the relationship between popular culture and broader questions of economic, community, and social politics. Students will take responsibility for presenting much of the material to be discussed in this class. *Prerequisite: MS 501 or permission of the Instructor.*

### **MS 675–676. Seminar 1–3 Hours**

Areas of study not normally covered in other courses. Topics vary from semester to semester. *Prerequisite: Permission of the Instructor.*

### **MS 677–678. Special Topics 1–3 Hours**

Areas of study not normally covered in other courses. Topics vary from semester to semester. *Prerequisite: Permission of the Instructor.*

### **MS 695. Media Systems 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: Completion of 15 credits in Media Studies M.A. program.*

### **MS 696. Independent Research in Media Studies 1–3 Hours**

*Prerequisite: Permission of the Instructor.*

### **MS 697. Directed Readings in Media Studies 1–3 Hours**

*Prerequisite: Permission of the Instructor.*

### **MS 698–699. MEDIA STUDIES THESIS I & II 1–6 HRS.**

*Prerequisite: Permission of Graduate Advisor.*

## Media Studies Graduate Faculty

**Daniel Boyd, M.A.**, University of Arkansas  
Screenwriting, Producer's Seminar

**Robin Broughton, Ph.D.**, Ohio University  
Mass Media, Media Law, Media Theory and Criticism

**T. Ford-Ahmed, Ph.D.**, Ohio University  
Public Relations, Media Research

**Steve Gilliland, M.A.**, University of Arkansas  
Digital Video, Animation, Interactive Media

**Sam Holdren, M.F.A.**, Temple University  
Film, Mass Communications

**Barbara Ladner, Ph.D.**, Yale University  
Film Theory

**Reidun Ovrebo, Ph.D.**, Ohio University  
Media Theory, Graphic Design

**Marc Porter, Ph.D.**, Indiana University  
Media Design, Film Theory and Production

**Sherri Shafer, Ed.S.**, Marshall University  
Media Systems Management

**Ali Ziyati, Ph.D.**, Ohio University  
Public Relations



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# **College of Business and Social Sciences**

# College Information

## From the Dean



Congratulations on making one of the best decisions of your academic life. By choosing to enroll in the College of Business and Social Sciences at West Virginia State University, you are joining countless professionals committed to helping and

serving you with excellence. Thank you for your choice. This course guide outlines the College's major programs and benefits, as well as some of the unique community-oriented learning experiences you will encounter.

### OUR MAJORS AND AREAS OF SPECIALIZATION

Many of our major disciplines draw upon facets of each other to create a well-rounded, flexible educational curriculum. Business Administration (which includes business-focused concentrations such as accounting, finance, marketing, management and management information systems), Economics, History, Political Science, Psychology and Sociology/Philosophy are our core areas of emphasis. We also have an interdisciplinary degree program in International Studies, specifically in the areas of International Business, International Relations, and Africana Studies.

You may also accentuate your core education through minors and increase your marketability to employers upon graduation. Minors require taking 15–18 credit hours of study. Minors are available in Accounting, Economics, Finance, Management, Marketing, Philosophy, Political Science, Psychology, Sociology, or any of the fields included in the International Studies program, such as International Business, International Relations, and Africana Studies.

### INSTRUCTION THAT GOES BEYOND THE BOOKS

No matter which major you choose, you can be assured of instruction and unique opportunities for excellent

education. Some of our marks of excellence include, for example, the fact that our Business Administration and Economics programs are accredited through the ACBSP (Accreditation Council for Business Schools & Programs) while our History, Political Science and Sociology majors are noted for their close research and community involvement programs. Political Science students will have an opportunity to participate in one of the highly acclaimed internship programs. Our outstanding field work in Psychology and our exceptional post-graduate certificate program in Accounting are just a few of the many other ways we aim to surpass your educational expectations.

You'll also be working closely with some of the most intelligent and gifted professors. Our diverse faculty undertake continuing research and present papers at regional, national and international conferences in their fields of specializations and get published in peer-reviewed journals—a testament to their commitment to learning and sharing their knowledge with others. We also have a diverse population of highly motivated students. Our alumni are contributing to the welfare of their communities in various capacities and this is a great source of pride.

Top job recruiters representing both statewide and nationwide companies visit our campus frequently. This allows for students to have an opportunity to reach out to potential employers and learn in a timely manner what is needed from a college graduate.

No matter what area of study you want to undertake, rest assured that we believe that your success is our success. I welcome you on behalf of all the professors and staff of the College of Business and Social Sciences.

  
David Bejou

## Mission and Vision

Our College of Business and Social Sciences comprises the Departments of Business Administration and Social and Behavior Sciences which includes disciplines in Economics, History, International Studies, Political Science, Psychology, and Sociology/Philosophy. Each discipline is rooted in the interaction of individuals and groups with peers, with society, with governments, and with businesses. Each academic area brings a historical perspective of these interactions and workings over time to help students understand our current institutions and to formulate their prospective goal for the future. As new discoveries and events impact these disciplines, they are evaluated for inclusion into the knowledge base and the pedagogy.

### MISSION

The College of Business and Social Sciences offers a challenging, high-quality, and transformational student-centered undergraduate education. The College serves a diverse community to prepare students for success in a dynamic global marketplace, primarily through teaching, research, and service, while also addressing the needs of the region.

### GOALS

Our goal is to serve students by providing courses toward the fulfillment of their general education requirements, completion of minors, satisfaction of cognates, and the final attainment of a baccalaureate degree in the various areas of study offered in our College, specifically our goals are:

1. Our graduates will be able to communicate effectively
2. Our graduates will be able to think critically
3. Our graduates will demonstrate ethical and social responsibility
4. Our graduates will demonstrate technology proficiencies
5. Our graduates will demonstrate proficiency in their chosen disciplines



### CORE VALUES

and our core values are:

1. Excellence in teaching
2. Continuous improvement in curriculum
3. An orientation toward analytical and creative thinking
4. Ethical academic and business behavior
5. Commitment to professional placement of graduates
6. Active participation in the broader academic community through scholarly endeavors

The College of Business and Social Sciences also serves students in the Department of Education through courses that prepare them for their teaching fields. We also offer minor areas of study to students who major in other academic fields. Our Bachelor of Arts and Bachelor of Science degrees prepare students for employment in business, non-profit entities, government, social service agencies, and prepares them to pursue graduate studies.

Possessing the highest degrees in their disciplines our faculty aim to provide students with a course of study that extends beyond textbook concepts to include enabling them to understand how these concepts can be applied to their lives and their communities. In addition to accreditation of the University by our regional accrediting body, the North Central Association of Colleges and Schools, the programs of

## **College of Business and Social Sciences**

our Departments of Business Administration and of Economics are accredited by the Accreditation Council for Business Schools and Programs.

Recognizing the traditional role of the Social Sciences to understand people and the elements of their lives, recognizing the major element of work in the lives of individuals, and recognizing the historical roots of business and the social sciences, the College of Business and Social Sciences will foster collaboration in these fields. The mechanisms for collaboration will include, but not be limited to, the following:

- Coordinating field placements in Industrial and Organizational psychology to include Management and Marketing students.
- Fostering the minors of Business Administration and of Economics among the other departments in the College.
- Fostering a connection between International Studies, Political Science, Psychology, Sociology/Philosophy, History and Business Administration.
- Examining curricular design with modifications in cognates and general education requirements.

## College Structure

### College of Business and Social Sciences

Dr. David Bejou, Dean  
110 Hill Hall  
304 766-3069  
dbejou@wvstateu.edu

Mrs. Patty Goff  
Academic Program Associate  
112 Hill Hall  
304 766-3065  
goffpg@wvstateu.edu

### Bachelor of Arts

#### DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

Dr. M. Lois Lucas  
Department Chairperson

Mrs. Kathy Smith, Secretary Senior  
Economics, History, Political Science, Sociology,  
Psychology  
118 Hill Hall  
304 766-3180  
ksmith2@wvstateu.edu

#### ECONOMICS

Dr. Suvayan De  
Program Coordinator

#### HISTORY

Dr. Billy Joe Peyton  
Program Coordinator

#### INTERNATIONAL STUDIES PROGRAM

Dr. James Natsis, Coordinator

#### International Studies Program

##### Concentrations:

Africana Studies  
Communications  
International Business

International Relations  
Foreign Language (See College of Arts & Humanities)

#### POLITICAL SCIENCE

Dr. Frank Vaughan  
Program Coordinator

#### PSYCHOLOGY

Dr. Charles Perdue  
Program Coordinator

#### SOCIOLOGY & PHILOSOPHY

Dr. Manashi Ray  
Program Coordinator

### Bachelor of Science

#### BUSINESS ADMINISTRATION

Mrs. Deborah Williams  
Department Chairperson

#### Business Administration

##### Concentrations:

Accounting  
Finance  
Management  
Management Information Systems  
Marketing

Mrs. Letricia Easley, Secretary Senior  
Business Administration Department  
302 Cole Complex  
304 766-3129  
leasley@wvstateu.edu

## Student Organizations

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:

### University-Wide Honor Societies

#### **ALPHA KAPPA MU**

Junior and Senior National Honor Society

#### **PHI ETA SIGMA**

Freshman National Honor Society

#### **PINNACLE**

National Honor Society for Non-Traditional Students

### College of Business and Social Sciences Honor Societies

#### **ALPHA KAPPA DELTA**

International Sociology Honor Society

#### **DELTA MU DELTA**

International Honor Society in Business Administration

#### **OMICRON DELTA EPSILON**

International Honor Society in Economics

#### **PHI ALPHA THETA**

International Honor Society in History

#### **PHI SIGMA ALPHA**

National Honor Society in Political Science

#### **PSI CHI**

National Honor Society in Psychology

## Academic Information

### Advisors

After admission to the University, a student will be assigned a faculty advisor. Usually the advisor is a faculty member who teaches courses in the student's chosen degree field. If the student is undecided about a degree program, the advisor will be someone generally knowledgeable about bachelor's degree programs.

Students must periodically schedule conferences with their advisors prior to registration. Advisors assist students with many University-related matters such as schedule planning, questions concerning degree programs, and academic procedures.

Transfer students who have not completed an equivalent four-year degree general studies program must take the additional courses needed for the general studies component at West Virginia State University. Courses similar to those at West Virginia State University may be substituted. Students transferring from another State college or university in West Virginia will be governed by the Core Coursework Transfer Agreement approved by the Higher Education Policy Commission.

### MAJOR

The major is the sequence of courses taken by a student seeking a bachelor's degree that gives appreciable knowledge and skill in the chosen field. The normal requirement for a major is in the range of 34-48 credit hours. Some courses are required, but others are selected by the student from the courses offered in the department. Please consult the programs in each department regarding majors.

### MINOR

Students whose programs permit them to do so may elect one or more minor fields in addition to the major. A minor consists of approximately six courses designated by the department. Minors may be completed in the following areas in the College. Please consult the general catalog if you are interested in minors in other Colleges of the University.

- African and African-American Studies
- Appalachian Studies
- Business Administration
- Accounting
- Finance
- Management
- Management Information Systems
- Marketing
- Economics
- History
- International Studies
- Philosophy
- Political Science
- Psychology
- Sociology

### COGNATES

Cognates are courses that are closely related to or give support to the major.

### ELECTIVES

Electives are the courses that students choose for the remaining hours needed for graduation. Unless the curriculum designates a choice of certain courses, electives may be taken in any field of study. With written permission of the College Dean, up to four elective courses may be taken on a pass-fail basis.

### **Field Experiences and Internships**

A field experience is a short-term placement of a student in an appropriate setting for the purpose of observation and limited participation; it presents an opportunity to blend theory and practice. The experience is integrated with a course that meets on campus. An internship is a supervised work experience, paid or unpaid, in which the student works for a specified number of hours; the course has a set of objectives and evaluative categories. The student works under external professional supervision; however, a University supervisor is also assigned. Refer to the University catalog for details.

### **Cooperative Education**

Cooperative Education is an academic program designed to integrate classroom learning with professional applications and experience under the supervision of professional practitioners. Further, the program is designed to enhance education and the local economy by providing students with opportunities for practical experience at a worksite and by providing businesses, agencies and industries with skilled employees. Refer to the University catalog for details.

### **Pre-Professional Programs**

Many of the courses that students take in the College of Business and Social Sciences may help students who intend to eventually go to professional schools (such as law school). Students need to become acquainted with the entry requirements of the professional school they wish to attend. Often students will find that the requirements for a West Virginia State University degree and for entrance into the professional school are similar. If so, they are encouraged to earn a degree while taking the courses required for admission to the professional school. For example, pre-law students might earn a bachelor's degree in political science or history.

Advisors are available to assist students concerning a choice of an undergraduate curriculum that will equip them for entry into a professional school.

# Business Administration



Mrs. Deborah Williams  
Chairperson  
305 Cole Complex  
304 766-3058  
dwilli13@wvstateu.edu

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. The department is continually reevaluating its programs and activities toward the end of attracting and retaining more students in business.

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:

1. Communicate effectively and articulately in written, oral and electronic form as appropriate for business functions.
2. Think critically about business issues, theory, and application.
3. Use effective human relationship skills to work in a diverse culture and function positively in a team environment.
4. 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.
5. Evaluate business problems, gather, manipulate and interpret data, analyze alternatives, decide on most effective solution, implement solution and monitor results for continuous improvement.

Students must choose one of the five areas of concentration reflecting their particular interests: accounting, finance, management, management information systems and marketing.

West Virginia State University Business and Economics Degree programs are nationally 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.

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## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

*120 hours required for graduation*

### GENERAL EDUCATION—51–53 HOURS

### MAJOR—54–60 HOURS

**Core Courses** (33 hours): BA 115, 203, 209, 210, 215, 216, 301, 305, 310, 313, 420.

### Area of Concentration (select one)

- **Accounting:** BA 300, 308, 314, 315 or 325, 363, 364, 365, 403, 418.
- **Finance:** BA 316, 363, 414, 416, 421, 441; ECON 308
- **Management:** BA 314, 320, 346, 347, 440, 465, 475.
- **Marketing:** BA 335, 405, 424, 436; any three from BA 309, 311, 370, 411, 413, 433, or 442.

**COGNATES – 9 HOURS**

ECON 201, 202, and ENGL 204.

**MATH REQUIREMENT – MATH 120**

**ELECTIVES—TO BRING TOTAL TO 120 HOURS**

Up to 12 credit hours of COOP may be used for electives.

To be eligible to graduate students must maintain a minimum of a 2.0 GPA overall and a GPA in the major (BA courses) of 2.0 or better.

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**POST-GRADUATE PROGRAM 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, 308, 314, 315, 363, 364, 365, 403 and 418.

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**STUDENTS WISHING TO TAKE THE CERTIFIED PUBLIC ACCOUNTANTS 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 WV Board of Accountancy. See one of the Accounting Advisors for discussion of your options and recommendations for the model that best fits your situation.

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**MINORS IN BUSINESS ADMINISTRATION**

*(These minors are designed for non-business majors.)*

**MINOR IN BUSINESS ADMINISTRATION**

**ACCOUNTING—18 HOURS**

BA 210, 215, 216, 308, 314, 315

**MINOR IN BUSINESS ADMINISTRATION**

**FINANCE—18 HOURS**

BA 209, 210, 215, 216, 313, 414

**MINOR IN 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 120, ECON 201, and ECON 202 as prerequisites.

## Suggested Course Sequence Business Administration

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### FRESHMAN YEAR

#### 1ST SEMESTER

BSS 101 .....	1
ENGL 101 .....	3
MATH 120 .....	3
G ED 100 .....	3
G ED Nat. Sci. ....	3-4
COMM 100 .....	3

**Semester Total ..... 16-17**

#### 2ND SEMESTER

BA 115.....	3
ENGL 102 .....	3
G ED Soc. Struct. ....	3
G ED Nat. Sci. ....	3-4
HPRS 122 or 157.....	2

**Semester Total ..... 14-15**

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### SOPHOMORE YEAR

#### 1ST SEMESTER

BA 209.....	3
BA 210.....	3
BA 215.....	3
ECON 201.....	3
G ED Fine Arts.....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

BA 203.....	3
BA 216.....	3
G ED Fine Arts.....	3
ECON 202.....	3
HIST 201 or 202.....	3

**Semester Total ..... 15**

**Note:** For semesters five through eight see area of concentration.

## Accounting Concentration

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### JUNIOR YEAR

#### 1ST SEMESTER

BA 363.....	3
BA 314.....	3
BA 300.....	3
BA 313.....	3
G ED Int'l Persp. ....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 364.....	3
BA 315 or 325 .....	3
BA 301.....	3
ENGL 150.....	3
ENGL 204.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

BA 365.....	3
BA 308.....	3
BA 305.....	3
BA 310.....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 403.....	3
BA 418.....	3
BA 420.....	3
Free elective .....	3
G ED Int'l. Perspective.....	3
<b>Semester Total .....</b>	<b>15</b>

## Finance Concentration

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### JUNIOR YEAR

#### 1ST SEMESTER

BA 313.....	3
BA 301.....	3
BA 441.....	3
BA 363.....	3
G ED Int'l. Persp. ....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 416.....	3
BA 305.....	3
ENGL 204.....	3
ENGL 150.....	3
BA 310.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

BA 316.....	3
BA 414.....	3
ECON 308.....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 421.....	3
BA 420.....	3
Free elective .....	3
Free elective .....	3
G ED Int'l. Perspective.....	3
<b>Semester Total .....</b>	<b>15</b>

## Management Concentration

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### JUNIOR YEAR

#### 1ST SEMESTER

BA 301.....	3
BA 305.....	3
BA 346.....	3
ENGL 204.....	3
ENGL 150.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 310.....	3
BA 313.....	3
BA 314.....	3
BA 440.....	3
G ED Int'l Persp.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

BA 320.....	3
BA 347.....	3
BA 475.....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 465.....	3
BA 420.....	3
G ED Int'l Persp.....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

## Marketing Concentration

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### JUNIOR YEAR

#### 1ST SEMESTER

BA 305.....	3
BA 301.....	3
ENGL 150.....	3
ENGL 204.....	3
G ED Int'l Persp. ....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 335.....	3
BA 405.....	3
BA 313.....	3
BA 310.....	3
BA (Mkt. elective).....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

BA 436.....	3
BA (Mkt. elective).....	3
G ED Int'l Persp.....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

BA 424.....	3
BA (Mkt. elective).....	3
BA 420.....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

# Management Information Systems Concentration

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## FRESHMAN YEAR

### 1ST SEMESTER

BSS 101.....	1
MATH 120.....	3
G ED 100.....	3
G ED Natural Sciences.....	3-4
COMM 100.....	3
ENGL 101.....	3
<b>Semester Total .....</b>	<b>16-17</b>

### 2ND SEMESTER

ENGL 102.....	3
G ED Natural Science.....	3-4
G ED Fine Arts.....	3
HHP 122 or 157.....	2
BA 115.....	3
<b>Semester Total .....</b>	<b>14-15</b>

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## SOPHOMORE YEAR

### 1ST SEMESTER

BA 209.....	3
BA 210.....	3
BA 215.....	3
ECON 201.....	3
G ED Fine Arts.....	3
<b>Semester Total .....</b>	<b>15</b>

### 2ND SEMESTER

BA 203.....	3
BA 216.....	3
ECON 202.....	3
HIST 201 or 202.....	3
CS 101.....	3
<b>Semester Total .....</b>	<b>15</b>

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## JUNIOR YEAR

### 1ST SEMESTER

ENGL 150.....	3
BA 313.....	3
CS 102.....	3
G ED Internat. Persp.....	3
Free elective.....	3
<b>Semester Total .....</b>	<b>15</b>

### 2ND SEMESTER

BA 301.....	3
BA 305.....	3
CS 230.....	3
ENGL 204.....	3
G ED Internat. Persp.....	3
<b>Semester Total .....</b>	<b>15</b>

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## SENIOR YEAR

### 1ST SEMESTER

BA 310.....	3
BA 345.....	3
CS 240.....	3
G ED Social Structures.....	3
Free elective.....	3
<b>Semester Total .....</b>	<b>15</b>

### 2ND SEMESTER

BA 420.....	3
BA 480.....	3
CS 410.....	3
Free elective.....	3
Free elective.....	3
<b>Semester Total .....</b>	<b>15</b>

## Course Descriptions

**Note:** All courses are 3 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: 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: MATH 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: MATH 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: Eligible for ENGL 101. (This course fulfills the General Education requirement in American Traditions)*

### **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 the accounting for corporate assets, liabilities, and equities, as well as financial statement analyses.

*Prerequisite: ENGL 101 and MATH 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: 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: 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: 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. (formerly Fundamentals of Management) *Prerequisite: BA 115 and ENGL 102. (This course fulfills the General Education 200 requirement in the Interdisciplinary Matrix).*

### **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: 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: ECON 201 AND 202.*

### **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: 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: 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. (formerly Personnel Management-Human Relations) *Prerequisite: 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: BA 305.*

**BA 312. Personal Finance**

An overview of personal and family financial planning with an emphasis on financial record keeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments, and retirement and estate planning.

*Prerequisite: 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: BA 216 and 209.*

**BA 314. Cost Accounting**

A study of cost and managerial accounting procedures and concepts as applied to service and manufacturing enterprises. *Prerequisite: BA 216.*

**BA 315. Personal Income Tax Procedure**

An introduction to federal taxation of individuals. A conceptual approach is emphasized. *Prerequisite: 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: Grade of C or better in 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: Grade of C or better in BA 301; ENGL 102 and either PSYC 151 or SOC 101.*

**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: 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: 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: 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: ENGL 102.*

### **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: 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: 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: 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: BA 216, 301, 305; C S 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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: Grade of C or better in BA 363 and BA 364 or BA 365.*

**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: 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: 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: 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: Completion of 90 semester hours; grade of C or better in BA 305.*

### **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: 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: BA 313.*

### **BA 416. International Finance**

This course studies practical framework for understanding and conducting effective business and financial decision making by the multinational firms in an international context. This course meets the requirements of ECON 416. *Prerequisite: 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: 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: 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: BA 316.*

**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: 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: 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: 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: 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: 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: 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: 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: 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: BA 301 and 305.*

### **BA 465. International Management**

This course recognizes the growing cultural diversity in most 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: BA 310 and ECON 410.*

### **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: 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: 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: BA 216, 301, and 305.*

## Faculty

**Aleseyed, Cyrus M.** (2002), Associate Professor of Business Administration. B.S.B.A. Gilan College of Lahijan; M.B.A. Eastern New Mexico University; M.S. West Virginia University; Ph.D. West Virginia University, 1995.

Primary Courses Taught: Principles of Finance, Financial Management, Problems in Corporate Finance, International Finance, International Economics.

**Andersen, Mark G.** (2004), Assistant Professor of Business Administration. B.A. Point Loma College; M.B.A. California State University, San Bernadino, 1984.

Primary Courses Taught: Fundamentals of Management, Personnel Management-Human Relations, Organizational Behavior, Labor/Management Relations, Principles of Marketing, Retailing, Sales Management, Marketing Management.

**Bird, John D.** (2005), Assistant Professor of Business Administration. B.A. Marshall University; M.B.A. Marshall University Graduate College, 2003; M.A.T. Marshall University Graduate College, 2006.

Primary Courses Taught: Business Quantitatives; Fundamentals of Management.

**Goldberg, Edward C.** (1969), Associate Professor of Business Administration. B.S. University of Connecticut; J.D. West Virginia University, 1967.

Primary Courses Taught: Business Law I and Business Law II.

**Hodges, John P.** (1984), Assistant Professor of Business Administration. B.S. West Virginia University; B.A. West Virginia University; B.A. Marshall University; M.P.A. West Virginia University, 1981.

Primary Courses Taught: Financial Accounting, Cost Accounting, and Auditing.

**Lewis, Michael D.** (1989), Associate Professor of Business Administration. B.B.A. Marshall University; M.B.A. Marshall University, 1989.

Primary Courses Taught: Business Information Skills, Business Statistics, Math Analysis for Business Decisions, Management Science, Production and Operations Management.

**Mitiku, Abainesh** (1992), Professor of Business Administration DBA United States International University (now Alliant International University), 1992; MBA University of Nairobi, Kenya, 1982; BSc University of Colorado, 1969.

Primary Courses Taught: Strategic Management (Senior Seminar), International Business, International Management, Fundamentals of Management, Human Resources Management, Organizational Leadership.

Research Interests: Alignment of strategy, structure and organizational capability; International Business and Developing Nations; Issues of Sustainability as it relates to Business.

**Tillquist, Alan** (2011), Associate Professor of Business Administration. ; BS Hannibal-LaGrange College (1984); MBA Missouri State University, 1986; DBA Nova Southeastern University, 2002.

Primary Courses Taught: Organizational Behavior, Senior Business Seminar, Fundamentals of Management.

Research Interest: Health Insurance and Life Styles; Employee Performance Appraisal; Classroom Technology

**Williams, Deborah** (2005), Assistant Professor of Business Administration. B.S.B.A. West Virginia University; M.P.A. West Virginia University, 1982, CPA. (Department Chair.)

Primary Courses Taught: Introductory Financial Accounting, Introductory Managerial Accounting, Advanced Accounting.

# Department of Social & Behavioral Sciences



Dr. M. Lois Lucas,  
Chairperson  
120 Hill Hall  
304 766-3050  
mlucas@wvstateu.edu

The Department of Social & Behavioral Sciences comprises the following disciplines in which students may major and earn their degrees.

1. Economics
2. History
3. International Studies: Foreign Language (Spanish, French), International Business, International Relations, Africana Studies and Communications
4. Political Science
5. Psychology
6. Sociology/Philosophy

# Economics



Dr. Suvayan De  
Program Coordinator  
106 Hill Hall  
304 766-3095  
sde@wvstateu.edu

Economics is the study of how the economy works using descriptions, called models, of how individuals and organizations may make decisions to achieve their goals. Economic models are used to make predictions or forecasts.

The B.A. in the Economics program at this university 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 five concentrations—Business Economics, Financial Economics, International Economics, Political Economy, and Social Science. All concentrations share the same core requirements, while the course requirements vary at the concentration level. The cognate requirements for the various concentrations may be different or similar depending on the student's particular concentration.

There are many career options available to graduates of the Economics Department. These range from pursuing a professional career in government, business, finance, industry, or international organization, to pursuing graduate or professional education in economics, business, law, or public health administration.

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## BACHELOR OF ARTS IN ECONOMICS

*120 hours required for graduation*

### GENERAL EDUCATION—51–53 HOURS

### MAJOR—36 HOURS

Core— 24 hours: ECON 201, 202, 301, 302, 306, 308, 410, 420.

Plus— 12 hours of concentration-level courses:

**Business Economics Concentration:** Take one 300/400-level course from each of the following concentrations: Marketing, Finance (excluding BA 313), Management and Accounting.

**Financial Economics Concentration:** Take four upper-level Finance courses (excluding BA 313).

**International Economics Concentration:** Take four 300/400-level courses related to International Economics/Finance with advisor's approval (excluding Econ 410).

**Political Economy Concentration:** Take four courses from any 300/400-level Political Science courses (with advisor's approval).

**Social Sciences Concentration:** Take any four 300/400-level Economics courses other than those included in the Economics core (from ECON 305, 310, 320, 330, 340, 399, 401, 406, 411, 415, 416.)

## College of Business and Social Sciences

### **COGNATES - 18 HOURS**

(Three hours of MATH 120 satisfies G ED quantitative skills requirement)

MATH 120, BA 209 or MATH 206, BA 203, BA 210,  
plus one of the two options below:

1. Three courses from any one of the following disciplines: Political Science, Psychology, or Sociology.
2. BA 215, 216, and either 313 or 363. (313 if concentration is Business Economics or Financial Economics)

### **G ED MATH REQUIREMENT— MATH 120**

### **FREE ELECTIVES**

13–15 hours of college-level courses to bring total to 120 hours. (Up to 12 hours of Co-op Education may be taken for electives.)

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### **MINOR IN ECONOMICS – 15 HOURS**

ECON 201, 202, plus any three 300/400-level Economics courses.

## Suggested Course Sequence Business Economics Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

BSS 101 .....	1
ENGL 101 .....	3
G ED 100 .....	3
MATH 120 .....	3
COMM 100 .....	3
HHP 122 or 157 .....	2

**Semester Total ..... 15**

#### 2ND SEMESTER

ENGL 102 .....	3
BA 209/MATH 206 .....	3
G ED Natural Science.....	3-4
G ED Fine Arts .....	3
G ED Soc. Struct.....	3

**Semester Total ..... 15-16**

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ECON 201 .....	3
G ED Am. Trad .....	3
G ED 200 .....	3
BA 210.....	3
HIST 201 or 202 .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

ECON 202.....	3
BA 203 (cognate) .....	3
ENGL 150 .....	3
G ED Fine Arts .....	3
G ED Nat. Sci .....	3-4

**Semester Total ..... 15-16**

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### JUNIOR YEAR

#### 1ST SEMESTER

ECON 301.....	3
ECON 308.....	3
Cognate (BA-215) .....	3
300/400 level Management .....	3
G ED Int'l. Persp.....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

ECON 302.....	3
300/400 level Marketing.....	3
ECON 306.....	3
G ED Int'l Persp.....	3
Cognate (BA-216) .....	3

**Semester Total ..... 15**

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### SENIOR YEAR

#### 1ST SEMESTER

ECON 410.....	3
Free Elective .....	3
300/400 level Accounting .....	3
Cognate (BA 313).....	3
Free Elective .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

ECON 420.....	3
Free elective .....	3
300/400 level Finance.* .....	3
Free Elective .....	3
Free Elective .....	3

**Semester Total ..... 15**

\*excludes BA 313

## Financial Economics Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
MATH 120 (cognate) .....	3
COMM 100 .....	3
HHP 122 or 157 .....	2
BSS 101 .....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102 .....	3
BA 209/MATH 206 .....	3
G ED Natural Science .....	3-4
G ED Fine Arts .....	3
G ED Soc. Struct. ....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ECON 201 .....	3
G ED Am. Trad .....	3
G ED 200 .....	3
BA 210 .....	3
HIST 201 or 202 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 202 .....	3
BA 203 .....	3
ENGL 150 .....	3
BA 215 .....	3
G ED Nat. Sci .....	3-4
<b>Semester Total .....</b>	<b>15-16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

ECON 301 .....	3
ECON 308 .....	3
BA 216 .....	3
G ED Fine Arts .....	3
G ED Int'l. Persp .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 302 .....	3
BA 313 .....	3
ECON 306 .....	3
G ED Int'l Persp .....	3
Cognate (BA 216) .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

ECON 410 .....	3
Free Elective .....	3
BA 316 .....	3
BA 414 .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 420 .....	3
BA 416 .....	3
BA 421 .....	3
Free Elective .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

## International Economics Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
MATH 120 (cognate) .....	3
COMM 100 .....	3
HHP 122 or 157 .....	2
BSS 101 .....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102 .....	3
BA 209/MATH 206 (cognate) .....	3
G ED Natural Science .....	3-4
G ED Fine Arts .....	3
G ED Soc. Struct. ....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ECON 201 .....	3
G ED Am. Trad .....	3
G ED 200 .....	3
BA 210 (cognate) .....	3
HIST 201 or 202 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 202 .....	3
BA 203 (cognate) .....	3
ENGL 150 .....	3
G ED Fine Arts .....	3
G ED Nat. Sci. ....	3-4
<b>Semester Total .....</b>	<b>15-16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

ECON 301 .....	3
ECON 308 .....	3
Cognate .....	3
ECON 300/400 level .....	3
G ED Int'l. Persp .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 302 .....	3
ECON 306 .....	3
Free Elective .....	3
G ED Int'l Persp .....	3
Cognate .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

ECON 410 .....	3
International Econ/Finance (300/400 level) .....	3
Free Elective .....	3
Cognate .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 420 .....	3
International Econ/Finance (300/400 level) .....	3
International Econ/Finance (300/400 level) .....	3
Free Elective .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

## Political Economy Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
MATH 120 (cognate) .....	3
COMM 100 .....	3
HHP 122 or 157 .....	2
BSS 101 .....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102 .....	3
BA 209/MATH 206 (cognate) .....	3
G ED Natural Science .....	3-4
G ED Fine Arts .....	3
G ED Soc. Struct. ....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ECON 201 .....	3
G ED Am. Trad .....	3
G ED 200 .....	3
BA 210 (cognate) .....	3
HIST 201 or 202 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 202 .....	3
BA 203 (cognate) .....	3
ENGL 150 .....	3
G ED Fine Arts .....	3
G ED Nat. Sci. ....	3-4
<b>Semester Total .....</b>	<b>15-16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

ECON 301 .....	3
ECON 308 .....	3
Cognate .....	3
POL.SCI 300/400 level .....	3
G ED Int'l. Persp .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 302 .....	3
ECON 306 .....	3
Free Elective .....	3
G ED Int'l Persp .....	3
Cognate .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

ECON 410 .....	3
POL.SCI. (300/400 level) .....	3
Free Elective .....	3
Cognate .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 420 .....	3
POL.SCI. (300/400 level) .....	3
POL.SCI. (300/400 level) .....	3
Free Elective .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

## Social Science Concentration

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### FRESHMAN YEAR

#### 1ST SEMESTER

BSS 101.....	1
G ED 100.....	3
MATH 120 (cognate).....	3
COMM 100.....	3
HHP 122 or 157.....	2
ENGL 101.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102.....	3
BA 209/MATH 206 (cognate).....	3-4
G ED Natural Science.....	3
G ED Fine Arts.....	3
G ED Soc. Struct.....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ECON 201.....	3
G ED Am. Trad.....	3
G ED 200.....	3
BA 210 (cognate).....	3
HIST 201 or 202.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 202.....	3
BA 203 (cognate).....	3
ENGL 150.....	3
G ED Fine Arts.....	3
G ED Nat. Sci.....	3-4
<b>Semester Total .....</b>	<b>15-16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

ECON 301.....	3
ECON 308.....	3
Cognate.....	3
ECON 300/400 level.....	3
G ED Int'l. Persp.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 302.....	3
ECON 306.....	3
Free Elective.....	3
G ED Int'l Persp.....	3
Cognate.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

ECON 410.....	3
ECON (300/400 level).....	3
Free Elective.....	3
Cognate.....	3
Free Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ECON 420.....	3
ECON (300/400 level).....	3
ECON (300/400 level).....	3
Free Elective.....	3
Free Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

## Course Descriptions

**Note:** All courses are 3 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 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: ECON 201 and 202.*

### **ECON 302. Intermediate Microeconomics**

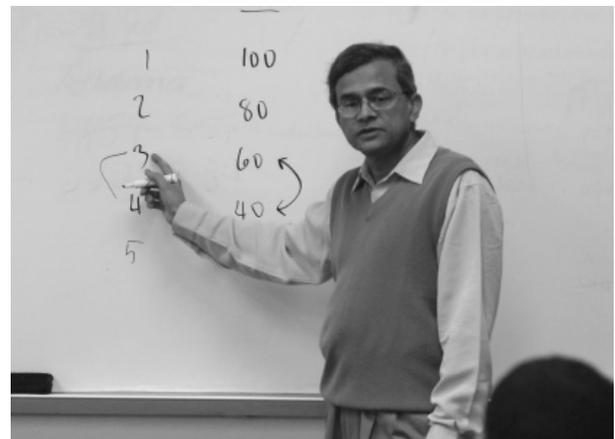
The course analyzes how consumers, firms, government, or any other economic units may make optimal decisions under various market conditions. Microeconomic theory is utilized to evaluate selected economic policies and practices of business firms and the government. Conditions for overall efficiency are also developed. *Prerequisite: ECON 201 and 202.*

### **ECON 305. Econometrics**

This course develops skills to estimate economic relationships grounded in economic theory. Students will use statistical software for estimation. Basic concepts of statistics will be used. *Prerequisite: 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: 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: ECON 201 and 202.

**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: 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: 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: 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: ECON 201 and 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: 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: 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: 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: 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: 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: ECON 201 and 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: ECON 201 and 202.*

### **ECON 416. International Finance**

This course studies practical framework for understanding and conducting effective business and financial decision making by the multinational firms in an international context. This course meets the requirements for BA 416. *Prerequisite: 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: 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: ECON 201, 202, 301, 302, 305, 306, and 308.*

## Faculty

**De, Suvayan** (2008), Assistant Professor of Economics. B. Sc. University of Calcutta; M. Sc. University of Calcutta; M.A. University of Memphis; Ph. D. University of Memphis, 2008. (Program Coordinator.)

Primary Courses Taught: Principles of Microeconomics, Principles of Macroeconomics, Intermediate Macroeconomics.

Research Interest: Macroeconomics and Monetary Economics, International Economics, Economics of Risk and Uncertainty.

**Hailou, Frehot** (2009), B. A. York University; M. A. York University; M. A. Howard University; Ph. D. Howard University, 2007.

Primary Courses Taught: Macroeconomics, Public Finance.

Research Interest: International Trade, Game Theory.

**Islam, Mahmoodul** (1987), Associate Professor of Economics. B.A. University of Dacca; M.A. McMaster University; M.A. University of Dacca; Ph.D. Wayne State University, 1985.

Primary Courses Taught: Principles of Macroeconomics, Principles of Microeconomics, Intermediate Microeconomics, Money, Banking and Monetary Theory.

Research Interest: Income and Happiness.

# History



Dr. Billy Joe Peyton,  
Program Coordinator  
114 Hill Hall  
304 766-3235  
peytonbj@wvstateu.edu

At West Virginia State University, students study the past to understand the present and shape the future. The WVSU History Program is committed to the principle that the investigation of the broad and diverse panorama of the human experience over time fosters principles of freedom, reason, and tolerance in society. We prepare individuals to live wisely in a diverse and global community by teaching students to understand, analyze and interpret the past, evaluate critically the ways in which the past shapes the current world, and develop the skills that allow them to communicate their knowledge and ideas effectively.

In the broadest liberal arts tradition, study of the heritage of the past prepares graduates for further study at the graduate level or professional training in fields like education, law, or public policy. Rigorous study, judicious analysis, and extensive reading and writing also prepare graduates for careers in archaeology, cultural resource management, economic development, information management, international education, public administration, and other professions within the field of public history.

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; 12 hours of approved cognates; and six upper-level History courses emphasizing research and writing skills. The required senior capstone course permits students to select either a research-intensive project if they contemplate graduate or professional training, or a field experience internship with public history agencies in the region to provide workforce

training for those students entering employment.

The History Program at West Virginia State University furthers the institution's emphasis on diversity, intellectual community, global awareness, and the distinctive mission of a public land-grant university. We share the University's goal of improving the quality of our students' lives, as well as the quality of life for West Virginia's citizens.

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## HISTORY PROGRAM GOALS:

- provide students with a general knowledge of history and historical methodology;
- prepare students, through training in communication skills and research methods, to gain knowledge of a given area of history;
- prepare students to continue personal study and learning about specific subject areas in the discipline;
- prepare students to engage in critical thinking;
- introduce students to the theoretical framework that serves as the foundation of historical scholarship.

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## PROGRAM-LEVEL OUTCOMES

Graduates with a B.A. in History from West Virginia State University should be able to:

1. demonstrate understanding of the natural and cultural environment in which humans have developed and lived over time and space.
2. demonstrate evidence of the historical and geographical processes by which societies, cultures, and institutions change over time and space.
3. demonstrate understanding of the racial and cultural diversity of the human experience as influenced by geography, culture, race, ethnicity, gender, and class.
4. demonstrate skills of historical research and critical analysis using a variety of primary and secondary sources.

5. demonstrate effective research, writing, and oral communication skills in order to present an historical thesis in a logical and organized manner.
6. demonstrate understanding of the career search in appropriate educational and professional markets.

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## **BACHELOR OF ARTS IN HISTORY**

*120 hours required for graduation*

### **GENERAL EDUCATION—51-53 HOURS**

#### **MAJOR**

HIST 201\*, HIST 202\*, HIST 207\*, HIST 208\*—12 hours

Seven HIST courses 300/400 level (including HIST 400)—21 hours

#### **COGNATES**

Six hours in the same Modern Foreign language.  
Twelve cognate hours approved through the History Program.

#### **MATH REQUIREMENT**

MATH 111 or MATH 120

#### **ELECTIVES**

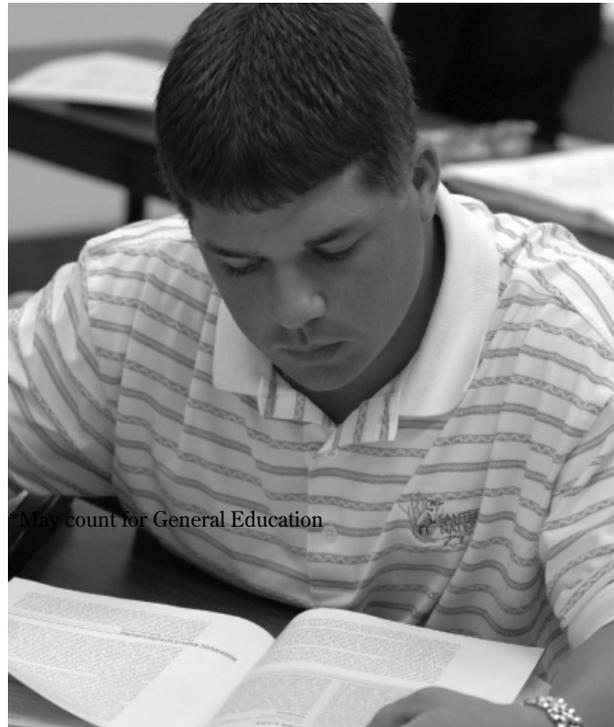
Free electives to bring total to 120 hours

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## **MINOR REQUIREMENTS**

HIST 201\*, HIST 202\*, HIST 207\*, HIST 208\*—12 hours

Two HIST courses 300/400 level—6 hours



## Suggested Course Sequence

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED Nat. Sci. ....	3-4
G ED 100 .....	3
MATH 120 or 111 .....	3
HHP 122 or 157.....	2
BSS 101 .....	1
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED Soc. Structures.....	3
G ED 200 .....	3
G ED Fine Arts.....	3
Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ENGL 150 .....	3
HIST 207 .....	3
HIST 201 .....	3
For. Lang. ....	3
Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

COMM 100 .....	3
HIST 208.....	3
G ED Nat. Sci. ....	3-4
For. Lang. ....	3
HIST 202.....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

HIST 300/400.....	3
HIST 300/400.....	3
Cognate .....	3
Electives.....	3
G ED Fine Arts.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

HIST 300/400.....	3
HIST 300/400.....	3
Cognate .....	3
Electives.....	6
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

HIST 300/400.....	3
HIST 300/400.....	3
Electives.....	9
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

HIST 400 .....	3
Cognate .....	3
Electives.....	8
<b>Semester Total .....</b>	<b>14</b>

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

### **HIST 201. World History**

This course surveys the major achievements of human history from its origins to around 1715, 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: ENGL 102.*

### **HIST 201H. World History - Honors**

This course surveys the major achievements of human history from its origins to around 1715, 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: 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: ENGL 102.*

### **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: ENGL 102.*

### **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: ENGL 102.*

### **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 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 staff.

### **HIST 300. History of Science and Technology**

This introduction to the history of technology will examine fundamental relationships between 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 to about 1850. *Prerequisite: HIST 314 and 315 or permission of instructor.*

### **HIST 304. History of Russia From 1850**

Political, social, economic and cultural developments of Tzarist Russia and Soviet Union from 1850's to the present and their impact on world affairs. *Prerequisite: HIST 315 or permission of instructor.*

### **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 to promote self-help and racial uplift. *Prerequisite: 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: HIST 207 or HIST 208.*

### **HIST 314. European History to 1815**

Background development of modern civilization. Renaissance, Reformation, seventeenth- and eighteenth-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: 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: 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-19th 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 Korea 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 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: Senior standing and permission of instructor.*

### **HIST 403. American Diplomatic History I**

A study of American foreign relations from the earliest days of colonial discovery and settlement to 1900. American contributions to diplomatic principles and practices are examined. *Prerequisite: HIST 207 or permission of instructor.*

### **HIST 404. American Diplomatic History II**

A continuation of the study of American diplomatic principles and practices as they have been conducted in the twentieth century by one of the most powerful nations in the world. *Prerequisite: HIST 208 or permission of the 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: 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: 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 nineteenth century United States history are used to supplement the survey and upper-division courses. *Prerequisite: 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 supplement to the survey and upper-division courses. *Prerequisite: 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: HIST 207 or HIST 208.*

**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.

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**GEOGRAPHY****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 as 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.

## Faculty

**Peyton, Billy Joe** (2002), Associate Professor of History. B.A. West Virginia University; M.A. West Virginia University; Ph.D. West Virginia University, 1999. (Program Coordinator)

Primary Courses Taught: U.S. History, West Virginia History, Public History, Nazi Germany.

Research Interests: Local and Regional History, Early U.S. History.

**Lucas, Lois** (1993), Professor of History. B.A. North Carolina Central University; M.A. North Carolina Central University, 1975; Ph.D. University of Kentucky, 2005.

Primary Courses Taught: U.S. and World History, Women's History, African American History.

Research Interests: African American Women in Appalachia.

**Park, Tae Jin** (2006), (2008), Assistant Professor of History. B.A., Kyonggi University; M.A. State University of New York at Albany; Ph.D., West Virginia University, 2003.

Primary Courses Taught: World History, American Diplomatic History, Asian History.

Research Interests: U.S. Diplomacy and Foreign Policy.

**Workman, Michael E.** (2011), Assistant Professor of History. B.A. West Virginia University; M.A. West Virginia University; Ph.D. West Virginia University, 1995.

Primary Courses Taught: U.S. and World History, European History, Ancient History.

Research Interests: U.S. History, Labor & Industrial History, History of Technology.

# Political Science



Dr. Frank Vaughan  
Program Coordinator  
103 Hill Hall  
304 766-3045  
fvaughan@wvstateu.edu

Courses in Political Science offer students an opportunity to explore and analyze both formal and informal power relationships, from interest groups and political parties to national and international actors and events. Those who major in political science are equipped to pursue graduate study and careers in law, international relations, public administration, electoral politics, public policy-making, consulting, journalism, diplomacy, military science, intelligence, business or community organizations.

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## BACHELOR OF ARTS IN POLITICAL SCIENCE

*120 hours required for graduation.*

### GENERAL EDUCATION—51–53 HOURS

To meet the General Education requirement political science majors must pass MATH 120.

### MAJOR—36 HOURS

POSC 100, 101, 204, 210, 311, 400; 18 hours from 300- and 400-level courses in political science.

### COGNATES—24 HOURS

PSYC 200; ECON 201; six hours in the same modern foreign language, excluding courses on foreign cultures taught in English.

Choose two from HIST (one course from 201, 202, 414; and one course from 207, 208, 422).

Choose two from PHIL 201, 202; SOC 101, 203, 208, 307, 308, 309, 310, 320; HIST 209, 304, 306, 307, 308, 309, 416, 421; ECON 310.

### MATH REQUIREMENT—MATH 120

### ELECTIVES

To bring total to 120 hours

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

Up to twelve credit hours of the following courses may be double-counted as General Education courses:

- POSC 101: American Government (3 hours) to satisfy requirement for American Traditions;
- POSC 210: International Relations (3 hours) to satisfy the requirement for International Perspectives
- G ED courses in approved Modern Foreign Languages (3-6 hours)

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## MINOR IN POLITICAL SCIENCE—15 CREDIT HOURS

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



## Suggested Course Sequence

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
MATH 120 .....	3
G ED 100 .....	3
POSC 100 .....	3
HHP 122 or 157 .....	2
BSS 101 .....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED Fine Arts .....	3
COMM 100 .....	3
POSC 101 .....	3
G ED 200 .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

ENGL 150 .....	3
Cognate: Foreign Lang .....	3
POSC 204 .....	3
G ED Fine Arts .....	3
ECON 201 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

POSC 210 .....	3
Cognate: Foreign Lang .....	3
PSYC 200 .....	4
G ED World History 201 or 202 .....	3
G ED American Traditions .....	3
<b>Semester Total .....</b>	<b>16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

POSC 311 .....	3
POSC 300/400 level .....	3
Cognate: Amer. Hist. HIST 207, 208 or 422 .....	3
G ED Natural Science.....	3-4
Free elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

POSC 300/400 level .....	3
G ED Natural Sciences.....	3
POSC 300/400 levelL .....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

POSC 400 .....	3
POSC 300/400 level .....	3
Cognate (HIST/PHIL/SOC).....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

POSC 300/400 level .....	3
POSC 300/400 level .....	3
Cognate (HIST/PHIL/SOC).....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

## Course Descriptions

**Note:** All courses are 3 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: 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: 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 fifteen-page research paper is required, in addition to traditional requirements for this course, for honors students. *Prerequisite: 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: Pass ENGL 102 with C.*

### **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 non-developed nations, and problems confronting international organizations and transnational actors. *Prerequisite: Pass ENGL 102 with C.*

### **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: POSC 101 or 210.*

### **POSC 304. Comparative Politics: Europe, Japan, and India**

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: 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: 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: 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: 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: 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: 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 319. Law and Society**

A study of law in a political and social context; the course examines the social functions of law, the political nature of lawmaking, various approaches to conceptualizing law, and the role of the legal profession in society. *Prerequisite: Pass POSC 100 or POSC 101 with grade of C.*

### **POSC 320. Constitutional Law: Government Powers**

A survey that begins with an introduction to principles of constitutional interpretation, followed by study of the politics of development in constitutional law concerning the powers and structure of government and the impact of the developments on political, economic, and social life. *Prerequisite: POSC 101 and a grade of C in English 102.*

### **POSC 321. Constitutional Law: Civil Liberties**

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. *Prerequisite: POSC 101 and a grade of C in ENGL 102.*

### **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: POSC 100 or POSC 101.*

**POSC 400. Senior Review**

This course provides a review of political science concepts and methods for seniors graduating with a major in the field. Seniors will be expected to review units covered in POSC 100, read a special set of readings for seniors alongside the course's regular assignments, teach one class of POSC 100, complete a senior research paper, and take a special final exam designed for seniors. *Prerequisite: Senior standing and completion of all major core courses.*

**POSC 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 Philosophy 401. *Prerequisite: POSC 100 and ENGL 102 with a C.*

**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: 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: POSC 101.*

**POSC 404. Politics and Religion in America**

This course addresses the significant American policy in which there is an intersection of religion and politics. It examines the role religion played in the formation of the Republic and investigates the secular nature of American government. 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 that act as interest groups and evaluate their influence on public policy. *Prerequisite: POSC 101 and ENGL 102 with a C.*

**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: POSC 101.*

**POSC 407. American Judicial Systems**

This analysis of the political nature of the American judicial system will survey the organization and procedures of the federal and state court systems, the politics of judicial selection, the politics of the legal profession, and the implementation and impact of judicial policymaking. *Prerequisite: POSC 101 and ENGL 102 with a C.*

**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: POSC 101, 402, or permission of the instructor.*

**POSC 425. Urban Political Economy**

Analysis of urban/local politics, government, policy, economics, and planning in the U.S., with particular emphasis on the interplay between political & economic forces in America's communities. *Prerequisite: POSC 100, 101 or 204 OR Permission of Instructor.*

**POSC 410. Comparative Politics: Latin America and Africa**

An examination of the political institutions and processes in selected Third World countries, including, at the instructor's discretion: Latin America, the Middle East or the Far East. *Prerequisite: 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 Israeli-Palestinian conflict and its implications for the region. *Prerequisite: 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: POSC 100,101 or 210 with grade of C.*



**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 6 credit hours. Only six of earned internship credits can be applied towards upper-division requirements in political science.

*Prerequisite: Permission of instructor.*

## Faculty

**Arthur, C. Damien** (2012), Assistant Professor of Political Science, B.A. Gordon College; M.T.S. Boston University; M.P.A. West Virginia University; Ph. D., West Virginia University (2013).

Primary Courses Taught: American Government, State and Local Government, Constitutional Law, and Public Administration.

Research Interests: Presidential Studies, Religion and Politics, Political Rhetoric, Political Institutions, Immigration Studies, State and Local Politics, Constitutional Law, Judicial Politics, Policy, Energy Policies, Public Administration.

**Palubinskas, Ginta T.** (2013) Assistant Professor of Political Science, BA Loyola Marymount University; M.A., George Washington University; Ph.D. , George Mason University (2003).

Primary Courses Taught: American Government, Comparative Politics, Public Policy, Public Administration.

Research Interests: Democracy and energy security, economic and societal transformation, interaction of political and cultural change, and democratization.

**Vaughan, Frank D.** (2006), (2008), Associate Professor of Political Science. B. A, Emory and Henry College; M. A., West Virginia University; Ph. D., West Virginia University (2006). (Program Coordinator)

Primary Courses Taught: American Government, Introduction to Political Science, International Relations, Research Methods, American Political Thought, U.S. Foreign Policy, International Political Economy, Modern Political Thought.

Research Interests: The Resolution of Civil Wars and American Political Development.

# Psychology



Dr. Charles Perdue,  
Program Coordinator  
123 Hill Hall  
304 766-3269  
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 which 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.

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## BACHELOR OF ARTS IN PSYCHOLOGY

*120 hours required for graduation*

### GENERAL EDUCATION—51–53 HOURS

#### MAJOR - 39 HOURS

- PSYC 151, 175, 200, 315, 390, 412
- Two courses from: PSYC 303, 306, 309, 310, 320, 325, 330
- Two courses from: PSYC 245, 290, 300, 307, 308, 312, 330
- Two courses from: PSYC 207, 215, 301, 330, 335, 340, 398, 400, 401
- One additional course from any of the above groups

### REQUIRED COGNATE—6 HOURS

Six hours of one foreign language, excluding courses on foreign cultures taught in English.

### ELECTIVES

To bring total to 120 hours

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## MINOR IN PSYCHOLOGY—15–16 HOURS

PSYC 151; Take the remaining 12 hours from any 2 of the 3 following groups.

Group One: 303, 306\*, 309, 310, 320\*, 325\*, 330\*, 200

Group Two: 245, 290, 300, 307\*, 308, 312, 330, 200

Group Three: 207, 215, 301, 335, 340, 398\*, 401, 330, 200.

\*If Statistics for Special Sciences (PSYCH 200) is a prerequisite for any of the above listed courses, the student must take PSYCH 200 first

## Suggested Course Sequence

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
MATH 120 or 111 .....	3
COMM 100 .....	3
Foreign Language .....	3
PSYC 151 (also fulfills G ED Social Structure).....	3
BSS 101 .....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED 100 .....	3
G ED Fine Arts .....	3
Foreign Language .....	3
PSYC 175 .....	1
Elective.....	3
<b>Semester Total .....</b>	<b>16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

G ED 200 .....	3
G ED Nat. Sci.....	3-4
HHP 122 or 157.....	2
PSYC 207, 215, 301, 330, 335, 340, 398, or 401 .....	3
PSYC 200 .....	4
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

ENGL 150 .....	3
G ED Fine Arts .....	3
G ED Am. Trad .....	3
CS 106.....	3
Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

HIST 201 or 202 .....	3
PSYC 315.....	3
PSYC 303, 306, 309, 310, 320, 325, or 330.....	3
PSYC 245, 290, 300, 307, 308, 312, or 330.....	3
Elective.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

PSYC 390.....	4
Elective.....	3
PSYC 207, 215, 301, 330, 335, 340, 398, or 401 .....	3
PSYC 303, 306, 309, 310, 320, 325, or 330.....	3
Elective.....	3
<b>Semester Total .....</b>	<b>16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

PSYC 412.....	3
1 class from any PSYC group.....	3
G ED Nat. Sci.....	3-4
Elective.....	3
Elective.....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

PSYC 245, 290, 300, 307, 308, 312, or 330.....	3
Elective.....	3
Elective.....	3
Elective.....	3
<b>Semester Total .....</b>	<b>12</b>

## Course Descriptions

**Note:** All courses are 3 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: 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: Psyc 151, eligibility for ENG 101.*

### **PSYC 200. Statistics for the 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: Completion of MATH 120 or 111.*

### **PSYC 207. Psychological Adjustment**

Dynamics, development and problems of human adjustment with emphasis on the normal personality. *Prerequisite: PSYC 151.*

### **PSYC 215. Community Mental Health**

Introduction to the concepts of mental health and primary prevention with emphasis on the effect of social systems on mental health and performance. *Prerequisite: PSYC 151 or permission of the instructor.*

### **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: PSYC 151.*

### **PSYC 290. Lifespan Developmental Psychology**

An examination of the major theories, research and methods of lifespan developmental psychology. *Prerequisite: PSYC 151. (Formerly PSYC 411)*

### **PSYC 300. Social Psychology**

Survey of theories and evidence regarding social influences on behavior. *Prerequisite: 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: PSYC 151 & 200.*

### **PSYC 303. Physiological Psychology**

A study of the physiological and neuroanatomical mechanisms underlying human behavior. *Prerequisite: PSYC 151 & 200; junior standing or permission of instructor.*

### **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: 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: Junior status and permission of instructor.*

**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: 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: 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: PSYC 151 and 200.*

**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: PSYC 151 & 200 or permission of the instructor.*

**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: PSYC 151, 200 and junior standing or permission of instructor. (Formerly PSYC 208)*

**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: Junior or senior standing.*

**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: PSYC 151 & 200.*

**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: Junior standing in psychology and permission of the instructor and chairperson of the department. (Maximum of 6 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: permission of instructor.*

**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. Topics will include titles such as: The Psychology of Women, Parapsychology, Human Sexual Behavior, Race Differences, Psychology of Aggression, Humanistic Psychology, Behavior Modification, and Psychology for Criminal Justice majors. *Prerequisite: Junior or senior standing and permission of the instructor.*

**PSYC 335. Abnormal Psychology**

This course is a study of the etiology, classification and treatments of abnormal behavior. *Prerequisite: PSYC 151 and permission of the instructor.*

### **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: 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 and permission of instructor.*

### **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: Junior standing, PSYC 151, 175, 200, and 2 other PSYC classes. (Formerly PSYC 205)*

### **PSYC 398. Clinical Field Experience 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 6 credit hours. *Prerequisite: 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 and junior standing or permission of the instructor.*

### **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 which 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 same, and a comprehensive exam based on courses already completed. *Prerequisite: PSYC 151, 175, 200, 315, 390, and senior standing.*

### **PSYCH 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 which 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 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% more coursework than Psychology 412 to satisfy the honors requirements of this course. *Prerequisite: Psychology 151, 175, 200, 315, 390, senior standing and admission to and participation in the Honors Program.*

## Faculty

**Francis, Rebecca S.** (1979), Professor of Psychology. B.S. University of Dayton; M.S. University of Bridgeport; Ph.D. University of Tennessee, 1979.

Primary Courses Taught: General Psychology, Statistics for the Social Sciences, Psychology of Adjustment, Community Mental Health, Sex Roles, Social Psychology, Special Topics: Childhood Problems.

Research Interest: Cognitive Predictors of Proenvironmental Behaviors.

**McCoy, Paula M.** (2001), Associate Professor of Psychology. B.A. West Virginia University; M.A. Marshall University; Ph.D. University of North Texas, 2001.

Primary Courses Taught: Abnormal Psychology, Clinical Psychology, Clinical Field Experience, Health Psychology, Psychology of Personality, General Psychology, Senior Seminar.

Research Interest: Stress, health, and coping; Psychotherapy outcomes.

**Perdue, Charles W.** (1987), Professor of Psychology. B.A. Denison University; M.A. Princeton University; Ph.D. Princeton University, 1983. (Program Coordinator)

Primary Courses Taught: General Psychology, Psychology as a Profession, Statistics for the Social Sciences, Tests & Measurements, Forensic Psychology, Motivation & Emotion, Research Methods, Senior Seminar.

Research Interest: Health-related quality of life (the impact of obesity and other chronic health problems).

# Sociology/Philosophy



Dr. Manashi Ray  
Program Coordinator  
124 Hill Hall  
304-766-3054  
mray3@wvstateu.edu

## Sociology

Sociology is the scientific study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since human behavior is shaped by social factors, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to virtually any aspect of social life, such as street crime and delinquency, corporate downsizing, how people express emotions, welfare or education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who construct policies and create social programs. Students with an interest in understanding how society influences people's behavior would find sociology stimulating and rewarding. In addition to preparing students for graduate school, the sociology curriculum is of value to any student who desires to work with people. It forms an excellent background for those who desire careers in the areas of social services (e.g., youth services),

family counseling, law, ministry, government services, teaching, policymaking, population research, personnel management, industrial policies, marketing, criminal justice, etc.

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## BACHELOR OF ARTS IN SOCIOLOGY

*122 hours required for graduation*

### GENERAL EDUCATION—51–53 HOURS

MAJOR—36 hours

Core Courses: SOC 101, 102 (take 3 times), 309, 310, 311, 312 or 410, 420.

Sociology Electives: Select 15 hours, of which nine hours must be 300-400 level courses from SOC 205, 206, 208, 212, 270, 303, 305, 307, 308, 312, 316, 320, 321, 322, 399, 406, 410, 444.

### COGNATES—25 HOURS

Six hours in the same modern foreign language, excluding courses on foreign cultures taught in English; PSYC 200. A minor in any field or 15 hours in another area as approved by the Program Coordinator of the Sociology Department.

### MATH REQUIREMENT—MATH 120 OR MATH 111

### ELECTIVES

To bring total to 122 hours

(Six credit hours of Internship may be used for elective hours.)

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## MINOR IN SOCIOLOGY—15 HOURS

SOC 101, 309 or 310, 311 and two SOC electives.

## Philosophy

The Philosophy faculty provides courses for various degree programs. Offerings include a minor and special interest courses. (Philosophy courses are administered by the Department of Sociology and Philosophy.)

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### MINOR IN PHILOSOPHY—15 HOURS

Students enrolled in other degree programs at West Virginia State University can enhance their degree by adding a Minor in Philosophy. Requirements for a Philosophy Minor are fifteen credit hours in Philosophy including:

PHIL 201 Introduction to Philosophy

PHIL 202 Ethics

PHIL 310 Logic

and two elective courses in Philosophy from the following:

PHIL 203 Ancient and Medieval  
Philosophy of the West

PHIL 204 Modern Philosophy

PHIL 205 Existentialism

PHIL 220 Philosophy of Science

PHIL 303 Contemporary Philosophy

PHIL 316 Independent Study in Philosophy

The following courses offered in the Political Science Department are also approved as Elective courses:

POSC 401 Classical Political Thinkers

POSC 402 Modern Political Thinkers

Students should consult the chairperson of the Department of Sociology and Philosophy.

## Suggested Course Sequence

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
G ED 100 .....	3
G ED Nat. Sci. ....	3-4
SOC 101.....	3
COMM 100 .....	3
SOC 102.....	1
BSS 101.....	1
<b>Semester Total .....</b>	<b>17-18</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED Fine Arts .....	3
G ED Nat. Sci. ....	3-4
Cognate .....	3
MATH 120 or 111 .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

G ED Fine Arts .....	3
HIST 201 or 202 .....	3
For. Lang. ....	3
SOC 200 level .....	3
SOC 102.....	1
Free elective .....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

G ED 200 .....	3
Cognate .....	3
For. Lang. ....	3
SOC 200 level .....	3
PSYC 200.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

SOC 311.....	3
Cognate .....	3
SOC 310.....	3
SOC 102.....	1
HHP 122 or 157.....	2
SOC 300 /400 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

SOC 309.....	3
SOC 300 level .....	3
Cognate .....	3
ENGL 150.....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

G ED Int'l. Persp. ....	3
Cognate .....	3
SOC 312 or 410.....	3
Free elective .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

G ED Int'l. Persp. ....	3
G ED Am. Trad. ....	3
SOC 420.....	3
SOC 400 level .....	3
Free elective .....	3
<b>Semester Total .....</b>	<b>15</b>

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

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### SOCIOLOGY

#### **SOC 101. Introduction to Sociology**

A general survey of the discipline, its methods, basic concepts, and area of study. The course examines man's organization and institutional life, the social process of socialization, conflict and its resolution and social change.

#### **SOC 102. Social Networking**

(1 credit hour)

A course designed to provide students opportunities to participate in social networking activities. Students will interact with students, faculty, and invited guests in discussion of topical issues, attend social meetings of academic interest, and take part in Sociology Club. May be repeated for a total of 3 credit hours.

*Prerequisite:* SOC 101.

#### **SOC 205. Introduction to Appalachian Studies**

This course is an interdisciplinary introduction to Appalachian studies. It explores themes and issues, such as Appalachian peoples' ethnic heritage, the history of subsistence and extractive economies, and distinctive linguistic, religious, and cultural expression, that are important in the history, development, and future of the Appalachian region. *Prerequisite:* ENGL 101 or permission of the instructor.

#### **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. Minorities 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 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 270. Cultural Anthropology**

A comparative study of world cultures from the anthropological perspective including an emphasis on economic systems (from traditional to modern), social stratifications, gender roles, kinship relations, political organization, and religious and cultural values.

#### **SOC 303. Sex, Love and Interpersonal Relations in Marriage**

A course designed to study the patterns of sexual, love and interpersonal relationships expressed in American society and the marriage institution. Emphasis placed on changes occurring and emerging patterns. Cross-cultural comparisons are made.

#### **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:* SOC 101.

### **SOC 307. Sociology of Religion**

A study of the relationship of religion and society. The origins of religious institutions, structure, function, and role in change or stability of the social system.

### **SOC 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 views. Emphasis is placed upon human problems, community and ethical issues, and relations to other religions and world affairs. Cross-listed with PHIL 308. *Prerequisite: ENGL 102.*

### **SOC 309. History of Sociology**

The major writers and ideas that have shaped contemporary sociology are analyzed. Special attention will be given to the ways in which social structure affects social thought from ancient to present time as well as how social thought affects social structure. *Prerequisite: SOC 101.*

### **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: 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: Junior classification and a C grade in ENGL 102 and PSYC 200.*

### **SOC 312. Applied Methodology and Research**

A practical opportunity to apply basic social science research methods. Students will review scientific approaches to social science research, design and execute a research project, and produce a professional-quality report on the project. This course meets the requirements of POSC. *Prerequisite: SOC 311 or POSC 311.*

### **SOC 316. Independent Studies in Sociology**

(2–4 credit hours)

Independent work on a special sociological program. (May be taken for a maximum of eight hours.) *Prerequisite: Sociology major of junior standing and permission of the chairperson of the department and the instructor involved.*

### **SOC 320. Women, Change and Society**

A course designed to explain the major differences between a woman's and man's world historically and traditionally; woman's position from characteristics other than erotic and reproductive roles; women's role socially, economically, environmentally, occupationally through relationships other than physiological. Examines the interchangeability of female and male roles in society.

**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.

*Prerequisite: SOC 101 or permission of instructor.*

**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: 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 406. Social Stratification**

A study of structured social inequality from the viewpoint of sociological theory and research. Social class theory, class consciousness, occupations and social mobility will be considered. *Prerequisite: SOC 101 or permission of department chairperson and the instructor.*

**SOC 410. Sociology Field Experience**

*(3–6 credit hours)*

Placement of sociology students in various community agencies for the purpose of helping them to integrate and test theories advanced in the classroom.

*Prerequisite: Junior standing, approval of the department chairperson and supervising instructor, and nine hours in sociology, including SOC 101. (May be taken for a maximum of six hours.)*

**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 last semester of coursework.)*

*Prerequisite: 15 credit hours of elective sociology and six hours of required sociology courses including SOC 101.*

**SOC 444. Appalachian Culture and Social Change**

A comparative sociological study of the rural culture of Southern Appalachia; the forces involved in shaping the culture and the changes occurring in the culture at the present time. Emphasis is placed on: (1) Defining and understanding cultural elements (e.g., mores, folkways, values, beliefs, laws); how these cultural elements function to create a social structure which persists over time; (2) Identifying and understanding the social systems and the function that culture plays in these systems (e.g., family, religion, education, social status ranking, political community); and (3) Identifying forces which are creating changes in the culture and related social systems and the consequences of changes on rural Appalachia. *Prerequisite: 75 credit hours.*

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## PHILOSOPHY

(Philosophy courses are administered by the Sociology Department.)

### 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: 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: 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: 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: 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 Political Science 401. *Prerequisite: 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: PHIL 201 and ENGL 102.*

## Faculty

**Mosby, Gail A.** (2006), Associate Professor of Sociology. B.A., West Virginia State College (now University); M.Ed., Texas Southern University; Ph.D., The University of Tennessee at Knoxville, 1995.

Primary Courses Taught: Introduction to Sociology; Social Networking; Minorities in American Society; Birth, Death, and Migration (Demography); Sociology of Health and Medicine; Sociology Field Experience; Senior Seminar.

Research Interests: Social Antecedents of Black on Black Crime; Social Consequences of Black on Black Crime; Reactions and Responses to Black on Black Crime; Perceptions of and Reactions to the Demographic Browning of America.

**Ray, Manashi** (2011), Assistant Professor of Sociology. B.A. University of Poona, India; M.A. Maharaja Sayajirao University of Baroda, India; Ph.D. Michigan State University 2010. (Program Coordinator.)

Primary Courses Taught: Introduction to Sociology, Birth, Death, and Migration; Sociology of gender, Research Methods.

Research Interests: Globalization, International Migration and Transnationalism, Race and Ethnic Relations.



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# **College of Natural Sciences and Mathematics**

# College Information

## From the Dean



On behalf of the faculty, staff, and students of the College of Natural Sciences and Mathematics, I want to welcome you to West Virginia State University, West Virginia's only public 1890 Land-Grant University. The College is organized

into four academic departments: Biology, Chemistry, Mathematics and Computer Science, and Physics. Its faculty and staff are committed to delivering quality, up-to-date undergraduate programs in Biology, Chemistry, Computer Science and Mathematics, and a graduate program in Biotechnology, as well as general education courses to all university undergraduate students in the areas of Mathematics and Natural Sciences. We are excited about helping you move to the next step in your career whether that next step is teaching, industrial or government employment, nursing, medicine, graduate or professional school.

The United States in large part became a world economic power through scientific discoveries and applications and is still the leading center of scientific discovery and innovation. The continued education of scientists and mathematicians is essential if we are to maintain and improve both our economic vitality and quality of life.

The College supports innovative research by faculty, staff, and students. In the past five years, the faculty, over 90% of whom hold the Ph.D., has secured nearly \$6 million in grants and contracts from federal and state funding agencies. If one includes activities conducted in cooperation with the research programs of the WVSU Gus R. Douglass Land Grant Institute,

this figure exceeds \$9 million. During the same time our faculty members have published over 45 books, papers and abstracts in international scientific and mathematics literature. Faculty members conduct basic research in a variety of areas, including cancer, coronary artery disease, evolution, horticulture, genomics, meteorite impact sites, quantum field theory, and acid mine drainage. College faculty members have applied research projects in many of these areas, as well as outreach programs to science and math teachers in the public schools of our service area.

While conducting world class research, our faculty members still give students the attention normally found only at small colleges. As a student in our classes you will engage in critical and creative thinking, and hone your oral and written communication skills. You will enjoy small class sizes, up-to-date computer classrooms, and science laboratories equipped with instrumentation that rivals that of any public college or university of our size in West Virginia. You will have the opportunity to participate one-on-one with faculty members in a number of undergraduate research programs. There are also faculty-sponsored student organizations, clubs and honor societies in which you may participate.

The faculty, staff, your fellow students and I welcome your questions and are ready to help you achieve your academic and career goals.

A handwritten signature in black ink that reads "Katherine L. Harper". The signature is written in a cursive, flowing style.

**Katherine L. Harper**

## Mission Statement

The West Virginia State University College of Natural Sciences and Mathematics exists, first to educate students so that they can understand, utilize, and improve upon scientific and mathematical principles and relate such principles to the rest of human knowledge; second, to promote scientific and mathematical literacy on the part of students of other colleges of the University; and third, to utilize the expertise of its faculty in service to the state and to the people and institutions of the surrounding area.

By instruction and mentoring, the College will promote students' motivation as well as knowledge and skills, and through research, the faculty will set an example to the students, making it clear that knowledge is not just to be learned, but also to be created and advanced, by humankind's efforts.

Its graduates are expected to have broad familiarity with the many fields of knowledge that have been promoted by humankind's intellectual and creative skills, as well as a deep understanding of at least one of the areas of natural science or mathematics, along with a set of skills for probing such areas as to develop new knowledge, solve problems, and enjoy the satisfaction of the intellectual adventure.

### Honors Program

The Honors Program at WVSU offers enriched academic opportunities for students with high academic achievements. This program shall identify, recruit, and offer students academic challenges that enhance their skills and creativity. The program will enable students to continue their pursuit of excellence.

For further information, please visit [www.wvstateu.edu/academics/honors-program](http://www.wvstateu.edu/academics/honors-program)

## Academic Programs

### B.S. in Biology

- Organismal and Environmental
- Biotechnology and Genetics
- Pre-medical and Biomedical Sciences

### B.S. in Chemistry

- American Chemical Society Certified
- Applied Chemistry
- Pre-medical/Pharmacy Sciences

### B.S. in Computer Science

### B.S. in Mathematics

- Classical
- Applied

## Education Specializations

B.S. in Education, Content Specialization in General Science (Grade 5–Adult)

B.S. in Education, Content Specialization in Mathematics (Grades 5–9; Grade 5–Adult)

B.S. in Education, Content Specialization in Biology (Grades 9–Adult)

B.S. in Education, Content Specialization in Chemistry (Grades 9–Adult)

## Graduate Programs

### M.A. in Biotechnology

- Organismal/Environmental
- Molecular/Microbial

### M.S. in Biotechnology

- Organismal/Environmental
- Molecular/Microbial

## College Staff

### Dean



Katherine Harper, Ph.D.  
101 Hamblin Hall  
304 766-3142  
harperkl@wvstateu.edu

### Support Staff

The faculty and students of the College of Natural Sciences and Mathematics are assisted by a capable and talented support staff.



Ms. Audrana Austin  
Academic Program Associate  
103 Hamblin Hall  
304 766-5778  
aaustin1@wvstateu.edu

Ms. Audrana Austin is Academic Program Associate for the College Office. She manages Biotechnology graduate student records, keeps the fiscal records for the College of Natural Sciences and Mathematics, and places all orders.



Ms. Glenna Curry  
Administrative Secretary, Sr.  
101 Hamblin Hall  
304 766-3102  
gcurry4@wvstateu.edu

Serving as Administrative Secretary, Sr., for the Academic Departments located in Hamblin Hall is Ms. Glenna Curry. She manages student employee accounts and is primarily responsible for coordinating the academic schedules for the College.



Ms. Mandy Bailey  
Academic Lab Manager III  
144 Hamblin Hall  
304 766-5129  
mbailey12@wvstateu.edu

Ms. Mandy Bailey is the Academic Lab Manager III. She manages the core prep lab for the Department of Biology. She prepares all lab exercises as requested and manages student lab assistants.



Ms. Elizabeth Keville  
Academic Lab Manager III  
Department of Chemistry  
Hamblin Hall 332  
304 766-3115  
ekeville@wvstateu.edu

The Academic Lab Manager for the Department of Chemistry is Ms. Elizabeth Keville. Elizabeth manages the chemistry stock room and assists with preparation of chemistry lab exercises as needed. She also manages chemistry student workers.



Ms. Jeannie D. Starr  
Administrative Secretary, Sr.  
Wallace Hall 816  
304 766-3267  
starrdj@wvstateu.edu

Ms. Jeannie D. Starr is the Administrative Secretary, Sr., for the Department of Mathematics and Computer Science. Ms. Starr assists the Department chairperson with the management of student workers for the mathematics and computer science labs. She also manages student records.



Mrs. Leah Turner  
Assistant to the Dean  
101 C Hamblin Hall  
304 766-3132  
wilsonlm@wvstateu.edu

Mrs. Leah Turner is the Assistant to the Dean of the College of Natural Sciences and Mathematics. She coordinates the community outreach activities for the academic departments in the College and assists the dean and department chairpersons with assessment, recruitment, and retention.

## Student Organizations

### Beta Kappa Chi Scientific Honor Society

WVSU is home to the Beta Chapter of Beta Kappa Chi (BKX). This national scientific honorary 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 seventeen (17) semester hours in one of the five subjects recognized by BKX (Biology, Chemistry, Mathematics, Physics, or Psychology) with at least a 3.0 average and have completed at least sixty-four (64) semester hours with an overall 3.0 average. Graduate students are eligible if they have completed at least fifteen (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, Professor of Biology, 101 Hamblin Hall. Phone 304 766-3210. Email: ruhnketr@wvstateu.edu

### Delta Nu Alpha

“The DNA Club” is an active part of the West Virginia State University Biology Department. DNA is student-run and thoroughly inclusive, thriving on the participation of all sectors of the WVSU community, which include undergraduate and graduate students of all majors, staff, faculty, alumni, friends and family members.

DNA blends the educational with the social and recreational. Typical activities include camping, hiking, challenge bowling and softball matches, and purely social get-togethers. In recent years, fundraising events have included sales of home-made chili, DNA Club tee shirts, and greenhouse plants. One-third of all funds raised is set aside for philanthropic donations (e.g., “Toys for Tots”). DNA continues to cooperate with and support the Biology Department through such activities as an ongoing recycling effort and

a “Taste of Hamblin” evening in support of the A.P. Hamblin Scholarship.

The DNA Club continues to welcome new members, new ideas, and new plans for service to our department, university, and community.

### 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, 217 Hamblin Hall. Phone: 766-3106. Email: mfultz@wvstateu.edu

### Student Environmental Action Coalition (SEAC)

The SEAC is a student and youth-run network of progressive organizations and individuals whose aim is to uproot environmental injustices through action and education.

An active chapter of SEAC exists on the WVSU campus. It attempts to promote the organization’s goals through educational and service activities on campus and in the local community. For more information, email wvsu.seac@gmail.com.

## The Math Club

The Math Club is a student organization open to any student who wishes to do creative mathematical work. In the past students have done tutoring of high school students and worked open house day.

The faculty advisors are Dr. Sonya Armstrong (armstrso@wvstateu.edu) and Dr. Naveed Zaman (zamanna@wvstateu.edu).

## Honors Program

The Honors Program at WVSU offers enriched academic opportunities for students with high academic achievements. This program shall identify, recruit, and offers students academic challenges that enhance their skills and creativity. The program will enable students to continue their pursuit of excellence. Complete the online application form at: <http://wvstateu.edu/academics/honors-program/honors-program-form> For further details and information, please contact Dr. Genia Sklute, Ph.D., Honors Program Coordinator, 215 Hamblin Hall, 304-766-3292, [gsklute@wvstateu.edu](mailto:gsklute@wvstateu.edu).

## College Honors Courses

### NSM 490H. Honors Research (3 credit hours)

Designed for students in the College of Natural Sciences and Mathematics that participate in the Honors program at WVSU. The course requires completing a two-semester research project and reporting the work in a formal Honors Thesis. In addition to opportunities offered during the academic year, some students are able to participate with the faculty on summer research projects. On all projects, students share with their faculty advisor the responsibility for planning, executing, and reporting their investigations.

*Prerequisites: Participation in the Honors Program. Appropriate background as stipulated by the faculty research advisor and approval of the chair, Dean,*

*and the Honors program coordinator. The student is encouraged to be involved in research early in the course of studies. Honors Research is not recommended as the first research experience.*

*Proposal: The proposal has to be submitted before the beginning of the semester and be approved by the advisor and the committee. Please consult the advisor to receive the form and appropriate instructions*

### 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 lecture and two laboratory hours per week.

### CHEM 100H. Consumer Chemistry (for Honors Students) (3 credit Hours)

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.

# Biotechnology



Dr. Richard Ford, Coordinator  
Biotechnology Graduate  
Program  
101D Hamblin Hall  
304 766-5742  
fordri@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 M.S. Degree in Biotechnology prepares students for careers in the biotechnology, pharmaceutical, health care, and agricultural industries. The M.A. Degree in Biotechnology is also suitable for education 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 two curriculum tracks: organismal/environmental biotechnology and molecular/microbial biotechnology. The program is interdisciplinary and allows students the flexibility to create a plan of study focused on their career goals and personal interests.

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## ADMISSION REQUIREMENTS

### *General M.S. and M.A. 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
- Overall Natural Science 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
- Letter of support from a research mentor who has agreed to sponsor the student (only required for students applying for the M.S. program)

Applicants who do not meet the above requirements may be granted Conditional Admission by the Department Graduate Committee.

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## SPECIFIC M.S. AND M.A. PROGRAM REQUIREMENTS

### *Biotechnology Program Core Classes for both M.S. and M.A. Degrees*

12 credits of core classes:

- BT 511 Biotechnology Seminar (2 credits total): 1 credit for each of two semesters
- BT 555 Biostatistics (3 credits)
- BT 567 Current Concepts in Biotechnology (3 credits)
- BT 571, BT 572 Techniques in Biotechnology (4 credits total): 2 credits for each of two semesters

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### **M.S. DEGREE REQUIREMENTS**

- 30 total credit hours: 12 credit hours of biotechnology program core courses, 12 credits elective classes in one of two areas of concentration, and 6 credit hours of graduate research BT 695 Master's Thesis Research
- Thesis project must be approved by the Biotechnology graduate faculty
- Research advisor must be a member of WVSU faculty
- Thesis committee composed of three faculty (one may be an external examiner)
- The advisor and the student's thesis committee will assist the student in developing the plan of study for the M.S. degree and thesis proposal. The student's thesis committee must accept both.
- Two sections of graduate teaching experience minimum
- Oral defense of thesis and public presentation of thesis research

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### **M.A. DEGREE REQUIREMENTS**

- 36 total credit hours: 12 credit hours of biotechnology program core courses; and 24 credits elective classes in one of two areas of concentration
- No thesis required
- Two sections of graduate teaching experience minimum
- Written and/or oral comprehensive examination over the core graduate coursework

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### **PERFORMANCE STANDARDS**

A normal courseload is 9 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 graduate committee.

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### **BIOTECHNOLOGY PROGRAM AREAS OF CONCENTRATION**

#### Organismal/Environmental

Choose elective classes from: BIOL 510, BIOL 521, BIOL 550, BIOL 565, BIOL 575, BIOL 605, BIOL 635, BIOL 660, BIOL 671, BT 501, BT 598, BT 599, CHEM 512

#### Molecular/Microbial

Choose elective classes from: BIOL 550, BIOL 561, BIOL 660, BIOL 635, BIOL 671, BT 501, BT 598, BT 599, CHEM 512, CHEM 525, CHEM 531, CHEM 533

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## 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), 1 credit each
- BT 555 Biostatistics, 3 credits
- BT 567 Current Concepts in Biotechnology, 3 credits
- BT 571 Techniques in Biotechnology I, 2 credits
- BT 572 Techniques in Biotechnology II, 2 credits

A student may count no more than two (2) 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 (4) 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 M.S. or M.A. 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 (5) years of the semester in which a student starts the program.

## Course Descriptions

### **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 M.S. or M.A. degrees. *Prerequisite: 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: Admission to graduate program.*

### **BT 555. Biostatistics** (3 credit hours)

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 fit, 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 lecture and two lab hours per week. *Prerequisite: Math 101 or Math 121; admission to the program.*

### **BT 567. Current Concepts in Biotechnology**

(3 credit hours)

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: 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: 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: 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 4 credits of BT 590 may be counted toward a Master's in Biotechnology. Variable contact hours. *Prerequisite: 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 4 credit hours of BT 590. Variable contact hours. Course is graded pass / fail only. *Prerequisite: 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 2 credits of BT 592 may be counted toward a Master's in Biotechnology. *Prerequisite: 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: 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: 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: Admission to Biotechnology Graduate Program and approval of graduate committee.*

## Faculty

### Graduate Faculty

**Chatfield, Mark** (1993), Professor of Biology. B.S. Marshall University; M.S. Marshall University; Ph.D. Oregon State University, 1986. Dr. Chatfield teaches Plant Physiology and Economic Biology. His current interests include plant biology education and research on various aspects of the biochemistry and physiology of plants.

**Collins, Sean A.** (2005), Assistant Professor of Biology. B.S. St. Lawrence University; M.S. University of Illinois; Ph.D. University of Illinois (2003). Dr. Collins teaches Biological Diversity, Ecology and Entomology. His research interests include 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. Dr. Eya teaches Zoology and Aquaculture. His research interests include nutrigenomics of food fishes.

**Ford, Richard** (2001), Associate Professor of Biology. B.S. Indiana University of Pennsylvania; B.S. Clarion University of Pennsylvania; M.S. Miami University (Ohio); Ph.D. Miami University (Ohio), 1993. Dr. Ford teaches Introductory Biology, Microbiology, and Immunology.

**Hankins, Gerald** (2005), Associate Professor of Biology. B.S. Florida State University; M.A. George Washington University; Ph.D. University of Virginia, 1991. Dr. Hankins teaches Biostatistics, Cancer Biology and Biotechnology courses. His research interests include the molecular genetics of tumors and screening of natural products for anticancer activity.

**Harper, Katherine L.** (1987), Professor of Biology. B.S. West Virginia University; M.S. West Virginia University; Ph.D. West Virginia University, 1986. Dr. Harper is Dean of the College of Natural Sciences and Mathematics. She teaches Genetics and Cell Biology.

**Harris, Robert T.** (1995), Professor of Biology. B.S. Marshall University; M.S. Ohio University; Ph.D. Ohio University, 1992. Dr. Harris teaches Human Anatomy and Physiology. His research interests include molecular biology of smooth muscle cell contraction.

**Huber, David H.** (1999), Professor of Biology. B.S. Central Michigan University; M.S. Michigan State University; Ph.D. Michigan State University, 1996. Dr. Huber teaches Microbiology and Biotechnology courses. His research interests include microbial ecology of anaerobic digesters.

**Liedl, Barbara E.** (2003), Associate Research Professor. B.S. Purdue University; M.S. University of Minnesota; Ph.D. University of Minnesota, 1989. Dr. Liedl is a Research Scientist for the Gus R. Douglass Land-Grant Institute. Her research interests include breeding and molecular genetics of greenhouse tomatoes.

**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.

**Reddy, Umesh K.** (2004), Professor of Biology. B.S. Meerut University, India; M.S. Tsmil Nadu Agriculture University, India; Ph.D. Osmania University, India, 1997. Dr. Reddy teaches Genetics and biotechnology courses. His research interests include 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. Dr. Ruhnke teaches Fundamentals of Biology, Parasitology, and Invertebrate Biology. His research interests include morphology and molecular systems of marine tapeworms.

### **Affiliate Faculty**

**Nagamani Balagurusamy**, Ph.D., Faculty School of Biological Sciences, Universidad Autonoma de Coahuila, Mexico

**Eric Blough**, Ph.D., Associate Professor of Biological Science, Marshall University, Proteomics and cell signaling pathways

**James Denvir**, Ph.D., Assistant Professor, Department of Biochemistry and Microbiology, Marshall University, Bioinformatics and Biostatistics

**Phillipe Georgel**, Ph.D., Professor, Department of Biology, Marshall University, Epigenetics of Breast Cancer

**Elizabeth Murray**, Ph.D., Marshall University, Biotechnology, Integrated Science and Technology, Entrepreneurship

**Gary Rankin**, Ph.D., Chair, Department of Pharmacology, Marshall University, Physiology and Toxicology

**Teodoro Espinosa-Solares**, Ph.D., Faculty, Department of Agroindustrial Engineering, Chapingo Autonomous University, Mexico, Anaerobic Digester Engineering

**Sridhar Malkaram**, Ph.D., Research Scientist, Gus R. Douglass Land Grant Institute, WVSU, Computational Biology

**M. Nurul Islam-Faridi**, Ph.D., Research Geneticist, Tree Molecular Cytogenetics Lab, Southern Institute of Forest Genetics, US Forest Service; Associate Professor (Adjunct), Department of Ecosystem Science and Management, Texas A & M University

**Yan Tomason**, Ph.D., Associate Professor of Genetics, Dnipropetrovsk State Agrarian University, Ukraine, Cucurbit Genetics

**Travis Salisbury**, Ph.D. Assistant Professor of Medicine, Department of Pharmacology, Marshall, Huntington, WV, Gene Expression Analysis

# Biology



Dr. Mark Chatfield, Chairperson  
Department of Biology  
219 Hamblin Hall  
304 766-3110  
chatfield@wvstateu.edu

The Department of Biology offers courses for students interested in a career in science or medicine; courses for students with a vocational interest in living organisms; and courses designed to enhance the scientific literacy of all college students.

The Department of Biology offers courses leading to the Bachelor of Science degree. In addition to core and cognate courses that all Biology majors take, each student chooses one of the three options within the B.S. degree. The Department of Biology also offers an Undergraduate Certificate in Pre-Nursing for students who intend to transfer to nursing programs elsewhere.

Glenna Curry is the Administrative Secretary, Sr., for the Department of Biology faculty. Her phone number is 304-766-3102. Her office is in Hamblin Hall room 101 and her email address is gcurry4@wvstateu.edu.

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## BACHELOR OF SCIENCE IN BIOLOGY

*128 hours required for graduation*

### GENERAL EDUCATION

42 hours

### BIOLOGY MAJOR

Biology Core Courses, 21 hours: Biol 120, 121, 250, 270, 385, and 411.

Biology Cognate Courses, 28–29 hours: Chem 105, 106, 107, 108, 205, 206, 207, 208; Phys 201, 203; Math 206 or 222.

## THE OPTIONS

Choose one option area:

### A. Organismal and Environmental Biology

This option prepares students for employment or further education in sub-disciplines of Biology that focus on life at the level of the whole organism, as well as how individuals function within populations and in their environments. Graduates from the Organismal and Environmental Biology option are especially suited for jobs in departments of environmental/natural resources, in laboratories, pharmaceutical sales, working with animals and plants, etc. This option provides each student with maximum flexibility in pursuing his or her own interests.

### B. Biotechnology and Genetics

This option provides education and training (theoretical and practical) in the gamut of current sub-disciplines of biotechnology, classical and molecular genetics, and genomics. Graduates from the BG option are superbly trained and competitive for jobs in fields such as forensic laboratories, research labs, and government regulatory agencies. Graduates are also attractive candidates for the graduate schools of their choosing.

### C. Pre-Medical and Biomedical Sciences

This option is especially designed to meet all requirements needed to enter medical, veterinary, dental, osteopathic, and other professional schools. It is also ideal for students who intend to pursue graduate studies in medically significant fields.

**Option A: Organismal and Environmental Biology (OEB)** 18–20 hours: No additional required courses; 18 to 20 hours of restricted electives specific to Option A.

Option A electives: Biol 306, 310, 320, 321, 325, 326, 341, 350, 365, 375, 395, 399, 435, 440, 442, 443, 444, 460, 490, 491, 492, 499

**Option B: Biotechnology and Genetics (BG)**

18–20 hours: Required courses are Biol 341, Chem 331, 333, plus another 9 to 11 hours of restricted electives specific to Option B.

Option B electives: Biol 345, 347, 350, 361, 373, 375, 395, 399, 443, 444, 460, 466, 490, 491, 492, 499.

**Option C: Pre-Medical and Biomedical Sciences (MBS)**

18–20 hours: Required courses are Biol 331, 332, 341, Chem 331, plus another 3 to 5 hours of restricted electives specific to Option C.

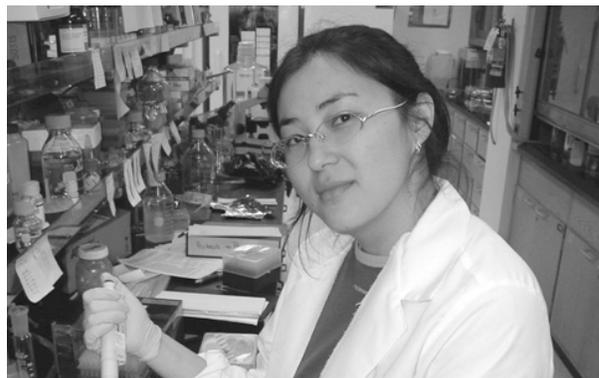
Option C electives: Biol 306, 321, 326, 330, 345, 347, 361, 370, 395, 399, 435, 466, 490, 491, 492, 499, Chem 333.

A student may take a Biology major's course (Biology Core, Elective, or Cognate) for credit no more than three (3) times.

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).

#### FREE ELECTIVES

Enough to bring total hours to 128




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#### MINOR IN BIOLOGY

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

- Fundamentals of Biology (BIOL 120), 4 credits;
- Biological Diversity (BIOL 121), 4 credits;
- and three more upper-division Biology courses approved by the Department Chair.

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#### UNDERGRADUATE CERTIFICATE IN PRE-NURSING

Many students enroll in classes at WVSU with the intention of later transferring to nursing programs elsewhere, and having their WVSU coursework count toward that institution's nursing degree. Such coursework leads to the Certificate in Pre-Nursing, which formally recognizes WVSU's contribution to their education.

Students may earn the certificate by completing and passing the following courses (*19 credits total*):

- Introduction to Microbiology BIOL 241 or Microbiology BIOL 341, 4 credits
- Human Anatomy and Physiology I BIOL 331, 4 credits
- Human Anatomy and Physiology II BIOL 332, 4 credits
- College Algebra MATH 120, 3 credits
- Health Science General Chemistry CHEM 101, 4 credits

# Suggested Course Sequence Biology

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## FRESHMAN YEAR

### 1ST SEMESTER

ENGL 101 .....	3
BIOL 120.....	4
CHEM 105.....	3
CHEM 107 .....	2
NSM 101.....	1
G ED Fine Arts .....	3

**Semester Total .....** 16

### 2ND SEMESTER

ENGL 102 .....	3
BIOL 121.....	4
CHEM 106.....	3
CHEM 108 .....	2
G ED 100 .....	3

**Semester Total .....** 15

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## JUNIOR YEAR

### 1ST SEMESTER

PHYS 201 .....	4
PHYS 203 .....	1
BIOL Elective.....	4
MATH 206 or 222 .....	3-4
HHPLS 122 or 157.....	2
HIST 201 or 202 .....	3

**Semester Total .....** 17-18

### 2ND SEMESTER

BIOL Elective.....	4
BIOL 385.....	4
G ED Am. Trad. ....	3
G ED Soc. Struct.....	3
Free elective .....	3

**Semester Total .....** 17

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## SOPHOMORE YEAR

### 1ST SEMESTER

BIOL 121.....	4
Chem 205 .....	3
Chem 207 .....	2
G ED Fine Arts .....	3
Free Elective .....	3

**Semester Total .....** 15

### 2ND SEMESTER

BIOL 250 OR 270 .....	4
CHEM 206.....	3
CHEM 208.....	2
ENGL 150.....	3
G ED 200 .....	3

**Semester Total .....** 15

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## SENIOR YEAR

### 1ST SEMESTER

BIOL Elective.....	4
Free Elective .....	3
COMM 100 .....	3
G ED Int'l Persp.....	3
Free Elective .....	3

**Semester Total .....** 16

### 2ND SEMESTER

BIOL 411.....	1
G ED Int'l Persp.....	3
BIOL Elective.....	4
BIOL Elective.....	4
Free Elective .....	3
Free Elective .....	2

**Semester Total .....** 17

## Course Descriptions

### **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 lecture 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 lecture and two laboratory hours per week.

### **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 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 lecture 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: 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: 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: 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: 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: 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: As stated for each course.*

**BIOL 303. Nutrition**

(3 credit hours)

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: BIOL 121.*

**BIOL 310. Conservation Ecology**

(3 credit hours)

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: BIOL 250 or permission of the instructor.*

**BIOL 320. Entomology**

(4 credit hours)

The taxonomy, anatomy, life history, and measures of control of some of the common insects. Emphasis is placed on field studies. Six class hours per week. *Prerequisite: 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: BIOL 121.*

**BIOL 325. Invertebrate Zoology** (4 credit hours)

The taxonomy, anatomy, and life history of selected invertebrate groups. Six class hours per week, including laboratory. *Prerequisite: 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: BIOL 121.*

**BIOL 330. Vertebrate Histology** (4 credit hours)

Microscopical 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: 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: 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: 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: BIOL 121, CHEM 105 and 107.*

**BIOL 345. General Virology** (3 credit hours)

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: 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: Permission of the instructor.*

**BIOL 350. Evolution** (3 credit hours)

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: 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: BIOL 341 and BIOL 270. CHEM 105 and 106.*

**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: 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: 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: 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: 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: 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: 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: 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 project. *Prerequisite: 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: 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: BIOL 250 or permission of instructor.*

**BIOL 442. Plant Geography** (3 credit hours)

Descriptive and interpretative 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: 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: 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: 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: BIOL 341; CHEM 106 and 108 or permission of instructor.*

**BIOL 466. Cancer Biology** (3 credit hours)

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: 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: 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 4 credit hours of BIOL 490. Course is graded pass/fail only. *Prerequisite: 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 2 credits of BIOL 492 may be counted toward a Biology major. *Prerequisite: 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: Junior standing and permission of the instructor and the department chairperson.*

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## **BIOLOGY (GRADUATE COURSES)**

### **BIOL 510. Conservation Ecology** (3 credit hours)

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: 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: Graduate status and permission of instructor.*

### **BIOL 550. Evolution** (3 credit hours)

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: 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: Graduate status and permission of instructor.*

### **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: 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: 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: 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: 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 laboratory, these concepts will be explored using field and laboratory experiments. Six class hours per week. *Prerequisite: Graduate status and permission of instructor.*

**BIOL 635. Animal Physiology** *(4 credit hours)*

This course is designed as an introduction to the mechanisms and principles 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: 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: 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: Graduate status and 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: Graduate status or permission of instructor*

**BIOL 666. Cancer Biology** (3 credit hours)

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: 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: Graduate status and permission of instructor.*

## Faculty

**Barry, Kevin J.** (2011), Assistant Professor of Biology. B.S. Pennsylvania State University; Ph.D., University of Maryland, 2011. Dr. Barry teaches introductory Biology and Ecology. His research interests include the effects of the environment on the success of invasive plant species.

**Chatfield, Mark** (1993), Professor of Biology. B.S. Marshall University; M.S. Marshall University; Ph.D. Oregon State University, 1986. Dr. Chatfield teaches Plant Physiology, and Economic Biology. His current interests include plant biology education and research on various aspects of the biochemistry and physiology of plants.

**Collins, Sean A.** (2005), Assistant Professor of Biology. B.S. St. Lawrence University; M.S. University of Illinois; Ph.D. University of Illinois (2003). Dr. Collins teaches Biological Diversity, Ecology and Entomology. His research interests include molecular biology and genomics of Vespidae 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. Dr. Eya teaches Zoology and Aquaculture. His research interests include nutrigenomics of food fishes.

**Fletcher, Jackie** (2013), Instructor of Biology. B.S. Brock University, Ontario; M.S. West Virginia State University, 2013. Ms. Fletcher teaches Introductory Biology and Basic Human Anatomy and Physiology.

**Ford, Richard** (2001), Associate Professor of Biology. B.S. Indiana University of Pennsylvania; B.S. Clarion University of Pennsylvania; M.S. Miami University (Ohio); Ph.D. Miami University (Ohio), 1993. Dr. Ford teaches Introductory Biology and Microbiology. He is the coordinator of General Education Biology.

**Hankins, Gerald** (2005), Associate Professor of Biology. B.S. Florida State University; M.A. George Washington University; Ph.D. University of Virginia,

1991. Dr. Hankins teaches Biostatistics, Cancer Biology and Biotechnology courses. His research interests include the molecular genetics of tumors and screening of natural products for anticancer activity.

**Harper, Katherine L.** (1987), Professor of Biology. B.S. West Virginia University; M.S. West Virginia University; Ph.D. West Virginia University, 1986. Dr. Harper is Dean of the College of Natural Sciences and Mathematics. She teaches Genetics and Cell Biology.

**Harris, Robert T.** (1995), Professor of Biology. B.S. Marshall University; M.S. Ohio University; Ph.D. Ohio University, 1992. Dr. Harris teaches Human Anatomy and Physiology. His research interests include molecular biology of smooth muscle cell contraction.

**Huber, David H.** (1999), Professor of Biology. B.S. Central Michigan University; M.S. Michigan State University; Ph.D. Michigan State University, 1996. Dr. Huber teaches Microbiology and Biotechnology courses. His research interests include microbial ecology of anaerobic digestors.

**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. Dr. Reddy teaches Genetics and Biotechnology courses. His research interests include 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. Dr. Ruhnke teaches Fundamentals of Biology, Parasitology, and Invertebrate Biology. His research interests include morphology and molecular systems of marine tapeworms.

### **Affiliate Faculty**

**Liedl, Barbara E.** (2003), Associate Research Professor. B.S. Purdue University; M.S. University of Minnesota; Ph.D. University of Minnesota, 1989. Dr. Liedl is a Research Scientist for the Gus R. Douglass Land Grant Institute. Her research interests include breeding and molecular genetics of greenhouse tomatoes.

**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.

# Chemistry



Dr. Ernest Sekabunga, Chairperson  
Department of Chemistry  
Hamblin Hall 329  
304-766-5132  
sekabuej@wvstateu.edu

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 program offered by the Department of Chemistry 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 chemistry and its important role in the world today.

The Department of Chemistry is approved by the American Chemical Society. To prepare students for a variety of careers, the Department of Chemistry offers three options in the Bachelor of Science degree program: American Chemical Society Certified, General Emphasis, and Pre-medical Emphasis.

The department also provides the courses for a teaching field in chemistry for students pursuing the Bachelor of Science in Education degree. The Department of Chemistry 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 activities, our graduates must pass an exit exam given in the Senior Seminar Course, CHEM 450.

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## BACHELOR OF SCIENCE IN CHEMISTRY

*120–128 hours required for graduation*

### GENERAL EDUCATION

42 - 46 hours. Includes three credit hours of MATH. The major core and cognate classes satisfy three credit hours of the G ED Natural Science requirement. For Option C, BIOL 120 completes the G ED Natural Science requirement. For Option A, choose one course from BIOL 120, PHYS 120, or PHYS 170 to complete the G ED Natural Science requirement.

### CHEMISTRY MAJOR

Chemistry Core Courses (44 hours): Chem 105, 106, 107, 108, 202, 205, 206, 207, 208, 211, 301, 303, 350, 411, 416, 418, 429, 450.

**THE OPTIONS**

Choose one option area:

**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.

**Option A: American Chemical Society**

**Certified 16 hours:**

CHEM 302, 304, 331, 413, 462 and one course from 425, 462.

**Option B: Applied Chemistry 20 hours:**

Chem 312, 331, 333, 356, 357, 425, 460, and 461

**Option C: Pre-Medical/Pre-Pharmacy Sciences**

**8 hours:**

Chem 331, 333 and 462.

**Chemistry Cognate Courses**

**Option A, 22 hours:**

MATH 206, 207, 208; PHYS 203, 204

AND

PHYS 231, 232, OR PHYS 201, 202

**Option B, 14 hours:**

MATH 206; PHYS 203, 204

AND

PHYS 231, 232 OR PHYS 201, 202

**Option C, 26 hours:**

MATH 206, BIOL 120, 331; PHYS 203, 204

AND

PHYS 231, 232 OR PHYS 201, 202

AND

Choose one of the following: BIOL 332, 341 or 385

**TOTAL HOURS REQUIRED FOR DEGREE**

Option A 128 hours

Option B 120 hours

Option C 120 hours

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**MINOR IN CHEMISTRY**

*16-17 hours*

CHEM 205, 206, 207, 208, and two courses from CHEM 211, 301, 331, 462.

## Suggested Course Sequence Chemistry, Option A

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### FRESHMAN YEAR

#### 1ST SEMESTER

CHEM 105.....	3
CHEM 107.....	2
MATH 206.....	4
ENGL 101.....	3
COMM 100.....	3
NSM 101.....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

CHEM 106.....	3
CHEM 108.....	2
MATH 207.....	4
ENGL 102.....	3
G ED Fine Arts.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

CHEM 211.....	4
CHEM 301.....	3
CHEM 303.....	2
G ED Int'l Persp.....	3
BIOL 120.....	4
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

CHEM 302.....	3
CHEM 304.....	2
CHEM 331.....	3
CHEM 350.....	1
ENGL 150.....	3
G ED Am. Trad. ....	3
HHP 122 or 157.....	2
<b>Semester Total .....</b>	<b>17</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

CHEM 202.....	2
CHEM 205.....	3
CHEM 207.....	2
MATH 208.....	4
PHYS 201 or 231.....	4
PHYS 203.....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

CHEM 206.....	3
CHEM 208.....	2
G ED 100.....	3
PHYS 202 or 232.....	4
PHYS 204.....	1
CHEM 462.....	3
<b>Semester Total .....</b>	<b>16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

CHEM 411.....	3
CHEM 413.....	2
CHEM 425 or 462.....	3
G ED Fine Arts.....	3
HIST 201 or 202.....	3
G ED Int'l Persp.....	3
<b>Semester Total .....</b>	<b>17</b>

#### 2ND SEMESTER

CHEM 416.....	3
CHEM 418.....	2
CHEM 429.....	3
CHEM 450.....	1
G ED 200.....	3
G ED Soc. Struct.....	3
<b>Semester Total .....</b>	<b>15</b>

## Suggested Course Sequence Chemistry, Option B

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### FRESHMAN YEAR

#### 1ST SEMESTER

CHEM 105.....	3
CHEM 107.....	2
G ED Fine Arts.....	3
ENGL 101.....	3
COMM 100.....	3
NSM 101.....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

CHEM 106.....	3
CHEM 108.....	2
MATH 206.....	4
ENGL 102.....	3
G ED 100.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

CHEM 211.....	4
CHEM 301.....	3
CHEM 303.....	2
CHEM 312.....	3
HIST 201 or 202.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

CHEM 356.....	3
CHEM 331.....	3
CHEM 333.....	2
CHEM 350.....	1
G ED Int'l Persp.....	3
CHEM 460.....	1
HHPLS 122 or 157.....	2
<b>Semester Total .....</b>	<b>15</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

CHEM 202.....	2
CHEM 205.....	3
CHEM 207.....	2
ENGL 150.....	3
PHYS 201 or 231.....	4
PHYS 203.....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

CHEM 206.....	3
CHEM 208.....	2
G ED Amer. Trad. ....	3
PHYS 202 or 232.....	4
PHYS 204.....	1
G ED Int'l Persp.....	3
<b>Semester Total .....</b>	<b>16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

CHEM 411.....	3
CHEM 425.....	3
CHEM 461.....	2
CHEM 356.....	3
G ED Fine Arts.....	3
<b>Semester Total .....</b>	<b>14</b>

#### 2ND SEMESTER

CHEM 416.....	3
CHEM 418.....	2
CHEM 429.....	3
CHEM 450.....	1
G ED 200.....	3
G ED Soc. Struct.....	3
<b>Semester Total .....</b>	<b>15</b>

## Suggested Course Sequence Chemistry, Option C

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### FRESHMAN YEAR

#### 1ST SEMESTER

CHEM 105.....	3
CHEM 107.....	2
G ED Fine Arts.....	3
ENGL 101.....	3
COMM 100.....	3
NSM 101.....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

CHEM 106.....	3
CHEM 108.....	2
MATH 206.....	4
ENGL 102.....	3
G ED 100.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

CHEM 211.....	4
CHEM 301.....	3
CHEM 303.....	2
BIOL 331.....	4
ENGL 150.....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

CHEM 331.....	3
CHEM 333.....	2
BIOL 332 or 341 or 385.....	4
CHEM 350.....	1
G Ed Int'l Persp.....	3
HHPLS 122 or 157.....	2
<b>Semester Total .....</b>	<b>15</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

CHEM 202.....	2
CHEM 205.....	3
CHEM 207.....	2
BIOL 120.....	4
PHYS 201 or 231.....	4
PHYS 203.....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

CHEM 206.....	3
CHEM 208.....	2
G ED Soc. Struct.....	3
PHYS 202 or 232.....	4
PHYS 204.....	1
G ED Fine Arts.....	3
<b>Semester Total .....</b>	<b>16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

CHEM 411.....	3
CHEM 462.....	3
G ED Int'l Persp.....	3
G ED Am Trad.....	3
HIST 201 or 202.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

CHEM 416.....	3
CHEM 418.....	2
CHEM 429.....	3
CHEM 450.....	1
G ED 200.....	3
<b>Semester Total .....</b>	<b>12</b>

## Course Descriptions

### **CHEM 100. Consumer Chemistry**

(3 credit hours)

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)**

(3 credit hours)

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.

### **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: Eligible for MATH 120.*

### **CHEM 105. General Chemistry I** (3 credit hours)

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: Concurrent MATH 120 or Math ACT of 23+.*

### **CHEM 106. General Chemistry II**

(3 credit hours)

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: 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: 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: CHEM 105, 106, and 107 (enrollment in CHEM 106 may be concurrent).*

### **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 two hours each week will help illustrate the principles and techniques used in organic chemistry and biochemistry. *Prerequisite: C in CHEM 101 or CHEM 105.*

**CHEM 202. Computer Chemistry** (2 credit hours)

This course is designed to provide exposure to the use of selected computer programs that are often used by modern chemists. These include programs for drawing chemical structures, programs for molecular mechanics calculations, spreadsheet programs for doing various types of repetitive chemical calculations, spectral simulation programs, and programs for technical computing and higher-level math.

*Prerequisite: CHEM 106; CHEM 205 or concurrent.*

**CHEM 205. Organic Chemistry I**

(3 credit hours)

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 hour lecture and one recitation hour per week. *Prerequisite: CHEM 106.*

**CHEM 206. Organic Chemistry II**

(3 credit hours)

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: 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: 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: 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: C in CHEM 106, 108 and MATH 120; concurrent enrollment in MATH 102 or MATH 121.*

**CHEM 301. Physical Chemistry I** (3 credit hours)

Fundamental principles and laws of chemistry, including thermodynamics, statistical mechanics, and chemical kinetics. *Prerequisite: CHEM 106, 202, 206, 208, MATH 206, and PHYS 201 or 231.*

**CHEM 302. Physical Chemistry II** (3 credit hours)

Statistical mechanics, electrochemistry, quantum mechanics, molecular structure, and spectroscopy. *Prerequisite: 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 Mathematica. *Prerequisite: 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: CHEM 302 or concurrent.*

### **CHEM 312. Environmental Chemistry**

(3 credit hours)

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: CHEM 206 or permission of instructor.*

### **CHEM 331. Biochemistry**

(3 credit hours)

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: CHEM 201 or 206.*



### **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 co-requisite: 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: CHEM 206.*

### **CHEM 356. Environmental Toxicology**

(3 credit hours)

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 nonorgan-directed toxicity and target organ toxicity. *Prerequisite: CHEM 206*

**CHEM 357. Green Chemistry***(3 credit hours)*

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: CHEM 206*

**CHEM 411. Inorganic Chemistry***(3 credit hours)*

A systematic study of the principles of structure and reactivity of the chemical elements and their compounds. *Prerequisite: 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***(3 credit hours)*

Theoretical aspects of instrumental methods of chemical and structural analysis. *Prerequisite: 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: Concurrent enrollment in CHEM 416.*

**CHEM 420. Undergraduate Library Research***(1 credit hour)*

An introduction to library research techniques and the chemistry literature. Staff assign a topic and supervise the project. *Prerequisite: Permission of chair and instructor.*

**CHEM 425. Advanced Organic Chemistry***(3 credit hours)*

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: CHEM 206 and 301.*

**CHEM 429. Spectroscopic Methods***(3 credit hours)*

The use of UV, IR, NMR, and mass spectroscopy for investigating molecular structures. *Prerequisite: 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: CHEM 350 and 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: 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: Permission of the department chair.*

**CHEM 462. Directed Student Research**

(3 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: Permission of the department chair.*

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**CHEMISTRY (GRADUATE COURSES)**

**CHEM 512. Environmental Chemistry**

(3 credit hours)

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: CHEM 206 or permission of instructor; graduate status.*

**CHEM 525. Advanced Organic Chemistry**

(3 credit hours)

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: CHEM 206 and 302 or permission of instructor; graduate status.*

**CHEM 531. Biochemistry**

(3 credit hours)

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: CHEM 201 or 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 co-requisite: CHEM 531.*

## Faculty

**Fultz, Micheal** (2009), Assistant Professor of Chemistry. B. S. University of Tennessee, Martin; Ph.D. Indiana University, 2009. Dr. Fultz teaches Organic Chemistry Labs and Lectures and spectroscopic methods. His research interests include organic synthesis of natural products.

**Guetzloff, Thomas F.** (2000), Professor of Chemistry. B.S. St. Norbert College; Ph.D. South Dakota State University, 1996. He teaches Analytical Chemistry, Instrumental Analytical Chemistry, General Chemistry, and Consumer Chemistry. His research interests include water and air quality and organic synthesis of bioactive chemicals.

**Molnar, Sharon** (1998), Assistant Professor of Chemistry. B.A. College of St. Catherine's; Ph.D. Virginia Polytechnic Institute and State University, 1996. Dr. Molnar teaches Inorganic Chemistry, General Chemistry and Consumer Chemistry. Her research interests include synthesis of trimetallic complexes for photocatalysis studies.

**Moncrief, Anthony** (2007), Instructor of Chemistry. B.S. Jackson State University; M.S. University of Kentucky, 2005. Mr. Moncrief teaches Chemistry 101, Consumer Chemistry and Freshman Experience.

**Naga, Sundar** (1992), Professor of Chemistry. B.S. Madurai University; M.S. Madurai University; Ph.D. University of Maine, 1987. Dr. Naga teaches Physical Chemistry and General Chemistry. His research interests include synthesis of nanocompounds and chemical education.

**Sekabunga, Ernest J.** (1998), Associate Professor of Chemistry and Department Chairperson, B.S.

Makerere University; M.S. University of Manchester; Ph.D. Auburn University, 1997. Dr. Sekabunga teaches Inorganic chemistry, General Chemistry and Consumer Chemistry. His research interests include synthesis of Phosphorus compounds for use in environmental remediation.

**Sklute, Genia** (2009), Assistant Professor of Chemistry. B.S. Hebrew University; M.S. in Technion-Israel Institute of Technology, Haifa; Ph.D. Technion-Israel Institute of Technology, 2007. Dr. Sklute teaches Organic Chemistry Labs and Lectures. Her research interests include the development of atom-economic reactions, which are highly efficient and environmentally friendly.

# Mathematics and Computer Science



Dr. Naveed Zaman, Chairperson  
Wallace Hall 817  
304 766-3394  
zamamma@wvstateu.edu

The Department of Mathematics and Computer Science offers the Bachelor of Science Degree in Mathematics and the Bachelor of Science Degree in Computer Science. 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 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 which will enable them to adapt to and function in any current computing environment.

The Department of Mathematics 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.

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## BACHELOR OF SCIENCE IN MATHEMATICS

*120 hours required for graduation*

### GENERAL EDUCATION

51-53 hours

### MATHEMATICS MAJOR

41 hours

Mathematics Cognate Courses, 11-13 hours: C S 101

**AND**

BIOL 120, 121

**OR**

CHEM 105, 106, 107, 108

**OR**

PHYS 231, 232

### THE OPTIONS

**Choose one option area:**

#### D. Classical Emphasis

MATH 205, 206, 207, 208, 222, 307, 308, 402, 408, plus 12 elective hours in upper-division mathematics courses.

#### E. Applied Emphasis

MATH 205, 206, 207, 208, 222, 307, 402, 404, 408, plus 12 elective hours in upper-division mathematics courses.

### FREE ELECTIVES

Enough to bring total hours to 120

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**MINOR IN MATHEMATICS**

*17 hours*

MATH 207, 208, 222, and any two of the following:  
MATH 307, 308, 402, 403, 404, 406, 409

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**MINOR IN COMPUTER SCIENCE**

*18 hours*

CS 101, 102, 210, 230, 240, and one upper-level (300-400) CS course

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**BACHELOR OF SCIENCE IN COMPUTER SCIENCE**

*120 hours required for graduation*

**GENERAL EDUCATION**

51–53 hours

**COMPUTER SCIENCE MAJOR**

41 hours: CS 101, 102, 210, 230, 240, 250, 311, 336, 405, and 408. Plus select 12 hours from upper-division computer science courses and MATH 404.

Computer Science Cognate Courses, 21- 22 hours:  
MATH 205, 206, 207, 222, 307

**AND**

BIOL 120\*

**OR**

CHEM 105 and 107

**OR**

PHYS 231

**FREE ELECTIVES**

Enough to bring total hours to 120



\* May be cross-listed for General Education

## Suggested Course Sequence Mathematics, Classical Option

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
MATH 206* .....	4
G ED 100 .....	3
HHPLS 122 or 157 .....	2
COMM 100 .....	3
NSM 101 .....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 207 .....	4
G ED 200 .....	3
C S 101 .....	3
G ED Fine Arts .....	3
<b>Semester Total .....</b>	<b>16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

MATH 205 .....	3
MATH 307 .....	3
Science Cognate** .....	4-5
G ED Int'l Persp. ....	3
G ED Am. Traditions .....	3
<b>Semester Total .....</b>	<b>16-17</b>

#### 2ND SEMESTER

MATH 308 .....	3
MATH 300/400 .....	3
Science Cognate .....	4-5
G ED Social Struct. ....	3
G ED Free Elective.....	2-3
<b>Semester Total .....</b>	<b>15-17</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

MATH 208 .....	4
G ED Fine Arts .....	3
HIST 201 or 202 .....	3
Free Elective .....	3
ENGL 150 .....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

MATH 222 .....	3
G ED Nat. Sci. ....	3-4
MATH 402 .....	3
G ED Fine Arts .....	3
<b>Semester Total .....</b>	<b>12-13</b>

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### SENIOR YEAR

#### 1ST SEMESTER

MATH Elective 300/400 .....	3
MATH Elective 300/400 .....	3
G ED Nat. Sci. or Free Elective** .....	3-4
Free Elective .....	3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

MATH Elective 300/400 .....	3
MATH 408 .....	2
Free Elective .....	3
Free Elective .....	3
G ED Int'l Persp. ....	3
<b>Semester Total .....</b>	<b>14</b>

\*Some students may need to complete MATH 121 or equivalent before taking MATH 206.

\*\*Students selecting BIOL 120 will need only one other General Education Natural Science course

## Suggested Course Sequence Mathematics, Applied Option

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
MATH 206* .....	4
G ED 100 .....	3
HHPLS 122 or 157 .....	2
COMM 100 .....	3
NSM 101 .....	1
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 207 .....	4
G ED 200 .....	3
C S 101 .....	3
G ED Fine Arts .....	3
<b>Semester Total .....</b>	<b>16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

G ED Am. Trad. ....	3
MATH 205 .....	3
Free Elective .....	3
Science Cognate** .....	4-5
MATH Elective 300-400 .....	3
<b>Semester Total .....</b>	<b>16-17</b>

#### 2ND SEMESTER

G ED Soc. Struct. ....	3
Science Cognate .....	4-5
MATH Elective 300/400 .....	3
Free Elective .....	2-3
Free Elective .....	3
<b>Semester Total .....</b>	<b>15-17</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

MATH 208 .....	4
G ED Fine Arts .....	3
G ED Int'l Perspective .....	3
HIST 201 or 202 .....	3
ENGL 150 .....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

MATH 222 .....	3
G ED Nat. Sci. ....	3-4
MATH 402 .....	3
MATH 307 .....	3
<b>Semester Total .....</b>	<b>12-13</b>

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### SENIOR YEAR

#### 1ST SEMESTER

MATH 404 .....	3
MATH Elective 300/400 .....	3
MATH 408 .....	2
G ED Nat. Sci. or Free Elective** .....	3-4
Free Elective .....	3
<b>Semester Total .....</b>	<b>14-15</b>

#### 2ND SEMESTER

MATH 300/400 .....	3
Free Elective .....	3
G ED Int'l. Persp. ....	3
Elective .....	3
Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

\*Some students may need to complete MATH 121 or equivalent before taking MATH 206.

\*\*Students selecting BIOL 120 will need only one other General Education Natural Science course

## Suggested Course Sequence Computer Science

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
C S 101 .....	3
MATH 206* .....	4
COMM 100 .....	3
NSM 101 .....	1
<b>Semester Total .....</b>	<b>14</b>

#### 2ND SEMESTER

ENGL 102 .....	3
MATH 207 .....	4
G ED 100 .....	3
C S 102 .....	3
G ED Fine Arts .....	3
<b>Semester Total .....</b>	<b>16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

C S 311 .....	3
MATH 307 .....	3
C S Elective 300/400 .....	3
G ED Am. Trad. ....	3
G ED Int'l Persp. ....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

C S 336 .....	3
C S Elective 300/400 .....	3
Science Cognate** .....	4-5
HHPLS 122 or 157 .....	2
Free Elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

C S 230 .....	3
CS 240 .....	3
MATH 205 .....	3
G ED 200 .....	3
ENGL 150 .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

C S 210 .....	3
C S 250 .....	3
MATH 222 .....	3
G ED Nat. Sci. ....	3-4
G ED Fine Arts .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

C S 405 .....	3
C S Elective 300/400 .....	3
G ED Int'l Persp. ....	3
G ED Nat. Sci. or Free Elective** .....	3-4
Free Elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

C S 408 .....	2
C S Elective 300/400 .....	3
HIST 201 or 202 .....	3
Free Elective .....	4
G ED Soc. Struct. ....	3
<b>Semester Total .....</b>	<b>15</b>

\*Some students may need to complete MATH 121 or equivalent before taking MATH 206.

\*\*Students selecting BIOL 120 will need only one other General Education Natural Science course

# Course Descriptions

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## COMPUTER SCIENCE

### **CS 100. Introduction to Computers and their Applications**

(3 credit hours)

Computer history, application and ethics, operating systems, word processing, spread sheets, databases, and integrating applications, data communications and the internet computer security and privacy.

*Prerequisite: 19 or above in Math ACT.*

### **CS 101. Programming Fundamentals**

(3 credit hours)

The fundamental concepts of programming using C. Historical and social context of computing and an overview of computer science as a discipline.

*Prerequisite: Eligibility for MATH 120.*

### **CS 102. The Object-Oriented Paradigm**

(3 credit hours)

The fundamental concepts of object-oriented programming using language such as C++, JAVA, or another O-OP language of the instructor's choice.

*Prerequisite: "C" or better in CS 101.*

### **CS 202. FORTRAN Programming I**

(3 credit hours)

Structured FORTRAN with documentation, input-output, loops, logic statements. *Prerequisite: MATH 120, CS 101.*

### **CS 204. Introduction To COBOL Programming**

(3 credit hours)

Provides the basic elements of the computer language necessary to run programs with an emphasis on business applications. *Prerequisite: CS 101.*

### **CS 210. Fundamentals of Operating Systems**

(3 credit hours)

An introduction to the organization of computer operating systems and the range of computer operations available through efficient use of operating systems. *Prerequisite: CS 102*

### **CS 214. Introduction to Visual Basic**

(3 credit hours)

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: CS 101.*

### **CS 230. Database Management Systems**

(3 credit hours)

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: CS 102.*

### **CS 236. Introduction to PASCAL**

(3 credit hours)

The basic concepts and skills, including general problem-solving techniques, files and text processing, and abstract data structures. *Prerequisite: CS 101.*

### **CS 240. Data Communications and Networking**

(3 credit hours)

An introduction to the theories, terminology, equipment, and distribution media associated with data communications and networking. *Prerequisite: CS 102.*

### **CS 250. Data Structures and Algorithms**

(3 credit hours)

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.

*Prerequisites: CS 102 and Math 205.*

### **CS 266. Introduction to JAVA**

(3 credit hours)

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: CS 102.*

### **CS 299. Special Topics** (1–4 credit hours)

A sophomore-level course designed for a topic of special current interest. *Prerequisite: As stated by the offering.*

### **CS 309. Software Engineering**

(3 credit hours)

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: CS 250.*

### **CS 310. Computer Architecture and Assembly Language** (3 credit hours)

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: CS 102 and MATH 205.*

### **CS 311. Object-Oriented Programming**

(3 credit hours)

Object-oriented programming using languages such as C++, Java, Smalltalk, Delphi. *Prerequisite: CS 250.*

### **CS 335. Introduction to Systems Analysis**

(3 credit hours)

Life cycle of business information study, design, development, and operating phases, feasibility, project control. *Prerequisite: CS 250.*

### **CS 336. Scripting Languages**

(3 credit hours)

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: CS 102*

### **CS 365. GUI Programming**

(3 credit hours)

Graphical user interface design and implementation using visual programming tools and libraries.

*Prerequisite: CS 250.*

### **CS 399. Special Topics**

(1-3 credit hours)

A junior-level course designed for a topic of special current interest, including televised courses.

*Prerequisite: As stated for each offering.*

### **CS 405. Algorithms**

(3 credit hours)

Design and analysis of algorithms and data structures, asymptotic analysis, recurrence relations, probabilistic analysis, divide and conquer, searching, sorting, and graph processing algorithms. *Prerequisite: 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**

(3 credit hours)

Maintenance of a multi-user computer system, managing services, managing users, managing data, file systems, networking, security. *Prerequisite: CS 240 and CS 336.*

**CS 415. Theory of Computing**

(3 credit hours)

Formal grammars and languages, Chomsky Normal Form, Greibach Normal Form, finite automata, pushdown automata, turning machines, computability. *Prerequisite: CS 250 and CS 311.*

**CS 425. Compiler Design**

(3 credit hours)

Introduces the theory and practice of programming language translation. Topics include compiler design, lexical analysis, parsing, symbol tables, declaration and storage management, code generation, and optimization techniques. *Prerequisite: CS 250 and CS 310.*

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**MATHEMATICS**
**MATH 020. Fundamentals of Algebra**

(3 credit hours)

Real Numbers and their operations, algebraic expressions, integer components, polynomial arithmetic and factorization, linear equations and inequalities, quadratic equations, lines, systems of linear equations, applications. *Prerequisite: ACT MATH 15-18 or equivalent.*

**MATH 102. Plane Trigonometry**

(3 credit hours)

Trigonometry functions and graphs, identities and equations, solving triangles, vectors, polar coordinates, De Moivre's Theorem. *Prerequisite: MATH 120 or Math Enhanced ACT score of 23 or above or permission of instructor.*

**MATH 103. Problem Solving and Number Sense**

(3 credit hours)

Estimation, problem solving, sets, whole and rational number operations and properties, the set of integers, elementary number theory. *Prerequisite: Eligibility for MATH 120.*

**MATH 104. Algebra, Statistics, and Probability**

(3 credit hours)

Rational numbers, percent, probability, statistics, algebraic methods and problem solving, with reference to the NCTM standards. *Prerequisite: MATH 103.*

**MATH 105. Geometry and Measurement**

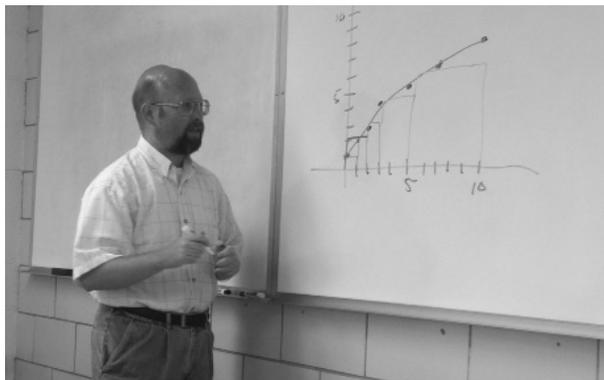
(3 credit hours)

Geometry, measurement, transformations, coordinates, with reference to the NCTM standards. *Prerequisite: MATH 103.*

**MATH 111. Mathematics for Liberal Arts**

(3 credit hours)

Problem solving, number systems, logic, consumer math, basic algebra and geometry, basic probability and statistics. *Prerequisite: a grade of "C" or better in MATH 020, or a score of 19-22 on ACT math test, or by placement when appropriate.*



### **MATH 120. College Algebra**

(3 credit hours)

Equations and inequalities, functions, systems of equations and inequalities, graphing, rational expressions, radical expressions, and applications of the above. *Prerequisite: a grade of "C" or better in MATH 020 or a score of 19-22 on Math ACT, or by placement when appropriate.*

### **MATH 121. Precalculus** (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: a grade of "C" or better in MATH 120, or a score of 23 or above on Enhanced-ACT Math test.*

### **MATH 205. Discrete Mathematics**

(3 credit hours)

The basic non-calculus mathematics for computer science in the areas of algebra, logic, combinations, and graph theory. *Prerequisite: 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: 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: 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: MATH 207.*

### **MATH 222. Elementary Statistics for Math and Natural Science**

(3 credit hours)

Descriptive statistics, probability distributions, experiment design and sampling, confidence intervals, hypothesis testing. Statistical software packages will be used. *Prerequisite: "C" or better in MATH 120 or a score of 23 or above on ACT Math, or permission of instructor.*

### **MATH 299. Special Topics** (1–3 credit hours)

Televised courses or other courses designed for special purposes.

**MATH 300. Introduction to College Geometry***(3 credit hours)*

Advanced topics in the geometry of triangles, transformations (dilatations, similitude, inversion), foundations of geometry, theorems of Ceva and Menelaus, Desargues' configuration and duality.

*Prerequisite: MATH 207.*

**MATH 307. Linear Algebra***(3 credit hours)*

Vector spaces, linear transformations, inner products, orthonormality, eigenvalue problems, system of linear equations, matrices, determinants; application.

*Prerequisite: MATH 207.*

**MATH 308. Introduction to Modern Abstract Algebra***(3 credit hours)*

Axiomatic development of rings, integral domains, fields, polynomials, complex numbers, group theory, isomorphism. *Prerequisite: MATH 208.*

**MATH 309. Introduction to the History of Mathematics***(3 credit hours)*

The history of mathematics from the earliest times until the 18th century, as developed in Egypt, India, China, Greece, and Europe. *Prerequisite: MATH 205 and 207.*

**MATH 310. Elementary Number Theory***(3 credit hours)*

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: MATH 205 and MATH 207.*

**MATH 315. Introduction to Complex Variables***(3 credit hours)*

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: MATH 208.*

**MATH 317. Mathematics for Teaching***(3 credit hours)*

Materials and methods for teaching mathematics in elementary school. *Prerequisite: EDUC 316 and MATH 104 and 105.*

**MATH 399. Special Topics***(1–3 credit hours)*

A junior-level course designed for a topic of special current interest, including televised courses.

*Prerequisite: As stated for each offering.*

**MATH 401. Introduction to Vector Analysis***(3 credit hours)*

Vector algebra, derivatives, space curves, line and surface integrals, transformation of coordinates, directional derivative, divergence and Stokes' theorem; applications. *Prerequisite: MATH 208.*

**MATH 402. Differential Equations I***(3 credit hours)*

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: MATH 208.*

**MATH 403. Introduction to Probability***(3 credit hours)*

Discrete and continuous probability models, random variables, estimation of parameters, moments, conditional probability, independence, central limit theorem, sampling distributions. *Prerequisite: MATH 208 and 222.*

**MATH 404. Numerical Analysis**

(3 credit hours)

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: MATH 208 and one programming language.*

**MATH 405. Differential Equations II**

(3 credit hours)

Laplace transform, series solutions, Bessel and Legendre equations, systems of equations, existence theorems, and numerical methods. *Prerequisite: MATH 402.*

**MATH 406. Mathematics Statistics**

(3 credit hours)

Decision theory, confidence intervals, hypothesis testing, multiple linear regression, correlations, analysis of variance, covariance, goodness of fit tests, non-parametric tests. *Prerequisite: MATH 403.*

**MATH 407. Introduction to Topology**

(3 credit hours)

Set theory, cardinal numbers, orderings, continuity, homeomorphisms, convergence, separation, compactness, connectedness, completeness; topological, metric, regular, normal and Hausdorff spaces. *Prerequisite: 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**

(3 credit hours)

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: MATH 208.*

**MATH 410. Advanced Calculus II**

(3 credit hours)

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: MATH 409.*

**MATH 411. Teaching of Mathematics in Secondary and Middle Schools**

(3 credit hours)

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: EDUC 316, MATH 205, and MATH 300.*

## Faculty

**Akey, Wayne** (1990), Associate Professor of Mathematics, B.S. Purdue University; M.S. Western Reserve University; Ph.D. The Ohio State University, 1991.

**Anderson, Michael** (1995), Professor of Mathematics. B.S. Michigan State University; M.S. Michigan State University; Ph.D. The Ohio State University, 1993.

**Armstrong, Sonya** (1999), Professor 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.

**Baker, Ronald D.** (1994), Professor of Mathematics. B.S. Central State University; Ph.D. The Ohio State University, 1975.

**Karunathilake, Upali** (2008), Assistant Professor of Mathematics. B.S. University of Kelaniya, Sri Lanka; M. S. University of Kelaniya, Sri Lanka; Ph.D. University of Minnesota, 2007.

**Nui, Linwei** (201), Assistant Professor of Computer Science. B.S. Peking University (Beijing); M.S. State University of New York at Stony Brook; Ph.D. University of South Carolina, 2006.

**Zaman, Naveed** (2000), Associate Professor of Mathematics. B.S. Punjab University (Pakistan), M.S. and M.Phil. Quaid-i-Azam University (Pakistan); Ph.D., University of Kentucky, 2000.

**Zhang, Xiaohong** (1996), Associate Professor of Mathematics. B.S. Sichuan University; M.S. West Virginia University; Ph.D. Virginia Polytechnic Institute and State University, 1993.

# Physics



Dr. John R. "Jack" Magan, Chairperson  
Hamblin Hall 315  
304 766-3036  
jmagan@wvstateu.edu

The Department of Physics provides support courses for various degree programs and provides students general education courses. 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.

The Physics Department offers student research opportunities in a project studying meteorite impact sites.



## Course Descriptions

### **PHYS 101. Physical Science Survey I**

(3 credit hours)

This course is designed to meet the WVSU 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: 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 WVSU 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: Eligibility to take MATH 120 or 19 on Math ACT.*

### **PHYS 103. Elements of Physical Science**

(3 credit hours)

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 volcanos, 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: score of 17 or above on Enhanced-ACT Math test, or by placement test when appropriate.*

### **PHYS 110. Weather and Climate**

(3 credit hours)

This introductory course examines the physical properties of the atmosphere, radiation heating and cooling, precipitation, clouds, weather disturbance, climate controls, map reading, and aviation weather.

### **PHYS 120. Astronomy**

(3 credit hours)

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: Must have completed or be enrolled in Physics 120, Astronomy.*

**PHYS 170. Physics Through Photography**

(3 credit hours)

Photography will be used as an entrance into various areas of science. Laboratory, darkroom, and field experiences will explore how practical use is made of scientific knowledge.

**PHYS 191. Technical Physics**

(3 credit hours)

Mechanics and properties of matter, heat, wave motion and sound. Topics are directly related to applied technology. *Prerequisite: MATH 120 and 102 or permission of instructor.*

**PHYS 192. Technical Physics**

(3 credit hours)

Electricity and magnetism, optics, and modern physics. Topics are directly related to applied technology. *Prerequisite: 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: PHYS 204? or permission of the instructor and the Dean of the College.*

**PHYS 201. General Physics** (4 credit hours)

Mechanics and properties of matter, heat, wave motion, and sound. *Prerequisite: MATH 120 and 102 or permission of the instructor.*

**PHYS 202. General Physics** (4 credit hours)

Electricity and magnetism, optics, and modern physics. *Prerequisite: 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. Two class hours each week. *Prerequisite: Students must have completed or be registered for PHYS 191 or PHYS 201.*

**PHYS 204. General Physics Laboratory II** (1 credit hour)

Quantitative work in the laboratory to accompany PHYS 202. Two class hours each week. *Prerequisite: Students must have completed or be registered for PHYS 191 or PHYS 202.*

**PHYS 209. Elementary Radiation Physics**

(3 credit hours)

A study of fundamental modern physics emphasizing radioactivity, ionizing radiation, and the interaction of radiation with matter. *Prerequisite: PHYS 202 or permission of instructor.*

**PHYS 231. Physics for Scientists and Engineers**

(4 credit hours)

A calculus-based study of mechanics, sound, heat and thermodynamics. Three hours lecture and three hours laboratory. *Prerequisite: MATH 206 or permission of instructor.*

**PHYS 232. Physics for Scientists and Engineers**

(4 credit hours)

A calculus-based study of electricity and magnetism, light, optics and modern physics. Three hours lecture and three hours laboratory. *Prerequisite: PHYS 231 or permission of 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: Permission of instructor and Dean of the College.*

### **PHYS 311. AC/DC Measurements**

(3 credit hours)

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: PHYS 201 and 202.*

### **PHYS 332. Biophysics**

(3 credit hours)

A study of sensory systems, nerves, physical microbiology, molecular biology, and the thermodynamics of transport systems from the physical principles involved. *Prerequisite: PHYS 201, 202, CHEM 331, and MATH 206.*

### **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: 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: 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: MATH 206 or the permission of 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: Permission of the instructor and Dean of the College.*

## Faculty

**Krasnansky, Marek** (2007), Assistant Professor of Physics. Mgr. (M.S. equivalent) Comenius University (Slovakia); Ph.D. University of Connecticut, 2007. Dr. Krasnansky teaches Physics labs and lectures and Physics for Scientists and Engineers. His research in theoretical particle physics is focused on quantum chromodynamics in the spatial axial gauge and effective action of quantum particles in a classical background field.

**Magan, John R.** (1967–69, 1984), Associate Professor of Physics. B.S. Muhlenberg College; M.S. Lehigh University; Ph.D. Lehigh University, 1965. Dr. Magan is the chairperson of the Department of Physics. He teaches Physics labs and lectures and Physical Science courses.

**Schedl, Andrew** (2006), Assistant Professor of Physics. B.A. Pomona College; M.S. University of Iowa; Ph.D. University of Michigan, 1986. Dr. Schedl teaches Geology, Weather and Climate, Physics Labs and lectures, and Physical Science courses. His research interests are meteorite impact processes and the building of the Appalachian Mountains.

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# College of Professional Studies

# College Information

## From the Dean



**Dr. Harrison attends a College of Professional Studies advisory council meeting.**

The College of Professional Studies contains some of the oldest programs on the campus at West Virginia State. Education and Military Science were part of the first program offerings when the institution was established in 1891. Later, Health and Human Performance; Social Work; and Criminal Justice were added. Criminal Justice is the youngest program, started in the early 1970's. Recently, the Regents Bachelor of Arts Degree was added to the list of academic programs in the College of Professional Studies.

Graduates, who are grandparents, parents and their children, often boast that their loyalties to the programs in the College of Professional Studies are intergenerational. Why is this so? Bold, caring, competent and committed are adjectives that describe graduates, faculty, and staff of the College of Professional Studies at West Virginia State University.

All degrees awarded in the College of Professional Studies lead to some form of employment in the caring professions of law enforcement, teaching, military service, social work or wellness. In addition to completing the degree, students often work towards some form of international, national or state certification, licensure or commission, which hold them to a higher degree of conduct, competence and commitment. Besides taking classes, students complete sequential, multiple internships that enable them to put theory into practice. These internships range from introductory level internships of 10 clock hours to advanced level internships with up to 600 clock hours.

In conclusion, traditions and a vision for a better world, a better country, and a better West Virginia through meaningful service drive and motivate students and faculty in the College of Professional Studies to live up to the College's Mission: To serve and lead in a global society. Welcome!

Sincerely,

**Robert L. Harrison, Jr., Ph.D.**

## College Mission Statement

To prepare qualified professionals to serve and lead in a global society.

### Core Values Overview

The College of Professional Studies prepares graduates for service and leadership roles in the professions of law enforcement, corrections, teaching, health services, recreation, tourism, therapeutic recreation, military service, and social work. There are societal expectations that are applied to College of Professional graduates that require them to demonstrate standards of conduct, academic attainment, and professional performance to be successful in the work force. Therefore, each department in the College has established mission statements, and the entire College has established the following core values, aligned with the College of Professional Studies' Mission, to assist graduates in meeting these societal needs and public trust.

**To Prepare Qualified Professionals,** graduates must demonstrate:

- Adherence to the Codes of Ethics of their respective professions.

- Academic attainment that is consistent with the demands of the professions in which graduates seek licensure, certification, and/or employment.
- Moral character as measured by drug testing, and criminal background checks required prior to and as a condition of employment.

**To Serve and Lead,** graduates must demonstrate:

- Habits of attendance and punctuality prior to and during all internships to support the requirements of their respective professions.
- The ability to communicate accurately and appropriately with the people they serve.
- The ability to work as members of a team to achieve goals and solve problems.

**In a Global Society,** graduates must demonstrate:

- The ability to relate to the diverse groups they serve.
- An awareness of the international, national, state, regional, and local trends that will impact their professional practice.
- The ability to use personal and occupational technology to be successful in the workplace.

## Department Mission Statements

### **CRIMINAL JUSTICE**

To prepare students for roles as knowledgeable citizens and responsible criminal justice professionals in a global society.

### **EDUCATION**

To prepare teachers as human developers who love to teach.

### **HEALTH AND HUMAN PERFORMANCE**

To make a positive difference in the academic attainment of our students by empowering them with the knowledge and skills necessary to achieve professional career track positions in our respective fields, serving the needs of the community, our schools, agencies and local businesses.

### **MILITARY SCIENCE**

To commission the future leadership officer of U.S. Army and motivate young people to be better citizens.

### **REGENTS BACHELOR OF ARTS DEGREE**

To assist people to achieve career goals.

### **SOCIAL WORK**

To prepare students for the beginning level of professional practice as social work generalists in a wide range of settings, with diverse populations, and with a special sense and appreciation for the people and institutions of West Virginia.

# College Structure

## College of Professional Studies

Dr. Robert L. Harrison, Jr., Dean  
Wallace Hall-520  
304-766-3313  
harrisonr@wvstateu.edu

Mrs. Gloria Massey,  
Academic Program Associate  
Wallace Hall-520  
304-766-3081  
masseygl@wvstateu.edu

### CRIMINAL JUSTICE

Dr. Walter Stroupe, Chairperson  
Wallace Hall-525  
304-766-3315  
wstroupe@wvstateu.edu

Ms. S. Lynn Stewart,  
Administrative Secretary, Senior  
Wallace Hall-520A  
304-766-3254  
stewart@wvstateu.edu

### EDUCATION

Dr. Sandra Orr, Chairperson  
Wallace Hall-627  
304-766-3381  
sorr@wvstateu.edu

Ms. Adele Thumm  
Administrative Associate  
Wallace Hall-626  
304-766-3253  
athumm@wvstateu.edu

Ms. Pam McCarty  
Administrative Secretary, Senior  
Wallace-629  
304-766-4123  
pmccarty@wvstateu.edu

### HEALTH AND HUMAN PERFORMANCE

Mrs. Debra Anderson-Conliffe, Chairperson  
Wallace Hall-422  
304-766-3237  
andersonde@wvstateu.edu

Mrs. Terri Sherrod,  
Administrative Secretary, Senior I  
Wallace Hall-419  
304-766-3164  
sherrod@wvstateu.edu

### MILITARYSCIENCE

LTC Tony Taylor, Chairperson  
Ferguson-Lincoln 102  
304-766-3291  
ttaylor25@wvstateu.edu

Mrs. Fatiema Wilkerson,  
Administrative Secretary, Senior  
Ferguson-Lincoln 101-C 304-766-3108  
wilkersf@wvstateu.edu

### SOCIAL WORK

Dr. Brenda Wamsley, Chairperson  
Wallace Hall-928  
304-766-5240  
wamsleyb@wvstateu.edu

### REGENTS BACHELOR OF ARTS DEGREE

Dr. Robert L. Harrison, Jr.  
Wallace Hall 928  
304-766-3017  
harrisonr@wvstateu.edu

Lee Altiery,  
Administrative Secretary, Senior  
Wallace Hall-928  
304-766-3307  
altieryl@wvstateu.edu

## Student Organizations

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### CRIMINAL JUSTICE

#### THE WVSU CRIMINAL JUSTICE CLUB

The WVSU 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 WVSU 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 \$5.00. 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 (304) 766-3080 and Dr. Michael Kane (304) 204-4052.

#### ALPHA PHI SIGMA

Alpha Phi Sigma, established in 1942, is the national honor society for students enrolled in criminal justice. It is recognized by 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 classes taken. Here at West Virginia State University, our Beta Chapter has attended the annual meeting in Boston, Massachusetts, 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 (304) 766-3169 and Dr. Sam Swindell (304) 766-3082.

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### 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.



Geriatric Olympics participants on the Valley Team offer advice to all College of Professional Studies students about joining organizations.

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. Paige Carney at (304) 766-3310, or Associate Counselor Dr. Emily Waugh at (304) 766-5192.

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### WV Student Education Association

The West Virginia Student Education Association (WVSEA) consists of college students who are pursuing or considering careers as educators. WVSEA prospective educators develop an understanding of the profession and assist in their transition from the campus to the classroom. The WVSEA is open to any

undergraduate or graduate student taking courses or enrolled in an education program who currently is not employed as an educator or substitute. WVSEA is an affiliate of the West Virginia Education Association (WVEA) and the National Education Association (NEA). For more information contact Counselor Patricia Wilson at (304) 766-3312 or Associate Counselor Dr. Daton Dean at (304) 204-4059.

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## HEALTH AND HUMAN PERFORMANCE

### HEALTH AND 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 leisure activities 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 average in order to be eligible for membership. The current Faculty Advisor is Ms. Patricia R. King at (304) 766-3232.

### RHO PHI LAMBDA HONOR SOCIETY

Rho Phi Lambda Professional Honor Society is for Recreation/Park/Leisure and Tourism major students. Requirements for membership include: enrollment in a baccalaureate program, completion of 45 semester hours of graded credit, a cumulative grade point average of 3.0, and a 3.2 in recreation/tourism major courses. Meetings take place at the induction ceremonies, and every spring semester to elect officers. The current Acting Faculty Advisor is Ms. Patricia R. King at (304) 766-3232.

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## SOCIAL WORK

### SOCIAL WORK STUDENT ORGANIZATION

The Social Work Student Organization (aka “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



ROTC Cadets led the State Stride parade for a convocation, academic pep rally, and picnic on August 23, 2012.

and implementing community awareness projects, participating in the WVSU Multicultural Festival; and arranging for guest speakers and field trips. The Club typically meets once each month on Tuesdays at noon. The faculty sponsor is Dr. Raphael Mutepa at (304) 766-3234.

### ALPHA DELTA MU

Alpha Delta Mu is the national Social Work Honorary, which recognizes academic achievement. Membership criteria include the completion of 60 credit hours; achievement of an overall 3.0 GPA; and, a “B” or better in each social work course undertaken. The WVSU Chapter works closely with the Social Work Student Organization to sponsor special learning opportunities and service learning projects. The Chapter typically holds joint meetings with the Social Work Student Organization on a monthly basis. The faculty sponsor is Ms. Rita Brown (304) 766-3273.

## Academic Colors

### CRIMINAL JUSTICE

Royal Blue

### EDUCATION

Light Blue

### HHPLS-PUBLIC HEALTH

Salmon Pink

### HHPLS-PHYSICAL EDUCATION

Sage Green

### HHPLS-RECREATION

Yellow

### MILITARY SCIENCE

Gold

### SOCIAL WORK

Citron

### REGENTS BACHELOR OF ARTS DEGREE

White



Drs. Carney and Whyte lead the College of Professional Studies graduates from the commencement ceremony at the Charleston Civic Center. The College of Professional Studies has the largest number of honor graduates in the University.

# Criminal Justice



Dr. Walter Stroupe, Chairperson  
525 Wallace Hall  
304 766-3315  
wstroupe@wvstateu.edu

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 give students an in-depth knowledge about the crime problem in this society, the perpetrators of crime, and the theoretical causes of crime. This foundation will prepare students for successful careers in law enforcement, corrections, probation/parole, juvenile justice, AND social services, as well as graduate school and law school. Completion of the program will enhance opportunities for career advancement for those already in criminal justice careers.

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

All Criminal Justice majors must earn a grade of “C” or better in all courses required in the major.

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## BACCALAUREATE DEGREE REQUIRED COURSES

- C J 101 Introduction to C J
- C J 204 Juvenile Justice
- C J 223 Police and Society
- C J 224 Punishment and Corrections
- C J 225 Victimology
- C J 226 Court Systems in the U.S.
- C J 307 Criminal Law
- C J 308 Ethics in Criminal Justice
- C J 313 Race and Gender Issues
- C J 314 Statistics for Professional Studies

- C J 315 Research Methods
- C J 320 Communications for Criminal Justice Professionals I
- C J 322 Criminology
- C J 330 Communications for Criminal Justice Professionals II
- C J 380 Criminal Procedure
- C J 415 Management in C J
- C J 425 Senior Seminar in C J

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## CERTIFICATE PROGRAM GENERALIST

The Generalist Certificate Program is open to all currently enrolled students in the Criminal Justice Department who do not qualify for a certificate in Investigation, Corrections, or Law Enforcement. The Certificate Program is also open to post-baccalaureate and post-associate degree holders employed in criminal justice, law enforcement, forensic sciences, or corrections positions who wish to seek professional development or additional credentials in the area of generalized Criminal Justice. Courses taken in one certificate program cannot be applied to another certificate program.



Dr. Whyte chats casually with a senior Criminal Justice major about her career goals.

Prerequisite: Currently enrolled in the University as a Criminal Justice Major or as a post-baccalaureate or post-associate graduate with a major in Criminal Justice, Law Enforcement or Forensic Science.

**REQUIRED COURSES (SELECT FOUR):**

- C J 299 Special Topics
- C J 304 Crimes in the Family
- C J 370 International Terrorism
- C J 399 Special Topics
- C J 420 Law and Social Control
- C J 465 Sex Crimes
- C J 475 Homicide Investigation
- C J 499 Special Topics

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**CERTIFICATE PROGRAM  
LAW ENFORCEMENT**

The Certificate Program in Law Enforcement is open to all currently enrolled students in the Criminal Justice Department who seek a credential in Law Enforcement in addition to the academic major in Criminal Justice. The Certificate Program is also open to post-baccalaureate and post-associate degree holders employed in criminal justice, law enforcement, forensic sciences, or corrections positions who wish to seek professional development or additional credentials in the area of Law Enforcement.

Prerequisite: Currently enrolled in the University as a Criminal Justice Major or as a post-baccalaureate or post-associate graduate with a major in Criminal Justice, Law Enforcement or Forensic Science.

**REQUIRED COURSES (SELECT FOUR)**

- C J 362 Contemporary Issues in Policing
- C J 385 Criminal Investigation
- C J 413 Internship in C J
- C J 445 Crime Scene Investigation
- C J 455 Interviewing and Interrogation



Criminal Justice majors sharpen their firearm skills off campus in preparation for law enforcement careers.

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**CERTIFICATE PROGRAM  
CORRECTIONS**

The Certificate Program in Corrections is open to all currently enrolled students in the Criminal Justice Department who seek a credential in Corrections in addition to the academic major in Criminal Justice. The Certificate Program is also open to post-baccalaureate and post-associate degree holders employed in criminal justice, law enforcement, forensic sciences, or corrections positions who wish to seek professional development or additional credentials in the area of corrections.

**REQUIRED COURSES (SELECT FOUR)**

- C J 312 Community Corrections
- C J 350 Correctional Institutions
- C J 408 Correctional Law
- C J 413 Internship in CJ
- C J 418 Treatment of Offenders

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**CERTIFICATE PROGRAM  
INVESTIGATION**

The Certificate Program in Investigation is open to all currently enrolled students in the Criminal Justice Department who seek a credential in Investigation in addition to the academic major in Criminal Justice. The Certificate Program is also open to post-baccalaureate and post-associate degree holders employed in criminal justice, law enforcement, forensic sciences, or corrections positions who wish to seek professional development or additional credentials in the area of investigation.

Prerequisite: Currently enrolled in the University as a Criminal Justice Major or as a post-baccalaureate or post-associate graduate with a major in Criminal Justice, Law Enforcement or Forensic Science.

**REQUIRED COURSES (SELECT FOUR):**

- C J 301 Introduction to Forensic Science
- C J 385 Criminal Investigation
- C J 435 Fingerprinting
- C J 445 Crime Scene Investigation
- C J 455 Interviewing and Interrogation

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**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:**

- C J 307 Criminal Law
- C J 308 Ethics in Criminal Justice
- C J 313 Race, Gender and Crime
- C J 315 Methodology
- C J 322 Criminology
- C J 380 Criminal Procedure

## Criminal Justice Suggested Course Sequence– Criminal Justice –

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### FRESHMAN YEAR

#### 1ST SEMESTER

C J 101 .....	3
CPS 101 .....	1
G ED 100 .....	3
ENGL 101 .....	3
COMM 100 .....	3
MATH 111 or 120 .....	3
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

C J 204 .....	3
ENGL 102 .....	3
POSC 100 or PSYC 151 or SOC 101 .....	3
C J 223 .....	3
C J 224 .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

C J 225 .....	3
C J 226 .....	3
ENG 150 .....	3
POSC 101 or HIST 207 or HIST 208 .....	3
GEN ED NAT SCI.....	3-4
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

C J 307 .....	3
C J 308 .....	3
C J 313 .....	3
GEN ED FINE ARTS.....	3
HIST 201 .....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

C J 314 .....	3
HHP 122-157 .....	2
C J 320 .....	3
GEN ED INTL PERSP.....	3
GEN ED FINE ARTS.....	3
<b>Semester Total .....</b>	<b>14</b>

#### 2ND SEMESTER

C J 315 .....	3
C J 322 .....	3
C J 330 .....	3
C J 380 .....	3
GEN ED NAT SCI.....	3-4
<b>Semester Total .....</b>	<b>15-16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

C J 415.....	3
C J Certificate Course .....	3
C J Certificate Course .....	3
C J Certificate Course .....	3
GEN ED INTL PERSP.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

C J 425 .....	3
C J Certificate Course .....	3
C J Elective or Free Elective.....	3
C J Elective or Free Elective .....	3
C J Elective or Free Elective (if needed).....	3
<b>Semester Total .....</b>	<b>12-15</b>

Total hours required for graduation is 120 hrs.

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

### **C J 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.

### **C J 199. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of current interest, including televised courses. *Prerequisite:* As stated for each offering.

### **C J 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. *Prerequisite:* C J 101.

### **C J 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. *Prerequisite:* C J 101.

### **C J 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. *Prerequisite:* C J 101.

### **C J 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. *Prerequisite:* C J 101.

### **C J 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. *Prerequisite:* C J 101.

### **C J 299. Selected Topics in Criminal Justice**

A lower-level course designed for a topic of special current interest, including satellite courses. *Prerequisite:* As stated for each offering.

### **C J 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: C J 101.*

### **C J 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.

### **C J 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: C J 101.*

### **C J 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: C J 101, 223, 224, 225, 226 and junior standing*

### **C J 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: C J 101.*

### **C J 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: C J 101 and 223.*

### **C J 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: C J 101 and 230; SOC 208.* Fulfills the G ED requirement in Human Diversity.

### **C J 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.

### **C J 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 SOC 311. *Prerequisite: junior classification and a grade of C in ENGL 102 and in PSYC 200.*

### **C J 320. Communications for Criminal Justice 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. *Prerequisites: C J 223, 224, 226; also ENG 102 and COMM 100; all with a grade of "C" or better.*

### **C J 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: C J 101 or SOC 101 and junior standing.*



**Criminal Justice majors simulate crime scene investigations.**

### **C J 330. Communications for Criminal Justice Professionals II**

This course is a continuation of C J 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: C J 320, with a grade of "C" or better..*

### **C J 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. *Prerequisite: C J 101 and 223.*

### **C J 362. Contemporary Issues in Policing**

The course covers contemporary issues in policing such as community policing, management procedures, and technology. *Prerequisite: C J 101 and 223.*

### **C J 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.

### **C J 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: C J 101, 223, 224, 225, 226, and junior standing.*

### **C J 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: C J 101, 223, and 380.*

### **C J 399. Selected Topics in Criminal Justice (1–4 Credit Hours)**

An upper-level course designed for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

### **C J 405. International Criminal Justice Systems**

The course examines the ways in which different societies understand the meaning of human rights, crime, and justice, and establish and operate legal systems to foster these understandings. The idea that systems of justice reflect the distinct history, culture, and social structure of any society is central to this course. The course also explores the ways that criminal law and criminal justice systems intersect with civil law and how both reflect the broader meaning of human rights and justice in a society. *Prerequisite: C J 101 and C J 380.*

### **C J 408. Correctional Law**

This course covers the laws that govern the sentencing process, prisoners' rights, 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: C J 101 and 224.*

### **C J 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: 24 hours of C J courses, senior standing and minimum G.P.A. of 2.5.*

### **C J 415. Management of Criminal Justice 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:* C J 101, 223, 224, 225, 226, 307, 308, 313, 315, 322, 380 and senior standing.

### **C J 418. Treatment of Offenders**

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:* C J 101 and 224.

### **C J 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:* C J 101, 230, and 307.

### **C J 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:* C J 101, 204, 223, 224, 225, 226, 307, 308, 313, 315, 322, 380 and senior standing.

### **C J 435. Fingerprinting**

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:* C J 101.

### **C J 445. Crime Scene Investigation**

This course is a study of the techniques and methodologies used in crime scene investigations and the modern 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:* C J 101.

### **C J 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: C J 101.*

### **C J 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: C J 101.*

### **C J 499. Special Topics in Criminal Justice**

An upper-level course designed for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

# The Master of Science degree in Law Enforcement and Administration

The Master of Science degree in Law Enforcement and Administration prepares students for careers in the field of criminal justice, particularly law enforcement, and will enhance the careers of those already in the field. The program is designed as a cohort group to be completed within six semesters and includes an internship and final paper in the last semester. There are twelve required courses for a total of thirty-six (36 hours). Students will be required to take two (2) courses per semester for six consecutive semesters. These courses focus on administration, management, policymaking, law, and ethics.

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## ADMISSION REQUIREMENTS

- An undergraduate degree from an accredited college or university in a criminal justice, law enforcement or related field.
- Satisfactory completion of an undergraduate or graduate course in research methods and/or statistics prior to admission to the program.
- A minimum overall GPA of 2.7 on a 4 point scale.
- GRE General Test Scores and/or Miller's Analogies test score at the 50th percentile (360 or higher).
- TOEFL Scores for students whose native language is not English.
- Three letters of recommendation which address the applicant's academic competencies, work performance and fitness to pursue this graduate degree.
- Satisfactory performance on Preadmission Interview.

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## PROGRAM REQUIREMENTS

Students are responsible for knowing this bulletin 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.

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## PERFORMANCE STANDARDS

A normal course load for most graduate programs is 9 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 point scale. Students who accumulate more than two (2) "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.

## CURRICULUM- 36 HOURS REQUIRED

LE 520 Introduction to Law Enforcement Administration  
 LE 530 Technology Applications for Criminal Justice  
 LE 540 Ethical Practices in Administration  
 LE 550 Law Enforcement and the Community  
 LE 600 Research Methods and Statistics in Criminal Justice  
 LE 610 Human Resource Management  
 LE 620 Leadership Psychology  
 LE 630 Planning Organizational Staff Development  
 LE 640 Strategic Planning and Policy Formulation  
 LE 650 Legal Aspects of Law Enforcement Administration  
 LE 660 Crisis Management, Homeland Security and Critical Incident  
 LE 680 Experience and Analysis in the Field of Criminal Justice (Internship)

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## **COURSE SEQUENCE** *(Tentative)*

### **YEAR I**

#### **SEMESTER 1**

LE 520-Introduction to Law Enforcement and Administration

LE 540-Ethical Practices in Administration

#### **SEMESTER 2**

LE 530-Technology Applications for Criminal Justice

LE 600-Research Methods and Statistics in Criminal Justice

#### **SEMESTER 3**

LE 550-Law Enforcement and the Community

LE 630-Planning and Organizational Staff Development

### **YEAR II**

#### **SEMESTER 4**

LE 620 Leadership Psychology

LE 650 Legal Aspects of Law Enforcement Administration

#### **SEMESTER 5**

LE 630 Planning Organizational Staff Development

LE 640 Strategic Planning & Policy Formulation

#### **SEMESTER 6**

LE 660 Crisis Management, Homeland Security and Critical Incident

LE 680 Experience and Analysis in the Field of Criminal Justice (Internship)

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## **REQUIREMENTS FOR GRADUATION**

LE 680, Experience and Analysis in the Field of Criminal Justice (Internship). This course is the capstone course in the program and is consistent with best practices for the academic capstone course defined by the Academy of Criminal Justice Sciences (ACJS). Students will write a final paper based on their internship experience. This paper will be completed instead of a traditional thesis. Included in the paper will be an analysis of a problem or issue, or set of related

problems or issues, including proposed solutions to the problem or issue. This paper will be read by a three-person committee—two faculty members and a top management staff person from the criminal justice agency in which the student completed the internship. This committee will either (1) accept the paper as written, (2) determine the paper is unacceptable but could be made acceptable with additions, deletions, or editing, or (3) determine the paper is unacceptable, and the student must complete the course again. Students will be permitted to complete the course only one other time after the initial unacceptable determination.

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 3.00 (a B average) 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. Participation in Commencement.

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## **APPLICATION FOR A DEGREE**

Every student must file an application for degree with the Registrar by the end of the 4th week of the semester in which the degree is to be conferred. Application forms are provided by the Registrar.

## Course Descriptions

Note: All courses are 3 credit hours.

### **LE 520. Introduction to Law Enforcement Administration**

This course is an introduction to law enforcement administration focusing on the procedures, politics and human relations issues that law enforcement 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.

### **LE 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 how criminal justice agencies use technology to become more effective in preventing crime and apprehending offenders, and how criminals use technology to expand their criminal activities.

### **LE 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.

### **LE 550. Law Enforcement and the Community**

This course focuses on law enforcement organizations as components 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.

### **LE 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. Students will use SPSS technology.

### **LE 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.

### **LE 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.

### **LE 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 training.

### **LE 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 law enforcement agencies must emphasize the importance of these processes being correctly implemented. The success of law enforcement administrators and agencies depend on these key concepts of administration being fully understood and implemented.

### **LE 650. Legal Aspects of Law Enforcement Administration**

This course focuses on the aspects of law which are relevant to law enforcement 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.

### **LE 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 law enforcement in the prevention and response to terrorism is covered.

### **LE 680. Experience and Analysis in the Field of Criminal Justice**

This course provides students an opportunity to observe, study, and work in selected criminal justice agencies. Students are required to spend at least 150 hours at the criminal justice agency, write a paper describing their experiences, and meet with the supervising faculty person at least once every two weeks.

## Faculty

### **Walter E. Stroupe, Ed D., Associate Professor**

Dr. Stroupe earned his doctorate degree from Marshall University in Huntington, WV. Dr. Stroupe's primary teaching assignments are C J 385 Criminal Investigation, and C J 399 Crime Scene Investigation. Additional duties include: Criminal Justice Department Chairperson; Director of Graduate Studies.

### **Mark J. Addesa, M.S., Assistant Professor**

Mr. Addesa earned his master's degree from Eastern Kentucky University in Richmond, Kentucky. Mr. Addesa's primary teaching assignments are C J 223 Police and Society, C J 225 Victimology, and C J 226 Court Systems in the United States. Additional duties include: Advisor, Criminal Justice Club Internship Coordinator; and Coordinator of Summer Advising.

### **Michael Kane, Ph.D., Associate Professor**

Dr. Kane earned his doctorate degree from Union Institute and University in Cincinnati, Ohio. Dr. Kane's primary teaching assignments are C J 101 Introduction to Criminal Justice, C J 301 Forensics, and C J 308 Ethics. Additional duties include: Advisor, Criminal Justice Club.

### **Kerrie J. Steele, Ph.D. Assistant Professor**

Dr. Steele earned her doctorate degree in social work from the University of Georgia in Athens, Georgia. In her doctoral program she worked with youth homelessness and the impact on the juvenile justice system. She will be teaching the research and statistics courses.

### **Sam Swindell, Ph.D. and J.D., Associate Professor**

Mr. Swindell earned his Juris Doctorate from Washington and Lee University School of Law in Lexington, Virginia and his Ph.D. from Sam Houston State University in Huntsville, TX. Mr. Swindell's primary teaching assignments are C J 101 Introduction to Criminal Justice, C J 307 Criminal Law, and C J 380 Criminal Procedure.

### **Cassandra B. Whyte, Ed.D., Associate Professor**

Dr. Whyte earned her doctorate from West Virginia University in Morgantown, West Virginia. Her primary teaching responsibilities include: CJ-313-Race and Gender issues in Criminal Justice and CJ 418 Treatment of Offenders. She is Special Assistant to the Dean of the College of Professional Studies for the Fleming Hall Renovation and Restoration Project and additional duties include: Advisor, Alpha Phi Sigma, Criminal Justice Honor Society.

### **Kenneth W. Blake, Assistant Professor Emeritus**

Assistant Professor, 1989–2006. Mr. Blake earned his master's degree from Marshall University in Huntington, West Virginia. Mr. Blake's primary teaching assignments were C J 101 Introduction to Criminal Justice, C J 301 Forensic Science, and C J 380 Criminal Procedure. Mr. Blake's other duties consisted of Department Chair and Honor Society Advisor.

# Education



Dr. Sandra Orr, Chairperson  
627 Wallace Hall  
304 766-3381  
sorr@wvstateu.edu

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## BACHELOR OF SCIENCE IN EDUCATION

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 National Council for the Accreditation of Teacher Education (NCATE) and West Virginia Board of Education approved program may seek and have granted a West Virginia teaching license. If candidates desire to teach in a state other than West Virginia, the NCATE 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.

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## MISSION AND PURPOSE OF THE TEACHER EDUCATION PROGRAM

For over 120 years, the Department of Education has prepared teachers as human developers who love to teach. The Department nurtures future teachers through a formation process to become 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. (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 at least 800 clock hours of field placements and student teaching.

The following student outcomes provide the bases for the preparation program:

1. Demonstrate knowledge and skills in the subject matter(s) of their chosen content specialization.
2. Demonstrate understanding of diverse learners, learning processes, and pedagogy by planning, teaching, and assessing lessons that are developmentally appropriate and address national and state standards.
3. Demonstrate knowledge and skills in integration of technology, twenty-first century learning tools and skills in their own teaching, as well as the learning processes of their students.



Professional Development School cooperating teachers learn ways to improve teacher candidate assessment during student teaching.



**Teacher candidates engage intensive problem solving activities using educational technology.**

4. Demonstrate the dispositions of a member of the teaching profession and exhibit behaviors congruent with the Teacher as a Human Developer conceptual framework.
5. Demonstrate knowledge and skills in creating and maintaining effective learning communities by promoting communication within the school and its community and by developing classroom management frameworks that value diverse abilities and talents of all its members and facilitate respect for all students.

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 WVSU 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 faculty panel 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 contained in the Teacher Education

Handbook, purchased by each candidate in Education 200. The WVSU program is fully accredited with the National Council for the Accreditation of Teacher Education (NCATE) through 2014. It is also approved by the West Virginia State Department of Education. Candidates from West Virginia State University's Department of Education achieved a 100% pass rate for its program completers based on Federal Title II-Teacher Quality Guidelines.

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## ADMISSION TO TEACHER EDUCATION

Acceptance and enrollment at West Virginia State University (WVSU) does not automatically make one a candidate in the Teacher Education Program. In accordance with West Virginia Board of Education Policies, national accrediting bodies, the University and the Department of Education, candidates must be formally screened. All candidates must formally apply for Admission to the Education Program when 60 semester hours have been earned or the semester in which the 60th hour is anticipated. Credit hour completion notwithstanding, formal admission to teacher education, including completion of a faculty panel interview, must be accomplished during the semester that a candidate is enrolled in Education 316. Transfers, returning students, and post-graduates should come to Wallace Hall 626 or 627 for admission assessment.

To be admitted to the Teacher Education Program, a candidate must:

1. Achieve passing scores on the Mathematics, Reading, and Writing sub-tests of the Core Academic Skills for Educators (CORE), formerly called Preprofessional Skills Test (PPST) before enrolling in Education 316.
2. Demonstrate proficiency in speaking and listening skills by completing English 201 or Communications 100 with a minimum grade of C.
3. Demonstrate proficiency in basic computer access skills by earning a grade of C or better in English 102. Education 300 is required for Senior Capstone Admission.

4. Have a minimum overall G.P.A. of 2.5 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 better in all general education, content specialization and professional education courses.
6. Successfully complete and file personal evaluation documents for all required field experiences with a recommendation for candidacy given by supervisor(s). Students must plan their schedules to permit completion of field-work during the school day.

When an application has been completed, it will be jointly reviewed by the chair and/or a departmental committee and forwarded to a University screening committee for action. The committee will make one of the following rulings and notify the candidate.

- 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. 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.

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### ADMISSION TO STUDENT TEACHING

The following minimum academic criteria must be met before admission to student teaching:

1. Satisfactory completion of 96 semester hours of appropriate college credit.
2. Satisfactory completion of at least 3/4 of the coursework required in chosen teaching specializations, plus all special methods courses.

Elementary Education majors must complete Math 317, and Education 318, 320, 321, 325, 423, and 426 prior to student teaching.

3. Satisfactory completion of required professional education core courses.
4. Completion of Education 426 at West Virginia State before student teaching with a minimum grade of C.
5. Senior Capstone Admission to the Teacher Education Program by the Campus-Wide Committee on Teacher Education the semester before student teaching, including G.P.A. requirements, Senior Capstone Panel Interview, and Passing PPST and PLT test scores.
6. A 2.5 GPA in professional education requirements and a minimum grade of C in each course.
7. A 2.5 GPA in content specialization requirements and a minimum of C in each course.
8. A 2.5 GPA in general education courses and a minimum of C in each course.
9. A 2.5 grade point average overall.
10. Completion of the S-Senior, C-Capstone, O-Oral, P-Professional, E-E Portfolio Assessment (SCOPE) the semester prior to student teaching.
11. Removal of any and all deficiencies the semester prior to student teaching placement, per application deadlines.
12. Completion of an academic capstone experience in content specializations.
13. Because of the intensity of the student teaching experience (600 clock hours in fifteen weeks), candidates are strongly discouraged from enrolling in any classes during the semester when they student teach. Any exceptions must be approved by the Education Department Chair.
14. Student teaching placements will be based on current West Virginia Policy 5100 guidelines.
15. Completion of ancillary requirements from the county of placement.
16. Apply, have approved, and be issued a West Virginia Student Teacher Permit, before student teaching. This permit requires being fingerprinted for an FBI Criminal Background Check.

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## GRADUATION/CERTIFICATION REQUIREMENTS

1. Successfully complete an appropriate teaching specialization with a minimum of 120 semester hours. Students must successfully complete all courses and other requirements checked on their senior evaluation to qualify for graduation. Earn a minimum grade of C in all classes and have an 2.5 cumulative grade point average.
2. Successfully complete a state-required standardized proficiency test in each content specialization for which certification is sought, e.g., Elementary Education, Mathematics, Social Studies. These assessments will normally occur during the senior year or near the time that specialization requirements are completed. Students are obligated for testing costs. Passing scores required by the West Virginia Board of Education must be documented prior to recommendations for certification.
3. Successfully complete a state-required standardized proficiency test in professional education (Principles of Learning and Teaching—PLT) before student teaching.
4. Successfully complete a supervised student teaching experience at the programmatic levels and in each content specialization for which certification is being sought. All candidates will complete 600 clock hours of student teaching over 15 weeks and register for a total of 15 semester hours of credits, numbered from Education 480–487. Candidates will be assessed using an instrument jointly administered by the cooperating teacher and the university supervisor to verify the achievement of teaching skills. These skills have to be satisfactorily demonstrated and verified to meet certification and graduation requirements.
5. Students must file an application for graduation in the Registrar's Office.
6. 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 US Territories require the FBI Criminal Background Check as a condition for issuance of license.

Candidates who have criminal histories that would make them unfit to be around public school students may be denied a teaching license, i.e. sexually abusing a child.

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## BRIEF DESCRIPTION OF TEACHER EDUCATION PROGRAMS

Each curriculum, leading to 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.

### Effective Fall 2011:

Any transfer or any readmitted student who completed Education 300 and/or Education 316 (or equivalent courses at another higher education institution) more than 5 years ago must retake the course(s). This is to ensure current information and skills with respect to planning, teaching, and technology integration.

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.

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## BACHELOR OF SCIENCE IN EDUCATION

128 hours required for graduation

### GENERAL EDUCATION-42 TO 43 HOURS

- ENGL 101, 102, and 150- 9 hours  
(Required for a WV Teaching License)
- COMM 100 or ENGL 201-3 hours  
(Required for a WV Teaching License)
- EDUC 200-Foundations of Education-3 hours  
(Fulfills G ED 100-Origins)
- EDUC 227 Exceptionalities and Human Diversity-3 hours  
(Fulfills G ED 200-Diversity)
- EDUC 319 Content Area Literacy or EDUC 321-Teaching Writing in the Elementary School- 3 hours  
(Fulfills G ED International Perspectives)
- MATH 120, 104, or 111-3 Hours  
(Required for a WV Teaching License)
- G ED Fine Arts-3 hours  
(Fulfills G ED in Fine Arts)
- G ED Natural Sciences One Lab Science (3 or 4 hours) – BIOL 101or 108- 4 hours; or PHYS 101,102,103, 106, 110, 120 or CHEM 100-3 hours
- G ED American Traditions (HIST 207 or 208)-3 hours
- G ED History of Civilizations (HIST 201 or 202) - 3 hours
- EDUC 201-Human Growth and Development-3 hours  
(Fulfills G ED Social Structures)

HHP 157 OR 122 (EXCEPT K-6 ELEMENTARY)

- Education Majors)-2 hours
- Freshman Experience 101-1 hour

### PROFESSIONAL EDUCATION-42 HOURS

All candidates in teacher education will complete the following professional education course 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
- EDUC 319 Content Area Literacy or EDUC 320 – Teaching Reading in the Elementary Schools I

- EDUC 300-Educational Technology;
- EDUC 316-Integrated Methods;
- EDUC 331-Curriculum for Special Education;
- EDUC 426-Creating, Planning and Assessing Public School Learning Communities; and
- EDUC 480-487-Student Teaching to total 15 semester hours.

### EARLY EDUCATION (Grades PreK-K)

All majors in Early Education must complete the requirements for Elementary Education (Grades K-6) and take the following additional courses: EDUC 301, 341, and 342.

### 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 a self-contained classroom settings in WV, grades K-6. Current requirements for this content specialization are contained on the Department Homepage.

### 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. Current requirements for this content specialization, including the academic capstone experience, are contained on the Department Homepage. Students opting for these must complete another program at either 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 which prepare them to teach in secondary school settings, grades 9-Adult. Current requirements for these content specializations, including the academic capstone experience, are contained on the Department Homepage.

- Biology - Grades 9–Adult
- Chemistry - Grades 9–Adult

#### **MIDDLE-ADOLESCENT PROGRAMS** (*Grades 5–Adult*)

The 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. Current requirements for this content specialization, including the academic capstone experience, are contained on the Department Homepage. Additional teaching fields are not required for these options.

- Business Education - Grades 5–Adult
- English - Grades 5–Adult
- General Science - Grades 5–Adult
- Journalism - Grades 5–Adult (Requires English 5–Adult)
- Mathematics - Grades 5–Adult
- Social Studies - Grades 5–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. Current requirements for these two content specializations, including the academic capstone experience, are contained on the Department Homepage.

#### **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. Current requirements for these content specializations, including the academic capstone experience, are contained on the Department Homepage.

- Art - Grades PreK–Adult
- French - Grades PreK–Adult
- Health Education - Grades PreK–Adult
- Music - Grades PreK–Adult
- Physical Education - Grades PreK–Adult
- Spanish - Grades PreK–Adult
- Theater - Grades PreK–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 Biology, Chemistry, English, General Science, and Mathematics, or Social Studies 5–Adult. Candidates who complete Elementary Education will be licensed to teach all content subjects to students with special needs in grades K–6 and serve in a consultative role in grades 7–Adult; whereas, candidates, who complete 5–Adult content endorsements may only teach their content specializations in grades 5–Adult and serve in a consultative role for all the remaining grades and content subjects. Current requirements, content specializations, including the academic capstone experience, are contained on the Department Homepage.

- Multi-Categorical Special Education (BD, MI, SLD) - Grades K–6 or 5–Adult.

#### **PROFESSIONAL EDUCATION COURSES**

All candidates in teacher education will complete the professional education core: EDUC 200, 201, 202, 227, 300, 316, 319/320, 331, 426, and 480-487.



Education 200 teacher candidates do poster sessions on Educational Philosophers.

## Suggested Course Sequence – Four Year Plan Elementary Education

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
EDUC 200.....	3
MATH 103 .....	3
G ED Fine Arts.....	3
Science 1 .....	3-4
CPS 101 .....	1

**Semester Total ..... 16-17**

#### 2ND SEMESTER

ENGL 102 .....	3
EDUC 201.....	3
MATH 104 .....	3
MUS 105.....	3
BIOL 101 or 108.....	4

**Semester Total ..... 16**

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### SOPHOMORE YEAR

#### 1ST SEMESTER

EDUC 202.....	3
ENGL 201 or COMM 100.....	3
MATH 105 .....	3
HIST 207 or 208 .....	3
GEOG 200 or 201 .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

EDUC 316.....	3
EDUC 300.....	3
Science 2.....	3-4
ENGL 150 .....	3
EDUC 227.....	3

**Semester Total ..... 15-16**

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### JUNIOR YEAR

#### 1ST SEMESTER

EDUC 320.....	3
EDUC 321.....	3
ENGL 324 .....	3
HIST 209.....	3
HIST 201 or 202 .....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

MATH 317 .....	3
EDUC 325.....	3
EDUC 331.....	3
HHP 359 .....	3
HHP 369 .....	2
EDUC 423.....	3

**Semester Total ..... 17**

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### SENIOR YEAR

#### 1ST SEMESTER

EDUC 318.....	3
EDUC 426.....	3
EDUC 436.....	3
HHP 446 .....	3
ART 416.....	3

**Semester Total ..... 15**

#### 2ND SEMESTER

Student Teaching.....	15
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**Semester Total ..... 15**

Courses currently required for the content specialization may be found at [www.wvstateu.edu](http://www.wvstateu.edu).

# Suggested Course Sequence – Four Year Plan Secondary Education

(Business Education, Biology, Chemistry, English, General Sciences, Journalism, Mathematics, Social Studies)

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## FRESHMAN YEAR

### 1ST SEMESTER

ENGL 101 .....	3
EDUC 200.....	3
G ED Fine Arts.....	3
MATH.....	3
HHP 122 or 157.....	2
CPS 101 .....	1

**Semester Total ..... 15-16**

### 2ND SEMESTER

ENGL 102 .....	3
EDUC 201.....	3
Specialization.....	3
Specialization.....	3 or 4
Science .....	3 or 4

**Semester Total ..... 15 or 17**

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## SOPHOMORE YEAR

### 1ST SEMESTER

EDUC 202.....	3
ENGL 201 or COMM 100.....	3
EDUC 227.....	3
HIST 201 or 202 .....	3
Specialization.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

EDUC 300.....	3
EDUC 316.....	3
Specialization.....	3
ENGL 150 .....	3
Specialization.....	3

**Semester Total ..... 15**

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## JUNIOR YEAR

### 1ST SEMESTER

EDUC 319.....	3
HIST 207 or 208 .....	3
Specialization.....	3
Specialization.....	3
Specialization.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

EDUC 331.....	3
Specialization.....	3

**Semester Total ..... 18**

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## SENIOR YEAR

### 1ST SEMESTER

EDUC 426.....	3
Specialization.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

Student Teaching.....	15
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**Semester Total ..... 15**

Courses currently required for the content specialization may be found on the department link on the West Virginia State University home page, [www.wvstateu.edu](http://www.wvstateu.edu).

# Suggested Course Sequence – Four Year Plan PreK-Adult Programs

*(Art, French, Health, Music, Physical Education, Spanish, and Theater)*

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## FRESHMAN YEAR

### 1ST SEMESTER

ENGL 101 .....	3
EDUC 200.....	3
G ED Fine Arts .....	3
MATH.....	3-4
HHP 122 or 157.....	2
CPS 101 .....	1

**Semester Total ..... 15-16**

### 2ND SEMESTER

ENGL 102 .....	3
EDUC 201.....	3
Specialization.....	3
Specialization.....	3
Science .....	3-4

**Semester Total ..... 15 or 16**

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## SOPHOMORE YEAR

### 1ST SEMESTER

EDUC 202.....	3
ENGL 201 or COMM 100.....	3
EDUC 227.....	3
HIST 201 or 202 .....	3
Specialization.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

EDUC 300 .....	3
EDUC 316.....	3
Specialization.....	3
ENGL 150 .....	3
HIST 207 or 208 .....	3

**Semester Total ..... 15**

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## JUNIOR YEAR

### 1ST SEMESTER

EDUC 319.....	3
Specialization.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

EDUC 331.....	3
Specialization.....	3

**Semester Total ..... 15**

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## SENIOR YEAR

### 1ST SEMESTER

EDUC 426.....	3
Specialization.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

Student Teaching.....	15
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**Semester Total ..... 15**

Courses currently required for the content specialization may be found on the department link on the West Virginia State University home page. [www.wvstateu.edu](http://www.wvstateu.edu).

## Course Descriptions

**Note:** All courses are 3 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. Virtual field experience of 10 hours is required. *Prerequisite: Eligible for ENGL 101. Fulfills the G ED requirements in Origins.*

### **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 required. *Prerequisite: ENGL 101 and EDUC 200 with a "C" or better and the results of a current negative TB test filed. Students in social work and recreation who are required to complete EDUC 201 as part of their degree requirements do not need to take EDUC 200 before enrolling in the course. Fulfills the G ED requirements in Social Structures.*

### **EDUC 202. Educational Psychology and Learning**

Survey of educational psychology 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: EDUC 201 with a "C" or better.*

### **EDUC 227. Exceptionalities and Human Diversity** (Formerly EDUC 327)

Course emphasis will be placed on recognition and special needs 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: EDUC 202 with a "C" or better or concurrent with EDUC 202. Fulfills the G ED requirement in Human Diversity.*

### **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. The course will be delivered on-line.

### **EDUC 299. Special Topics in Education** (1–3 credit hours)

A lower-division course designed for a topic of special current interest, including televised courses. *Prerequisite: Permission of the instructor or department chair.*

### **EDUC 300. Educational Technology**

Examines current concepts and practices in educational computing and instructional technology, uses of microcomputers, distance learning and media resources. Practice in assessing hardware and evaluating instructional hardware. Assignments/practice required in computer lab setting for 2 hours per week above and beyond the regular contact hours for the course. Virtual field experience of 10 hours is required. *Prerequisite: Concurrent with EDUC 316 or completion of EDUC 316 with a "C" or better.*

### **EDUC 301. Early Childhood Development PreK–K**

Study of developmental characteristics of the individual from birth to PreK. Required of all students in teacher education programs seeking a PreK–K endorsement. *Prerequisite: Passing PPST scores before the first day of classes.*

### **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 an additional 40 hour integrated field experience in a public school is required. *Prerequisite: EDUC 202 with a “C” or better, and passing the Core Academic Skills Test (CORE), formerly called Pre-professional Skills Test (PPST) before the first day of classes begins.*

### **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: EDUC 316 and all K–6 Science requirements with a “C” or better.*

### **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: Concurrent with EDUC 316 or completion of EDUC 316 with a “C” or better. Fulfills the G ED requirements in International Perspectives.*

### **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: Concurrent with EDUC 316 or completion of EDUC 316 with a “C” or better. Fulfills the G ED requirements in International Perspectives.*

### **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: EDUC 316 with a “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 and materials involved in the teaching of social studies in elementary and middle schools. *Prerequisite: EDUC 300, 316, and all social studies content requirements.*

### **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: EDUC 227 co-requisite or completion of EDUC 227 with a “C” or better.*

### **EDUC 329. Characteristics of the Mentally Impaired**

Characteristics of the Mentally Impaired, related educational planning, family needs, historical and contemporary issues in preparing programs for this type of exceptionalities are explored. *Prerequisite: 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: 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: EDUC 316 and EDUC 227 with a "C" or better. A field experience of 30-clock hours is required.*

### **EDUC 340. Characteristics of Individuals with Specific Learning Disabilities**

Historical and contemporary practices, trends, insights and needs; diagnosis and treatment; service delivery; and, management strategies. *Prerequisite: EDUC 227 with a "C" or better.*



Student teachers reflect and relax after completing 600 clock hours of student teaching.

### **EDUC 341. Organization and Management of PreK–K Programs**

Study of the organization, scheduling, creating learning environments and legal issues related to PreK–K programs. Required of all students in teacher education programs seeking a PreK–K endorsement. *Prerequisite: EDUC 316 with a “C” or better and concurrent with EDUC 301 or completion of EDUC 301.*

### **EDUC 342. Curriculum in PreK–K Programs**

Study of the federal and state curriculum required for PreK–K programs. Required of all students in teacher education programs seeking a PreK–K endorsement. *Prerequisite: EDUC 341 with a “C” or better. Requires a 10 clock hours field placement.*

### **EDUC 399. Special Topics (1–3 credit hours)**

A upper-division course designed for a topic of current interest, including televised courses. *Prerequisite: 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: 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: 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: EDUC 320 with a “C” or better.*

### **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: 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 436. Capstone Experience for Elementary Teachers (Formerly Education 336)**

Normally taken during the senior year, this is a capstone experience for elementary education majors. Advanced theories, principles and practices for working with elementary students. Emphasis on establishing a safe and healthy learning environment; program management; appropriate guidance techniques; family involvement; building a positive student self-concept; promoting a student’s physical, cognitive, social, and creative growth by providing appropriate materials and activities. *Prerequisite: Senior status and Concurrent with Education 426.*

**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: 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: EDUC 227 with a "C" or better.*

**EDUC 480-487. Student Teaching (3-18 credit hours)**

Designed to provide teacher education candidates with the necessary student teaching experiences to fulfill the certification requirements for the respective endorsements for which they seek West Virginia Licensure. *Prerequisite: Full admission to Teacher Education, and EDUC 426 with a "C" or better.*

**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: Permission of the instructor or department chair.*

**EDUC 599. Special Topics in Education**

A graduate level course designed for a topic of special current interest, including televised courses. *Prerequisite: Permission of the instructor or department chair.*

## Faculty

**Sandra Lee Orr, Ed.D., Professor**

Dr. Orr earned her doctorate degree from Marshall University, in Huntington, West Virginia. Dr. Orr's primary teaching assignments is EDUC 426 Creating, Managing and Assessing Learning Communities. Additional duties include: Chairperson, Education Department. Dr. Orr's research interests are in the integration of technology into the public school curriculum and in-service teachers' use of the Internet for instructional purposes.

**J. Paige Carney, Ed. D., Professor**

Dr. Carney earned her doctorate degree from the University of Kentucky in Lexington, Kentucky. Her primary assignment is serving as Director of Field and Clinical Experiences/Additional duties include Elementary Methods Courses, NCATE/CAEP Coordinator, and Counselor of Kappa Delta Pi, International Honor Society in Education. Dr. Carney's research interests are in Differentiated Instruction, Integrating Technology into Instruction and promoting Family Involvement in the Schools.

**Daton Nacha Terresza Dean, Ed.D., Assistant Professor**

Dr. Dean earned her doctorate degree from West Virginia University in Morgantown, West Virginia. Dr. Dean's primary teaching assignments are: EDUC 200 Foundations of Education and Supervision of Student Teachers. Additional duties include Graduation Marshal. Dr. Dean's research interest is in the Integration and effective use of Education technology for student learning and engagement; the role of social presence on student learning and satisfaction in online courses; and the impact of school leadership on school cultured and student learning.

**Robert L. Harrison, Jr., Ph.D., Professor**

Dr. Harrison earned his doctorate from The American University in Washington, D.C. where he was a Bishop Hurst Fellowship Recipient for Promising Doctoral Students. He was the West Virginia Reading

Association recipient of the Madge McDaniel Leadership in Reading Award for 2009. His primary teaching assignment is Education 320 Teaching Reading in the Elementary School I. Additional duties include: Dean of the College of Professional Studies. Dr. Harrison's research interests are in Legal issues, literacy and instructional design.

**Barbara Korn, Temporary Assistant Professor of Education**, returns to West Virginia State University. Prior to her return, Professor Korn was an adjunct faculty member who taught elementary education courses. She earned her Master's Degree from West Virginia University and is a certified Reading Specialist. Her primary teaching assignments are: EDUC 320 Teaching reading in the Elementary School I, EDUC 321 Teaching Writing in the Elementary School, EDUC 423 Teaching Reading in the Elementary School II and Supervision of student teachers. Professor Korn's research interest is in improving reading assessment skills in pre-service teachers.

**Kathy A. McDilda, M.A., Temporary Assistant Professor**

Professor McDilda earned her Master's Degree from Marshall University in Huntington, West Virginia. Her primary teaching assignments are EDUC 318 Teaching Science in Elementary/Middle Schools and EDUC 411 Teaching Science in Secondary School. Additional duties include Coordinator of SciTalks, an after school science program funded through NSF, and Education Liaison with TREK/LA, another NSF funded program. Professor McDilda's research interest is in combining science and mathematics methods for pre-service teachers and in using hands-on science activities to improve public school student achievement in science.

**Mehdi Seyedmonir, Ed.D., Associate Professor**

Dr. Seyedmonir earned his doctorate degree from West Virginia University in Morgantown, WV. Dr. Seyedmonir's primary teaching assignments are: EDUC 201 Human Growth and Development; and

EDUC 202 Educational Psychology and Learning; and EDUC 300: Educational Technology. Additional duties include: Faculty Advisor, Phi Eta Sigma Honor Society. Dr. Seyedmonir's research interests include effects of technology enhanced teaching strategies; behavioral change in self-regulated learning, and epistemological beliefs.

**T. Ramon Stuart, Ph.D., *Assistant Professor***

Dr. Stuart earned his doctorate of philosophy in higher education administration from the Gladys W. and David H. Patton College of Education at Ohio University in Athens, Ohio. He holds a joint appointment as an Assistant Professor in the Education Department while serving as the Assistant Provost and Assistant Vice President for Academic Affairs. His primary teaching assignments are Education 300 Educational Technology. Dr. Stuart's research interests include leadership, student retention, and the usage of technology in academic classrooms.

**Emily Waugh, Ed.D., *Associate Professor***

Dr. Waugh earned her doctorate degree from Marshall University in Huntington, West Virginia. Dr. Waugh's primary teaching assignments are: EDUC 316 Integrated methods and EDUC 436 Capstone Experience for Elementary Teachers. Additional duties include: Professional Development Schools Coordinator and Associate Counselor of Kappa Delta Pi, International Honor Society in Education.

**Brenda Wilson, Ed.D., *Professor***

Dr. Wilson earned her doctorate degree from West Virginia University in Morgantown, West Virginia. Dr. Wilson's primary teaching assignments are EDUC 331 Curriculum for Special Education and the advanced special education courses. Additional duties include: Chairperson of the Education Department Assessment Committee and Coordinator of the PPST Tutorial Program. Dr. Wilson's research interest is in the area of preparing general education teachers to improve outcomes for students with disabilities.

**Patricia Wilson, M.S., *Associate Professor***

Mrs. Wilson earned her Master's Degree from Marshall University in Huntington, West Virginia. Her primary teaching assignments are: EDUC 201 Human Growth and Development; and EDUC 319 Content Area Literacy. Additional duties include: Graduation Marshal, Homecoming Committee, Future Teachers Camp Director and Nu Chapter of Alpha Kappa Alpha Advisor. Professor Wilson's research interests are the impact of the extended family on educational success of children in public schools; effective classroom strategies for dealing with troubled children in the classroom; and leadership styles of the principals from former segregated high school in West Virginia.

**Charles Ledbetter, Ph.D., *Professor Emeritus***

Dr. Ledbetter earned his doctorate from Kent State University in Kent, Ohio. Dr. Ledbetter retired in 2007. His primary teaching assignments were: EDUC 200, EDUC 201, and EDUC 202.

**Harry V. Scott, Ph.D., *Professor Emeritus***

Dr. Scott earned his doctorate from Columbia University, New York City, New York. Dr. Scott retired in 1995. His primary teaching assignment was EDUC 316.

# The Master of Education in Multicultural Instructional Leadership

The Masters in Education (M.Ed.) in Multicultural Instructional Leadership is for certified teachers seeking a master's degree, and provides opportunities for graduate study and research leading to understanding the best practices in educating multicultural and/or high poverty students.

The Masters in Education in Multicultural Instructional Leadership prepares students for careers in the field of education, particularly in school districts with high minority or poverty student demographics. The program is designed to be completed within six semesters and includes an action research project and Capstone Portfolio Review. There are twelve required courses for a total of 36 semester hours. These courses focus on action research methodology, technology integration, and instructional leadership.

As a Multicultural Instructional Leadership graduate, you have the opportunity to contribute significantly to the teaching profession within your own school, district, state, nation, and the world. The faculty will work with you to ensure that your graduate education meets your expectations, and provides you with the education, skills and confidence to succeed in your teaching career.

## ADMISSION REQUIREMENTS

1. An undergraduate degree from an accredited college or university in an education or related field.
2. A minimum of three years of public school teaching experience.
3. GRE General Test Scores and/or Miller's Analogies test score of 370 or higher for admission to an education graduate degree program.
4. Acceptable TOEFL Scores for students whose native language is not English.
5. Three letters of recommendation which address the applicant's academic competencies, teaching ability, work performance and fitness to pursue

this graduate degree.

6. A current, valid professional teaching license from a state teacher licensing agency.
7. A minimum overall GPA of 2.7 on a 4 point scale.
8. Submission of an electronic portfolio that documents the previous criteria and includes an admissions essay, a resume, recommendations, and student work samples.

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## PROGRAM REQUIREMENTS

Students are responsible for knowing this bulletin 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 chair, college dean, or the Registrar several semesters prior to graduation. Participation in the commencement exercise is required.

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## PERFORMANCE STANDARDS

Universally, a normal course load for most graduate programs is 9 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 point scale. Students who accumulate more than two (2) grades of "C" 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 Education Department Chair and approval of the Education Department Graduate Committee.

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## DEGREE REQUIREMENTS

Required courses (all courses are three semester hours credit for a total of 36 semester hours) offered in the following sequence:

### Semester One

- **EDUC 600** The History of the Education of Marginalized Groups in America
- **EDUC 610** Instructional Leadership Strategies – Communications Skills

### Semester Two

- **EDUC 620** An Introduction to Action Research Methodology
- **EDUC 625** Technology Integration in Instructional Planning – Content Knowledge and Global Education

### Semester Three

- **EDUC 615** Language Acquisition Issues in Multicultural Education
- **EDUC 635** Technology Integration in Instructional Planning – Assessment

### Semester Four

- **EDUC 605** Poverty and Multicultural Issues in Education
- **EDUC 645** Instructional Leadership Strategies – Networking Skills

### Semester Five

- **EDUC 690** A Practicum in Action Research in a Multicultural Education Setting
- **EDUC 650** Instructional Leadership Strategies – Empowering Skills

### Semester Six

- **EDUC 630** Technology Integration in Instructional Planning – Critical Thinking and Problem Solving
- **EDUC 655** Technology Integration in Instructional Planning – Content Area Literacy

### Included in the Required Courses

**Capstone Portfolio Review** - Candidates will complete a Capstone Portfolio which will include sections of their graduate work as well as their Action Research Project. Students will defend their Portfolio at a meeting with the Education department Graduate Committee.

**This portfolio will be completed instead of a traditional thesis.** This committee will either (1) “accept the portfolio as prepared” (2) determine the portfolio is “unacceptable” but could be made acceptable with additions, deletions, or editing, or (3) determine the portfolio is “unacceptable”, and the student must submit another portfolio the next semester. Students will be permitted to submit a portfolio only one other time after the initial “unacceptable” determination.

## Course Descriptions

### **EDUC 600 – The History of the Education of Marginalized Groups In America**

This course surveys the historical development of educational opportunities for marginalized groups in the wider American society, and examines the manner in which these evolving opportunities facilitated the multicultural movement now occurring in the United States.

### **EDUC 605 – Poverty and Multicultural Issues in Education Department of Education**

A sociological approach to understanding poverty and its impact on multicultural education.

### **EDUC 610 – Instructional Leadership Strategies: Communication Skills**

Provides the communication skills that instructional leaders will need to support multicultural education. The course will include instruction in writing for publications, professional presentations, grant writing and routine correspondence to communicate with diverse audiences in multicultural settings.

### **EDUC 615 Language Acquisition Issues in Multicultural Education**

An examination of native language issues and its impact on student learning in the acquisition of target languages.

### **EDUC 620 - Introduction to Action Research Methodology**

This course is an introduction to the field of action research as a systematic inquiry process for improving teaching and learning at the classroom, team, and school levels. Furthermore, the course will examine the fundamentals of applied research design and strategies with an emphasis on developing students' research skills to facilitate the application of these

methodologies in real-world situations. This course must be completed within the first twelve semester hours of enrollment in the program.

### **EDUC 625 Technology Integration in Instructional Planning – Content Knowledge and Global Education**

This course prepares teachers in developing rigorous, appropriate curriculum and instruction using technology integration skills to deliver content knowledge and global education skills. An emphasis is placed on understanding global education and how the World Wide Web can be used as an educational equalizer.

### **EDUC 630 Technology Integration in Instructional Planning – Critical Thinking and Problem Solving**

The use of technology integration skills to promote critical thinking and problem solving strategies in content area curriculum. Students will engage in leadership interactions to develop problem-based learning skills.

### **EDUC 635 Technology Integration in Instructional Planning – Assessment**

The use of technology to assess student learning and determine appropriate technology integration interventions to meet the needs and increase achievement of diverse learners and special needs students.

### **EDUC 690: A Practicum in Action Research in a Multicultural Education Setting**

An action research application course taken in the last twelve hours of the program in which the candidate will produce an action research project in a multicultural education setting. Prerequisite: Educ 620: An Introduction to Action Research Methodology and at least 21 additional course hours in the Multicultural Instructional Leadership program.

### **EDUC 645 – Instructional Leadership Strategies: Networking Skills**

Acquaints instructional leaders with local, regional, state, national, and international social service and community outreach programs and gives them networking skills to connect schools with these services in order to increase student achievement in diverse educational settings.

### **EDUC 650 – Instructional Leadership Strategies: Empowering Skills**

Develops the empowering and human relations skills of instructional leaders to recruit, induct, mentor, evaluate, and retain educators in diverse public school settings.

### **EDUC 655 Technology Integration in Instructional Planning – Content Area Literacy**

The use of technology integration skills to deliver reading, writing, speaking, listening, visual representation, and viewing skills in content area curriculum.

## **Faculty**

### **J. Paige Carney, Ed. D., Professor**

Dr. Carney earned her doctorate degree from the University of Kentucky in Lexington, Kentucky. Her primary assignment is serving as Director of Field and Clinical Experiences/Additional duties include Elementary Methods Courses, NCATE/CAEP Coordinator, and Counselor of Kappa Delta Pi, International Honor Society in Education. Dr. Carney's research interests are in Differentiated Instruction, Integrating Technology into Instruction and promoting Family Involvement in the Schools.

### **Daton Nacha Terresza Dean, Ed.D., Assistant Professor**

Dr. Dean earned her doctorate degree from West Virginia University in Morgantown, West Virginia. Dr. Dean's primary teaching assignments are: EDUC 200 Foundations of Education and Supervision of Student Teachers. Additional duties include Graduation Marshal. Dr. Dean's research interest is in the Integration and effective use of Education technology for student learning and engagement; the role of social presence on student learning and satisfaction in online courses; and the impact of school leadership on school cultured and student learning.

### **Robert L. Harrison, Jr., Ph.D., Professor**

Dr. Harrison earned his doctorate from The American University in Washington, D.C. where he was a Bishop Hurst Fellowship Recipient for Promising Doctoral Students. He was the West Virginia Reading Association recipient of the Madge McDaniel Leadership in Reading Award for 2009. His primary teaching assignment is Education 320 Teaching Reading in the Elementary School I. Additional duties include: Dean of the College of Professional Studies. Dr. Harrison's research interests are in Legal issues, literacy and instructional design.

### **Mehdi Seyedmonir, Ed.D., Associate Professor**

Dr. Seyedmonir earned his doctorate degree from West Virginia University in Morgantown, WV. Dr. Seyedmonir's primary teaching assignments are:

## College of Professional Studies

EDUC 201 Human Growth and Development; and EDUC 202 Educational Psychology and Learning; and EDUC 300: Educational Technology. Additional duties include: Faculty Advisor, Phi Eta Sigma Honor Society. Dr. Seyedmonir's research interests include effects of technology enhanced teaching strategies; behavioral change in self-regulated learning, and epistemological beliefs.

### **T. Ramon Stuart, Ph.D.,** *Assistant Professor*

Dr. Stuart earned his doctorate of philosophy in higher education administration from the Gladys W. and David H. Patton College of Education at Ohio University in Athens, Ohio. He holds a joint appointment as an Assistant Professor in the Education Department while serving as the Assistant Provost and Assistant Vice President for Academic Affairs. His primary teaching assignments are Education 300 Educational Technology. Dr. Stuart's research interests include leadership, student retention, and the usage of technology in academic classrooms.

### **Emily Waugh, Ed.D.,** *Associate Professor*

Dr. Waugh earned her doctorate degree from Marshall University in Huntington, West Virginia. Dr. Waugh's primary teaching assignments are: EDUC 316 Integrated methods and EDUC 436 Capstone Experience for Elementary Teachers. Additional duties include: Professional Development Schools Coordinator and Associate Counselor of Kappa Delta Pi, International Honor Society in Education.

### **Brenda Wilson, Ed.D.,** *Professor*

Dr. Wilson earned her doctorate degree from West Virginia University in Morgantown, West Virginia. Dr. Wilson's primary teaching assignments are EDUC 331 Curriculum for Special Education and the advanced special education courses. Additional duties include: Chairperson of the Education Department Assessment Committee and Coordinator of the PPST Tutorial Program. Dr. Wilson's research interest is in the area of preparing general education teachers to improve outcomes for students with disabilities.

# Health and Human Performance



Debra Anderson-Conliffe,  
Chairperson  
422 Wallace Hall  
304 766-3237  
andersonde@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, health education, physical education, and recreation 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, Recreation and Sports Studies. The content courses for teaching specializations in Health Education and Physical Education are also delivered for the Education Department.

The Department also takes advantage of the beautiful outdoor resources available in West Virginia by offering leisure activity classes in fly fishing, kayaking, scuba diving, golf, backpacking and rock climbing.

## **BACHELOR OF SCIENCE IN HEALTH SCIENCES. GENERAL EDUCATION-49-51 HOURS**

Required for the Major - 31 Hours: PSYC 200; BIO NUTRITION 303, SOC. 321, HHP 354, HHP 451, HHP 454, HHP 455, HHP 457, HHP 460 AND HHP 461.



**HHPLS Majors practice adaptive physical education techniques with Geri Olympics participants.**

## **BACHELOR OF SCIENCE IN RECREATION. GENERAL EDUCATION 49-51 HOURS**

Required for the Major - 45 Hours:: HHP 180, HHP 200, HHP 122 OR 157, HHP 280, HHP 285, HHP 304, HHP 360, HHP 386, HHP 404, HHP 370, HHP 289, HHP 490, HHP 460, HHP 380 AND HHP 407.

## **BACHELOR OF SCIENCE IN SPORTS STUDIES. GENERAL EDUCATION- 49-51**

Hours Required for the Major - 75 Hours: HHP 140, BIOL 210, HHP 220, HHP 225, HHP 238, HHP 240, HHP 242, HHP 252, HHP 327, HHP 331, HHP 333, HHP 126, HHP 340, HHP 341, HHP 343, HHP 350, HHP 399, HHP 400, HHP 420, HHP 428, HHP 430, HHP 440, HHP 450, HHP 150.

For the requirements for the Bachelor of Science in Education consult the Education Department home page.

## Suggested Four Year Plan – Health Sciences

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### FRESHMAN YEAR

#### 1ST SEMESTER

HHP 122 or 157.....	2
ENGL 101 .....	3
G ED 100 .....	3
CPS 101 .....	1
NATURAL SCIENCE .....	3
FINE ARTS .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

G ED 200 .....	3
ENG 102 .....	3
HEALTH SCIENCE EMPHASIS.....	3
MATH 111 OR 120.....	3
ELECTIVE.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

SOC 101.....	3
COMM 100 .....	3
HIST 201 .....	3
PSYCH 200 OR C J 314.....	3
HEALTH SCIENCE EMPHASIS.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENG 150 .....	3
SOC 321.....	3
BIO 303 .....	3
FINE ARTS .....	3
HIST 207/208.....	3
<b>Semester Total .....</b>	<b>15</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

INT'L PERSPECTIVES.....	3
NATURAL SCIENCE .....	3
HHP 352 .....	3
HHP 454 .....	3
HEALTH SCIENCE EMPHASIS.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

INT'L PERSPECTIVES.....	3
HHP 451 .....	3
HHP 455 .....	3
ELECTIVE .....	3
HEALTH SCIENCE EMPHASIS.....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

HHP 457 .....	3
HHP 460 .....	3
ELECTIVE .....	3
ELECTIVE .....	3
HEALTH SCIENCE EMPHASIS.....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

HHP 461 .....	3
ELECTIVE .....	3
ELECTIVE .....	3
ELECTIVE .....	3
HEALTH SCIENCE EMPHASIS.....	3
<b>Semester Total .....</b>	<b>15</b>

Courses currently required for the Health Sciences degree may be found on the department link on the West Virginia State University home page, [www.wvstateu.edu](http://www.wvstateu.edu). This degree is custom tailored to the career goals of entry-level health science professionals or advanced health science professionals with an associate degree in a health-related occupation.

## Recreation and Tourism Studies – Suggested Four Year Plan

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
MATH 111 or 120 .....	3
ART 101 .....	3
HHP 180 .....	3
G ED Nat. Sci. ....	3-4
CPS 101 .....	1
<b>Semester Total .....</b>	<b>16-17</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED 100 .....	3
COMM 100 .....	3
HHP 200 .....	3
HHP 122 or 157 .....	2
Electives/Minor .....	3
<b>Semester Total .....</b>	<b>17</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

G ED 200 .....	3
EDUC 201 .....	4
G ED Nat. Sci. ....	3-4
HHP 280 .....	3
ENGL 150 .....	3
<b>Semester Total .....</b>	<b>16-17</b>

#### 2ND SEMESTER

G ED Fine Arts .....	3
HIST 201 or 202 .....	3
HHP 285 .....	2
Electives/Minor .....	6
HHP 304 .....	3
<b>Semester Total .....</b>	<b>17</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

HHP 360 .....	3
G ED Info Skills .....	3
G ED Int'l. Persp. ....	3
G ED Am. Trad. ....	3
Elective/Minor .....	3
SOC 101 .....	3
<b>Semester Total .....</b>	<b>18</b>

#### 2ND SEMESTER

HHP 386 .....	3
HHP 404 .....	4
G ED Int'l. Persp. ....	3
G ED Info Skills .....	3
HHP 370 .....	3
HHP 289 .....	3
<b>Semester Total .....</b>	<b>19</b>

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### SENIOR YEAR

#### 1ST SEMESTER

HHP 490 .....	1
HHP 460 .....	3
HHP 380 .....	3
Electives/Minor .....	9
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

HHP 407 .....	6
Electives/Minor .....	9
<b>Semester Total .....</b>	<b>15</b>

Courses currently required for the degree may be found on the department link at [www.wvstateu.edu](http://www.wvstateu.edu).

## Sports Studies – Suggested Four Year Plan

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
MATH 111 .....	3
COMM 100 .....	3
HHP 126 .....	3
HHP 140 Sport History.....	2
CPS 101 .....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED 100 .....	3
HHP (Info Skill I) 150 .....	3
PSYC 151 or SOCI 101 .....	3
BIOL 101 .....	4
<b>Semester Total .....</b>	<b>16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

GED 200 .....	3
International I .....	3
BIO 210 .....	3
Fine Arts I.....	3
HHP 242 .....	2
HHP 399-02.....	2
HHP 220 Coaching Methodology I .....	2
<b>Semester Total .....</b>	<b>18</b>

#### 2ND SEMESTER

HIST 201 or 202 .....	3
International II .....	3
ENGL 150 .....	3
Fine Arts II.....	3
HHP 240 .....	2
HHP 252 .....	2
<b>Semester Total .....</b>	<b>16</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

HIST 207 or 208 .....	3
Elective .....	3
HHP 341 .....	2
HHP 225 .....	3
HHP 331 .....	3
HHP 238 .....	2
<b>Semester Total .....</b>	<b>16</b>

#### 2ND SEMESTER

HHP 327 .....	3
HHP 333 .....	3
HHP 340 Energy Source .....	3
HHP 400 Exercise Testing.....	3
HHP 420 Sport Law and Ethics .....	3
<b>Semester Total .....</b>	<b>15</b>

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### SENIOR YEAR

#### 1ST SEMESTER

HHP 430 Dev and Impl. Stren and Con Programs.....	3
HHP 350 Research in Physical Activity.....	3
HHP 440 Coaching Methodology II .....	2
CHEM 100.....	3
HHP 343 .....	2
Elective .....	2
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

HHP 428 .....	3
HHP 450 Internship.....	12
<b>Semester Total .....</b>	<b>15</b>

Courses currently required for the degree may be found on the department link at [www.wvstateu.edu](http://www.wvstateu.edu).

# PreK-Adult Programs– Suggested Four Year Plan

(Art, French, Health, Music, Physical Education, Spanish, and Theater)

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## FRESHMAN YEAR

### 1ST SEMESTER

ENGL 101 .....	3
EDUC 200.....	3
G ED Soc. Struct.....	3
MATH 111 or 120 .....	3
G ED 100 .....	3
CPS 101 .....	1

**Semester Total ..... 16**

### 2ND SEMESTER

ENGL 102 .....	3
EDUC 201.....	3
Specialization.....	3 or 4
PHYS 101 or 103.....	3
G ED Fine Arts .....	3

**Semester Total ..... 15 or 16**

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## SOPHOMORE YEAR

### 1ST SEMESTER

EDUC 202.....	3
ENGL 201 or COMM 100.....	3
BIOL 101 .....	4
G ED Fine Arts .....	3
Specialization.....	3
Specialization.....	2

**Semester Total ..... 18**

### 2ND SEMESTER

EDUC 316.....	3
Specialization.....	3
ENGL 150 .....	3
Specialization.....	3
Specialization.....	3
G ED Am. Trad .....	3

**Semester Total ..... 18**

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## JUNIOR YEAR

### 1ST SEMESTER

EDUC 300.....	3
EDUC 319.....	3
Specialization.....	3

**Semester Total ..... 18**

### 2ND SEMESTER

EDUC 331.....	3
HIST 201 or 202 .....	3
Specialization.....	3
Specialization.....	3
Specialization.....	3
G ED Int'l. Persp.....	3

**Semester Total ..... 18**

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## SENIOR YEAR

### 1ST SEMESTER

Specialization.....	3
EDUC 426.....	3

**Semester Total ..... 15**

### 2ND SEMESTER

Student Teaching.....	15
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**Semester Total ..... 15**

Courses currently required for the specialization may be found on the department link at [www.wvstateu.edu](http://www.wvstateu.edu).

## Course Descriptions

**Note:** All courses are 3 credit hours unless noted otherwise.

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### HEALTH EDUCATION/HEALTH SCIENCES THEORY

#### **HHP 150. Principles of Health Education** (3 credit hours)

An introductory study of the discipline of health education. Emphasis will be placed on the skills of health educators, theory, ethics, and the associated roles and responsibilities.

#### **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 199. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of current interest, including televised courses. *Prerequisite:* As stated for each offering.

#### **HHP 251. Consumer Health** (3 credit hours)

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 253. Student Health Problems** (3 credit hours)

Sociological, psychological, and physiological changes that occur in school-age students; prevalent problems that occur—their etiology, pathology, diagnosis, and the school's responsibility for health and emergency care of students.

#### **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 352. Community Health** (3 credit hours)

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 in Health** (3 credit hours)

This course will examine the current thinking on a variety of health issues. Timely articles which provide students with a variety of points of view regarding health and the complexity of the issues involved will be used. Emphasis will be placed on the development of skills in critical thinking, reasoning, and effective argument.

**HHP 355. Marketing, Budgeting, and Quality Principles** (3 credit hours)

This course is designed to provide health science majors with the knowledge and skills needed to guide them in collecting, analyzing, and articulating data for marketing, budgeting, and quality principles in the current health care environment. The student's gain in knowledge and personal growth are the goals of the course; the individual's participation and perception become the processes through which the goal is attained.

**HHP 359. Elementary and Middle School Health Programs** (3 credit hours)

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: 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 you can employ in your classroom to protect yourself and your students.

**HHP 399. Special Topics** (1–3 credit hours)

An upper-division course designed for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 451. Issues in Rural Health** (3 credit hours)

This course examines social issues and challenges in rural health with emphasis on morbidity and mortality status among rural populations, health disparities, health hazards, healthcare, environmental health, and food insecurity. *Prerequisite: HHP 354.*

**HHP 453. Applied Nutrition in Health** (3 credit hours)

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: BIO 303.*

**HHP 454. Theory in Health Education** (3 credit hours)

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** (3 credit hours)

This course reviews basic principles in epidemiology and designs of study for health research. *Prerequisite: Math 111 or 120.*

**HHP 457. Comprehensive Health Assessment**

A thorough study of health assessment performed by health and human service professionals. Course will include the practical use of assessments in a variety of physical, behavioral, and social contexts.

**HHP 458. Planning/Implementing/Evaluating Interventions in HHP** (3 credit hours)

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: HHP 456.*

**HHP 461. HEALTH LEADERSHIP** (3 credit hours)

This course addresses the full scope of leadership and its challenges with special emphasis on leading within the healthcare environment. *Prerequisite: HHP 454.*

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## PHYSICAL EDUCATION THEORY

### **HHP 122. Fitness for Living** (2 credit hours)

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: HHP 456.*

### **HHP 126. Foundations of Physical Education**

(3 credit hours)

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 199. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of current interest, including televised courses. *Prerequisite: As stated for each offering.*

### **HHP 225. Biomechanics** (3 credit hours)

The course is designed to build a basic foundation of anatomy and kinesiology as it pertains to movement in physical education. *Prerequisite: 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 240. Team Sports I** (2 credit hours)

This course is designed to prepare the prospective teacher in knowledge of rules, boundaries, instructional strategies, and psychomotor skills characteristic of the sport forms. These sport forms are analyzed and applied to football, soccer and volleyball.

### **HHP 242. Team Sports II** (2 credit hours)

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.

### **HHP 317. Sports Training Lab/Football** (2 credit hours)

Designed for the student trainer to obtain laboratory experience in the sport of football while working toward certification in the area of Athletic Training. Forty experience hours in conditioning, taping, first aid, and rehabilitation required. *Prerequisite: HHP 331 with a “C” or better, plus current certification in CPR and advanced First Aid.*

### **HHP 318. Sports Training Lab/Basketball**

(1 credit hour)

Designed for the student trainer to obtain laboratory experience in the sport of basketball while working toward certification in the area of Athletic Training. Forty experience hours in conditioning, taping, first aid, and rehabilitation required. *Prerequisite: HHP 331 with a “C” or better, plus current certification in CPR and advanced First Aid.*

**HHP 321. Sports Training Lab/Baseball-Track and Field** (1 credit hour)

This course is designed for the student trainer to obtain laboratory experience in the sports of baseball, track and field while working toward certification in the area of Athletic Training. Seventy-five (75) experience hours under the direct supervision of a certified athletic trainer in conditioning, taping, first aid, and rehabilitation required. *Prerequisite: HHP 331 with a "C" or better, plus current certification.*

**HHP 327. Exercise Physiology** (3 credit hours)

The course is designed to implement knowledge of the physiological function of the body during exercise. *Prerequisite: HHP 225 with a "C" or better.*

**HHP 329. Adapted Physical Education and Recreation** (3 credit hours)

Emphasis on the physical and health status of typical and atypical students and physical activities for maximum development.

**HHP 331. Athletic Training I** (3 credit hours)

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: HHP 327 with a "C" or better.*

**HHP 333. Athletic Training II** (3 credit hours)

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 341. Individual And Dual Sports I** (2 credit hours)

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 343. Individual and Dual Sports II** (2 credit hours)

This course prepares the prospective teacher in rules, boundaries, instructional strategies and psychomotor skills as well as develop and apply skills to golf, handball, strength, and conditioning.

**HHP 399. Special Topics** (1–3 credit hours)

An upper-level course for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 428. Administration of Physical Education and Sport** (3 credit hours)

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 446. Methods of Elementary/Middle School Physical Education** (3 credit hours)

Designed to meet state requirements for certification of elementary/middle school teachers. This is a sequentially developed program which 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: EDUC 316.*

**HHP 449. Methods of Secondary Physical Education** (3 credit hours)

This class provides methods of teaching secondary physical education activities, and is designed to meet requirements for certification of secondary school teachers. *Prerequisite: EDUC 316.*

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**ACTIVITY COURSES**

HHP 100. Physical Activity (1 credit hour)

**HHP 101. Beginning Swimming** (1 credit hour)

**HHP 102. Beginning Tennis** (1 credit hour)

**HHP 103. Beginning Bowling** (1 credit hour)

**HHP 105. Beginning Golf** (1 credit hour)

**HHP 106. Beginning Weight Training and Body Conditioning** (1 credit hour)

**HHP 109. Beginning Folk Dance** (1 credit hour)

**110. Beginning Modern Dance** (1 credit hour)

**HHP 111. Beginning Basketball—Softball**  
(1 credit hour)

**HHP 112. Beginning Track and Field—Volleyball** (1 credit hour)

**HHP 120. Beginning Handball** (1 credit hour)

**HHP 121. Beginning Scuba Diving** (1 credit hour)

**HHP 209. Beginning Square Dance** (1 credit hour)

**HHP 210. Beginning Social Dance** (1 credit hour)

**HHP 300. Advanced Physical Activity** (1 credit hour)

**HHP 301. Advanced Swimming** (1 credit hour)

*Prerequisite: HHP 101.*

**HHP 302. Advanced Tennis** (1 credit hour)

*Prerequisite: HHP 102.*

**HHP 303. Advanced Bowling** (1 credit hour)

*Prerequisite: HHP 103.*

**HHP 305. Advanced Golf** (1 credit hour)

*Prerequisite: HHP 105.*

**HHP 306. Advanced Weight Training and Body Conditioning** (1 credit hour)

*Prerequisite: HHP 106.*

**HHP 320. Advanced Handball** (1 credit hour)

*Prerequisite: HHP 120.*

**HHP 322. Advanced Scuba Diving** (1 credit hour)

**409. Advanced Square Dance** (1 credit hour)

*Prerequisite: HHP 209.*

**HHP 410. Advanced Social Dance** (1 credit hour)

*Prerequisite: HHP 210.*

**HHP 437. CERTIFICATION IN SPORTS OFFICIATING** (1–4 credit hours)

Methods and techniques of officiating selected sports. West Virginia Secondary Activities Commission guidelines will be followed. *Prerequisite: Permission of the instructor.*

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## RECREATION THEORY

### **HHP 180. Introduction to Recreation Service**

(3 credit hours)

This course considers the entire growing field of recreational service in the United States in terms of its historical and contemporary development; recreational activity as a social and economic force; and the sectors and agencies of the field. *Prerequisite: Eligible for English 101.*

### **HHP 199. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of current interest, including televised courses. *Prerequisite: As stated for each offering.*

### **HHP 200. Program Planning and Leadership** (3 credit hours)

(3 credit hours)

The theory and exploration of program planning in the various settings. Policies and philosophies pertinent to the program area. *Prerequisite: HHP 180. Prerequisite: HHP 180 with a “C” or better, and English 101 with a “C” or better.*

### **HHP 280. Recreational Activities** (3 credit hours)

Experience in recreation leadership; opportunities to work in the field of recreation under guidance (program planning, philosophy, problem solving and methods). There is requirement a of 150 hours of supervised field experience. *Prerequisite: HHP 180.*

### **HHP 281. Introduction to Therapeutic Recreation** (3 credit hours)

Designed to instruct functional workers in the adaptation of various recreational activities for the atypical and aging. Emphasis on the principles of therapeutic recreational service and the methods of adapting recreational experience to those who are mentally ill, physically handicapped, retarded or temporarily disabled as a result of accident, surgery or illness. Lecture and field trips.

### **HHP 285. Community Recreation** (2 credit hours)

A survey of the development of individual, school, and community recreation programs.

### **HHP 289. Practicum in Recreation** (3 credit hours)

Classroom and directed experience in camp leadership, campcraft, outdoor education programming, camp maintenance and the natural sciences. There is a requirement of 150 hours of supervised field experience. *Prerequisite: HHP 200, 280 and 285 with a “C” or better in each course. For Recreation majors only.*

### **HHP 299. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

### **HHP 304. History and Philosophy of Leisure** (3 credit hours)

An examination of the historical and philosophical foundations of leisure. A variety of leisure theories and philosophies are presented and critiqued. *Prerequisite: HHP 200, 280 and 285 with a “C” or better in each course, or by written permission of instructor.*

### **HHP 315. History and Philosophy of Environmental Movement** (3 credit hours)

This course identifies and explores the organizations, individuals, philosophies, and events that have come to define the environmental movements in America. Four “eras” in environmentalism have influenced the trajectory of the movement from early preservationist’s efforts to today’s grassroots actions in conservation biology and social justice. Students will examine the history of the movement, its progress as measured in policy and legislative influences, and become acquainted with iconic individuals associated with defining and shaping environmentalism as a political, scientific, and social force in American society. *Prerequisite: ENG 102*

### **HHP 360. Management of Leisure Services**

(3 credit hours)

This class explores management theory and its application to the leisure-service industry including, human resource management, leadership styles, principles of financing and budgeting. *Prerequisite: HHP 180, 200, 280 and 285 with a “C” or better in each course, or by written permission of instructor.*

### **HHP 370. Outdoor Education and Camp Leadership**

(3 credit hours)

This course develops the essential skills necessary for running outdoor activities, camps, and programs. Students will also learn skills for employment as camp counselors, recreational activity directors, and related jobs in various outdoor settings. Participation and planning of outdoor leisure activities is required. *Prerequisite: HHP 180, 285, 280, 200 with a “C” or better in each course, or by written permission of instructor.*

### **HHP 380. Contemporary Trends in Leisure**

(3 credit hours)

A comprehensive, issues-based examination of current trends in leisure and recreation service provision. *Prerequisite: HHP 180 with a “C” or better.*

### **HHP 386. Resort and Commercial Recreation**

(3 credit hours)

An introduction course in commercial recreation, which will introduce students to the history, organizational patterns, and management practices in the field. Students will become familiar with the Resort and Commercial Recreation Association and “Standards of Practice and Certification Guidelines.”

### **HHP 399. Special Topics**

(1–3 credit hours)

An upper-level course for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

### **HHP 401. Planning Recreation Programs for Special Populations**

(3 credit hours)

The course will relate the application of program planning to the physically handicapped, mentally ill, emotionally disturbed, developmentally disabled, penally incarcerated and aging. *Prerequisite: HHP 327 and HHP 281 and 329 with a “C” or better in each course.*

### **HHP 404. Policies, Procedures and Practices in Recreation**

(4 credit hours)

A comprehensive examination of policy and best management practices governing the management of recreation, parks and leisure service systems. *Prerequisite: HHP 200, 280 and 285 with a “C” or better in each course.*



**Governor Tomblin meets with Geri Olympics representatives.**

**HHP 407. Internship in Recreation** (6 credit hours)

The student will spend one semester working (400-480 hours) with the administrative staff of an existing recreation agency where he or she will assist and take part in planning staff meetings, budgets, in-service training, etc. *Prerequisite: HHP 404 with a "C" or better. For Recreation majors only.*

**HHP 408. Leisure Education and Counseling**  
(3 credit hours)

The course will prepare students to work with individuals and groups, helping them to assess their leisure interests, attitudes, behavior and skills.

**HHP 460. Research and Evaluation**  
(3 credit hours)

This course introduces various quantitative and qualitative techniques and methods used in recreation and leisure research including the development of program evaluations. *Prerequisite: Senior standing.*

**HHP 490. Professional Development Seminar**  
(1 credit hour)

This class will provide professional development assistance to students getting ready to complete their internship the following summer. It will also serve as the capstone class for recreation majors to present their final recreation portfolios. Successful completion of this course is required before students may enroll in HHP 407. *Prerequisite: Taken in the semester before HHP 407 (Recreation majors only. Written permission of Instructor only.)*

**HHP 499. Special Topics** (1–3 credit hours)

An upper division course designed for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 170. Introduction to Travel and Tourism**  
(3 credit hours)

This course provides an interdisciplinary introduction to the concepts, methods, and practices of travel and tourism.

**HHP 199. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 250. Special Interest Tourism** (3 credit hours)

The class is an exploration of customized tourist experiences that satisfy specific individual interests. A sample of special interest topics covered are: adventure tourism, ecotourism, sex tourism, sports tourism, the 'gay' market, the 'grey' market, backpacking, health tourism, rural tourism, dance music tourism, and cultural tourism.

**HHP 299. Special Topics** (1–3 credit hours)

A lower-division course designed for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 390. Customer Service and Workplace Etiquette** (3 credit hours)

This class introduces the importance of developing customer service skills and proper workplace etiquette in the tourism industry. Development of a program beyond the classroom setting will be required. *Prerequisite: HHP 180 with a "C" or better.*

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**TOURISM SPECIALIZATION**

**HHP 395. Tourism, Conventions and Event Management** (3 credit hours)

This course provides the fundamentals of event management. Development of or volunteering for a local tourism event will be required beyond the classroom experience. *Prerequisite: HHP 180, HHP 200, HHP 360 with a “C” or better in each course.*

**HHP 399. Special Topics** (1–3 credit hours)

An upper-level course for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 470. Marketing in Travel and Tourism** (3 credit hours)

This class includes the application of the principles, practices, and strategies of marketing as they relate to the tourism industry. *Prerequisite: HHP 180.*

**HHP 485. Sustainable Development** (3 credit hours)

Study of the historical and ecological perspectives giving rise to sustainability as a model for economic development, environmental protection, and social justice around the world. This course examines the theoretical foundations and management practices that have come to define “sustainability” as an objective for development. The course reviews management principles of natural resource and human capital inputs lending themselves to development efforts “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.” Students will examine the positions of both critics and advocates for sustainability as they relate to environmental justice, ecological integrity and economic development. *Prerequisite: ENG 102 and 3 hours of Natural Science*

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**SPORTS STUDIES**

**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 199. Special Topics** (1-3 credit hours)

A lower-division course designed for a topic of current interest, including televised courses. *Prerequisite: as stated for each offering.*

**HHP 220. Coaching Methodology I** (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. *Prerequisite: HHP 140 and PSYCH 151, or SOC 101 with a “C” or better in each course.*

**HHP 340. Energy Source and Body Composition** (3 credit hours)

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: BIOL 210 and HHP 327 (HHP 327 and 340 can be taken concurrently).*

**HHP 350. Research in Physical Activity***(3 credit hours)*

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: Senior standing.*

**HHP 399. Special Topics** *(1–3 credit hours)*

An upper level course for a topic of special current interest, including televised courses. *Prerequisite: As stated for each offering.*

**HHP 400. Exercise Testing** *(3 credit hours)*

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: HHP 327 or currently enrolled in HHP 430.*

**HHP 420. Sports Law and Ethics** *(3 credit hours)*

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: ENGL 102 and Junior standing.*

**HHP 430. Developing and Implementing Strength and Conditioning Programs***(3 credit hours)*

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: BIOL 210 and HHP 327 with a "C" or better in each course.*

**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 American Sport Education Program. Upon successful completion of this course, the student will be a certified Bronze Level (highest level); this coaching achievement is set forth by the American Sport Education Program. Furthermore, at the completion of this course, students will be eligible to coach middle school and/or high school athletics in the state of West Virginia. All students in this course are subject to background checks if they apply for coaching positions upon completion. *Prerequisite: HHP 140, HHP 220, 327, 331; PSY 151; SOC 101 with a "C" or better in each course.*

**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: Student must have completed all course work 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.*

## Faculty

**Debra Anderson-Conliffe, M.S., Assistant Professor**

Mrs. Anderson-Conliffe earned her Master's Degree from the University of Tennessee in Knoxville, Tennessee. Her primary teaching assignments are: HHP 327 Adapted Physical Education and Recreation; and HHP 446 Methods of Elementary/Middle School Physical Education. Additional duties include: Chairperson, Health, Human Performance, and Leisure Studies Department; and Supervisor of Student Teaching.

**Oree Banks, M.S., Associate Professor**

Mr. Banks earned his Master's Degree from Kansas State University, Manhattan, Kansas. His primary teaching assignments are: HHP 122 Fitness for Living; HHP 157 Healthy Living; and HHP 325 Substance Abuse. Additional duties include: Director, National Youth Sports Program; NCAAP Consultant and Presenter on Drug Awareness; Student Advisor, NAACP; Author and Researcher on two books on trailblazers in the field of football.

**Patricia R. King, M.Ed., Assistant Professor**

Ms. King earned her Master's Degree from the University of Central Oklahoma in Edmond, Oklahoma. Her primary teaching assignments are: HHP 200 Program Planning and Leadership; HHP 280 Recreational Activities; and HHP 285 Community Recreation. Additional duties include: Advisor, Recreation and Leisure Studies Honor Society; and Advisor, Majors Club.

**Ted Muilenburg, Ph.D., CTRS, Associate Professor**

Dr. Muilenburg earned his doctorate degree from Walden University in Naples, Florida. Dr. Muilenburg's primary teaching assignments are: HHP 250 Special Interest Tourism; HHP 360 Recreation Management; and HHP 386 Resort and Commercial Recreation. Additional duties include: Coordinator and Director of West Virginia Geri Olympics and International Geri Olympics.

**Steven W. Richards, Ph.D., Professor**

Dr. Richards earned his doctorate degree from The Ohio State University, in Columbus, Ohio. Dr. Richards' primary teaching assignments are: HHP 170 Introduction to Travel and Tourism; HHP 180 Introduction to Recreation and Leisure; and HHP 480 Sustainable Tourism Management. Additional duties include: Program Director of Recreation and Tourism Studies.

**Jenelle N. Robinson, Ph.D., C.H.E.S. Assistant**

*Professor of Health Sciences* earned her doctorate from Mississippi State University. Her primary teaching assignments are: HHP 150 Principles of Health Education, HHP 352 Community Health, HHP 354 Contemporary Issues in Health, HHP 456 Methods and Strategies in Health Education and Health Promotion, and HHP 458 Planning, Implementing and Evaluating Health Programs. Her primary research interests include obesity, racial health disparities, diet and body image, and faith-based health initiatives.

**Aaron A. Settle, Ed.D., ATC, CSCS, NREMT-B,**

*Associate Professor*

Dr. Settle earned his doctorate degree from The United States Sports Academy in Daphne, Alabama. His primary teaching assignments are: HHP 225 Biomechanics; HHP 327 Exercise Physiology; and HHP 423 Developing and Implementing Strength and Conditioning Programs. Additional duties include: Program Director, Bachelor of Science in Sports Studies.

**Dr. Scott Snyder, Ed.D., Professor Emeritus**

Dr. Snyder earned his doctorate degree from the University of Tennessee, in Knoxville, Tennessee. Dr. Snyder's primary teaching assignments are: HHP 354, Contemporary Issues in Health-WebCT; HHP 456, Methods and Strategies in Health, Education and Health Promotion; and HHP 458, Planning, Implementing, and Evaluation Health Promotion Programs. Additional duties include: Program Director, B.S. in Health Services.

# Military Science



LTC Tony Taylor, Chairperson  
101 Ferguson Lincoln, Room 102  
304 766-3291  
ttaylor25@wvstateu.edu

Army ROTC will give students valuable real-world tools and leadership skills that will benefit not only the professional career but the personal life as well. Army ROTC is an elective curriculum students take along with the required college classes. It prepares students with the tools, training and experiences that will help them succeed in any competitive environment.

Along with great leadership training, Army ROTC can pay for college tuition, too. Students will have a normal college student experiences like everyone else on campus, but when they graduate, the students will be an Officer in the Army. Being an Officer in the U.S. Army means 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 will be driven to achieve success with their team on every mission.

Army ROTC is a one-of-a-kind experience. The challenges one faces and the obstacles one will overcome will prepare the person for future success. Army ROTC is one of the nation's top leadership programs, with many benefits to joining. Through Army ROTC students can:

- Get help with college tuition with an Army ROTC scholarship
- Gain experience one cannot find anywhere else
- Gain the respect of one's peers and future employers
- Train to become a leader and manager

The Basic Course takes 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.

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## **FRESHMAN YEAR:** *Preparing for Success as an Army Officer*

Topics covered include:

- Introduction to Army Leadership
- Army Customs and Traditions
- Military Operations and Tactics
- Goal Setting and Accomplishment
- Health and Physical Fitness

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## **SOPHOMORE YEAR:** *The Role of an Officer*

Topics covered include:

- Applied Leadership Theory
- Communications
- Principles of War
- Military Operations and Tactics

The Advanced Course takes 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 or have attended the Leader's Training Course. Entering the Advanced Course requires a commitment to serve as an Officer in the U.S. Army after they graduate.



ROTC Cadets engage in a Squad Training Session.

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**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

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**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 receive a \$450-\$500 per month for each month they are in school, for up to 20 months, and also incur a service obligation to the Army upon completion of the two-year advanced course. A student must maintain a minimum overall Grade Point Average of C (2.00) in all classes including military courses in order to be considered for commission.

## Suggested Four Year Plan

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### FRESHMAN YEAR

#### 1ST SEMESTER

MS 101 .....	2
MS 103 .....	1
MS 150 .....	1
<b>Semester Total .....</b>	<b>4</b>

#### 2ND SEMESTER

MS102 .....	2
MS 104 .....	1
MS 151 .....	1
<b>Semester Total .....</b>	<b>4</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

MS 201 .....	2
MS 203 .....	1
MS 250 .....	1
<b>Semester Total .....</b>	<b>4</b>

#### 2ND SEMESTER

MS 202 .....	2
MS 204 .....	1
MS 251 .....	1
<b>Semester Total .....</b>	<b>4</b>

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### JUNIOR YEAR

#### 1ST SEMESTER

MS 301 .....	2
MS 303 .....	1
MS 350 .....	1
<b>Semester Total .....</b>	<b>4</b>

#### 2ND SEMESTER

MS 302 .....	2
MS 304 .....	1
MS 351 .....	1
LDAC .....	6
<b>Semester Total .....</b>	<b>10</b>

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### SENIOR YEAR

#### 1ST SEMESTER

MS 401 .....	2
MS 403 .....	1
MS 450 .....	1
MS 490 (or an approved US History course) .....	3
<b>Semester Total .....</b>	<b>7</b>

#### 2ND SEMESTER

MS 402 .....	2
MS 404 .....	1
MS 451 .....	1
<b>Semester Total .....</b>	<b>4</b>

Courses currently required for the degree may be found on the department link on the West Virginia State University home page, [www.wvstateu.edu](http://www.wvstateu.edu).

## Course Descriptions

### **MSC 101. Leadership and Personal Development**

(2 credit hours)

A topical survey of military science that introduces the student to the organization of the U.S. Army, contrasting and comparing it with civilian organizations; introduces the student to the basic concepts of drill and ceremony; provides basic techniques to refine a student's listening, writing, and speaking abilities; examines the nature of military law; explains the evolution of military heritage and standards of professional behavior; provides an overview of training management principles; and concentrates on building self-discipline and self-confidence. *Co-requisite: MSC 103, MS Leadership Laboratory I; therefore, participation in the annual ROTC Hall of Fame Induction Ceremony is "mandatory." Participation in a fitness class is optional except for contracted cadets.*

### **MSC 102. Introduction to Tactical Leadership**

(2 credit hours)

A continuation of MSC-101. Students will learn to apply principles of effective leadership, which reinforces self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. This course also develops communication skills to improve the individual performance and group interaction; and relate organizational ethical values to the effectiveness of a leader. *Co-requisite: MSC 104 Military Science Leadership Laboratory II. Participation in a physical fitness class and a weekend field training exercise is optional but highly encouraged.*

### **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 2-day event from Friday-Saturday).*

### **MSC 150. Basic Physical Fitness and Conditioning I**

(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, 4-year scholarship cadets. A designated course fee of \$30.00 is accessed to the account of each student enrolled in the ROTC physical training classes. The fee will allow students enrolled in the physical training classes' unlimited use of the Fitness Center in the Wilson Student Union complex for the entire semester.

**MSC 151. Basic Physical Fitness and Conditioning 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, 4-year scholarship cadets. A designated course fee of \$30.00 is accessed to the account of each student enrolled in the ROTC physical training classes. The fee will allow students enrolled in the physical training classes' unlimited use of the Fitness Center in the Wilson Student Union complex for the entire semester.

**MSC 201. Introduction to Small Unit Leadership** (2 credit hours)

Students will learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams. The course focuses on the development of skills in oral and written communications, teamwork, planning events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. *Prerequisite: All MSC 100-level classes, prior military training, or permission from the Professor of Military Science.*

**MSC 202. Practicum in Military Training and Tactics** (2 credit hours)

Students are introduced to individual and team aspects of military tactics in small unit organizations. The class compares the actions of small organizations in the process of developing strategy and tactics, while taking into account theoretical, political, economic, and physical factors. They continue to develop leadership and critical skills. *Prerequisite: All MSC 100-level classes, MSC 201, 203, and 250, prior military training, or permission from the Professor of Military Science.*



Cadets enjoy the scenic splendor of Joint Base Lewis-McChord in Washington State during summer camp

**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 2-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.



An ROTC Faculty member takes time to work with a cadet.

**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. Leading Small Organizations I** (2 credit hours)

Series of practical opportunities to lead small groups, receive personal assessments, encouragement, and lead in situations of increasing complexity. Cadets will use small unit offensive and defensive tactics and experience opportunities to plan and conduct training for lower-level students both to develop skills and as vehicles for practicing leadership. *Prerequisite:* MSC 100 and MSC 200-level classes, and/or Completion of Basic Training, and/or approved by the Professor of Military (PMS), etc. *Co-requisites:* MSC 303 Advanced Course Leadership Laboratory I, and MSC 350 Advanced Physical Fitness Training and Conditioning I. Participation in a Battalion level weekend FTX/Mini-Exercise (Mini-EX) is "mandatory."

**MSC 302. Leading Small Organizations II** (2 credit hours)

Continues methodology of MSC-301. Course focuses on the skills necessary to analyze tasks and prepare both written and oral guidance for team members in the accomplishment of tasks. Cadets will delegate and supervise tasks, plan for and adapt to the unexpected or unfamiliar situations in organizations under stress, and examine the importance of ethical decision making in setting a positive climate that enhances team performance. Unless otherwise advised by the respective instructor, *Prerequisite:* MSC 301, 303, and 350. *Co-requisites:* MSC 304 and 351.

**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 LDAC (Leadership Development and Assessment Camp) will attend the Battalion Field Training Exercise (FTX) / Mini-Exercise (Mini-EX) and the Brigade Joint Field Training Exercise. *Co-requisite: The appropriate military science course, MSC 301 or 401 and an advanced conditioning class MSC 350 or 450.*

**MSC 310. ROTC National Advanced Leadership Camp** (6 credit hours)

A thirty-two 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 cost are defrayed by the U.S. Army. The LDAC 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 LDAC 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)

**PHYSICAL FITNESS AND CONDITIONING:**  
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, 401, and 402.

**MSC 401. Leadership Challenges and Goal-Setting** (2 credit hours)

Cadets plan, conduct, and evaluate activities of the ROTC cadet organization. They must articulate goals and put plans into action to achieve or exceed established goals. They assess organizational cohesion and develop strategies to improve it. Cadets learn and apply various Army policies and programs in this effort. *Prerequisite: Completion of all MSC 300-level classes. Co-requisite: MSC 403 and MSC 450.*

**MSC 402. Transition to Lieutenant** (2 credit hours)

Continues the methodology of MSC-401. Students identify and resolve ethical dilemmas and refine counseling and motivating techniques; examine aspects of tradition and law as related to leading as an officer in the Army. Cadets prepare for a future as a successful Army lieutenant. *Prerequisite: Completion of all MSC-300 level classes in addition to MSC 401, 403, and 450. Co-requisites: MSC 404 and 451.*

**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, or those seeking a minor in Military Science.

**MSC 490. Military History of the United States** (3 credit hours)

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: Junior or senior ROTC standing, pursuant of an academic minor in Military Science, or special permission from the Professor of Military Science.*



ROTC Cadets practice patrolling in the local area.

## Faculty

**LTC Tony Taylor, M.S.,** *Professor of Military Science*

LTC Taylor earned his master's degree from Kansas State University in Manhattan, Kansas. Additional duties include: Chair, Military Science Department, His primary teaching assignments are: MSC 401 Adaptive Leadership, MSC 402 Leadership in a Complex World, MSC 403 and MSC 404 Advanced Course Leadership Laboratories III and IV.

**MSG Johnathon J. Shank,** *Battalion Senior Instructor*

MSG Shank comes to us from Fort Drum, New York. He is a career Infantry Soldier with numerous combat deployments to Iraq and Afghanistan, and he is responsible for instruction of small unit tactics and combat maneuver skills. His primary teaching assignments will be MSC 301 Leading Small Organizations I, MSC 302 Leading Small Organizations II, MSC 303 & 304 Advanced Course Leadership Laboratories I & II, MSC 310 ROTC National Advanced Leadership Camp, MSC 350, & 351 Advanced Physical Fitness Training and Conditioning I & II classes.

**SFC Steven Doolittle, B.A.,** *Operations NonCommissioned Officer*

Sergeant First Class Doolittle earned his baccalaureate of arts from West Virginia State University in Institute, West Virginia. His additional duties are: Color Guard and Special Events Coordinator.

**CPT Jonathan B. Judy, B.A.,** *Assistant Professor of Military Science and Battalion Training Officer*

CPT Judy earned his baccalaureate of arts in sociology and anthropology with a minor in military science from West Virginia University in Morgantown, West Virginia. His primary teaching assignments will be MSC 101 Leadership and Personal Development, MSC

102 Introduction to Tactical Leadership, MSC 103 & 104 Practicum in Military Training Management Laboratories I & II, MSC 150 Basic Physical Fitness and Conditioning I, MSC 151 Basic Physical Fitness and Conditioning II, MSC 201 Introduction to Small Unit Leadership, MSC 202 Practicum in Military Training and Tactics, MSC 203 & 204 Practicum in Military Training Management Laboratories II & IV, MSC 210 Leader's Training Course (LTC), MSC 250 & 251 Basic Physical Fitness and Conditioning III & IV.

**Mr. Gordon Ramey, B.A.,** *Recruiting Officer*

Mr. Ramey earned his bachelor's degree from Marshall University in Huntington, West Virginia. He is the primary advisor for students entering the Reserve Officer Training Course (ROTC) program of instruction. His additional duties include instruction of MSC 490 Military History and actively recruiting new students for both the University as well as the ROTC program. He is the subject matter expert on contracting Cadets, obtaining ROTC scholarships, and alternative academic funding.

# Social Work



Dr. Brenda Wamsley,  
Chairperson  
917 Wallace Hall  
304 766-5240  
wamsleyb@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, groups, and communities.

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, 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.

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## 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 satisfactory rating in the S WK 131 field experience
- A grade of C or better in any social work course taken

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## **BACHELOR OF SCIENCE IN SOCIAL WORK**

*120 hours required for graduation*

### **GENERAL EDUCATION—45-47 HOURS**

(Math Requirement: MATH 111 or 120 or BA 312)

### **MAJOR—48 HOURS**

Core Courses: S WK 131, 200, 202, 245, 316, 342, 400, 403, 404, 405, 406.

Select nine hours from S WK 205, 210, 298, 330, 350, 410, Sp. Top. 199, 299, 399 or 499.

### **COGNATES—15-16 HOURS**

EDUC 201; POSC 204; PSYC 151\*, PSYC 200 or C J 314; SOC 101\*.

### **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. In accordance with standards set by the Council on Social Work Education, 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.



Social Work majors celebrate the end of their Social Work Practice II with a dinner.

\*May be counted toward G ED Social Structures requirement.

## Suggested Four Year Plan

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### FRESHMAN YEAR

#### 1ST SEMESTER

ENGL 101 .....	3
COMM 100 .....	3
G ED Fine Arts .....	3
G ED Am. Trad. ....	3
HHP 122 or 157 .....	2
CPS 101 .....	1
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

ENGL 102 .....	3
G ED 100 .....	3
G ED Nat. Sci. ....	3-4
SOC 101 .....	3
S WK 131 .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SOPHOMORE YEAR

#### 1ST SEMESTER

EDUC 201 .....	3
PSYC 151 .....	3
S WK 200 .....	3
S WK Elective .....	3
Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

HIST 201 or 202 .....	3
G ED Int'l. Persp. ....	3
MATH 111 or 120 or BA 312 .....	3
S WK 245 .....	3
ENGL 150 .....	3
<b>Semester Total .....</b>	<b>15</b>

\*S WK 202 also meets G ED 200 requirement.

Courses currently required for the degree may be found on the department link on the West Virginia State University home page, [www.wvstateu.edu](http://www.wvstateu.edu).

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### JUNIOR YEAR

#### 1ST SEMESTER

G ED Nat. Sci. ....	3-4
S WK 202* .....	3
S WK Elective .....	3
G ED Int'l. Persp. ....	3
Elective .....	3
<b>Semester Total .....</b>	<b>15-16</b>

#### 2ND SEMESTER

S WK 316 .....	3
S WK 342 .....	3
PSYC 200 or C J 314 .....	3-4
G ED Fine Arts .....	3
POSC 204 .....	3
<b>Semester Total .....</b>	<b>15-16</b>

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### SENIOR YEAR

#### 1ST SEMESTER

S WK Elective .....	3
S WK 403 .....	3
S WK 404 .....	6
Elective .....	3
<b>Semester Total .....</b>	<b>15</b>

#### 2ND SEMESTER

S WK 400 .....	3
S WK 405 .....	3
S WK 406 .....	6
Elective (if needed) .....	2
<b>Semester Total .....</b>	<b>12-14</b>

## Course Descriptions

**Note:** All courses are 3 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, including televised courses. *Prerequisite:* As stated for each offering.



Social Work majors assist in serving meals at local food pantries.

### **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 and may substitute for GEN ED 200.)

### **S WK 205. Community Services**

A study of public and private community agencies, their functions, policies, eligibility requirements and services. Students will learn about community resources and the rules and regulations which govern the provision of services, with an emphasis on the referral process and care management. (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 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: SOC 101, PSYC 151, EDUC 201 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, including televised courses. *Prerequisite: As stated for each offering.*

**S WK 316. Social Work Practice I**

A study of the knowledge and skills needed for the development of effective helping relationships. Students will examine their own values as they learn interviewing and other intervention techniques used in social work practice. *Prerequisite: admission to social work program, S WK 202 and 245, or permission of instructor.*

**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 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.)

**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, including televised courses. *Prerequisite: As stated for each offering.*

**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 or co-requisite : PSYC 200 or C J 314.*

**S WK 403. Social Work Practice II**

A study of the principles of practice which guide the social worker in identifying problems, assessing situations, contracting with clients, planning interventions, evaluating outcomes and terminating services. The course helps students develop the analytical and interactional skills needed in working with individuals, families and groups. Field instruction. To be taken concurrently with S WK 404. *Prerequisite: S WK 316.*

**S WK 404. Field Instruction** (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. Grading is Pass/Fail. *Prerequisite: S WK 316.*

**S WK 405. Social Work Practice III**

A study of the impact of the organization and community on social work practice both as the context and focus of change. The knowledge and skills needed by the generalist practitioner in working with and within organizations and communities are explored. To prepare for beginning practice the student will also explore issues facing the new practitioner. To be taken concurrently with S WK 406. *Prerequisite: S WK 403.*

**S WK 406. Advanced Field Instruction** (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 WK 404.*

**S WK 410. Services to Veterans and Military Families** (3 credit hours)

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, including televised courses. *Prerequisite: As stated for each offering.*

## Faculty

**Brenda R. Wamsley, Ph.D., MSW, LCSW, Professor**

Dr. Wamsley earned her doctorate degree from Case Western Reserve University in Cleveland, Ohio. Dr. Wamsley's primary teaching assignments are: S WK 316 Social Work Practice I; S WK 342 Social Policy and Legislation; S WK 350 Aging: Process and Services. and S WK 410 Services to Veterans and Military Families. Additional duties include: Chair, Department of Social Work.

**Rita M. Brown, M.A., Associate Professor**

Ms. Brown earned her master's degree from West Virginia University in Morgantown, West Virginia. Ms. Brown's primary teaching assignments are: S WK 403 Social Work Practice II; S WK 405 Practice III; and S WK 404 and 406 Field Instruction/Social Work. Additional duties include: Faculty sponsor, Alpha Delta Mu Honorary Society for Social Workers; Director of Field Placement; and Title IV-E Coordinator.

**Raphael M. Mutepa, Ph.D., Assistant Professor**

Dr. Mutepa earned his doctorate degree from Virginia Commonwealth University, in Richmond, Virginia. Dr. Mutepa's primary teaching assignments are: S WK 131 Introduction to Social Work; S WK 245 Human Behavior in the Social Environment; S WK-200 Theories of Poverty; and S WK-400 Methods of Social Work Research. Additional duties include: Sponsor of Social Work Students Organization; Member of Cercle Francais (MFL); and Social Work Advisory Committee.

# Regents Bachelor of Arts



Dr. Robert L. Harrison, Jr.  
Acting Program Director  
520 Wallace Hall  
304-766-3017  
harrisonr@wvstateu.edu

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## NON-TRADITIONAL DEGREE PROGRAM

The Regents Bachelor of Arts (RBA) degree is the University's only 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, such as hospital-based programs in nursing and medical technology.

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## MISSION STATEMENT

The mission of the Regents BA is to assist people to achieve career goals.

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## PROGRAM LEARNING OUTCOMES

The student will demonstrate:

1. Correct oral communications skills.
2. Correct written communications skills.
3. Appropriate computer skills to complete projects.
4. The application of critical thinking skills to solve problems in real world settings.
5. The application of strategies to promote success to develop, review and revise personal and career goals.

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## REQUIREMENTS FOR ADMISSION TO THE PROGRAM

Admission to the Regents Bachelor of Arts degree is not identical with general admission to the college. It is a formal procedure requiring an interview, an application and a letter of candidacy.

1. Students are not eligible for admission until four years after the date of graduation from high school.
2. Students must not have previously earned a Bachelor's degree. They may not be enrolled simultaneously in this program and another baccalaureate degree program.
3. 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.
4. Credit may be awarded for passing scores on the CLEP and other college level tests.
5. Credit may be awarded for work and life experiences that are equivalent to college level course work. (A fee of \$353.00 plus \$12.00 per credit hour will be charged for each assessment regardless of the credit awarded.) NOTE: Fee is payable when a portfolio is submitted.
6. Twenty-four (24) semester hours must be earned in the state funded colleges and universities of West Virginia. At least three hours must be completed at WVSU.
7. Continuation in the program is contingent upon a candidate's making visible progress toward the degree.
8. Candidates once terminated may be readmitted to the program, 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.

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## REGENTS BACHELOR OF ARTS

120 hours required for graduation.

GENERAL EDUCATION -- 36 hours

Communications 6 hours

Humanities 6 hours

Natural Science 6 hours

Mathematics/Computer Science 3 hours

Social Science 6 hours

Electives in General Education 9 hours

MAJOR

No major field required; student must complete 39 hours of upper division (300-400 level) courses.

ELECTIVES – 45 hours

Program Advisor: Dr. Robert L. Harrison, Jr.

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## REGENTS BACHELOR OF ARTS AREAS OF EMPHASIS

Although RBA students do not earn subject area majors, they may complete any of the minors offered throughout the University curriculum. They may also choose to complete an Area of Emphasis, a specified group of courses in a particular area (together with any required prerequisites for those courses) which is similar to a minor. Areas of Emphasis are presently offered in Art History, Studio Art, Business, Criminal Justice, American History, Journalism/ Writing and Travel and Tourism. These courses require prerequisites as listed in this catalog. A minimum grade of C is required in each course in the Area of Emphasis. Additional Areas of Emphasis are under consideration.

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### AREA OF EMPHASIS IN ART HISTORY

Choose six Art History courses from the following options as they are offered:

- Art 314 Renaissance, Baroque and Early 19th Century Art
- Art 315 Modern Art
- Art 317 African and Afro-American Art
- Art 318 American Indian Art
- Art 319 Appalachian Arts and Crafts
- Art 320 African Art
- Art 411 African-American Artists
- Art 450 Contemporary Artists
- Art 451 Contemporary Artists
- Art 399 ANY Special Topics Art History course on the 300 level
- Art 499 ANY special Topics Art History course on the 400 level

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### AREA OF EMPHASIS IN STUDIO ART

Choose six Art History courses from the following options as they are offered:

- Ceramics                      Art 312, 404
- Drawing                        Art 305, 402

- Graphic Design              Art 313, 413
- Painting                        Art 306, 403
- Photography                 Art 310, 407
- Printmaking                 Art 303, 405
- Sculpture                     Art 301, 406
- Digital Photography        Art 352, 452

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### AREA OF EMPHASIS IN BUSINESS

- BA 301 Organization and Management
- BA 305 Principles of Marketing
- BA 310 Human Resource Management
- BA 313 Business Finance

Any other 300/400 level BA course for which the student has the prerequisite.

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### AREA OF EMPHASIS IN CRIMINAL JUSTICE

- C J 307 Criminal Law
- C J 308 Ethics in Criminal Justice
- C J 313 Race, Gender and Crime
- C J 315 Methodology
- C J 322 Criminology
- C J 380 Criminal Procedure

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### AREA OF EMPHASIS IN US AMERICAN HISTORY

- HIST 301 American Urban History
- HIST 310 The Presidency
- HIST 312 Age of Jim Crow
- HIST 403 American Diplomatic History
- HIST 416 Civil War Era

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### AREA OF EMPHASIS IN JOURNALISM/WRITING

- ENGL 303 Expository Writing
- ENGL 304 Introduction to Creative Writing
- COMM/ENGL 316 Journalism
- ENGL 419 Writing for Publication
- COMM 462 Advanced TV II

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**AREA OF EMPHASIS IN BROADCASTING**

- COMM 307. Writing for the Media
- COMM 343. Animation Production
- COMM 360. Advanced Television Production/  
Direction I
- COMM 362. Advanced Audio Production
- COMM 382. Video Postproduction
- COMM 462. Advanced Television Production/  
Direction II

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**AREA OF EMPHASIS IN FILM**

- COMM 341 Advance Filmmaking
- COMM 343 Animation Production
- COMM 345 Film Theory, Genres and Directors
- COMM 370 Principles and Theories of Theatre  
Direction
- COMM 382 Video Postproduction
- ENGL 346 Literature and Film

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**AREA OF EMPHASIS IN PUBLIC RELATIONS**

- COMM 305 Communications Research
- COMM 405 Advanced Public Relations
- ART 217 Computer Graphics
- ENGL 429 Writing for Publication
- BA 301 Organization and Management
- BA 405 Integrated Marketing Communications

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# Graduate Education

## Graduate Programs

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 4.0 – Outstanding
- B 3.0 – Satisfactory
- C 2.0 – Unsatisfactory/Passing
- F 0.0 – 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 in the University catalog.

### Incomplete Grades

The grade of I (Incomplete) 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. Conditions for completing the course work and having a grade assigned are set by the instructor. 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” (IP), “Satisfactory” (S) or “Unsatisfactory” (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 signify 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 the University resources. Master’s programs require a minimum of one (1) 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 1 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. Leave time must be approved by the appropriate academic dean. 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, decisions concerning previous or current program of studies will be mutually agreed upon by the student’s supervisory committee and the student.

### 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 submit to the Office of Registration and Records an Application for Graduation. This form, supplied by the Office of Registration and Records, must be submitted before the end of the third week of classes of the academic semester in which graduation is expected. A graduation fee of \$110 must be paid at the time of

## Graduate Education

application. A student turning in the Application for Graduation after the deadline will not graduate until following semester. A student who does not graduate at the end of the semester applied for must reapply for the semester of graduation (the graduation fee will be refunded or carried over as requested by the student). The Application for Graduation must be signed by the academic advisor prior to being submitted to the Office of Registration and Records.

A student denied graduation must complete the requirements for graduation and reapply for graduation.

A student must be registered for the semester in which the degree is received.

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
- 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. (This requirement may be waived for students entering the program in AY 2002-2004.) 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 course work 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 (6) 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 WVSU 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 WVSU graduate course or from a field different than that of their graduate program (eg, a psychology or computer science course which might fit into the Media Studies program), the student should provide the Graduate Program Coordinator with two (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 course work at Marshall University taught by WVSU faculty. These students may transfer up to 18 hours if approved by the Graduate Program Coordinator.

## Biotechnology

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 MS Degree in Biotechnology prepares students for careers in the biotechnology, pharmaceutical, health care, and agricultural industries. The MA Degree in Biotechnology is also suitable for education 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 two curriculum tracks: organismal/environmental biotechnology and molecular/microbial biotechnology. 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 MS AND MA 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
- Overall Natural Science GPA of 3.0 on a 4 point scale
- Minimum GRE General Test Scores of 150 quantitative and 140 verbal
- TOEFL Scores of 80 IBT for students whose native language is not English
- Three letters of recommendation, which address the applicant's academic competencies
- Letter of support from a research mentor who has agreed to sponsor the student (required only for students applying for the MS program)
- Applicants who do not meet the above requirements may be granted Conditional Admission by the Department Graduate Committee

#### SPECIFIC MS AND MA PROGRAM REQUIREMENTS

Biotechnology Program Core Classes for both MS and MA Degrees

12 credits of core classes:

BT 511 Biotechnology Seminar (2 credits total): 1

credit for each of two semesters

- BT 555 Biostatistics (3 credits)
- BT 567 Current Concepts in Biotechnology (3 credits)
- BT 571, BT 572 Techniques in Biotechnology (4 credits total): 2 credits for each of two semesters

#### MS DEGREE REQUIREMENTS

- 30 total credit hours
- 12 credit hours of biotechnology program core courses
- 12 credits elective classes in one of two areas of concentration
- 6 credit hours of graduate research BT 695 Master's Thesis Research
- Thesis project must be approved by the Biotechnology graduate faculty.
- Research advisor must be a member of WVSU faculty
- Thesis committee composed of three faculty (one may be an external examiner)
- The adviser and the student's thesis committee will assist the student in developing the plan of study for the MS degree and thesis proposal. The student's thesis committee must accept both
- Two sections of graduate teaching experience minimum
- Oral defense of thesis and public presentation of thesis research

#### MA DEGREE REQUIREMENTS

- 36 total credit hours
- 12 credit hours of biotechnology program core courses
- 24 credits elective classes in one of two areas of concentration
- No thesis required
- Two sections of graduate teaching experience minimum
- Written and/or oral comprehensive examination over the core graduate course work

### Performance Standards and Graduation

A normal course load is 9 credit hours for full-time graduate students. General requirements for

## Graduate Education

graduation vary depending on the option chosen. All students must complete coursework with a cumulative GPA of 3.0 on a 4-point scale. 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 Faculty.

### Grade Point Average and Academic Disqualification

If a student in the Biotechnology Graduate Program receives a final grade of C in two courses in the Program (either Biotechnology courses or other courses in his/her Plan of Study), that student will receive a Letter of Warning. If a student receives a third C in such courses, he/she will be dismissed from the Program. A final grade of F in a course is grounds for dismissal from the Program.

### Academic Warning, Probation and Dismissal

Students may appeal final grades as described (for undergraduate students) in the WVSU Catalog.

The Biotechnology Program will tolerate no academic/professional misconduct. Unacceptable behavior includes, but is not limited to: plagiarism, cheating, vandalism, fighting. Should anyone be found to have engaged in such behavior, he/she will immediately be removed from the program, and the infraction will remain on file as part of that student's permanent academic record.

### Comprehensive Examination

Master of Arts (MA) in Biotechnology candidates are required to take and pass a comprehensive examination. This must be completed no later than week 9 of the student's final semester. Comprehensive exams will include all graduate coursework taken by the student. The faculty member who taught each course (or if he/she is not available, faculty members possessing expertise in that area) will write and grade questions for that topic.

## Biotechnology Program Areas of Concentration

### Organismal/Environmental

Choose elective classes from: BIOL 510, BIOL 521, BIOL 550, BIOL 565, BIOL 575, BIOL 605, BIOL 635, BIOL 660, BIOL 671, BT 598, BT 599, CHEM 512

### Molecular/Microbial

Choose elective classes from: BIOL 550, BIOL 561, BIOL 660, BIOL 635, BIOL 671, BT 598, BT 599, CHEM 512, CHEM 525, CHEM 531, CHEM 533

## Graduate Certificate in Biotechnology

The Graduate Certificate in Biotechnology is intended for 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 to enter the growing biotech workforce in West Virginia are expected candidates.

Students may earn the certificate by completing and passing the following courses:

1. Biotechnology Seminar  
BT 511...taken twice 1 credit each
  2. Biostatistics BT 555 3 credits
  3. Current Concepts  
in Biotechnology BT 567 3 credits
  4. Techniques in  
Biotechnology I BT 571 2 credits
  5. Techniques in  
Biotechnology II BT 572 2 credits
- 12 credits total

A student may count no more than two (2) 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 (4) 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 MS or MA 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 (5) years of the semester in which a student starts the program.

### **Biotechnology Graduate Faculty**

Mark Chatfield  
Sean Collins  
Bonnie Dean  
Jonathan Eya  
Richard Ford  
Gerald Hankins  
Katherine L. Harper  
Robert T. Harris  
David H. Huber  
Barbara Liedl  
Padma Nimmakayala  
Umesh K. Reddy  
Timothy R. Ruhnke

### **Biotechnology Affiliate Faculty**

Nagamani Balagurusamy  
Eric Blough  
James Denvir

Phillipe Georgel  
Sridhar Malkaram  
Elizabeth Murray  
Gary Rankin  
Teodoro Espinosa – Solares  
M. Nurul Isalm-Faridi  
Yan Tomason  
Travis Salisbury

## **Law Enforcement and Administration**

### **About the Program**

The Master of Science degree in Law Enforcement and Administration prepares students for careers in the field of criminal justice, particularly law enforcement, and will enhance the careers of those already employed in the field. The program is designed as a cohort group to be completed within six semesters and includes an internship and final paper in the last semester. There are twelve required courses for a total of thirty six (36 hours). Students will be required to take two (2) courses per semester for six consecutive semesters. These courses focus on administration, management, policy making, law, and ethics.

### **Admission Requirements**

- An undergraduate degree from an accredited college or university in a criminal justice, law enforcement or related field.
- Satisfactory completion of an undergraduate or graduate course in research methods and/or statistics prior to admission to the program.
- A minimum overall GPA of 2.7 on a 4 point scale.
- GRE General Test Scores and or Miller's Analogies test score at the 50th percentile or higher.
- TOEFL Scores for students whose native language is not English.
- Three letters of recommendation which address the applicant's academic competencies, work performance and fitness to pursue this graduate degree.

## Graduate Education

- Satisfactory performance on Preadmission Interview.

### Program Requirements

Students are responsible for knowing this bulletin 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 chair, 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 9 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 point scale. Students who accumulate more than two (2) “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 Chair and approval of the Criminal Justice Department Graduate Committee.

### Curriculum 36 Hours Required

- LE 520 Introduction to Law Enforcement Administration
- LE 530 Technology Applications for Criminal Justice
- LE 540 Ethical Practices in Administration
- LE 550 Law Enforcement and the Community
- LE 600 Research Methods & Statistics in Criminal Justice
- LE 610 Human Resource Management
- LE 620 Leadership Psychology
- LE 630 Planning Organizational Staff Development
- LE 640 Strategic Planning & Policy Formulation
- LE 650 Legal Aspects of Law Enforcement Administration
- LE 660 Crisis Management, Homeland Security & Critical Incident
- LE 680 Experience and Analysis in the Field of Criminal Justice (Internship)

### Requirements for Graduation

- LE 680, Experience and Analysis in the Field of Criminal Justice (Internship). This course is the capstone course in the program and is consistent with best practices for the academic capstone course defined by the Academy of Criminal Justice Sciences (ACJS). Students will write a final paper based on their internship experience. This paper will be completed instead of a traditional thesis. Included in the paper will be an analysis of a problem or issue or set of related problems or issues, including proposed solutions to the problem or issue. This paper will be read by a three-person committee—two faculty members and a top management staff person from the criminal justice agency in which the student completed the internship. This committee will either (1) accept the paper as written (2) determine the paper is unacceptable but could be made acceptable with additions, deletions, or editing, or (3) determine the paper is unacceptable, and the student must complete the course again. Students will be permitted to complete the course only one other time after the initial unacceptable determination.
- 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 3.00 (a B average) 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. Participation in Commencement.

### **Law Enforcement and Administration Graduate Faculty**

Dr. Walter Stroupe, Graduate Studies Coordinator  
 Dr. Michael Kane  
 Dr. Kerri J. Steele  
 Dr. Sam Swindell  
 Dr. Cassandra Whyte

## **Media Studies**

The Master of Arts degree in Media Studies at West Virginia State University is an interdisciplinary degree which is intended for and available to students whose traditional undergraduate degree has afforded them some experience in the fields of communications and digital media.

A Media Studies graduate from WVSU is uniquely positioned to explore employment possibilities in the every-expanding fields of graphic design, digital video production, interactive media, multi-media production, electronic publishing, and on-line information services. Graduates of the Media Studies program are currently engaged in careers as communications experts in commerce and industry, education and entertainment and government, as well as the non-profit sector. A WVSU Media Studies graduate is also prepared for the challenging arena of doctoral study. Upon completion

of the Media Studies degree, a student will possess design, technical, and critical skills and will be well-prepared to face the challenges of corporate, small business, governmental, non-profit, and educational advancement in the digital age.

### **Admission Requirements**

Students admitted to the Media Studies M.A. program must have:

- A bachelor's degree from a regionally accredited college or university
- Overall undergraduate GPA of 3.0 on a 4 point scale
- Minimum score of 950 on Graduate Record Exam (GRE)
- Three letters of recommendation addressing applicant's academic competencies
- Minimum TOEFL score of 550 for students whose native language is not English (The Test for Spoken English will also be required)

Conditional admission may be granted during the last semester of a student's baccalaureate program. While it is preferred that applicants hold a baccalaureate degree in the humanities, the fine arts, or social sciences (preferably with some coursework in communications, film, videography, computer science, or Media Studies), applications are sought from graduates in any discipline who can demonstrate a serious and committed approach to the subject. Some undergraduate remediation may be necessary for students with minimal computer literacy and/or no previous coursework or experience in such areas as filmmaking, video production and mass media theory.

### **Master of Arts in Media Studies**

36 hours required for graduation

#### **FOUNDATION CORE REQUIREMENTS**

9 hours. MS-500 (Media Design), MS 501 (Critical Approaches to Media Studies), MS 502 (Graduate Research and Writing)

## Graduate Education

### ADVANCED CORE REQUIREMENTS

6 hours. Choose 1 (one) 3-hour course at the 600 level from each of the two program concentrations (Digital Media, Media Theory & Criticism)

### CONCENTRATION

9 hours. Students choose 3 courses in one approved area of concentration. Three hours can be independent studies/directed research or readings courses.

### ELECTIVES

3 hours. Any 500 or 600 level course.

### CAPSTONE COURSE

3 hours. MS 695 - Media Systems Management

### THESIS/PROJECT REQUIREMENT

6 hours The thesis or project requirement requires students to conduct and complete independent research that is relevant to the theoretical issues and topics covered in the M.A. program and demonstrates familiarity with, and skill in, applying appropriate research methods. Alternatively, students can choose to complete a comprehensive media project, which may, for example, be relevant to their employment (e.g. as videographers, teachers, media specialists) as well as a detailed written evaluative report demonstrating its relevance to the program.

### CONCENTRATION OPTIONS

#### Digital Media

Choose three courses from: MS 510, 541, 543, 548, 560, 565, 600, 610, 630, 640, 660.

#### MEDIA THEORY & CRITICISM

Choose three courses from: MS 505, MS 515, MS 525, MS 561, MS 580, MS 635, MS 670, MS 675-676

## Media Studies Graduate Faculty

Daniel Boyd  
Tee Ford-Ahmed  
Steve Gilliland  
Sam Holdren  
Barbara Ladner  
Susan Marrash-Minnerly  
Reidun Ovrebo  
Marc Porter  
Sherri Shafer  
Ali Ziyati

## Multicultural Instructional Leadership

The Masters in Education (M.Ed.) in Multicultural Instructional Leadership is for certified teachers seeking a master's degree, and provides opportunities for graduate study and research leading to understanding the best practices in educating multicultural and/or high poverty students.

The Masters in Education in Multicultural Instructional Leadership prepares students for careers in the field of education, particularly in school districts with high minority or poverty student demographics. The program is designed to be completed within six semesters and includes an action research project and Capstone Portfolio Review. There are twelve required courses for a total of 36 semester hours. These courses focus on action research methodology, technology integration, and instructional leadership.

As a Multicultural Instructional Leadership graduate, you have the opportunity to contribute significantly to the teaching profession within your own school, district, state, nation, and the world. The faculty will work with you to ensure that your graduate education meets your expectations, and provides you with the education, skills and confidence to succeed in your teaching career.

**ADMISSION REQUIREMENTS**

1. An undergraduate degree from an accredited college or university in an education or related field.
2. A minimum of three years of public school teaching experience.
3. GRE General Test Scores and/or Miller's Analogies test score of 370 or higher for admission to an education graduate degree program.
4. Acceptable TOEFL Scores for students whose native language is not English.
5. Three letters of recommendation which address the applicant's academic competencies, teaching ability, work performance and fitness to pursue this graduate degree.
6. A current, valid professional teaching license from a state teacher licensing agency.
7. A minimum overall GPA of 2.7 on a 4 point scale.
8. Submission of an electronic portfolio that documents the previous criteria and includes an admissions essay, a resume, recommendations, and student work samples.

**PROGRAM REQUIREMENTS**

Students are responsible for knowing this bulletin 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 chair, 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 9 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 point scale. Students who accumulate more than two (2) grades of "C" 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 Education Department Chair and approval of the Education Department Graduate Committee.

**DEGREE REQUIREMENTS**

Required courses (all courses are three semester hours credit for a total of 36 semester hours) offered in the following sequence:

**Semester One**

- **EDUC 600** The History of the Education of Marginalized Groups in America
- **EDUC 610** Instructional Leadership Strategies – Communications Skills

**Semester Two**

- **EDUC 620** An Introduction to Action Research Methodology
- **EDUC 625** Technology Integration in Instructional Planning – Content Knowledge and Global Education

**Semester Three**

- **EDUC 615** Language Acquisition Issues in Multicultural Education
- **EDUC 635** Technology Integration in Instructional Planning – Assessment

**Semester Four**

- **EDUC 605** Poverty and Multicultural Issues in Education
- **EDUC 645** Instructional Leadership Strategies – Networking Skills

**Semester Five**

- **EDUC 690** A Practicum in Action Research in a Multicultural Education Setting
- **EDUC 650** Instructional Leadership Strategies – Empowering Skills

**Semester Six**

- **EDUC 630** Technology Integration in Instructional Planning – Critical Thinking and Problem Solving
- **EDUC 655** Technology Integration in Instructional Planning – Content Area Literacy

**Included in the Required Courses**

**Capstone Portfolio Review** - Candidates will complete a Capstone Portfolio which will include sections of their graduate work as well as their Action Research Project. Students will defend their Portfolio at a meeting with the Education Department Graduate Committee.

## Graduate Education

**This portfolio will be completed instead of a traditional thesis.** This committee will either (1) “accept the portfolio as prepared” (2) determine the portfolio is “unacceptable” but could be made acceptable with additions, deletions, or editing, or (3) determine the portfolio is “unacceptable”, and the student must submit another portfolio the next semester. Students will be permitted to submit a portfolio only one other time after the initial “unacceptable” determination.

### COURSE DESCRIPTIONS

#### **EDUC 600 – The History of the Education of Marginalized Groups In America**

This course surveys the historical development of educational opportunities for marginalized groups in the wider American society, and examines the manner in which these evolving opportunities facilitated the multicultural movement now occurring in the United States.

#### **EDUC 605 – Poverty and Multicultural Issues in Education Department of Education**

A sociological approach to understanding poverty and its impact on multicultural education.

#### **EDUC 610 – Instructional Leadership Strategies: Communication Skills**

Provides the communication skills that instructional leaders will need to support multicultural education. The course will include instruction in writing for publications, professional presentations, grant writing and routine correspondence to communicate with diverse audiences in multicultural settings.

#### **EDUC 615 Language Acquisition Issues in Multicultural Education**

An examination of native language issues and its impact on student learning in the acquisition of target languages.

#### **EDUC 620 - Introduction to Action Research Methodology**

This course is an introduction to the field of action research as a systematic inquiry process for improving teaching and learning at the classroom, team, and school levels. Furthermore, the course will examine

the fundamentals of applied research design and strategies with an emphasis on developing students’ research skills to facilitate the application of these methodologies in real-world situations. This course must be completed within the first twelve semester hours of enrollment in the program.

#### **EDUC 625 Technology Integration in Instructional Planning – Content Knowledge and Global Education**

This course prepares teachers in developing rigorous, appropriate curriculum and instruction using technology integration skills to deliver content knowledge and global education skills. An emphasis is placed on understanding global education and how the World Wide Web can be used as an educational equalizer.

#### **EDUC 630 Technology Integration in Instructional Planning – Critical Thinking and Problem Solving**

The use of technology integration skills to promote critical thinking and problem solving strategies in content area curriculum. Students will engage in leadership interactions to develop problem-based learning skills.

#### **EDUC 635 Technology Integration in Instructional Planning – Assessment**

The use of technology to assess student learning and determine appropriate technology integration interventions to meet the needs and increase achievement of diverse learners and special needs students.

#### **EDUC 690: A Practicum in Action Research in a Multicultural Education Setting**

An action research application course taken in the last twelve hours of the program in which the candidate will produce an action research project in a multicultural education setting. Prerequisite: Educ 620: An Introduction to Action Research Methodology and at least 21 additional course hours in the Multicultural Instructional Leadership program.

**EDUC 645 – Instructional Leadership Strategies:  
Networking Skills**

Acquaints instructional leaders with local, regional, state, national, and international social service and community outreach programs and gives them networking skills to connect schools with these services in order to increase student achievement in diverse educational settings.

**EDUC 650 – Instructional Leadership Strategies:  
Empowering Skills**

Develops the empowering and human relations skills of instructional leaders to recruit, induct, mentor, evaluate, and retain educators in diverse public school settings.

**EDUC 655 Technology Integration in  
Instructional Planning – Content Area Literacy**

The use of technology integration skills to deliver reading, writing, speaking, listening, visual representation, and viewing skills in content area curriculum.

**Faculty**

J. Paige Carney, Ed. D.  
Daton Nacha Terresza Dean, Ed.D.  
Robert L. Harrison, Jr., Ph.D.  
Mehdi Seyedmonir, Ed.D.  
T. Ramon Stuart, Ph.D.  
Emily Waugh, Ed.D.  
Brenda Wilson, Ed.D.



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# **Enrollment Management and Student Affairs**

## Enrollment Management and Student Affairs Information

The Enrollment Management and Student Affairs Division 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 Student Affairs staff works diligently to ensure student success through a variety of specialized departments: Admissions, Career Services and Cooperative Education, Counseling and Academic Support Services, Dining Services, Financial Assistance, Health Services, Leadership, Mentoring, Judicial Affairs, New Student Programs, Recruitment Services, Adult and Commuter Student Services, Military Student Services, Residence Life, Special Programs, Student Activities and University Union.

All students are encouraged to become familiar with these departments and involved in the campus community. The WVSU Student Handbook, The Buzz, provides additional information about Student Affairs resources and campus policies/procedures. The Student Affairs main office is located in 130 Ferrell Hall. The website is <http://www.wvstateu.edu/current-students.aspx/>. The telephone number is (304) 766-4101.

## Career Services

### Office of Career Services and Cooperative Education

The Office of Career Services and Cooperative Education 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 them to negotiate the dynamics of the global job market.

The Office offers services in the areas of career planning, job search assistance, testing, job placement for the Federal College Work Study Program, and the Cooperative Education program.

*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, computerized career guidance systems, and an online career library. 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 log into Jobweb from their “My State” account or from the Office website at <http://www.wvstateu.edu/students/career-services-and-cooperative-education>. A career counselor is available, by appointment, for individual assistance with resume development, interviewing skills and job search strategies. Other online resources are available at <http://www.wvstateu.edu/students/career-services-and-cooperative-education/employment-assistance>. Also, instructional publications and handouts are available in 216 Wallace Hall. Office personnel assist students in applying for admissions to graduate and professional schools.

*Testing Program:* The Office administers the Test for Credit Program. Students with strong academic backgrounds (ACT score 25+) and/or those interested in self-study may want to accelerate their academic program by taking national standardized tests. West Virginia State University through the College Level Examination Program (CLEP) and DSST program offers more than 50 standardized tests for which eligible students (who receive certain minimum scores) can receive academic credit. Information

about the Test For Credit program and a list of eligible courses is available at <http://www.wvstateu.edu/students/career-services-and-cooperative-education/test-credit-options>.

Information and administration of the ACT is available through this office. Information about the Praxis Series examinations and graduate and professional school tests is also available.

*Federal College 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 computer work, answering the phone, 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 Program:* Cooperative Education is an academic program designed to integrate classroom learning with professional applications and experience under the supervision of professional practitioners. Further, 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.

The Office of Career Services and Cooperative Education is located in 216 Wallace Hall. For more information contact (304) 766-3250 or visit the Office website.

## Counseling and Academic Support Services

Counseling and Academic Support Services (CASS) is a multi-office unit within Enrollment Management and Student Affairs that provides a variety of services

and programs intended to assist students as they pursue their academic goals. Any WVSU student, whether enrolled full or part-time, is eligible to request services from this unit. These services are provided in a confidential manner and at no charge. The unit is located on the first floor of Sullivan Hall, East. Specific offices include:

*Mental Health Services:* CASS provides counseling for personal concerns, including anxiety, adjustment to college, depression, stress, misuse or abuse of alcohol or other drugs, and other issues is available to all registered students at no charge. 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 WVSU.

*The Office of Disability Services:* It is the policy and practice of WVSU to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. No qualified individual with a disability shall be denied access to, or participation in, services, programs and activities of WVSU. The office is located at 123 Sullivan Hall, East.

*Guidelines:* Verification and Documentation of Disabilities - The Office of Disability Services provides individualized services for students with documented disabilities. Students shall be provided appropriate services and accommodations based on the recommendations made by a licensed health care professional who is qualified to diagnose the impairment. A student with a physical, sensory, psychiatric or health-related disability must provide documentation verifying a disabling condition which impacts the function of a major life activity by a licensed health care professional who is qualified in the diagnosis of the disability and is currently or recently (not older than 5 years) associated with the student prior to receiving accommodations.

The cost of obtaining the professional verification or any additional documentation is the responsibility of the student. If the initial verification is incomplete

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or inadequate to determine the present extent of the disability and/or reasonable accommodations, the Office of Disability Services staff may request supplementary documentation or an assessment of the disability.

*Procedure:* Newly admitted students with disabilities that anticipate seeking accommodations are requested to complete an Application for Services upon admission to the University. (The form is downloadable from the CASS website, or available from the Office of Disability Services.) Continuing students should complete a new Application for Services form at the beginning of each semester. All Students requesting disability services or accommodations are encouraged to meet with their academic advisor for course selection then meet with the Disability Services counselor prior to registering for classes so that assistance with scheduling courses can be provided.

After completing each term's registration, new and continuing students requesting services must complete an *Application for Services* form at least one week prior to the date the services are to begin. If short-term assistance becomes necessary, a separate Service Schedule form should also be completed. After appropriate application for services has been completed AND documentation of the student's disability has been submitted the Disability Services Counselor will work with students and their physician on an individual basis to determine appropriate services and accommodations. NOTE: WVSU and the Office of Disability Services will assume that no services or academic accommodations are needed if a Application for Services form is not completed each semester.

*The Office of Academic Assistance:* The Office of Academic Assistance provides the following academic support services: appointment-based tutoring, walk-in tutoring, online tutoring services, academic workshops, and academic coaching. The office is located in 117 Sullivan Hall, East.

*Peer Tutoring by Appointment:* Peer tutoring is done by WVSU students who have had the course, been recommended by an instructor, and have completed

a tutor training course to help students master the course material. Tutoring is available in math, English and writing assignments, business, natural sciences, social sciences, and foreign languages.

*Walk in Math Tutoring:* Walk-in tutoring is available for most mathematics and science classes in the TAP Room located across from the Office of Public Safety on the first floor of Wallace Hall (W117). The TAP Room opens at 9:30 am and tutoring is generally available from 9:30 am until 7:00 pm Monday through Thursday, and until 3:00 pm on Fridays. Tutors help students with class content, reviewing course materials, and exam preparation.

*Walk in Writing Center:* Walk-in tutoring for any writing assignment is available in 304 Ferrell Hall.

*Smarthinking Online Tutoring:* Smarthinking is an online tutoring service that WVSU is available to all students. Smarthinking provides tutoring in mathematics (basic math through Calculus, including Bilingual Math), Biology, Intro Human A & P, Chemistry, Organic Chemistry, Physics, Economics, Accounting, Intro to Finance, Statistics, Spanish, and Writing.

For introductory math classes tutoring is available 24/7. The schedule for all other classes is available at Smarthinking.com. With Smarthinking students can:

- connect with an e-structor,
- interact with a live tutor,
- submit writing assignments for any class to their at the Online Writing Lab, and
- submit a question and receive a reply from a tutor.

Accounts for newly enrolled students will be set up the first week of the semester. The **username** is the student's complete **WVSU e-mail account** and the **password** for all University students is **wvstate**.

*Learning Effectiveness Workshops:* Learning itself is a skill that can be improved. Workshops and individual sessions are available to help you develop strategies that will make your studying more efficient and more effective. Sessions are available in note taking, test preparation, memory and time management.

*The Office of Mental Health and Substance Abuse:*

Services include confidential individual and/or couples counseling, group counseling, psychological assessment / testing, and workshops for students with personal, social, academic or career-related issues. Students experiencing severe difficulties may be referred to community agencies for more specialized assistance. The office is located in 129 Sullivan Hall, East.

Students wishing to file a complaint of harassment or discrimination are referred to the CASS website for a downloadable complaint form or are encouraged to contact the Counseling and Academic Support Services Director at (304) 766-3168.

## Military Student Services

Military Student Services assists current and prospective students by identifying appropriate campus and community resources, enhancing military student transition to and from the University, and providing comprehensive support to military students and veterans as they persist to graduation at West Virginia State University. The Military Student Services Center is located in 333 Sullivan Hall East. For more information, stop by or contact the Center at (304) 766-3290.

## Health Center

The West Virginia State University’s Student Health Center is located in the Wilson University Student Union. The Health Center is an ambulatory care facility, which provides primary care for routine acute and chronic illnesses. The WVSU Health Center offers health education, limited in-house laboratory services, reproductive consultation including contraception, specialty consultation referral, emergency contraception, limited STD screening and treatment, and women’s and men’s health.

The Health Center staff consists of a physician, registered nurse and a licensed practical nurse. The Health Center hours are 8:00 am to 4:00pm, Monday through Friday.

West Virginia State University’s Student Health Center 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 WVSU Medical Staff invites you to visit the Health Center, which is located on the basement level of the James C. Wilson University Union. We look forward to meeting you and helping with your healthcare needs. As health educators, this department is an important aspect of your college success.

Your medical family at WVSU consists of a physician, a Registered Nurse, and a Licensed Practical Nurse. Staff in the Health Center can inform you about services, eligibility information, general health tips, privacy practices, and student responsibilities. It is important to note that the Registered Nurse is not authorized to leave the Health Center facility during operational hours. Should you require immediate medical attention and are physically unable to report to the Health Center, please call 911 and then 304-766-3181.

### OFFICE HOURS

Monday through Friday  
8:00 AM - 4:00 PM (Nursing Staff)

The Doctor’s Hours are Monday and Friday at 1:00 PM – 4:00 PM and Tuesday and Thursday at 12:30 PM – 4:00 PM. No appointment is needed; students are seen on a walk-in basis.

## Medical Insurance

Information about medical insurance plans designed for students are available in the Health Center in the University Union and the Office of Enrollment Management & Student Affairs located at 130 Ferrell Hall.

## 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.

WVSU has over 50 recognized organizations that are academic, honor, service, and social in nature. Meeting times and activities vary. Some provide learning opportunities; some are just for fun.

Students are encouraged to become involved in the numerous positive extracurricular organizations at WVSU. For additional information regarding campus organizations, contact the Office of Student Activities, 106 Wilson University Union or call (304) 766-3288.

## James C. Wilson University Union–Student Activities

The James C. Wilson University Union provides a Food Services Area consisting of a cafeteria, food court, and banquet rooms; the University Bookstore; 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.

## Mission

The James C. Wilson University Union, through facilities and programs, is the focal point of the campus where students, faculty, administration, staff, alumni, and guests develop an enduring connection to the University. As a campus community center, the Union assists in the development and retention 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, coordinated by the Union components, serve as a training ground for the development of future leaders while enhancing an appreciation for responsibility.

The Office of Student Activities contributes to this mission by providing a variety of cultural, social, educational and recreational activities, which create an environment conducive to personal growth and development. The Union's activities also provide students with employment and leadership opportunities that yield an agenda of events intended to promote interaction as well as relaxation, entertainment and social opportunities. 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 a very 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, services, 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.

## 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. The Student Court assumes jurisdiction over disciplinary matters involving students charged with infractions of the Student Code of Conduct.

In addition to SGA, the freshman, sophomore, junior, and senior classes have systems for electing officers and holding activities.

## WVSU Ambassadors

The Ambassadors are a select group of students nominated by faculty, staff, and students. They engage in a variety of campus and community services including acting as escorts for campus visitors. Prerequisites for membership: 2.5 GPA and sophomore standing.

## Academic Organizations

The following organizations are of particular interest to persons in certain majors: American Chemical Society Student Affiliates Chapter, American Society for Personnel Administration, DNA Science Club, Lambda Alpha Epsilon, Music Education National Conference, National Broadcasting Society, Phi Beta Lambda, Public Relations Student Society of America, Recreation Majors Club, and Student National Education Association.

## Fraternities and Sororities

Fraternities and sororities contribute to social life on campus and their members often form lifelong friendships. The Greek letter organizations include: Alpha Kappa Alpha Sorority, Alpha Phi Alpha Fraternity, Delta Sigma Theta Sorority, Omega Psi Phi Fraternity, Kappa Alpha Psi Fraternity, Zeta Phi Beta Sorority, and Phi Beta Sigma Fraternity.

## Service Organizations

In the category of service organizations are such groups as the Intervarsity and NAACP.

## 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

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- 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
- Pinnacle—National Honor Society for Non-Traditional Students
- Rho Phi Lambda – National Honor Society in Recreation, Park, and Leisure Services
- Sigma Tau Delta—International English Honor Society

## Residence Life and Services

West Virginia State University strongly believes that living on campus contributes to the academic and personal development of the student. To provide for the residence life experience, the University operates two residence halls – Sullivan Hall and Dawson Hall.

### HOUSING REQUIREMENTS

1. All unmarried freshmen and sophomores, who do not commute from the permanent legal residence of a parent, guardian, or grandparent within a fifty-mile radius of the

campus are required to live in a residence hall. This requirement is waived if the student:

- a. has served two or more years in the U.S. Armed Forces or has completed the reserve obligation.
  - b. has lived in a college residence hall for six semesters.
  - c. has a physical disability which makes the University residence halls impractical.
  - d. is married, or a single parent, or 25 years of age prior to admission.
2. Part-time students will be allowed to contract for rooms in the residence hall on a space availability basis, but preference will be given to full-time students.

## Food Service

The dining hall and food court are located in the Wilson University Union. Both facilities are open to all students, faculty, staff, and their guests. Residence hall students are required to participate in a dining 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.

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# Other University Resources

## 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 they are planning for graduate study. Contract programs have been established for study in veterinary medicine, optometry, and podiatry. The Academic Common Market provides access to numerous graduate programs. Further information may be obtained through the Academic Affairs office or the West Virginia Higher Education Policy Commission.

## Bookstore

The bookstore, located on the first floor of the University Union, sells textbooks, supplies, electronics, WVSU clothing, gift items, and snacks. Books, clothing, and gift items may be purchased in the store or online by going to <http://bookstore.wvstateu.edu>. Textbook rental is also available in the bookstore. Rental books must be rented using a credit card. The listing of rental books and important dates can be found on our website and also on our Facebook page, [www.facebook.com/wvsubookstore](http://www.facebook.com/wvsubookstore). Financial Aid can be used to purchase textbooks, supplies, and electronics during certain designated periods at the beginning of the spring and fall semesters. The bookstore accepts credit cards, checks, and cash. Students purchasing books with Financial Aid must bring a picture ID, preferably their WVSU 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 4:00 p.m. Monday through Friday. The bookstore can be reached by calling 304-766-3351 or by e-mailing, [bookstore@wvstateu.edu](mailto:bookstore@wvstateu.edu).

## Center for Online Learning

The mission of the Center for Online Learning (COL) at West Virginia State University (WVSU) 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 five primary focus areas:

1. Administering and managing the University learning management system, WVSU 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 Matters” standards for online courses (a national accreditation program and West Virginia Higher Education Policy Commission initiative) at the University and assisting the faculty in conducting self-reviews of online courses,
4. Reviewing and reporting on developments in educational technology, and
5. Providing consultation on the selection of academic computer hardware and software as it relates to online learning.

Students who have questions about how to succeed in an online course or who require technical support for WVSU Online should contact the Center for Online Learning.

### HOW TO CONTACT US

Online Helpdesk: <https://col.zendesk.com>

Phone: (304) 766-3170

Email: [col@wvstateu.edu](mailto:col@wvstateu.edu)

## Continuing Education

The Continuing Education program at West Virginia State University has the following objectives:

1. To provide adults with opportunities for personal enrichment and satisfaction through the stimulation of intellectual and cultural growth,
2. To provide adults with the skills, knowledge, and insights required to update and improve their vocational and professional performance,
3. To provide adults with information and understanding needed to fulfill their responsibilities as citizens in society, and
4. To be responsive to the needs of communities in the West Virginia State University area and the organizations and agencies (public and private) that are located in these communities.

West Virginia State University appreciates the potential of continuing, lifelong education. It responds to the variety of reasons that will make increasing numbers of American adults enroll in continuing education programs.

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.

Some educational activities of the office are designed for youths; however, the office takes special care not to compete with or duplicate programs offered by organizations established to serve youths. 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 that are 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 or evenings or weekends five to ten 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.

## Computer Facilities

All degree programs at WVSU involve students in learning computer applications related to the 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. All classrooms have either direct internet connections or wireless Web access. In addition to discipline-specific computer facilities for students in particular majors,

## Other University Resources

there are general purpose computer facilities in classroom buildings and in the Drain-Jordan library, as well as a cybercafé in Wilson Student Union.

## Convocations

Several times throughout the academic year an assembly for students, faculty, and staff is held, usually in the P. Ahmed Williams Auditorium in Ferrell Hall. The “State of State” 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 such as Constitution Day. 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 a maximum number of students. Classes are frequently asked to attend convocations.

## Cultural Activities

Each semester there is an exciting schedule of cultural activities such as concerts, art exhibits, plays, and other events. These may involve student musicians, artists, or thespians. Frequently, performers are people of national reputation.

Most programs are open to the public as well as to the University community. Students are encouraged to bring their families and friends. Admission to students is free. Involvement in cultural events is as much a part of University education as attending classes.

## Intercollegiate Athletics

The University is a member of the National Collegiate Athletic Association (NCAA) and the Mountain East Conferencnt varsity competition in 13 sports. Men’s teams are offered in football, basketball, baseball,

tennis, indoor and outdoor track and field, and golf. Women’s teams compete in volleyball, basketball, softball, tennis, indoor and outdoor track and field, and cross country. A coeducational team is offered in cheerleading.

## Instructional Materials Center

The Instructional Materials Center (IMC), located on the 2nd 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. There is a Binding System using a comb-style binder for reports, and laminating services are available. When laminating is dropped off, it may usually be picked up within 24 hours. There is a fee for the comb-binder and the laminating to cover the cost of the materials. 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 Education as well as students and faculty in other disciplines. The IMC is open during regular library hours.

## 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 library offers a wide variety of material and services. It has an excellent collection of books, e(electronic) books, government documents, newspapers, and

periodicals. The collection consists of over 200,000 books, 698 periodicals, and more than 74,000 items in microforms. 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% 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 first 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 first floor and has books, journals, artifacts, maps, video cassettes, and CDs on Benin, West Africa.

More than 30 desktop computers and 28 laptop computers with office software, networked laser printers and internet access are available for use in the library on all floors. In addition, 28 computers are housed in the "Library Learning Center" on the first floor with full access to the collection and databases. These computers are used for library instruction that is presented to graduate and undergraduate students enrolled at West Virginia State University.

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 houses the VizWall, a supercomputer capable of processing vast amounts of data for WVSU and other researchers either in the library or remotely. A bank of 9 side-by-side monitors easily demonstrates

complicated concepts to students.

The library is a member of OCLC, a computerized network of more than 43,000 academic, public, and special libraries from 86 countries. This database, which shares cataloging and interlibrary loan information, provides access to more than fifty-six million book records in 458 languages. The library is also a member of Lyasis, a consortium which allows the faculty and students to have access to many library resources via Interlibrary Loans. Materials not available in the Drain-Jordan Library can be borrowed through OCLC and Lyasis. 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 web page at <http://library.wvstateu.edu>.

## Medical Emergencies

In cases of an immediate medical emergency requiring ambulance service, call 911 and follow up with a call to Public Safety. When calling from WVSU phones, dial 9 for outside access and then 911. Pay phones are located around campus and do NOT require coins to dial the 911 emergency number.

## Office of New Student Programs

The Office of New Student Programs provides the following services for students:

- Teaching a Freshman Experience class
- Coordinating the Thurgood Marshall College Fund Program
- Providing other first-year college experiences

For further information contact Ms. Sharon Smith Banks, Wallace Hall 416, (304) 766-3078.

## Public Safety

West Virginia State University has 24-hour security coverage provided by a staff of trained police officers. Public Safety may be contacted by calling (304) 766-3353 or (304) 766-3181.

## Reserve Officer Training Corps (ROTC)

Military training began at the College in 1891. The school took on a military atmosphere in 1899 that also enabled up to sixty 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 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 branches. The WVSU Army ROTC "Yellow Jacket Battalion" has produced over 900 Officers, including fifteen General Officers. Over one hundred 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 United States Army Reserve, Army National Guard, or in the Active Duty Army.

National Scholarships are available to students at WVSU every year. National Scholarships include Four year, Three Year and Two Year Scholarships. Students also have the option for Guaranteed Reserve Forces

Duty (GRFD) scholarships which will allow them to serve only in the Army Reserve or Army National Guard. WVSU ROTC Students also have the option to attend Military Professional training each year. Some of the training opportunities available are Airborne school, Air Assault School, Mountain Warfare, Sapper leaders course and Scuba school. Summer internship opportunities are also available under the Cultural Understanding and Language Proficiency (CULP) which allows ROTC students to travel to a foreign country and study their military, society and language. WVSU has sent students to Thailand and Scandinavia under the CULP program. Other summer internships include Cadet Troop Leader Training (CTLT), which provides Cadets the opportunity to experience leadership in the Army Table of Organization and Equipment 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.

To contact WVSU Army ROTC, please call or e-mail Mr. Gordon Ramey at [gramey@wvstateu.edu](mailto:gramey@wvstateu.edu) or at 304-766-3295. Please feel free to stop by Army ROTC located at Ferguson-Lincoln building beside the Erikson Alumni center.

## Shelter-in-Place 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 emergency situations. 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. A siren sound in a

fluctuating up-and-down pattern, under the three-minute time frame, indicates that the Institute Volunteer Fire Department is being called to action for its usual work in the community.

## 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.

## University Information Technology

Located on the first floor of Hamblin Hall, University Information Technology 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 and support and assistance with audio-visual equipment.

## Upward Bound

One of the first TRIO programs funded by the US 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 jump-start 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 County and Logan High School.

## Upward Bound Math Science

The West Virginia State University Upward Bound Math and Science program (UBMS) is a comprehensive program designed to enhance the academic skills and preparation of talented high school students who have an interest in pursuing math or science as a major in college.

UBMS provides year-round academic and enrichment services to 56 first-generation students enrolled in a Kanawha or Logan County high school. Services are provided through academic tutorials, Saturday academic sessions, and various enrichment and cultural experiences.

Students participate in both the school year and six-week summer academy. Once accepted students stay in the program until they graduate from high school and enroll in college. While on the campus of WVSU students have the opportunity to use first-class labs and technology while engaging with faculty, and graduate students. This model provides integration with academic researchers and offers expanded opportunities for program participants to prepare for study in the STEM fields (science, technology, engineering and math) at the post-secondary level. UBMS is a stepping-stone for today's high school student to become tomorrow's university student.

## Veterans Affairs

West Virginia State University welcomes member of all Armed Forces to attend School using benefits they have earned while in the services.

All individuals initiating the use of their GI education benefits should contact Mrs. Debra Jarvis in Registration and Records located at 125 Ferrell Hall after completing the online application found at [www.gibill.gov](http://www.gibill.gov) to apply for benefits. Veterans must participate in the monthly W.A.V.E. online verification in order to receive compensation.

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# Directory

## University Faculty 2012–2013

Note: Date in parentheses immediately following the name indicates first year of employment at West Virginia State University. The second date indicates the year in which the highest degree was earned.

**Addesa, Mark J.** (1978), Assistant Professor of Criminal Justice. B.S. Niagara University; M.S. Eastern Kentucky University, 1978.

**Akey, Wayne** (1990), Associate Professor of Mathematics, B.S. Purdue University; M.S. Western Reserve University; Ph.D. Ohio State University, 1991.

**Alderman, Timothy C.** (1986), Associate Professor of English. B.A. Duquesne University; M.A. Purdue University; Ph.D. Purdue University, 1982.

**Aleseved, Cyrus M.** (2002), Associate Professor of Business Administration. B.S.B.A. Gilan College of Lahijan; M.B.A. Eastern New Mexico University; M.S. West Virginia University; Ph.D. West Virginia University, 1995.

**Andersen, Mark G.** (2004), Assistant Professor of Business Administration. B.A. Point Loma College; M.B.A. California State University, San Bernadino, 1984.

**Anderson-Conliffe, Debra M.** (1997), Assistant Professor of Health and Human Performance. B.S. West Virginia State College; M.S. University of Tennessee, 1979.

**Anderson, Karen M.** (2002), Instructor of English. B.A. University of Iowa; M.L.S. University of California, Los Angeles; M.A. Marshall University, 2003.

**Anderson, Michael** (1995), Professor of Mathematics. B.S. Michigan State University; M.S. Michigan State University; Ph.D. The Ohio State University, 1993.

**Armstrong, Sonya** (1999), Professor 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.

**Arthur, C. Damien** (2012), Assistant Professor of Political Science. B.A. Gordon College; M.A. Boston College; M.A. West Virginia University; Ph.D. West Virginia University, 2012.

**Baker, Ronald D.** (1994), Professor of Mathematics. B.S. Central State University; Ph.D. The Ohio State University, 1975.

**Banks, Oree** (1977), Associate Professor of Health and Human Performance. B.S. Kansas State University; M.S. Kansas State University, 1960.

**Barnes-Pietruszynski, Jessica** (2008), Assistant Professor of English. B.A. Drake University; M.A. Western Illinois University; Ph.D. Illinois State University, 2009.

**Barry, Kevin. J.** (2011), Assistant Professor of Biology. B.S. Pennsylvania State University; Ph.D. University of Maryland 2011.

**Beller, Gerald E.** (1983), Professor of Political Science. B.A. University of Montana; M.Ph. Roosevelt University; M.A. Roosevelt University; Ph.D. University of Arizona, 1981.

**Bird, John D.** (2005 Assistant Professor of Business Administration. B.A. Marshall University; M.B.A. Marshall University Graduate College, 2003.

**Boyd, Daniel N.** (1983), Assistant Professor of Communications. B.A. West Virginia University; M.A. University of Arkansas, 1981.

**Broughton, Robin** (1991), Professor of Communications. B.S. Ohio University; M.A. Ohio University, Ph.D. Ohio University, 1999.

**Brown, Rita** (1996), Associate Professor of Social Work. B.S.W. West Virginia State College; M.A. West Virginia College of Graduate Studies; M.S.W. West Virginia University, 1995.

**Carney, Paige** (1996-2003, 2011), Associate Professor of Education. B.A. University of South Carolina; M.Ed. Georgetown College; Ed.D. University of Kentucky (1995).

**Chatfield, Jonathan Mark** (1993), Professor of Biology. B.S. Marshall University; M.S. Marshall University; Ph.D. Oregon State University, 1986.

**Clendenin, Paula** (1993), Professor of Art. B.F.A. West Virginia University; M.F.A. West Virginia University, 1975.

**Cobb, Kimberly** (2012), Assistant Professor of Communications. B.A. Marshall University; M.A. Marshall University, 1991.

**Collins, Sean A.** (2005), Assistant Professor of Biology. B.S. St. Lawrence University; M.S. University of Illinois; Ph.D. University of Illinois, 2003.

**Conner, Rebecca J.** (2003), Instructor of Modern Foreign Languages. B.A. University of Charleston; M.A. West Virginia College of Graduate Studies, 1985.

**De, Suvayan** (2008). Assistant Professor of Economics. B. Sc. University of Calcutta; M. Sc. University of Calcutta; M.A. University of Memphis; Ph. D. University of Memphis (2008).

**Dean, Daton** (2007), Assistant Professor of Education. B.A. West Virginia State University; M.A. Marshall University Graduate College; Ed.D. West Virginia University, 2012.

**Erlandson, Molly S.** (1989), Professor of Art. B.F.A. Michigan State University; M.F.A. Michigan State University, 1989. (On leave 2007-2008)

**Eya, Jonathan C.** (1999), Professor of Biology. B.Sc. University of Nigeria, Msukka; M.Sc. University of Nigeria, Msukka; Ph.D. Auburn University, 1997.

**Ford-Ahmed, Trevella** (1988), Professor of Communications. B.F.A. Art Institute of Chicago; M.A. New York University; Ph.D. Ohio University, 1995.

**Ford, Richard** (2001), Associate Professor of Biology. B.A. Indiana University of Pennsylvania; B.S. Clarion University of Pennsylvania; M.S. Miami University (Ohio); Ph.D. Miami University (Ohio), 1993.

**Francis, Rebecca S.** (1979), Professor of Psychology. B.S. University of Dayton; M.S. University of Bridgeport; Ph.D. University of Tennessee, 1979.

**Frye, Mary C.** (1989), Associate Professor of Modern Foreign Language. B.A. Fairmont State College; M.A. West Virginia University, 1972.

**Fultz, Micheal** (2009), Assistant Professor of Chemistry. B.S. University of Tennessee, Martin; Ph.D. Indiana University, 2009.

**Giardina, Denise** (1992), Assistant Professor of English. B.A. West Virginia Wesleyan College; M.Div. Virginia Theological Seminary, 1979.

**Gilliland, Steven A.** (1986), Assistant Professor of Communications. B.A. University of Arkansas; M.A. University of Arkansas, 1981.

**Goldberg, Edward C.** (1969), Associate Professor of Business Administration. B.S. University of Connecticut; J.D. West Virginia University, 1967.

**Guetzloff, Thomas F.** (2000), Professor of Chemistry. B.S. St. Norbert College; Ph.D. South Dakota State University, 1996.

**Hailou, Frehot** (2009), Assistant Professor of Economics. B.A. York University; M.A. York University; Ph.D. Howard University, 2007.

**Hankins, Gerald** (2005), Associate Professor of Biotechnology. B.S. Florida State University, 1972; M.A. George Washington University, 1978; Ph.D. University of Virginia, 1991.

## Directory

**Harper, Katherine L.** (1987), Professor of Biology. B.S. West Virginia University; M.S. West Virginia University; Ph.D. West Virginia University, 1986.

**Harris, Robert T.** (1995), Professor of Biology. B.S. Marshall University; M.S. Ohio University; Ph.D. Ohio University, 1992.

**Harrison Jr., Robert L.** (2002), Professor of Education. B.S. Bluefield State College; M.Ed. Kent State University; C.A.G. S. Virginia Tech; Ph.D. The American University, 1988.

**Hartstein, Arnold M.** (1975), Professor of English. B.A. Brooklyn College; M.A. The Ohio State University; Ph.D. The Ohio State University, 1981.

**Hodges, John P.** (1984), Assistant Professor of Business Administration. B.S. West Virginia University; B.A. West Virginia University; B.A. Marshall University; M.P.A. West Virginia University, 1981.

**Holdren, Sam** (2012), Assistant Professor of Communications. B.S. West Virginia State University; M.F.A. Temple University, 2003.

**Horn, Mary** (2002), Associate Librarian. B.A. Marshall University; M.L.S. University of Tennessee, 1984.

**Huber, David H.** (1999), Professor of Biology. B.S. Central Michigan University; M.S. Michigan State University; Ph.D. Michigan State University, 1996.

**ibn-Hyman, Sundjata** (2011), Associate Professor of Sociology/Philosophy. B.A. Morgan State University; M.S. University of Baltimore; Ph.D. Western Michigan University, 1997.

**Islam, Mahmoodul** (1987), Associate Professor of Economics. B.A. University of Dacca; M.A. McMaster University; M.A. University of Dacca; Ph.D. Wayne State University, 1985.

**Johnson, Dirk** (2009), Assistant Professor of Music. B.Music Brigham Young University; M.Music Brigham Young University; D. Music Arts University of Cincinnati, 2009.

**Karunathilake, Upali** (2008), Assistant Professor of Mathematics. B.S. University of Kelaniya, Sri Lanka; M.S. University of Kelaniya, Sri Lanka; Ph.D. University of Minnesota, 2007.

**Kane, Michael** (2010), Assistant Professor of Criminal Justice. B.A. Pfeiffer University; M.S.F.S. National University; Ph.D. Union Institute and University, 2001.

**Kiddie, Thomas J., Jr.** (2007), Assistant Professor of English. B.A. Rutgers University; M.A. Rutgers University; Ph.D. Rutgers University, 1987.

**King, Patricia R.** (1996), Assistant Professor of Health and Human Performance. B.S. West Virginia State College; M.Ed. University of Central Oklahoma, 1989.

**Krasnansky, Marek** (2007), Assistant Professor of Physics. Mgr. (M.S. equivalent) Comenius University (Slovakia); Ph.D. University of Connecticut, 2007.

**Kuo, Shih-Ya** (2009), Assistant Professor of Criminal Justice. Central Police University (ROC); M.Ed. Oklahoma City University; M.A. Central Police University; Ph.D. Sam Houston State University, 2008.

**Ladner, Barbara** (1991), Professor of English. B.A. Rice University; M.Phil. Yale University; Ph.D. Yale University, 1987

**Lepley, Charmaine** (2011), Assistant Professor of Education. B.A. Glenville State College; M.A. West Virginia University; Ed.D. West Virginia University, 1993.

**Lamb, Larry** (2010), Instructor of Mathematics. B.A. Glenville State College; M.A., University of Louisville, 1984.

**Lewis, Michael D.** (1989), Associate Professor of Business Administration. B.B.A. Marshall University; M.B.A. Marshall University, 1989.

**Lidaka, Juris G.** (1988), Professor of English. B.A. Northern Illinois University; M.A. Northern Illinois University; Ph.D. Northern Illinois University, 1987.

**Lucas, M. Lois** (1993), Professor of History. B.A. North Carolina Central University; M.A. North Carolina Central University, 1975, Ph.D. University of Kentucky, 2005.

**Magan, John R.** (1984), Associate Professor of Physics. B.S. Muhlenberg College; M.S. Lehigh University; Ph.D. Lehigh University, 1965.

**Marrash-Minnerly, Susan** (2001), Professor of Communications. B.A. Converse College; M.F.A. University of Virginia, 1981.

**McConnell, Anne** (2007), Assistant Professor of English. B.A. Illinois Wesleyan University; M.A. University of Colorado; Ph.D. University of Colorado, 2006.

**McCoy, Paula M.** (2001), Associate Professor of Psychology. B.A. West Virginia University; M.A. Marshall University; Ph.D. University of North Texas, 2001.

**Mitiku, Abainesh** (1992), Professor of Business Administration. B.S. University of Colorado; M.B.A. University of Nairobi; D.B.A. U.S. International University, 1992.

**Molnar, Sharon** (1998), Assistant Professor of Chemistry. B.A. College of St. Catherine's; Ph.D. Virginia Polytechnic Institute and State University, 1996.

**Moncrief, Anthony** (2007), Instructor of Chemistry. B.S. Jackson State University; M.S. University of Kentucky, 2005.

**Mosby, Gail A.** (2006), Associate Professor of Sociology. B.A., West Virginia State University; M.Ed., Texas Southern University; Ph.D., University of Tennessee at Knoxville, 1995.

**Muilenburg, Harry T.** (1967), Associate Professor of Health and Human Performance. A.B. College of Emporia; M.S. Indiana University; Ph.D. Walden University, 1977.

**Mutepa, Raphael M.** (2002), Assistant Professor of Social Work. B.A. National University of Zaire; M.A. Franciscan University of Steubenville; Ph.D. Virginia Commonwealth University, 2003.

**Naga, Sundar** (1992), Professor of Chemistry. B.S. Madurai University; M.S. Madurai University; Ph.D. University of Maine, 1987.

**Nelson, Thomas** (2011), Assistant Professor of Business Administration/Entrepreneurship Program Coordinator. BS. Ball State University; MBA Ball State University 2006.

**Ngege, Mbu'ulih T.** (1986), Associate Professor of English. B.A. Wesleyan University; M.A. University of Nevada; Ph.D. University of Texas, 1986.

**Orr, Sandra** (1988), Professor of Education. B.S. Ed. University of Oklahoma; M.N.S. University of Oklahoma; Ed.D. Marshall University, 2006.

**Øvrebø, Reidun** (1992), Professor of Art. Cand. Mag. University of Trondheim; Ph.D. Ohio University, 1993.

**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.

**Passero, Christopher** (2011), Assistant Professor of Business Administration. B.S. West Virginia State College; M.P.A. West Virginia University, 1985.

**Perdue, Charles W.** (1987), Professor of Psychology. B.A. Denison University; M.A. Princeton University; Ph.D. Princeton University, 1983.

**Peyton, Billy Joe** (2002), Associate Professor of History. B.A. West Virginia University; M.A. West Virginia University; Ph.D. West Virginia University, 1999.

**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.

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**Pleska, Cathy** (2010), Instructor of English. B.A West Virginia State University; M.A. Marshal University Graduate College; M.F.A. Goucher College, 2004.

**Porter, Marc** (1998), Professor of Communications. B.A. Indiana University; M.F.A. Columbia University; Ph.D. Indiana University, 1986.

**Randall, Joan** (1991), Associate Professor of English. B.A. University of Texas; M.A. University of Rhode Island; Ph.D. University of Rhode Island, 1989.

**Ray, Manashi** (2011), Assistant Professor of Sociology/Philosophy. B.A. University of Poona; M.A. Maharaja Sayajirao University of Baroda; Ph.D. Michigan State University 2010.

**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.

**Ressmeyer, Ellen H.** (1994), Associate Librarian. B.A. American University; M.L.S., University of Texas, 1974.

**Richards, Steven** (2008), Associate Professor of Health and Human Performance under Steven Richards. B.S. Bowling Green State University; M.S. Ohio State University; Ph.D. Ohio State University, 2006.

**Robinson, Jenelle N.** (2012), Assistant Professor of Health and Human Performance. B.S. University of Central Arkansas; M.A. University of Oklahoma; Ph.D. Mississippi State University, 2012.

**Ross, John** (2009), Instructor of Music. B.Music West Virginia University; M.Music West Virginia University, 2007.

**Ruhnke, Timothy R.** (1995), Professor of Biology. B.S. University of Nebraska; M.S. University of Nebraska; Ph.D. University of Connecticut, 1993.

**Schedl, Andrew** (2006), Assistant Professor of Physics. B.A., Pomona College; M.S., University of Iowa; Ph.D., University of Michigan, 1986.

**Sekabunga, Ernest J.** (1998), Associate Professor of Chemistry. B.S. Makerere University; M.S. University of Manchester; Ph.D. Auburn University, 1997.

**Settle, Aaron** (2005), Associate Professor of Health and Human Performance. B.S. University of Charleston, 1995; B.S. University of Charleston 1996; M.S. Marshall University, 2000, D.S.M. United States Sports Academy, 2005.

**Syedmonir, Mehdi** (2007), Assistant Professor of Education. B.S. West Virginia State University; M.A. West Virginia University; Ed.D. West Virginia University, 2000.

**Shafer, Sherri Lynn** (2006), Instructor of Communications. B.A. Marshall University; M.A. Marshall University, 1994.

**Shaw, Kent** (2011), Assistant Professor of English. B.A. University of Missouri at St. Louis; M.F.A. Washington University; Ph.D. University of Houston, 2011.

**Sklute, Genia** (2009), Assistant Professor of Chemistry. B.S. Hebrew University; M.S. Technion-Israel Institute of Technology; Ph.D. Technion-Israel Institute of Technology, 2007.

**Snyder, W. Scott** (1979), Professor of Health and Human Performance. B.S. Mars Hill College; M.P.H. University of Tennessee; Ed.D. University of Tennessee, 1993.

**Spencer, James L.** (1983), Professor of Psychology. B.A. Canisius College; M.A. The Ohio State University; Ph.D. The Ohio State University, 1984.

**Stroupe, Walter** (2006), Associate Professor of Criminal Justice. B.S., West Virginia State University; M.S., Marshall University; Ed.D., Marshall University, 2003.

**Sturgeon, Carolyn S.** (1996), Associate Professor of English. B.A. Randolph-Macon Women's College; M.A. West Virginia Graduate College, 1994; Ph.D. Union Institute and University, 2002.

**Swindell, Samuel** (2008), Assistant Professor of Criminal Justice. B.S. United States Military Academy; J.D. Washington and Lee University; Ph.D. Sam Houston State University, 2011.

**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.

**Tillquist, Alan** (1998-2004; 2011), Associate Professor of Business Administration. B.S. Hannibal-LaGrange College; M.B.A. Missouri State University; D.B.A. Nova Southeastern University, 2002.

**Turner, Chase** (2012), Instructor of Biology. B. S. Marshall University; M. S. West Virginia State University, 2012.

**Vanderford, Brenda** (1966), Associate Professor of Music. B.M. Oberlin College; M.M. Northwestern University, 1965.

**Vaughan, Frank D.** (2006), (2008), Associate Professor of Political Science. B. A, Emory and Henry College; M. A., West Virginia University; Ph. D., West Virginia University (2006).

**Wallace, Robert** (2005), Associate Professor of English. B.A. Pfeiffer College, 1987; M.F.A. University of Arkansas, 1992; Ph.D. Indiana University of Pennsylvania, 2004.

**Waltner, Anne** (2011), Assistant Professor of Music. B.A. Goshen College; M.M. Chicago College of Performing Arts at Roosevelt University; D.M.A. Cleveland Institute of Music, 2010.

**Wamsley, Brenda R.** (2004), Professor of Social Work. B.A. West Virginia Wesleyan College; M.S.W. West Virginia University; Ph.D. Case Western Reserve University, 2004.

**Waugh, Emily** (2006), Associate Professor of Education. B.S., West Virginia University, M.A., Marshall University Graduate College; Ed.S., Marshall University Graduate College; Ed.D., Marshall University Graduate College, 2005.

**Wells, Deborah J.** (1986), Associate Librarian. B.A. Marshall University; M.A. Marshall University; M.S.L.S. University of Kentucky, 1984.

**Williams, Deborah** (2005), Assistant Professor of Business Administration. B.S.B.A. West Virginia University; M.P.A. West Virginia University, 1982.

**Wilson, Brenda** (2000), Professor of Education. A.B. Catholic University; M.Ed. College of Graduate Studies; Ed.D. West Virginia University, 2000.

**Wilson, David E.** (2005), Associate Professor of English. B.A. Glenville State College, M.A. Marshall University Graduate College, Ph.D. West Virginia University, 2008.

**Wilson, Patricia P.** (2003), Associate Professor of Education. B.S. West Virginia State University; M.A. Marshall University, 1972.

**Woodard, Scott E.** (2006), Instructor of Music. B.A., Marshall University; M.A., Marshall University, 2001.

**Workman, Michael E.** (2010), Assistant Professor of History. B.A. West Virginia University; M.A. West Virginia University; Ph.D. West Virginia University, 1995.

Zaman, Naveed (2000), Associate Professor of Mathematics. B.S. Punjab University (Pakistan), M.S. and M.Phil. Quad-I-Azam University (Pakistan); Ph.D., University of Kentucky, 2000.

**Zapata, Miguel** (2005), Associate Professor of Spanish. B.S. Universidad del Atlántico (Columbia), 1986; M.A. (Spanish) University of Arkansas, 1995; M.A. (English) University of Arkansas, 1999; Ph.D. University of Arkansas, 2002.

## Directory

**Zhang, Xiaohong** (1996), Associate Professor of Mathematics. B.S. Sichuan University; M.S. West Virginia University; Ph.D. Virginia Polytechnic Institute and State University, 1993.

**Ziyati, Ali** (2011), Associate Professor of Communications. D.I.P.L. Higher Institute of Journalism; M.A. Ohio University; Ph.D. Ohio University, 1995.

**Zuccaro, Jennifer** (2008), Assistant Librarian. B.A. Marist College; M.S.I.S. SUNY at Albany, 2005.

## Administrators and Professional Non-Faculty 2013–2014

Note: Date in parentheses immediately following the name indicates first year of employment at West Virginia State University. The second date indicates year in which highest degree was earned.

**Anderson, Amanda** (2012), Director of Admissions (Interim). B.A. Buena Vista University, M.B.A. University of Sioux Falls, 2011.

**Banks, Sharon** (1990), Director for New Student Programs. B.S. Tennessee State University, M.A. Salem-Teikyo University, 1994.

**Bailey, Jack** (2012), Director for Public Relations. B.A. Marshall University, 1992.

**Bejou, Azam** (2013), Director for Academic Internship Programs and the National Center for Human Relations. B.S. Virginia State University, M.B.A. Strayer University, Ed.D. Virginia State University, 2010.

**Bennett, Janis** (1985), Director of Purchasing. B.S. West Virginia State University, 1979.

**Bennett, Thomas** (2012), Assistant Vice President for University and Legislative Relations. B.S. West Virginia University, 1999.

**Browning, Matthew** (2002), Director for Communications, Gus R. Douglass Land-Grant Institute. B.S. West Virginia State University, M.S. West Virginia University, 2009.

**Byers, R. Charles** (1972), Provost and Vice President for Academic Affairs. B.S. West Virginia State University, M.F.A. The Ohio State University, Ph.D. Kent State University, 1992.

**Carson, Cristi** (2013), Director for Institutional Research and Assessment. B.S. Weber State University, M.A. University of California, Riverside, Ph.D. University of California, Riverside, 1997.

**Cary, Barbara W.** (1989), Director for Upward Bound and Student Support Services. B.S. West Virginia State University, M.Ed. University of Pittsburgh, 1975.

**Chaney, Joyce** (2013), Director for Human Resources, B.S. Georgia State University, 1975.

**Davis, Coston** (2008), Director of Leadership, Mentoring, and Judicial Affairs. A.S. West Virginia State University, 1984, A.A.S. West Virginia State University, 1986; B.S. West Virginia State University, 1988; M.S. West Virginia University, 1996.

**Elliott, Lori** (2010), Vice President for Business and Finance. B.S. West Virginia State University, 2004.

**Fuller, Belinda** (1993), Director for Alumni Relations, A.S. West Virginia State University; B.S. West Virginia State University, 2006.

**Gainer, Nathan** (2011), Director for Academic Educational Outreach. B.S. West Virginia Wesleyan College, M.B.A. University of Charleston, 2012.

**Griffith, Todd** (1986), Director Photographic Services. Certification in Photography, Woodland School of Photography, 1985.

**Haikal, Elias** (2009), Director for Health Center. M.D. Medical College of Georgia, 1973.

**Hale, Jim** (2013), Director for Printing Services, Associate of Applied Science (A.A.S) in Printing and Design, Franklin Technical School, 1976.

**Hemphill, Brian O.** (2012), President. B.A. Saint Augustine's University; M.S. Iowa State University; Ph.D. University of Iowa, 1998.

**Horn, Mary** (2002), Associate Librarian, B.A. Marshall University; M.L.S. University of Tennessee at Knoxville, 1984.

**Hunter, Donna L.** (1975), Registrar. R.B.A. West Virginia State University, M.A. Marshall University Graduate College, 2002.

**Jones, Melvin** (2009), Vice President for Business and Finance, B.S. University of South Alabama, M.B.A. University of South Alabama, 1979.

**Judd, Philip H.** (1994), Director for Physical Facilities. B.S.M.E. Tennessee Technical University, 1962.

**Loyd, Sean** (1994), Director for Athletics, B.S. West Virginia State University, M.A. Marshall University, 1999.

**Maharaj, Sandhya** (1991), Director for Career Services and Cooperative Education. B.S. Appalachian State University, M.A. Appalachian State University, Ed.S. Appalachian State University, 1992.

**McCarthy, Katherine** (2012) Vice President for Enrollment Management and Student Affairs. A.S. Monroe Community College, B.S. Alfred University, M.B.A. Syracuse University, 1982.

**McMeans, Orlando** (1998), Vice President for Research and Public Service. B.S. Alabama A&M University, M.S. University of Illinois at Urbana-Champaign, Ph.D. University of Illinois at Urbana-Champaign, 1997.

**Miller, Jeffery** (1992), Director, University Union and Student Activities. B.S. West Virginia State University, M.A. Marshall University, 2005.

**Nakada, Yuma** (2012), Director for Publications and Design. B.A. University of Arkansas at Fayetteville, 2004.

**Natsis, James** (1998), Director for International Studies. B.A. University of Missouri, M.A. Ohio University, Ph.D. Ohio University, 1998.

**Neal, Adam** (2012), Assistant Vice President for University Advancement. B.A. Western Illinois University, M.S. Northern Illinois University, 2010.

**Oden, Joe Jr.** (1991), Assistant Vice President for Enrollment Management and Student Affairs and Director of Auxiliary Services. B.S. West Virginia State University, M.A. Marshall University Graduate College, 1999.

**Osborne, Kimberly** (2013), Vice President for University Relations and Operations. B.A. The State University of New York (SUNY at Cortland), M.S. West Virginia University, 2006.

**Parrish, Carmen** (1985), Director of Budget and Accounting. B.S. West Virginia State University, 1983.

**Price, Chris** (2012), Director of Annual Giving. B.S. University of Charleston, M.B.A. University of Charleston, 2011.

**Ross, Joann** (2012), Director of Student Financial Assistance. AA Concord College, Mountain State University, Concentration in Behavioral Science, 2001.

**Saunders, Joseph** (1994), Director of Public Safety. A.A. Vincennes College, B.S. West Virginia State University, M.A. Marshall University, 2001.

**Schumaker, Ashley** (2013), Chief of Staff and Special Assistant to the President. B.A. Marshall University, M.A. West Virginia University, 2007.

**Schumann, Patricia** (2012), Vice President for University Advancement and President of the WVSU Foundation, Inc. B.A. University of Dayton, M.A. University of Dayton, 1983.

**Syedmonir, Bobbie** (2012), Director of the Center for Online Learning (Interim). B.A. West Virginia State University, M.A. Marshall University, 2005

## Directory

**Skidmore, Alan.** (2013) Director for Information Technology. A.S. West Virginia Institute of Technology, B.S., West Virginia Institute of Technology, 1983.

**Stuart, T. Ramon** (2003) Assistant Provost and Assistant Vice President for Academic Affairs. B.S. West Virginia University, M.S. West Virginia University, Ph.D. Ohio University, 2012.

**Sweeney, Trina** (2005), Director for Commuter and Adult Student Services/Parent and Family Programs (Interim), B.A. West Virginia State University, M.S. Mountain State University, 2010.

**Taylor, Tony** (2011), Professor of Military Science, M.S. Kansas State University, 2007.

**Toledo, Kellie** (1993), Director for Collegiate Support and Counseling. B.A. Marshall University, M.A. Marshall University, 1993.

**Toledo, Ulises J.** (2000), Associate Dean and Director of Business and Finance, Gus R. Douglass Land-Grant Institute. B.S. Universidad Autonoma Chapingo, Mexico, M.S. University of Illinois at Urbana-

Champaign, M.B.A. University of Illinois at Urbana-Champaign, Ph. D., University of Illinois at Urbana-Champaign, 2000.

**Tolliver, Krystal** (1996), Director of Upward Bound Math/Science Programs. M.A. Mountain State University, 2007.

**Whitehead, Kimberly D.** (2013) Associate Provost and Associate Vice President for Academic Affairs. B.S. Norfolk State University, Ph.D. North Carolina State University, 1999.

**Wolfe, Richard** (1995), Director for Cultural Activities.

**Ziyati, Ali** (2011), Director of International Student Services, B.A. Institut de Journalisme, M.A. Ohio University, Ph.D. Ohio University, 1995.

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# Appendix

## Title 133 Procedural Rule

### West Virginia Higher Education Policy Commission Series 25 Residency Classification for Admission and Fee Purposes

#### Section I. General

- 1.1. Scope - Rule regarding residency classification of students for admission and fee purposes.
- 1.2. Authority – W. Va. Code §§ 1813- 1 -6, 18B- 1 -7, and 18B- 10.
- 1.3. Filing Date - July 2, 2002
- 1.4. Effective Date - August 1, 2002
- 1.5. Repeal of Former Rule - Repeals and replaces Title 128, Series 34 and Title 131, Series 34

#### Section 2. Classification for Admission and Fee Purposes

- 2.1. Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the President. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.
- 2.2. If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two (2) weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning

domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

- 2.3. The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

#### Section 3. Residence Determined by Domicile

- 3.1. Domicile within the state means adoption of the state as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve (12) months of continued presence within the state prior to the date of registration: Provided, That such twelve (12) months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than twelve (12) months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently

occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia drivers license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

#### Section 4. Dependency Status

- 4.1. A dependent student is one (1) who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student Who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.
- 4.2. A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

#### Section 5. Change of Residence

- 5.1. A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this State. The intent to remain indefinitely in West Virginia is. evidenced not, only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in Section 3 of these rules. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

#### Section 6. Military

- 6.1. An individual who is on full-time active military service in another state or a foreign country or an employee of the federal government shall be classified as an in-state student for the purpose of payment of tuition and fees: Provided, That the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.
- 6.2. Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

## Section 7. Aliens

- 7.1. An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in Section 3 of these rules, may be eligible for in-state residency classification: Provided, That person is in the state for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in Section 3 of these rules. Any person holding a student or other temporary visa cannot be classified as an in-state student.

## Section 8. Former Domicile

- 8.1. A person who was formerly domiciled in the State of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one (1) year period of time and satisfies the conditions of Section 3 of these rules, regarding proof of domicile and intent to remain permanently in West Virginia.

## Section 9. Appeal Process

- 9.1. Each institution shall establish procedures which provide opportunities for students to appeal residency classification decisions with which they disagree. The decisions of the designated institutional official charged with the determination of residency classification may be appealed in accordance with appropriate procedures established by the

president of the institution. At a minimum, such procedures shall provide that:

- 9.1.1. An institutional committee on residency appeals will be established to receive and act on appeals of residency decisions made by the designated institutional official charged with making residency determinations.
- 9.1.1.1. The institutional committee on residency shall be comprised of members of the institutional community, including faculty and at least three, in any event, an odd number. The student representative(s) shall be appointed by the president of the institutional student government association while the faculty representative(s) shall be selected by the campus-wide representative faculty organization.
- 9.1.1.2. The student contesting a residency decision shall be given the opportunity to appear before the institutional committee on residency appeals. If the appellant cannot appear when the committee convenes a meeting, the appellant has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.
- 9.1.2. The residency appeal procedures will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution.
- 9.1.3. Residency appeals shall end at the institutional level.

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