University of Charleston

2025-2026 Academic Catalog

http://www.ucwv.edu

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

Accredited by the Higher Learning Commission https://www.hlcommission.org/

1-800-621-7440

Specialized Accreditation

Accreditation Council for Business Schools and Programs (ACBSP) Accreditation Council for Occupational Therapy Education (ACOTE) Accreditation Council for Pharmacy Education (ACPE) Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) American Health Systems Pharmacists (ASHP)	Registered Association for Advancing Quality in Educator Preparation (AAQEP) Joint Review Committee on Education in Radiologic Technology (JCERT) (AS and BS) Accreditation Commission for Education in Nursing (ACEN) West Virginia State Board for Registered Nurses (ADN and BSN) Council on Accreditation of Nurse Anesthesia Educational Programs (COA)

Memberships

The American Council on Education (ACE)

American Association of Colleges for Teacher Education (AACTE)

American Association of Colleges of Nursing (AACM)

The American Association of Colleges of Pharmacy (AACP)

American Library Association Appalachian College Association (ACA)

Association of American Colleges & Universities (AAC&U)

Association of Governing Boards (AGB)

Association on Higher Education and Disability (AHEAD)

College Entrance Examination Board

Council for Higher Education Accreditation (CHEA)

Council of Independent Colleges (CIC)

Community-Campus Partnerships for Health (CCPH)

Interior Design Educator's Council (IDEC)

International Leadership Association (ILA)

International Association of Innovation Professionals (IAOIP)

LOEX (Clearinghouse for Library Instruction)

College Financial Planning Board (CFP)

Student Accounting Society

Medical Library Association (MLA)

Mountain East Conference (MEC)

National Association of Colleges and Employers (NACE)

National Association for Developmental Education (NADE)

National Association of Independent Colleges and Universities (NAICU)

National Collegiate Athletic Association / Division 2 (NCAA/D2)

National Council for State Authorization Reciprocity Agreements (NC-SARA)

National League for Nursing (NLN)

Nursing Education Foundation of West Virginia (NEFWV)

Organization for Associate Degree Nursing (OADN)

Recording for the Blind & Dyslexic (RFB&D)

State Authorization Network (SAN)

West Virginia Independent Colleges and Universities (WVICU)

West Virginia Rural Health Association

Western Interstate Commission for Higher Education Cooperative for Educational Technologies (WCET)

The University of Charleston operates at the following locations; online courses may be pursued through our two locations.

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

127-B Dye Drive
Beckley, WV 25801

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

Fax: (304) 357-4715

The provisions within this *Academic Catalog* are not to be regarded as an irrevocable contract between the student and the University of Charleston. The University reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation, and other regulations at any time such changes are considered to be desirable or necessary. The terms of this Catalog may be modified in the University's discretion, including, but not limited to, any course offering; the manner, location, or mode of instruction of any course; the physical attendance requirements; the conversion of the grading option for any course or portions thereof; the duration of any course; the experiential learning components and/or requirements; and/or the inclusion, timing or elimination of any portions of any components of any course curriculum.

This catalog will be updated with an addendum published in January 2026 documenting changes to courses, academic program requirements, academic policies, admissions policies and/or graduation requirements. The addendum will be published on the University website and can be accessed at https://www.ucwv.edu/academics/academic-catalog/

Notice of Non-discrimination Policy

The University of Charleston does not discriminate against any person because of any protected class or characteristic including, but not limited to, a person's race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran status in administration of its educational policies, scholarship and loan programs, admissions, employment, athletics, and other school administered programs in accordance with the laws of the United States and the state of West Virginia.

Policy on Smoking and Tobacco Use

The University maintains a smoke and tobacco-free environment in all of its buildings/facilities on campus and in all of its vehicles.

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2025-2026 Academic Calendar

Fall 2025

Fall	15 Week Classes	7 Week Classes
Week 1 (Aug. 20)	8/20 Classes Begin 8/22 Last Day for Returning Students to Add Classes 8/24 Attendance Report Due	8/20 A Term Classes Begin 8/22 Last Day for Returning Students to Add Classes 8/24 Attendance Report Due
Week 2 (Aug. 25)	8/29 Last Day to Drop w/out "W"	8/29 Last Day to Drop w/out "W"
Week 3 (Sept. 1)	9/2 Spring/ Summer Course Builds Due 9/1 No Classes – Labor of Love 9/1 Fall A Freeze	9/2 Spring/Summer Course Builds Due 9/1 No Classes – Labor of Love 9/1 Fall A Freeze
Week 4 (Sept. 8)	9/8 Spring/Summer Book Orders Due 9/11 Grade Report Due	9/8 Spring/Summer Book Orders Due 9/11 Grade Report Due
Week 5 (Sept. 15)		9/19 Last day to drop w/"W"
Week 6 (Sept. 22)	9/22 Spring/Summer Advising Starts 9/22 Begin Accepting Graduation Applications for May/August Conferrals 9/26 Graduation Applications Due for December Conferrals	9/22 Spring/Summer Advising Starts 9/22 Begin Accepting Graduation Applications for May/August Conferrals 9/26 Graduation Applications Due for December Conferrals
Week 7 (Sept. 29)	10/2 Grade Report Due	10/5 A Term Classes End
Week 8 (Oct. 6)	10/10 No Classes - Fall Break	10/7 Final Grades Due 10/10 Last Day to Register for B Term
Week 9 (Oct. 13)		10/13 B Term Classes Begin 10/17 Last Day for Returning Students to Add Classes 10/19 Attendance Report Due
Week 10 (Oct. 20)	10/20 Spring/Summer Registration Starts	10/20 Spring/Summer Registration Starts
Week 11 (Oct. 27)		10/27 Fall B Freeze
Week 12 (Nov. 3)	11/6 Grade Report Due	11/6 Grade Report Due
Week 13 (Nov. 11)	11/14 Last day to drop w/ "W"	11/14 Last day to drop w/"W"
Week 14 (Nov. 17)		
Week 15 (Nov. 24)	11/24-11/28 Thanksgiving Break	11/24-11/28 Thanksgiving Break
Week 16 (Dec. 1)	12/4 Semester classes end 12/5 Dead Day	12/7 B Term Classes End
Week 17 (Dec. 8)	12/8-12/11 Finals Week 12/16 Final Grades Due 12/13 Graduation	12/16 Final Grades Due

Spring 2026

Spring	15 Week Classes	7 Week Classes
Week 1 (Jan. 12)	1/12 Classes Begin 1/16 Last Day for Returning Students to Add Classes	1/12 A Term Classes Begin 1/16 Last Day for Returning Students to Add Classes
Week 2 (Jan. 19)	1/19 No Classes MLK Day Activities 1/20 Enlightened living begins 1/21 Attendance Report Due 1/23 Last Day to Drop w/out "W"	1/19 No Classes MLK Day Activities 1/20 Enlightened living begins 1/21 Attendance Report Due 1/23 Last Day to Drop w/out "W"
Week 3 (Jan. 26)	1/26 Fall Course Build Due 1/26 Spring A Freeze	1/26 Fall Course Build Due 1/26 Spring A Freeze
Week 4 (Feb. 2)	2/2 Fall Book Orders Due 2/5 Grade Report Due	2/2 Fall Book Orders Due 2/5 Grade Report Due
Week 5 (Feb. 9)		2/12 Last day to drop w/ a "W"
Week 6 (Feb. 16)	2/16 Fall Advising Starts 2/16 Begin Accepting Graduation Applications for December Conferrals 2/20 Graduation Applications due for May/August Conferrals	2/16 Fall Registration Starts 2/16 Begin Accepting Graduation Applications for December Conferrals 2/20 Graduation Applications due for May/August Conferrals
Week 7 (Feb. 23)	2/26 Grade Report Due	3/1 A Term Classes End
Week 8 (Mar. 2)	3/2-3/6 Spring Break	3/2-3/6 Spring Break 3/3 Final Grades Due 3/6 Last Day to Register for B Term
Week 9 (Mar. 9)		3/9 B Term Classes Begin 3/11 Last Day for Returning Students to Add Classes
Week 10 (Mar. 16)	3/16 Fall Registration Starts	3/16 Fall Registration Starts 3/18 Attendance Report Due 3/20 Last Day to Drop w/out "W"
Week 11 (Mar. 23)		3/23 Spring B Freeze
Week 12 (Mar. 30)	4/2 Grade Report Due	4/2 Grade Report Due
Week 13 (Apr. 6)	4/10 Last day to drop w/"W"	4/10 B term - Last day to drop w/ "W"
Week 14 (Apr. 13)		
Week 15 (Apr. 20)	4/24 Semester Classes end	4/26 B Term Classes End
Week 16 (Apr. 27)	4/27-4/30 Final Exam Period 5/2 Graduation 5/5 Final Grades due	5/5 Final Grades due

Summer 2026

Summer	15 Week Classes	7 Week Classes	5 Week Classes
Week 1 (May 6)	5/4 Classes Begin 5/8 Last Day for Returning Students to Add Classes	5/4 A Term Classes Begin 5/8 Last Day for Returning Students to Add Classes	
Week 2 (May 11)	5/13 Attendance Report Due 5/15 Last Day to Drop w/out "W"	5/13 Attendance Report Due 5/15 Last Day to Drop w/out "W"	
Week 3 (May 18)	5/18 Summer A Freeze	5/18 Summer A Freeze	5/18 C Term Classes Begin 5/19 Last Day for Returning Students to Add Classes
Week 4 (May 25)	5/25 No Classes – Memorial Day 5/28 Grade Report Due	5/25 No Classes – Memorial Day 5/28 Grade Report Due	5/25 No Classes – Memorial Day 5/27 Last Day to Drop w/out "W"
Week 5 (June 1)		6/5 Last Day to drop w/ "W"	6/5 Last day to drop w/ "W"
Week 6 (June 8)	6/12 Graduation Applications Due for August Conferrals	6/12 Graduation Applications Due for August Conferrals	
Week 7 (June 15)	6/15 Begin Accepting Graduation Applications for Dec Conferrals 6/18 Grade Report Due	6/15 Begin Accepting Graduation Applications for Dec Conferrals 6/21 A Term Classes End	6/15 Begin Accepting Graduation Applications for Dec Conferrals 6/19 C Term Classes end
Week 8 (June 22)		6/23 Final Grades Due 6/27 Last Day to Register for B Term	6/23 Final Grades Due
Week 9 (June 29)	7/3 No Classes- July 4th	6/29 B Term Classes Begin 7/1 Last Day for Returning Students to Add Classes 7/3 No Classes- July 4th	7/1 Last Day to Register for D Term
Week 10 (July 6)		7/8 Attendance Report Due 7/10 Last Day to Drop w/o "W"	7/6 D Term Classes Begin 7/7 Last Day for Returning Students to Add Classes 7/10 Last Day to Drop w/o "W"
Week 11 (July 13)		7/13 Summer B Freeze	
Week 12 (July 20)	7/23 Grade Report Due	7/23 Grade Report Due	
Week 13 (July 27)	7/31 Last Day to drop w/ "W"	7/31 Last Day to drop w/ "W"	7/31 Last day to drop w/ "W"
Week 14 (Aug. 3)			8/7 D Term Classes End
Week 15 (Aug. 10)	8/14 Semester Classes End	8/16 B Term Classes End	
Week 16 (Aug. 17)	8/18 Final Grades Due	8/18 Final Grades Due	8/18 Final Grades Due

MESSAGE FROM THE PRESIDENT

Welcome to the University of Charleston. I am delighted that you are attending UC!

The mission of the University of Charleston is to educate each student for a life of productive work, enlightened living and community involvement. Our faculty and staff look forward to helping you achieve great success in each of these ways.

Innovation is a UC hallmark. We are continually developing and revising programs to meet student interests and employer needs. Whether you are engaged with us in Charleston, Beckley, or attending classes remotely, or earning an associate, bachelor, master, or doctoral degree, UC provides you with many opportunities to expand your horizons and develop personally and professionally. Our goal is your goal – to put you on the clearest path to career success.

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

We are sincere about our mission, excited about your future, and committed to assisting you in having a great college experience at UC!

Martin S. Roth, President

THE UNIVERSITY OF CHARLESTON

THE UC MISSION

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

Productive Work

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

Enlightened Living

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

Community Involvement

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

The University’s Core Values

We are student focused – we enable our students’ success; we celebrate their accomplishments, champion and endorse diversity, and live our mission.

We have integrity – we promote trust and transparency, respect and applaud the work of our colleagues, are responsible for our actions, encourage collaboration, and develop character.

We provide quality – We are committed to quality service, strive for excellence in all we do, promote a culture that inspires innovation, and cultivate leaders.

History of the University of Charleston

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

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

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

In January 2013, the University of Charleston expanded regionally, and today operates locations both in Charleston and Beckley WV. The development of online and hybrid courses and programs have further enriched the institution's academic programs. Over 2,700 students are now enrolled in classes at UC.

On June 30, 2018, UC President Edwin H. Welch retired after 29 years of service. The University welcomed its new President, Dr. Martin Roth, on July 1, 2018.

Engagement and Belonging Statement

All communities, organizations, and groups thrive when they are welcoming and supportive. They also flourish from a range of experiences and points of view that reflect society as a whole. As such, the University of Charleston benefits from the diversity of its people, fosters a community of engagement, and advances a genuine culture of belonging among its students, faculty, and staff.

Consistent with our core values of student focus, integrity, and quality, the University of Charleston embraces and supports efforts to attract diverse students, employees, and board members and to develop engaging processes, programs, events and activities that facilitate a culture of belonging and achievement. Ensuring that all members of our university community have opportunities for personal growth and professional success enables us to live our values, fulfill our mission, and achieve our goals.

The University aspires and strives to do the following:

Be a Diverse Community in Composition and Thought

- Attract and welcome students, faculty, and staff that of all backgrounds and orientations
- Provide formal and informal development opportunities that help us understand, appreciate, and learn from our similarities and differences

Foster a Community of Engagement

- Ensure that all members of the UC community have access to the resources they need to be successful
- Design and deliver activities and events that align with our productive work, enlightened living, and community involvement mission pillars

Enhance a Culture of Belonging

- Promote open communications and facilitate relationships through which people feel valued and heard
- Seek and act on community members' feedback

By fostering a community of engagement and culture of belonging at UC, we bring out everyone's best and work collaboratively to build a better future.

THE CURRICULUM

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

Student Learning Outcomes

As defined by the Higher Learning Commission, the University of Charleston utilizes an integrated and embedded strategy to assess student learning outcomes in all of its academic programs.

Assessment facilitates the evaluation of learning outcomes by requiring students to demonstrate that they can apply knowledge and skills in various settings. Assessment of student learning outcomes supports the University of Charleston's commitment to applied learning and experiential education.

All programs, regardless of degree level, have program learning outcomes. These outcomes guide the learning experience and ensure that students achieve the program's intended goals.

Undergraduate General Education Requirements

General Education Flex Outcomes

The University of Charleston's General Education is designed to give students a solid foundation in core academic subjects. All Bachelor degree programs require a minimum of 30 hours of general education courses and all Associate degree programs require a minimum of 15 hours of general education courses

Through the General Education curriculum, students will:

1. Express their thoughts effectively in writing and speech. (COMM Core)
2. Demonstrate a foundational understanding of the university's academic and support resources, college expectations, and personal development skills necessary for a successful transition to college life. (UNIV)
3. Develop an understanding of humanities in an individual, culture, and society. (HUMN)
4. Develop an understanding of social systems by examining human behavior, social problems, political systems, cultural diversity, and/or historical contexts. (SSCI)
5. Develop skills to analyze data, solve problems, and understand principles that will allow them to make informed decisions and engage critically with science, technology, and/or mathematics in their personal and professional lives. (STEM)

Components	Requirements	Hours
Core Component	UNIV 104 and 105, SPCH 103, and ENGL 101 and 102 (Transfer students substitute UNIV 204 for UNIV 104 and 105) Students must earn a minimum grade of "C" in all core components to satisfy these graduation requirements.	12-15 hrs
Flex Component	6-8 credits in each of the following areas: Humanities, Social Sciences and STEM (STEM includes science, math, statistics, computer science and data analytics)	18-20 hrs
Elective Component	6-8 credits additional from any combination of Flex courses (e.g. 2 STEM; 1 Humanities and 1 Social Science course)	6-8 hrs
Total Gen Ed	**33-36 hrs**	

General Education Adult Learning Pathways

The General Education Adult Learning Pathway is designed to meet general educational outcomes for students enrolled in non-traditional, adult-oriented programs, including the RN-BSN and Associate Degree in Nursing programs, A.S. in Frontline Leadership, A.S. and B.S. in Cybersecurity, Occupational Therapy Assistant and Radiologic Technology.

An Adult Learning Pathway requires a minimum number of credits distributed equally across each of the following competencies: Analytics, Communication, Technology, Innovation, Values, and Ethics. Each non-traditional program has determined the combination of course requirements that will best serve the career aspirations and educational needs of their particular students.

Competencies	Learning Outcomes
Analytics	The ability to systematically analyze and utilize data to make decisions
Communication	The ability to read, write, and speak effectively.
Technology	The ability to use technology to access, evaluate and share information
Innovation	The ability to create, synthesize and disseminate new knowledge
Values	The ability to apply ethical principles to make decisions
Engagement	The ability to participate effectively in professional and community settings

School of Leadership

Adult Learning Pathways

	FLDR.AS	CYBR.BS	CYBR.AS
Analytics	MATH 120	MATH 120	MATH 120
Communication	ENGL 101 ENGL 102 SPCH 103 NSCI 117	ENGL 101 ENGL 102 SPCH 103 NSCI 117	ENGL 101 ENGL 102 SPCH 103 NSCI 117
Technology	FLDR 240	CYBR 320	CYBR 100
Innovation	HUMN 110	HUMN 110	ENGL 224 HUMN 110
Values	ORGL 316	CYBER 410	CYBER 240
Engagement	HIST 211 HIST 212 SSCI 105	HIST 211 HIST212 SSCI 105	HIST 211 HIST 212 SSCI 105
Exit-Level Assessment	Capstone Student Work	CYBR 450	CYBR 240

Bert Bradford School of Health Sciences

Adult Learning Pathways

	ADN	OTA	Rad Tech	RN-BSN
Analytics	BIOL 212/212L	BIOL 212/212L	MATH 120 BIOL 212/212L	BIOL 212/212L
Communication	ENGL 101 ENGL 102	ENGL 101 ENGL 102	ENGL 101 ENGL 102	ENGL 101 ENGL 102 SPCH 103
Technology	NURSA 125	OTA 205	RADT 218	NURSA 404
Innovation	PSYC 212 NURSA 235	OTA 209 PSYC 212	RADT 217	PSYC 212
Values	HSCI 302	OTA 201	RADT 107	NURSR 402
Engagement	HSCI 110	OTA 211/212	SSCI 105	HSCI 110
Exit-Level Assessment	Clinicals NCLEX-RN Exam	Clinicals NBCOT Exam	RADT 230	Capstone Student Work

Assessment to Demonstrate Learning

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

Placement Assessments

Scores on ACT or SAT examinations, when available, may be used to identify weaknesses in basic academic skills. Other assessments may also be used for this purpose. When weaknesses are identified, it is

suggested that students participate in skill building sessions or classes designed to increase performance in such core areas as writing, reading, or mathematics.

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

Please see the entry for Placement in the Academic Policies section of this Catalog.

Program Admission Assessments

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

Assessment of New Students

To establish a baseline of learning, incoming students may be required to take assessments. These are typically administered online in UNIV 104 and UNIV 204.

DEGREE PROGRAMS – ACADEMIC MAJORS

The Undergraduate Programs

Name of Major	Degree	Location
School of Arts & Sciences		
Applied Computer Science	BSACS	Charleston
Artificial Intelligence Major		Charleston
Cybersecurity Major		Charleston
Information Technology Major		Charleston
Technology Applications Major		Charleston
Video Game Development Major		Charleston
Biology	BS	Charleston
General Biology Concentration		Charleston
Conservation Biology Concentration		Charleston
Biomedical Sciences Concentration		Charleston
Chemistry	BS	Charleston
Chemistry-Biology Dual Major	BS	Charleston
Communication	BA	Charleston
Data Science	BS	Charleston
Digital Media Design	BS	Charleston
Education		Charleston
Elementary Education	BA	Charleston
Elementary Education/Special Education	BA	Charleston
Secondary Special Education	BS	Charleston
Elementary Studies and Child Development	BA	Charleston
English and Professional Writing	BA	Charleston
History/Political Science	BA	Charleston
Individualized Majors		
General Studies	BA & BS	Charleston & Online
Multidisciplinary Studies	BA & BS	Charleston
Political Science	BA	Charleston
Criminal Justice		

Name of Major	Degree	Location
Pre-Law POLS		
Public Policy		
Psychology	BA	Charleston & Online
Psychology	BS	Charleston
School of Business		
Business Administration	AS	Charleston & Online
Business Administration	BSBA	Charleston
Accounting Major		Charleston
Business Analytics Major		Charleston
Digital Marketing Major		Charleston
Entrepreneurship Major		Charleston
Financial Planning Major		Charleston
Management Major		Charleston & Online
Marketing		Charleston
Professional Selling Major		Charleston
Sport Analytics Major		Charleston
Sport Business Major		Charleston
Sport Media Major		Charleston
School of Leadership		
Cyber Security	AS	Online
Cyber Security (degree completion)	BS	Online
Frontline Leadership	AS	Online
Workforce Leadership	AS	Online
Organizational Leadership (degree completion)	BS	Online
Criminal Justice Leadership (degree Completion)	BS	Online
School of Health Sciences		
Public Health	BS	Charleston
Exercise Science	BS	Charleston
Healthcare Administration and Management	BS	Charleston & Online
Nutrition	BS	Charleston
Nursing	ADN	Beckley & Charleston
Nursing	BSN	Charleston
Nursing – RN-BSN	BSN	Online
Occupational Therapy Assistant	AS	Beckley & Charleston
Radiologic Science	BS	Charleston
Radiologic Technology	AS	Beckley

The Graduate Programs

Name of Major	Degree	Location
School of Arts and Sciences		
Master of Mental Health Counseling	MS	Online
School of Business		
Master of Business Administration	MBA	Charleston & Online
Master of Science in Business and Data Analytics	MS	Online
School of Leadership		
Master of Science in Cyber Security	MS	Online
Master of Science in Strategic Leadership	MS	Online
Doctor of Executive Leadership	DEL	Online (Low residency)
School of Health Sciences		
Master of Physician Assistant Studies	MPAS	Charleston
Master of Science in Nursing-Family Nurse Practitioner	MSN	Online
Master of Science in Occupational Therapy	MSOT	
Doctor of Nurse Anesthetist Practice	DNAP	Charleston
Doctor of Physical Therapy	DPT	Hybrid

Statement of Specialized Accreditation

The University of Charleston is committed to excellence in each program that is offered to students. We regularly review program and institutional learning outcomes results to evaluate how our students are progressing toward graduation. Specialized accreditation is sought and maintained for appropriate programs. (For a listing of currently specialized accredited programs, go to Accreditation and Memberships lists in the front of this Catalog.)

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

Academic Minors

The university offers minors in several disciplines. Minors provide a pathway for students to acquire expertise in a discipline outside their major field of study. A student who elects the Multidisciplinary Studies program will complete the degree by selecting three related minors from the list below.

Approved Academic Minor	Credits Required for the Minor
Applied Computer Science Minor	20
Biology Minor	19
Business Administration Minor	21
Chemistry Minor	18
Communication Minor	18
Criminal Justice Minor	18
Data Science Minor	21
Digital Media Design Minor	18
Digital Marketing and Sales Minor	18
English Minor	18
Entrepreneurship Minor	24

Health Science Minor	18
History Minor	18
Mathematics Minor	18
Organizational Leadership Minor	18
Political Science Minor	18
Professional Writing in English Minor	19
Psychology Minor	18
Public Health Minor	21
Regional Studies - Appalachia Minor	18
Sport Business Minor	18
Strength & Conditioning Minor	18
Video Game Development Minor	21

Certificates

Undergraduate Certificates

Approved Academic Certificate	Credits Required for the Certificate
Security Analysis Certificate	12
Contemporary Leadership	21
Workforce Readiness	21
Workforce Transition	**18**

Graduate Certificates

Approved Academic Certificate	Credits Required for the Certificate
Strategic Leadership Certificate	12
Business Analytics Certificate	12
Healthcare Management Certificate	12
Management Certificate	12

ENROLLMENT MANAGEMENT

Dr. Beth Wolfe, Executive Vice President of Enrollment Management

Offices of Admissions and Financial Aid

Statement on Professional Practice in Enrollment Management

As employees of the University of Charleston whose stated values are to be student-focused, have integrity, and provide quality, our work in recruiting and enrolling students should reflect this on a daily basis. As we work with prospective students, our actions reflect respect for the students' needs and priorities over our institutional goals.

Specifically, we work in compliance with professional standards issued by NACAC, AACRAO, and NASFAA and within the Memoranda of Understandings (MOUs) established with other entities. Prospective and current students can expect to be treated with respect and a high level of service, provided with relevant and accurate information, and be appropriately counseled regarding admissions, financial aid, and other services provided within enrollment management.

OFFICE OF ADMISSIONS

Mr. Jason Sammons, Director of Admissions Operations

Admissions Office Mission Statement

The Office of Admissions seeks to identify, counsel, and enroll students who possess the potential and motivation to be successful in their pursuit of intellectual growth in their chosen major and social growth through their on- and off-campus endeavors toward enlightened living and community involvement.

UNDERGRADUATE ADMISSION REQUIREMENTS

General Freshman Admission

Students who have not enrolled on a full or part-time basis at another institution of higher education since graduating from high school, or who have enrolled but have earned fewer than 12 hours of transferrable credit, will be considered a freshman applicant. A student applying for general freshman admission may submit an application any time after the completion of six semesters of high school. **Admissions decisions are made on a rolling basis until four weeks prior to the start of the term.** Within four weeks of the term start date, applications will be reviewed at the discretion of the Director of Admissions/EVP of Enrollment Management.

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

- Completed Undergraduate Application for admission;
- $25.00 Application fee or application fee waiver;
- Record of high school GPA through self-report (for conditional admission) OR high school transcripts or official GED/TASC results, if applicable;
- Freshman must have a minimum 2.50 academic grade point average (on a 4-point scale); or GED/TASC score of 450 to be admitted to the University of Charleston.

Freshmen applicants with GPAs below 2.50 will be considered for admission after review by the Director of Admissions and/or the Executive Vice President of Enrollment Management. These students are encouraged to submit supplemental items for consideration. These may include but are not limited to:

- A personal statement outlining the student's career goals, challenges faced and overcome, intent to improve academic performance, and how the University of Charleston fits into the student's plan for their future. (Required) Personal Statements **must** be written by the applicant, in their own words, without detectable utilization of Artificial Intelligence (AI) to generate the statement on their behalf. The Office of Admissions reserves the right to deny applications when the content, construction, and overall presentation of the personal statement do not align with verifiable scores in the applicant's academic history via transcripts.
- Letters of recommendation from teachers, school counselors, coaches, mentors, employers, etc.
- Standardized test scores.
- A resume listing work experience and personal accomplishments.

Applicants with GPAs below 2.50 are encouraged to submit these materials at the time of application. However, the Office of Admissions will formally request them after determining that the student does not meet the 2.50 GPA requirement.

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

readiness for college level work. Additionally, the Office of Admissions may request an interview with the applicant. Neither the submission of additional materials nor an interview guarantees admission.

Any student who is denied admission to the University of Charleston is entitled to appeal the decision to the Student Affairs Committee of the Faculty Assembly.

The University of Charleston operates a test-blind admissions policy. Applicants who take the ACT or SAT may submit their scores as part of a packet of supplemental documents when the student does not have a 2.50 GPA or to provide additional information for advising purposes, but students are not required to submit the score for admission to the University. Official test scores may also be utilized for consideration for selection into the Honors College.

Students conditionally admitted based on a self-reported GPA must still submit a high school transcript for the awarding of institutional scholarships. All admissions standards will apply and failure to present accurate information will be grounds for revocation of the acceptance.

Applicants accepted by the University of Charleston must submit proof of high school graduation or GED/TASC via a final official transcript to the University's Office of Admissions prior to registering for a second semester. Note: UC does not currently accept modified diplomas.

Students must also submit the following documentation when applicable:

- Official AP score reports;
- Official transcripts from an accredited university for dual enrollment credit;
- A valid driver's license or state issued photo identification (applicants to fully online academic programs).

Home School Admission

The University of Charleston makes every effort to accommodate the special circumstances of home school students during the admissions process. Home school students must provide the following for admissions review:

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

General Transfer Admission

Applicants who have earned 12 or more college-level credits (generally, courses numbered 100 and above) after high school graduation (dual enrollment credits excluded) at another institution, have a minimum 2.00 grade point average (on a 4.0-point scale) and are in good standing at the institution last attended are eligible for transfer admission. Transfer applicants must submit the following documentation for consideration by Admissions staff:

- Completed Undergraduate Application for Admission;
- $25 application fee or application fee waiver;
- Transcripts from each college or university previously attended by the student. Unofficial transcripts may be used for a conditional admissions decision, but Final and Official transcripts must be on file prior to the start of the student's second enrolled semester at the University of Charleston;
- Transfer Clearance Form from most recent school attended;

Applicants who have earned fewer than 12 college level credits after high school graduation must also submit high school transcripts.

Prospective transfer students may send their college transcripts at any time during their current college enrollment for transcript evaluation by the University of Charleston. Applicants who are accepted at the University of Charleston must submit a final official transcript to the Office of Admissions before the start of the second semester of enrollment. Transfer applicants who have been granted general admission will have the opportunity to review the evaluation of his or her transcript after review by the Student Solutions Center staff.

Only non-remedial courses earned from an institution accredited by an accreditation body recognized by the Council for Higher Education Accreditation (CHEA) and/or the US Department of Education. (See Evaluation of Transfer Equivalency Policy Section.) More information on the policies for evaluation of transfer credits and specific Articulation Agreements can be found on the Student Right-to-Know Information page on the UC website. https://www.ucwv.edu/admissions/undergraduate/transfer-students/

Only courses with earned grades of "D" or better will transfer unless a transfer agreement exists between the University of Charleston and another institution. No grades are recorded for courses accepted in transfer, but notations will be made to transfer credits to indicate whether the grade earned was a "C" or higher in order to ensure programmatic requirements of earning a "C" or better for credit are upheld with regard to transfer credits. A student's grade point average at the University of Charleston will be based only upon credits earned at the University of Charleston.

Transfer applicants whose cumulative university GPA falls below 2.00 may be considered for admission after further review by the Director of Admissions Operations/EVP of Enrollment Management. These students are encouraged to submit materials that support their application which may include but are not limited to

- A personal statement outlining the student's career goals, challenges faced and overcome, intent to improve academic performance, and how the University of Charleston fits into the student's plan for their future. (Required) Personal Statements **must** be written by the applicant, in their own words, without detectable utilization of Artificial Intelligence (AI) to generate the statement on their behalf. The Office of Admissions reserves the right to deny applications when the content, construction, and overall presentation of the personal statement do not align with verifiable scores in the applicant's academic history via transcripts.
- Letters of recommendation from teachers, school counselors, coaches, mentors, employers, etc.
- Standardized test scores.
- A resume listing work experience and personal accomplishments.

An applicant can choose to submit these materials at the time of application. However, the Office of Admissions will formally request them after receipt of the admissions application and transcripts indicate the student has below a 2.00 cumulative GPA. The Director of Admissions/EVP of Enrollment Management may also take into consideration the length of time since previous coursework was attempted.

Special Admission Statement

Some programs including Education and certain Health Sciences degrees have special and separate programmatic admission requirements. Applicants should consult program descriptions in this Catalog for a complete description of any special or additional requirements specific to the program or programs in which they are interested.

Prior Learning Credit

Applicants who have prior learning credit such as military, law enforcement, or first-responder training may be eligible to receive course credit for such training. All evaluations of prior learning credit are conducted by the Student Solutions Center.

Students Seeking Re-Admission

Individuals who have previously attended Morris Harvey College/the University of Charleston as degree-seeking students, but who have not taken courses from the University for three consecutive semesters (including summer), must apply for re-admission.

The student must complete an Application for Admission. The student's standing within the Registrar, Financial Aid, Cashier, and Student Life offices must be assessed by each department's designee. Based on their assessments, the Office of Admissions will make the final re-admission decision.

Applicants who have attended any college or university since leaving Morris Harvey College or the University of Charleston are considered readmit-transfer students and must follow both the transfer and readmit procedures.

Military Student Admission

THE UNIVERSITY IS A SUPPORTER OF THE US MILITARY

We are proud to offer resources on all chapters of Veterans & GI Bill® Benefits, as well as Tuition Assistance guides for each branch of the military. Please contact solutions@ucwv.edu for guidance with setting up your TA or VA Benefits.

If planning to use Tuition Assistance, Veterans Affairs benefits, or any other type of military funding, take steps to ensure all documentation has been submitted for those benefits. If you are unsure about your eligibility, please contact your Base Education Office or the Veterans Affairs Administration directly.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill

International Student Admission

International student applicants must follow the requirements for general freshman or transfer admission, depending on the desired enrollment status.

English Exam Requirements

International Students whose first language is not English and who do not take the ACT or SAT exams must submit a standardized English test score. The College Board's Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Duolingo, the Cambridge English [https://www.cambridgeenglish.org/exams-and-tests/] and the Pearson PTE [https://www.pearsonpte.com/pte-academic] exams are accepted. Other standardized English exams are accepted only upon pre-approval from the Director of International Students.

A minimum score of 68 for the Internet- based test (IBT) on the TOEFL, an IELTS score of 5.5, Duolingo scores of 90, a Cambridge score of B2, or a PTE score of 46 is required for admission. Conditional admission may be offered to applicants who have not achieved the minimum English proficiency standards but who otherwise demonstrate potential for academic success.

International students whose primary language is not English and whose English exam scores fall in the lower quartile of exam scores must take an English diagnostic exam, which includes a writing sample, upon arrival on campus. The results will be used for placement purposes. Based on their scores, some students will be required to enroll in and pass an ESL course to maintain enrollment.

Current or prior enrollment at an American institution of higher education may be considered when assessing an International student's English proficiency.

Other International Admissions Requirements

International transfer students **must** have all transcripts from non-US institutions evaluated by an NACES ® member international transcript evaluation service. Please contact the appropriate service for your needs. A list of these evaluation services can be found at http://www.naces.org/members.htm.

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

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

Undergraduate Admission and Enrollment Procedures

Once an undergraduate applicant (freshman or transfer) has submitted the application and other necessary documentation to the University of Charleston, the Admissions Office professional staff carefully review the information and make one of four decisions:

- The student is granted general full admission to the University of Charleston;
- The student is granted conditional admission until the completion of their current educational enrollment and final and official documentation is received. At that point, the student gains general full admission status.
- The admission decision is delayed, and additional information is requested from the student;
- The student is denied admission.

If the decision is delayed, a decision will be made upon receipt of the additional information. Admission decisions are made on a rolling basis and applicants are usually notified within five days of receipt of the completed admissions file.

After an offer of undergraduate admission to the University of Charleston is made, the student must remit a **non-refundable** $100 enrollment deposit to proceed with enrolling at the University of Charleston unless special arrangements have been made with the Executive Vice President of Enrollment Management. This deposit will be credited to the first semester's tuition.

Deferrals

Applicants are permitted to defer their application one time wherein their non- refundable enrollment deposit may be carried over. Additional deferral requests will lead to a forfeiture of the enrollment deposit and will require the student to complete and submit a new application.

Graduate Admission

Admission into the University of Charleston graduate programs is governed by each of the respective programs. See specific programs for admissions details.

Master of Business Administration

Master of Science in Business and Data Analytics

Master of Science in Cybersecurity

Master of Science in Mental Health Counseling

Master of Science in Nursing – Family Nurse Practitioner

Master of Science in Strategic Leadership

Master of Science in Occupational Therapy

Master of Physician Assistant Studies

Doctor of Executive Leadership

Doctor of Nurse Anesthesia Practice

Doctor of Physical Therapy

Admissions Disclaimer

The Office of Admissions reserves the right to deny admission to the University for undergraduate or graduate applicants who have documented behavioral or conduct incidents. UC reserves the right to withdraw an offer of admission when the admitted student's behaviors do not meet the University's expectations and requirements for students. See Student Handbook for conduct standards.

Special Student / Non-Degree Admission

Students who wish to pursue academic courses for purposes other than a University of Charleston degree can be admitted to the University as special students. Such students must be in good academic standing in all previously attended institutions and are subject to all academic rules and regulations of the University of Charleston.

Special students should possess the requisite academic background for college-level work. A maximum of 15 credit hours may be accumulated as a special student unless the Registrar makes an exception based on individual circumstances.

If a special student later applies to be a degree-seeking student, they must complete the application process for general or transfer admission, whichever is applicable. To obtain permission to enroll as a special student or a non-degree student, contact the Student Solutions Office at solutions@ucwv.edu or 304-357-4947. One of the following statuses may be granted:

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

Audit Admission - Most courses at the University of Charleston can be audited (taken for no college credit). Enrollment requires submission of a Non-Degree Student Application. Enrollment is contingent upon class size and availability. Once a course is audited it may not be taken again for credit.

Transient Student Admission - Students applying with permission from their home college to transfer course credit are encouraged to enroll. A Transient Student Form must be completed along with a Non-Degree Student Application. Enrollment is contingent upon class size and availability.

High School / University Dual Enrollment - A student may choose to be enrolled in both high school and college simultaneously. After completion of the sophomore year in high school, a student is eligible to apply for special admission to the University to enroll in freshman-level coursework, provided the student is concurrently enrolled in high school. Students applying for concurrent admission must submit the following documentation for consideration by Student Solutions staff:

- Completed Non-Degree Student Application;
- Official copy of high school transcript showing evidence of a 3.0 grade point average (on a 4.0 scale);
- Written recommendation from his or her high school principal or guidance counselor.
- The high school student must consult his or her high school guidance counselor to select the course(s) to be taken, which must supplement and not overlap the high school program.

A dual enrollment student may take a maximum of two courses per semester. The Office of Student Solutions must approve participation each semester. Coursework completed at the University by a pre-college student may count toward the high school diploma if approved by the student's high school. The course work will be credited toward a University of Charleston degree for those who subsequently enroll as regular students and may be evaluated for credit toward a degree at other accredited postsecondary institutions. Enrollment is contingent on class size and availability. Exceptions to these requirements may be made when the University of Charleston enters into a cooperative agreement with a high school to offer multiple dual enrollment courses.

Tuition & Fees

Tuition and fees for undergraduate programs can be found on the Undergraduate Tuition & Fees page on the University website. Tuition and fees for graduate programs can be found on the Graduate Tuition & Fees page.

Room & Board Costs-2025-2026 Academic Year

Room and board costs for the 2025-2026 academic year vary by housing space and meal plan selected. Current pricing and options for both room and board can be found on the UC website at http://www.ucwv.edu/UC-Life/living-in-UC-housing/housing-costs.

Housing rates include basic television cable service, basic telephone service, and wired and wireless Internet. Some housing choices, such as apartments, are available only on a limited basis.

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

Board rates

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

Students who reside in University of Charleston housing are required to participate in a meal plan unless they live in East Apartments, though they are available for purchase by other students as well. First year students are required to select either a 14 or 19 meals-per-week plan.

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

Other Costs

Application fee (undergraduate)	$25
Application fee (graduate)	$50
Application fee (Nurse Anesthesia)	$100
Health Science Insurance	$20 / semester
Accident/Sickness Insurance rates)	As announced (Contact the Office of Student Life for current
Identification Card replacement	$10
Laboratory and breakage fees	See class schedule

Other University fees may apply.

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

FINANCIAL AID

Ms. Christie Tomczyk, Director of Financial Aid

Financial Aid Mission Statement

The mission of the Financial Aid Office is to serve with excellence, counsel with integrity, and empower students and families with knowledge of financial aid resources. The Financial Aid Office is committed to lessening financial barriers for those who wish to pursue post-secondary education at the University of Charleston.

Financial Aid

The Financial Aid Office coordinates the awarding of federal, state, and institutional financial aid programs. This office also provides information regarding scholarships, loans, and grants from private sources (non-institutional, non-governmental aid).

Financial aid is awarded based on scholastic/athletic achievement, financial need, or a combination of both. Offers of assistance are designed to supplement the resources of the family and may vary per academic year. Financial assistance may be in the form of federal, state, institutional, or private aid. There are three types of aid: gift aid (grants and scholarships), loans (federal and private), and work study opportunities.

For federal, institutional, state, and most private aid, family resources are measured by the needs analysis formula of the Free Application for Federal Student Aid (FAFSA). Every eligible student is encouraged to complete the FAFSA for determination of their eligibility for federal aid. The FAFSA is filed electronically at www.fafsa.gov an official U.S. Department of Education website. You may submit your signatures via U.S. mail or electronically using your FSA ID.

A family's Student Aid Index (SAI) is based upon the information submitted on the FAFSA, which includes income, assets, number of people in the family, and other family factors. The difference between the Student Aid Index and the Cost of Education (COE) for an academic year represents a student's "financial need."

All financial aid is disbursed directly onto the students' account for charges related to tuition, fees, and for residential students, housing and meals. Non-institutional financial aid exceeding student account changes may be issued as a refund to the student for other educational expenses (books, supplies, etc.).

How to Apply:

1. The student must be accepted for admission to the University in order to receive an official offer of financial aid. If applying after October 1 of the high school senior year, an applicant should apply for financial aid and for admission concurrently.
2. An applicant for aid must submit the Free Application for Federal Student Aid (FAFSA) and list the University of Charleston's Federal school code: 003818. Once the FAFSA has been filed and processed, the Department of Education (ED) will send the student and the University an electronic student aid report (SAR) provided the student listed the correct Federal school code. The University of Charleston must have the student's correct Social Security Number on file in order to tie the SAR to the student's record. Corrections to the FAFSA can be made electronically through the FAFSA website and submitted to ED for processing.
3. The US Department of Education randomly selects students to go through Verification each year. Should a UC student be chosen, the Financial Aid Office will provide guidance to the student about documentation needed for review. Financial aid cannot be awarded nor disbursed until a student completes the Verification process.

Students must complete the FAFSA application every year to be considered for federal financial aid. March 1 is the priority deadline for the following academic year. Any applications received after the March 1 deadline will be given consideration as funds are available.

The most current information regarding financial aid may be found on the University's website at: http://www.ucwv.edu/Admissions/Financial-Aid/

Course Program of Study Policy

To provide federal and state financial aid to students, the University of Charleston is required to ensure that students are enrolled in a degree-seeking program and that students are enrolled in a minimum number of courses which apply toward their official program of study as recorded on their student record. To ensure compliance with these requirements, the following guidelines must be employed when advising and registering students for classes.

Student eligibility for federal or state financial aid is based upon the degree course requirements specified in a student's degree plan which must specify all the course requirements necessary to meet the minimum credit hour requirement for the degree as set by the West Virginia Higher Education Policy Commission (WVHEPC).

Double Majors

A double major is a program of study in which a student earns one degree with two majors. For instance, a student who completes majors in English and Political Science earns one B.A. degree. The completion of double major must lead to the same degree and can only be achieved simultaneously. A student must be accepted into each major and fulfill all requirements for both majors in addition to satisfying all University requirements. Courses required by either degree count toward a student's financial aid eligibility.

Dual Degrees

In a dual degree program, a student pursues two majors leading to the awarding of two different degrees. For instance, a student who completes majors in Elementary Education and Management earns a BA in Education and a BSBA in Management. Students must be accepted into each degree program and fulfill all requirements for each degree in addition to satisfying all University requirements. Courses required by either degree plan count toward a student's financial aid eligibility. Students must work with their advisors to meet the requirements of each degree in concert to avoid completing the requirements of one degree before the other. Once a student completes all requirements of one degree, that degree must be conferred and the student would need to enroll as a second-degree undergraduate student to complete the second degree.

To be eligible for federal/state aid, a student must be enrolled in a minimum number of credit hours required by their degree plan each semester (see table below).

Level and Eligibility	Minimum Hours from Degree Plan
Undergraduate – Full-Time	12
Undergraduate – Part-Time	6
Graduate – MSOT, DNAP – Full-Time	12
Graduate – MSOT, DNAP – Part-Time	6
Graduate – Physical Therapy – Full-Time	9
Graduate – Physical Therapy – Part-Time	5
Graduate – Physician Assistant – Full-Time	11
Graduate – Physician Assistant – Part-Time	6
Graduate – All other programs – Full-Time	6
Graduate – All other programs – Part-Time	3

Minors

Students may opt to add a minor to their plan of study. However, the courses required for the minor **do not** count toward a student's financial aid eligibility unless they also fulfill a major requirement. Students are advised to use minor requirements to fulfill elective credit within their major whenever possible. If a student has fulfilled their major elective credits, minor courses should be added to their schedule only after they have enrolled in the minimum number of major courses to reach their financial aid eligibility threshold. Further, if a student enrolls in more than 18 credit hours in a semester due to minor requirements, the student will bear the responsibility for the increase in tuition charges as the additional credits are not required for their major and are thus ineligible for additional aid.

University of Charleston Scholarships

The University of Charleston offers several institutional scholarships to undergraduate students enrolled full-time in in-seat programs on the Charleston campus, and a few select face-to-face graduate programs. Scholarships do not apply to online degree programs, or programs on the Beckley campus that utilize a per-credit-hour tuition structure. For details about our scholarships please visit the University's website at http://www.ucwv.edu/admissions/financial-aid/types-of-aid/scholarships/.

Students in their final semester will have their institutional aid prorated if enrolled below full-time status. A student must apply for graduation to receive the prorated institutional aid. If a student is enrolled below full-time and not in their final semester, they are not eligible to receive institutional financial aid.

Combination of Scholarships and Residency Status

Scholarship award amounts and requirements are subject to change at the discretion of the University of Charleston.

Freshman and transfer applicants to in-seat 4-year programs will be awarded academic tuition and housing (if living on campus) scholarships based on the GPA recorded on their transcript(s) at the time of admission. Students whose GPAs increase after the initial scholarship is awarded may be awarded additional scholarships, but the initial academic award will not be revised.

The University retains the right to make final decisions about combinations of awards.

All athletic scholarships are subjected to NCAA regulations and are awarded on an annual basis. Athletic scholarships may be combined with institutional tuition and housing scholarships. Additional institutional scholarships may only be awarded in consultation with the athletic coach to ensure compliance with overall team scholarship limits.

Any student (graduate or undergraduate) who receives financial aid as an on-campus, residential student and who subsequently decides to move off campus will be subject to a reduction in their institutional aid. Athletes will forfeit the entirety of their athletic scholarship. Students who are planning to move off campus should contact the Office of Financial Aid to determine how their financial packages will be impacted.

Institutional scholarships (excluding athletic) will be renewed on an annual basis through four years of enrollment provided the student remains enrolled full-time and in good standing. Students enrolling for a fifth year of undergraduate study may apply for an additional year of renewal. Renewal for a fifth year will depend on scholarship funding, student academic progress, and student need.

Beckley Campus and Online Students

Students who attend the Beckley campus or online pay a discounted per credit hour rate and are not eligible for institutional scholarships.

The University of Charleston receives limited funds from the Beckley Area Foundation and other donors which are awarded to qualifying Beckley campus students. The amounts and criteria are determined on an annual basis.

Federal and State Grants / Scholarships

Federal Pell Grants

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

Federal Supplemental Education Opportunity Grants (SEOG)

SEOG awards are federally funded grants for students with exceptional financial need. The grant is based on the student's financial need and students must qualify for Pell Grant to be eligible for SEOG funds. Funds are limited and are awarded to the neediest students first.

West Virginia Higher Education Grants

The state of West Virginia provides need-based grant funds for qualified West Virginia residents. Grants are based on financial need and academic performance. Applicants must maintain a minimum cumulative grade point average of at least 2.0 ("C") and earn at least twenty- four (24) credits during an academic year, or twelve (12) credits if only enrolled for one semester. Summer term is not considered a make-up period for eligibility**.** Students are required to file the FAFSA each year by April 15th for consideration. Awards are determined by the WV Higher Education Policy Commission and eligibility is reviewed by the Office of Financial Aid annually. For further information please visit www.cfwv.com.

Promise Scholarships

The PROMISE Scholarship is a merit-based scholarship administered by the CFWV.

The West Virginia PROMISE (Providing Real Opportunities for Maximizing In-State Student Excellence) is a merit-based financial aid program available to West Virginia students who meet certain academic standards. The PROMISE Scholarship program is based on the student's achievements and not on his or her parents' financial resources, the college's resources, or other factors. Awards are determined by the WV Higher Education Policy Commission and eligibility is reviewed by the Office of Financial Aid annually. For further information please visit www.cfwv.com.

Other WV Grants and Scholarships

Visit the College Foundation of West Virginia website https://cfwv.com for more information about other grants and scholarships available to WV residents.

Pennsylvania / Rhode Island / Vermont / Delaware Higher Education Grants

Students from these states may be eligible to bring their state higher education grant to UC. These grants are based on the student's financial need and determined by the individual state grant agency. Please check with your state higher education agency on these grants.

Employment

Federal College Work Study

Federal College Work Study is awarded to students as part of the financial aid package solely based on financial need. A Federal College Work Study Application is required for consideration in the program. The Office of Financial Aid staff assigns students to positions on the Charleston and Beckley campuses as well as

with non-profit agencies off-campus. Students employed within this program may earn no more than the amount of the College Work Study award.

University of Charleston Resident Advisor Awards

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

Federal Loans

Federal Direct Loans

Federal Stafford Loans have a fixed interest rate, set by the federal government. Undergraduates must be enrolled for at least six credits per semester in a degree program to be eligible for federal loans. Pharmacy, MSOT, DNAP, DPT, and PA students are required to be enrolled for at least six hours. Other on-line graduate students must be enrolled for three hours to qualify for full-time loan amounts.

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

Graduate PLUS Loans

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

Nursing Student Loans

Nursing Student Loans provide funding for students enrolled in the Baccalaureate (BSN) Nursing program. No interest is charged while the student is in school. Five percent simple interest is charged after completion of a nine-month grace period. The student must demonstrate financial need and be enrolled in nursing classes to be eligible for this program.

Federal Parent PLUS Loans

The Parent Loan for Undergraduate Students (PLUS) is a federal loan program. The interest rate is currently fixed, and repayment may begin within 60 days after the loan is disbursed or can be deferred for up to four years. Parents may borrow the total cost of education per year less other financial aid awarded. If a parent is denied a Parent PLUS loan, the student's federal direct loan amount may be increased in accordance with current federal guidelines.

Private Alternative Loans

Students needing additional funding assistance after all institutional, federal, and state aid is exhausted may wish to obtain a private alternative loan. The Office of Financial Aid can provide students with a preferred lender list.

Additional Outside Financial Aid Programs

External Scholarships

Many students receive scholarships from outside entities (local or national service organizations, a parent's employer, etc.) that can be applied to their financial aid package at the University of Charleston. Students are responsible for reporting these scholarships to the Office of Financial Aid. Checks from the awarding organization should be sent to the attention of the Student Solutions Center for application to the student's account balance. In accordance with federal aid guidelines, a student's total aid package may be altered after receipt of an external scholarship. The practice of the Office of Financial Aid is to reduce unsubsidized loan amounts first when an aid package must be amended.

Veterans

VA Pending Payment Statement of Assurance

The University of Charleston certifies that the institution has no policy in writing or in practice that would lead to any punitive measures for any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. The University of Charleston does not:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding; or
- Deny their access to any resources (e.g. classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

We may require such students to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify enrollment as described in other institutional policies (students are directed to the University's VA School Certifying Official for all requirements).

Veterans' Benefits are administered through the Veterans Coordinator for full-time and part-time students. Students must carry a course load of 12 credits to be eligible for full- time undergraduate student veterans' benefits. Information on benefits and payment is available from the Veterans' Administration Regional Office in St. Louis, MO. Telephone: 1-888-442-4551 or at http://www.gibill.va.gov. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill

The Student Solutions Center is required by federal statute to recalculate federal tuition assistance eligibility for student servicemembers who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. If a student leaves the institution prior to completing 60% of a payment period or term, the Student Solutions Center recalculates eligibility for TA funds. Recalculation is based upon the percentage of earned aid using the following funding formula:

% of term completed = # of days completed up to the withdrawal date/total days in term . This percentage is also the percentage of earned aid.

Satisfactory Academic Progress for Financial Aid

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

Satisfactory Academic Progress (SAP) standards are the same for all categories of students. All periods of enrollment will be included in the measurement of satisfactory academic progress. Terms in which the student enrolled but did not receive financial aid are included in the measurement.

Guidelines for Academic Progress

The academic year at the University of Charleston consists of fall, spring, and summer enrollment periods. Fall term begins the academic year and the summer term concludes it. The measurement of academic progress is made at the end of each enrollment period and the status is effective with the next enrollment period.

Students applying at the University of Charleston for the first time (including transfers) are considered initially to be meeting SAP. The measurement of academic progress will be determined when all academic transcripts are received by the Office of Financial Aid. All transcripts are to be reviewed prior to any disbursement of federal/state funds. Students who have been academically suspended from the University and who are readmitted are not eligible for financial aid unless meeting the SAP policy. Students who are readmitted may follow the appeal policy if consideration for financial aid is desired. Students who receive academic forgiveness for previous course work will continue to have all attempted credit hours and all earned grades considered as part of the evaluation of academic progress for financial aid.

GPA

Students must meet a qualitative standard of academic progress measured through cumulative grade point average.

Quantitative Standards

Students must meet a quantitative standard of academic progress measured by a percentage completion rate. Students must successfully complete 67% of all attempted credit hours (this allows students to graduate within 150% of the normal timeframe). The calculation is made as follows: earned credit hours/attempted credit hours = completion rate (result will be rounded to the nearest whole number). Courses in which a student receives a grade of "W," "I,", "F", and courses taken under the University's repeat regulations are included in attempted credit hours but are not included in earned credit hours. Transfer credit hours are included in this quantitative measure.

Maximum Time Frame for Degree Completion

Students must obtain their degree within 150% of the normal time frame for degree completion. For example, in a baccalaureate program requiring 120 credit hours, students must obtain degrees within 180 attempted credit hours (120 X 1.50 = 180). For associate programs of 60 credit hours, students must complete within 90 attempted hours. Graduate students in master's degree programs requiring 68 hours must complete within 102 attempted credit hours. Doctoral students have a maximum of 219 attempted credit hours.

This maximum time frame is based upon student classification in the University's academic records. Students pursuing a course of study with greater credit hour requirements need to notify the Office of Financial Aid to have a review done on a case- by-case basis. This request for review will not be considered an appeal.

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

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

Warning Period

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

Probation Period

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

Appeal Process

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

If this occurs and the student wishes to appeal the suspension from financial aid eligibility, a Satisfactory Academic Progress Appeal Form must be submitted to the Office of Financial Aid no later than the date listed on the student's denial letter. The Academic Progress Appeal Form will be available in the Office of Financial Aid and will be mailed and emailed to the student. If the appeal is granted, the student must complete an academic improvement plan contract with their advisor which will include an indication of the number of credit hours and semester GPA required to meet the SAP policy within one enrollment term. If it is not possible to meet the SAP policy within one enrollment term, an academic plan must be developed which specifies the course work and term GPA necessary to become compliant within three enrollment periods. A review will be done at the end of each enrollment period to ensure that the student is meeting the terms of the academic plan. If the student is not meeting those terms, further eligibility for aid is suspended immediately. An academic plan should not exceed three additional terms of enrollment.

In some cases, a student may not complete the degree objective within 150% of the normal time frame; one possible reason might be a change in major. If this occurs and the student wishes to appeal the suspension from financial aid eligibility, a Satisfactory Academic Progress Appeal Form must be submitted no later than the deadline listed on the denial letter sent from the Office of Financial Aid. This appeal must include an academic plan which specifically identifies remaining required course work and the projected graduation date.

Extensions of the maximum time frame will not exceed three additional enrollment periods.

Extensions of the time frame will not be granted to students who have less than an overall 2.0 grade point average or less than 67% completion rate or who received academic forgiveness under the University Academic Forgiveness Policy.

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

The appeal will be reviewed by the Satisfactory Academic Progress Appeal Committee.

Additional Special Requirements Report of Graduation Rates

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

Student Withdrawal

Financial Aid – Title IV Refund Policy

Withdrawal from a class or from all classes may impact aid eligibility, both in the semester in which the withdrawal occurs and in subsequent semesters. The University's refunds are made based on University policy as specified in the section below. Refunds to financial aid programs are made in compliance with the U.S. Department of Education Federal Title IV Refund Policy regulations, state program policies and University regulations.

Federal Return of Title IV Aid (R2T4)

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = Percentage of unearned aid (100% aid - % earned aid) x total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

If a student earned more aid than was disbursed to him/ her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- TEACH Grants for which a return is required
- Iraq and Afghanistan Service Grant for which a return is required
- For other assistance under this "Title" for which a return of funds is required (e.g., LEAP)

University Tuition Refund Policy

Refunds will be made according to the following schedule.

Students who are registered for 15-week classes and withdraw within the first two weeks of scheduled classes are not charged tuition. If a student withdraws for any reason after the first ten days of a 15-week semester, they are responsible for the full charges of the semester.

Students who are registered for 7-week classes and withdraw within the first two weeks of class are not charged tuition. If a student withdraws for any reason after the first ten days of a 7-week semester, they are responsible for the full charges of the term.

Students who are registered for a 5-week summer class and withdraw on or before the first scheduled class meeting day of the course are not charged tuition. If a student withdraws for any reason after the first day of scheduled classes, they are responsible for the full charges of the term.

Students who are pre-registered and decide not to attend the University of Charleston must contact the Student Solutions Center to have their name removed from course rosters. The date and time of this communication will determine the amount of tuition that will be charged.

A student dismissed for disciplinary reasons will receive no refund of any charges, except for room and board, which would be proportionate to the number of days of the term remaining after the university ID is surrendered.

Student Lending Code of Conduct

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

The University does not participate in any revenue-sharing arrangements with any lender.

- The University does not permit any officer, employee, or agent of the school who is employed in the Office of Financial Aid or is otherwise involved in the administration of education loans to accept any gifts of greater than nominal value from any lender, guarantor, or servicer.
- The University does not permit any officer, employee, or agent of the school who is employed in the Office of Financial Aid or is otherwise involved in the administration of educational loans to accept any fee, payment, or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- The University does not permit any officer, employee or agent of the school who is employed in the Office of Financial Aid or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors. The University does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions, or groups by lenders, guarantors, or groups of lenders or guarantors.
- The University does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- The University recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. The University will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- The University will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.
- The University will not request or accept any assistance with call center or Office of Financial Aid staffing from any outside lending agency.

Rights and Responsibilities of Aid Recipients

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:

- The names of accrediting or licensing organizations
- Information about its programs; its instructional, laboratory and other physical facilities and its faculty.
- Special facilities and services available to persons with disabilities.
- Financial assistance is available, including information on federal, state and institutional financial aid programs.
- The deadlines for submitting applications for the federal aid programs available.
- The cost of attending the University and its refund policy.
- The criteria used by the University to select financial aid recipients.
- How the University determines your financial need.
- What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the University, has been met.
- 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, and the length of time you have to repay the loan and when the repayment is to begin.
- How the University determines whether you are making satisfactory academic progress and what happens if you are not.

It is your responsibility to:

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

ACADEMIC POLICIES

Dr. Dan Silber, Provost

General Academic Policies

Full-time/Part-time

Students enrolled in undergraduate programs at the University of Charleston are considered to be full-time if they are enrolled for 12 credit hours or more.

Students enrolled in undergraduate programs at the University of Charleston are considered to be full-time if they are enrolled for 12 credit hours or more.

Students enrolled in graduate programs at the University of Charleston are considered to be full-time if they are enrolled for 6 credit hours or more in a given semester except:

- The Physician Assistant Studies program requires students to enroll for 11 or more credit hours in a semester to be considered full- time.
- The Doctor of Physical Therapy program requires students to enroll in at least 9 graduate hours to be considered full-time.

Residency

Undergraduate

Undergraduate students enrolled in an undergraduate degree program must complete a minimum of 25% of the total credits required for the program while in residence at the University of Charleston. The minimum residency requirement for an associate degree is 15 credits. The minimum residency requirement for a bachelor's degree is 30 credits.

Students pursuing a bachelor's degree may apply a maximum of 6 graduate course credits toward the 30-credit residency requirement. To be eligible, students must be enrolled in the last semester of their senior year and complete a course substitution form to be submitted to the Student Solutions Office. Course substitution requests should be submitted during the course registration period for the upcoming semester but no later than the dates listed in the Course Substitution Policy above. The form must be signed by the student's faculty advisor, the director of the student's undergraduate program, the director of the graduate program in question, and the financial aid director. Course substitution requests are subject to final approval by the Registrar.

Graduate

Graduate students enrolled in a graduate degree program must complete a minimum of 70% of the total credits required for the program while in residence at the University of Charleston. However, some programs may require a greater percentage of program credits to be completed in residence. Graduate students should refer to their program handbook for precise details about the residency requirements for their program.

Students enrolled in the Master of Physician Assistant Program must complete at minimum the equivalent of 4 semesters of coursework while in residence at the University of Charleston. Advanced placement transfer credits will be determined by the Program and are based on an active demonstration of the equivalency of coursework for each course through appropriate documentation as determined by the program and/or Confirmation of Transfer Equivalency Credits by Examination. For detailed policies and procedures, contact the program directly.

Class Standing

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

Students are classified as follows:

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

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

Academic Credit for Prior Learning

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

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

Examination

Advanced Placement

AP Test Name	Credits	Equivalent UC Course
U.S. Government and Politics	3	POLS 101
American Literature	3	ENGL 223
Art – History of Art	3	ART 203
Art – Studio: Drawing	3	ART 100
Biology (Score of 3 or 4)	4	NSCI 117
Biology (Score of 5)	4	BIOL 130, BIOL 130L
Calculus – AB (Score 4 or 5)	4	MATH 201
Calculus – BC (Score 4 or 5)	4	MATH 202
Chemistry (Score of 4 or 5)	8	CHEM 101, 102, 101L 102L
Comparative Government and Politics	3	POLS 210
Economics – Microeconomics	3	ECON 201
Economics– Macroeconomics	3	ECON 202
English – Language	3	ENGL 101
English – Literature	3	ENGL 102, ENGL 2XL
French	6	FREN 101, FREN 102
German	6	GERM 101, GERM 102
Government & Politics	6	POLS 101, POLS 102
Introduction to Management	3	MGMT 311
Music – Theory	3	MUSC 101
Music – Listening & Literature	3	MUSC 212
Physics 1 (Score of 4 or 5)	4	PHSC 201, PHSC 201L
Physics 2 (Score of 4 or 5)	4	PHSC 202, PHSC 202L
Principles of Marketing	3	MRKT 321
Psychology	3	PSYC 101
Spanish	6	SPAN 101, SPAN 102
US History	6	HIST 251, HIST 252
World History	3	HIST 212

Credit may be given to students who have a score of at least three (3) on the appropriate College Board Advanced Placement Examinations. Some scores must be a four (4) or higher to receive credit. The University accepts the following AP tests:

College Level Examination Program (CLEP) and Dantes Subject Standardized Tests (DSST)

Students may be exempted from one or more introductory courses, with an award of credit for such courses, based on good CLEP or DSST performance. The Student Solutions Center and the Academic Success Center can provide information about which CLEP and DSST tests are accepted for credit. CLEP and DSST testing facilities are available on the Charleston campus. CLEP and DSST credit is limited to 6 credit hours. These credits can only be used for general electives and flex electives.

Credit by Examination

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

Confirmation of Transfer Equivalency Credit by Examination - Physician Assistant Studies Program

Students admitted into the Physician Assistant Studies Program through the Transfer Admission Pathway are eligible to have coursework reviewed and considered for advanced placement. The program determines if prior coursework meets criteria to sit for an examination to determine equivalency of education. With approval from the Registrar, transfer credit can be awarded to students who are successful on the examination. Only courses from an ARC-PA recognized program will be considered. Medical school, health science courses, or other types of medical education, training, and experiences will not be considered. For detailed policies and procedures, contact the program directly.

IB Degree

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

European Patterned Education

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

- British GCE Advanced-level or AS-level examinations
- Canadian (Quebec) two-year College d'enseignement General et Professionnel (CEGEP)
- Caribbean Advanced Proficiency Examinations (CAPE) when two units are completed
- Danish Studentereksamen
- Finnish Ylioppilastutkinto
- French Baccalaureate exams
- German Abitur exams
- Hong Kong HKALE
- Icelandic Studentsprof – Menntaskoli exams
- Italian Maturita
- Lebanese Baccalaureate
- Netherlands Voorbereidend Wetenschappelijk Onderwijs (VWO)
- Norway Vitnemal
- Singaporean Advanced-level exams
- Swedish Fullständigt Slutbetyg från Gymnasieskolan
- Swiss Federal Maturite exams
- Other European Baccalaureate

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

Professional Experience

Professional Experience is used to earn academic credit for learning that occurred outside the classroom. Regularly enrolled students or applicants for admission may request credit to be applied to specific courses, program requirements, or general education requirements. They submit a written request and a portfolio documenting mastery of the content area(s) and outcome(s) to program faculty. The portfolio is evaluated by a

faculty member (full-time or part-time) who has expertise in the field or fields being assessed. **The University of Charleston does not award academic credit in areas in which it does not have faculty expertise.**

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

Workforce Training. Published by the American Council on Education (ACE), this guide lists credit recommendations for educational programs and courses sponsored by non-collegiate organizations that offer courses to employees or members. These include business and industry, unions, professional and voluntary organizations, and government agencies. In most instances, the University of Charleston will accept such recommendations and award appropriate credit.

Military Experience

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

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

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

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

Policies

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

Credit Limit: There is a limit on the number of credits that can be awarded through the credit for prior learning process to ensure that students meet the required credit hours for graduation.

Associate of Science degree - up to 45 credits of the 60 credits needed to graduate.

Bachelor of Science degree - up to 90 credits of the 120 credits needed to graduate.

Master of Science degree - up to 9 credits of the 36 credits needed to graduate.

Doctorate degree - up to 15 credits of the 58 credits needed to graduate.

Credits from Another Institution

UC accepts credits from regionally and nationally accredited institutions.

Credit for the course is reflected on the student’s transcript, but grades are not recorded and may not be used to make up quality point (grade point) deficiencies at the University of Charleston.

Only credits earned at a level of “D” or better will be accepted for transfer to the University.

If a “D” is earned in a course at another institution, it will be noted in the student’s University of Charleston record to ensure that policies requiring a grade of “C” or better for successful completion are upheld.

Transient Student

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

In order for transient credit to be awarded, the following conditions apply:

- Students with a grade point average of 2.0 or better may obtain permission to attend another institution with the intent of transferring credit back to the University of Charleston.

- Transient credits will be accepted toward fulfilling degree requirements provided approval of courses and written permission are granted by the Registrar and the student's major advisor prior to the term in which the courses are to be taken.
- It is the student's responsibility to request that a transcript be forwarded to the University of Charleston upon completion of the course.
- Transient students are not eligible for financial aid from the University of Charleston for these courses.

Transfer Student

The University of Charleston's outcomes-based curriculum provides distinct advantages to transfer students. In addition to credits that may be awarded by the Registrar for work completed at another accredited institution, students may be able to receive credit for prior learning using strategies outlined in the "Academic Credit for Prior Learning" section of this Catalog. Decisions on acceptance of transfer equivalencies within the program may be referred to the program faculty. However, undergraduate transfer students should be aware that they must meet the University's general education requirements before a degree can be awarded.

Transfer students are responsible for submitting an official transcript from each of their previously attended institutions. Failure to do so will delay their admissions decision and ability to register for courses at the University of Charleston.

The Office of Admissions will request an evaluation of each incoming student's transcripts from their previously attended institution(s). The results will be shared with the student and their advisor to outline their remaining program and general education requirements at the University of Charleston.

Undergraduate students transferring into certain academic programs will be required to enroll in UNIV 204 College Success and Leadership. This course is designed to help students complete some elements of the lower-level UNIV courses in an accelerated timeline.

For those graduate programs that accept transfer students, students should refer to their program handbook for precise details about the transfer requirements for their program.

Placement

Appropriate placement of students in introductory courses is imperative to students' long-term academic success. UC recognizes this process is multi-faceted and, therefore, utilizes multiple measures to determine a student's entry-level course in math, chemistry, reading, and English language proficiency. Students are encouraged to discuss all initial placements with their advisor to ensure they are enrolled in the most appropriate course for their skill and comfort level.

Math

The following guidelines will be used for initial math placement. If students provide ACT or SAT math sub scores, those scores will be used to determine math course placement. If those scores are unavailable, students will be placed in MATH 120. All students enrolled in MATH 120 will be given a placement test before the start of the fall or spring semester to determine if MATH 120 is the appropriate math placement, or if the student should instead be placed in MATH 121 or MATH 123. Placement test results may also be used to place students in MATH 120L for additional support.

Chemistry

Chemistry Placement: MATH 121 is a co-requisite for CHEM 101. Students must successfully complete MATH 121 as a pre-requisite for CHEM 102.

Reading

Students scoring 89 or below on the Nelson Denny reading test (administered at the start of the student's first semester) will be required to take UNIV 106: Success in College Reading.

DEGREE REQUIREMENTS

Undergraduate Degree Requirements

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

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

determine graduation requirements. Students wishing to graduate with a degree in their original program are required to obtain approval from the dean of the school.

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

Associate Degree

Minimum requirements include:

- 60 earned academic credits;
- Cumulative University of Charleston grade point average of 2.0
- Fulfillment of all general education requirements (15 hours)
- Fulfillment of all requirements and outcomes of the academic major
- 15 University of Charleston credits

Bachelor Degree

Minimum requirements include:

- 120 earned academic credits;
- Cumulative University of Charleston grade point average of 2.0
- Fulfillment of all general education requirements (33-36 hours) ;
- Fulfillment of all requirements and outcomes of an academic major;
- 30 upper-division credits (300-level or higher) – six of which must be University of Charleston credits;
- 30 University of Charleston credits, 15 of which must be earned during the senior year

Majors

Academic majors consist of a variety of learning experiences with at least 40 credits, 15 of which must be from upper-division (300-400 level courses) that meet program outcomes. Students must complete at least six upper-division credits in their major at the University of Charleston, with a 2.0 grade point average. An overall grade point average of 2.0 is required in all work attempted in the major. Some programs may have a higher requirement. Students must declare a major before completing their 60th academic credit.

Any change in major, including a choice of major by an undecided student, requires the student to file a new “Declaration of Change of Major” form with the Student Solutions Center, to ensure that proper credit toward a degree is tracked and awarded.

Minors

A minor is a sequence of courses within an integrated curriculum that is offered outside of a student’s degree program or major. Minors require a minimum of 18 credits in the discipline. At least six (6) of these credits must be completed at the University of Charleston. Up to six (6) credit hours may be counted toward a major’s course-specific requirements or another minor. No limit is placed on the number of major elective credits that can be used toward a minor’s requirements. No limit has been placed on the number of minors a student may acquire. Please note that courses required for a minor do not count toward a student’s financial aid eligibility unless they are also fulfilling a major requirement. See the financial aid section of this catalog for more information.

Double Majors

A student may declare a second major. Students need to satisfy general education requirements only once, regardless of number of majors. At least 21 credits in the second major must be outside the core requirements of the first major and unique to the second major. If the two majors are in two different degree classifications (AS, BS and BA) the student will receive two diplomas. If the majors are in the same degree classifications (AS, BS or BA) only one diploma will be received, noting both majors completed. Please see the Financial Aid section of this catalog for information on financial aid eligibility for double majors.

Graduate Degree Requirements

See specific programs for graduate degree requirements.

Concentrations and Certificates

Concentrations

A concentration is a sequence of courses within an integrated curriculum that is offered within a student's degree program or major. At least 9 credits must be outside the core requirements of the student's program of studies. A concentration must contain at least 12 credits.

Certificates

A certificate is a sequence of courses within an integrated curriculum that may or may not be offered within a student's degree program or major. Certificates may be credit-bearing or non-credit bearing. A credit-bearing certificate normally includes at least 12 credits. No limit has been placed on the number of certificates a student may earn.

Second Degree Requirements

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

- The second degree field of study must be different from one completed as part of the student's first bachelor's degree.
- Take at least 30 credits at the University of Charleston. Students who earn their first bachelor's degree from the University of Charleston and wish to return for a second degree must also complete an additional 30 credit hours.
- Students completing a second bachelor's degree will not need to complete additional general education requirements.

Course Policies

The minimum enrollment for a course is generally eight (8) students. Courses with enrollments of less than eight students are subject to cancellation by the Department Chair, School Dean, or the Provost.

Credit can be counted toward a degree only once for a course covering a specific body of knowledge. No credit can be given for a second course covering essentially the same body of knowledge at the same level, even though there is a difference in the course titles and/or numbers.

Certain courses may be counted toward a major in more than one department (cross-listed). Cross-listed courses are given designations under both departments, and listed under both departments. Even though the course numbers are different, the course may not be taken twice to earn credit for both course numbers.

In order to provide a wider range of courses for students, certain advanced courses are offered on a rotating basis or only if the number of students majoring in the field justifies the offering of the course. The official Class Schedule must be consulted to determine which courses will be offered in a given year.

Course Definitions

Traditional

Most of the courses described in this Catalog are traditional, in-seat courses of 15- or 7-week lengths. For each credit granted, the student participates in one hour of faculty-directed lecture/discussion/activity per week. The student is expected to spend approximately two hours per week per credit hour preparing/studying for that class.

Laboratory/Studio/Production classes receive at least one credit and meet for varying lengths of time based on program requirements.

Clinical

Clinical courses involve hands-on experiences, often outside of campus, and vary in the number of hours required and the nature of the work expected of students. Almost all Clinical courses are found in Health Science programs. Sometimes Traditional courses have clinical components and in some cases, Clinical courses are stand alone courses. A Clinical course is similar to an internship with the exception that a group or team of students may be involved and supervision from instructors is more frequent. The number of hours the student is required to take part in Clinical courses varies significantly and is not guided by the amounts of time prescribed in Regular courses or Internships. In some cases, the Clinical course is a full-time commitment.

Special Topics

Special Topics courses are also similar in many ways to Traditional courses, but they are offered on a one-time basis only. In this Academic Catalog, Special Topics courses do not list a specific title, e.g., HIST 350 Topics in History: The American Civil War (3 credits). These courses allow faculty to teach courses in special

fields of expertise from time to time and provide attractive opportunities for students to delve more deeply into academic disciplines. Special Topics courses are assigned the number 350.

Directed Study

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

Independent Study

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

Internship

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

College Preparation

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

Modalities

In-seat

An in-seat course in one in which all activities occur at the same classroom location at a designated class time.

Online

An online course is one in which all activities occur through computer or Internet with no in-seat class time. An online course may be synchronous or asynchronous.

- Synchronous : At least one required session where all students and instructors meet at the same time through a web-conferencing software such as Zoom or Collaborate.
- Asynchronous: No required sessions where students and instructors meet at the same time. Instructors and students may meet virtually for office hours or other non-required meetings.
- Hybrid: A hybrid course combines traditional, in-seat class time with online and out-of-class work. Hybrid courses replace a percentage of in-seat class time with online out-of-class work. The student must attend in-seat classes at the location designated on the course schedule.

Prerequisites

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

Corequisites

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

Course Substitutions

Department chairs and program directors have the authority to waive or provide substitute coursework for academic program requirements. Course substitution and waiver requests must be submitted to the Student Solutions Office using the course substitution form as soon as it is determined the substitution is necessary. Course substitution requests should be submitted during the course registration period for the upcoming semester but by no later than August 1st for Fall classes, December 1st for Spring classes, and April 1 for Summer semester classes. Course substitution and waiver requests are subject to final approval by the Registrar. If a student will be completing the course to be substituted for the requirement outside of the University of Charleston, a transient form must be submitted to the Student Solutions Center prior to the student's enrollment at the other institution.

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

Course Numbering system

000-099 College Preparation courses. These courses count as part of the student's academic load, but credit cannot be used to meet graduation requirements.

100-199 Lower division freshman level courses.

200-299 Lower division sophomore level courses.

300-399 Upper division junior level courses. Freshman may not enroll without permission of the Department Chair and Dean responsible for the course.

400-499 Upper division senior level courses. Freshman may not enroll without permission of the Department Chair and Dean responsible for the course.

L-Courses Course numbers followed by "L" denote laboratory courses.

X-Courses Course numbers followed by "X" denote one-time experimental courses, which may be offered again under a permanent number once approved by the appropriate Curriculum Committee.

500-999 Graduate level courses. Open to advanced undergraduate students with instructor permission.

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

Changes of Instructors and Class Sections

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

Grading Policies

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

Grading scheme

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

A An honor grade given for ability and performance of an exceptionally high quality.

B Represents performance distinctly better than average.

C Represents performance of average quality.

D The lowest grade for which a student earns academic credit. A grade of "D" may not meet the standards necessary to fulfill program outcomes. Such standards are stated in program or course outcomes descriptions.

F Represents failure to meet the outcomes or requirements of a learning experience.

I A temporary grade that indicates a student's work is "Incomplete" because of illness or other unavoidable reasons and additional time is allowed for completion. A grade of "I" will not be awarded

if the student has completed less than 20% of the coursework. See section "Removal of an Incomplete."

I/F Designates an "I" (Incomplete) grade that was automatically changed to "I/F" at the end of the allowed time for course completion.

IM Is a temporary grade that indicates a student's coursework is "Incomplete" because of military deployment and additional time is being allowed for completion. The student must notify the faculty members teaching the course(s) **and** the Registrar as soon as they are notified of the deployment. The student will work with their unit Commanding Officer (CO) to provide evidence of this deployment for approval prior to actual deployments. A grade of "IM" will not be awarded if the student has completed less than 20% of the coursework.

IM/F Designates an "IM" (Incomplete due to Military Deployment) grade that was automatically changed to "IM/F" at the end of the allowed time for course completion. See section "Removal of an Incomplete due to Military Deployment."

P Represents Passing. It is the grade that is assigned to represent satisfactory completion of the following:

- Courses designated Pass/Fail;
- Work for which fractional credit is allowed by the University because of interruption of courses by entrance by the student into the Armed Forces;
- Courses for which credit is established by examination;
- Courses in which students elect the Pass/Fail option;
- Credit for experience.

W Indicates the student withdrew from the course on or before the last day to officially withdraw.

AU Signifies that the student registered for the course on the Audit plan and did not desire to submit the evidence necessary for academic credit in the course. Once a course is audited it may not be taken again for credit.

Quality Points and Grade Point Average

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

A Four quality points per credit

B Three quality points per credit

C Two quality points per credit

D One quality point per credit

F Zero quality points per credit

I Not included in credits attempted for GPA calculations

IM-Not included in credits attempted for GPA calculations

I/F Zero quality points per credit attempted for GPA calculations

M/F-Zero quality points per credit attempted for GPA calculations

Incomplete Grade Policy

A grade of "Incomplete" is defined as a temporary grade that indicates a student's work is incomplete because of illness or other unavoidable reasons and additional time is being allowed for completion of course work.

Requirements for requesting an incomplete:

1. Student has completed at least 50% of the course.
2. It remains possible for the student to pass the course.
3. Student has provided documentation of:
    a. Major illness or injury
    b. Major illness or injury or death of a close family member or other serious family emergency
    c. Extraordinary absence due to a University-sanctioned event

In the absence of documentation, the dean of the school in which the course is housed has the authority to determine whether extenuating circumstances warrant granting the student a grade of Incomplete.

All petitions for a grade of Incomplete must be submitted by the course faculty member to the dean of the school for consideration. Incomplete grades are not awarded without the dean's approval.

The deadline for requesting an Incomplete is two weeks before the last day of class. Faculty members requesting an Incomplete for a student past this deadline must obtain approval from the dean of their school.

The following deadlines apply for completion of a course for which the grade of Incomplete has been awarded:

Deadlines for Completing Incomplete Courses:

- 15-week courses – within 10 weeks of the end of semester-length classes, including summer
- 7-week courses – within 5 weeks of the end of classes for the 7-week term, including summer
- 5-week courses – within 3 weeks of the end of classes for the 5-week term, including summer

The Incomplete must be completed by the date that is determined or it will be converted to an "I/F" grade.

An extension may be requested from the Registrar prior to the original deadline for completing coursework from an Incomplete provided the faculty member submits supporting documentation justifying the extension.

Note for active military students: If the student is active military, and is being deployed, an official letter of deployment must be submitted to the Registrar for the Incomplete. A grade of "IM" will not be awarded if the student has completed less than 50% of the coursework.

Provost and Dean's Lists

The Dean's and the Provost's Lists are calculated one month after the end of each 15-week semester. The Dean's and Provost List are not calculated for the summer term. A student who is ineligible for inclusion at the time the lists are calculated will not be given Dean's or Provost's List status retroactively. For example, a student who completes an Incomplete, i.e., "I" grade, after the list is calculated and raises his or her GPA to 3.60-3.99 will NOT receive Dean's List status. Omissions or errors in calculation on the part of the University of Charleston, however, will be corrected when detected.

Dean's List

Every student who earns a semester Grade Point Average of 3.60-3.99 for a full- time schedule of courses consisting of 12 or more credits is eligible for the Dean's List. These twelve credits may not include more than 3 credits that are Pass/Fail. The Deans of each School will recognize these students.

Provost's List

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

Student Concerns

If a student has any concerns about a course, they should discuss them with the course instructor. If there are concerns a student does not feel comfortable communicating to the instructor directly, they may seek assistance from the instructor's supervisor (program director, department chair or academic dean). The Dean of Students is also available to provide guidance to students.

Policy on Grade Appeal

The assignment of grades for academic work is an important matter that falls within the professional responsibility of each individual faculty member. Grades are determined in such a way as to reflect as accurately as possible student performance according to criteria available to the student and so as to protect the academic freedom of the faculty member and the student. It is recognized that there is an inherently subjective element to grading, but it does not follow from this that grading is done in an arbitrary fashion. Grades are determined by faculty based on their academic judgment and a disagreement or dissatisfaction with the evaluation of the work is not a basis for a grade appeal. Work turned in after specific deadlines published in the course syllabus or end of the official class term cannot be considered in the grade appeal process. Note: Technical issues beyond a student's control should be reported immediately to faculty member and the Help Desk (ITSupport@ucwv.edu).

It is possible that a student may dispute a final grade given for a course. When this occurs, the student should follow the procedure outlined below. However, it should be recognized that the faculty member issuing the grade generally has final authority and responsibility for determining that grade. If the student feels that they have grounds for an appeal the responsibility for resolving the dispute is with the instructor of record, the student, the department chair and the dean of the school under which the course falls.

Grounds for a grade appeal of final course grade are:

1. **Error in Calculation or Recording of a Grade**. Your grade was erroneously entered in the gradebook or your final grade was calculated in a method inconsistent with the course syllabus.

2. **Arbitrary Evaluation**: A significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) and included in the syllabus.

Grade appeals are based on **problems of process** and not on differences in judgment or opinion concerning academic performance. Unless it can be clearly shown by the student that the faculty member has assigned a grade in an arbitrary manner, then the faculty member's grade assigned to the student shall stand. The work in question shall not be regraded or assessed by a different instructor, department chair or dean.

At each level of the process the appeal is limited to the evaluation of whether the grade was determined by the criteria spelled out in the course syllabus.

Step 1 – Appeal to the Instructor of Record: Within five business days of when final grades are posted, the student should provide a grade appeal in writing to the faculty member who assigned the grade and attempt to resolve the issue with the instructor. A form letter ("Grade Appeal Policy Letter to Faculty") found on MyUC should be used for this process. The Faculty member should file the "Faculty Member Resolution Form" with the department chair and dean within 5 business days of the meeting with the student. Note: If the faculty member does not respond to the appeal within five business days, the student should contact the department chair.

Step 2 – Appeal to the Department Chair: If no resolution of the grade dispute is achieved after Step 1, the student should provide a grade appeal in writing to the department chairperson of the faculty member within five business days of the decision by the instructor of record. The department chair will examine the information provided by the faculty member and the student to grant or deny the appeal. The department chair also may contact additional witnesses if this is deemed important. Following this process, the department chair will provide a letter of decision to the faculty member, student, and dean. Note: If the department chair does not respond to the appeal within five business days, the student should contact the dean.

Step 3 – Appeal to the Dean: If no resolution is achieved at Step 2, the student should provide a grade appeal in writing to the dean of the faculty member within five business days of the department chairperson's decision. The dean will examine the information provided by the faculty member, the student, and the department chair to grant or deny the appeal. The dean also may contact additional witnesses if this is deemed important. Following this process, the dean will provide a letter of decision to the faculty member, department chair, and student. This step is the final step in the appeal process.

The decision of the Dean is final and not subject to additional appeal by either student or instructor. **The appeals process ends at this step**.

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

Course Repeat Rule

A student earning a grade of "D", "I/F" or "F" in a course may repeat the course once to attempt to achieve a higher grade.

The original grade will remain on the student's academic record, but it will not be calculated into the cumulative grade point average (GPA). A course in which the student has earned a grade of "A" may not be repeated. Students are discouraged from repeating a course in which he/she has already earned a "B" or "C" final grade. **The grade earned when the course is repeated is the grade used in determining the student's cumulative GPA and will be used for graduation requirements.** The Registrar in consultation with the student's program coordinator may grant an exception to the "Repeat Rule."

As iterated in the Transient Policy on page 63, courses taken outside of the University of Charleston are not eligible for application to the course repeat rule, as grades for transfer courses are not factored into a student's University of Charleston GPA.

When a lecture course is paired with a lab course as co-requisite courses, a student who fails or drops either the lecture course or the lab course may be required to repeat both courses. Students should consult with their faculty advisor or program director for specific details in regard to the repeat policy for co-requisite courses that applies to their particular degree program.

Pass/Fail Option

Sophomore, junior and senior students who are not on academic probation may elect a maximum of eighteen (18) credits for Pass/Fail grading to apply to electives.

Students may not elect Pass/Fail grading in courses for courses required for the major. No more than five (5) credits per semester may be Pass/Fail. A grade of "P" will not be calculated in determining Grade Point Averages; a grade of "F" will be calculated. Courses in the major or allied field may not be taken on Pass/Fail basis. The student must declare his or her intentions concerning Pass/Fail before the end of the second week of a semester, before the second day of a summer term or prior to the beginning of an online course session by

completing the Pass/Fail Request Form available in the Student Solutions Center or on the Student Solutions Center webpage.

Attendance Policy

In-seat

The faculty of the University of Charleston expects students to attend/participate in all sessions of classes for which they have registered.

Moreover, students must normally attend all classes during the first two weeks of the term in order to avoid being dropped from a class for non-attendance.

- Late arrivals to class after the beginning of a term and early departures at the end of a term or for session breaks are also not normally considered excused absences.
- The University does, however, recognize several types of excused absences:
- Illness of a student (if a student cannot attend class because of a mental health issue, the instructor should contact the Director of Counseling);
- Attendance at a University-approved function, e.g., a field trip;
- Representing the University, as a member of a University-sponsored team or music ensemble for competition or performance; and
- Personal or family emergency, e.g., severe illness or death of a family member.

For cases in which it is not clear whether an absence is excused, the Dean of Students will assist in the determination.

It is always the responsibility of the student to inform an instructor as soon as possible if they are unable to attend or participate in instructional activities.

Absences foreseen by a student should be communicated with the instructor as far in advance as possible. It is recommended that students absent from class sessions because of University-approved or sponsored activities notify their instructor at least one week prior to the absence. The Office of the Dean of Students may also contact the instructor on behalf of the student.

If, in the judgment of the instructor, even those absences incurred by reason of university activities are placing satisfactory academic performance in jeopardy, the professor should notify the director, coach, or instructor of the activity.

The following rules also apply to the University's general attendance policy:

- A student's grade may be lowered unless the work missed is made up to the satisfaction of the instructor. Since all absences represent a loss in classroom activity and learning opportunity, no absence (even an excused one) will relieve the student of academic responsibility.
- A student with an excused absence must be permitted to make up a test or other work missed, without any penalty for the absence, within a reasonable time, e.g., within two weeks of the excused absence. For cases in which allowing the student to complete the same work is not practical, the instructor will provide an alternative assignment for the missed work. Individual instructors are permitted to determine the definition of "reasonable time" for making up missed work. If the work is not completed within the established time frame after the student's return, penalties may accrue. (If a student and instructor cannot reach initial agreement about the "reasonable time" allowed for completion of coursework, the student may appeal to the instructor's program director, department chair, or dean. Such appeals must be made within 24 hours of the disagreement becoming apparent. Appeals taking place after a student's failure to meet an established deadline for submitting missed work will not normally be considered.)
- The faculty member shall communicate the attendance policy in each syllabus. The instructor should communicate the policy to each class at the beginning of the semester and explain its application to their particular class.
- Individual programs may have attendance policies with additional specifications, which will be published in the relevant program's student handbook.

Online

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

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

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

If a student fails to engage in at least one of these activities during the first week, they are considered "non-attending." If a student does not attend the course as stated above, the Registrar's Office will be notified and the student will be dropped from the class roster.

Registration Policies

A semester is a 15-week period of academic instruction. There are three semesters in an academic year: Fall, Spring, and Summer. Each semester is divided into shorter terms:

The Fall Semester typically runs from August to December and consists of one 15-week term and two 7-week terms: Fall A and Fall B.

The Spring Semester usually takes place from January to May and consists of one 15-week term and two 7-week terms: Spring A and Spring B.

The Summer Semester generally runs from May to August and consists of one 15-week term and two 7-week terms: Fall A and Fall B as well as two 5-week terms: Summer C and Summer D.

Residential Students/Online Courses

Any student enrolled in a Charleston campus undergraduate program must take at least 50% of their courses in seat during each academic term.

Repeating Same Course in a Semester:

If a student is registered for a course beyond the freeze date and cannot complete the course during a given semester, the student must repeat the course in a future semester.

Semester Credit Limitation

An undergraduate student wishing to enroll in more than 18 semester credits* A fee per credit will be charged over 18 credit hours.

A student who wishes to enroll 19-23 credits

- must have the permission of their advisor,
- a cumulative grade point average (GPA) of at least 3.50 and
- must have completed at least 45 semester credits.
- An advisor may approve only 23 hours

Note: A student who fails to meet the GPA and/or credit hour requirements must seek the School Dean and the Provost's approval via a request to be submitted by the student's advisor.

A student who wishes to enroll in more than 23 semester credits

- must have the permission of their advisor,
- a cumulative grade point average (GPA) of at least 3.50 and
- must have completed at least 45 semester credits.
- must petition their School Dean, who will seek the Provost's approval of the request.

*Total credits counted toward the limitation do not include the following courses when delivered in-seat: HNRS, SPCH 103, MUSC 324 (Concert Choir), MUSC 327 (Band), and MSCI (Military Science).

Registration and Records Holds

The University of Charleston reserves the right to apply holds that will prevent student registration for a future semester and/or prevent the release of official transcripts/diplomas in situations where the student has not fulfilled a particular requirement of the university. These requirements include but are not limited to submitting final/official transcripts from previously attended institutions, having an outstanding student account balance owed to the University, completing student conduct sanctions, and more. Students may view their registration holds and the office which placed the hold through their myUC portal. Students must resolve all registration holds before pre-registration for a future semester may take place. Further, actions resulting in a registration hold after a pre-registration period may result in a student's registration being dropped. Holds preventing the release of official transcripts or diplomas must be resolved before these credentials will be released.

Add/Drop Policy

15-week courses: A student may not **add** a class after 5 p.m. on the 5th instructional day of a fall, spring, or summer semester. A student may **drop** a class prior to the 11th instructional day of the semester without receiving a "W" grade. A student may **drop** a class and receive a "W" grade through Week 10 of the semester. The specific date is listed in the Academic Calendar for each term. Students should be advised that dropping or adding a course may affect the student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center.

7-week courses: A student may not **add** a class after the 3rd instructional day of a fall, spring, or summer session. A student may **drop** a class prior to the 6th instructional day of the session without receiving a "W" grade. A student may **drop** a class and receive a "W" grade through Week 5 of the term. The specific date is listed in the Academic Calendar for each term. Students should be advised that dropping or adding a course may affect the student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center.

5-week courses: A student may not **add** a class after 5 p.m. on the 2nd instructional day of a 5-week session. A student may **drop** a class prior to the 7th instructional day of the session without receiving a "W" grade. A student may **drop** a class and receive a "W" grade through Week 3 of the term. The specific date is listed in the Academic Calendar for each term. Students should be advised that dropping or adding a course may affect the student's financial aid. The form for gaining such approval may be obtained from the Student Solutions Center.

Withdrawal from the University

A student who wishes to withdraw from all courses and leave the University of Charleston for a year or more must first meet with the Dean of Students. During this meeting, the student will discuss their intent to withdraw and complete the necessary steps.

A student desiring to withdraw from some or all courses for the current term but NOT exit the University of Charleston should request their academic advisor submit a "Course Drop" form via email to the Student Solutions Center. Students should review the academic calendar to ensure their requests arrive prior to the published "W" grade deadline.

Medical Withdrawal

A student must submit documentation from a medical doctor, physician assistant, nurse practitioner or other qualified health care provider stating that there is a medical reason for withdrawal and that the student is under the care of a health care professional. Documentation is to be submitted to the Dean of Students and should consist of a letter/e-mail from the student formally requesting a withdrawal and a medical diagnosis/treatment plan signed by a qualified health professional on office stationary which explains why the student should be withdrawn from courses on the basis of medical considerations. Medical withdrawal requests are subject to approval by the Provost and the Chief Financial Officer. Requests for a medical withdrawal must be submitted by the last scheduled day of classes for the semester or term in which the student is currently enrolled in classes, as specified in the academic calendar. If the withdrawal is granted the student will receive a "W" on his or her transcript for the courses in question. Withdrawal from the University also may require cancellation, refund or repayment of all or part of the student's financial aid package.

Military Service

Men and women called to active duty in the Armed Services of the United States shall be granted a full refund of fees, but no credit, if the call comes before the end of the first three-fourths of the semester or term. Full credit but no refund of fees, shall be granted if the call comes thereafter, provided that credits as described above will be granted only in those courses in which the student is maintaining a passing mark at the time of departure to military service. The term "called to active duty" is herein defined as being called to active duty as a result of the federal activation of a total reserve component, National Guard unit or any portion thereof which involves a particular student or an individual who is a bona fide member of the reserve component or a National Guard unit. The student's final grades, both passing and failing, for three- fourths of a term/semester or more, will be shown on the student's record. Withdrawal from the University may require cancellation, refund or repayment of all or part of the student's financial aid package.

Academic Integrity Policy

An academic integrity violation occurs when a student knowingly "cheats" on an exam or assignment in a deliberate attempt to receive credit he/she did not earn. In general, the penalty for a violation is a "F" on the exam or assignment in question. Also, if a student commits three violations, the student will be subject to immediate expulsion from the University of Charleston and will be ineligible for readmission to the institution.

Note: In Master of Mental Health Counseling program, the penalty for an academic integrity policy violation is failure of the course (F). If a Master of Mental Health Counseling student is found guilty of committing two violations, the student will be subject to immediate expulsion from the University of Charleston's Master of Mental Health Counseling program. For the Master of Mental Health Counseling

program, if a student is expelled because of academic integrity violations, they will be ineligible for *readmission to any graduate program.*

For purposes of this policy, academic integrity violations include, but are not limited to, the following:

- Copying another student's answers during an exam
- Using unapproved resources during an exam. For example, notes, cheat sheets, electronic devices such as cell phones, data storage devices, computers, internet, smart watches, headphones or other electronic devices unless expressly permitted by the instructor for the required coursework
- Giving or receiving answers with other students during an exam
- Sharing answers after an exam with students who have yet to take the exam
- Submitting an assignment that you submitted for a grade in another or subsequent course without the permission of the instructor in the your current course
- Having another person take an exam or complete an assignment on your behalf, or doing so for another student
- Impersonating another student in order to take that student's exam or complete an assignment
- Stealing exams or sharing exam questions with other students prior to a exam
- Posting exam questions/answers via email or social media without permission of the instructor
- Buying research papers or any type of assignment and submitting it as your own work
- Copying a classmate's work and submitting it as your own work
- Copying and pasting of intellectual property (such as direct quotes, images, graphs, charts, etc.) from a source without providing proper citation
- Paraphrasing from a source without providing proper citation
- Fabricating or falsifying a citation
- Fabricating or falsifying research results and/or processes
- Completing quizzes/exams from a site other than the classroom without faculty approval to do so
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion
- Providing others with information or answers regarding any assessment (e.g., exams, quizzes, OSCE, cases, etc.)
- Continuing to write after a timed exam or other graded assignment, such as a graded case, has ended

Note: If a violation involves a student who is not enrolled in the course in question that student shall be subject to the procedures and disciplinary measures specified in this policy except that the student will not be given a "F". In such cases the Provost will be responsible for contacting the student and adhering to the procedures outlined below. If found guilty of committing a violation the Provost's Office will record the violation as part of the student's academic record.

It should be noted that the process for investigating and resolving an academic dishonesty allegation -- discussed below – is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members are required to present evidence and utilize their professional judgment in determining whether a student has violated the academic integrity policy. The standard to be applied in all cases is the "preponderance of the evidence" standard rather than the "beyond a reasonable doubt" standard.

If an instructor has reason to believe that a student may have committed a violation of the academic integrity policy, the instructor will conduct an investigation to confirm and document the violation. As part of the investigation, the instructor should consult with his/her program director or department chair to ensure the evidence is sufficient to support the allegation. Once the investigation is completed, the instructor must schedule a meeting to discuss the alleged violation with the student within 5 business days. The instructor also should invite his/her program director or department chair to attend the meeting as a witness.

At this meeting, the instructor will present the student with evidence of the alleged violation and review the penalty for the alleged violation. The instructor also will notify the student of his/her right to appeal, review the permissible grounds for submitting an appeal, and discuss the process for submitting an appeal. The instructor will present the student with a completed Academic Integrity Violation Form and request that the student review and sign the document. If the student declines to sign the form the instructor should note this on the form. The instructor also must provide the student with a copy of the signed document.

Once the instructor has met with the student and the Academic Integrity Violation Acknowledgement Form has been signed, the instructor must send a signed copy of the document, a summary of the incident and a copy of supporting evidence to the Provost's Office (provostoffice@ucwv.edu) as a single PDF.

If the student does not submit a written appeal to the Provost's Office within five business days of the date of the meeting with the instructor, the Provost's Office will record the violation as part of the student's academic record. If the violation would result in the expulsion of the student from the University, the Provost also will notify the President.

If the student chooses to appeal, they must submit a written appeal to the Provost's Office within five business days of the date of the meeting with the instructor. The appeal must include: 1) the student's name and UC ID number, 2) a copy of the signed academic integrity violation form, 3) an explanation of the basis for the appeal and 4) a copy of the evidence in support of the appeal. Student appeals must be based upon evidence which supports one or both of the following claims:

- The evidence provided by the instructor is insufficient to support the alleged violation.
- New evidence can be presented which exonerates the student in regard to the alleged violation.

Upon receipt of the student's appeal, the Provost will review it to ensure that the appeal is based upon one of the permissible grounds for an appeal. If the Provost determines that the appeal is not based upon a permissible claim the Provost will notify the student in writing. The Provost's Office will then notify administrative offices of the violation as appropriate.

Note: If the student's appeal alleges that the instructor's decision was motivated by a non-academic factor (e.g. bias, as prohibited by the University's non-discrimination policy) the Provost will refer the case to the Title VI Compliance Coordinator. No further action will be taken in regard to the appeal until the Title VI Compliance Coordinator certifies, in writing, to the Provost that the student's allegation is unsubstantiated.

If the Provost determines that the appeal is based upon a permissible claim, the Provost will notify the Chair of the Academic Integrity Review Board (AIRB) and provide the Chair with a copy of the materials submitted by the instructor and a copy of the student's appeal. The AIRB is empowered to hear appeals submitted by students enrolled in programs in any of the University's five academic schools: Arts & Science, Business, Health Sciences, Leadership, and Pharmacy. The Provost also will notify the instructor that an appeal has been submitted and that implementation of the penalty should be deferred pending the outcome of the appeal.

Upon receipt of the Provost's notification, the AIRB Chair will schedule a meeting of the AIRB within ten business days to consider the appeal. Due to scheduled University breaks, there may be times when it may not be possible for the AIRB to adhere to this requirement. In such cases, the AIRB will make a good faith effort to adhere as closely as possible to the schedule specified above. This principle also applies to student appeals that are received after the end of an academic semester. For a graduating senior who submits an appeal, they may walk at graduation if all other academic requirements have been met, but they will not receive a diploma until the appeal has been decided by the AIRB. During the appeal process, the student should continue to attend class until a decision is rendered.

The AIRB will review the documentation provided by both the student and the instructor to determine whether the student's appeal should be granted. At the AIRB's discretion, it may solicit additional information about the incident from the instructor, student or other individuals. The AIRB's decision is final and is not subject to further appeal by either the student or the instructor.

The AIRB secretary will produce a written record of the meeting. The record will include a clear and concise explanation of the considerations upon which the AIRB's decision was based. Once a decision has been reached, the AIRB Chair will notify the student, the instructor and the Provost's Office, in writing, within five business days of the date of the decision.

If the appeal is granted, no further action is required by either the student or the instructor and the Provost's Office shall not record the alleged violation as part of the student's academic record. If the appeal is denied the instructor's original decision will stand and the Provost's Office will record the violation as part of the student's academic record. If the violation would result in the expulsion of the student from the University, the Provost also will notify the President.

Note: The term "academic dishonesty" is defined as plagiarism; cheating, dishonest practices in connection with examinations, papers, and/or projects, forgery, misrepresentation, or fraud as it relates to academic or educational matters. Examples of academic dishonesty are provided below. This is not meant to be an exhaustive list, but instead to provide examples of dishonest acts that apply under this policy.

1. "Plagiarism": Representing the words, research findings or ideas of another person as your own in any academic exercise [At their discretion, faculty may submit student work to plagiarism–detection software, such as Turnitin for review without prior notice to students.] Includes, but is not limited to:
    - Using phrases from another source embedded into original material without proper citation (quilting and patchworking words and phrases)
    - Copying of intellectual property (such as images, graphs, charts, etc.) without proper citation

- The use, by paraphrase or direct quote, of the work of another person without full and clear acknowledgement

2. "Cheating and dishonest practices in connection with examinations, papers, and/or projects" includes, but is not limited to:

   - Copying answers from or looking at another student's exam or quiz
   - Allowing another person to copy one's own work for a graded assignment
   - Overtly or intentionally cutting and pasting or manually copying another's intellectual property without proper citation
   - False insertion of citation
   - Accessing or possessing any material not permitted during an exam or quiz. For example, notes, cheat sheets, electronic devices such as cell phones, data storage devices, computers, internet, smart watches, headphones or other electronic devices unless expressly permitted by the instructor for the required coursework
   - Having another person take an exam or complete an assignment for oneself.
   - Taking an exam or completing an assignment for another student
   - Continuing to write after a timed exam or other graded assignment, such as a graded case, has ended
   - Possession of a test or test questions prior to when exam, quiz, or any other assignment is due for submission
   - Submission of the same term paper, presentation or other work for more than one assignment, where no prior approval has been given (self-plagiarism)
   - Completing quizzes/exams from a site other than the classroom
   - Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
   - Providing others with information or answers regarding any assessment (e.g., exams, quizzes, OSCE, cases, etc.)

3. "Forgery, misrepresentation, or fraud as it relates to academic or educational matters" includes, but is not limited to:

   - wrongfully altering, or causing to be altered, any records
   - Receiving or providing papers/tests/projects for the purpose of cheating
   - Submission of term papers/tests/projects completed by others (purchased or otherwise)
   - use of University documents or instruments of identification with the intent to defraud (e.g. transcripts)
   - presenting false data or information or intentionally misrepresenting records
   - Furnishing or claiming the results of research projects or experiments for the inclusion in another's work without permission and proper citation
   - furnishing false statements in any University academic proceeding
   - providing false or misleading information to gain an academic advantage

ARTIFICIAL INTELLIGENCE POLICY

Generative Artificial Intelligence (AI) Use in the Classroom

Generative Artificial Intelligence (GAI) is not only an exciting tool that can help when used properly but also produces challenges in the classroom. In this document, you will find definitions and examples for Artificial Intelligence (AI) and Generative Artificial Intelligence (GAI), how they relate to academic work, and an idea to demonstrate how GAI can be used in the classroom for student work. The document provides two syllabus policy templates that UC professors can employ in their courses (subject to adjustments).

What is artificial intelligence and what is generative artificial intelligence?

Artificial Intelligence (AI):

Artificial Intelligence is the reproduction of human intelligence by computers or machines and may include the mechanism for learning, reasoning, and self-correction. AI systems will process data based on rules or algorithms. Maps and Navigation, facial recognition, and text editors would be examples of AI.

Generative Artificial Intelligence (GAI):

Generative Artificial Intelligence is an advanced form of AI and focuses on the ability to create original content freely. GAI can create new content such as images, text, music, art, etc. with limited input from a person. It can use techniques like neural network (machine learning program that makes decisions like a human brain) to replicate patterns in data. This process allows GAI to produce creative outputs. Developing a client brief or care plan, creating a poster or image, or chatbots are examples of Generative Artificial Intelligence.

How should we think about Generative AI as it relates to academic work?

Most citation styles, including APA and Chicago, suggest we think about and cite generative AI as *personal communication*. It is like talking to a friend (note: who may or may not be accurate). In the absence of a clear policy on the use of generative AI, a student should treat it like receiving assistance from another person. *It is always best to consult with the professor if there is ambiguity*, but the question is this: is the student allowed to consult with another person for this type of help?

- If yes, then using generative AI is also permitted.
- If not, then using generative AI is a form of academic dishonesty in violation of UC's Academic Integrity Policy.
- Because generative AI can be used in so many ways in academic work, instructors are encouraged to be explicit about how and when it may be used on assignments in their courses. For information on citing AI, please see UC Lib Guide on AI

Artificial Intelligence is becoming quite prevalent in our daily lives and can be found everywhere, from smartphones to the applications we utilize to write out assignments. It is because of this that students often have questions regarding the use of AI when completing coursework. The best thing to do is first read the syllabus, then ask the professor, and then consult the appropriate manual of style for each class. The Chicago Manual, for instance, considers ChatGTP to be more like personal communication, while the APA manual does not and requires you to place the resource in the reference list. It is also prudent to ask a librarian for assistance (librarian@ucwv.ed) when attempting to integrate AI into your work for the first time.

If a syllabus is unclear regarding the appropriate use of AI and a student cannot contact a professor or a librarian, they should treat all material produced by AI like they would any other document, interview, etc. First, they should ask themselves if the material is potentially inaccurate using the CRAAP test. Then, if they deem the item worthy, they should cite the material as they would anything else, using the appropriate manual or manual website for guidance. Just like we do not copy and paste or even paraphrase material from articles, interviews, and books without a citation and quotation marks when required, we should never copy and paste material from AI tools without taking the same steps. Secondly, just as we may not ask our friend to do an assignment for us and turn it in as our own work, we may not ask AI to complete an assignment or part of an assignment for us and then turn that assignment in as our own work.

Because of its broad applications, professors are encouraged to provide specific guidance in the syllabus regarding appropriate use of AI for each course.

Academic Probation and Academic Dismissal Policy

The University of Charleston's policy on academic standing applies to all undergraduate students at the institution. Graduate-level policies on academic standing vary by academic program.

For undergraduate students, a cumulative Grade Point Average (GPA) of 2.0 or higher is considered to be "Good Academic Standing" with the University of Charleston.

This cumulative GPA is determined solely on the basis of the student's performance in University of Charleston courses. Courses that were transferred in for credit, including transient coursework at other institutions, are not included in the cumulative GPA calculation.

Additionally, while a cumulative undergraduate GPA of 2.0 is sufficient for Good Academic Standing at the University, some specialized academic programs require a higher cumulative GPA above 2.0 in order to remain in the specific program. If a student fails to maintain the higher GPA for the program, they may be dismissed from the program, even though they are entitled to remain enrolled at the University. In such cases, a student may need to switch their major and enter a different academic program.

When a student does not obtain a cumulative GPA of 2.0 or higher, they are considered to be making unsatisfactory academic progress and no longer to be in Good Academic Standing.

Depending on the number of credit hours they have earned, students who have fallen below Good Academic Standing will be subject to the University's policy on Academic Alerts, Warnings, Probation, Suspension, and Dismissal. The purpose of these categories of academic deficiency is to make students aware of the danger to their successful progress at the University and to initiate interventions to assist their academic recovery.

A student's academic standing will depend on the cumulative GPA and number of hours earned as follows:

Hours Earned	Good Standing	Academic Alert	Academic Warning	Academic Probation
0-30	2.0 or higher	1.85 to 1.99	1.75 to 1.84	Below 1.75
31-45	2.0 or higher	1.85 to 1.99	1.80 to 1.84	Below 1.80
46-60	2.0 or higher	1.95 to 1.99	1.90 to 1.94	Below 1.90
61+	2.0 or higher	n/a	n/a	Below 2.0

Note: Any student who earns below a 1.0 GPA in any given term, regardless of their cumulative GPA or level of academic standing, is subject to review by the University's Student Academic Affairs Committee (SAAC). The SAAC will determine the appropriate intervention to assist the student's academic recovery but may also recommend suspension for a semester as an appropriate consequence.

Academic Alert

A student placed on academic alert is subject to the following restrictions:

- May not enroll in more than 16 credit hours the following semester
- Must establish and maintain an academic success contract with the Director of the Academic Success Center
- Must meet with their academic advisor every other week

A student's failure to adhere to these requirements will result in their referral to the SAAC. The SAAC will consider each case of student noncompliance and may determine additional sanctions to be appropriate.

Academic Warning

A student placed on academic warning is subject to the following restrictions:

- May not enroll in more than 13 credit hours the following semester
- Must establish and maintain an academic success contract with the Director of the Academic Success Center
- Must meet with their academic advisor every other week

A student's failure to adhere to these requirements will result in their referral to the SAAC. The SAAC will consider each case of student noncompliance and may determine additional sanctions to be appropriate up to and including suspension.

Academic Probation

A student placed on academic probation is subject to the following restrictions:

- May not enroll in more than 13 credits in the following semester
- May only register for classes in the following semester that are explicitly approved by the academic advisor (hence is not eligible for the standard online registration process)
- Must establish and maintain an academic success contract with the Director of the Academic Success Center
- Must meet with their academic advisor each week
- May not hold student office

A student's failure to adhere to these requirements will result in their referral to the SAAC. The SAAC will consider each case of student noncompliance and may determine additional sanctions to be appropriate.

A student on academic probation is given a one-semester grace period to improve academic performance sufficiently to remain eligible for all forms of financial assistance and to avoid suspension from the University. Sufficient improvement of academic performance normally implies achieving a cumulative GPA of at least the level of academic warning. A student who does not reach good academic standing after two semesters on probation will be referred to the SAAC.

Students on academic probation should consult with their faculty advisor, the financial aid office and, as appropriate, their athletic coach to discuss the consequences this may have for their ability to progress through their academic program and their eligibility for financial aid and athletics.

Academic Suspension

A student is subject to academic suspension under the following circumstances:

- The student's term GPA, regardless of cumulative GPA, is below 1.0.
- The student's cumulative GPA fails to reach at least the level of academic warning after one semester on academic probation.
- The student fails to achieve academic good standing after two semesters on academic probation.

When a student is subject to academic suspension, the SAAC will review the student's performance to determine whether suspension is the most appropriate consequence for their specific case. Students considered for suspension will have the right to propose an alternate sanction to the SAAC prior to the beginning of the following semester.

Students who have been suspended may not register for any classes the following term. They may be readmitted to the University after one year from the date of suspension by submitting a request, in writing, to the Registrar.

Students returning from suspension must establish and maintain an academic success contract with the Director of the Academic Success Center and obtain a cumulative GPA of 2.0 upon completion of their first semester following readmission. A student's failure to adhere to these requirements will result in their referral to the SAAC. The SAAC will consider each case of student noncompliance and may determine additional sanctions to be appropriate up to and including dismissal from the University.

Academic Dismissal

Dismissal is permanent suspension from the University without the opportunity to reapply.

A student is subject to dismissal if they do not obtain a cumulative GPA of 2.0 upon the completion of their first semester after being readmitted to the University following suspension.

Given the seriousness of the sanction of dismissal, the SAAC will carefully consider all cases of students subject to dismissal to determine whether dismissal is, in fact, the most appropriate consequence or whether a different intervention is warranted. As with suspensions, students will have the right to appeal the sanction of dismissal prior to the beginning of the following semester.

Graduation Policies

Graduation Application

All students must submit a Graduation Application to receive a degree from the University of Charleston. Graduation Applications are due no later than Friday of Week 6 during the graduation semester. Students must schedule a meeting with their academic advisor to ensure their graduation plan is feasible. Students are encouraged to review the Commencement Participation section prior to finalizing a graduation plan. If the academic advisor agrees all is in order, they will complete and submit a graduation application to solutions@ucwv.edu. To be processed the graduation application must include a program evaluation signed by the student and academic advisor.

If a student applies for graduation but does not fulfill all degree requirements during that semester, they should contact Student Solutions to cancel their graduation application. Students who cancel their graduation application will have to reapply for graduation in the future term in which they will meet their degree requirements. Students will be charged the $200 graduation fee only one time.

Commencement Participation

The University of Charleston offers students the opportunity to attend a Fall (for Summer and Fall graduates) or Spring commencement ceremony. Regardless of a student's intention of attending their commencement ceremony, a graduation application is required for degree conferral. Students must apply for graduation during the term in which their final courses will be completed.

- Fall Graduation Application Deadline – Friday of Week 6/Sept
- Spring Graduation Application Deadline – Friday of Week 6/Feb
- Summer Graduation Application Deadline - Friday of Week 6/June

Graduation with Honors

Undergraduate Students: To graduate with honors an undergraduate student must complete a minimum of 50% of the total credits required for an associate or bachelor's degree while in residence at the University of Charleston with a cumulative, institutional G.P.A. of 3.50 or better. Hence, to be considered for honors, a bachelor's degree-seeking student must complete a minimum of 60 credit hours at UC; an associate degree-seeking student must complete a minimum of 30 credit hours in residence.

Undergraduate students who are permitted to apply 60 or more transfer credits toward a bachelor's degree or 30 or more transfer credits toward an associate degree are eligible to graduate with Academic Distinction if they maintain a cumulative, institutional G.P.A. of 3.9 or better while in residence at the University of Charleston.

NOTE: Academic Distinction is based upon all work completed at the University. Final grades must be officially entered for the course to be considered completed. Academic Distinction will be denoted on a student's diploma and official transcript.

Graduate Students in the School of Business and School of Leadership: For a graduate student to graduate with honors from a master's or doctoral program the student must complete a minimum of 70% of the total credits required for the degree while in residence at the University of Charleston with a cumulative, institutional G.P.A. of 3.75 or better.

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

Ms Nicole Rupe-Harold, Registrar

Educational Records

FERPA

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

Educational Records

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

Record	Custodian
Registrar's Office	Registrar
Student Solutions Center Cashier	Cashier – Student Solutions Center
Office of Student Life	Dean of Students
Office of Financial Aid	Director of Financial Aid
Academic Success Center	Director, Academic Success Center

Disclosure of Educational Records

In most cases, the University of Charleston will not disclose information from a student's educational records without the written consent of the student. Normally, disclosure of educational records will occur only when the student or other eligible person makes an express request for such disclosure. Requests for information should be made in writing unless being made by an on-site University of Charleston official. Requests made via phone call will be considered in cases of extreme time sensitivity and with thorough confirmation that the request is being made by an appropriate party. The exceptions in which a student's educational records may be disclosed without consent include:

Requests from University of Charleston officials who have a legitimate educational interest in the records;

Officials of another school in which a student seeks or intends to enroll; Requests from certain government officials;

Appropriate parties in a health or safety emergency; and

Requests from parents of an eligible student who is claimed as a dependent for income tax purposes. The University will assume students are independent until a written request is made and proof of dependency is shown.

A student must complete the "FERPA Disclosure of Student" form and provide the University with a 4-digit PIN number and family names to allow them to speak about grades or financial information concerning the student. Otherwise, grades are posted electronically only.

The University of Charleston will maintain a record of all requests for and/or disclosures of information from a student's educational records, except for disclosure to University officials. The student may review this disclosure record in the Student Solutions Center.

The University of Charleston will not initiate disclosure of student records except in cases of health or safety emergencies, serious crimes or to complete financial obligations to the University.

Directory Information

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

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

- Most recent school attended; and
- Other similar information.

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

Procedure to Inspect Educational Records

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

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

Correction of Educational Records

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

TECHNOLOGY SUPPORT SERVICES

Mr. Scott Terry, Chief Information Officer

Technology Support Services Mission Statement

The mission of the Information Technology Department is to provide a secure and stable technology infrastructure to support teaching, service, and student life for the purpose of educating each student for a life of productive work, enlightened living and community involvement while providing technology support to all academic and administrative functions at the University of Charleston.

Help Desk

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

Audiovisual Services

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

For assistance by:

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

Email: Contact ITSupport@ucwv.edu

In person: Visit the Help Desk - location:

Clay Tower Building, 2nd Floor, Schoenbaum Library

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

Help Desk Hours – Classes in Session:

Monday – Friday, 7:00 AM to 8:00 PM

Help Desk Hours – Classes Not in Session:

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

For computer issues outside the Help Desk hours, please use the online ticket system or send an email to ITSupport@ucwv.edu. You will receive a response to your question as soon as possible when the Help Desk reopens.

Contact the Help Desk if you:

- Are having trouble with any of your accounts
- Need access to files or printers
- Cannot connect to the network or something on your computer isn't working properly
- Would like to know about options for sharing files, email, or calendars
- Need to purchase software or equipment
- Need service or advice about your personal computer or safe computing practices
- Think you have a virus or other computer problem
- Want to report a problem or place a request concerning a campus telephone
- Having a computer problem in a campus lab or classroom
- Have questions about software licensing or availability
- Have a computing need and don't know who to ask or where to begin

Need Additional Information

- Classroom technology support
- Campus telephones and voicemail support
- eLearn [Moodlerooms] support
- Report problems with streaming video service

Password Resets

Password Resets are available during all hours of Help Desk operation for College passwords. Any community member can also reset his or her own password at http://my.ucwv.edu, by clinking the *Change Password* link.

UC Computer Requirements

Every student is required to bring a laptop computer to campus which satisfies the general requirements listed below or specific requirements indicated for the academic programs listed.

General Requirements

Windows

Windows 10 or greater

256GB storage, 512GB recommended

Intel Core i5 or Greater

16GB recommended

Integrated Video Card or Greater

Integrated camera, microphone & speakers

Apple

Mac OS Monterey 12.0 or greater

256GB storage, 512GB recommended

Intel Core i5, Apple M1 or greater processor

16GB recommended

Integrated Video Card or Greater

Integrated camera, microphone & speakers

Specific Academic Program Requirements

Applied Computer Science

Processor: Intel i7 (7^{th} gen) recommended i9 or AMD Ryzen 7 recommended AMD Ryzen 9

Operating System – Microsoft Windows 10 or later

Memory: 16 GB or greater

Storage: 512 GB SSD or greater (Minimum of 20 GB of available hard-disk space)

Integrated camera, microphone & speakers

Accounting, Business Analytics & Sports Analytics

Processor: Intel i7 (7^{th} gen) recommended i9 or AMD Ryzen 7 recommended AMD Ryzen 9

Operating System – Microsoft Windows 10 or later

Memory: 16 GB or greater

Storage: 512 GB SSD or greater (Minimum of 20 GB of available disk space)

Integrated camera, microphone & speakers

Digital Media and Design:

Processor: Apple or PC – Intel or AMD Quad Core Processor

Operating System: latest OS (Microsoft Word 10 or later, Mac OS Ventura)

Memory: 16 GB Ram

Graphics: 2 GB of GPU VRAM

Storage: 512 GB SSD or greater (Minimum of 15 GB Hard Disc Space available disk space)

Resolution: 1920 x 1080

Integrated camera, microphone & speakers

Software

UC Students receive access to the Microsoft Office 365 suite.

Please note: Google Chromebook, iPads, and mobile phones do not support and/or run many required applications for UC classwork.

A minimum internet upload speed of 10 Mbps is recommended for using Proctorio

Identity Theft Prevention Policy

The risk to the University of Charleston's faculty, staff, students, and other applicable constituents from data loss and identity theft is of significant concern to the University. The University of Charleston actively works to detect, prevent, and mitigate identity theft, and to help protect its faculty, staff, students, and other applicable constituents from damages related to the loss or misuse of identifying information due to identity theft.

Under this policy, the University will:

- Identify patterns, practices, or specific activities ("Red Flags") that could indicate the existence of identity theft with regards to new or existing covered accounts.
- Respond appropriately to any red flags that are detected to prevent and mitigate identity theft.
- Ensure periodic review/updating of institutional software, hardware, and physical files, including reviewing the accounts that are covered, for necessary updates to ensure data security; and
- Promote compliance with state and federal laws and regulations regarding identity theft protection.

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

CENTER FOR CAREER DEVELOPMENT (CCD)

Ms. Jessica Wagner, Director

Center for Career Development Mission Statement

The mission of the Center for Career Development is to prepare students for career attainment, career advancement, and community involvement while effectively meeting the challenges of today's workplace as enlightened citizens.

About the Center for Career Development

The Center for Career Development (CCD) assists undergraduates, graduates and alumni to achieve their professional goals through assessment, self-awareness, career coaching, and educational events that encourage lifelong professional preparation and career readiness. The CCD uses the eight essential career competencies established by the National Association of Colleges and Employers as guideposts when designing programs and resources.

NACE Career Competencies

- Career and Self-Development
- Communication
- Critical Thinking
- Equity and Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

Services and Resources

The CCD provides an array of services and resources to 1) address the professional preparation areas described above, and 2) assist students in locating and obtaining employment opportunities. While many classes integrate CCD activities into the curricula, it is highly encouraged for students to make individual appointments with the CCD in their freshman year to begin developing personalized career plans. CCD services include the following:

Individual Career Coaching – By appointment or during walk-in hours, the CCD provides assistance with choosing a major, making career choices, devising a job search plan, resume development, interviewing, and applying to graduate school.

Career Seminars & Workshops – A variety of seminars and workshops are offered to students throughout the year. Topics include resume and cover letter development, interview skills, job search strategies, professional networking, and applying to graduate school. The CCD also holds workshops on leadership, etiquette, and communication.

What Can I Do With This Major? – WCIDWTM? is an interactive database of 90 academic majors and the careers associated with each. You can learn more about WCIDWTM here: https://drive.google.com/file/d/1FZ8EHo3216Ekjm0hDJfiz8IrI-3Ttc2Z/view

CareerOneStop: CareerOneStop is a free online resource from the US Department of Labor with self-assessments and career exploration tools. CareerOneStop can be accessed at careeronestop.org.

Resume Center – The Resume Center houses guides and instructional videos on building resumes and cover letters. The Resume Center can be found on the Center for Career Development website.

Handshake – Employers regularly post full-time, part-time, and internship opportunities via the CCD online job board, Handshake. All students and alumni have access to Handshake. Handshake is also used for event registration and the distribution of surveys relating to CCD areas of interest. Handshake can be found at ucwv.joinhandshake.com.

Big Interview – an online platform that offers comprehensive interview preparation, including mock interviews, training videos, and an "Answer Builder" tool. It's designed to help users improve their interview skills and build confidence through personalized practice and AI feedback It can be used as a self-service resource by students or a classroom resource by faculty. Big Interview allows students to receive immediate feedback on resumes and interview skills if they are unable to wait for an individual coaching appointment with CCD staff for any reason.

Career Fairs – The CCD organizes career fairs for all majors in the fall and spring. Students can learn about different employers and obtain information on full-time, part-time, temporary, and internship opportunities.

Career Closet-The CCD organizes a professional success closet that is available to students by appointment, or during Pop-Up Closet events, for students to "Shop" for professional attire for their internships, interviews, course presentations, or campus events.

Graduate School and Study Abroad Fair – For students seeking graduate programs and study abroad opportunities, the CCD conducts a graduate school and study abroad fair in the fall. Representatives from several graduate schools throughout the region attend, as well as providers of study abroad experiences.

Career Development Week – Each March, the CCD hosts a week-long series of career workshops and seminars presented by business professionals from the Charleston area and beyond. Topics include networking, business etiquette, interviewing, resume writing and maintaining a professional online presence.

Etiquette Dinner – Students are nominated by faculty members to attend this formal dinner and etiquette workshop. Local employers and alumni are invited to network with students.

Employer Presentations – Information sessions are provided by HR professionals so that students have opportunities to learn about the companies and their job opportunities. The CCD also works with instructors to organize company presentations in the classroom.

Alumni Assistance – Alumni are encouraged to use the CCD for employment assistance, accessing professional development resources, or posting job opportunities for their organizations at no cost.

Graduate Studies – The CCD provides information and resources on graduate education at UC and beyond.

Internships

UC encourages all students to complete an internship before they graduate, and some programs require internship hours (see the individual program requirements for more information). The CCD can provide guidance to students on locating internships and ensuring that internships comply with program requirements if using the internship for academic credit. Academic credit is granted at the rate of 1 credit hour per minimum of 40 hours worked. Individual academic programs may require students to work more than 40 hours to obtain one academic credit hour. The grade for the internship will be determined by the supervising faculty member. Some instructors utilize a pass/fail system while others use letter grades.

When doing internships for academic credit, students must complete the Internship Learning Agreement on Handshake with the supervising faculty member, the CCD, and their employer. The Learning Agreement connects job duties to academic outcomes to validate academic credit. At the conclusion of the internship, the employer must complete the SkillSurvey evaluation, which will be sent by the CCD.

Study Abroad Programs

Students who wish to participate in study abroad programs must register with the CCD. The CCD can provide resources on destinations and programs through an approved list of third- party providers. Students should consult with their academic advisor and the financial aid office before making a final decision on which study abroad program to pursue. Scholarships and financial aid applied to UC classes may not be applicable to study abroad programs. The transfer of study abroad credit to UC must be approved by the academic advisor and University Registrar before the student departs for the program.

Commitment to Students and Community

The CCD is committed to providing students with the best resources available to enhance professional preparation and career readiness. The CCD staff works with faculty members, alumni, employers, and community leaders to generate high quality opportunities for students. In turn, the CCD is committed to making the greater Charleston community a more vibrant and prosperous area by enabling students to become involved with local employers and organizations.

ACADEMIC SUCCESS CENTER

Mr. Christopher Ferguson, Director

Academic Success Center Mission Statement

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

ACADEMIC TUTORING

Peer Tutoring

All UC students have access to our Peer Tutoring program. Distance learning and Beckley students have access to a peer tutor via virtual sessions, in addition to submitting writing assignments for review. There is no fee for peer tutoring.

Discipline-specific Tutoring: Peer tutoring is available in a variety of subjects including math, sciences, business, English, nursing, and radiology using the Brain Fuse Tutor Match link.

Writing Tutoring: For students who need tutoring specifically in writing, peer tutors are available to help generate, organize, and develop ideas for papers. Peer Tutors can also explain punctuation and grammar and assist students with proofreading, document secondary sources, and address a host of other writing-related issues. Our goal is to provide quality assistance, tools, and resources to help students become confident, independent writers. Writing Peer Tutors can be scheduled using the Brain Fuse Tutor Match link.

Online Tutoring - Live, On-Demand (Brain Fuse)

Students can submit a paragraph or essay for review/critique by a Brain Fuse online tutor using access to the online tutoring portal (Brain Fuse) via myUC under the Student Resources tab or in e-Learn.

Distance learning and Beckley students can work one-on-one, in real-time with a peer tutor in any available discipline-specific subject via whiteboard technology. Sessions can be scheduled using our tutor scheduling link (https://www.registerblast.com/ucwv- asc/Resource/list) . Distance learning and Beckley students can also use Brian Fuse, the online tutoring platform. Students and faculty can access the online tutoring portal (Brain Fuse) via myUC under the Student Resources tab and e-Learn.

*All tutoring sessions must be scheduled at least 24 hours in advance. Students will receive a 12-hour confirmation for tutoring appointments. Subjects and scheduling for peer tutoring vary by time, according to students' needs and the availability of qualified tutors.

Standardized Testing Services

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

CLEP* (computer-based exams that allow students to prove mastery of college-level material in introductory subjects and earn college credit)

CLEP exams can now be taken with remote proctoring with the same timing, content, format, and on-screen experience as the test you would take in the UC testing center.

DSST* (computer-based exams that allow students to prove mastery of college-level material in introductory subjects and earn college credit)

*DANTES funding for service members is available for these exams

SERVICES FOR STUDENTS WITH DISABILITIES

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

Individuals requesting/requiring accommodations for documented disabilities are encouraged to contact the Academic Success Center

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

Americans with Disabilities Act (1990) and Americans with Disabilities Act Amendments Act (2008).

Prohibits discrimination against individuals with a disability.

Applies to everyone: faculty, staff, employees, student employees, students, and applicants.

Requires reasonable accommodations be provided to ensure access to classes, events, and related curricular activities.

Section 508 - Technology Access

All electronic and information technology must be accessible to people with disabilities.

Students with disabilities must be able to access the computer hardware and software, web pages, and the Internet, CD/DVDs, video/audio teleconferencing, etc.

Section 504 of the Rehabilitation Act

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

Accommodations for Individuals with Disabilities

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

What are Accommodations?

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

Any student with a documented disability may be eligible to receive accommodation & services from the Academic Success Center.

The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability.

Accommodations are not a guarantee for success but rather seeks to promote non-discrimination and equal access opportunities.

Accommodations are not student preferences; they are determined through an established review process based on documentation received regarding the student's disability.

The law does not require institutions to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, they are mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability.

In order to access accommodation, students must disclose their disability to the Academic Success Center and state their requested accommodations.

Expectations and Key Participant Roles in Accommodation Process

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

Student Role

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

Faculty Role

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

Disability Coordinator Role

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

- Provide information and referral to university and community resources to resolve disability-related issues

*Adapted from the Association on Higher Education and Disability

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

Service Animal Policy

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

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

Definitions:

Animal in training: an animal undergoing training to become a service animal. An animal in training has the same rights as a fully trained animal when accompanied by a trainer and identified as such.

Partner/Handler: a person with a service or therapy animal. A person with a disability is called a partner; a person without a disability is called a handler.

Service Animal: any animal individually trained to do work or perform tasks for the benefit of a person with a disability.

Team: a person with a disability or a handler and his/her service animal. The two work together as a team in accomplishing the tasks of everyday living.

Therapy Animal: an animal that does not assist an individual with a disability in the activities of daily living. These animals are not protected by the laws for service animals.

Types of Service Animals:

Guide Animal: an animal carefully trained to serve as a travel tool by individuals who have severe visual impairments.

Hearing Animal: an animal trained to alert a person with significant hearing loss when a sound, e.g., knock on the door, occurs.

Service Animal: an animal trained to assist a person who has a mobility or health impairment. Types of duties the animal may perform include carrying, fetching, opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, helping a person up after the person falls, etc. Service animals can sometimes be called assistance animals.

SSIG (Sensory Signal) Animal: an animal trained to assist a person with autism. The animal alerts the partner to distracting, repetitive movements common among those with autism, allowing the person to stop the movement (e.g., hand flapping). A person with autism may have problems with sensory input and need the same support services from an animal that an animal might give to a person with visual or hearing impairments.

Seizure Disorder Animal: an animal trained to assist a person with a seizure disorder. The methods the animal uses to serve the person may vary, depending on the person's needs. The animal may stand guard over the person during a seizure, or the animal may go for help. A few animals have somehow learned to predict a seizure and warn the person in advance.

An ***Emotional Support Animal*** is an animal prescribed for an individual who is diagnosed with psychiatric disability. An ESA is not a pet, a Service Animal, or a therapy animal.

A student seeking accommodation must provide appropriate documentation of the disability for the Disability & Accessibility Services Coordinator to evaluate the student's request. The documentation must describe the disabling condition, which is defined by the presence of a substantial limitation in one or more major life activities. To be eligible for an ESA as an accommodation in Student Housing at the University of Charleston, a student must verify the following:

a disabling psychiatric condition;

animal is necessary to afford a student with this disability an equal opportunity to use and enjoy the dwelling (University of Charleston Student Housing); and

an identifiable nexus between the disability and the assistance the animal provides.

Long-Term versus Short-Term Use

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

Documentation and Requirements

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

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

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

Control Requirements

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

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

Service Animal Etiquette

The service animal must always adhere to the following rules:

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

Students/staff/faculty/administration must always adhere to the following rules:

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

Conflicting Disabilities

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

Residence Halls

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

Disability Grievance Policy and Procedures

Although students are fully encouraged to solve disputes at the lowest possible level and to use internal procedures, a student may choose to initiate a formal grievance at any time.

The U.S. Department of Education, Office of Civil Rights (OCR), encourages individuals first to use internal grievance procedures, and when such procedures meet OCR's investigative standards, OCR will generally defer to the results reached if the process provided for fair consideration of the grievance.

Informal Resolution Procedure

Clear communication between students, faculty/staff, and University of Charleston Disability and Accessibility Services is vital to utilizing services effectively. Where possible, students are encouraged to first address concerns and problems with the individuals most directly involved in the situation: The Disability and Accessibility Services Coordinator regarding eligibility for accommodations and specific accommodations; the individual faculty or staff member in the cases of implementation or lack of approved accommodations.

Students are encouraged to express any concerns to the Disability and Accessibility Services Coordinator.

Students who are having trouble in receiving authorized accommodations by a faculty or staff member, department, or program should first address their concerns with the faculty or staff member charged with providing the accommodation.

The Disability and Accessibility Services Coordinator is available to offer assistance by discussing and exploring options with the student and/or faculty or staff member, contacting the concerned party in an effort to clarify issues, facilitating a meeting with the concerned parties, and/or advocating for the student's right to receive appropriate and effective accommodations to the extent required under either the Rehabilitation Act or the ADA.

The West Virginia ADA Coordinator is available for consultation regarding any questions or concern a student may have about one's accommodations (Kim Nuckles, 304-558-4331, Kim.P.Nuckes@wv.gov)

A student who is not satisfied with the resolution on this level may choose to file a formal complaint.

Formal Grievance Procedure

The student may submit a formal written grievance to the Provost and Dean of Students. When making a formal complaint, a student should include specific information about the concern or problem (describe the issue(s), incident(s) and the action(s) taken; state the name of the individual(s) or office(s) involved; and show documented efforts to resolve the complaint). Either the Provost or Dean of Students will meet with the student to discuss the complaint and will conduct any necessary investigation.

The Provost/Dean of Students will issue a written decision including findings and remedial actions, if any, to be taken by the University of Charleston and/or the student. This decision shall be issued to the student and any others deemed appropriate within fifteen (15) calendar days of the receipt of the complaint. Files and records on all formal grievances shall be maintained by the Provost/Dean of Students.

Appeal Procedure

If a student is not satisfied with the formal grievance procedure, the student may appeal to the President for *de novo* review of the Provost/Dean of Students. The appeal must be made in writing within five (5) calendar days of the decision. The determination of the President on any such appeal is final.

If the grievance is not resolved internally at the University, the student may choose to file a complaint with the Office of Civil Rights, U.S. Department of Education (100 Penn Square East, Suite 515, Philadelphia, PA 19107; Tel: (215) 656-8541; Fax: (215) 656-8605; OCR.Philadelphia@ed.gov.

SCHOENBAUM LIBRARY

Mr. John Adkins, Director of Library Services

Schoenbaum Library Mission Statement

The Schoenbaum Library fosters the development of the research, critical thinking, and information literacy skills necessary for students to excel as productive, enlightened, and involved citizens.

About the Schoenbaum Library

The ability to efficiently locate and critically evaluate information is an indispensable skill for the 21st century student. University of Charleston library faculty work closely with classroom faculty to ensure that students acquire the information and technology skills they will need to live, work, and participate in an information-based society.

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

Student learning is supported by an array of books, journals, and databases. The library has a strong collection of print and electronic resources. The collections include approximately 700,000 print and electronic books and over 65,000 journal titles all are available either in print or electronically and accessible from any web-enabled computer, on or off our campuses. All resources are available to students in Charleston, our Beckley campus, or to online students either electronically or through document delivery services.

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

A skilled, professional reference staff is available to students during regular library hours in person, by chat, via the e-mail below, or by calling 304-357-4780. Students can also submit reference questions via e-mail to librarian@ucwv.edu at any time.

OFFICE OF STUDENT LIFE

Ms. Virginia Moore, Vice President & Dean of Students

Office of Student Life Mission Statement

The mission of the Office of Student Life is to support all students through co- curricular activities designed to promote individual and professional growth, social responsibility, and leadership development for a life of productive work, enlightened living, and community involvement.

About the Office of Student Life

The Office of Student Life begins this support by planning and implementing all Orientation programs to the university. New Student Orientation (both in-seat and online) is a vital part of the student's first-year experience. Students learn about the campus, support services, resources, and the curriculum.

Activities are scheduled to help students begin to make friends and feel at home in their new environment. The first day of New Student Orientation is also the first day of classes for first year students.

RESIDENCE LIFE AND HOUSING

Mr. A. Ryan White, Assistant Dean of Students

Living in a residence hall is an integral to the student's collegiate experience. Living on campus provides many advantages to students such as-

- proximity to classes, activities,
- the development of lifelong friendships, and
- forming invaluable relationships with other students, mentors, and staff.

Housing Application

All students are required to reside on campus unless they meet one of the exemption requirements below. As part of the housing application process, a student must sign a Housing Contract, which is an agreement for the entire academic year for their housing assignment and meal plan. Applications for housing and meal plans are available in the UC Student Portal found under the Housing and Meal Plan link. Housing applications are only visible to students who are registered for classes in the term they will be living on campus.

All students are required to live on campus unless they meet one of the following requirements:

- Age 21 or older by the second week of classes in the fall;
- Completed more than 60 credit hours;
- They are living with their parent or guardian at their permanent home address within a 50-mile radius of the University;
- They are married;
- A parent/guardian caring for a dependent child.
- They are not a student athlete.*

*All student athletes are required to live on campus unless they are approved by the Vice President & Athletic Director.

If a student meets one of the qualifying exemptions, they must complete an on- campus housing exemption form in the Housing Portal.

A housing application is used to match students with similar interests in the housing assignment process. Reciprocal roommate requests are honored when possible if applications with such requests are mutual. New students make housing assignments for themselves after immunization records, housing deposits, and health insurance information is received in the Office of Residence Life.

Housing Cancellation/Withdrawal

If the application for room assignment is accepted, but the student decides not to live in the residence hall, the student must complete the Housing Cancelation Form found in the Housing Portal.

Vacations

The residence halls are open throughout the academic year (including Thanksgiving and Spring Breaks) and closed during Winter Break. When a student leaves for the summer months, all personal property must be removed from the room. Students requesting to remain during the winter break must complete the Winter Break Form when it is released by Residence Life.

Meal Plans

All residential students housed in Brotherton Hall, Middle Hall, or Ratrie Hall must purchase a University Meal Plan. Although the residence halls are open for Thanksgiving and Spring Breaks, dining services may be closed or have limited hours, and students should make alternative plans for dining during break periods.

Student Conduct

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

Counseling Services

Mr. Rance Berry, Director of Counseling & Outreach Services

The University of Charleston has a licensed professional counselor on staff to work with our student population. Counseling and outreach services at UC are free for all UC students and do not have a cap on the number of sessions students are allowed to have each semester or year. UC understands that now more than ever, students may need someone to speak to, to listen to them, or give them guidance on how they are feeling about something specific or in general. UC Counseling services are trained to assist students with depression, anxiety, stress, trauma, substance abuse, adjusting to college life, and guidance counseling as well as referrals to off campus services if needed. Counseling Service can be reached by scheduling an appointment at the UC Counseling Appointment Link or emailing uc-counselor@ucwv.edu.

Title IX Compliance Office

Ms. Virginia Moore, Title IX Compliance Coordinator

Policy Prohibiting Title IX Sexual Harassment

Policy Statement

The University of Charleston is committed to creating and maintaining a learning and work environment that is free from discrimination based on sex.

This Title IX Sexual Harassment Policy (the "Policy") prohibits sex-based discrimination, including sex-based harassment, in all operations of the University. The Policy is intended to meet the University's obligations under Title IX of the Education Amendments of 1972 ("Title IX"); the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), as amended by the Violence Against Women Reauthorization Act of 2013 ("VAWA"), with respect to its application to sex-based misconduct; and other applicable law and regulations.

The University is committed to the principles of academic freedom and freedom of expression and the Policy should be interpreted, and will be applied, consistent with both of these principles.

The Policy also prohibits retaliation against an individual: (1) who makes a report or files a Formal Complaint of Title IX Sexual Harassment; (2) about whom a report is made or against whom a Formal Complaint is filed; (3) who participates in the reporting, investigation, or adjudication of possible violations of this Policy; or (4) who engages in good faith opposition to what another individual reasonably believes to be Title IX Sexual Harassment under this Policy.

The University's Title IX Compliance Coordinator is responsible for administering the Policy and related procedures. Any inquiries about the Policy or procedures should be referred to the University's Title IX Compliance Coordinator, Virginia Moore, who may be contacted as follows:

Office of Student Life

Geary Student Union Office 310

Charleston, WV 25304

304-357-4987

virginiamoore@ucwv.edu or titleix@ucwv.edu

Sexual Awareness and Violence Education

Ms. Erin Dunmore, SAVE Project Director

The Sexual Awareness and Violence Education (SAVE) program offers resources, prevention education, and training to reduce domestic violence, dating violence, sexual assault, and stalking on campus. Bystander training is also provided to the UC community each year. Bringing in the Bystander is an evidence-based prevention workshop that explores concepts such as victim blaming, rape culture, and consent. Participants learn the importance of speaking out against social norms that support a culture of sexual violence and can identify potential risks in a variety of situations that could lead to sexual violence.

For more information, resources, or referrals contact save@ucwv.edu.

International Program

Ms. Violetta Petrosyan, Director of International Students

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

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

New international students are supported by the Director of International Students, who assists them as they adapt to an American campus as well as a new culture.

Additionally, an orientation is provided to international students prior to the fall and spring semesters to ensure they understand their legal and academic responsibilities.

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

Student Involvement at UC

Mr. Grant Brinson, Director of Student Engagement and Recreation

The University of Charleston provides a wide range of opportunities to become involved on campus. Whether it's joining a fraternity or sorority, participating in a campus club or organization, attending student activities, being involved in student government, or playing intramural sports, there is something for everyone. Getting involved not only enhances the college experience but also helps reduce stress, fosters a sense of belonging, builds lasting friendships, and supports students in adjusting to college life.

Student Government Association (SGA)

Ms. Virginia Moore, SGA Advisor

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

Student Activities Board (SAB)

Mr. Grant Brinson, Advisor

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

Greek Life

Mr. Grant Brinson, Advisor

Greek life at the University of Charleston plays an important role in student development by promoting scholarship, leadership, community service, and development of lifelong friendships, all while upholding the core values of each organization. These experiences help shape well-rounded individuals and foster a strong sense of community on campus. UC is home to one national fraternity—Kappa Delta Rho, one local fraternity—Delta Alpha Lambda, one Divine Nine fraternity, and three local sororities—Theta Kappa Pi, Beta Tau Epsilon, and Delta Phi Delta.

Recruitment, commonly referred to as "rush," is held each fall and spring semester. These events give students the opportunity to connect with Greek organizations and explore the many benefits of membership. Being part of Greek life offers students the chance to take an active role in campus life while developing leadership skills, building lasting relationships, and learning the value of teamwork.

Student Organizations

The University of Charleston has many diverse and interesting student organizations registered with the Office of Student Life. Current organizations are listed below.

Students may also form a new organization by following a simple process, which can be found on the website or in the Office of Student Life.

Active Student Organizations

Governing Organizations	Greek Organizations
Student Government Association (SGA)	Theta Kappa Pi (Local Sorority)
Pharmacy Student Government Association (PSGA)	Beta Tau Epsilon (Local Sorority)
Student Organization Council (SOC)	Kappa Delta Rho
Greek Council	Delta Alpha Lambda
	Honor Societies
Departmental / Professional Organizations	Chi Beta Phi (Science)
	Gamma Beta Phi (Education)
	Pi Gamma Mu (Political Science)
	Psi Chi (Psychology
	Sigma Tau Delta (English)
	Gamma Beta Phi (Community Service
American Chemical Society (ACS)	**Special Interest Groups**
Pre-Pharmacy Club	Sales
Radiology Club	Catholic Campus Ministries (CCM)
School of Business and Leadership Association	Cybersecurity Club
Student Education Advisory Council (SEAC)	Global Student Organization (GSO)
Student-Athlete Advisory Committee (SAAC)	DREAAM Studios
Capito Association of Nursing Students (CANS)	Black Student Union
American Society of Interior Designers (ASID)	Phi Beta Lambda
Pre-Professional Healthcare Society (PPHS)	UC Band
Psychology Club	Young Life
	InterVarsity
Student Accounting Society (SAS)	Future Business Leaders of America
Financial Planning Association (FPA)	UC Lions Campus Club
	First 2 Network
	The National Society of Leadership and Success
Graduate Student Organizations	Because Christ Matters (BCM)
UC PA Student Association (PASA)	Fellowship of Christian Athletes (FCA)
Pre-Professional Healthcare Society	Board Game Club
American Pharmacist Association- Academy of Student Pharmacists (APhA-ASP)	Creative Writing Club
Christian Pharmacists Fellowship International (CPFI)	Raices Club
Industry Pharmacists Organization (IPhO)	
Student College of Clinical Pharmacy (SCCP)	
Student National Pharmaceutical Association (SNPhA)	
Student Society of Health-System Pharmacists (SSHP)	
Phi Delta Chi (ΦΔΧ)	
Lambda Kappa Sigma (ΛΚΣ)	
Phi Lambda Sigma (ΦΛΣ)	
Rho Chi (PX)	

Intramurals and Club Sports

Mr. Grant Brinson, Director of Student Engagement and Recreation

The intramural and club sports program as well as the outdoor recreation center provides all students, faculty, and staff opportunities to participate in their favorite sports and activities while at the University of Charleston. Activities for men, women, and coed teams are offered, which include basketball, broomball, flag football, powder puff football, softball, soccer, volleyball, dodgeball, club soccer, along with many other challenging events. The outdoor recreation center, The Boathouse, offers paddleboarding, kayaking, fishing, table tennis, tegball, bicycling, and many other outdoor activities.

UC Bands Program

Ms. Josie Fisher, Director of Music and Dance Activities

The UC Band, Choir, and Dance Team offers performance opportunities for any UC student with a passion for music and dance. UC Bands includes the Squadron of Gold Athletic Band and the Concert Band. UC offers two choral ensemble opportunities: Concert Choir and University Singers. The River City Youth Ballet proudly provides dance instruction in Pom, Hip-Hop, Jazz, and Contemporary styles for the University of Charleston Dance Team. Membership for the band, choir, and dance team is open to any UC student through a low-stress, interactive audition process. Students can earn academic credit and scholarship money of up to $5000, based on financial need, skill level, participation, and residency status. Instruments, music, materials, and uniforms are provided at no cost to the students. All groups participate in a variety of campus and community performances. UC music and dance programs help students develop a strong work ethic, lasting friendships, and foster their love of performing while representing the University of Charleston.

ATHLETICS AND RECREATION

Dr. Bren Stevens, Vice President and Director of Athletics

Athletics Mission Statement

The mission of the University of Charleston's Athletics Department is to develop successful, well-rounded student-athletes who complete their undergraduate education and lead lives of productive work, enlightened living, and community involvement.

About Athletics and Recreation

Teams and individuals at the University of Charleston have enjoyed notable successes in athletics, winning conference and regional championships while advancing to the NCAA national tournament in various sports. During the past few years, a plethora of sports programs have advanced to post-season play in the NCAA national tournament in the sports of soccer, football, basketball, baseball, volleyball, tennis, golf, cross country and track, and softball. The university's men's soccer team won the first-ever National Championship in any sport at the University of Charleston in 2017. They followed up with another National Championship in the fall of 2019.

University teams utilize the best athletic facilities available, on and off campus. These include the University of Charleston Stadium (football and track), Welch Athletic Complex (soccer, baseball, lacrosse), Watt Powell Annex (softball), and outstanding public and private facilities used for tennis and golf. Additionally, the Russell and Martha Wehrle Innovation Center is the home for men's and women's volleyball and basketball.

Division II of the National Collegiate Athletic Association (NCAA) and the Mountain East Conference (MEC) govern intercollegiate athletics at the University of Charleston. Membership of the Mountain East Conference includes the following institutions: U.C., WV State, Concord, Glenville, West Liberty, Wesleyan, Wheeling, Frostburg State, Fairmont State, Point Park, and Davis & Elkins College. The Golden Eagles won the prestigious "Commissioner's Cup" in 2013, 2015, 2017, 2018, 2019, 2020, 2021, 2002, and 2023. The Mountain East Conference is a part of the Atlantic Region, which is comprised of approximately 42 colleges and universities. Additionally, the men's volleyball program competes at the NCAA Division I level and is a prominent member of the EIVA (Eastern Intercollegiate Volleyball Association).

Men's Intercollegiate Athletics

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

Women's Intercollegiate Athletics

Female student-athletes compete in ten intercollegiate sports at the University of Charleston: basketball, cross country, golf, indoor track, lacrosse, soccer, softball, tennis, outdoor track and field, and volleyball. Scholarships are available in all ten sports and are awarded at the head coach's discretion.

Cheerleading

The University of Charleston recruits talented individuals for its coed cheerleading squad. Interested students should contact the Head Cheer Coach for more information. Scholarships are available and awarded at the head coach's discretion.

Intramural Athletics

Intramural and club sports programs provide all students, faculty, and staff opportunities to participate in their favorite sports and activities at the University of Charleston. Activities for men, women, and coed teams include basketball, broomball, flag football, powder puff football, softball, soccer, volleyball, dodgeball, club soccer, and many other challenging events.

Recreation

The Morrison Fitness Center has state-of-the-art cardio machines, workout rooms, free weights, and a wide variety of Cybex strength equipment, including selectorized and plate-loaded pieces. Special classes such as Zumba, Yoga, and other fitness opportunities are scheduled regularly by the Fitness Center Director. Additional recreation facilities include an auxiliary gymnasium, one handball/racquetball court, and a boathouse. The boathouse was renovated in the summer of 2021, giving students access to outdoor sporting equipment such as bicycles, paddleboards, fishing poles, and cornhole boards. In the fall of 2022, an outdoor space for basketball, pickleball, and beach volleyball was opened to provide additional recreational areas. Facilities are open to students, faculty, and staff with a validated University I.D. card.

FIRST-YEAR PROGRAM (UNIV)

Professor Debbie Bannister, Program Director

First-Year Program Mission Statement

The mission of the First -Year Program is to introduce university resources and curriculum which seeks to educate students for productive work, enlightened living, and community involvement.

Freshman Student Advisors (FSAs), Mentors and Major Advisors

Upon enrollment, all new students are assigned to a Freshman Student Advisor (FSA) who will schedule and advise the student throughout their transition to the university. Incoming first-year students are also paired with a faculty mentor, who will also be their UNIV 104/105 instructor. The Mentor serves the student as an informed guide, as an advocate, and as a role model. Incoming students are also assigned a major advisor who provides advice on appropriate coursework or other issues associated with a particular academic discipline or major field of study. The major advisor will change if a student changes his or her major. If the student has not declared a major, the major advisor will be the Discovery Program Director.

First-Year Program Outcomes

1. Develop Faculty/Student interactions that contribute to a positive UC experience.
2. Build positive peer relationships that lead to a positive UC experience.
3. Develop study skills and habits that lead to a successful academic experience.
4. Engage in experiences that promote enlightened living and community involvement.
5. Promote academic and co-curricular experiences that lead to student success and personal development of all first-year students.

University Courses

The **UNIV 104 College Motivation & Success** course is designed to foster a meaningful, professional relationship between the student and his/her faculty mentor. During the semester, the student will work to discover the importance of assuming responsibility for his/her role in the educational process; receive focused guidance on curricular and professional choices that will enhance personal and professional development; and identify and learn to access University resources and support structures designed to enhance academic and professional success.

The **UNIV 105 Foundations of Character & Leadership** course is designed to foster a meaningful, professional relationship between the student and his/her faculty mentor. During the semester, the student will work to discover the importance of assuming responsibility for his/her role in the educational process; receive focused guidance on curricular and professional choices that will enhance personal and professional development; and develop skills necessary for team building, leadership, and enlightened living.

Successful completion of speech opportunities in UNIV 104 and UNIV 105 will enable students to complete Oral Communications (SPCH 103) as an embedded course.

The UNIV 204 College Success & Leadership course is designed to foster a meaningful, professional relationship between the student and his/her faculty mentor. During the semester the student will work to discover the importance of assuming responsibility for his/her role in the educational process; receive focused guidance on curricular and professional choices that will enhance personal and professional development; identify and learn to access University resources and support structures designed to enhance academic and professional success and develop skills necessary for team building, leadership and enlightened living.

A Typical First-Year Schedule

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

Typical First Year Schedule			
Fall Semester	**Credit**	**Spring Semester**	**Credit**
General Education Course(s)	3 - 9	General Education Course(s)	3 - 6
ENGL 101	3	ENGL 102	3
UNIV 104	3	UNIV 105	3
Course in Major	3	SPCH 103 (Embedded)	3
		Course in Major	3
Total:	**15 to 18**	**Total:**	**15 to 18**

UNIVERSITY OF CHARLESTON HONORS COLLEGE

Dr. Kara Fisher and Professor Hallie Chillag, Program Directors

Honors College Mission Statement

The mission of the University of Charleston Honors College is to create a community of curious and engaged scholars to develop qualities of professional leadership, personal integrity, and respect for diverse communities.

About the Honors College

The University of Charleston Honors College is a community of high-achieving and intellectually curious students who enter the university with evidence of exemplary high school and/or collegiate achievement. The Honors College is open to students from all majors. Graduates will be uniquely prepared for work in graduate education and professional environments. Students will receive support to pursue passionate interests academically, professionally, and/or recreationally. The program employs classical and experiential learning modalities distinctive to Honors.

Incoming freshmen and transfer students who meet the entrance criteria are invited to apply. A second-semester freshman or transfer student with evidence of exemplary first-semester work may petition the program directors for admission into the program.

Program Vision and Values

The Honors College aspires to employ imaginative models of academic excellence and community engagement. Further, the Honors program aims to develop a community of scholars who excel academically and embody ethical, influential, and transformative leadership, personal integrity, and respect for diverse communities. The University of Charleston Honors College pursues lasting and positive impact on the lives of its students and the broader world.

Leadership: preparing students with the skills and opportunities to demonstrate evidence informed practice, empathy, and cooperation.

Integrity: guiding students to value and utilize ethical principles in their academic disciplines, their professions, and their personal lives.

Innovation: encouraging students to trailblaze solutions and consider new pathways in their processes and academic pursuits.

Diversity: fostering an environment for acceptance, respect, and celebration of differing ideas and characteristics among individuals, groups, and communities.

Criteria for Acceptance:

For first-time freshmen, most eligible students applying for admission to the Honors College will complete a personal interview and meet one or more of the following benchmarks:

- High School GPA (weighted or unweighted)
- 26 ACT or 1230 Redesigned SAT
- Demonstrated exceptional community activism or engagement.

It is also possible to join the Honors College after a successful first semester at the University of Charleston. Enrolled UC students may apply for admission to the Honors College Directors and show successful completion of 15 or more credits with a cumulative GPA. Transfer students may also be eligible for admission to the Honors College by demonstrating successful completion of 15 or more credits with a 3.5 cumulative GPA earned at a previous institution.

Honors College Program Learning Outcomes:

- Demonstrate intellectual curiosity utilizing arguments that critically analyze information from a variety of sources and diverse perspectives.
- Apply values of ethical leadership, interdisciplinary engagement, and respect for diversity.
- Contribute and collaborate as informed members of local and global communities.

Program Requirements:

Honors Education Certificate

The co-curricular nature of the Honors College Certificate communicates to employers and graduate and professional schools that the graduate is uniquely prepared. The certificate holder can demonstrate academic excellence, specialized skill development, and the completion of enhanced learning and recreational opportunities. Students will be prepared for future goals, engaged in networking and community building, and committed to personal growth and challenges.

Certificate Requirements - 10 Academic Credits and 6 Co-Curricular Experiences:

- Honors First Year Seminar, HNRS 101/HNRS 102 – (6 credits)
- Interdisciplinary Colloquium Courses, HNRS 2XX or HNRS 3XX – (2 credits)
- Honors Capstone Seminar, HNRS 400 – (2 credits)
- Co-Curricular Experiences – 6 (Portfolio Required)

Suggested Plan of Discovery	
Year One	
Honors First Year Seminar	HNRS 101/102 (6 credits)
Co-Curricular Experiences	2
Year Two	
Interdisciplinary Colloquium	1 recommended (1 credit)
Co-Curricular Experiences	2
Year Three and Four	
Interdisciplinary Colloquium	1 recommended (1 credit)
Co-Curricular Experiences	2
Honors Capstone Seminar	HNRS 400 (2 credits)

INDIVIDUALIZED MAJORS

GENERAL STUDIES MAJOR

Dr. Jeannie Dalporto, Program Director

General Studies Major Mission Statement

The mission of the General Studies Major is to prepare graduates for gainful employment within their area of concentration and to be ethical, tolerant, and informed community citizens.

Program Description

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

The student must make an appointment with the General Studies Program Director to discuss his or her educational goal(s) and determine the student's area of concentration (contact the Student Solutions center for Program Director contact information).

The General Studies Program Director and the student, in consultation, may select an appropriate Advising Team, including a primary advisor and one or two other faculty.

This Advising Team will help the student develop a coherent program of study designed to meet the agreed upon outcomes, and a plan for demonstrating the Institutional Learning Outcomes.

Students pursuing this degree option must:

- Have, or must complete, a minimum of 120 credit hours
- Amass a total of 30 upper-division credit hours
- Keep a cumulative University of Charleston grade point average of 2.0
- Declare an area of concentration (27 hours) in consultation with his/her advisor based on the courses the student has taken and his/her goals
- Complete all the General Education Requirements
- Successfully complete the General Studies Capstone course.

The area of concentration chosen will determine whether the Bachelor of Arts (BA) or Bachelor of Science (BS) degree in General Studies is awarded.

General Studies Program Learning Outcomes

The graduate will:

1. Communicate effectively in oral, written and media formats appropriate for the content and audience.
2. Demonstrate intellectual inquiry, information literacy, and critical, analytical and reflective thinking skills appropriate for the content and audience.
3. Express in writing a thorough and sophisticated understanding of their ethical beliefs and the ethical beliefs of others; the ability to identify ethical conflicts; and the ability to make ethical decisions within given scenarios.

Professor Hallie Chillag, Program Director

Multidisciplinary Studies Mission Statement

The graduate of the multidisciplinary studies program is prepared for a dynamic world by examining the interconnections inherent in human populations as well as the natural and built planet. Students are required to think deeply, value diversity, and employ a variety of perspectives in their address of a globalized world. Multidisciplinary studies students are especially positioned to take on the changing and emerging nature of information across many disciplines.

Program Description

Often, students possess a broad range of interests that do not fit into a "traditional" major. Further, many professions and graduate and/or professional programs demand interdisciplinary thinking. The MTDS is designed so that the graduate can synthesize and apply skills and knowledge from multiple disciplines to address complex issues encountered in society, career, and personal life. The area of concentration chosen will determine whether the Bachelor of Arts (BA) or Bachelor of Science (BS) degree in General Studies is awarded.

Multidisciplinary Program Learning Outcomes

The Graduate will:

1. Evaluate phenomena from at least three major study areas using concepts and theories.
2. Incorporate interdisciplinary thinking to address real world problems.

What You Will Study

The MTDS degree program consists of three academic minors from various disciplines, plus an MTDS Capstone course. A variety of predetermined, recommended combinations of specific minors are available to the student. However, the student can make their own choice of minors with the guidance of the MTDS program advisor.

Examples:

Political Science / History / Professional Writing

Entrepreneurship / Business / Professional Writing

Entrepreneurship / Business / Digital Media Design

Psychology / Criminal Justice / Political Science

Psychology / Communication / History

Students pursuing this degree option must:

Complete a minimum of 120 credit hours

Amass a total of 30 upper-division credit hours, 15 of which must be earned during the senior year;

Keep a cumulative grade point average of 2.0

Declare an area of concentration based on the courses completed.

Demonstrate achievement of exit-level standard for at least one academic minor

Successfully complete the Multidisciplinary Studies Capstone course.

Approved Academic Minor	Credits Required for Minor	Approved Academic Minor	Credits Required for Minor
Applied Computer Science	20	History	18
Biology	19	Math	18
Business Administration	21	Organizational Leadership	18
Chemistry	18	Political Science	18
Communication	18	Professional Writing	19
Criminal Justice	18	Psychology	18
Data Science	21	Public Health	21
Digital Marketing & Sales	18	Regional Studies in Appalachia	18
Digital Media Design	18	Sport Business	18
English	18	Strength & Conditioning	18
Entrepreneurship	24	Video Game Development	21
Health Science	18		

MORRIS HARVEY SCHOOL OF ARTS & SCIENCES

Dr. Tracy Bradley, Dean

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

The School of Arts & Sciences is comprised of four Departments:

DEPARTMENT OF COMPUTER, DATA, AND MATHEMATICAL SCIENCES

DEPARTMENT OF HUMANITIES

DEPARTMENT OF NATURAL SCIENCES

DEPARTMENT OF SOCIAL SCIENCES

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

Majors

APPLIED COMPUTER SCIENCE Degree with majors in:

- Artificial Intelligence
- Cybersecurity
- Information Technology
- Technology Applications
- Video Game Development

BIOLOGY with concentrations in:

- General Biology
- Biomedical Sciences
- Conservation Biology

CHEMISTRY

CHEMISTRY/BIOLOGY DUAL-MAJOR

COMMUNICATION

DATA SCIENCE

DIGITAL MEDIA DESIGN

EDUCATION (VARIOUS CERTIFICATIONS)

- Elementary Education (K-6)
- Elementary Education (K-6)/Special Education (K-6)
- Elementary Education (K-6) Early Education (Pk-K)
- Secondary Special Education (5- Adult)
- Elementary Studies and Child Development (non-certification)

ENGLISH & PROFESSIONAL WRITING

HISTORY / POLITICAL SCIENCE - DUAL PROGRAM

MULTIDISCIPLINARY STUDIES

POLITICAL SCIENCE with concentrations in:

- Pre-Law
- Public Policy
- Criminal Justice

PSYCHOLOGY

MASTER OF MENTAL HEALTH COUNSELING

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

Minors

Applied Computer Science

Biology

Chemistry

Criminal Justice

Communication

Data Science

Digital Media Design

English

Video Game Development

History

Mathematics

Political Science

Professional Writing

Psychology

Department of Computer, Data, and Mathematical Sciences

Professor Jennifer Hoffman, Department Chair

The Department of Computer, Data, and Mathematical Sciences provides students with the opportunity to acquire the substantive knowledge, technical skills and practical experience necessary for career success in a wide variety of STEM fields. Programs offered in the department emphasize the importance of hands-on learning, including internships.

Degrees

APPLIED COMPUTER SCIENCE

Majors

ARTIFICIAL INTELLIGENCE

CYBERSECURITY

INFORMATION TECHNOLOGY

TECHNOLOGY APPLICATIONS

VIDEO GAME DEVELOPMENT

DATA SCIENCE

Minors

APPLIED COMPUTER SCIENCE

VIDEO GAME DEVELOPMENT

DATA SCIENCE

MATHEMATICS

Support Courses Offered in:

MATHEMATICS

Bachelor of Science in Applied Computer Science

Dr. Vincent Smith, Program Chair

The University of Charleston School of Arts & Sciences offers a Bachelor of Science degree in Applied Computer Science with a choice of the following majors:

- Artificial Intelligence
- Cybersecurity
- Information Technology
- Technology Applications
- Video Game Development

All majors under the Applied Computer Science degree program will complete a common core of 15 courses and 4 labs (50 credits) that provide students with a foundation of knowledge in all functional areas of computer science. Beyond the computer science core, students gain knowledge, skills, and abilities from specialized coursework for their majors. This program is designed to give students a common core of knowledge along with the ability to choose a major that meets their unique educational goals.

The degree program in Applied Computer Science equips individuals with a comprehensive understanding of technology skills, ethical principles, and analytical thinking to tackle the complexities of today's computer science landscape. By offering professional preparation and instilling a commitment to ongoing education, this program fosters the development of graduates who are well-equipped for successful careers in their chosen fields and are motivated to serve their communities.

Applied Computer Science Core Learning Outcomes

The graduate will:

1. Apply knowledge of programming and computer networks to identify bugs or security threats and define the resources and/or requirements needed for their solution.
2. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
3. Employ current techniques, skills, and tools necessary for computing practice, and recognize the need for continuing professional development.
4. Identify professional, ethical, legal, and security issues and responsibilities, and the impact of computing on individuals, organizations, and society.

Applied Computer Science Core Program of Study

Students whose majors fall under Applied Computer Science are required to complete the following core requirements plus the additional requirements for their specific major:

Applied Computer Science – Core Requirements for all Majors		
COSC 110	Computer Science I	3 credits
COSC 110L	Computer Science I Lab	1 credit
COSC 120	Computer Science II	3 credits
COSC 120L	Computer Science II Lab	1 credit
COSC 245	Internet of Things	3 credits
COSC 250	Comp Architecture & Organization	3 credits
COSC 280	Data Structures	3 credits
COSC 315	Database Systems	3 credits
COSC 330	Embedded Systems	3 credits
COSC 340	Operating Systems	3 credits
COSC 345 or CYBR 110	Computer Networks	3 credits
COSC 355	Mobile Computing	3 credits
COSC 360	Web App Development	3 credits
COSC 390	CS Workshop 1	2 credits
COSC 440	Internship	4 credits

COSC 450	Capstone	3 credits
MATH 240	Probability and Statistics	3 credits
CYBR 250	Cloud Computing	3 credits
DASC 310	Machine Learning	3 credits
DASC 375	Natural Language Processing	3 Credits
	Total Credits for Core:	**56**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

To register for a course, students must meet all prerequisite requirements for that course or obtain instructor approval.

To graduate, students must earn a C or better in all courses required for the major.

Applied Computer Science students must meet all University of Charleston graduation requirements.

While a Mac may be used in some courses, Applied Computer Science students are required to have a modern Windows computer capable of running the required programs. Students in the video game development major may require a low-end modern gaming laptop (minimum) to complete some assignments.

Artificial Intelligence Major

Bachelor of Science

Dr. Vincent Smith, Program Chair

Artificial Intelligence Major Mission Statement

The Artificial Intelligence major at the University of Charleston empowers students to become innovative leaders in the rapidly evolving field of AI by integrating core principles of computer science, data analytics, and mathematics. Rooted in ethical responsibility and real-world application, the program is committed to developing graduates who can design, build, and secure intelligent systems capable of analyzing data, predicting outcomes, and optimizing solutions across diverse domains. Students gain the technical expertise and critical thinking skills needed to drive responsible AI innovation and address complex societal challenges.

Program Description

The Artificial Intelligence major within the Applied Computer Science program is designed to equip students with the knowledge and skills necessary to develop intelligent systems that can analyze, predict, and optimize complex problems. This major offers a comprehensive curriculum that includes foundational courses in mathematics, data analytics, programming, and software development, along with specialized AI topics such as machine learning and natural language processing. Students will gain hands-on experience in designing and implementing AI models, leveraging cutting-edge tools and technologies. Emphasis is placed on both the theoretical underpinnings and practical applications of AI, ensuring graduates are prepared to address real-world challenges and innovate in various industries. Additionally, the program fosters an understanding of the ethical considerations surrounding AI, preparing students to responsibly deploy AI solutions in a rapidly evolving field.

The Artificial Intelligence major is offered as an in-seat residential program on the Charleston campus*. Students complete a 56-credit computer science core and further coursework in artificial intelligence. Students have the opportunity to double major in Cybersecurity, Information Technology, or Video Game Development.

Artificial Intelligence Learning Outcomes

In addition to the Applied Computer Science core learning outcomes, the graduate will:

1. Design, develop, and ethically deploy AI-driven solutions to analyze, predict, and optimize complex systems while effectively communicating outcomes and addressing societal impacts.

Artificial Intelligence Major Courses

In addition to the Applied Computer Science core courses, students must complete the following courses:

Artificial Intelligence Major Courses		
COSC 310	Software Engineering	3 credits
COSC 430	Cryptology	3 credits
DASC 100	Intro to Sci. Programming	3 credits
DASC 101	Intro to Data Science	3 credits
DASC 150	Applied AI	3 credits
DASC 250	Data Visualization	3 credits
MATH 201	Calculus I	4 credits
MATH 202	Calculus II	4 credits
MATH 225	Discrete Mathematics	3 credits
MATH 230	Linear Algebra	3 credits
MATH 241	Probability and Statistics II	3 credits
	Credits for AI:	**35+ 56 (Core) = 91**

Total Credit hours: 122

*Students may be required to complete some courses in online or hybrid formats.

**A low-math path is available for students who are entering below the pre-calculus level.

***MATH 201 requires MATH 123 or Math ACT Score 27 (Math SAT score 640).

CYBERSECURITY MAJOR

Bachelor of Science

Dr. Vincent Smith, Program Chair

Cybersecurity Major Mission Statement

Our mission is to prepare students with skills in cybersecurity solutions that enable individuals and organizations to work productively and efficiently in a secure environment. Our mission is achieved using cutting-edge technology and industry best practices to deliver reliable and effective cybersecurity services that meet client needs; we seek to empower individuals with the knowledge and skills they need to protect themselves and their communities from cyber threats.

Program Description

Our cybersecurity program is designed to provide students with comprehensive and effective solutions to protect individuals, businesses, and organizations from cyber threats in addition to the core computer science coursework. Students learn a wide variety of topics such as risk assessments, vulnerability testing, incident response planning, and security training. Our program emphasizes a proactive approach to cybersecurity, focusing on prevention as well as response. The program prepares students to implement robust security measures, including firewalls, intrusion detection systems, and encryption, to reduce the risk of cyber-attacks.

The Cybersecurity major is offered as an in-seat residential program on the Charleston campus*. Students complete a 50-credit computer science core and further coursework in cybersecurity. All CYBR classes will be taken in the online format. Students have the opportunity to double major in Information Technology, Video Game Development, Technology Applications, or Data Science.

Cybersecurity Learning Outcomes

In addition to the Applied Computer Science core learning outcomes, the graduate will:

1. Detect, assess, remediate, and communicate ongoing cybersecurity threats and vulnerabilities.

Cybersecurity Major Courses

In addition to the Applied Computer Science core courses, students must complete the following courses:

Cybersecurity Major Courses		
COSC 310	Software Engineering	3 credits
COSC 430	Cryptology	3 credits
CYBR 100	Intro to Computers (A+ Certification)	3 credits
CYBR 120	Intro to Security (Security+ Certification)	3 credits
CYBR 320	Ethical Hacking & Countermeasures	3 credits
CYBR 330	Incident Handler	3 credits
CYBR 340	Security Analysis	3 credits
MATH 201	Calculus I	4 credits
MATH 225	Discrete Mathematics	3 credits
	Credits for Cybersecurity:	**28+ 56 (Core) = 84**

Total Credit hours: 120

*Students may be required to complete some courses in online or hybrid formats.

**A low-math path is available for students who are entering below the pre-calculus level.

***MATH 201 requires MATH 123 or Math ACT Score 27 (Math SAT score 640).

Information Technology Major

Bachelor of Science

Dr. Vincent Smith, Program Chair

Information Technology Major Mission Statement

Our mission is to prepare students to work in the information technology industry through challenging coursework, exposing them to diverse perspectives, and providing opportunities for community service and experiential learning through in-class assignments, workshops, and internships.

Program Description

Our information technology program is designed to provide students with the knowledge and skills necessary to succeed in the technology industry. The program covers a broad range of topics, including computer programming, database management, networking, cybersecurity, and web development. In addition to technical skills, our program also emphasizes the development of soft skills such as communication, teamwork, and problem-solving. These skills are essential for success in the technology industry, where professionals must be able to work collaboratively and adapt to changing technologies and environments. During the program, students will have the opportunity to develop a strong foundation in computer science and information technology concepts. Our experiential learning approach is critical for students to gain the skills and knowledge needed to solve real-world problems in the technology industry.

The Information Technology major is offered as an in-seat residential program on the Charleston campus*. Students complete a 50-credit computer science core and further coursework in information technology. This unique option allows students who struggle in mathematics to take less mathematics classes than other Applied Computer Science major options. Students have the opportunity to double major in Cybersecurity, Video Game Development, Technology Applications, or Data Sciences.

Information Technology Learning Outcomes

In addition to the Applied Computer Science core learning outcomes, the graduate will:

1. Detect, assess, remediate, and communicate technological issues in both hardware and software.

Information Technology Major Courses

In addition to the Applied Computer Science core courses, students must complete the following courses:

Information Technology Major Courses		
COSC 100	Coding Languages for Industry I	3 credits
COSC 200	Coding Languages for Industry II	3 credits
COSC 305	Hardware Solutions	3 credits
COSC 365	Problem Solving for IT Professionals	3 credits
CYBR 100	Intro to Computers (A+ Certification)	3 credits
CYBR 120	Intro to Security (Security+ Certification)	3 credits
DMDS 201	Digital Media and Graphics (Humanities Flex)	3 credits
	Hours for IT:	**21 + 56 (Core) = 77**

Total Credit hours: 122

*Students may be required to complete some courses in online or hybrid format.

Technology Applications Major

Bachelor of Science

Dr. Vincent Smith, Program Chair

Technology Applications Major Mission Statement

Our mission is to equip students with the knowledge and skills necessary to effectively leverage technology in various fields and industries. The program aims to promote innovation, creativity, and critical thinking, while instilling ethical values and a commitment to social responsibility. Our mission is achieved by producing graduates who are not only technically proficient but also ethical, socially responsible, and committed to using technology to create a better world.

Program Description

Our technology applications program is designed to give students flexibility while completing their Applied Computer Science degree. Students choose restricted electives in computer science, cybersecurity, data science, digital media and design, mathematics, or video game development. Our graduates are equipped to pursue careers in a wide variety of industries, including software development, project management, and user experience design. Graduates may also continue their education through graduate studies in a technology or mathematics field depending on which courses they choose to take as restricted electives.

The Cybersecurity major is offered as an in-seat residential program on the Charleston campus*. Students complete a 50-credit computer science core and further coursework in mathematics and their choice of restricted electives. Students have the opportunity to double major in Cybersecurity, Information Technology, Video Game Development, or Data Science.

Technology Applications Learning Outcomes

In addition to the Applied Computer Science core learning outcomes, the graduate will:

1. Apply knowledge of mathematics to implement security, assess algorithmic efficiency, and analyze data.

Technology Applications Major Courses

In addition to the Applied Computer Science core courses, students must complete the following courses:

Technology Applications Major Courses		
COSC 430	Cryptology	3 credits
MATH 230	Linear Algebra	3 credits
MATH 201	Calculus I	4 credits
MATH 225	Discrete Mathematics	3 credits
*	Restricted Elective	3 credits
*	Restricted Elective	3 credits
*	Restricted Elective	3 credits
*	Restricted Elective	3 credits
	Hours for Technology Applications:	**25 + 56 (Core) = 81**

Total Credit hours: 121

*Students may be required to complete some courses in online or hybrid formats.

**A low-math path is available for students who are entering below the pre-calculus level.

***MATH 201 requires MATH 123 or Math ACT Score 27 (Math SAT score 640).

****Restricted Electives are satisfied by any course in COSC, CYBR, DASC, DMDS, GAME, or a 200-level or higher course in MATH.

Video Game Development Major

Bachelor of Science

Dr. Vincent Smith, Program Chair

Video Game Development Major Mission Statement

Our mission is to prepare skilled professionals for jobs in the video game industry by creating graduates who are technically proficient and committed to creating video games that entertain, educate, and inspire. The program aims to foster creativity, innovation, and critical thinking while instilling ethical values and a commitment to social responsibility.

Program Description

Our video game development program is designed to give students the opportunity to gain hands-on experience by developing video games from concept to launch. They will work in teams to create game prototypes, refine game mechanics, and implement game features. Through projects, internships, and other experiential learning opportunities, students develop technical skills in areas such as programming, game engines, 3D modeling, animation, and sound design. The program also emphasizes the development of soft skills such as communication, collaboration, and leadership. Students are encouraged to work in teams, communicate effectively, and manage projects efficiently.

The Video Game Development major is offered as an in-seat residential program on the Charleston campus*. Students complete a 50-credit computer science core and further coursework in video game development. Students have the opportunity to double major in Cybersecurity, Information Technology, Technology Applications, or Data Science.

Video Game Development Learning Outcomes

In addition to the Applied Computer Science core learning outcomes, the graduate will:

1. Develop and design video game structure and components to meet desired outcomes.

Video Game Development Major Courses

In addition to the Applied Computer Science core courses, students must complete the following courses:

Video Game Development Major Courses		
COSC 310	Software Engineering	3 credits
COSC 430	Cryptology	3 credits
GAME 101	Intro to Games	3 credits
GAME 102	Content & Systems Design	3 credits
GAME 201	Unity I	3 credits
GAME 300	C# Programming	3 credits
GAME 301	Unity II	3 credits
ART 110	Character Design	3 credits
DMDS 304	Blender	3 credits
MATH 201	Calculus I	4 credits
MATH 225	Discrete Mathematics	3 credits
	Hours for Video Game Development:	**34 + 56 (Core) = 90**

Total Credit hours: 120

*Students may be required to complete some courses in online or hybrid formats.

**A low-math path is available for students who are entering below the pre-calculus level.

***MATH 201 requires MATH 123 or Math ACT Score 27 (Math SAT score 640).

Applied Computer Science Minor

Students pursuing other academic majors may complete a 20 hour Applied Computer Science Minor.

Applied Computer Science Minor		
COSC 110/110L	Computer Science I & Lab	4 credits
COSC 120/120L	Computer Science 2 & Lab	4 credits
COSC 280	Data Structures	3 credits
COSC 315	Intro to Database Systems	3 credits
COSC 340	Operating Systems	3 credits

COSC 345	Computer Networks	3 credits
Total Credits 20		

Students must earn a C or better in all courses required for the minor.

Video Game Development Minor

Students pursuing other academic majors may complete a 21 hour Video Game Development Minor.

Video Game Development Minor		
COSC 100	Introduction to Applied Computer Science	3 credits
COSC 200	Applied Computer Science	3 credits
GAME 101	Introduction to Games	3 credits
GAME 102	Content & Systems Design	3 credits
GAME 201	Unity I	3 credits
GAME 300	C# Programming	3 credits
GAME 301	Unity II	3 credits
Total Credits		**21**

Students must earn a C or better in all courses required for the minor.

Data Science Major

Bachelor of Science

Professor Vincent Smith, Program Director

Data Science Program Mission Statement

The mission of the data science program is to equip students with the knowledge and skills needed to gather, analyze, and interpret complex data sets and to use data to drive data-informed decision-making in various industries. The data science program instills ethical values and a commitment to social responsibility through using real-world data sets to create positive change.

Program Description

Our data science program is designed to provide students with the knowledge and skills needed to gather, analyze, and interpret complex data sets to drive data-informed decision-making in various industries. The program covers a range of topics, including statistical analysis, data visualization, machine learning, and database management. Students in the program will gain hands-on experience working with real-world data sets, through a combination of coursework, projects, and internships. They will learn how to use software tools such as Microsoft Excel, R, and SQL to analyze data, create visualizations, and communicate results effectively.

The Data Science major is offered as an in-seat residential program on the Charleston campus*. Students complete a core of mathematics, computer science, and data analytics with further coursework in an application area of emphasis. The area of emphasis for is usually a minor that the student selects, but it can be determined in consultation with the student's academic advisor to fulfill academic objectives**. Students have the opportunity to double major in Cybersecurity, Information Technology, Technology Applications, or Video Game Development.

Data Science Program Learning Outcomes

The graduate will:

1. Apply data science principles relating to data retrieval, processing, and analysis.
2. Apply mathematical and statistical concepts to detect patterns in data and to draw inferences.
3. Apply critical thinking skills for approaching problems and making assessment decisions.
4. Evaluate research results and communicate findings in data science.

Data Science Major Courses		
DASC 100	Introduction to Scientific Programming	3 credits
DASC 101	Intro to Data Science	3 credits
DASC 250	Data Visualization	3 credits
DASC 310	Machine Learning	3 credits
DASC 375	Natural Language Processing	3 credits
COSC 110	Computer Science I	3 credits
COSC 110L	Computer Science I Lab	1 credit
COSC 120	Computer Science II	3 credits
COSC 120L	Computer Science II Lab	1 credit
COSC 245	Internet of Things	3 credits
COSC 280	Data Structures	3 credits
COSC 315	Database Systems	3 credits
COSC 430	Cryptology	3 credits
COSC 440	Co-Op Experience	3 credits
COSC 450	Capstone	3 credits
MATH 201	Calculus I	4 credits
MATH 202	Calculus II	4 credits
MATH 203	Calculus III	4 credits
MATH 225	Discrete Mathematics	3 credits
MATH 230	Linear Algebra	3 credits

MATH 240	Probability and Statistics	3 credits
MATH 241	Probability and Statistics II	3 credits
BSAN 315	Big Data Analytics	3 credits
	Credits for Data Science:	**67**

122 Credit Hours Total

Admission Requirements

*Students may be required to complete some courses in online or hybrid formats.
** Application Area courses (18 credit hours) are typically comprised of an existing UC minor. Other electives require an approved departmental plan.
***MATH 201 requires MATH 123 or Math ACT Score 27 (Math SAT score 640).
Students must gain general admission to the University of Charleston.

Additional Requirements

To register for a course, students must meet all prerequisite requirements for that course or obtain instructor approval.

To graduate, students must earn a C or better in all courses required for the major.

Data Science students must meet all University of Charleston graduation requirements.

While a Mac may be used in some courses, Data Science students are required to have a modern Windows computer capable of running the required programs.

Data Science Minor

Students pursuing other academic majors may complete a 21-hour Data Science Minor.

Data Science Minor		
DASC 100	Intro to Sci Prog*	3 credits
DASC 101	Intro to Data Science	3 credits
DASC 250	Data Visualization	3 credits
DASC 310	Machine Learning	3 credits
DASC 375	Natural Language Processing	3 credits
MATH 240**	Probability and Statistics I*** (or equivalent)	3 credits
MATH 241	Probability and Statistics II	3 credits
Total Credits		**21**

Students must earn a C or better in all courses required for the minor.

*MATH 120 is a prerequisite for DASC 100.

**MATH 121 is a prerequisite for MATH 240.

***Equivalent courses to MATH 240 include: BUSI 316 (Quantitative Methods for Business and Economics), BUSI 317 (Business Statistics), NSCI 220 (Statistics for Science & Research), PSYC 315 (Psychological Statistics), and HSCI 312 (Statistics for Evidence Based Practice).

MATHEMATICS

Professor Jennifer Hoffman, Program Director

Mathematics courses are offered to help students:

1. Develop an understanding of basic mathematical concepts and their broad practical application;
2. Demonstrate competence in reading and solving problems in mathematics;
3. Demonstrate mastery of the field for use in teaching, industry, or further study;
4. Understand the relationship of the discipline of mathematics to the society of which it is a part.

No major is offered in Mathematics.

Mathematics Minor

Professor Jennifer Hoffman, Coordinator

Mathematics Minor Mission Statement

The Mathematics minor strives to promote mathematical knowledge and critical thinking, and provide students the opportunity to mature as mathematical thinkers.

Program Description

The Mathematics minor is designed to educate students interested in furthering their mathematical abilities and critical thinking skills. The curriculum focuses on the development of content knowledge in advanced mathematics for STEM-oriented students from any discipline.

Mathematics Minor Program Learning Outcomes

The graduate will:

1. Develop an understanding of basic mathematical concepts and their broad practical application;
2. Demonstrate competence in reading and solving problems in mathematics;
3. Demonstrate mastery of the field for use in teaching, industry, or further study; and
4. Understand the relationship of the discipline of mathematics to the society of which it is a part.

Requirements of the Minor

The minor in Mathematics requires that the student complete 18 credits:

Math Minor		
Required courses (12 credits):		
MATH 201	Calculus I (Prerequisite of MATH 123 or equivalent)	4 credits
MATH 202	Calculus II	4 credits
MATH 203	Calculus III	4 credits
Choose 2 courses from the following list (6 credits):		
MATH 225	Discrete Mathematics	3 credits
MATH 230	Linear Algebra	3 credits
MATH 241	Probability and Statistics II (Prerequisite of MATH 240 or equivalent)	3 credits
COSC 430	Cryptology	3 credits

Note regarding prerequisites: Prerequisite requirements are based on math placement process. Please work with Mathematics program director to determine.

Equivalent courses to MATH 240 include: BUSI 316 (Quantitative Methods for Business and Economics), BUSI 317 (Business Statistics), NSCI 220 (Statistics for Science & Research), PSYC 315 (Psychological Statistics), and HSCI 312 (Statistics for Evidence Based Practice).

DEPARTMENT OF HUMANITIES

Dr. Jeannie Dalporto, Department Chair

The Department of Humanities presents students with opportunities to create, design, reimagine and apply their skills and knowledge in innovative ways. The focus of the department is on design and application of design to real-world problems and products.

Students will develop capacity for aesthetic response by increasing their understanding of the breadth of human creativity and communication.

The General Studies major offers students the opportunity to design their own learning experience in an individualized way.

Majors in the Department

COMMUNICATION

DIGITAL MEDIA DESIGN

ENGLISH AND PROFESSIONAL WRITING

GENERAL STUDIES – Individualized Major

Minors in the Department

Minors allow the student to develop some special knowledge in a discipline, though not at the depth of the major program in the same field. Minors are available in the following areas:

COMMUNICATION

ENGLISH

DIGITAL MEDIA DESIGN

PROFESSIONAL WRITING

COMMUNICATION MAJOR

Bachelor of Arts

Professor Hannah R. Kennedy, Program Director

Communication Program Mission Statement

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

Program Description

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

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

The program can be completed in 3 years.

The program's multi-disciplinary approach prepares students for a variety of careers in communication fields, such as public relations, marketing, advertising, public information, event management, lobbying, development, sales, etc.

The learning experience can be customized by student selection of a seven-course area of focus outside the program.

Guest speakers and adjunct professors provide career connections and references for current students and alumni.

Students engage in two professionally mentored internship opportunities. Students complete a service-learning practicum on- campus and an external internship with a company/organization in the communication field.

Students have the opportunity to work on the campus newspaper, *The Eagle*.

Students can also join the Public Relations Student Society of America (PRSSA), our professional communication organization.

Communication Program Learning Outcomes

The graduate will:

1. Use communication theory and principles to analyze, design and evaluate oral, written, and visual communication in a variety of professional settings.
2. Use current communication technologies and software to analyze, design and evaluate oral, written, and visual communication for a variety of professional settings.
   5.
3. Use a variety of communication methods and tools to analyze, design, and evaluate an event or campaign for a variety of settings in the field of communication.

What You Will Study

Program Core requirements		
COMN 151	Human Communication	3 credits
COMN 201	Public Speaking	3 credits
DMDS 201	Digital Media and Graphics	3 credits
COMN 221	Introduction to Journalism	3 credits
COMN 225	Introduction to Public Relations	3 credits
COMN 305	Public Relations Campaigns	3 credits
DMDS 303	Digital Media & Graphics II	3 credits
COMN 361	Practicum in Communication	3 credits
COMN 362	Public Relations Writing	3 credits
COMN 400	Communication Research & Theory	3 credits
COMN 403	Advanced Videography	3 credits

COMN 405	Senior Project in Communication	3 credits
COMN 441	Communication Law & Ethics	3 credits
COMN 480	Seminar in Professional Development	3 credits
COMN 498	Communication Internship	3 credits
	Total	**45**

Admissions Requirements:

Students must gain general admission to the University of Charleston.

Additional Requirements:

In order to graduate, students must earn a C or better in all courses required for the major. In addition, students must meet all graduation requirements of the University.

Communication Minor

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

Communication Minor		
Required courses (9 credits):		
COMN 151	Human Communication	3 credits
COMN 225	Introduction to Public Relations	3 credits
COMN 400	Communication Research & Theory	3 credits
Choose 3 courses from the following (9 credits):		
COMN 201	Public Speaking	3 credits
COMN 221	Introduction to Journalism	3 credits
COMN 305	Public Relations Campaigns	3 credits
COMN 314	Persuasive Communication	3 credits
COMN 325	Feature Writing	3 credits
COMN 361	Practicum in Communication	3 credits
COMN 362	Public Relations Writing	3 credits
COMN 364	Social Media Strategies	3 credits
COMN 441	Communication Law & Ethics	3 credits
COMN 498	Communication Internship	3 credits

Digital Media Design Major

Bachelor of Science

Professor Terry Floyd, Program Director

Digital Media Design Program Mission Statement

The Digital Media Design program prepares graduates for an entry-level position in the digital media profession. It provides the students opportunities to expand and mature thinking and embodies innovation to engage and improve communities.

Program Description

The University of Charleston's Digital Media Design Program is on the Charleston campus and offers a 4-year Bachelor of Science degree. The program offers students opportunities to learn multiple programs and develop technology for Digital Media such as web & social media development, motion graphics, video editing, 3D prototypes, and visual communications. Students will collaborate with current majors at UC in studio and classroom settings to develop tangible products. These courses will also take advantage of experiential learning to further develop the student's body of knowledge, such as working with clients to produce work. The Digital Media Design program will help students to hone their skills in areas of interest such as web development, product design, motion graphics, and visual communication to become a well-rounded UC student and future alum. The students will have an additional opportunity to serve as the DMDS Student Ambassador and Social Media Manager. The Ambassador/Social Media Manager helps in promoting the program through recruiting or DMDS events and is responsible for social media post on the DMDS accounts. The program can be completed in 3.5 to 4 years.

Digital Media Design Program Learning Outcomes

The graduate will:

1. Illustrate a foundational understanding of technical knowledge, design principles, and conceptual development in digital media. (Knowledge)
2. Summarize and interpret the principles of design, computer techniques, and visual communications with the context of digital media. (Understand)
3. Utilize design skills, computer techniques, and visual communication principles to create effective solutions in digital media. (Apply)
4. Evaluate and critique digital media, including personal work and the work of others, by analyzing the characteristics, strengths, and weaknesses, with an emphasis on effective design elements. (Analysis)
5. Assess, both in written and oral forms, a coherent and articulate explanation of design knowledge and its application in digital media. (Evaluate)
6. Develop a comprehensive body of work that demonstrates an understanding of professional practices in digital media. (Create)

What You Will Study

The Digital Media Design degree program includes 39 or 42 credits of academic work, including 3 credits of mathematics, 6 credits of Computer Science, and 10 credits of Business, Communication, and English. Students must also complete general education requirements and electives for at least 120 credits.

A Digital Media Design major will encounter many opportunities after graduation. To better prepare graduates, students should increase their knowledge at an introductory level in an additional field of study. The additional field of study could be comprised of a minor or focused electives from one of the existing programs at UC selected in conjunction with their advisor.

Digital Media Design Core Components		
DMDS 101	Introduction to Digital Media Design	3 credits
DMDS 201	Graphics I	3 credits
DMDS 202	UI Web Design	3 credits
DMDS 210	Design Thinking in 3D	3 credits
DMDS 301	Motion Graphics	3 credits
DMDS 302	UX Web Design	3 credits
DMDS 303	Graphics II	3 credits
DMDS 310	Visual Communication Studio	3 credits
DMDS 311	Design Thinking Studio	3 credits
DMDS 312	UI & UX Web Design Studio	3 credits

DMDS 390	Professional Practices	3 credits
DMDS 410	Digital Media Design Senior Capstone	3 credits
DMDS 490	Digital Media Design Internship	3 or 6 credits
Digital Media Design Core	**39 or 42**	
Required Courses Outside of Major		
BUSI 151	Introduction to Business	3 credits
COSC 100	Applied Computer Science I	3 credits
COSC 200	Applied Computer Science II	3 credits
ENGL 361	The Eagle	1 credit
MATH 120	Intermediate Algebra	3 credits
COMN 151	Introduction to Human Communications	3 credits
COMN 403	Advanced Videography	3 credits
Required Courses Outside of Major:	**19 credits**	

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

To graduate, students must earn a C or better in all courses required for the major. Digital Media Design majors must meet all University of Charleston graduation requirements and successfully complete the Digital Media Design Capstone course and internship.

UC requires students to have a personal computer. Below are the computer requirements for DMDS.

Apple or PC – Intel or AMD Quad Core Processor, latest OS (Microsoft Word 10 or later, Mac OS Ventura), 16 GB Ram, 2 GB of GPU VRAM, 15 GB Hard Disc Space, 1920 x 1080 resolution.

Digital Media Design Minor

The Digital Media Design minor is designed for students who want to enhance their skills and abilities with digital media. Students will gain knowledge of the process for prototyping and publishing websites, motion graphics, and visual communication. The students will gain experience using industry-standard computer software while acquiring an understanding of digital media and the design process. This minor is an excellent complement for students majoring in Communications, Digital Marketing, Business Administration, Applied Computer Science, Political Science, Sports Media, Health Care, and others.

The minor in Digital Media Design requires that the student complete 12 hours of foundational courses and 6 focus area hours – Visual Communications, Product and Motion Graphics, and Web & Social Media Design. Focus areas descriptions are listed below.

Visual Communications

The Visual Communications focus area combines traditional graphic design and video editing techniques. Within the focus area, students apply design principles and elements to create layouts, posters, and promotional videos. They learn the importance of Color Psychology to evoke emotions and influence behavior for their designs. Students practice their video editing skills by creating promotional videos that tell a story and can be used in Social Media campaigns.

Product & Motion Graphics

Product and Motion Graphics focus area offers students an exploration into the fast-growing fields of motion graphics and 3D design, providing them with the tools and techniques to bring their creative visions to life. Students not only hone their technical skills but also cultivate a mindset of Design Thinking, empowering them to approach challenges with creativity, empathy, and innovation. Students are introduced to working with client briefs, gaining valuable insights into the collaborative process of translating ideas into impactful visual narratives.

Web & Social Media Design

The Web and Social media focus area offers students a journey designing web and social media applications. Students begin their progress of web and social media design by gaining the knowledge to build both low and high-fidelity sites that engage the user interface (UI) and user experience (UX). Moreover, Web

and Social media design emphasizes real-world applications, providing students with the chance to collaborate with clients.

Digital Media Design Minor		
Foundation Courses 12 Hours		
DMDS 101	Introduction to Digital Media Design	3 credits
DMDS 201	Graphics I	3 credits
DMDS 202	UI Web Design	3 credits
DMDS 210	Design Thinking in 3D	3 credits
Focus Area Intermediate and Advance Courses 6 Hours **Students will select from one of the following focus areas of interest.**		
Visual Communications - 6 hours		
DMDS 303	Graphics & Video Editing	3 credits
DMDS 310	Visual Communication Studio	3 credits
Animation Editing and Product Development – 6 hours		
DMDS301	Motion Graphics	3 credits
DMDS 311	Design Thinking Studio	3 credits
Web and Social Media Design – 6 hours		
DMDS 302	UX Web Design	3 credits
DMDS 312	UI & UX Web Design Studio	3 credits

English and Professional Writing Major

Bachelor of Arts

Dr. Jeannie Dalporto, Program Director

English and Professional Writing Program Mission Statement

The mission of the English Program is to prepare students for a life of enlightened living, productive work, and community service, by helping students learn to communicate effectively and develop sophisticated reading, writing, critical thinking, and research skills.

Program Description

The English program provides a valuable educational experience for students who need the kinds of skills that employers increasingly demand—reading, writing, research, and critical thinking. The program's flexibility allows students to acquire specific knowledge in media writing, graphic design, public relations, and other areas in order to gain real world application of these skills. The English program at UC emphasizes the following career paths for English majors: writers for web sites, businesses, media outlets, and nonprofit organizations.

English majors will experience the following:

Opportunity to work on the campus newspaper *The Eagle*.

Potential to join *Sigma Tau Delta*, a national English honorary, and gain access to scholarships and publishing opportunities.

Ability to double major or minor in COMN, Digital Media, Psychology, Political Science, Business, and other majors.

Opportunities for internships with media companies, nonprofit corporations, and other organizations.

Preparation for a variety of career interests, including government, law, nonprofits, business, media, teaching, and graduate school.

English Program Learning Outcomes

Graduates will:

1. Identify a wide range of literary texts & periods, including historical and contemporary works by British, American, and World authors, works by female authors, and works by authors of color across several genres.
2. Engage in meta-cognition & critical thinking as they reads, interprets, analyzes, and evaluates individual works, taking into account the relationships among the text, context, critical context, & sub-text.
3. Conduct research (electronic and non-electronic) for the purpose of exploring, documenting, evaluating, and publishing conclusions orally and in writing.
4. Communicate effectively to a variety of audiences and in a variety of modes.
5. Demonstrate knowledge and application of digital media principles and/or knowledge and application of principles in the field of communications.

What You Will Study

The major in English consists of at least 120 credit hours, including a total of 40 hours in the program. Program requirements include 25 credits in the English core and 15 hours of electives in the COMN and/or DMDS programs. Students are encouraged to double major or minor in the following areas: COMN, DMDS, PSYC, POLS, BUSI, or others.

English Core		
Choose 2 courses (6 credits) from the following:		
ENGL 203	British Literature: Romantics to the 20th Century	3 credits
ENGL 224	American Literature Survey II	3 credits
ENGL 230	Western World Literature	3 credits
ENGL 231	Survey of Non-Western World literature	3 credits
Required Courses (7 credits):		
ENGL 345	Advanced Writing	3 credits
ENGL 405	English capstone	3 credits
ENGL 361	*The Eagle* newspaper or Internship	1 credit
Literature Electives (12 credits) – Choose 4 courses from the following:		

ENGL 307	Appalachian Literature	3 credits
ENGL 309	Poetry of War	3 credits
ENGL 312	Shakespeare	3 credits
ENGL 320	Multi-ethnic Literature	3 credits
ENGL 326	Literature and Gender	3 credits
ENGL 336	Literature and Film	3 credits
ENGL 360	Harry Potter	3 credits
ENGL 340	Creative Writing	3 credits
COMN and/or DMDS Electives		
Choose 5 courses (15 credits) from the following:		
COMN and/or DMDS 200-300 level courses		

Total for the Major: 40 credits

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

In order to graduate, students must earn a C or better in all courses required for the major and ENGL 405, English Capstone. In addition, students must meet all of the graduation requirements of the University. Students must complete general education requirements and other focused electives—chosen in conjunction with their advisor--for a minimum of 120 credit hours required for graduation.

English Minor

The minor in English consists of 18 credits:

English Minor		
Choose 1 course (3 credits) from the following:		
ENGL 203	British Literature: Romantics to the 20th Century	3 credits
ENGL 224	American Literature Survey II	3 credits
ENGL 230	Western World Literature	3 credits
ENGL 231	Survey of Non-Western World literature	3 credits
Choose 3 courses (9 credits) from the following:		
ENGL 307	Appalachian Literature	3 credits
ENGL 309	Poetry of War	3 credits
ENGL 312	Shakespeare	3 credits
ENGL 320	Multi-ethnic Literature	3 credits
ENGL 326	Literature and Gender	3 credits
ENGL 336	Literature and Film	3 credits
ENGL 340	Creative Writing Harry Potter	3 credits
ENGL 345	Advanced writing	3 credits
ENGL 360	Harry Potter	3 credits
ENGL 361	*Eagle* newspaper	Up to 3 credits may be counted
COMN and/or DMDS		
Choose 2 courses (6 credits) of 200 and/or 300-level COMN and/or DMDS electives		

Professional Writing Minor

The Professional Writing minor will give students the tools to demonstrate a skill that employers value in any career—written communication. Students will take a wide variety of courses to hone their writing competence in different professional settings. This minor will help students in any major to enhance their marketable skills and increase their opportunities for employment.

The minor in Professional Writing minor consists of 19 credits:

Professional Writing Minor		
Required courses:		
ENGL 340	Creative Writing	3 credits
ENGL 345	Advanced Writing	3 credits
ENGL 361	*The Eagle* Newspaper	1 credit
Choose 2 courses (6 credits) from the following:		
COMN 221	Journalism	3 credits
COMN 325	Feature Writing	3 credits
COMN 362	Public Relations Writing (Pre-requisite: COMN 225)	3 credits
Choose 2 courses (6 hours) from the following:		
COMN 364	Social Media Strategies	3 credits
DMDS 101	Digital Media and Graphics	3 credits
BUSI 241	Business Communication (Pre-requisite: ENGL 102)	3 credits

DEPARTMENT OF NATURAL SCIENCES

Dr. Mark Watson, Department Chair

The Department of Natural Sciences strives to:

- Help the student understand common phenomena in nature;
- Appreciate the impact of science on the life of the individual and society;
- Consider, among other factors, the laws and processes of nature in developing a wholesome philosophy of life;
- Achieve proficiency in the use of the scientific method;
- Develop problem-solving skills; and
- Acquire sufficient knowledge of a specific field, or some part of it, for immediate vocational or professional use or as a basis for further study.

Programs within the department provide solid foundation through general courses in biological and physical science, and specialization through courses in each of the majors, with appropriate use of laboratory methods of instruction. Learning is viewed as a partnership between student and instructor, and students are expected to participate as active learners.

Majors in the Department

BIOLOGY

GENERAL BIOLOGY CONCENTRATION

CONSERVATION BIOLOGY CONCENTRATION

BIOMEDICAL SCIENCES CONCENTRATION

CHEMISTRY

CHEMISTRY-BIOLOGY DUAL DEGREE

Minors in the Department

BIOLOGY

CHEMISTRY

Support courses are offered in

NATURAL SCIENCE AND PHYSICAL SCIENCE

Coursework

All students in the Natural Sciences must complete the courses outlined by the concentration of their specific major and demonstrate competency in the General Education as specified by the University. No online courses will be considered as part of the program requirements.

Courses with Labs

Courses with Labs: Lecture courses often have corequisite labs and thus must register for both in the same semester. These courses will have separate grades for the in-class lecture portion and the lab. However as co-requisite courses, to fulfill program requirements, students must pass both the lecture and the related lab with a grade of "C" or better.

Failure of courses with labs: Students failing either the lecture or lab by receiving a "D" or "F" or withdrawing without completing either course will have to repeat both in the same semester unless special permission is given.

Withdrawal from courses with labs: As corequisite courses: if a student withdraws from a lab or lecture that has a corequisite then they must withdraw from both courses. For example, if a student withdraws from the lecture then they must also withdraw from the lab.

Special Permissions: As co-requisite courses a student who fails or withdraws from the lecture or the lab or who transfers in credit for lecture without a lab may get approval from the instructor and the department chair to: 1) retake one without the other 2) drop one and not the other.

Special Permission will be based on one or more of the following:

1. course content, such as shared material in course and lab or lecture or lab materials on exams will put a student at a disadvantage by not being enrolled in both.
2. available lab or lecture seats (cannot overload a section). Permission may not be granted until the start of the semester.
3. Percentage of a course student previously passed (based on in class assessments)
4. (Students passing less than 50% of a course will not be granted special permission.)
5. Transferred lecture or lab course has similar outcomes to the course of interest but missing a corequisite course. A student may be able to transfer credit for the missing corequisite if the course is approved by the registrar.
6. If retaking the lab or lecture course violates the "Course Repeat Rule"

Requests for special permission should be made in writing (or email) by the student's academic advisor to the instructor and department chair.

Capstone Research Experience

To demonstrate proficiency of the Program Outcomes of each of the programs, majors must complete a hypothesis-based research project and Senior Seminar in their Senior Year

Required Research Timeline

To assure that graduation occurs within the student's expected time frame, care must be taken to fulfill the requirements for completing your major's capstone research seminar learning experiences. Breaking the sequence, skipping a requirement, or failing to complete events by required dates will delay graduation.

Biology Program

Complete BIOL 130 and NSCI 220 or MATH 240 prior to attaining 60 credits.

Research experience in Upper-level electives, BIOL 495 or independent research experience

BIOL 496 Senior Year

Chemistry Program*

Chemistry majors will take CHEM 494 in the fall of their junior year. Students may take CHEM 494 and 495 in the same semester as approved by their advisor.

The research project, CHEM 495 must be completed by the end of the fall semester of the senior year. Students will not be allowed to take CHEM 495 and 496 simultaneously.

*Chemistry-Biology Dual Majors will follow the Chemistry Capstone

Natural Sciences

Dr. Mark Watson, Program Director

Natural Sciences courses are offered to help students:

- Understand the scientific method and its application to the natural world
- Obtain a foundational understanding of biological principles, physical science, and environmental science

No major or minor is offered in Natural Sciences.

Physical Sciences

Physical Science courses are offered to help students acquire:

- A clear and logical understanding of the basic concepts and principles of physical science
- An explanation of how the concepts can be applied to the real world; and
- A foundation in the principles and methods as a basis for professional or pre- professional study.

No major or minor is offered in Physical Sciences.

BIOLOGY MAJOR

Bachelor of Science

Dr. Stephen Mech, Program Director

Biology Program Mission Statement

The mission of the Biology Program is to educate each student in understanding the living world and fundamental life processes and to help them acquire the skills and knowledge base needed work as a biologist, pursue graduate work, professional school or to teach biology. Each student is encouraged to think critically using their acquired knowledge base to make informed decisions in their future career and life enabling the student to use their skills to productively contribute to their community.

Program Description

The Biology program at UC provides a rigorous curriculum grounded on a variety of biological disciplines (organismal biology, molecular biology, environmental science, and biomedical science), along with intensive laboratory courses, field work, experiential learning, and research opportunities. By the time our students graduate, they will be equipped with the theoretical and practical skills necessary to be competitive and successful applicants for employment or admission to professional or graduate school in the biological, medical or conservation sciences.

We foster a student-centered atmosphere where student learning, discovery, and self-reflection are embedded throughout the curriculum. Innovation, analytics and critical thinking are cultivated by providing opportunities for independent research projects both inside and outside of the curriculum. Most of our upper division courses are inquiry- based courses which help in bridging the gap between understanding foundational biological concepts to practicing scientific inquiry. The biology core courses are complemented by foundational chemistry, physics and mathematics courses which ensure our graduates are not only well rounded in the natural sciences but have acquired the necessary requirements for any professional and graduate program.

Our diverse faculty is dedicated to excellent teaching, service in all areas, and research. Our departmental teaching philosophy is based on the belief that using a combination of passive and active learning activities in small class sizes will help develop self-regulated independent students who will be life-long learners. In addition, our facilities, laboratories, and equipment support this teaching philosophy.

Biology Program Learning Outcomes

The graduate will:

1. The graduate effectively communicates ideas and presents results using proper English grammar, vocabulary, and conventional scientific format in both written and oral formats.
2. The graduate demonstrates comprehension of biological content knowledge from atoms to ecosystems through coursework.
3. The graduate demonstrates the application of science, evidence-based and grounded in observation, experimentation, hypothesis testing and data visualization.
4. The graduate demonstrates the ethical use of resources, data, and behavior.
5. The graduate demonstrates the ability to integrate content from math, chemistry, physics into biology.

Concentration Specific Outcomes

6. General Biology graduates integrate knowledge of general biology, including biological molecules, the cell, genetics, regulation, structure and function, interaction with the environment, and evolution.
7. Conservation Biology graduates demonstrate knowledge and understanding for the scope, unity and diversity of life in the biosphere, including the classification of plants and animals the ways species influence, and are impacted by, natural and human-altered ecosystems.
8. Biomedical sciences graduates evaluate, integrate and apply how the principles of science apply to human health and disease.

What You Will Study

Core Program of Study

The Bachelor of Science in Biology requires at least of 120 credit hours of coursework. The student must fulfill 27 credit hours in General education requirements for the University. Through thoughtful and intentional advising, we make sure the general education choices count toward the student's graduate or professional school requirements. Biology majors must take 46 credits which are a foundational set of Core courses listed below.

CORE Science courses – 46 CREDIT HOURS		
BIOL 130	Introductory Biology for Majors (with lab)	4 credits
BIOL 230	Introduction to Cell Physiology and Biochemistry (with lab)	4 credits

BIOL 331	Microbiology (with lab)	4 credits
BIOL 332	Genetics (with lab)	4 credits
BIOL 496	Biology Capstone	3 credits
NSCI 220 or MATH 240	Statistics for Science and Research or Probability and Statistics	3 credits
CHEM 101	General Chemistry I (with lab)	4 credits
CHEM 102	General Chemistry II (with lab)	4 credits
CHEM 201	Organic Chemistry I (with lab)	4 credits
CHEM 202	Organic Chemistry II (with lab)	4 credits
PHSC 201	Physics I (with lab)	4 credits
PHSC 202	Physics II (with lab)	4 credits

In addition, students take 24 credits in four keystone areas of biology: organismal biology, molecular biology, ecology, and biomedical sciences. All biology courses are classified into each of these areas. Every student in the major will be required to take courses in each keystone area, but they can choose from this pre-approved list. Some courses may be listed in more than one area but shall only count once. This flexible approach ensures that everyone who graduates with a Biology Degree from UC has taken courses in these keystone areas. This coursework better prepares graduates in current areas of biology, and it allows students to explore the areas of emphasis before they commit to one.

Major Requirements– 24 CREDIT HOURS		
Organismal Biology	**Select 3 from the following:**	
BIOL 215	Botany (with lab)	4 credits
BIOL 224	Zoology (with lab)	4 credits
BIOL 251	Anatomy and Physiology I (with lab)	4 credits
BIOL 252	Anatomy and Physiology II (with lab)	4 credits
Molecular Biology	**Select 1 from the following:**	
BIOL 333	Immunology (with lab)	4 credits
BIOL 451	Cell and Molecular Biology (with lab)	4 credits
BIOL 453	Virology (with lab)	4 credits
CHEM 410	Biochemistry	4 credits
Ecology	**Select 1 from the following:**	
BIOL 320	Conservation Ecology	3 credits
BIOL 400	Ecology (with lab)	4 credits
BIOL 413	Systematic Botany (with lab)	4 credits
BIOL 425	Tropical Ecology	3 credits
Biomedical Science	**Select 1 from the following:**	
BIOL 333	Immunology (with lab)	4 credits
BIOL 370	Physiology of Exercise	3 credits
BIOL 420	Pathophysiology I	3 credits
BIOL 421	Pathophysiology II	3 credits
BIOL 422	Embryology (with lab)	4 credits
BIOL 453	Virology (with lab)	4 credits

Concentrations

The biology program offers 3 concentrations listed below. Each area requires 12-16 credits hours. These credits are in addition to the core requirements, the major requirements, and the General education requirements, and these credits count towards the 120 credit hours needed to complete the bachelor's degree. These concentrations help students to provide structure to electives, develop in their fields of interest and provide expertise in a field within biology for students seeking admission to post-baccalaureate programs or employment.

The concentrations are:

General Biology

Biomedical Sciences

Conservation Biology

General Biology

The General Biology concentration is the most universal of the tracks, offering a flexible yet robust curriculum for students interested in a broader understanding of biology. The additional 16 credit hours required are chosen from the list of upper division courses shown above, one from each major category (organismal biology, molecular biology, ecology and biomedical sciences). Even though this concentration prioritizes breadth over focus, it is still appropriate for all professions that require a major in biology and will prepare students for graduate school, professional school or employment. If a student is unsure about what to do with their biology major and/or wants to take a wider variety of courses which are part of the Biology curriculum, then the General Biology concentration may be the best choice for them.

Students in this concentration take one additional course in each major area. Courses in the concentration must be different than those taken as part of the core major requirements.

One additional Organismal biology course with lab

One additional Molecular biology course with lab

One additional Ecology course with lab

One additional Biomedical sciences course with lab

Biomedical Sciences

This concentration is designed for the undergraduate student with an aptitude for the biological sciences and who plans to attend a professional school in the health sciences including but not limited to Medical school, Pharmacy school, Physician Assistant program, Dental school, Chiropractic school, and Physical Therapy school.

While many of the courses in our biology curriculum core ensure our graduates have acquired the necessary requirements for any professional and graduate program, this concentration allows students to take more specialized courses in areas of human health that will make them stand out as candidates. Students can explore topics such as pathophysiology, embryology, virology and more. Students may also consider taking approved classes from other departments to expand the breadth of their degree. For example, some courses in Health Sciences and Psychology may be used to fulfill the requirements of this concentration.

Students in this concentration take four additional courses in the biomedical sciences area. Courses in the concentration must be different than those taken as part of the major requirements and are chosen in consultation with the student's academic advisor. Note that some professional or graduate schools may have additional prerequisite requirements such as Calculus or Economics.

BIOL 333 Immunology (with lab)

BIOL 362 Adv Anatomy: The Nervous System

BIOL 420 Pathophysiology I

BIOL 421 Pathophysiology II

BIOL 453 Virology (with lab)

EXER 370 Exercise Physiology

EXER 400 Exercise Metabolism and Energy Sources

PSYC 353 Physiological Psychology

PSYC 358 Health Psychology

Conservation Biology

The Conservation Biology concentration is designed to provide students with a foundation in conservation sciences and population, organismal, and evolutionary biology. Students will explore regional organismal processes and the environments in which they thrive. Ecology, conservation and restoration of biodiversity are also a focus. Conservation and restoration field work and internships with local conservation agencies are some of the opportunities are recommended for students on this track. Course requirements for professional certification by several societies (e.g. Ecological Society of America) can be met within this concentration. Students with expertise in Conservation biology can work for local environmental agencies, Department of Environmental Protection, Department of Natural Resources, The National Park Service, US Forestry Service, Department of Commerce, the Environmental Protection Agency, and many others. Students in this track will also be prepared for graduate school in biological and environmental sciences.

Students in this concentration take four additional courses in the organismal or ecology areas. Courses in the concentration must be different than those taken as part of the core major requirements and are chosen in consultation with the student's academic advisor.

BIOL 215 Botany

BIOL 224 Zoology

BIOL 320 Conservation Ecology

BIOL 350 Special Topics in Biology (by permission only)

BIOL 400 Ecology (with lab)

BIOL 413 Appalachian Flora (offered on demand)

BIOL 425 Tropical Ecology

BIOL 426 Tropical Ecology of Costa Rica (2-credit lab)

BIOL 495 Research in Science (on demand and by permission)

*Electives to stay as full-time student may be other coursework of interest or of requirement for professional/graduate school. It may also be fulfilled by math coursework. Students may also consider a minor.

Courses in the concentration are chosen by the student in consultation with their advisor to meet total credit hour requirement for the degree.

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

In order to graduate, students must earn a C or better in all courses required for the major. Competencies for all students will be assessed each semester. Demonstration of competencies is viewed as a continuous process. Once achieved, competencies must be maintained and further refined as each student progresses toward graduation.

The University of Charleston comprehensive examination requirement for Biology majors is met through completion of the senior capstone in Biology BIOL 496.

Biology Minor

The Biology Minor consists of at least 19 credit hours. Required classes include:

- BIOL 130 and BIOL 130L Introductory Biology for Majors and lab (4 credits)
- A Statistics Course (NSCI 220 Statistics in Science and Research (3 credits) or MATH 240 Probability and Statistics (3 credits) or PSYC 315 Psychological Statistics (three credits))
- BIOL 224 and BIOL 224L General Zoology

OR

- BIOL 215 and BIOL 251L General Botany (4 credits)

The students must also take 8 additional credits from among the following courses:

Course	Title	Credits
BIOL 230/230L	Introduction to Cell Physiology and Biochemistry (with lab)	4
BIOL 251/251L	A&P I and lab	4 credits
BIOL 252/252L	A&P II and lab	4 credits
BIOL 331/331L	Microbiology for Majors and lab	4 credits
BIOL 332/332L	Genetics and lab	4 credits
BIOL 333/333L	Immunology and lab	4 credits
BIOL 400/400L	Ecology and lab	4 credits
BIOL 419/419L	Microbial Ecology of Health and Disease	4 credits
BIOL 451/451L	Cell and Molecular Biology and Lab	4 credits
BIOL 453/453L	Virology and lab	4 credits

Chemistry-Biology Dual-Major (BIOCHEM)

This specially designed BS degree plan allows interested students to be prepared strongly in two areas, chemistry and biology, within a four-year timeframe. Students interested in pursuing this option should consult the section of this *Academic Catalog* describing the **Chemistry Program** for a full description of the coursework needed to complete the Dual Major.

Pathways for Admission to UC Physician Assistant Program (UCPAP)

Two admission pathways have been developed for the UC PAP. For more information, students should refer to the Biology student handbook and make an appointment with their advisor as soon as possible during their freshman year to discuss their choices.

Fast Track

The PA Fast Track is only available to full time students who are currently enrolled at UC. Students can apply as early as their freshman year and can apply during any spring semester until they graduate. Students accepted into the PA fast track program matriculate in the master's degree of Physician Assistant Studies (PA School) after completion of their pre-requisites.

Direct Admission

Students also have the option of earning their Bachelor's Degree and applying to the UC Physician Assistant Program, or other PA Programs across the nation, through the Direct Admissions Pathway.

Chemistry Major

Bachelor of Science

Drs. Scott Hurst and Xiaoping Sun, Co-Program Directors

Chemistry Program Mission Statement

The mission of the chemistry program is to educate each student about the nature of chemistry and to prepare the student with sufficient knowledge and skills to pursue productive work in chemistry in a professional or graduate school, or in the workforce, and to pursue enlightened living and community involvement.

Program Description

Chemistry is the study of composition, structure and properties of matter. Our students are given a broad-based education to allow them to pursue a variety of careers. The Chemistry major prepares students to be successful in industry, pharmacy, government facilities and graduate or professional schools. The faculty encourage undergraduate research and students work closely with an academic advisor to provide a curriculum tailored to meet the needs of the students. Chemistry majors are in demand for local industry and their research experiment helps them be successful in their future graduate education.

Chemistry Program Learning Outcomes

The graduate will be able to:

1. Apply the major concepts, principles and theories of chemistry to solve problems.
2. Demonstrate safe and ethical laboratory and synthesis skills to obtain accurate results.
3. Search for chemical literature, perform research, and create new scientific knowledge.
4. Communicate the chemical research results in written or oral presentation.

What You Will Study

The major in chemistry consists of 125-130 credits, including 45 credits of required and elective chemistry courses, 24 credits of required mathematics and physics courses, 7 credits in natural science and biology, and about 27credits of courses to achieve the General Education requirements.

The science and mathematics curriculum for the chemistry major is shown in the table below:

REQUIRED CHEMISTRY COURSES – 45 CREDIT HOURS		
CHEM 101	General Chemistry I and Lab	4 credits
CHEM 102	General Chemistry II and Lab	4 credits
CHEM 201	Organic Chemistry I and Lab	4 credits
CHEM 202	Organic Chemistry II and Lab	4 credits
CHEM 251	Quantitative Analysis and Lab	4 credits
CHEM 362	Instrumental Analysis and Lab	4 credits
CHEM XXX	300 or 400-Level Electives	6 credits
CHEM 410	Biochemistry	4 credits
CHEM 412	Physical Chemistry I	3 credits
CHEM 413	Physical Chemistry II	3 credits
CHEM 494	Proposal Writing in Chemistry	1 credit
CHEM 495	Research in Chemical Science	3 credits
CHEM 496	Seminar in Chemical Science	1 credit
REQUIRED MATHEMATICS COURSES – 16 CREDIT HOURS		
MATH 123	Pre-Calculus	4 credits
MATH 201	Calculus I	4 credits
MATH 202	Calculus II	4 credits
MATH 203	Calculus III	4 credits
REQUIRED PHYSICS COURSES – 8 CREDIT HOURS		
PHSC 201	Introductory Physics I and Lab	4 credits
PHSC 202	Introductory Physics II and Lab	4 credits

REQUIRED BIOLOGY COURSE – 4 CREDT HOURS		
BIOL 130	Introductory Biology for Majors and Lab	4 credits
REQUIRED NATURAL SCIENCE COURSE – 3 CREDIT HOURS		
NSCI 220 or MATH 240	Statistics in Science and Research or Probability and Statistics	3 credits

An AP score of 5 or higher may be used to fulfill the CHEM 101 and CHEM 102 requirement. The initial course in MATH and eligibility to take CHEM 101 will be determined based on math course placement.

A student should consult with his/her academic advisor for selection of 300- or 400-level chemistry elective courses (CHEM XXX).

Please note that many chemistry and biology classes have a lab. Although the lab is registered as a separate class, the credit hour totals above include the lab hours.

Additional Requirements

Students must meet all General Education Requirements required for graduation from the University of Charleston. Students should take care to fulfill prerequisites for upper division courses as noted in the course descriptions. ***In order to graduate, students must earn a C or better in all courses required for the major.***

Successful completion of American Chemical Society (ACS) examinations may be required as part of the course assessments.

Chemistry majors should follow the Research Timeline described above in the section about Natural Sciences & Mathematics Department Requirements.

Admission Requirements

Students must gain general admission to the University of Charleston.

Chemistry Minor

Students can earn a minor in Chemistry by completing 18 credits of Chemistry classes (six of the 18 credits may be classes required for other degrees) in required classes. The required classes are:

CHEM 201, CHEM 201L, CHEM 202, CHEM 202L, CHEM 251, CHEM 251L, CHEM 412, CHEM 410, CHEM 411, and CHEM 420. Majors outside the Natural Science department may be required to take additional hours as prerequisite or co-requisite classes.

CHEMISTRY-BIOLOGY DUAL MAJOR

Bachelor of Science

Dr. Xiaoping Sun, Program Director

Chemistry-Biology Dual Major Program Mission Statement

The mission of the chemistry-biology dual-major program is to educate each student about the nature of chemistry, biology and biochemistry, and to prepare the student with sufficient knowledge and skills to pursue productive work in chemistry, biology or biochemistry in a professional or graduate school, or in the workforce, and to pursue enlightened living and community involvement.

Program Description

This specially designed BS degree program (not a double major) allows interested students to obtain a degree combining courses in chemistry and biology within a four-year timeframe. We believe the Dual-Major BS degree graduates possess a strong knowledge base in both chemistry and biology and are particularly competitive for professional schools and for biochemical/biomedical research.

Chemistry-Biology Dual Major Program Learning Outcomes

The graduate will:

1. Apply the major concepts, principles and theories of chemistry and biochemistry to solve problems.
2. Demonstrate safe and ethical laboratory and synthesis skills to obtain accurate results.
3. Search for chemical and biochemical literature, perform research, and create new scientific knowledge.
4. Communicate the chemical or biochemical research results in written or oral presentation.

What You Will Study

The Program consists of 42 credits of required chemistry courses, 27-28 credits of required and elective biology courses, 20 credits of required mathematics and physics courses, 3 credits in the Natural Science Sequence, and about 27 credits of General Education. The science and mathematics curriculum for this Dual-Major Program is as follows:

REQUIRED CHEMISTRY COURSES 42 CREDIT HOURS		
CHEM 101	General Chemistry I and Lab	4 credits
CHEM 102	General Chemistry II and Lab	4 credits
CHEM 201	Organic Chemistry I and Lab	4 credits
CHEM 202	Organic Chemistry II and Lab	4 credits
CHEM 251	Quantitative Analysis and Lab	4 credits
CHEM 362	Instrumental Analysis and Lab	4 credits
CHEM 410	Biochemistry	4 credits
CHEM 411	Advanced Organic Chemistry	3 credits
CHEM 420	Advanced Biochemistry	3 credits
CHEM 412	Physical Chemistry I	3 credits
CHEM 494	Proposal Writing in Chemistry	1 credit
CHEM 495	Research in Chemical Science	3 credits
CHEM 496	Seminar in Chemical Science	1 credit
REQUIRED BIOLOGY COURSES – 27-28 CREDIT HOURS		
BIOL 130	Introductory Biology for Majors and Lab	4 credits
BIOL 215 **OR** BIOL 224	General Botany and Lab or General Zoology and Lab	4 credits
BIOL 251	Human Anatomy and Physiology I and Lab	4 credits
BIOL 252	Human Anatomy and Physiology II and Lab	4 credits
BIOL 331	Microbiology for Majors and Lab	4 credits
BIOL 332	Genetics and Lab	4 credits

BIOL XXX	300 or 400-level Electives and Labs	3-4 credits
REQUIRED MATHEMATICS COURSES – 12 CREDIT HOURS		
MATH 123	Pre-Calculus	4 credits
MATH 201	Calculus I	4 credits
MATH 202	Calculus II	4 credits
REQUIRED PHYSICS COURSES – 8 CREDIT HOURS		
PHSC 201	Introductory Physics I and Lab	4 credits
PHSC 202	Introductory Physics II and Lab	4 credits
REQUIRED NATURAL SCIENCE COURSE – 3 CREDIT HOURS		
NSCI 220 **Or** Math 240	Statistics in Science and Research or Probability and Statistics	3 credits

An AP score of 5 or higher may be used to fulfill the CHEM 101 and CHEM 102 requirement. The initial course in MATH and eligibility to take CHEM 101 will be determined based on math course placement.

Please note that many chemistry and biology classes have a lab. Although the lab is registered as a separate class, the credit hour totals above include the lab hours. The student must pass both the lecture and lab portion of the class with a minimum grade of C in order to receive any of the credit.

A student should consult with his/her academic advisor for selection of a 300- or 400-level biology elective course (BIOL XXX).

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Students must meet all General Education required for graduation from the University of Charleston. Students should take care to fulfill prerequisites for upper division courses as noted in the course descriptions. In order to graduate, ***students must earn a C or better in all courses required for the major.***

DEPARTMENT OF SOCIAL SCIENCES

Dr. Susan Divita, Department Chair

The Department of Social Sciences presents programs that develop students as participating and contributing members of society and who also develop capacity for aesthetic response. Students acquire knowledge that bears directly on life situations, and develop ideas, attitudes, and analytical skills that provide a sound basis for appreciation of people and society.

At the University of Charleston, the study of the Social Sciences is central to development of an understanding of one's everyday life, as well as an understanding of global culture.

The Multidisciplinary Studies major offer students the opportunity to design their own learning experience in an individualized way.

Majors in the Department

EDUCATION

HISTORY/POLITICAL SCIENCE

MULTIDISCIPLINARY STUDIES

POLITICAL SCIENCE

PSYCHOLOGY

Minors in the Department

CRIMINAL JUSTICE

HISTORY

POLITICAL SCIENCE

PSYCHOLOGY

REGIONAL STUDIES IN APPALACHIA

EDUCATION MAJOR

Bachelor of Arts

Dr. Susan Divita, Program Director

Education Program Mission Statement

The Education program at the University of Charleston prepares students who will be ***committed educators, lifelong learners, and community servants***. Education faculty provide students with the opportunity to develop the knowledge, skills, and dispositions to become an effective educator.

Education programs are delivered at the Charleston location only.

There are two program tracks that lead to a bachelor's degree in Education:

Teacher Education Program (certification track, results in WV teaching certificate):

Elementary Education (K-6), BA

Elementary Education (K-6)/Special Education (K-6), BA

Elementary Education (K-6) Early Education (Pk-K), BA

Secondary Special Education (5- Adult), BS

Elementary Studies and Child Development

(non-certification, track-does not result in WV Teaching Certificate), BA

Admission to the Education Programs

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

- Complete 60 credit hours of coursework by the end of the semester in which they apply
- Have a **GPA of at least 3.00** in professional education courses, content area, and overall (for students pursuing a teaching certification area degree)
- Have a **GPA of at least 2.75** in professional education courses, content area, and overall (for students pursuing Educational Studies)
- Have a grade of B or better in MATH 121, ENGL 102, and a 200 level English Literature Elective. Alternate basic skills options are: passing ***Praxis Core*** (Reading, Writing and Math) scores on file (or an ACT score of 26; or above or revised SAT score of 1170 or above; or attained a single administration a New SAT score of 470 using the combined Evidence Based Reading and Writing and a score of 520 in Math effective May 2016) (*Core* n*ot required for Educational Studies).*
- **For Math exemption only** a minimum individual ACT enhanced score of 21 (effective Nov. 1989) in mathematics during any administration or a single administration SAT score of 530 in Math (effective May 2016).
- Sign the West Virginia Background Check policy statement
- Complete all freshman-level portfolios (ENGL 101, 102, SPCH 103, UNIV 104, UNIV 105 or UNIV 203 if a transfer student) with passing grades
- Participate in the Admission Process (Panels), which includes an interview conducted by Arts and Sciences faculty, public school educators, and community professionals.
- **Submit electronic portfolio** prior to panel interview including:
- Letter of introduction
- Current resume
- Sample lesson plan and reflection
- Philosophy of education
- One field experience evaluation
- Professional learning experience reflection
- Technology work sample and reflection
- Work sample from an Arts & Sciences course and reflection
- Work sample connected to ACEI standards (Elementary Education/Special Education) or CEC standards (Secondary Special Education)

More detailed information concerning the ***Panels Process*** and *Admission Requirements* can be found at https://www.ucwv.edu/academics/majors-degrees/education/.

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

Eligibility for Residency (certification track) or Internship (non- certification track)

To be eligible to enroll in Residency or Internship, the teacher candidate must meet the following requirements:

1. Receive full admission to the Teacher Education program
2. Submit application approved by the Education Program Director within the six months prior to the planned student teaching / internship experience
3. Submit application for Residency Permit, including fingerprinting and consent to have your fingerprint results submitted to the West Virginia Department of Education (certification track only)
4. Complete a minimum of 96 semester hours of appropriate credit with an overall **3.0** cumulative grade point average (2.75 GPA (Grade Point Average) for non-certification track)
5. Complete at least ¾ of the total course requirements in one's teaching content area plus EDUC 320 (Integrated Methods)
6. Complete all required professional education and most teaching specialization courses with no less than a **3.0** GPA and replace all D's, F's, or I's with a grade of "C" or better
7. Must have taken and passed the Praxis II subject area content test(s) **(Multi-Subjects or CKT)** required for their major (certification track only)

- Students who take and fail Praxis II tests may be eligible for the WVDE Multiple Measure Waiver which allows students to enter residency without passIng Praxis IIs with the understanding that the tests must be passed within a year of beginning student teaching in order to receive a WVDE full teaching permit. Additional information and requirements will be shared with students as needed.

Note: Candidates in either track cannot be enrolled in Residency or Internship and have recorded deficiencies in any academic course work; candidates in the certification track cannot be seeking to retake Praxis Core or Praxis II content exams that were previously failed.

For more information about Residency requirements, see the *Education Program* website at https://www.ucwv.edu/academics/majors-degrees/elementary- education/

The University of Charleston is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The University of Charleston is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated quality assurance review in spring 2024.

Association for Advancing Quality in Educator Preparation (AAQEP) Standards

Standard 1 Candidate/Completer Performance: Program completers perform as professional educators with the capacity to support success for all learners.

Standard 2 Completer Professional Competence and Growth: Program completers adapt to working in a variety of contexts and grow as professionals.

Standard 3 Quality Program Practices: The program has the capacity to ensure that its completers meet Standards 1 and 2.

Standard 4 Program Engagement in System Improvement: Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

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

Standard 1: Curriculum and Planning

Standard 2: The Learner and the Learning Environment

Standard 3: Teaching

Standard 4: Professional Responsibilities for Self-Renewal

Standard 5: Professional Responsibilities for School and Community

Education Program Learning Outcomes

The graduate will:

1. Apply and demonstrate discipline specific content knowledge, skills, and practices

2. Apply and creatively demonstrate developmentally appropriate pedagogical knowledge, skills, and practices to prepare K-12 learners for college or career readiness and to promote parental and community involvement.
3. Exhibit appropriate, professional dispositions and ethical practices required of educators
4. Demonstrate, analyze, and apply research skills to think critically about their effectiveness and impact on planning, instruction and assessment for K-12 learners during field work and clinical practice.
5. Pass all necessary Praxis exams and complete all required steps to apply for certification(s) from the WVDE.

Field Experience

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

What You Will Study

Education degrees require at least 120 credits, including 24 credits of Professional Education Core courses, 20 credits of clinical practice component, specified credits of Institutional Learning Outcomes, and a variable (depending on major) number of credits in the student's chosen content area(s). The State of West Virginia Department of Education and the Education Program requires a minimum of 125 hours of field experience before beginning Residency.

Teacher Education Majors and Certification Areas

Elementary Education (K-6)

Elementary Education/Special Education (both certifications K-6)

Elementary Education (K-6) Early Education (Pk-K)

Secondary Special Education (5-Adult)

Educational Studies Majors

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

Professional Education Core (Required for ALL programs)

EDUCATION CORE		
Foundations and Professional Components		
EDUC 100	Introduction to Education	3 credits
EDUC 203	Survey of Students w/Exceptionalities	3 credits
EDUC 250	Technology in the Schools	3 credits
EDUC 299	Theories of Learning and Teaching	3 credits
EDUC 311*	Assessment & Diagnosis	3 credits
EDUC 320*	Integrated Methods	3 credits
PSYC 212	Life Span Development	3 credits
	Total credit hours for core:	**21**
Teacher Education Program Clinical Practice Component		
EDUC 496	Seminar for Residency / Internship	2 credits
EDUC 494	Residency I	6 credits
EDUC 495X	Residency II	12 credits
Educational Studies Program Clinical Practice Component		
EDUC 496	Seminar for Residency / Internship	2 credits
EDUC 498	Internship in Educational Studies	12 credits

*Requires admittance to the Education Program or special permission from the Education Program Director.

Teacher Education Majors

ELEMENTARY EDUCATION (K-6)		
ART 341	Art Education & Instruction	3 credits

EDUC 204	The Inclusive Classroom	3 credits
EDUC 253	Physical Education Methods	3 credits
EDUC 300	Children's Literature	3 credits
EDUC 316	School Health	3 credits
EDUC 360	High Incidence Disabilities	3 credits
EDUC 372	Fundamentals of Reading Instruction	3 credits
EDUC 374	Clinical Practice/Reading Diagnosis	3 credits
EDUC 378	Elementary Integrated Methods	3 credits
EDUC 494	Residency I	6 credits
EDUC 495X	Residency II	12 credits
EDUC 496	Seminar for Student Teaching/Internship	2 credits
ENGL XXX	English Literature Elective	3 credits
GEOG 303	World Geography	3 credits
HIST 211	World Cultures I	3 credits
HIST 251 or 252	American Republic or Contemporary America	3 credits
MATH 116	Survey of Math	3 credits
MATH 120	Intermediate Algebra	3 credits
MATH 121	College Algebra	3 credits
MATH 324	Fundamentals of Mathematics Instruction	3 credits
MUSC 111	Music Skills for Elementary Classroom Teachers	3 credits
NSCI 117	Why Science Matters	3 credits
NSCI 205	Physical Science	4 credits
NSCI 206	Earth and Space Science	3 credits
SSCI 310	West Virginia and the Appalachian Region	3 credits
	Total Credit Hours:	**84+ 21 (Core) = 105**

ELEMENTARY EDUCATION (K-6)/SPECIAL EDUCATION (K-6)		
ART 341	Art Education & Instruction	3 credits
EDUC 204	The Inclusive Classroom	3 credits
EDUC 253	Physical Education Methods	3 credits
EDUC 300	Children's Literature	3 credits
EDUC 316	School Health	3 credits
EDUC 330	Positive Behavioral Support	3 credits
EDUC 340	Collaboration in the Schools	3 credits
EDUC 360	High Incidence Disabilities	3 credits
EDUC 372	Fundamentals of Reading Instruction	3 credits
EDUC 374	Clinical Practice/Reading Diagnosis	3 credits
EDUC 378	Elementary Integrated Methods	3 credits
EDUC 494	Residency I	6 credits
EDUC 495X	Residency II	12 credits
EDUC 496	Seminar for Student Teaching/Internship	2 credits

ENGL XXX	English Literature Elective	3 credits
GEOG 303	World Geography	3 credits
HIST 211	World Cultures I	3 credits
HIST 251 or 252	American Republic or Contemporary America	3 credits
MATH 116	Survey of Math	3 credits
MATH 120	Intermediate Algebra	3 credits
MATH 121	College Algebra	3 credits
MATH 324	Fundamentals of Mathematics Instruction	3 credits
MUSC 111	Music Skills for Elementary Classroom Teachers	3 credits
NSCI 117	Why Science Matters	3 credits
NSCI 205	Physical Science	4 credits
NSCI 206	Earth and Space Science	3 credits
SSCI 310	West Virginia and the Appalachian Region	3 credits
	Total Credit Hours:	**93 + 21 (Core) = 114**

ELEMENTARY EDUCATION (K-6) EARLY EDUCATION (PK-K)		
ART 341	Art Education & Instruction	3 credits
EDUC 253	Physical Education Methods	3 credits
EDUC 300	Children's Literature	3 credits
EDUC 316	School Health	3 credits
EDUC 372	Fundamentals of Reading Instruction	3 credits
EDUC 374	Clinical Practice/Reading Diagnosis	3 credits
EDUC 378	Elementary Integrated Methods	3 credits
EDUC 494	Residency I	6 credits
EDUC 495X	Residency II	12 credits
EDUC 496	Seminar for Student Teaching/Internship	2 credits
EDUC 31X	Early Childhood Fundamentals	3 credits
EDUC 32X	Developmentally Appropriate Practices and Inclusive Classrooms	3 credits
EDUC 33X	Early Childhood Environments and Interactions	3 credits
EDUC 34X	Curriculum and Assessment for Young Children	3 credits
ENGL XXX	English Literature Elective	3 credits
GEOG 303	World Geography	3 credits
HIST 211	World Cultures I	3 credits
HIST 251 or 252	American Republic or Contemporary America	3 credits
MATH 116	Survey of Math	3 credits
MATH 120	Intermediate Algebra	3 credits
MATH 121	College Algebra	3 credits
MATH 324	Fundamentals of Mathematics Instruction	3 credits
MUSC 111	Music Skills for Elementary Classroom Teachers	3 credits
NSCI 117	Why Science Matters	3 credits

NSCI 205	Physical Science	4 credits
NSCI 206	Earth and Space Science	3 credits
SSCI 310	West Virginia and the Appalachian Region	3 credits
	Total Credit Hours:	**93 + 21 (Core) = 114**

SECONDARY SPECIAL EDUCATION (5- ADULT)		
EDUC 204	The Inclusive Classroom	3 credits
EDUC 300	Children's Literature	3 credits
EDUC 325	Reading in the Content Area	3 credits
EDUC 330	Positive Behavioral Support	3 credits
EDUC 340	Collaboration in the Schools	3 credits
EDUC 360	High Incidence Disabilities	3 credits
EDUC 494	Residency I	6 credits
EDUC 495X	Residency II	12 credits
EDUC 496	Seminar for Student Teaching/Internship	2 credits
ENGL 202 or 203	British Literature Survey: Beowulf to 1798 or British Literature Survey: Romantics to 20th Century	3 credits
ENGL 230 or 231	Western World Literature or Non-Western World Literature	3 credits
GEOG 303	World Geography	3 credits
HIST 211	World Cultures I	3 credits
HIST 251	American Republic	3 credits
MATH 116	Survey of Math	3 credits
MATH 120	Intermediate Algebra	3 credits
MATH 121	College Algebra	3 credits
MATH 324	Fundamentals of Mathematics Instruction	3 credits
NSCI 117	Why Science Matters	3 credits
NSCI 220	Statistics in Science and Research	3 credits
PSYC 101	Introduction to Psychology	3 credits
SSCI 310	West Virginia and the Appalachian Region	3 credits
	Total Credit Hours:	**77+ 21 (Core) = 98**

ELEMENTARY STUDIES AND CHILD DEVELOPMENT		
ART 341	Art Education & Instruction	3 credits
EDUC 253	Physical Education Methods	3 credits
EDUC 300	Children's Literature	3 credits
EDUC 316	School Health	3 credits
EDUC 372	Fundamentals of Reading Instruction	3 credits
EDUC 374	Clinical Practice/Reading Diagnosis	3 credits
EDUC 378	Elementary Integrated Methods	3 credits
EDUC 496	Seminar for Student Teaching/Internship	2 credits
EDUC 498	Internship in Educational Studies	12 credits

ENGL XXX	English Literature Elective	3 credits
GEOG 303	World Geography	3 credits
HIST 211	World Cultures I	3 credits
HIST 251 or 252	American Republic or Contemporary America	3 credits
MATH 116	Survey of Math	3 credits
MATH 120	Intermediate Algebra	3 credits
MATH 121	College Algebra	3 credits
MATH 324	Fundamentals of Mathematics Instruction	3 credits
MUSC 111	Music Skills for Elementary Classroom Teachers	3 credits
NSCI 117	Why Science Matters	3 credits
NSCI 205	Physical Science	4 credits
NSCI 206	Earth and Space Science	3 credits
SSCI 310	West Virginia and the Appalachian Region	3 credits
	Total Credit Hours:	**75 + 24 (Core) = 99**

Additional Requirements for Teacher Education Programs (Certification)

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

Students graduating from certification track programs must be eligible for certification in West Virginia to graduate.

Praxis Requirements

Required Praxis exams in certification track programs are associated with particular courses and paid for by vouchers funded through course fees. Students will need to pay out-of-pocket if retakes are required. Study and preparation materials are available both within the Education Program and through the UC library. It is recommended that students also utilize online practice materials available at Learning Express, teacherstestprep.com, https://study.com/, or .

Education Program Handbook

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

Bachelor of Arts

Professor Bradford W. Deel, Program Director

History-Political Science Program Mission Statement

The History-Political Science program prepares graduates for employment, scholarship, or further study in the areas of law, public policy, or history in service to their professional disciplines and social communities.

Program Description

The History-Political Science dual program produces graduates who lead our governmental and legal institutions. Students are prepared for a life of productive work in governmental agencies, in legal careers (after law school), and in higher education. They are prepared for a life of enlightened living through integration of the University's General Education Outcomes throughout the curriculum. They are prepared for a life of community involvement through an internship and a Senior Thesis tied to the internship.

History-Political Science Program Learning Outcomes

The graduate will:

1. Evaluate political phenomena using political science concepts and theories.
2. Apply historical and global perspectives to political problems and policy issues;
3. Formulate research hypotheses using current social science research tools; and
4. Demonstrate a breadth of historical knowledge with depth in a limited area.

What You Will Study

This course of study is a unique and interdisciplinary degree. A dual major in History and Political Science will focus on the development of institutions and ideas, the role of significant historical and political actors, and the cultural values and structures that shape society. Graduates will be prepared to engage and explore the problems that impact our global society.

All History-Political Science dual program students must satisfy the 120-credit hour requirement for graduation. Students must also, when constructing their plan of study, meet the University of Charleston general curriculum requirements. These additional hours may be used to earn a second major if the student so desires.

University requirements, the History-Political Science curriculum, and the minor in History are outlined in the tables below.

Bachelor of Arts in History-Political Science

History-Political Science Requirements - 45-55 Credit Hours		
HIST 211	World Cultures I	3 credits
HIST 212	World Cultures II	3 credits
HIST 251	Foundations of the American Republic	3 credits
HIST 252	Contemporary America	3 credits
HIST 354	Civil War and Reconstruction	3 credits
HIST 360	History of War	3 credits
HIST 371	History of the Middle East	3 credits
POLS 101	American National Government	3 credits
POLS 102	State and Local Government	3 credits
POLS 200	Foundations of Public Policy	3 credits
POLS 210 OR POLS 230	Comparative Government OR Introduction to Political Philosophy	3 credits
POLS 300	Political Science Research Methods	3 credits
POLS 400	Senior Thesis	3 credits
POLS 492	Internship OR E.A.G.L.E. Internship	3-11 credits 12 credits
MATH 120	Intermediate Algebra (or higher MATH)	3 credits
GEOG 303	World Geography	3 credits

Completing a Double Major

History-Political Science dual program majors are encouraged to double major with other programs in the broader university community. Double majors must complete all requirements for BOTH majors, with the exception that a single senior thesis is required. Students choosing a double major and who choose to do a senior thesis or project outside of the History-Political Science dual program, must consult with program faculty on the nature of the outside project. The Program expects that a senior thesis completed as part of a double major with a Program degree will engage the discipline in a meaningful way.

Internships

Consistent with the mission of the University of Charleston to educate each student for a life of productive work, enlightened living, and community involvement, faculty recognize that only part of a student's education occurs in the classroom. All History-Political Science dual program majors are required to complete an internship related to their area of interest. Students must receive a minimum of 3 Internship credit hours with a maximum limitation of 15 Internship credit hours. Internships are subject to the following guidelines:

40 hours of work in the internship = 1 hour of credit.

Students must maintain a daily journal of their activities.

Students must submit a 3 to5-page reflection for each 3 hours of credit received for internships.

Internships are also subject to general University of Charleston guidelines. Contact the History-Political Science Program Director for additional information regarding these guidelines.

Three Year Path

Students with exceptional academic qualifications and motivation can finish the History-Political Science dual degree program in only three years. Admission to the three-year path requires approval of the Program Director along with acknowledgement from the student that they will have a substantial academic workload from the first semester and will be required to maintain a substantial academic workload throughout the three years.

History Minor

The Minor in History requires 18 credit hours. Students must choose three of four 200 level courses listed below and three of four listed 300 level courses listed below.

History Minor - 18 Credit Hours		
HIST 211	World Cultures I	3 credits
HIST 212	World Cultures II	3 credits
HIST 251	Foundations of the American Republic	3 credits
HIST 252	Contemporary America	3 credits
HIST 354	Civil War and Reconstruction	3 credits
HIST 360	History of War	3 credits
HIST 371	History of the Middle East	3 credits
GEOG 303	World Geography	3 credits

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Each graduating major in the program must complete and pass a comprehensive examination in their final semester before expected graduation. In order to graduate, students must earn a C or better in all courses required for the major.

Bachelor of Arts

Professor Bradford W. Deel, Program Director

Political Science Mission Statement

The mission of the Political Science program is to prepare graduates for employment, scholarship, or further study in the areas of law, public policy, or criminal justice in service to their professional disciplines and social communities.

Program Description

Students who major in Political Science choose one of three program concentrations:

The **Pre-Law Concentration** emphasizes course work appropriate for those who plan to attend law school upon completion of undergraduate studies.

The **Public Policy Concentration** emphasizes the interconnectedness of political science, policymaking, and specific policy areas. This concentration is appropriate for those who want to pursue positions working directly or indirectly with government. It is also appropriate for those who wish to continue their education with graduate studies in social sciences, such as Political Science, History, or Sociology.

The **Criminal Justice Concentration** focuses on developing the skills needed to pursue careers in law enforcement, criminology, homeland security, or corrections with a focus on those skills needed in management positions. Students are also prepared to pursue graduate studies in Criminal Justice.

The program structure encourages students to double major in other fields such as Psychology, English, or Business.

Prestigious internship opportunities with local, state, and federal government agencies provide valuable field-work experience in the discipline.

Opportunities to present student research at state, regional and national meetings provide students with real world skills and allow them to network with professionals in the field.

Students work with experienced and engaged faculty who are published authors and have taught at both the undergraduate and graduate levels.

Political Science Program Learning Outcomes

The graduate will:

1. Evaluate political phenomena using political science concepts and theories.
2. Apply historical and global perspectives to political problems and policy issues.
3. Formulate research hypotheses using current social science research tools.

Concentration Outcomes

In addition to the program outcomes for all students,

4. Pre-law graduates will be able to evaluate the relationship between society and legal institutions using legal reasoning skills.
5. Public Policy graduates will be able to integrate knowledge of governmental and non-governmental actors to analyze public policy.
6. Criminal Justice graduates will be able to evaluate societal responses to crime, terrorism and security.

What You Will Study

The Political Science major focuses on the actors and institutions of government and the complex relationships that exist among those who seek to influence the process.

Introductory courses in policymaking and policy analysis are also included in this core. Coursework to explicitly promote critical thinking and logic are integrated throughout the curriculum. These requirements are important for all students in the major, but especially for those who intend to pursue a law degree or other graduate degree upon completion of their undergraduate education.

Beyond these requirements, all students seeking a Bachelor of Arts degree must earn at least 120 credit hours. Students must also, when constructing their plan of study, meet all of the University of Charleston general curriculum requirements. These additional hours may be utilized to earn a second major, if the student so desires.

Bachelor of Arts in Political Science

CORE REQUIREMENTS - 42 CREDIT HOURS		
HIST 212	World Cultures II: 17th Century to Present	3 credits
HIST 251	Foundations of the American Republic	3 credits
HIST 252	Contemporary America	3 credits
MATH 120	Intermediate Algebra (or higher math)	3 credits
POLS 101	American National Government	3 credits
POLS 102	State and Local Government	3 credits
POLS 210	Comparative Government	3 credits
POLS 200	Foundations of Public Policy	3 credits
POLS 300	Political Science Research Methods	3 credits
POLS 400	Senior Thesis	3 credits
POLS 490 OR POLS 492	E.A.G.L.E. Internship Internship	12 credits 1-11 credits

Pre-Law Concentration

PRE-LAW CONCENTRATION – 18 CREDIT HOURS		
POLS 230	Introduction to Political Philosophy	3 credits
POLS 260	Judicial Branch Politics	3 credits
POLS 280	Debating Political Issues	3 credits
POLS 314	Constitutional Law I	3 credits
POLS 316	Constitutional Law II	3 credits
POLS Elective	200 or 300-Level Political Science Elective	3 credits

Public Policy Concentration

PUBLIC POLICY CONCENTRATION – 18 CREDIT HOURS		
POLS 240	Legislative Branch Politics	3 credits
POLS 250	Executive Branch Politics	3 credits
POLS 380	Interest Group Politics	3 credits
POLS 390	Ethical Dilemmas in Policy Making	3 credits
POLS 314	Constitutional Law I	3 credits
POLS Elective	200 or 300-Level Political Science Elective	3 credits

Criminal Justice Concentration

CRIMINAL JUSTICE CONCENTRATION - 18 CREDIT HOURS		
CRJS 101	Introduction to Criminal Justice	3 credits
CRJS 242	Introduction to Law Enforcement	3 credits
CRJS 260	Terrorism and Homeland Security	3 credits
CRJS 331 OR POLS 314	Criminal Procedure Constitutional Law I	3 credits
CRJS 356	Criminal Law	3 credits
POLS 260	Judicial Branch Politics	3 credits

Internships

Consistent with the mission of the University of Charleston to educate each student for a life of productive work, enlightened living, and community involvement, faculty recognize that only part of a student's education occurs in the classroom. All students majoring in Political Science, regardless of their concentration, are required to complete 12 credit hours of internship related to their discipline. Most students will complete the 12-credit hour E.A.G.L.E. Internship (POLS 490). The 12-credit hour requirement may also be met through multiple internships that carry fewer credit hours per internship. Students pursuing this option will register for POLS 492 rather than POLS 490. In extraordinary circumstances, the Program Director can waive up to 9 hours of this requirement. This waiver is typically limited to students who have significant, relevant life experience prior to enrolling in the program. Internships are subject to the following guidelines:

40 hours of work in the internship = 1 hour of credit.

Students must maintain a daily journal of their activities.

Students must submit a 3 to 5-page reflection for each 3 hours of credit received for internships.

Internships are also subject to general University of Charleston guidelines. Contact the Political Science Program Director for additional information regarding these guidelines.

Three Year Path

Students with exceptional academic qualifications and motivation can finish the Political Science program in only three years. Admission to the three-year path requires approval of the Program Director along with acknowledgement from the student that they will have a substantial academic workload from the first semester and will be required to maintain a substantial academic workload throughout the three years.

Completing a Double Major

Political Science students are encouraged to double major with other programs in the broader university community. Students pursuing a double major must complete all requirements for BOTH majors, with the exception that a single senior thesis is required. Students choosing a double major and who choose to do a senior thesis or project outside of Political Science must consult with program faculty on the outside project. The Program expects that a senior thesis completed as part of a double major with a Program degree will engage the discipline in a meaningful way. Possible double majors include:

Political Science and Business

Political Science and English

Political Science and Psychology

Political Science Minor

The Minor in Political Science requires the student to complete 18 credits in Political Science.

POLITICAL SCIENCE MINOR - 18 CREDIT HOURS		
POLS 101	American National Government	3 credits
POLS 200	Foundations of Public Policy	3 credits
POLS 210 OR POLS 230	Comparative Government Introduction to Political Philosophy	3 credits
POLS 240	Legislative Branch Politics	3 credits
POLS 250	Executive Branch Politics	3 credits
POLS 260	Judicial Branch Politics	3 credits
Total		**18 credits**

Criminal Justice Minor

The Criminal Justice Minor in Political Science requires the student to complete 18 credits from Political Science and Criminal Justice.

CRIMINAL JUSTICE MINOR - 18 CREDIT HOURS		
CRJS 101	Introduction to Criminal Justice	3 credits
CRJS 242	Introduction to Law Enforcement	3 credits
CRJS 260	Terrorism and Homeland Security	3 credits
CRJS 331 **OR** POLS 314	Criminal Procedure **OR** Constitutional Law I	3 credits
CRJS 356	Criminal Law	3 credits
POLS 260	Judicial Branch Politics	3 credits
Total		**18 credits**

Admission Requirements

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

Additional Requirements

Each graduating major in the program must complete and pass a comprehensive examination in their final semester before expected graduation. Students must also earn a C or better in all courses required for the major.

Psychology Major

Dr. Carla Donahue, Program Director

Psychology Program Mission Statement

The Psychology program helps students understand the operation of behavior and mental processes of organisms, appreciate psychology as a discipline, science, and profession, and acquire skills necessary for advanced study or work within the discipline.

Program Description

This unique program, offered in two-degree tracks, helps students to better understand human behavior and the processes of organisms, and to learn to appreciate psychology as a discipline. Students will acquire the knowledge and skills necessary for advanced study or work within the discipline. The degree tracks are tailored to meet students' future career plans, whether that includes immediate employment or graduate studies.

Psychology Program Learning Outcomes

At the conclusion of this course of study, the graduate will:

1. Demonstrate the ability to understand, use, and apply the scientific method.
2. Demonstrate mastery of the core fields, paradigms, and theories of psychology.
3. Demonstrate innovation and expertise in the skills representative of academic and applied psychology that will culminate in the production of an undergraduate thesis project that is appropriate to their degree.
4. Demonstrate innovation and mastery of the written and oral communication skill standards of the American Psychological Association that will culminate in the production and presentation of a professional undergraduate thesis.
5. Demonstrate understanding and appreciation of the ethical standards in academic and applied psychology through the integration of ethics in their collective works.

What You Will Study

The Psychology major consists of two tracks, the Bachelor of Sciences (BS) and the Bachelor of Arts (BA). Students in the BS and BA tracks will complete a similar sequence of courses to achieve their respective degrees. Students following both tracks are required to complete a minimum of 120 credit hours. Both tracks prepare students for entering graduate studies. The BS track is more closely aligned with graduate programs that are primarily focused on psychology research. The BA track is more aligned with graduate studies that are primarily focused on practice. The primary distinction between the two tracks is that the BS is the completion of a research project. Students in the BS track, during their senior year, design and conduct their research with guidance and supervision from psychology faculty.

The Psychology BS Track

The BS track is intended for students who are interested in conducting research in psychology. It is structured to prepare students with the required skills in research methods, design, and analysis that provides a foundation for graduate education that involves research. Additionally, students will develop a firm foundation in the natural sciences. The BS track culminates in an independent, data-driven human participant research project that the student will have the opportunity to present to a professional audience. The BS track is offered at the Charleston campus.

B.S. Track Core Courses in Psychology		
PSYC 101	Introduction to Psychology	3 credits
PSYC 212	Lifespan Development	3 credits
PSYC 342	Social Psychology	3 credits
PSYC 352 or 360	Cognitive Psychology or Learning and Memory	3 credits
PSYC 351, 353, or 358	Biological Psychology Elective*	6-12* credits
PSYC 351, 353, 354, or 361	Ethics Elective*	
PSYC 355, 359, or 361	Oral Communication Elective*	
PSYC 357 or 498 or SOCI 221	Engagement Elective or 30 hours documented community service*	

Select from PSYC 300+, SOCI 221, and SOCI 322	Psychology Electives	6-12**credits
Total Psychology Core		**27**

*Some courses may fulfill more than one requirement

**Take enough electives to reach 27 hours of psychology core courses

B.S. Track Core Courses in Research Methods		
SSCI 203	Methods for Behavioral Sciences	3 credits
PSYC 315	Psychological Statistics	3 credits
SSCI 320	Computer Assisted Research	3 credits
PSYC 451	Experimental Psychology I	3 credits
PSYC 452	Experimental Psychology II	3 credits
Total Research Methods Core		**15**
B.S. Track Math and Science Requirements		
MATH 120 or higher	Intermediate Algebra (or higher)	3-4 credits
BIOL 130, BIOL 215+, CHEM 100+, MATH 123+	Choose three courses from among: Biology (with lab), Chemistry (with lab), and/or Math courses	12 credits
Total Math and Science Requirements		**15-16**

Psychology BA Track

The BA track is structured for those students who desire a career in psychology or a related field, but are not particularly interested in conducting research. The BA track includes a cultural diversity requirement in order to expose the student to a wide array of unique experiences that they may encounter outside the classroom. The BA track also includes a research component. However, the final step is a senior research proposal. This project is intended to be more theoretical in nature and will not require the student to conduct human participant research. The BA track is offered at both the Charleston and Online locations.

B.A. Track Core Courses in Psychology		
PSYC 101	Introduction to Psychology	3 credits
PSYC 212	Lifespan Development	3 credits
PSYC 342	Social Psychology	3 credits
PSYC 352 or 360	Cognitive Psychology or Learning and Memory	3 credits
PSYC 351, 353, or 358	Biological Psychology Elective*	6-12* credits
PSYC 351, 353, 354, or 361	Ethics Elective*	
PSYC 355, 359, or 361	Oral Communication Elective*	6* credits
PSYC 357 or 498 or SOCI 221	Engagement Elective or 30 hours documented community service*	
Select from PSYC 300+, SOCI 221, and SOCI 322	Psychology Electives**	6-12** credits
Total Psychology Core		**30**

*Some courses may fulfill more than one requirement.

**Take enough electives to reach 30 total hours of psychology core courses.

B.A. Track Core Courses in Research Methods		
SSCI 203	Methods for Behavioral Sciences	3 credits
PSYC 315	Psychological Statistics	3 credits
SSCI 320	Computer Assisted Research	3 credits
PSYC 441	Psychology BA Capstone	3 credits
Total Research Methods Core		**12**
B.A. Track Math and Diversity Requirements		
MATH 120 or higher	Intermediate Algebra (or higher)	3-4 credits
HUMN 110	Unheard Voices	3 credits
	Choose two diversity electives from: Foreign Language electives (i.e.- FREN or SPAN), ENGL-231, ENGL-307, ENGL-309, ENGL-320, ENGL 326, GEOG-303, HIST-212, HIST-360, HIST-371, HIST-373, POLS-210, SSCI-105, SSCI-106	6 credits
Total Math and Diversity Requirements		**12-13**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements for BA and BS Degrees

Students must earn a C or better in all courses, including Psychology electives, that are taken to meet a requirement for the degree program in which they are enrolled. To satisfy graduation requirements, students must also take and pass a comprehensive examination, as determined by the Psychology Program Director.

Psychology Minor

The minor in Psychology requires that the student complete 18 credits of courses in Psychology. These courses must be completed with a C or better to count toward the minor requirements.

Psychology Minor Must Include:		
PSYC 101	Introduction to Psychology	3 credits
PSYC 212	Lifespan Development	3 credits
PSYC 3XX	Electives*	12 credits
	Total Credits	**18**

*Nine of the 12 credits of electives must be at the 300 level or above and should be selected in conversation with a member of the Psychology faculty and the student's major advisor to ensure the student's educational objectives are met. Other relevant courses may be substituted with the Program Director's approval.

Regional Studies in Appalachia Minor

Professor Hallie Chillag, Coordinator

Regional Studies Minor Mission Statement

The Regional Studies in Appalachia minor aims to connect insights across intellectual disciplines in a systematic and evidence-based manner to understand how and why the region exists as it does. Students will explore the literature, language, anthropology, sociology, geography, and demography of the region. Students will examine internal and external factors that determine and impact the region, historically and presently, and be empowered to best understand and work in the region.

Program Description

The Regional Studies in Appalachia minor comprises an interdisciplinary approach, ranging from a study of Appalachian language to an examination of social issues in Appalachia, to the art, culture, history, and community that make up the Appalachian region.

Regional Studies in Appalachia Minor Outcomes:

At the end of the Appalachian Studies minor, the graduate will:

1. Consider the way that "Appalachia" has been theorized in literature, art, music, and other forms of artistic production
2. Consider the socio-economic practices of Appalachia, both in terms of real- world economy and cultural productions that reflect such socio- economic conditions
3. Understand Appalachia in terms of its history from the 1600s to the present and develop a broad, diachronic approach to understanding its development
4. Have a broad, interdisciplinary background that will enable them to be flexible enough to adjust to jobs and changing economy in the region

What You Will Study

Choose six courses (18 hours):

REGIONAL STUDIES IN APPALACHIA MINOR - 18 CREDIT HOURS		
ENGL 307	Appalachian Literature	3 credits
SSCI 310	WV and Appalachian Region	3 credits
GEOG 303	World and Regional Geography	3 credits
UNIV 460	Behavioral, Social, & Cultural Problems in Appalachia	3 credits
	Other courses in consultation with Program Director	6 credits
Total		**18 credits**

Master of Arts in Mental Health Counseling

Dr. Jason Newsome, Program Director

Program Mission Statement

The mission of the Clinical Mental Health Counseling program is to provide quality instruction and training that produces competent professionals who provide effective mental health services to those in need.

Program Description

The Master of Arts degree in Mental Health Counseling is a 60-hour program of study designed to prepare students to enter the field of counseling. The primary objective of the program is to prepare ethical, compassionate professionals who are equipped with the knowledge, values, and skills to promote wellness in the area of mental health. In addition to traditional coursework, students are required to complete a 100-hour practicum and 600-hour internship to meet graduation requirements.

Program Learning Outcomes

At the end of this course of study Graduates will:

1. Use assessment techniques and tools to diagnose mental disorders in accordance with the current edition of the Diagnostic and Statistical Manual of Mental Disorders.
2. Demonstrate competence in the use of basic counseling skills.
3. Integrate knowledge of the current version of the American Counseling Association Code of Ethics into clinical decision-making.
4. Apply theoretical models of counseling and psychotherapy to client problems to develop and implement empirically-supported treatment plans that include consideration for related developmental, social, personality, and environmental factors.
5. Evaluate clinical outcomes and use current research to inform revisions in practice of both individual practitioners as well as the related systems.
6. Demonstrate competent application of counseling concepts and models that shows respect and appreciation for diversity.

What You Will Study

The program requires 60 hours with 15 required courses and a minimum of 4 elective courses. All courses in the table below are required for licensure and also meet the curricular requirements for The Council for Accreditation of Counseling and Related Educational Programs.

NOTE: The university cannot apply for accreditation until it has students in all phases of the program. The university must have students in their final semester at the time the application is submitted.

Number	Credit Hours	Course Title
COUN 500	3	Professional Counseling Orientation
COUN 501	3	Human Growth and Development
COUN 502	3	Multicultural Counseling
COUN 503	3	Counseling Theories
COUN 510	3	Introduction to Mental Health Counseling
COUN 511	3	Counseling Techniques
COUN 512	3	Theories and Techniques of Assessment
COUN 520	3	Diagnosis and Treatment Planning
COUN 513	3	Research and Program Evaluation
COUN 600	3	Group Counseling
COUN 601	3	Career Counseling
COUN 602	3	Substance Abuse Counseling and Prevention
COUN 603	3	Marriage and Family Counseling
COUN 698	3	Practicum
COUN 699	6	Internship
Total Hours	**48**	
	12	Electives
Total Hours	**60**	

Admission Requirements

To be considered for admission to the program, applicants must:

- Have a bachelor's degree from an accredited institution with a minimum cumulative GPA of 2.5
- (NOTE: A GPA of 3.0 must be maintained while in the program.)
- Have at least 9 semester credit hours (or 12 quarter hours) in social sciences that includes Introduction to Psychology and Lifespan Development or their equivalent.
- Submit 2 letters of recommendation from professional and/or academic sources. Suitable examples include professors, employers, or organizational leaders who can address the applicant's ability to complete graduate-level coursework, motivation, and ethics.
- Compose a Statement of Purpose of 750 – 1,000 words that addresses the following:
- Discuss why you desire to become a counselor, including factors that influenced you as well as professional goals.
- Discuss your strengths and weaknesses in terms of academics as well as interpersonal relationships.
- Describe your perspective on diversity and ways to show respect to individuals from cultural backgrounds different from your own.

Applicants will be reviewed for admission by the Program Director and admissions decisions will be communicated by the Office of Admissions.

Additional Requirements

Master of Arts in Clinical Mental Health Counseling majors must meet all University of Charleston graduation requirements, complete all program and course assignments, and must take and pass a comprehensive examination during the final semester.

The Counseling Program Handbook that students receive prior to their orientation is the authoritative document for specific, detailed descriptions of requirements, expectations, and graduation from the Counseling Program. The handbook also provides students with information related to licensure as a professional counselor. Students should consult that document, as well as his or her advisor, for complete information about the Counseling Program.

HERBERT JONES SCHOOL OF BUSINESS

Dr. Cedric Stone, Dean

The School of Business offers career-oriented undergraduate and graduate degree programs designed to provide students with a broad education, encompassing the knowledge base, analytical thought processes, ethical grounding, technology and communication skills, and professional preparation necessary to meet the challenges of today's business environment.

The Herbert Jones Undergraduate School of Business offers programs leading to the Bachelor of Science in Business Administration (BSBA), Associate of Science in Business Administration (AS), Master of Science in Business & Data Analytics (MSBDA), and Master of Business Administration (MBA).

Undergraduate bachelor's degrees, associate degrees, minors, and concentrations are outlined below. The requirements for each can be found in the program descriptions that follow.

Mission

The mission of the Herbert Jones School of Business is to prepare students to achieve their potential as ethically grounded, intellectually curious professionals committed to our global community.

Bachelor of Science in Business Administration (BSBA) Degree with majors in:

ACCOUNTING*

BUSINESS ANALYTICS*

DIGITAL MARKETING*

ENTREPRENEURSHIP*

FINANCIAL PLANNING*

MANAGEMENT* (offered online)

MARKETING

PROFESSIONAL SELLING

SPORT ANALYTICS*

SPORT BUSINESS*

SPORT MEDIA*

*Accredited by the Accreditation Council for Business Schools & Programs

Early Degree Completion

Motivated students can complete the traditional/residential BSBA degree in fewer than four years by following – and completing – a carefully designed curriculum plan prepared in consultation with their faculty advisor.

Accelerated BSBA/MBA Program

The Accelerated BSBA/MBA program enables students to earn both a Bachelor of Science in Business Administration and a Master of Business Administration in the time and cost it would traditionally take to complete just an undergraduate degree.

Motivated students can complete the undergraduate business degree in three years and then transition into the MBA program for the final summer, fall, and spring semesters. The program provides flexibility to shape an experience to fit personal goals and interests.

Qualified students will enroll in the program in the fall of their first year. They become part of a learning community with other students in the program, with a dedicated advisor to support them as they complete both degrees.

Associate of Science (AS) Degree:

BUSINESS ADMINISTRATION* (offered in-seat and online)

*Accredited by the Accreditation Council for Business Schools & Programs

Available Undergraduate Minors and Concentrations

Undergraduate Minors

BUSINESS ADMINISTRATION MINOR

DIGITAL MARKETING & SALES MINOR

ENTREPRENEURSHIP MINOR

SPORT BUSINESS MINOR

Undergraduate Concentrations

All students pursuing a BSBA degree have the option of completing one or more of the following concentrations:

ACCOUNTING CONCENTRATION

BUSINESS ANALYTICS CONCENTRATION

DIGITAL MARKETING CONCENTRATION

ENTREPRENEURSHIP CONCENTRATION

FINANCIAL PLANNING CONCENTRATION

MANAGEMENT CONCENTRATION

PROFESSIONAL SELLING CONCENTRATION

SPORT ANALYTICS CONCENTRATION

SPORT BUSINESS CONCENTRATION

SPORT MEDIA CONCENTRATION

Graduate Degree Programs in the School of Business

The Graduate School of Business offers two master's degree programs and three graduate certificates. Requirements for graduate degrees can be found in the program descriptions that follow.

Graduate degree programs (hybrid and online as indicated below):

MASTER OF BUSINESS ADMINISTRATION (MBA)* (hybrid & online)

With a concentration in:

- BUSINESS ANALYTICS
- CYBERSECURITY
- HEALTHCARE MANAGEMENT

MASTER OF SCIENCE IN BUSINESS AND DATA ANALYTICS (MBDA) (in-seat and online)

Available Graduate Certificates

Master of Business Administration (MBA) Certificates:

- BUSINESS ANALYTICS
- HEALTHCARE MANAGEMENT
- MANAGEMENT

*Accredited by the Accreditation Council for Business Schools & Programs

Accreditation

The academic programs at the University of Charleston are accredited by the Higher Learning Commission (HLC). The School of Business received full accreditation from the Accreditation Council of Business Schools & Programs (ACBSP) for all programs offered in July 2021 with graduates when the ACBSP self-study was completed. The programs not yet eligible for ACBSP accreditation are the M.S. in Business & Data Analytics, Marketing BSBA, and Professional Selling BSBA. The specialized ACBSP accreditation focuses on recognizing teaching excellence, achieving student learning outcomes, and incorporating a continuous improvement model.

Our financial planning BSBA curriculum is approved as a Registered Program by the CERTIFIED FINANCIAL PLANNER™ Board of Standards, Inc., 1425 K Street NW #800, Washington, DC 20005.

Professional Certifications, Continuing Education, and Leadership Training Programs

The School of Business offers a variety of degree and non-degree coursework that prepares students for professional certification exams, including the Certified Public Accountant (CPA), Microsoft Office Specialist (MOS), and CERTIFIED FINANCIAL PLANNER™ certification. The school also has the expertise to offer customized programs to help organizations fill gaps in employee training as organizations grow and change. Some non-degree workshops and seminars may allow participants to earn continuing education credits.

Bachelor of Science in Business Administration (BSBA)

The University of Charleston School of Business offers a Bachelor of Science degree in Business Administration (BSBA) on the Charleston campus with a choice of the following majors:

ACCOUNTING*

BUSINESS ANALYTICS*

DIGITAL MARKETING*

ENTREPRENEURSHIP*

FINANCIAL PLANNING*

MANAGEMENT* (also offered online)

MARKETING

PROFESSIONAL SELLING

SPORT ANALYTICS*

SPORT BUSINESS*

SPORT MEDIA*

*Accredited by the Accreditation Council for Business Schools & Programs

All majors under the BSBA degree will complete a common business core of 15 courses (45 credits) that provides students a foundation of knowledge in all functional areas of business and satisfies an undergraduate Common Professional Component (CPC) recognized by the Accreditation Council of Business Schools & Programs (ACBSP). The School of Business programs noted above are fully accredited by ACBSP. ACBSP accreditation focuses on recognizing teaching excellence, achieving student learning outcomes, and acknowledging rigorous quality standards. New programs yet to be recognized with ACBSP accreditation will be submitted for ACBSP accreditation once they have existed for two years and students have graduated from the major.

Beyond the business core, students gain additional specialized knowledge, skills, and abilities from coursework in their majors. The program's design gives students a common core of knowledge and the ability to choose a major that meets their unique educational goals. The Business Administration degree prepares broadly educated, analytical thinkers with the knowledge base, ethical grounding, professional preparation, and technology skills necessary to meet the challenges of today's business environment. The programs provide the professional preparation needed for productive careers in their chosen professions, a commitment to continuous learning, and a sense of responsibility to serve their communities.

The BSBA majors integrate professional preparation certifications and experiences throughout the core and major courses. The business administration core includes professional certification opportunities for Microsoft Office Specialist (MOS) certification, Google Analytics, and an Ethical Leadership Certification from the National Association of State Boards of Accountancy Center for the Public Trust.

Program Learning Outcomes

In addition to demonstrating the competencies associated with the University's institutional outcomes, graduates will demonstrate the achievement of learning outcomes in the BSBA core and their chosen major(s).

Business Administration Core Outcomes

The graduate will:

1. Develop technical, professional, and interpersonal skills to maximize effective communication in business and legal environments.
2. Apply ethical frameworks and evaluate global, economic, and cultural environments.
3. Apply and evaluate various critical thinking and decision-making models using appropriate analytical and quantitative techniques.

The BSBA degree programs require the completion of all business core outcomes and the major outcomes.

BSBA Core Program of Study

Students pursuing one of the majors under the BSBA degree complete a total of 45 credits in the business core plus additional credits within their major. The 45-credit core for the BSBA degree is as follows:

BS in Business Administration – Core Requirements for All Majors		
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 201	Principles of Microeconomics	3

ECON 202	Principles of Macroeconomics	3
BUSI 220	Information Systems & Software Applications	3
BUSI 241	Business Communication	3
BUSI 316	Business Statistics I	3
BUSI 317	Business Statistics II	3
BUSI 407	Global Dimensions of Business	3
BUSI 450	Business Strategy	3
FINA 312	Business Finance	3
MGMT 311	Principles of Management	3
MRKT 321	Principles of Marketing	3
Legal Studies	Select one: BUSI 231 or SPBU 460	3
Ethics	Select one: BUSI 360, ACCT 462, or SPBU 435	3
BSBA Core:		**45**

Admission

Students must gain general admission to the University of Charleston.

Additional Requirements

Business students are required to take MATH 121 College Algebra or higher. Students who plan to pursue graduate study are strongly advised to take MATH 201 Calculus I.

All students in a BSBA degree program must complete an exit-level assessment in their major. BSBA degree program graduates must take and pass the Peregrine Business Administration exit assessment in BUSI 450 in the senior year. BSBA majors must complete the capstone class, BUSI 450, with a final grade of C or above. On campus students must enroll in the in-seat section of BUSI 450. An online section is available for students enrolled in an online program.

To graduate, students must maintain an overall 2.0 cumulative grade point average, a 2.0 cumulative grade point average in the BSBA core, and a 2.0 in the major. Students must earn 30 hours of upper-division credits. The University requires a grade of C or higher for general education courses.

A PC laptop is required for students pursuing a BSBA major. Although non-PC devices (e.g., MacBook) can potentially meet the technical specifications, they will not work with all the required software, as we have experienced in several business classes and applications. Ultimately, the student must ensure that all devices are compatible with the necessary classroom software, including Power BI, Tableau, and R.

Processor: Intel or AMD Quad Core Processor i7 or better

Minimum Processor Speed: x64 Processor: 1.4 GHz

Operating System - Microsoft Windows 10 or greater

Memory: minimum RAM at least 4 GB (8 GB recommended)

Minimum of 20 GB Hard Drive; Solid State Drive (SSD) preferred

Webcam, microphone, speaker

Appropriate connections: WIFI, Ethernet, USB-3

Students may consult the program director or IT Help Desk for assistance.

Internship Program

All undergraduate business students are strongly encouraged to participate in at least one internship work experience at the University; internship experiences are required in the curriculum for majors in business analytics, digital marketing, management, marketing, professional selling, sport analytics, sport business, and sport media. Internship experiences improve the marketability of graduates, often leading directly to offers of employment. Current students are enjoying placements with regional and national firms. The University's Center for Career Development (CCD) assists students when searching for internships or cooperative employment. Students should consult with their faculty advisor and the CCD for assistance.

Business Administration Minor

The minor in Business Administration is offered both in-seat in Charleston and online. The minor allows students from other disciplines to develop business skills. Students must complete 21 credits consisting of the following courses:

Minor in Business Administration		
BUSI 151*	Introduction to Business	3
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 201	Principles of Microeconomics	3
FINA 312	Business Finance	3
MGMT 311	Principles of Management	3
MRKT 321	Principles of Marketing	3
Total for Minor:		**21**

*Students planning to enter UC's Master of Business Administration (MBA) Program may substitute BUSI-316 for BUSI-151.

Completing a Double Major

Students earning a BSBA degree may choose more than one major or pursue a concentration in another field of study. Such combinations give the student a broader range of opportunities upon graduation. These options are especially attractive for majors in the three-year program or those who wish to complete the 150-credit hour requirements for the CPA examination.

Undergraduate students pursuing two BSBA majors in the School of Business may complete one 3-credit hour internship to satisfy both majors. The student must obtain prior approval from the academic advisor(s) of both majors before registration. The academic advisor(s) will assess the relevance of the internship and ensure that it meets each major's academic standards and learning objectives. If the internship is deemed suitable, the academic advisor(s) will waive one of the internship requirements for graduation.

Note: Students completing two majors (one BSBA and one BS or BA) must complete the required BSBA internship and should consult the academic advisor for details on the secondary major.

BSBA Concentrations

All students pursuing a BSBA degree have the option of completing one or more of the following concentrations:

Accounting

Business Analytics

Digital Marketing

Entrepreneurship

Financial Planning

Management

Professional Selling

Sport Analytics

Sport Business

Sport Media

Business Administration Core Outcomes

The graduate will:

1. Develop technical, professional, and interpersonal skills to maximize effective communication in business and legal environments.
2. Apply ethical frameworks and evaluate global, economic, and cultural environments.
3. Apply and evaluate various critical thinking and decision-making models using appropriate analytical and quantitative techniques.

What You Will Study

The Associate of Science (AS) degree in Business Administration is offered both in- seat in Charleston and online and requires the following 30 credit hours of business courses:

Business Courses Required for the AS Degree in Business Administration	
BUSI 151 Introduction to Business	3
ACCT 201 Principles of Accounting I	3
ACCT 202 Principles of Accounting II	3
ECON 201 Principles of Microeconomics	3
FINA 312 Business Finance	3
MGMT 311 Principles of Management	3
MRKT 321 Principles of Marketing	3
Electives in the following: ACCT, BSAN, BUSI, ECON, ENTR, FINA, MGMT, MRKT, or SPBU	9
Business Total	**30**

Note: Candidates must complete the University's general education requirement that includes UNIV 204, ENGL 101, ENGL 102, SPCH 103, two Humanities FLEX Electives, two STEM FLEX electives, two Social Science FLEX Electives, and two additional FLEX electives. All students must complete sufficient electives to achieve the 60 credits required to earn an associate degree.

Students who complete the two-year associate degree in business administration may continue to earn their BSBA with one of our undergraduate business majors.

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

An associate degree at UC requires 60 earned academic credits (15 of which must be residential credits), fulfillment of foundational requirements and outcomes of the academic program, a cumulative UC grade point average of at least 2.0, and demonstration of achievement of exit-level standards for discipline and program outcomes.

Professor Suzanne King, Program Director

Accounting Major Mission Statement

The mission of the Accounting Program is to prepare students with the knowledge and analytical skills specific to the accounting discipline, an understanding of the role of the accounting professional in serving the business community and the public, and the knowledge, skills, and attitudes necessary for adapting and responding to an evolving world.

Program Description

The Accounting Program prepares students for accounting positions in public accounting, industry, not-for-profits, and government. Students choosing public accounting can work in auditing, tax preparation and planning, forensic accounting, or management advisory services in a professional services firm. Those in the industry will work for business or government organizations as accountants, controllers, financial analysts, cost accountants, budget analysts, or internal auditors.

Program highlights include:

A Professionalism Program to help students develop professional skills and competencies.

An emphasis on accounting and business analytics and problem-solving to prepare students for today's business challenges.

Integration of ethical practice and critical thinking throughout the accounting curriculum.

Opportunity for students to complete the National Association of State Boards of Accountancy Ethical Leadership Certification Program.

Opportunity for students to complete the accelerated Program in fewer than four years.

Opportunity for students to complete both the undergraduate Accounting program and the Master of Business Administration in fewer than five years.

The Accounting program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

The Accounting Program will help students develop the skills and competencies necessary to succeed in professional examinations. The requirements to sit for the CPA exam differ from state to state. Under current West Virginia law, CPA applicants may sit for the exam with a baccalaureate degree and completion of accounting and business courses. To become a licensed CPA, the candidate must pass the exam and meet the 150-hour education and the experience requirements. The specific requirements can be found on the West Virginia Board of Accountancy website. The requirements for all State Boards of Accountancy can be found on the National Association of State Boards of Accountancy website. Students should consult with their academic advisor. The Accounting major is offered as an in-seat residential program on the Charleston campus.

Accounting Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Accounting graduates will:

1. Demonstrate an understanding of the accounting information system and accounting cycle: the ability to identify, gather, measure, summarize, report, and analyze financial data.
2. Analyze a variety of financial, managerial, and tax accounting problems and cases and apply the appropriate framework in problem solving.

Program Requirements

The Accounting major is a BS in Business Administration degree and requires a total of 120 institutional credits, including 45 credits of business administration core courses, 24 credits of accounting courses beyond the introductory courses included in the core, and completion of all general education requirements and additional coursework to total 120 credits. Successful completion of this Program qualifies the student for a Bachelor of Science degree in Business Administration with a major in Accounting. A Professional Track requiring an additional 15 hours is available for students planning to sit for the CPA examination.

Accounting Major		
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 322	Cost Accounting	3
ACCT 360	Accounting Information Systems	3
ACCT 412	Advanced Accounting	3
ACCT 423	Federal Taxes - Individual	3

ACCT 448	Auditing	3
Select one (1) course from the following:		3
ACCT 403	Intermediate Accounting III	
ACCT 424	Federal Taxes - Business	
Total:		**24**

The Professional Track helps prepare students for the Certified Public Accounting (CPA) examination. The curriculum addresses the three required core exams (Financial Accounting and Reporting, Auditing and Attestation, and Regulation). Additionally, students must pass one discipline exam (Business Analysis and Reporting, Tax Compliance and Planning, or Information Systems and Controls). Students will work with their advisor to determine which accounting elective courses they should take based on their chosen discipline examination.

The Professional Track should also be selected by students planning to sit for other professional accounting examinations such as the CIA (Certified Internal Auditor), CISA (Certified Information Systems Auditor), and CMA (Certified Management Accountant).

Accounting Major Professional Track		
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 322	Cost Accounting	3
ACCT 360	Accounting Information Systems	3
ACCT 403	Intermediate Accounting III	3
ACCT 412	Advanced Accounting	3
ACCT 423	Federal Taxes - Individual	3
ACCT 424	Federal Taxes - Business	3
ACCT 448	Auditing	3
BSAN 205	Introduction to Business Analytics	3
Accounting Electives		
Select three (3) courses from the following:		9
BSAN 315	Big Data Analytics	
BSAN 325	Predictive Modeling for Business Analytics	
DASC 250	Data Visualization	
FINA 205	Fundamentals of Financial Planning	
FINA 405	Investments	
FINA 410	Retirement Planning	
FINA 415	Estate Planning	
Total:		**39**

Accounting majors are required to take MATH 121 College Algebra or MATH 123 Pre-Calculus. Students who plan to pursue graduate study are strongly advised to take MATH 201 Calculus I.

Accounting majors are encouraged to take ACCT 201 Principles of Accounting I and ACCT 202 Principles of Accounting II in the freshman year.

Additional Requirements

Accounting majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Exit Assessment during their senior year. Additionally, students must earn a C or above in Business Strategy (BUSI 450).

Completing a Double Major or Concentration

Accounting majors can double major or add a concentration in Financial Planning, Business Analytics, or another business-related major under the BSBA degree program. Such a combination gives the student a

broader range of opportunities upon graduation. This is especially attractive for majors in the three-year Program or those planning to complete the 150-credit hour education requirement for the CPA examination.

Accounting Concentration

Students pursuing other BSBA majors can choose to add an Accounting concentration (12 credits). The Accounting concentration provides students with a foundation in financial, managerial, and tax accounting. Because accounting is the language of Business, majors with an Accounting concentration will develop a better understanding of financial information, providing them with enhanced analysis and decision-making skills in their specific business disciplines. The 12 credit hours required for a concentration in Accounting are:

Accounting Concentration		
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 322	Cost Accounting	3
ACCT 423	Federal Income Tax – Individual	3
	Total for Concentration:	**12**

Dr. Taiwo Ajani, Program Director

Business Analytics Major Mission Statement

The mission of the Business Analytics program is to equip students with the knowledge and skills necessary to collect, organize and analyze data, thereby enabling learners to effectively apply and communicate insights for business decision-making**.**

The Business Analytics program aims to motivate students for success in the Business Analytics domain, one of the most attractive domains, with very high industry demand, providing well above average salaries, excellent future employment opportunities, and intellectually rewarding work.

Program Description

Our undergraduate Business Analytics major has all the important content, tools, processes, and intellectual resources necessary to prepare students for a successful Business Analytics career. The job market for business analytics candidates with the right skills is expected to remain lucrative for the next 10 to 20 years, so Business Analytics is an excellent direction for highly motivated students to move in. The Program will help students develop quantitative data analysis skills and corresponding communication skills necessary for solving real-world business problems and communicating solutions. This is an interdisciplinary major that utilizes courses from computer science and data analytics programs.

The Business Analytics major is offered as an in-seat residential program on the Charleston campus. The Program integrates professional exposure with an internship experience to better prepare students with the skills employer's desire. Business Analytics majors will complete a 45-credit business core and have an opportunity to double major in complementary areas of Business or major/minor in fields outside the business area. The Program uses industry-relevant tools to cover critical topics such as Data Visualization, Big Data Analytics, and Machine Learning. The Program can be expected to be rigorous and intellectually stimulating. The Business Analytics program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

Business Analytics Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Business Analytics graduates will:

1. Collect, organize, analyze, and apply data-driven tools and techniques to evaluate business decisions.
2. Communicate quantitative and qualitative information and demonstrate proficiency with the help of a variety of data analytic tools.

What You Will Study

The Business Analytics major is part of the BS in Business Administration degree and requires a total of 120 institutional credits of academic work, including 45 credits of business administration core courses, 24 credits of major courses, and 51 credits of general education and other elective credits.

Business Analytics – Required Courses in Major		
Course	**Title**	**Credits**
BSAN 205	Introduction to Business Analytics	3
DASC 100	Introduction to Scientific Programming	3
DASC 250	Data Visualization	3
BSAN 315	Big Data Analytics	3
BSAN 325	Predictive Modeling for Business Analytics	3
BSAN 475X	Machine Learning	3
BSAN 415	Business Analytics Capstone	3
BUSI 498	Business Internship	3
Required Credits in Major:		**24**
Total Credits for Major (45 BSBA Core + 24 Required):		**69**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements:

Business Analytics majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Exit Assessment in the last semester of the senior year. Additionally, students must earn a C or above in Business Strategy (BUSI 450).

Business Analytics Concentration

Students pursuing other BSBA majors can add a Business Analytics concentration (12 credits). The Business Analytics concentration trains students in the skills and competencies required to implement and oversee data-driven business decisions. This concentration builds and supports the ability to 1) collect, process, and describe datasets, 2) draw inferences from data, 3) understand and create useful models for business predictions, and 4) make sense of model outputs for optimal and robust decisions. It includes the development of skills in computer programming and software applications to analyze data in a variety of contexts and diverse industries. The 12 credit hours required for a concentration in Business Analytics are:

Business Analytics Concentration		
BSAN 205	Introduction to Business Analytics	3
BSAN 315	Big Data Analytics	3
BSAN 325	Predictive Modeling for Business Analytics	3
DASC 100	Intro to Scientific Programming	3
	Total for Concentration:	**12**

Digital Marketing Major

Dr. Ross Murray, Program Director

Digital Marketing Mission Statement

In concert with the university mission to educate each student for a life of productive work, enlightened living, and community involvement, the mission of the Digital Marketing program at the University of Charleston is to develop students to be successful and ethical marketing professionals capable of making valuable contributions to organizations in the U.S. and around the world.

Program Description

The Digital Marketing major is designed to appeal to learners interested in applying marketing principles to digital technology to improve business and marketing decision-making. The digital marketing major studies the history of marketing as a discipline with special attention to 21st-century digital marketing trends. Foundational material, history, theory, applied simulation, and professional marketing certifications will combine to produce a skilled, market-ready marketing practitioner.

The Digital Marketing program produces a work-ready marketing manager for 21st-century employment. The students will research, create, and execute a digital marketing campaign through application. The rapid growth of social media and digital media fosters growth in employment opportunities for graduates with the skill set and experience in applying digital technology in marketing. This interdisciplinary Program utilizes two courses in Digital Media Design and integrates professional preparation certifications, an internship experience, and a digital marketing strategy capstone experience to better prepare students with the digital marketing skills desired by employers. The Digital Marketing program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

Digital Marketing Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Digital Marketing graduates will:

1. Create digital marketing campaigns.
2. Evaluate customer action attribution.
3. Evaluate marketing return on investment.

What You Will Study

The Digital Marketing major is part of the BS in Business Administration degree and requires a total of 120 institutional credits of academic work, including 45 credits of business administration core courses, 21 credits of major courses, and 54 credits of general education requirements and electives. This allows students to include a concentration or double major in complementary business areas or double major/minor in fields outside the business area, such as communications. Such a combination gives the student broader opportunities and increases marketability upon graduation.

Digital marketing majors will take a 45-credit business administration core, including professional certification opportunities for Microsoft Office Specialist certification (MOS), Google Analytics, and others.

Digital Marketing – Required Courses in Major		
Course	**Title**	**Credits**
MRKT 371	Digital Marketing	3
MRKT 401	Advertising	3
MRKT 402	Marketing Research	3
MRKT 420	Digital Marketing Strategy Capstone	3
MRKT 498	Marketing Internship	3
DMDS 202	Image Manipulation and Web Aesthetics	3
DMDS 302	Web & Social Media Design	3
Required Credits in Digital Marketing Major:		**21**
Total Credits for Major (45 BSBA Core + 21 Required in Major):		**66**

Admission Requirements

Students must gain acceptance to the University of Charleston.

Additional Requirements

Digital Marketing majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Exit Assessment in the last semester of the senior year. Additionally, students must earn a C or above in Business Strategy (BUSI 450).

Digital Marketing & Sales Minor

The Digital Marketing & Sales minor provides students with a digital marketing and sales foundation and prepares graduates to work more effectively in a digitally connected world.

The minor complements non-business and business majors interested in launching a marketing, advertising, sales, public relations, or content creation career. The minor provides students with an understanding of successful search optimization techniques, professional selling strategies, and sales management knowledge. As part of the coursework, students will earn professional certifications to manage appropriate digital communication tools to engage target markets. The 18 credit hours required for the Digital Marketing & Sales minor are:

Digital Marketing & Sales Minor		
MRKT 240	Introduction to Sales and Professional Selling	3
MRKT 321	Principles of Marketing	3
MRKT 371	Digital Marketing	3
MRKT 401	Advertising	3
MRKT 240	Introduction to Sales & Personal Selling	3
DMDS 202	Image Manipulation & Web Aesthetics	3
	Total for Minor:	**18**

Digital Marketing Concentration

Students pursuing other BSBA majors can choose to add Digital Marketing as a concentration (12 credits). The concentration in Digital Marketing will prepare students to apply marketing principles to digital technology to improve business and marketing decision-making. Students will research, create, and execute a digital marketing campaign. Students will be skilled and market-ready through the completion of professional marketing certifications. The 12 credit hours required for a concentration in Digital Marketing are:

Digital Marketing Concentration		
MRKT 371	Digital Marketing	3
MRKT 401	Advertising	3
MRKT 402	Marketing Research	3
DMDS 202	Image Manipulation & Web Aesthetics	3
	Total for Concentration:	**12**

ENTREPRENEURSHIP MAJOR

Dr. Lisa McCool, Program Director

Entrepreneurship Program Mission Statement

The mission of the Entrepreneurship program is to develop socially responsible entrepreneurs skilled in creating value by demonstrating innovative solutions to business formation and growth as the cornerstone of our economy.

Program Description

The Entrepreneurship major is an in-seat residential program on the Charleston campus. It is designed to appeal to learners at all life stages, including traditional freshmen students and adult learners seeking a flexible, efficient, and innovative learning experience. Students who major in Entrepreneurship will develop an understanding of business ventures in all phases, including conception, launch, and sustainability. Emphasis will be placed on innovative and interdisciplinary problem solving, identifying viable business opportunities, securing financial resources, and successfully identifying and reaching target markets using the Business Model Canvas.

The Entrepreneurship program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP). Students who graduate with this degree will develop skills that will prepare them for careers as either entrepreneurs who establish a business or intrapreneurs who utilize their innovative skills for another organization. These skills include:

- Design-thinking problem identification and innovation
- Methodologies for risk assessment and assessment of success and failure
- Identifying consumer behavior patterns
- Research skills
- Analysis of market data

Entrepreneurship Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Entrepreneurship graduates will:

1. Integrate marketing and communication skills to demonstrate innovative solutions to business formation and growth.
2. Demonstrate competency in developing and executing strategic approaches to business operations and challenges.
3. Apply financial, operational, and market knowledge to create business plans and presentations that identify paths to value creation.

Program Requirements

The BSBA degree program requires the completion of all business core outcomes and major outcomes. The Entrepreneurship major is part of the BSBA degree and requires 120 institutional credits of academic work, including 45 credits of BSBA core courses, 24 credits of required entrepreneurship courses, and 51 credits of other elective credits.

The Program offers the opportunity for students to add a concentration, a double major in complementary areas such as business analytics, or major/minor in other fields such as communication or digital media and design.

Entrepreneurship – Required Courses in Major		
ENTR 201	Introduction to Entrepreneurship	3
BUSI 232	Business Law II	3
MRKT 240	Introduction to Sales & Personal Selling	3
ENTR 320	Applied Entrepreneurship	3
MGMT 318	Small Business Management	3
MRKT 371	Digital Marketing	3
MGMT 445	Operations Management	3
ENTR 420	Finance and Strategy Capstone	3
Total Credits Required for Entrepreneurship Major		**24**
Total Credits for Major (45 Core + 24 Required)		

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Entrepreneurship majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Exit Assessment in the last semester of the senior year with a C or above in Business Strategy (BUSI 450).

Entrepreneurship Minor

The Entrepreneurship minor is an in-seat residential program on the Charleston campus.

The Minor in Entrepreneurship is designed to encourage students from other disciplines outside the BSBA majors to develop entrepreneurial skills. The minor is founded on the understanding that a common process exists for realizing new ventures, whether start-up businesses, non-profits, artistic endeavors, or growth within existing enterprises.

The Program focuses on developing the entrepreneurial mindset and the ability to think and act creatively, innovatively, opportunistically, and proactively. Skills learned in entrepreneurship classes will apply to any business – large or small, public or private, corporate or not-for-profit, local or global. Students will learn to recognize, create and shape opportunities, provide leadership, and build teams to create economic and social value.

The University of Charleston believes that experiential, active engagement is the most effective way to help students acquire the skills, knowledge, and mindset fundamental to entrepreneurship.

Entrepreneurship Minor Learning Outcomes

1. Integrate marketing and communication skills to demonstrate innovative solutions to business formation and growth.
2. Demonstrate competency in developing and executing strategic approaches to business operations and challenges.
3. Apply financial, operational, and market knowledge to create business plans and presentations that identify paths to value creation.

Minor Program Requirements

The Entrepreneurship Minor consists of 24 credit hours.

Entrepreneurship Minor Courses		
Course		**Credits**
ENTR 201	Introduction to Entrepreneurship	3
BUSI 232	Business Law II	3
MRKT 240	Introduction to Sales & Personal Selling	3
ENTR 320	Applied Entrepreneurship	3
MGMT 318	Small Business Management	3
MRKT 371	Digital Marketing	3
MGMT 445	Operations Management	3
ENTR 420	Finance and Strategy Capstone	3
Total		**24**

Entrepreneurship Concentration

Students pursuing other BSBA majors can add Entrepreneurship as a concentration (12 credits). The Entrepreneurship concentration will allow BSBA majors to develop an understanding of all phases of business ventures – including conception, launch, and sustainability. Students will learn how to create a business plan and launch their venture. The 12 credit hours required for a concentration in Entrepreneurship are:

Entrepreneurship Concentration		
ENTR 201	Intro to Entrepreneurship	3
ENTR 320	Applied Entrepreneurship	3
MGMT 318	Small Business Management	3

ENTR 420	Finance and Strategy Capstone	3
	Total for Concentration:	**12**

Dr. Jacob Tenney, Program Director

Financial Planning Mission Statement

The mission of the Financial Planning Program is to prepare graduates to develop a marketable skill set involving theory-based financial knowledge and strong analytical tools. Students learn to create comprehensive financial plans to help clients reach financial and life goals.

Program Description

The Financial Planning curriculum is approved by the Certified Financial Planner Board of Standards, Inc. and prepares students to sit for the CFP® Certification Exam. The Financial Planning program has also earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

According to the Bureau of Labor Statistics, the median salary nationally for personal financial advisors in 2021 was just over $94,000 per year (somewhat lower locally), and the predicted number of job openings is about 21,500 per year. There is demand for financial planners as many current financial planners are close to retirement, and many baby boomers are approaching or are in retirement. Some of the career opportunities in Financial Planning include:

Registered Investment Adviser

Accounting and Tax Registered Investment Advisor

Banking, Credit Unions, Trust Companies

Brokerage Companies

Life & Disability Insurance Companies

Property and Casualty Insurance Companies

Independent Broker/Dealers

Government, Academia/Research

Financial Planning Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes.

In addition, Financial Planning graduates will:

1. Gather and analyze client data to design financial plans that help clients meet life and financial goals.
2. Effectively Communicate with clients regarding their financial situation throughout the process of creating and implementing a comprehensive financial plan.

What You Will Study

The Financial Planning degree program includes 120 credits of academic work. These hours include 45 credits of Business Administration core, 24 credits of Financial Planning core, and 51 credits of general education requirements and electives. The 51 credits of general education requirements and electives allow students to include a concentration, minor, or possibly double major with Accounting, Entrepreneurship, Management, or another applicable major. Such a combination gives the student a broader range of opportunities upon graduation.

Financial Planning Major Core		
Course	**Title**	**Credits**
FINA 205	Fundamentals of Financial Planning	3
FINA 305	Risk Management & Insurance	3
FINA 310	Client Communication & Counseling	3
FINA 405	Investments	3
FINA 410	Retirement Planning	3
FINA 415	Estate Planning	3
ACCT 423	Federal Income Taxes - Individual	3
FINA 420	Financial Planning Capstone	3
Total		**24**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Financial Planning majors must meet all University of Charleston graduation requirements, BSBA degree graduation requirements, including applicable exit exam(s), and Financial Planning Major graduation requirements, including a grade of C or better in the Financial Planning Capstone course. To graduate, students must have a cumulative GPA of at least 2.0 in the BSBA Core, the Financial Planning Major, the 30 upper division credits, and overall.

Financial Planning students are required to take MATH 121 College Algebra or MATH 123 Pre- Calculus. Students who plan to pursue graduate study are advised to take MATH 201 Calculus I. All Financial Planning majors are expected to complete two writing courses (ENGL 101 and ENGL 102) before the beginning of the sophomore year.

Internships are strongly recommended to be marketable and better prepared for careers in Financial Planning. Internships can count for credit hours if the internship experience is approved and the required paperwork is completed.

Financial Planning majors must take and pass the Peregrine Exit Assessment in the last semester of the senior year. Additionally, students must earn a C or above in Business Strategy (BUSI 450).

Financial Planning Concentration

Students pursuing other BSBA majors can add a Financial Planning concentration (12 credits). The concentration in Financial Planning will prepare students to effectively plan for their financial future and opportunities in financial planning and advising. Note that this concentration does not have all the courses required to be prepared to sit for the CFP® certification exam. A major in financial planning is recommended to prepare to become a CFP® Professional. The 12 credit hours required for a concentration in Financial Planning are:

Financial Planning Concentration		
FINA 205	Fundamentals of Financial Planning	3
FINA 305	Risk Management & Insurance	3
FINA 310	Client Communication & Counseling	3
FINA 405	Investments	3
	Total for Concentration:	**12**

Dr. Rick Ferris, Program Director

Management Major Mission Statement

The mission of the Management program is to prepare socially responsible, ethical, and insightful leaders with a vision to create positive change in their environment by applying management concepts and theories to solve organizational problems.

Program Description

The Management major is available online and as an in-seat residential program on the Charleston campus. The BSBA MGMT program provides a broad overview of the functional areas of Business with an emphasis in management. The management major focuses on planning, organizing, leading, and controlling an organization's resources.

The management major will appeal to learners at all life stages, including high school graduates, working adults, and military members seeking a flexible, efficient, and effective learning experience. The major prepares students for entry-level management positions in business, government, public service, and technical environments, as well as experienced managers or mid-career professionals wishing to advance their careers. The management major gives students a comprehensive understanding of the principles, processes, and practices of managing people and organizations. Areas of emphasis include organizational behavior, sales management, human resource management, small business management, leadership, operations management, and team development. The Management program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

Students graduating with this degree will develop skills in problem-solving and decision-making, leadership, team building, effective communication, and performance assessment. The Bureau of Labor Statistics projects 1.1 million openings in management occupations each year from 2022-2032. The growth is expected to be driven by the formation of new organizations and the expansion of existing ones, which will require more workers to manage these operations.

The major prepares students for a broad range of occupations. Career opportunities for program graduates include administrative services managers, advertising, promotions, marketing managers, compensation and benefits managers, management analysts, business consultants, operations managers, business development managers, human resource managers, retail managers, and training and development managers.

Management Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes.

In addition, Management graduates will:

1. Integrate various functional areas of Business to guide innovation, formulate strategy, and solve complex business problems.
2. Apply management concepts and approaches to lead employees through organizational change.
3. Evaluate management theories and practices in corporate, government, and small business settings.

Program Requirements

The Management major requires 120 credits, including 45 credits of Business Administration core courses, 24 credits of Management major courses, and 51 credits of general education requirements and electives. The 51 credits of general education requirements and electives allow students to pursue a concentration or double major in Accounting, Digital Marketing, Financial Planning, Entrepreneurship, Business Analytics, or another business-related field. Students can also consider a major/minor in communication, psychology, digital media design, or political science. Such a combination gives the student broader opportunities and increases marketability upon graduation. Management majors gain practical work experience through internships, student organizations, and community service.

MANAGEMENT Major Courses		
Course	**Title**	**Credits**
MGMT 318	Small Business Management	3
MGMT 320	Human Resource Management	3
MGMT 343	Sales Management	3
MGMT 372	Self-Management & Leadership	3
MGMT 416	Managing Individuals and Teams	3
MGMT 420	Organizational Behavior	3

MGMT 445	Operations Management	3
MGMT 498	Management Internship	3
Required Credits in Management Major:		**24**
Total Credits for Major (45 BSBA Core + 24 Required in Major):		**69**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Management majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Major Exam in the last semester of the senior year with a C or above in Business Strategy (BUSI 450).

Management Concentration

Students pursuing other BSBA majors can add a Management concentration (12 credits). The management concentration focuses on planning, organizing, leading, and controlling an organization's resources. The concentration gives students an understanding of the principles, processes, and practices involved in managing people and organizations. The 12 credit hours required for a concentration in Management are:

Management Concentration		
MGMT 318	Small Business Management	3
MGMT 320	Human Resource Management	3
MGMT 372	Self-Management & Leadership	3
MGMT 416	Managing Individuals & Teams	3
	Total for Concentration:	**12**

Marketing Major

Dr. Ross Murray, Program Director

Marketing Mission Statement

The mission of the Marketing Major is to produce broadly educated marketing professionals with an appreciation of culture and community as it relates to the marketing function.

Program Description

The Marketing major is designed to appeal to learners interested in marketing-related careers. This may include a marketing manager, director of marketing, account executive, creative director, and others. In this interdisciplinary program, students develop a broad appreciation for marketing functions. Foundational marketing courses, research, digital marketing, advertising, sales and sales management courses, and professional marketing certifications combine to produce a skilled practitioner ready for leadership roles. Students further curate their experience through internship and capstone courses. Students are expected to envision their future and work with their faculty and advisor to curate experiences that best meet their goals.

Marketing Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Marketing graduates will:

1. Create and manage marketing campaigns.
2. Define and apply measures of success for marketing campaigns (KPIs).
3. Understand and apply marketing research.

What You Will Study

The Marketing major is part of the BS in Business Administration degree and requires a total of 120 institutional credits of academic work, including 45 credits of business administration core courses, 21 credits of major courses, and 54 credits of general education requirements and electives. This allows students to include a concentration or double major in complementary business areas or double major/minor in fields outside the business area, such as communications. Such a combination gives the student broader opportunities and increases marketability upon graduation.

Marketing majors will take a 45-credit business administration core, including professional certification opportunities for Microsoft Office Specialist certification (MOS), Google Analytics, and others.

Marketing – Required Courses in Major		
Course	**Title**	**Credits**
MRKT 240	Introduction to Sales & Personal Selling	3
MGMT 343	Sales Management	3
MRKT 371	Digital Marketing	3
MRKT 401	Advertising	3
MRKT 402	Marketing Research	3
MRKT 420	Marketing Strategy Capstone	3
MRKT 498	Marketing Internship	3
Required Credits in Marketing Major:		**21**
Total Credits for Major (45 BSBA Core + 21 Required in Major):		**66**

Admission Requirements

Students must gain acceptance to the University of Charleston.

Additional Requirements

Marketing majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Exit Assessment in the last semester of the senior year. Additionally, students must earn a C or above in Business Strategy (BUSI 450).

Professional Selling Major

Dr. Ross Murray, Program Director

Professional Selling Mission Statement

The mission of the Professional Selling program is to prepare students with professional selling strategies, sales management knowledge, and strategic selling processes to be successful and ethical sales professionals capable of making valuable contributions to organizations in the U.S. and worldwide.

Program Description

The Professional Selling major is focused on developing contemporary work-ready sales professionals for business-to-business and business-to-consumer selling. Our Program concentrates on modern industries, products, services, and methodologies to address a growing national need for highly skilled sales professionals. The major provides students with a foundational understanding of sales processes combined with applied, practical learning opportunities via direct interaction with partner companies. Partner firms assist with sales curriculum development and delivery, ensuring the UC graduates are equipped and motivated to be high-performing sales professionals with the prerequisite knowledge, skills, and contacts to secure post-college sales roles.

Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Professional Selling graduates will:

1. Develop professional sales skills.
2. Apply appropriate sales processes to selling situations.
3. Demonstrate sales leadership potential.

What You Will Study

The Professional Selling major is part of the BS in Business Administration degree and requires 120 institutional credits of academic work, including 45 credits of business administration core courses, 24 credits of major courses, and 51 credits of general education requirements and electives. The major allows students to pursue a double major, such as Digital Marketing, Accounting, Financial Planning, Entrepreneurship, Management, or Business Analytics, or a minor in another area. Students can also double major in fields outside the business area, such as communications or digital media design. Such combinations give the student broader opportunities and increase marketability upon graduation.

Professional Selling majors will take a 45-credit business administration core that includes professional certification opportunities for Microsoft Office Specialist certification (MOS), Google Analytics, and others. Certifications in Professional Selling major courses may include Google Analytics, HubSpot, Salesforce, and certifications offered by the National Association of Sales Professionals.

PROFESSIONAL SELLING Major Courses		
Course	**Title**	**Credits**
MRKT 240	Introduction to Sales & Personal Selling	3
MRKT 350	Sales Automation	3
MRKT 360	B2B & B2C Sales	3
MRKT 371	Digital Marketing	3
MGMT 343	Sales Management	3
MRKT 415X	Advanced Sales & Negotiations	3
MRKT 425X	Sales Strategy Capstone	3
MRKT 499	Sales Internship	3
Required Credits in Professional Selling Major:		**24**
Total Credits for Major (45 BSBA Core + 24 Required in Major):		**69**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Professional Selling majors must meet all University of Charleston graduation requirements complete and pass the Peregrine Major Exam in the last semester of the senior year with a C or above in Business Strategy (BUSI 450).

Professional Selling Concentration

Students pursuing other BSBA majors can add a Professional Selling concentration (12 additional credits). Adding Professional Selling coursework provides the student with a wide range of career opportunities upon graduation and can typically be completed within the 120 credits required for a bachelor's degree. The 12 credit hours required for a concentration in Professional Selling are:

Professional Selling Concentration		
MRKT 240	Intro to Sales & Personal Selling	3
MRKT 371	Digital Marketing	3
MGMT 343	Sales Management	3
Select ONE of the following electives:		3
MRKT 350	Sales Automation	
MRKT 360	B2B & B2C Sales	
MRKT 415X	Advanced Sales & Negotiations	
	Total for Concentration:	**12**

Sport Analytics Major

Professor Jess Baker, Program Director

Sport Analytics Mission Statement

The Sport Analytics Program prepares students to develop careers in the expanding sport analytics field. Students will progress through the Program and understand how to develop and interpret analytical analyses within sport, including knowledge of developing, collecting, and analyzing data sets and business and sport business acumen.

Program Description

Sport Analytics is an interdisciplinary major incorporating computer science and data analytics courses, a 45-credit business core, and major courses in sports business and sports analytics. The major provides students with progressive learning opportunities that prepare them for possible career opportunities as a sport statistician, sport data analyst, sport sales analyst or market research analyst. In addition, students will be actively involved in experiential learning experiences that challenge their acquired skills and prepare them to contribute productively to their chosen communities.

Students complete an internship in Sport Analytics in their senior year.

Practical-based instruction from academic professionals with experience in the sport industry. Experiential opportunities are included to gain applied experience outside the classroom.

Class assignments that prepare students for the work that is required in the sport industry; in-class work is focused on the application of knowledge gained.

A 45-credit core for the Business Administration degree (BSBA) prepares students for successful management, administrative, and leadership roles in sport business and business administration.

An option for a Sport Business minor consisting of 18 hours in sport business courses as specified in the Sport Business Minor section.

The Sport Analytics program blends general education, Business, data analytics, computer science, and sport management courses in a curriculum designed to prepare graduates for positions in intercollegiate and interscholastic athletic programs, professional sport organizations, sport marketing agencies, and entrepreneurship development. Sport Analytics is a developing field in the sport industry and students are encouraged to pursue these new and exciting opportunities.

The Sport Analytics program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP). The Sport Analytics major is an in-seat residential program on the Charleston campus.

Sport Analytics Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes.

In addition, Sport Analytics graduates will:

1. Develop programming, analytical, and data analysis skills for utilization in statistical and analytical sport settings. Actively apply written, public speaking and personnel management skills in sport industry environments.
2. Actively apply written, public speaking and personnel management skills in sport industry environments.
3. Demonstrate the ability to locate, evaluate and effectively utilize research information as a sport industry professional.

Program Requirements

The BS in Business Administration degree with a major in Sport Analytics requires a foundational business administration core of 45 credits, 29 credits of Sport Analytics major courses, and 46 credits of general education requirements and electives. The Program includes experiential learning opportunities and a diverse selection of sport business classes to prepare the graduate for a sports industry career. Practicum and internship experiences are required to allow the student to work with a sport business organization.

The university's location in the hub of the region's business, financial, government, and medical center opens the door to many prospects for practical work experience. An internship in the sport industry is required for graduation. Students are encouraged to pursue regional, national and international sport business internship opportunities.

Sport Analytics – Required Courses in Major			
Course	**Title**		**Credits**
SPBU 101	Introduction to Sport Business	3	**29**
SPBU 220	Coaching Theory	3	
SPBU 298	Practicum Experience	1	
SPBU 301	Sport Marketing	3	
SPBU 325	Sport Analytics I	3	
SPBU 425X	Sport Analytics II	3	
SPBU 490	Senior Seminar	1	
SPBU 498	Internship in Sport Business	3	
DASC 100	Introduction to Scientific Programming	3	
BSAN 205	Introduction to Business Analytics	3	
DASC 250	Data Visualization	3	
Required Credits in Sport Analytics Major:			
Total Credits (45 BSBA Core + 20 SPBU + 9 BSAN/DASC):			**74**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Students must meet all University General Education course requirements, BSBA core, and Sport Analytics major degree requirements for graduation, including applicable exit exam(s). In addition, students must achieve a "C" or higher grade in each Sport Business course.

Sport Analytics majors must meet all University of Charleston graduation requirements and must take and pass the Peregrine Major Exam in the last semester of the senior year with a C or above in Business Strategy (BUSI 450).

Completing a Double Major and/or an Associate Degree in Business

The design of the Sport Analytics major encourages students to complete a second major or a minor in another field through a selection of elective courses. For example, a student may decide to obtain a second major in a business or an outside field such as Communications. Sport Analytics majors will also complete all the requirements for a bachelor's degree in Business Administration (BSBA) while pursuing their major. Students should consult with program faculty to select all coursework supporting the Sport Analytics major.

Sport Analytics Concentration

Students pursuing other BSBA majors can add a Sport Analytics concentration (12 credits). The Sport Analytics concentration trains students to make data-based decisions within the sport industry. Students will gain familiarity with statistical software, knowledge of statistical methods, data collection, processing, and analysis, and experience in the research design process. The 12 credit hours required for a concentration in Sport Analytics are:

Sport Analytics Concentration		
SPBU 101	Intro to Sport Business	3
SPBU 220	Coaching Theory	3
SPBU 325	Sport Analytics I	3
SPBU 425X	Sport Analytics II	3
	Total for Concentration:	**12**

Sport Business Major

Professor Jess Baker, Program Director

Sport Business Mission Statement

The University of Charleston Sport Business program strives to provide our students with progressive learning opportunities to enhance their communication, critical thinking, creativity, and teamwork skills. In addition, students will be actively involved in experiential learning experiences that challenge their acquired skills and prepare them to contribute productively to their chosen communities.

Program Description

The Sport Business major will gain academic, experiential, and practical knowledge to prepare them for the growing sport industry. The Sport Business curriculum prepares graduates for positions in intercollegiate and interscholastic athletic programs, professional sport organizations, sport marketing agencies, municipal management, facility and event management, and entrepreneurship development. SPBU majors are encouraged to support UC athletics and the surrounding sports community actively. The Program offers:

- An internship in the sports field anywhere in the United States or internationally.
- Practical-based instruction from academic professionals with experience in the sport industry.
- Experiential opportunities to gain applied experience outside the classroom.
- Class assignments that prepare students for the work that is required in the sport industry
- In-class work focused on the application of knowledge gained.
- A 45-credit core for the Business Administration degree (BSBA) that prepares students for successful management, administrative, and leadership roles in sport business and business administration.
- An option for a concentration in another business discipline.

The Sport Business program blends general education, Business, and sport business courses in a curriculum designed to prepare graduates for positions in areas such as intercollegiate and interscholastic athletic programs, professional sport organizations, sport marketing agencies, facility management, recreation management, and entrepreneurship development.

The Sport Business program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP). The Sport Business major is an in-seat residential program on the Charleston campus.

Sport Business Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes.

In addition, Sport Business graduates will:

1. Perform as a member of a team in varying capacities, environments, and levels of responsibility.
2. Exhibit developed creativity, design, management, and analytical skills.
3. Demonstrate the ability to locate, evaluate and effectively utilize research information as a sport industry professional.

Program Requirements

The Sport Business major is part of the BS in Business Administration degree. This major consists of a foundational business administration core of 45 credits and 26 credits of Sport Business major courses, including experiential learning opportunities and a diverse selection of sports business classes to prepare the graduate for a career in the sport industry. Practicum and internship experiences are required to allow the student to work with a sports business organization.

The University's location in the hub of the region's business, financial, government, and medical centers opens the door to many practical work experience prospects. An internship in the sport industry is required for graduation. Students are encouraged to pursue regional, national, and international sport business internship opportunities.

Sport Business Major – Required Courses		
Course	**Title**	**Credits**
SPBU 101	Introduction to Sport Business	3
SPBU 298	Practicum Experience	1
SPBU 301	Sport Sales/Marketing	3
SPBU 310	Recreation & Fitness Management	3
SPBU 320	Facility/Event Management	3
SPBU 340	Sport Economics	3

SPBU 360	Sport/Business Psychology	3
SPBU 490	Senior Seminar	1
SPBU 498	Sport Internship	3
SPBU	SPBU Elective	3
Required Credits in Sport Business Major:		**26**
Total Credits (45 BSBA Core + 26 SPBU Major):		**71**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Students must meet all General Education course requirements for graduation from the University of Charleston**.** In addition, students must achieve a "C" or higher grade in each Sport Business course.

Sport business majors must meet all University of Charleston graduation requirements. They must take and pass the Peregrine Major Exam in the last semester of their senior year with a C or above in Business Strategy (BUSI 450).

Sport Business Minor

The Minor in Sport Business is designed to encourage students from other disciplines outside the BSBA majors to develop sports industry skills. The minor in Sport Business requires the student to complete 18 credit hours of Sport Business (SPBU) coursework as follows:

Course and Title	Credits
SPBU 101 Introduction to Sport Business	3
Plus, Choose two (2) from the following:	6
SPBU 250 Social Issues in Sport/Business	
SPBU 225 Sport Media	
SPBU 220 Coaching Theory	
Plus, Choose two (2) from the following:	6
SPBU 301 Sport Sales & Marketing	
SPBU 340 Sport Economics	
SPBU 320 Facility/Event Management	
SPBU 360 Sport and Business Psychology	
Plus, Choose one (1) from the following:	3
SPBU 435 Sport Ethics	
SPBU 460 Sport Law	
Total Credits for SPBU Minor	**18**

Completing a Double Major and/or an Associate Degree in Business

The design of the Sport Business program encourages students to complete a second major or a minor in another field through a judicious selection of elective courses. For example, a student may decide to obtain a second major in a Business major or in an outside field such as Communications. Sport Business majors will also complete all the requirements for a Bachelor's Degree in Business Administration while pursuing their major. Students should consult with program faculty to select all coursework that will support the Sport Business major.

Sport Business Concentration

Students pursuing other BSBA majors can add a Sport Business concentration (12 credits). The concentration in Sport Business will provide students with a business acumen within the sport industry. Students will explore career paths within the Business of sport and obtain knowledge of the principles of marketing, finance, economics, and law as they pertain specifically to the sport industry, and their application to working within sport.

The 12 credit hours required for a concentration in Sport Business are:

Sport Business Concentration		
SPBU 101	Intro to Sport Business	3
SPBU 301	Sports Sales/Marketing	3
SPBU 320	Facility/Event Management	3
SPBU 340	Sport Economics	3
	Total for Concentration:	**12**

Professor Jess Baker, Program Director

Sport Media Program Mission

The mission of the Sport Media Program is to provide students with the ability to gain competencies and knowledge related to the field of sport media. Students in this Program will utilize experiential learning, case study analysis, and class projects to develop written and oral communication skills, the understanding of what role the media plays in both the sport industry and society, and the attributes needed to contribute to the industry upon graduation.

Program Description

Sport Media is an interdisciplinary major blending general education, communication, business administration, and sport business courses with internship/practicum experiences to prepare the graduate for media/communication opportunities in the sport industry. Classes also provide practicum opportunities, service learning and internship experiences that allow the student to work and gain experience with sport media organizations. The Program will culminate in a bachelor's degree in Business Administration with a major in Sport Media. The Program is closely aligned with UC athletics and the Sports Information Director (SID) in offering the student an experiential education throughout the four-year plan. The Program offers:

- An internship in the field of Sport Media during the senior year.
- Practical-based instruction from academic professionals with experience in the sports industry.
- Experiential opportunities to gain applied experience outside the classroom.
- Class assignments that prepare students for the work that is required in the sport industry
- In-class work focused on the application of knowledge gained.
- A 45-credit core for the Business Administration degree (BSBA) that prepares students for successful management, administrative, and leadership roles in sport business and business administration.
- An option for a concentration in another business discipline.

Graduates are prepared for sport-related career opportunities, including:

- Sport Information Director (SID)
- Assistant Athletic Director in Media and Communication
- Sport Broadcasting
- Sport Journalism
- Director of Sports Programming
- Media Relations Director
- Social Media Director
- Producer for Sport Programming

The Sport Media program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP). The Sport Media major is an in-seat residential program on the Charleston campus.

Sport Media Major Program Learning Outcomes

All BSBA students must fulfill the BSBA Core outcomes. In addition, Sport Media graduates will:

1. Develop, create and implement broadcasting, journalism and public relations skills for sport and event management.
2. Actively apply written, public speaking and personnel management skills in sport industry environments.
3. Demonstrate the ability to locate, evaluate and effectively utilize research information as a sport industry professional.

What You Will Study

The Sport Media major is part of the BS in Business Administration degree, requiring a foundational business administration core of 45 credits and 26 credits of Sport Media major courses. The Program includes experiential learning opportunities and a diverse selection of sport business classes to prepare the graduate for a sports industry career. Practicum and internship experiences are required to allow the student to work with a sports business organization.

The university's location in the hub of the region's business, financial, government, and medical center opens the door to many prospects for practical work experience. An internship in the sport industry is required for graduation. Students are encouraged to pursue regional, national, and international sport business internship opportunities.

Sport Media – Required Courses in Major		
Course	Title	Credits
SPBU 101	Introduction to Sport Business	3
SPBU 225	Sport Media	3
SPBU 298	Practicum Experience	1
SPBU 301	Sport Marketing	3
SPBU 380	Sport Journalism	3
SPBU 490	Senior Seminar	1
SPBU 498	Internship in Sport Business	3
ICOM 221	Introduction to Journalism	3
ICOM 305	Public Relations Campaigns	3
ICOM 364	Social Media Strategies	3
Required Credits in Sport Media Major:		26
Total Credits (45 BSBA Core + 17 SPBU + 9 ICOM):		**71**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Students must meet all General Education course requirements for graduation from the University of Charleston**.** In addition, students must achieve a "C" or higher grade in each Sport Business (SPBU) course

Sport Media majors must meet all University of Charleston graduation requirements and take and pass the Peregrine Major Exam in the last semester of the senior year with a C or above in Business Strategy (BUSI 450).

Completing a Double Major and/or an Associate Degree in Business

The design of the Sport Media major encourages students to complete a second major or a minor in another field through a judicious selection of elective courses. For example, a student may obtain a second major in a business major or an outside field such as Communications. Sport Media majors will also complete all the requirements for a Business Administration (BSBA) degree while pursuing their major. Students should consult program faculty to select all coursework to support the Sport Media major.

Sport Media Concentration

Students pursuing other BSBA majors can add a Sport Media concentration (12 credits). The concentration in Sport Media provides students with the knowledge and skills in sports writing and sports broadcasting. Aspects and competencies surrounding print, TV, radio, and social media within sports will be featured, as well as the ethical concerns relating to sports journalism. The 12 credit hours required for a concentration in Sport Media are:

Sport Media Concentration		
SPBU 101	Intro to Sport Business	3
SPBU 225	Sport Media	3
SPBU 380	Sport Journalism	3
ICOM 221	Intro to Journalism	3
	Total for Concentration:	12

Master of Business Administration (MBA)

Dr. Suvayan De, Program Director

John Finlayson, MBA, Associate Director of Development

Master of Business Administration Mission Statement

In concert with the University mission to educate each student for a life of productive work, enlightened living, and community involvement the mission of the Master of Business Administration program at the University of Charleston is to develop students to be successful and ethical business leaders capable of making valuable contributions to organizations in the U.S. and around the world.

Program Description

The University of Charleston's innovative MBA Program is designed for current and emerging professionals from diverse backgrounds who want to advance their careers. The MBA curriculum focuses on the practical application of theory to provide students with the business and problem-solving skills they need for decision making in a constantly changing economic world.

The MBA program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP). The Program is offered fully online and in a hybrid format with class meetings in Charleston, WV. Each modality features six starts per year and rapid completion pathways. Our Program is 33 credit hours and is divided into eleven seven-week courses designed to accommodate the following groups of students:

Working and emerging professionals, and military members, with professional work experience

Recent undergraduates and emerging professionals from all undergraduate majors

Doctor of Physical Therapy (DPT) or Physician Assistant (PA) students who are enrolled in DPT or PA program take MBA coursework as a DPT or PA student and complete their DPT or PA and MBA degrees simultaneously.

Medical students enrolled at the WV School of Osteopathic Medicine (WVSOM) may pursue the Master of Business Administration (MBA) degree in conjunction with the WVSOM's Doctor of Osteopathic Medicine (D.O.) degree through a partnership and memorandum of understanding.

The MBA program is designed to increase the analytical, decision-making and managerial business skills of students. Instruction involves cross-functional, cross- industry and boundary-spanning perspectives on management. Students are exposed to problems and solutions in human resource management, business law, managerial accounting and finance, applied marketing, forecasting, international business and trade, financial management, ethics, strategic management, and a concentration area.

Complex business cases are also utilized in MBA courses to provide students with additional experience in assuming the roles and responsibilities of organization leaders and managers. Students work in teams as they encounter organizational issues, problems, and opportunities in a simulated business environment. The challenges and tasks confronting students are modeled on those faced daily by managers in real-world situations.

Our MBA program is strategically designed to provide the flexible learning environment and quality learning experience adult learners need to balance life/work needs and compete in today's business environment. Flexibility is provided with a rapid admissions process; six starts per year; 7-week terms; asynchronous delivery; and possible degree completion in one year for highly motivated students. The high quality of our Program is evidenced by a technology and media-rich learning environment; world-class industry expert instructors and faculty; an applied learning environment; opportunities for engaging learning experiences with faculty, industry leaders, and classmates; and highly valued concentrations.

MBA Program Learning Outcomes

At the conclusion of the MBA program, the graduate will:

1. Evaluate business problems by utilizing modeling and systems thinking to make informed decisions across functional areas.
2. Demonstrate effective written and verbal communication skills, including interpersonal interaction and team behavior.
3. Evaluate and apply principles of executive leadership and managerial development, including an understanding of legal and ethical decision making in a professional environment.
4. Evaluate the impact of contemporary business trends on businessdecision making.
5. Evaluate, select and apply principles of strategic planning to improve long-term business viability.
6. Appraise and select the various forms of economic systems and models used by world-class organizations in the global marketplace.

Program Structure

The MBA program is available fully online and in a hybrid format with weekly class meetings on the Charleston, WV campus. The online Program also offers, but does not require, weekly check-ins to engage with instructors and classmates. The eight core courses in the Program are in 7-week sessions and are three-credit hours each. The capstone experience of the MBA program is the Strategic Decision-Making course, which should be taken during the student's last semester. The Program is designed to be completed in 12-16 months and students may choose from available concentrations. Highly motivated students interested in a fast-track may be able to complete the MBA in as little as one year.

Regional students, athletes, and graduate assistants should enroll in the hybrid sections of the MBA program. Students enrolled in the hybrid MBA program without 2+ years of relevant professional work experience will also enroll in six credit hours of MBA Professional Experience coursework that includes additional weekly meetings and professional practice in the Greater Regional Charleston community; these professional experience courses are three credit hours each for two semesters.

Professional experience coursework meets the needs of emerging business professionals in the central Appalachian region seeking to earn their MBA. Students will be paired with regional mentors, introduced to regional business networking opportunities, and have two required internships. At least one of these internships is required to be off campus. All these activities enhance our students' ties to the region, opening professional opportunities during the Program and after graduation.

Graduation from the MBA Program requires a minimum cumulative GPA of 3.0 in MBA coursework, calculated using the final grade for each course. Students should always maintain a minimum cumulative GPA of 3.0 in the Program. Students falling below this level at the end of a course may be placed on academic probation and may be required to repeat a course(s) and/or do remedial work under the supervision of faculty members.

Students should achieve a cumulative GPA of 3.0 by the end of the academic term following the one in which the probation period was established, or they may be dismissed from the MBA Program. Should the student wish to appeal his/her dismissal, he/she must do so within fourteen calendar days from the date of receipt of the dismissal letter, unless the Program Director grants a delay due to extenuating circumstances.

MBA graduation requirement

Students must have an overall MBA program GPA of 3.0 in the 33 credit hours {MBA core plus concentration courses) with no D or F grades in courses.

MBA Core Courses (24 credit hours)

MBA 671 Management	3 credits
MBA 672 Managerial Accounting	3 credits
MBA 673 Applied Marketing	3 credits
MBA 674 Quantitative Methods for Business & Economics	3 credits
MBA 675 International Business & Trade	3 credits
MBA 676 Managerial Economics	3 credits
MBA 677 Managerial Finance	3 credits
MBA 678 Strategic Decision Making	3 credits

MBA Concentrations (9 credit hours each)

In addition to the MBA core courses, MBA students must choose one concentration (9 credits) from the following:

Management Concentration:

Demonstrate ability to apply management theories to improve performance of organizations.

MBA 711 Organizational Behavior	3 credits
MBA 712 Operations Management	3 credits
MBA 713 Leadership and Ethics	3 credits

Healthcare Management Concentration:

Develop solutions to operational issues in the management of healthcare systems.

MBA 721 Healthcare Informatics	3 credits
MBA 722 Healthcare Economics	3 credits
MBA 723 Healthcare Policy & Ethics	3 credits

Business Analytics Concentration:

Demonstrate ability to apply business analytics tools to find solutions to business problems.

MBA 731 Business Analytics for Managers	3 credits
MBA 732 Data Visualization & Data Mining	3 credits

MBA 733 Data Science Applications & Technologies	3 credits

Cybersecurity Concentration:

Demonstrate ability to design, implement, and manage comprehensive cybersecurity strategies and legal frameworks to protect organizational assets and ensure data integrity, confidentiality, and compliance.

Select three of the following courses:

MBA 741 Cyber Operations Management	3 credits
MBA 742 Enterprise Infrastructure Plan & Safe	3 credits
MBA 743 Legal Issues in Cybersecurity	3 credits
MBA 744 Info Assurance & Risk Management	3 credits

Experiential Learning Track

Required for regional students, athletes, and GAs, enrolled in the hybrid Program without two years of relevant professional work experience (defined as Exempt or Professional, e.g. nurse, by the Department of Labor).

MBA 591 Experiential Learning I - -	3 credits
MBA 592 Experiential Learning II - -	3 credits

Transfer Credit

Students must take a minimum of twenty-four (24) total credit hours from the University of Charleston, three of which must be the MBA 678 capstone course.

Transfer credit up to a maximum of 9 credit hours from a regionally accredited university may be accepted (subject to approval by the MBA Program Director). Students must take the MBA 678 capstone course and at least eight other MBA courses at the University of Charleston to receive their MBA from the University of Charleston.

Refunds

The weekly hybrid or online format may consist of weekly meetings in addition to required online work each week. Should an MBA student withdraw from the Program, the following policies and procedures pertain:

- **Death of the student, spouse, parent or child; job or position change, including job relocation:** Should any of these events transpire during a course, prorated tuition for that course will be reimbursed for each of the course lessons not yet completed.
- **Dissatisfaction with the Program or any personal reason beyond that listed above:** Should withdrawal of this nature transpire during a course the student will not be reimbursed for the unfinished course. If withdrawal occurs at the end of a course, the student will not be charged for the next course provided written notification is given to the Program Director in advance of registration for the next course. If the withdrawing student has already participated in the International Practicum, he/she will be responsible for the remaining amount due for their prior participation.
- **Withdrawal Procedure**: Students withdrawing from the Program for any reason must immediately provide the Program Director with a written, signed and dated request with rationale. The student will be officially withdrawn when the required notification has been recorded in the Student Solutions Center. The student will be notified in writing once the withdrawal is official.
- **For Students Using DOD Tuition Assistance** Department of Defense Instruction (DoDI) 1322.25, "Voluntary Education Programs: The Department requires the return of unearned TA funds on a proportional basis through at least the 60 percent portion of the course regardless of the reason for withdrawal (service-related or otherwise). The return of any TA funds will be returned directly to the military service, not to the service member. The requirement to return unearned TA funds on a proportional basis applies to the TA portion only. Any calculation performed by the institution would consider only TA program funds. For example, the Service paid $250.00, and the student paid $30.00 out-of-pocket. In this scenario, if the student withdrew at the 60 percent point and the institution's return of unearned TA policy calls for a 10 percent return of TA funds at that point, the institution would return $25 (10 percent of $250) to the Service. The Department provided flexibility inherent in the use of the language "proportional" (vice pro-rated) to allow educational institutions to align their institutional refund policies with the return of unearned TA funds. The Department encourages educational institutions to particularly work with service members that stop attending due to a military service obligation in identifying solutions that will not result in a student debt for the returned portion. (Created: June 05, 2014)

Contact Information can be found at: http://www.ucwv.edu/academics/master- of-business-administration/

Admission Requirements

(Visit: https://www.ucwv.edu/academics/majors-degrees/master-of-business- administration-mba/)

To be considered for admission to the MBA program, students must submit the following to the Office of Admissions:

Completed MBA application;

Official transcripts showing the student has earned a bachelor's degree from a regionally accredited institution (unofficial, in-progress transcripts may be considered for a conditional admission decision) with a cumulative GPA of at least 2.50[1];

Undergraduate prerequisites in accounting, economics, and statistics[2];

[1]May be waived for qualified PA students

[2]May be met with short-courses from McGraw-Hill and/or equivalent professional work experience

Applications are reviewed on a rolling basis for fall, spring, and summer terms, including mid-semester start points.

Master of Business Administration (MBA) Certificates

The School of Business offers graduate certificates for business professionals in business analytics, healthcare management, and management designed to provide skills and knowledge to complement experience or grow expertise in a specific subject. Courses are available fully online and in a hybrid format. The courses are in 7-week sessions and are three-credit hours each. Students may continue graduate study to earn the Master of Business Administration (MBA) as each certificate satisfies 12 of the required 33 hours for the MBA degree.

Students must earn a grade of "C" or better in each course in the certificate programs and maintain at least a 2.5 cumulative grade point average.

Business Analytics Certificate

Program Mission Statement

The mission of the MBA Business Analytics certificate program is to provide business professionals with the understanding and capabilities required to do well in a data-focused business environment. Our certificate program will teach students how to apply business analytics for better decision-making. Students will be able to increase their analytical skills, enabling them to stay ahead of the business world's constant changes.

Program Description

The MBA Business Analytics Certificate Program gives business executives the skills and proficiency to accurately assess data and make judicious decisions to help their organizations expand and remain competitive in the present data-driven corporate realm. Students will develop an appreciation of business analytics and the capacity to carry out data analysis approaches to make informed business decisions.

Program Learning Outcomes

At the end of this course of study, graduates will be able to:

1. Develop recommendations and strategies based on insights gathered from data analytics.
2. Apply quantitative tools and perform analysis of business problems.
3. Demonstrate industry-relevant tools for data visualization & data mining.
4. Develop the capacity to download, filter, clean, manipulate, and manage large datasets.

What You Will Study

Business Analytics Certificate		
MBA 731	Business Analytics for Managers	3
MBA 732	Data Visualization & Data Mining	3
MBA 674	Quantitative Methods for Business & Economics	3
MBA 733	Data Science Applications & Technologies	3
	Total for Certificate:	12

Healthcare Management Certificate

Program Mission Statement

The mission of the MBA Healthcare Management certificate program is to prepare students to excel in leadership positions within the healthcare sector. The Program is intended to give students a strong base of business fundamentals and healthcare management, emphasizing the distinct challenges and possibilities available within the healthcare sector. This Program is designed to give knowledge in different positions within the healthcare sector, so students in this certificate program should be proficient in effectively managing

healthcare organizations. This Program will also help to understand healthcare regulations and policies in depth and make decisions that can improve patient outcomes and increase organizational performance.

Program Description

The MBA Healthcare Management certificate program is a perfect choice for professionals considering a career in healthcare leadership and provides education and training for those seeking these roles. The Program educates students on the fundamentals of healthcare management and in-depth knowledge of healthcare economics, informatics, policy, and ethics. Students will gain applied knowledge and be ready to take on challenging roles in healthcare organizations.

Program Learning Outcomes

At the end of this course of study, graduates will be able to:

1. Evaluate management models and trends influencing business operations in a global economy.
2. Apply economic principles and tools to better understand the healthcare sector and health policy.
3. Explore how using health informatics principles influences patient safety, disease management, and quality improvement.
4. Evaluate the role of government in health policymaking, including the legislation process, policy implementation at the federal level, and the role of the Center for Medicare and Medicaid services in health policy implementation.

What You Will Study

Healthcare Management Certificate		
MBA 671	Management	3
MBA 723	Healthcare Policy & Ethics	3
MBA 721	Healthcare Informatics	3
MBA 722	Healthcare Economics	3
	Total for Certificate:	12

Management Certificate

Program Mission Statement

The MBA Management certificate program aims to give students an extensive knowledge of management and leadership fundamentals, emphasizing moral decision-making and competent communication. This Program helps students develop the skills necessary for leadership and management roles. The ultimate purpose of this Program is to prepare graduates to contribute to the success of their organization and have a lasting, positive impact on their careers.

Program Description

The MBA Management certificate program incorporates many areas, including Leadership and Ethics, Organizational Behavior, and Operations Management. This certificate program will give participants a thorough comprehension of the principles and techniques of leadership and management. Students will acquire the necessary knowledge and abilities to apply their skills in the organization successfully.

Program Learning Outcomes

At the end of this course of study, graduates will be able to:

1. Evaluate management models and trends influencing how businesses operate in a global economy.
2. Evaluate the field of organizational behavior and its relevance to the workplace.
3. Effectively assess a well-managed and well-executed operations strategy.
4. Analyze foundational elements of leadership and ethical decision-making.

What You Will Study

Management Certificate		
MBA 671	Management	3
MBA 713	Leadership and Ethics	3
MBA 711	Organizational Behavior	3
MBA 712	Operations Management	3
	Total for Certificate:	**12**

Master of Science in Business and Data Analytics (MSBDA)

Dr. Taiwo Ajani, Program Director

Program Mission Statement

The MBSDA program prepares students with the strategic, quantitative and technological skills required by business leaders and managers to meet the demands of an increasingly dynamic work environment immersed in big data, advanced analytics and artificially intelligent technologies.

Program Description

The MSBDA program (offered in-seat and online) is designed to help prepare candidates for careers in management and leadership of business analytics. It aims to impart strategic thinking and conceptual understanding of big data, analytics for value creation, along with hands-on exposure to quantitative and technological skills. The MSBDA requires a total of thirty credit hours to complete the Program. Students will be able to complete the Program in one year (standard), or a two-year (flexible) completion option.

Program Learning Outcomes

At the end of this course of study, Graduates will be able to:

1. Create data driven insights into business scenarios using analytics methods and models.
2. Analyze structured and unstructured data and create effective data visualization.
3. Apply conceptual understanding to create applied predictive and business forecasting solutions.
4. Understand, apply and evaluate ethical principles for business and data analytics.

Program Structure

The MSBDA is a 30-credit-hour program consisting of ten 3-credit-hour courses delivered in 7-week sessions. The Program is offered in two modalities: fully online with weekly synchronous meetings or in person with weekly meetings and web-enhanced course activities. The Program starts each fall semester for new students and is designed to be completed in either a 10-month pathway (typically with two courses each 7-week term) or a flexible two-year pathway (typically with one course each 7-week term).

Graduation from the MSBDA program requires a minimum cumulative GPA of 3.0 in MBDA coursework, calculated using the final grade for each course. Students should always maintain a minimum cumulative GPA of 3.0 in the program. Students falling below this level at the end of a course may be placed on academic probation and may be required to repeat a course(s) and/or do remedial work under the supervision of faculty members.

Students should achieve a cumulative GPA of 3.0 by the end of the academic term following the one in which the probation period was established, or they may be dismissed from the MSBDA program. Should the student wish to appeal his/her dismissal, he/she must do so within fourteen calendar days from the date of receipt of the dismissal letter, unless the Program Director grants a delay due to extenuating circumstances.

What You Will Study

One-Year Path (August-June)

One-Year Completion Pathway		
SEMESTER	**Course**	**Credits**
Fall -A-term	MBDA 700 Business Analytics for Managers	3
	MBDA 710 Big Data: Management & Applications	3
Fall-B-term	MBDA 720 Data Visualization & Data Mining	3
	MBDA 740 Data Science Applications & Technologies	3
Spring-A-term	MBDA 730 Data, AI, Ethics & Leadership	3
	MBDA 750 Predictive Modeling for Business & Data Analytics	3
Spring-B-term	MBDA 760 Quantitative Methods for Business & Economics	3
	MBDA 770 Machine Learning	3
Summer-A-term	MBDA 780 Business Forecasting for Analytics	3
	MBDA 790 Business Analytics Capstone	3

Total Credits: 30

Flexible Two-Year Path

Year One of Two-Year Completion Pathway		
SEMESTER	**Course**	**Credits**

Fall -A-term	MBDA 700 Business Analytics for Managers	3
Fall-B-term	MBDA 740 Data Science Applications & Technologies	3
Spring-A-term	MBDA 730 Data, AI, Ethics & Leadership	3
Spring-B-term	MBDA 760 Quantitative Methods for Business & Economics	3

Year Two of Two-Year Completion Pathway		
Fall-A-term	MBDA 710 Big Data: Management & Applications	3
Fall-B-term	MBDA 720 Data Visualization & Data Mining	3
Spring-A-term	MBDA 750 Predictive Modeling for Business & Data Analytics	3
Spring-B-term	MBDA 770 Machine Learning	3
Summer-A-term	MBDA 780 Business Forecasting for Analytics MBDA 790 Business Analytics Capstone	3 3

Total Credits: 30

Transfer Credit

Students must take a minimum of twenty-four (24) total credit hours from the University of Charleston, three (credits) of which must be MBDA 790 - Business Analytics Capstone.

Transfer credit up to a maximum of 9 credit hours from a regionally accredited university may be accepted (subject to approval by the MSBDA Program Director).

Admission Requirements

Students must have an undergraduate degree from an accredited institution to be fully admitted to the MSBDA program. Applications will be accepted and reviewed from students who are in their final year of undergraduate study for conditional admission.

To be considered for admission, applicants must submit the following to the Office of Admissions:

Completed MSBDA application;

Professional resume;

Official transcripts showing the student has earned a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of at least 2.50 (preference will be given to students with a 3.0 or higher cumulative GPA in a quantitative degree program (engineering, finance, computer science, mathematics/statistics, etc.);

Prior academic credentials and/or professional experience demonstrating acumen in statistics, analytics, and R-studio (may be satisfied with Udemy.com short course(s) as specified by program director);

GRE/GMAT scores are not required but may be submitted in support of the application.

Admissions decisions will be made on a rolling basis for fall-semester starts each year.

BERT BRADFORD SCHOOL OF HEALTH SCIENCES

Dr. Mindy M. Smith, Dean

The mission of the Bert Bradford School of Health Sciences is to prepare ethical, competent, safe, and compassionate healthcare professionals.

Undergraduate Programs

Capito Department of Nursing

NURSING – ADN

NURSING – BSN

NURSING – RN-BSN

Department of Health Sciences

EXERCISE SCIENCE

- Strength and Conditioning concentration
- Preprofessional concentration
- Occupational concentration

HEALTHCARE ADMINISTRATION AND MANAGEMENT

NUTRITION

PUBLIC HEALTH

OCCUPATIONAL THERAPY ASSISTANT

RADIOLOGIC SCIENCE

RADIOLOGIC TECHNOLOGY

HEALTH SCIENCE MINOR

STRENGTH AND CONDITIONING MINOR

Graduate Programs

PHYSICIAN ASSISTANT

FAMILY NURSE PRACTITIONER

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

DOCTOR OF NURSE ANESTHESIA PRACTICE

DOCTOR OF PHYSICAL THERAPY

Students in the Bert Bradford School of Health Science programs enjoy on- campus clinical classrooms and access to a wide variety of excellent clinical settings. The School's faculty have developed a unique core of classes designed to give students a common understanding of important health care issues and an appreciation of collegial relationships among the health care professions.

Admission to all Health Science programs is competitive. Students must first be admitted to the University of Charleston and then apply to the Health Science program of interest. Each program has identified requirements and procedures for admitting students. Students who are interested in a given program should contact the program directly and follow the instructions for application. Program admission numbers may vary from year-to-year.

The curriculum for Health Science programs is intentionally designed to help students succeed in entering the profession of their choice. Students must consult closely with major advisors and program faculty to ensure they are following the required prerequisite courses and program sequence.

Professor Melissa A. Layne, Chair and Program Director

Capito Department of Nursing Mission Statement

The mission of the Capito Department of Nursing is to provide quality, evidence- based academic and clinical education that prepares graduates for careers of productive work, enlightened living, and life-long learning as Registered Professional Nurses who deliver safe, compassionate, and competent care to individuals and communities.

Capito Department of Nursing Department Description

The Capito Department of Nursing offers the Associate Degree in Nursing (ADN), Bachelor of Science in Nursing (BSN) and the RN-BSN Programs. Graduates completing the ADN and BSN programs are eligible to take the National Council Licensing Examination for Registered Professional Nurses (NCLEX-RN) exam and upon successful completion will be licensed as a Registered Professional Nurse (RN). The RN-BSN program is for individuals who have a current, unencumbered or an active temporary RN license and would like to attain his or her baccalaureate degree in nursing (BSN).

For more than 50 years the University of Charleston has offered nursing programs. The ADN program is delivered in a hybrid format that meets in-seat every other weekend (Friday, Saturday, Sunday). This program combines traditional, face-to-face class time with online and out-of-class course work. Students may complete the ADN program in sixteen months.

BSN students have the opportunity to attend a traditional nursing program. Students engage in collegiate life which includes academics, sports, the arts, student life, and other on campus experiences. The BSN program may be completed in four academic years.

Registered Professional Nurses (RN) who want to obtain a BSN degree may do so at the University Charleston. Registered Nurses (RNs) may continue to work full-time while they complete the degree through distance education. Recent graduates of an RN program who have an active temporary license may enroll in the program. The RN-BSN program may be completed within three semesters of full-time study.

The ADN and BSN programs prepare graduates to take the National Council Licensing Examination for Registered Professional Nurses (NCLEX-RN). Passing this examination allows the graduate to seek employment as an entry level registered professional nurse, who is competent to practice as a direct caregiver to diverse populations in a variety of health care settings. As health care delivery systems grow and change nursing graduates may choose to pursue higher degrees in preparation for advanced levels of practice.

Program Learning Outcomes

Modeled after, and congruent with, the mission, vision and values of the University, the programs, through combined nursing and liberal arts education, prepare graduates in all three of the University's mission-critical areas:

Graduates are prepared for a life of productive work as a registered professional nurse;

The program encourages enlightened living through emphasis on the need for life-long development of evidence-based nursing practice, and embeds information literacy skills in courses delivering the General Education and Institutional Learning Outcomes (ILOs) of the University; and,

Finally, the programs promote community involvement through various projects and promotes service through interaction as registered professional nurses.

The nursing programs provide a solid foundation for advanced education. Nursing programs are guided by the Accreditation Commission for Education in Nursing (ACEN), the American Nurses Association (ANA) Standards and Scope of Practice, the National League for Nursing (NLN), Quality and Safety Education for Nursing (QSEN), and the West Virginia Board of Examiners for Registered Professional Nurses Nurse Practice Act.

Core Ethical Values

The educational philosophy of the University of Charleston's Nursing programs is based on the National League for Nursing (NLN) Educational Competencies Model and incorporates the seven core values of the National League for Nursing Competencies Framework including caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). The nursing faculty believe "all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care" (NLN, 2010).

Accreditation

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, self-regulatory process by which non- governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality (ACEN, 2016).

Accreditation is a voluntary peer-reviewed process intended to enhance quality improvement in nursing education (ACEN, 2016). According to ACEN nursing programs with specialized accreditation:

provide recognition that a nursing education program has been evaluated and periodically re-evaluated by a qualified, independent group of respected and competent peers;

are gateways to licensure, certification, and eligibility for entitlement programs;

foster ongoing self-examination, re-evaluation, and focus on the future;

aid in student recruitment and retention;

assists employers seeking graduates who are competent nurses;

facilitate career and educational decision-making;

promote professional and educational mobility of program graduates; and,

fulfill the eligibility requirement for applicants seeking advanced certification.

The ADN, BSN and RN-BSN nursing programs are accredited by the Accreditation Commission on Education in Nursing (ACEN). The West Virginia Board of Examiners for Registered Professional Nurses (WV RN Board) was established by the West Virginia Legislature to promote and protect public health, safety and welfare. Legal requirements for registered professional nurses are found in the West Virginia Code or Law. Rules have been put into place to make the law more specific. The laws for the WV RN Board are found in WV Code 30-7-1.

It is mandatory all registered professional nursing programs, leading to initial licensure, maintain accreditation and approval by the WV RN Board. The ADN, BSN, and RN-BSN programs are fully approved by the WV RN Board.

For further information regarding accreditation please contact:

Accreditation Commission for Education in Nursing (ACEN):

3390 Peachtree Road, NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

www.acenursing.org

West Virginia RN Board:

5001 MacCorkle Ave., SW

South Charleston, WV 25309

(304) 744-0900

www.wvrnboard.com

Admission Requirements

All students must gain admission to the University of Charleston prior to applying for admission to the nursing programs (ADN, BSN, RN–BSN). Please note, individuals who have been convicted of a felony will not be admitted to the University of Charleston or the ADN, BSN, or RN-BSN programs.

Admission to the ADN and BSN programs *are competitive*. In order to be considered for admission the following documents **MUST** be submitted by the application deadline:

- Application to the nursing program;
- Official high school transcript, diploma, GED, or TASC Scores **MUST** be attached to the application to the nursing program.
- Successful completion of the ATI Test of Essential Academic Skills (TEAS) entrance exam with a score of 60% or higher.

Selection

A blind objective selection process has been developed for the ADN, BSN, and RN-BSN programs. Selection is based on a point system for qualified applicants focused on those who meet or exceed the admission criteria. Successful applicants will be conditionally admitted to the nursing program. Full admission is contingent upon the following:

1. A complete physical exam stating the applicant is physically and mentally able to function as a nursing student in a clinical setting. If currently undergoing treatment for a disease/disorder, a release from the prescribing physician is also required;
2. Proof of immunizations, and titers if applicable, following the Center for Disease Control guidelines for vaccinations for health care workers. A current list of required vaccines may be found at the following website: https://www.cdc.gov/vaccines/hcp/index.html

3. Successfully pass a criminal background check and drug screen. Please note, clinical agencies may deny access to students who have a criminal background. Applicants with pending charges at time of application may be denied admission to the program after review by the program director and dean. Individuals convicted of a misdemeanor may or may not be allowed to take the licensing exam upon completion of the nursing program;
4. Meet the technical standards and skills required for nursing professionals. Reasonable accommodations which do not fundamentally alter the nature/scope of the nursing program and do not compromise the safety of clients will be made on an individual basis for students with verified disabilities; and,
5. Have a current American Heart Association BLS Provider CPR certification;

Once admitted to the nursing program the student must:

1. Continue to meet items 1-5 above and provide all documentation to the nursing administrative assistant by the deadlines set, or anytime there is a change in status;
2. Attend orientation to the nursing program;
3. Immediately notify the program director and the West Virginia Board of Examiners for Registered Professional Nurses of any criminal offense. Documentation must be provided to the nursing office immediately upon admission to the program or when the offense occurs; and,
4. Abide by the West Virginia Code and Legislative Rules for Registered Professional Nurses, specifically 19CSR10, Standards for Professional Nursing Practice. Failure to comply with the standards may result in disciplinary action as stated in 19CSR9, Disciplinary Action.

Throughout the program, all nursing students must meet departmental health requirements, criminal background checks, and drug screens. These requirements are congruent with the cooperating clinical agencies. The agencies have the option to make changes annually and as needed due to changing requirements from accreditation agencies and national patient safety standards.

Nursing students must meet all agency requirements in order to participate in clinical laboratory rotations. Students who do not meet the required criteria, or who fail to submit required documentation will not be eligible to participate in clinical rotations with the University's affiliating agencies; and thus, will be unable to meet requirements for graduation from the nursing program.

Transfer

The Capito Department of Nursing accepts transfer students for associate degree, bachelor's degree, and RN-BSN programs. Students attempting to transfer to the Department of Nursing must first be accepted to the University of Charleston at which time the student must meet all requirements of the University admission office before applying to a nursing program. Students may transfer nursing courses where a 'C' or higher has been obtained. Individual consideration for course acceptance will be evaluated prior to transfer credit being confirmed. Students who have taken combination courses that do not have evidence of individual course completion (example: Mental Health, Pediatrics, and Obstetrics) will be required to complete course specific examinations to prove competency:

Testing out includes using ATI Content Mastery exams (if a content mastery exam exists) or a course proficiency/exit exam.

Students who are testing out will be given two (2) opportunities to take the ATI Content Mastery exam or the course/proficiency exit exam.

Students who take the ATI Content Mastery Exam, must obtain a Level 2 or higher.

Where an ATI Content Mastery Exam does not exist, and the student must take a course proficiency/exit exam, the student must achieve an 80%.

Consideration will be given for placement within the curriculum and evaluated by the Capito Department of Nursing Faculty upon evaluation of course work from another nursing program. Students may be asked to test out of subject areas based upon evaluation of coursework being transferred. Final determination of transfer is based on evaluation of transcripts. Transfer students may be required to take exams and/or demonstrate clinical skills in order to verify proficiency and placement. The nursing faculty will assess competency levels for placement in the program. All transfer students must be able to complete the program within 150% of time the first nursing course was taken.

Transfer students enrolled in the ADN program **MUST** complete a minimum of 15 credit hours at the University of Charleston. Students who transfer into the BSN and RN- BSN program **MUST** complete a minimum of 30 credit hours at the University.

Course Fees and Costs

Various courses have fees in addition to the standard tuition. These fees are non- refundable and are due at the time of registration. Course fees are assessed for things such as laboratory supplies, computer hardware and software specific to nursing students, and standardized mastery testing. This is not to be understood as a

comprehensive list, but these examples are offered to the student for planning purposes. Course fees are subject to change on a yearly basis depending on vendor and program needs.

Initial out-of-pocket costs for admission to the nursing program include a physical exam, criminal background check, drug screens, immunizations, lab tests, titers, uniforms, lab coats, program specific hardware and software, and a lab supply kit that is purchased through the University's Bookstore. In the final semester, students must plan for costs of application and criminal background check for licensure as a registered professional nurse. These are expenses that are the responsibility of the student.

Clinical Laboratory Experiences

Nursing students will be assigned to various health care and community agencies for clinical rotations throughout the program. Clinical assignments will be changed each semester and may vary within a given semester. Students are expected to assume responsibility for transportation to the various agencies. Laboratory times are somewhat inflexible due to agency constraints and coordination with other schools. Additional time in agencies to prepare for clinical rotations is expected in upper-division nursing courses and may not be reflected in scheduled clinical hours. Students must fulfill all clinical commitments.

Policies for Progression

Nursing students must achieve a minimum grade of "C" in the theory and a grade of "P" in clinical, laboratory, and/or simulation portion of all nursing courses in order to enroll in the next nursing course in the sequence. If a student fails one component of a nursing course (either theory or clinical, laboratory, and/or simulation) the student will receive the grade earned in each component. To progress to the next nursing course, both components of the course will have to be repeated with achievement of a minimum of "C" in the theory portion and a "P" in the laboratory portion. All courses must be taken in sequence.

To progress to subsequent semesters of study in nursing, a student must have a university based cumulative GPA of 2.0. Students must achieve a minimum grade of"C" in all courses in order to enroll in the next nursing courses. Successful performance in nursing courses is highly reliant upon content mastered in all previous courses. Students must earn a minimum grade of "C" in all courses. The faculty encourages students to earn the highest grade possible because all course content is integral to nursing course work and supports the development of the knowledge and skill necessary for assuming the role of a professional nurse.

Comprehensive Examination

The faculty of the nursing programs expect nursing students will demonstrate mastery of content before graduation. Standardized content specific exams will be administered throughout the program. These exams include, but are not limited to, the topics of pharmacology, pediatrics, maternity, psychiatric/mental health, medical- surgical, and critical thinking. Successful completion of all standardized exams is required.

To be eligible for graduation, all ADN and BSN students are required to pass a standardized comprehensive assessment during the final semester of the program. This exam is provided by a national testing service. The test is administered by the nursing faculty congruent with the standardized testing and comprehensive assessment of nursing knowledge policy in the *Nursing Student Handbook*.

Graduation Requirements

Graduation requires the achievement of all coursework with a "C" or higher. Additionally, graduation requires successful completion of the University of Charleston Institutional Learning Outcomes, a comprehensive exit examination within the major, and a cumulative GPA of 2.0 or higher for ADN and BSN students and a cumulative GPA of a 2.0 or higher for RN-BSN students.

In order to graduate from the ADN, BSN, or RN-BSN program students must satisfactorily complete all foundation and nursing courses as specified by the curriculum sequence. This requirement helps ensure that students have the knowledge and skills required for program completion.

Nursing students must complete all requirements of the program within 150% from time of enrollment in the first nursing course. Example: ADN students must complete the program within six semesters of enrolling in the first nursing course. BSN graduates must complete the program within six years of enrolling in the first nursing course. In order to graduate from the University of Charleston the student must complete all graduation requirements outlined in the *University of Charleston Student Handbook*.

Licensure

Graduates of the ADN and BSN who meet eligibility requirements may apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become licensed as registered professional nurses. Please note, the West Virginia RN Board may deny licensure to individuals convicted of a felony, misdemeanor, or who do not meet the standards set forth by the Board.

Students are advised to seek information regarding licensure eligibility requirements directly from the Board of Nursing in the state where they plan to be licensed and/or work. The National Council of State Boards of Nursing (NCSBN) has comprehensive information about the roles and responsibilities of the board for all states and territories. Information regarding state boards of nursing may be found at www.ncsbn.org.

Applicants seeking admission to the RN-BSN program must have an active, unencumbered RN (or valid temporary) license. Students admitted with a temporary RN license must obtain an active, unencumbered license in their first semester to progress through the RN-BSN curriculum. Graduates of the RN-BSN program are not required to take a licensing exam as they already hold an active, unencumbered registered professional nursing license.

Associate Degree In Nursing

The ADN program is designed to provide the skills and knowledge necessary for graduates to seamlessly pursue RN-BSN completion education;

New student cohorts are accepted each semester; and,

Completion of 180-hour practicum at a local accredited facility.

End of Program Learning Outcomes (EPSLO)

The National League for Nursing (NLN) Educational Competencies Model revolves around four outcome areas: Human Flourishing, Nursing Judgment, Professional Identify and Spirit of Inquiry. The Nursing Department has identified End of Program Student Learning Outcomes for each outcome area.

Upon successful completion of the Capito Department of Nursing, Associate Degree in Nursing program the graduate will be able to:

Graduates of the ADN program will demonstrate achievement of the following:

Outcome 1: Provide Patient -Centered Care: Deliver compassionate, culturally competent, and holistic care that reflects respect for patient preferences, values, and needs across the lifespan.

Outcome 2: Demonstrate Teamwork and Collaboration: Engage in effective communication and collaboration with patients, families, and interdisciplinary team members to foster open decision-making and provide optimal health outcomes.

Outcome 3: Apply Evidence-Based Practice: Integrate current evidence with clinical expertise and patient/family preferences to inform nursing care and improve patient outcomes. .

Outcome 4: Utilize Quality Improvement Principles: Participate in the identification of system errors and quality improvement initiatives to enhance patient care and nursing practice.

Outcome 5: Ensure Safety in Practice: Demonstrate accountability and competence in delivering care that minimizes risk of harm to patients, self, and others (QSEN: Safety).

Outcome 6: Use Informatics and Technology: Employ information and technology to communicate, manage knowledge, mitigate error, and support decision-making in nursing practice.

Admission Requirements

Admission to the ADN program occurs three times per calendar year. Students must gain general admission to the University of Charleston based on the appropriate student type (freshman, transfer, readmit). After obtaining general admission to the University, ADN candidates must submit an ADN application along with copies of transcripts of all college credit attempted (if applicable), their high school transcript, and their scores on the TEAS entrance exam. Pre-Requisite courses which are required to be completed prior to application/acceptance into the ADN Program are as follows: BIOL 212/BIOL 212L, ENGL 101, ENGL 102, PSYC 212.. These courses must be completed with a ‘C’ or higher to apply to the ADN program. ADN selection is a competitive process in which applicants are scored on their cumulative college/ university GPA, their TEAS score, and holding health care licensure (e.g., EMT or LPN license). Applicants are ranked by their total scores and cohort seats are offered to the top scoring applicants until the cohort is full or the number of qualified applicants is exhausted, whichever occurs first.

Graduation Requirements

Graduation from the ADN program requires completion of all course work with a grade of “C” or better. Students must also maintain a cumulative GPA of 2.0 and successfully complete the ATI RN Comprehensive Predictor exam.

Curriculum

The Associate Degree Nursing program consists of 61 credit hours delivered in a hybrid format. This program combines traditional, face-to-face class time with online and out-of-class course work. In the ADN program hybrid courses replace face-to-face class time with 49% online or out-of-class work. Students must attend face-to-face classes at the location designated on the course schedule. Students will be required to complete on-campus activities as designated by his or her instructor.

Prerequisites for Associate Degree in Nursing		
Course Number	Course Title	Credits

BIOL 212	Intro.to Human Anatomy & Physiology	3
BIOL 212L	Intro.to Human Anatomy & Physiology Lab	1
ENGL 101	Freshman Writing I	3
ENGL 102	Freshman Writing II	3
PSYC 212	Life Span Development	3
Prerequisite Required Courses- Credit Hours		**13**

Associate Degree in Nursing

Associate Degree Nursing Required Courses		
Course Number	**Course Title**	**Credits**
NURSA 101	Fundamentals of Nursing	4
NURSA 101L	Fundamentals of Nursing Clinical/Lab/Simulation	2
NURSA 102	Health Assessment	3
NURSA 102L	Health Assessment Clinical/Lab/Simulation	1
NURSA 110	Medical Surgical Nursing I	4
NURSA 110L	Medical Surgical Nursing I Clinical/Lab/Simulation	2
NURSA 115	Mental Health Nursing	2
NURSA 115L	Mental Health Nursing Clinical/Lab/Simulation	1
NURSA 125	Pathophysiology and Pharmacology I	2
NURSA 215	Pathophysiology and Pharmacology II	2
NURSA 225	Medical Surgical Nursing II	4
NURSA 225L	Medical Surgical Nursing II Clinical/Lab/Simulation	2
NURSA 230	Obstetric Nursing	2
NURSA 230L	Obstetric Nursing Clinical/Lab/Simulation	1
NURSA 235	Medical Surgical Nursing III	4
NURSA 235L	Medical Surgical Nursing III Clinical/Lab/Simulation	2
NURSA 240	Pediatric Nursing	2
NURSA 240L	Pediatric Nursing Clinical/Lab/Simulation	1
NURSA 250	Nursing Practicum	2
NURSA 250L	Nursing Practicum Clinical/Lab/Simulation	4
NURSA 255	NCLEX-RN	2
Associate Degree Required Courses- Credit Hours		**49**
Health Science Required Courses		
Course	Course Title	Credit Hours
HSCI 110	History of Health Sciences	3
HSCI 212	Drug and Dosage Calculation	3
HSCI 230	Interprofessional Collaboration	3
HSCI 302	Health Ethics and Policy	3
HSCI Required Courses- Credit Hours		**12**

Please Note: Each semester, all courses must be completed with a grade of "C" or better prior to entering subsequent semester courses. Students must maintain a cumulative GPA of 2.0 or better in all courses to progress to the next semester. All students must complete an Exit Level Assessment in their major (e.g., ATI RN Comprehensive Predictor exam).

Bachelor Of Science In Nursing

End of Program Learning Outcomes (EPSLO)

The National League for Nursing (NLN) Educational Competencies Model revolves around four outcome areas: Human Flourishing, Nursing Judgment, Professional Identify and Spirit of Inquiry. The Nursing Department has identified End of Program Student Learning Outcomes for each outcome area.

Graduates of the BSN program will demonstrate achievement of the following:

Outcome 1: Provide Patient -Centered Care: Deliver compassionate, culturally competent, and holistic care that reflects respect for patient preferences, values, and needs across the lifespan.

Outcome 2: Demonstrate Teamwork and Collaboration: Engage in effective communication and collaboration with patients, families, and interdisciplinary team members to foster open decision-making and provide optimal health outcomes.

Outcome 3: Apply Evidence-Based Practice: Integrate current evidence with clinical expertise and patient/family preferences to inform nursing care and improve patient outcomes. .

Outcome 4: Utilize Quality Improvement Principles: Participate in the identification of system errors and quality improvement initiatives to enhance patient care and nursing practice.

Outcome 5: Ensure Safety in Practice: Demonstrate accountability and competence in delivering care that minimizes risk of harm to patients, self, and others (QSEN: Safety).

Outcome 6: Use Informatics and Technology: Employ information and technology to communicate, manage knowledge, mitigate error, and support decision-making in nursing practice.

Admission Requirements

Students must gain general admission to the University of Charleston. Freshman Direct Admit (FDA) applications will be considered for a limited number of seats for entering freshmen each fall. Contact the Office of Admissions for additional information. Regular application to the BSN program occurs during the Spring semester of the freshman year. Applicants must score 60% or higher on the TEAS entrance exam and have a cumulative Grade Point Average (GPA) of 2.0 or higher. Graduation from the BSN program requires completion of all course work with a grade of "C" or better.

Graduation Requirements

Graduation from the BSN program requires completion of all course work with a grade of "C" or better. Students must also maintain a cumulative GPA of 2.0 and successfully complete the ATI Comprehensive exam.

Curriculum

Prerequisites for Bachelor's Degree in Nursing		
Course Number	**Course Title**	**Credits**
BIOL 251	Anatomy and Physiology I	3
BIOL 251L	Anatomy and Physiology I Lab	1
BIOL 252	Anatomy and Physiology II	3
BIOL 252L	Anatomy and Physiology II Lab	1
ENGL 101	Freshman Writing I	3
ENGL 102	Freshman Writing II	3
HSCI 110	History of Health Sciences	3
MATH 120 or higher	STEM FLEX Course	3
SPCH 103*	Oral Communication	3
SSCI FLEX	Social Sciences FLEX Course	3
UNIV 104	College Motivation & Success	3
UNIV 105	Foundations of Character & Leadership	3
Prerequisite Required Courses- Credit Hours		**32**

*Embedded in UNIV 105

Please Note: Admission to the BSN program occurs by application during the spring semester of the freshman year. Applicants must score 60% or higher on the TEAS entrance exam and have a cumulative Grade Point Average (GPA) of 2.0 or higher. All courses listed for the freshman level must be completed with a grade of "C" or better prior to entering the sophomore level nursing courses. Students must also maintain a cumulative GPA of 2.0 or better in all courses.

Bachelor's Degree in Nursing Required Courses		
Course Number	**Course Title**	**Credits**
NURSB 201	Fundamentals of Nursing	4
NURSB 201L	Fundamentals of Nursing Clinical/Lab/Simulation	2
NURSB 204	Health Assessment	3
NURSB 204L	Health Assessment Clinical/Lab/Simulation	1
NURSB 210	Medical Surgical Nursing I	4
NURSB 210L	Medical Surgical Nursing I Clinical/Lab/Simulation	2
NURSB 215	Mental Health Nursing	2
NURSB 215L	Mental Health Nursing Clinical/Lab/ Simulation	1
NURSB 225	Pathophysiology and Pharmacology I	2
NURSB 315	Pathophysiology and Pharmacology II	2
NURSB 325	Medical Surgical Nursing II	4
NURSB 325L	Medical Surgical Nursing II Clinical/Lab/ Simulation	2
NURSB 330	Obstetrics Nursing	2
NURSB 330L	Obstetrics Nursing Clinical/Lab/ Simulation	1
NURSB 335	Medical Surgical Nursing III	4
NURSB 335L	Medical Surgical Nursing III Clinical/Lab/Simulation	2
NURSB 340	Pediatric Nursing	2
NURSB 340L	Pediatric Nursing Clinical/Lab/Simulation	1
NURSB 404	Nursing Research	3
NURSB 450	Nursing Practicum I	2
NURSB 450L	Nursing Practicum I Lab	4
NURSB 455	Prevention and Population Health	3
NURSB 455L	Prevention and Population Health Practicum	1
NURSB 460	Nursing Practicum II	2
NURSB 460L	Nursing Practicum II Lab	4
NURSB 470	Leadership and Health Policy	3
NURSB 470L	Leadership and Health Policy Practicum	1
NURSB 475	NCLEX-RN	3
Bachelor's Degree Required Courses - Credit Hours		**67**
Health Science Required Courses		
Course	Course Title	Credit Hours
HSCI 212	Drug and Dosage Calculation	3
HSCI 230	Interprofessional Collaboration	3

HSCI 310	Introduction to Informatics	3
HSCI 312	Statistics for Evidence- Based Practice	3
HSCI Required Courses –Credit Hours		**12**
Required Courses Outside the Major		
Course	Course Title	Credit Hours
PSYC 212	Life-Span Development	3
HUMN FLEX	HUMN FLEX Course	6
Required Courses Outside the Major – Credit Hours		**9**

Please Note: Students are required to complete all course work listed for the senior level with a grade of "C" or better and maintain a cumulative GPA of 2.0 or better. All students must complete an Exit Level Assessment in their major (e.g., ATI RN Comprehensive Predictor exam).

NURSING RN-BSN

Bachelor of Science in Nursing (NURSR)

End of Program Learning Outcomes (EPSLO)

The National League for Nursing (NLN) Educational Competencies Model revolves around four outcome areas: Human Flourishing, Nursing Judgment, Professional Identify and Spirit of Inquiry.

The Nursing Department has identified End of Program Student Learning Outcomes for each outcome area.

Graduates of the RN-BSN program will demonstrate achievement of the following:

Outcome 1: Human Flourishing. Create a plan of care through collaboration with the patient or designee that respects the diversity of the patient's individual values and needs.

Outcome 2: Nursing Judgement. Analyze judgments made in practice, substantiating them with evidence that uses the nursing process to integrate nursing science with the provision of safe, effective care.

Outcome 3: Professional Identity. Implement their role as a nurse in ways that reflect integrity, responsibility, and ethical practice.

Outcome 4: Spirit of Inquiry. Apply current best practices to plan, implement, and evaluate safe and effective patient care.

Admission Requirements

Students must gain general admission to the University of Charleston. Applicants must be a registered professional nurse (RN) with an active, unencumbered or temporary RN license, have a cumulative Grade Point Average (GPA) of 2.0 or better, and submit an application to the RN-BSN program along with a copy of all college transcripts. All transcripts will be reviewed by the university Registrar to determine transfer equivalency.

Graduation Requirements

Graduation from the RN-BSN program requires completion of all course work with a grade of "C" or better.

Curriculum

The RN-BSN program consists of 120 credit hours. This program requires completion of 30 hours of upper division credits. All predetermined coursework must be successfully completed prior to initiating NURSR courses.

RN-BSN Bachelor's Degree Nursing Program

120 Credit Hours

Active, Unencumbered RN License (Up to) 50 Credit Hours

Foundational Courses **40 Credit Hours**

Course	Title	Credit Hours
BIOL 212L	Introduction to Human Anatomy and Physiology Lab	1
ENGL 101	Freshman Writing I	3
ENGL 102	Freshman Writing II	3
PSYC 212	Life-Span Development	3

SPCH 103	Oral Communications	3
Electives	24	
Prerequisite Required Courses– Credit Hours		**37**

Course	Title	Credit Hours
NURSR 302	Advanced Health Assessment for the RN	4
NURSR 402	Prevention and Population Health	4
NURSR 404	Intro to Nursing Research	3
NURSR 410	Leadership and Health Policy	4
RN-BSN Required Courses - Credit Hours		**15**

	Health Science Required Courses	
Course	Course Title	Credit Hours
HSCI 110	History of Health Sciences	3
HSCI 230	Interprofessional Practice and Collaboration	3
HSCI 302	Health Ethics and Policy	3
HSCI 310	Intro to Health Informatics	3
HSCI 312	Statistics for Evidence Based Practice	3
HSCI Required Courses –Credit Hours		**15**

Department of Health Sciences

Exercise Science Major

Bachelor of Science

Professor Jody Mashinter, Program Director

Exercise Science Mission Statement

The mission of the Exercise Science Program is to prepare graduates entering health- related disciplines with the knowledge and skills needed to continue open-minded pursuits, including the development of human movement and the promotion of a healthy lifestyle in practice and throughout the community.

Program Description

The Exercise Science Program at the University of Charleston offers students interested in pursuing a career in fitness/wellness, strength & conditioning, and rehabilitation sciences as an interdisciplinary approach to healthcare. Academic coursework in biology, exercise physiology, motor development, movement analysis, fitness, kinesiology, psychology, and strength & conditioning provide students with a strong educational foundation followed by real-world, hands-on experience.

Exercise Science focuses on the understanding and promotion of human movement and a healthy lifestyle.

A strong health science emphasis provides students with a robust Exercise Science foundation.

Students will have the opportunity to work in collaboration with Strength & Conditioning Coaches and Human Movement Specialists from the University of Charleston and the surrounding area during practicum experiences and immersed internships.

Eligible for certifications through the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the National Academy of Sports Medicine (NASM).

Enrolled students have opportunities to work with clientele of all ages, athletic ability, and motivation.

Exercise Science graduates will acquire the skills and knowledge for a wide range of career opportunities. Sample jobs titles include:

Strength & Conditioning Coach/Specialist

Fitness Personal Trainer

Corrective Exercise Specialist

Health & Fitness Educator

Wellness Coordinator

Exercise Science graduates will have the foundation to pursue graduate programs in the following areas (additional prerequisites may be required)

Athletic Training

Exercise Physiology

Occupational Therapy

Health and Fitness

Physical Therapy

Exercise Science Program Learning Outcomes

The Exercise Science graduate will:

1. Assemble, identify, and define a body of knowledge in exercise science and related fields.
2. Evaluate and develop exercise programs addressing all paradigms of fitness and wellness.
3. Investigate technical assessment skills of human movement.
4. Understand utilizing a holistic approach to health and wellness and examine its effects on mental health.

Strength and Conditioning Concentration Outcomes

The Strength and Conditioning concentration graduate will:

1. Synthesize performance-based exercise programming.
2. Investigate principles of biomechanical and bioenergetic specificity.

Preprofessional Concentration Outcomes

The Preprofessional concentration graduate will:

1. Demonstrate a readiness in STEM courses for acceptance into an allied health professional pathway.

2. Differentiate between chronic health conditions, medications, and explore their impact on human movement.

Occupational Concentration Outcomes

The Occupational concentration graduate will:

1. Demonstrate a readiness in STEM courses for acceptance into a Master of Occupational Therapy program.
2. Differentiate between chronic health conditions, medications, and explore their impact on human movement.

Admission and Successful Progression

All undergraduate students admitted to the University of Charleston are eligible to declare Exercise Science with the concentration of their choice as their major. To progress in the Exercise Science Program and graduate, students must pass their required courses, with a letter grade of C or better and meet the institutional academic requirement of maintaining a minimum cumulative 2.0 GPA. Students must meet all General Education Outcomes required for graduation by the University of Charleston.

What You Will Study

Exercise Science offers integrated coursework from exercise science, health sciences, and biology. Students can further personalize their academic experience by selecting their preferred concentration and utilizing elective credits, which may be applied toward completing a minor. While the program is structured to be completed in the traditional four-year (eight-semester) timeframe, it allows students to progress at their own pace. Although summer coursework is not required, it is recommended for students seeking to better balance academic and extracurricular opportunities or for those aiming to accelerate their degree completion. Each student is paired with an academic advisor who provides individualized support for degree planning, course selection, and career development.

Exercise Science Core– Required Courses in Major – 36 credit hours		
Course	**Title**	**Credits**
EXER 101	Introduction to Exercise Science	3
EXER 113	Structural Kinesiology	3
EXER 201	Training Concepts	3
EXER 225	Medical Terminology in Exercise Science and Healthcare	3
EXER 252	Foundations of Injury Management	3
EXER 325	Exercise Prescription	3
EXER 340	Exercise and Psychological Mindfulness	3
EXER 370	Physiology of Exercise	3
EXER 452	Organization & Administration in Exercise Science	3
EXER 475	Exercise Science Capstone	3
Students must select one of the following:		
HSCI 204	Nutrition	3
EXER 304	Sports Nutrition	3

Exercise Science – Required Courses in Health Sciences - 6 credit hours		
Course	**Title**	**Credits**
HSCI 230	Interprofessional Practice and Collaboration	3
HSCI 302	Health Ethics and Policy	3

Strength and Conditioning Concentration

The Strength and Conditioning concentration within the Exercise Science program is designed for students passionate about promoting physical performance, injury prevention, and overall well-being. This program combines scientific coursework in areas such as kinesiology, exercise physiology, and exercise prescription with practical, hands-on training in advanced strength and conditioning techniques. Students gain the foundational knowledge and applied skills necessary to pursue nationally recognized fitness certifications and

engage in experiential learning throughout their coursework. Graduates are prepared for various career paths, including roles as strength and conditioning coaches, personal trainers, performance enhancement specialists, and health and wellness directors. This concentration provides a strong foundation for those seeking to make a lasting impact in athletic, clinical, and community health settings.

Strength and Conditioning Concentration Specific Required Courses – 29 credit hours		
Course	**Title**	**Credits**
BIOL 251	Human Anatomy & Physiology I	3
BIOL 251L	Human Anatomy & Physiology I lab	1
BIOL 252	Human Anatomy & Physiology II	3
BIOL 252L	Human Anatomy & Physiology II lab	1
EXER 275	Program Design and Implementation	3
EXER 400	Exercise Metabolism and Energy Systems	3
EXER 412	Advanced Strength and Conditioning	3
PSCY 212	Life-Span Development	3
	Statistics elective	3
MATH 1XX	Math elective	3
PUBH XXX	Public Health elective	3
PUBH XXX	Public Health elective	3

Preprofessional Concentration

The Preprofessional concentration within the Exercise Science program is designed for students preparing for advanced study in fields such as physical therapy, athletic training, chiropractic, and other allied health professions. This concentration emphasizes a strong foundation in the biological and health sciences, including anatomy, physiology, biology, chemistry, and physics, with a core in exercise science, while integrating evidence-based practices in exercise and rehabilitation. Through a combination of rigorous coursework and experiential learning opportunities, students develop the analytical and clinical reasoning skills essential for graduate and professional programs. Graduates are equipped with the academic preparation needed to succeed in competitive healthcare environments, where they play a critical role in restoring function, enhancing performance, and improving quality of life across diverse populations.

Preprofessional Concentration Specific Required Courses – 53 credit hours		
Course	**Title**	**Credits**
BIOL 130	Biology for Majors	3
BIOL 130L	Biology for Majors lab	1
BIOL 251	Human Anatomy & Physiology I	3
BIOL 251L	Human Anatomy & Physiology I lab	1
BIOL 252	Human Anatomy & Physiology II	3
BIOL 252L	Human Anatomy & Physiology II lab	1
CHEM 101	General Chemistry I	3
CHEM 101L	General Chemistry I lab	1
CHEM 102	General Chemistry II	3
CHEM 102	General Chemistry I lab	1
EXER 330	Special Populations	3
EXER 355	Motion Analysis	3
EXER 497	Exercise Science Internship	3
HSCI 402	Research I	3
PSYC 101	Introduction to Psychology	3
PSCY 212	Life-Span Development	3

MATH 123	Precalculus	4
PHSC 201	Introductory Physics	3
PHSC 201L	Introductory Physics lab	1
PHSC 202	Introductory Physics II	3
PHSC 202L	Introductory Physics II lab	1
	Statistics elective	3

Occupational Concentration

The Occupational concentration within the Exercise Science program is designed for students aspiring to enter graduate programs in occupational therapy. This concentration offers a comprehensive foundation in human movement, anatomy, psychology, and therapeutic exercise, emphasizing the physical, cognitive, and emotional aspects of health and rehabilitation. Students are well-positioned to pursue advanced training and careers focused on enhancing individuals' ability to perform daily activities, promote independence, and improve quality of life across the lifespan.

Occupational Concentration Specific Required Courses – 45 credit hours		
Course	**Title**	**Credits**
BIOL 130	Biology for Majors	3
BIOL 130L	Biology for Majors lab	1
BIOL 251	Human Anatomy & Physiology I	3
BIOL 251L	Human Anatomy & Physiology I lab	1
BIOL 252	Human Anatomy & Physiology II	3
BIOL 252L	Human Anatomy & Physiology II lab	1
EXER 355	Motion Analysis	3
EXER 400	Exercise Metabolism and Energy Systems	3
EXER 412	Advanced Strength and Conditioning	3
EXER 497	Exercise Science Internship	3
HSCI 402	Research I	3
PSYC 101	Introduction to Psychology	3
PSCY 212	Life-Span Development	3
PSYC 362	Abnormal Psychology	3
MATH 120	Intermediate Algebra	3
	Sociology or social science elective	3
	Statistics elective	3

Internships

Exercise Science students have the opportunity for hands-on client interactions with community-based engagement. Students will obtain knowledge in anaerobic and aerobic training throughout their coursework which will allow them to develop an understanding and ability to practically apply concepts to promote healthy living across the lifespan.

Professional Certifications

National Strength & Conditioning Association Certified Strength & Conditioning Specialist (CSCS)

National Strength & Conditioning Association Certified Personal Trainer (NSCA-CPT)

American College of Sports Medicine Certified Personal Trainer (CPT)

National Academy of Sports Medicine Corrective Exercise Specialist (CES)

National Academy of Sports Medicine Performance Enhancement Specialist (PES)

Athletics and Fitness Association of America Group Fitness Instructor (GFI)

Functional Movement Specialist (FMS)

Selective Functional Movement Assessment (SFMA)

Strength and Conditioning Minor

The Strength & Conditioning minor at the University of Charleston will expand students' knowledge of performance enhancement through interdisciplinary coursework in Exercise Science.

Students completing the Strength & Conditioning minor can take recognized credentialing certification exams offered by the National Strength & Conditioning Association (NSCA), American College of Sports Medicine (ACSM) and the National Academy of Sports Medicine (NASM).

The Strength & Conditioning minor consists of 18 credit hours. Course requirements:

Strength & Conditioning Minor	
The following courses are required:	
EXER 201 Training Concepts	3
EXER 225 Medical Terminology in Exercise Science and Healthcare	3
EXER 275 Program Design & Implementation	3
HSCI 204 Nutrition or EXER 304 Sports Nutrition	3
	12
Choose two (2) elective courses from the list below based on individual student goals for implementing this minor into their future career:	
EXER 252 Foundations of Injury Management	3
EXER 325 Exercise Prescription	3
EXER 330 Special Populations	3
EXER 340 Exercise & Psychological Mindfulness	3
EXER 370 Physiology of Exercise	3
EXER 400 Metabolism and Energy Systems	3
EXER 412 Advanced Strength and Conditioning	3
Total	**18**

Healthcare Administration & Management Major

Bachelor of Science

Professor Colleen Kirtley, Program Director

Program Mission Statement

The mission of the Healthcare Administration & Management program is to prepare graduates as health administrators who direct and coordinate health services, model life-long learning through continuing education, and are engaged in their profession and community.

Program Description

Healthcare Administration & Management incorporates planning, directing, and coordinating health services within a variety of health settings. At the University of Charleston, Healthcare Administration & Management is a baccalaureate degree program at either the Charleston location or completely online. Students can be either traditional or adult students and can choose to complete the program full-time or on a part-time basis. Students are both majors and/or pre-professionals who will complete the program in 4 years (full-time status) depending on whether they are needing pre-requisites for professional placement in the workforce or graduate school. Students will engage in a multidisciplinary curriculum with a strong health science and business emphasis that provides a robust health care foundation. The opportunity to gain real world skills in the professional environment of their discipline equips graduates with the work experience that employers and graduate schools desire. For example, students have the opportunity to do an immersed internship within their desired career area. Graduates can be employed in settings such as Hospital Administrators, Nursing Home Administrators, Human Resource Managers, Medical Practice Managers, or Social and Community Service Managers. Graduates will also have the education required for further study in graduate programs in Health Care Administration.

Program Learning Outcomes

1. At the end of this course of study the graduate will:
2. Demonstrate cultural sensitivity and interpersonal skills within the health-care profession.
3. Conduct and evaluate research related to health or health related field.
4. demonstrate core business knowledge as well as appropriate analytical & quantitative techniques to develop viable healthcare management solutions.
5. Analyze ethical and legal practices within a healthcare setting.
6. Model professional behaviors and attitudes that reflect the expectations of the health-care profession and the community.

What You Will Study

The Healthcare Administration & Management major consists of 124 credit hours that include a combination of major courses in Public Health & Health Sciences (24 credits) and Business/Management & courses outside of major (58 credits), core courses (21 credits), and the availability of free electives that students can utilize to work towards completing a minor. (21 credits).

The following is a guide based on a 4-year completion period in-seat. **Students may accelerate their experience and complete the program in 3 or 3 ½ years if desired**. Students may also select to complete the program fully online. This will adjust the below courses slightly to accommodate online class options. Every student is assigned an academic advisor who will assist with degree completion planning and career exploration.

	Healthcare Administration and Management and Public Health Required Courses	
Course	**Title**	**Credit Hours**
HADM/PUBH 230X	US Healthcare Systems	3
PUBH 250	Public Health Policy	3
PUBH 475	Public Health Capstone	3
PUBH 497	Public Health Internship	3
	Required Credits in Major and Public Health	**12**
	Health Science Required Courses in Healthcare Administration and Management Major	
Course	**Title**	**Credit Hours**

HSCI 110	History of Health Sciences	3
HSCI 230	Interprofessional Practice and Collaboration	3
HSCI 302	Health Ethics and Policy	3
HSCI 401	Health Leadership and Management	3
	Required Credits in Health Science	**12**

	Healthcare Administration and Management- Required Courses Outside the Major	
Course	**Title**	**Credit Hours**
MATH 120	Intermediate Algebra	3
MATH 121	College Algebra	3
PSYC 101	Introduction to Psychology	3
BIOL 212	Intro to Anatomy & Physiology	3
BIOL 212L	Intro to Anatomy & Physiology Lab	1
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
EXER 225	Medical Terminology	3
BUSI 220	Info Systems & Software Apps	3
BUSI 241	Business Communication	3
BUSI 316	Business Statistics I	3
MRKT 321	Principles of Marketing	3
MGMT 311	Principles of Management	3
MGMT 320	Human Resource Management	3
MGMT 372	Leadership	3
MGMT 416	Managing Individuals & Teams	3
MGMT 420	Organizational Behavior	3
MGMT 445	Operations Management	3
	Required Courses Outside of Major	**58**
	Students Must Complete 21 Hours of Elective Courses (Could be Transfer Credits or Credits that satisfy a Minor)	**21**

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

All undergraduate students are eligible to declare Healthcare Administration & Management as their major.

To progress in the program and graduate, students must pass their required courses, including a 3-credit immersed internship, with a C or better and meet the institutional academic requirement of maintaining a minimum cumulative 2.0 GPA to remain in good academic standing.

Bachelor of Science

Professor Laura Adams, Program Director

Program Mission Statement

The Bachelor of Science in Nutrition program prepares students for graduate study and careers in nutrition and dietetics by providing a strong scientific foundation and practical understanding of nutrition's role in health. Graduates are prepared to pursue advanced education required to become a Registered Dietitian (RD) or enter a variety of nutrition and other health-related fields.

Program Description: The Bachelor of Science in Nutrition prepares students for entry-level positions in nutrition and other health-related fields and for continued graduate study in nutrition or related health professions. The program provides a strong science-based foundation through coursework in nutrition, biology, chemistry, food systems, and health sciences. Graduates are prepared to pursue careers in nutrition and health-related settings or to apply to graduate-level nutrition programs, including pathways that lead to eligibility to sit for the Registered Dietitian (RD) exam.

Program Learning Outcomes:

Upon completion of the Bachelor of Science in Nutrition program, Graduates will be able to:

1. Apply foundational knowledge of nutrition science, biology, and chemistry to explain the role of nutrition in health promotion and disease prevention.
2. Interpret and evaluate nutrition-related research and information using evidence-based principles.
3. Demonstrate effective written and oral communication skills appropriate for nutrition and health-related professional settings.
4. Analyze nutrition and health issues within cultural, ethical, and social contexts.
5. Use critical thinking and problem-solving skills to address nutrition-related scenarios in academic, community, or workplace settings.
6. Demonstrate readiness for entry-level employment in nutrition and health-related fields or for graduate study in nutrition, including pathways leading to eligibility to sit for the Registered Dietitian (RD) exam.

Upon completion of the Bachelor of Science in Nutrition Program, students will be able to apply nutrition science principles and demonstrate readiness for careers or graduate study in nutrition and health-related fields.

What You Will Study

The Nutrition degree program includes a minimum of 120 credits of academic work.

Standard Four-Year Path

FIRST YEAR			
FALL SEMESTER		**SPRING SEMESTER**	
UNIV 104 Motivation & Success	3	NUTR 200 Lifecycle Nutrition I	3
ENGL 101 Writing	3	BIOL130 Biology for Majors	3
MATH 121 College Algebra	3	BIOL 130 L Biology for Majors Lab	3
HSCI 110 Intro to Health Sciences	3	ENGL 102 Writing II	1
NUTR 100 Introduction to Nutrition	3	SPSCH 103 Oral Communication	3
		UNIV 105 Character & Leadership	3
	15		**16**
SECOND YEAR			
FALL SEMESTER		**SPRING SEMESTER**	
NUTR 250 Food Science	3	NUTR 300 Food Economics	3
BIOL 251 Anatomy & Physiology 1	3	BIOL 252 Anatomy & Physiology	3
BIOL 251L Anatomy & Physiology Lab	1	BIOL 252L Anatomy & Physiology Lab	1
CHEM101 General Chemistry 1	3	CHEM 102 General Chemistry 2	3
CHEM 101L General Chemistry Lab	1	CHEM 102l General Chemistry 2 Lab	1
NUTR 303 Medical Terminology	3	MATH 240 Statistics Humanities Flex	3 3

PSYC 212 Life Span Psychology	3 17		**17**

THIRD YEAR			
FALL SEMESTER		**SPRING SEMESTER**	
NUTR 350 Lifecycle Nutrition II	3	NUTR 400 Medical Nutrition Therapy	3
NUTR 304 Sports Nutrition	3	BIOL 331 Microbiology	3
HSCI 230 Interprofessional Practice & Collaboration	3	BIOL 331L Microbiology Lab	1
Chem201 Organic Chemistry 1	3	BIOL 230 Biochemistry	3
Chem201l Organic Chemistry 1 Lab	1	BIOL 230L Biochemistry Lab	1
Elective 1 Of 4	3 16		**14**

FOURTH YEAR			
FALL SEMESTER		**SPRING SEMESTER**	
NUTR 401 Community & Cultural Nutrition	3	NUTR 403 Nutrition Capstone	3
NUTR 402 Nutrition Research	3	Elective 3 of 4	3
Elective 2 of 4	3	Elective 4 of 4	3
Humanities Elective Social Science Flex	3 3	HSCI 302 Health Ethics and Policy	3
	15		**12**

Admission Requirements:

Students must gain general admission to the University of Charleston.

PUBLIC HEALTH MAJOR

Bachelor of Science

Professor Kristi Barnett, Program Director

Public Health Program Mission

The mission of the Public Health program is *t*o prepare graduates to promote healthy lifestyles and disease prevention, model life-long learning through continuing education, and are engaged in their profession and community.

Program Description

Public Health is defined as, "promoting and protecting the health of people and the communities where they live, learn, work and play. This is achieved by healthy lifestyle promotion, researching disease and injury prevention, and detecting, preventing, and responding to diseases. The goal of public health is to protect the health of entire populations in our local communities, countries, and regions of the world. Public health majors keep communities safe and healthy, protect workers, pursue social justice, assist and/or lead with disaster relief, ensure healthcare access, and so much more.

Public Health at the University of Charleston is a baccalaureate degree program, that prepares graduates as public health professionals. Graduates can be employed in settings such as government, state and local health departments, health insurance agencies, corporate wellness programs, non-profit organizations, hospitals, and rehabilitation clinics. Graduates will also have the education required for further study in graduate programs.

Students will engage in a multidisciplinary curriculum with a strong health science emphasis that provides a robust health care foundation. In addition, there are offerings of complementary courses in natural sciences, psychology, and exercise science. The public health program can be completed in either 3 or 4 years, depending on the courseload the student takes. The 3-year track may require summer semesters. A public health internship is required as part of the course requirements. It is a chance for the public health major to gain real-world skills in their discipline's professional environment. Students will refine their ability to perform comprehensive program development in areas such as assessing health needs, planning, implementation, evaluation, and management.

Public Health Program Learning Outcomes

The graduate will be able to:

1. Demonstrate cultural sensitivity and respect of individual differences within the healthcare profession.
2. Plan and implement health education and promotion.
3. Conduct and evaluate research related to health and health related fields.
4. Model professional behaviors and attitudes that reflect the expectations of the healthcare profession and the community.
5. Communicate and advocate for changing lifestyles progressing towards optimal health.

What You Will Study

The Public Health major consists of 120 credit hours that include a combination of major courses and related disciplines (57 credits), core courses (26 credits), and elective credit courses (19 credits). Elective credits can be utilized for a minor completion, pre-professional courses, and/or internship opportunities.

The following is a guide based on a 4-year completion period. **Students may accelerate their experience and complete the program in 3 or 3 ½ years if desired**. Every student is assigned an academic advisor who will assist with degree completion planning and career exploration.

Public Health Required Courses		
Course	**Title**	**Credit Hours**
PUBH 100	Introduction to Public Health	3
PUBH 220	Introduction to Epidemiology	3
PUBH 235	US Healthcare Systems	3
PUBH 250	Public Health Policy	3
PUBH 310	Public and Global Health	3
PUBH 320	Social Determinants of Health	3
PUBH 325	Environmental Health	3
PUBH 340	Exercise and the Psychological Mind	3
PUBH 350	Appalachian Health and Wellness	3

PUBH 475	Public Health Capstone	3
PUBH 497	Public Health Internship	3
	Required Credit Hours in Major	**33**

Health Science Required Courses in Public Health Major			
Course	Title		Credit Hours
HSCI 110	History of Health Sciences		3
HSCI 204	Nutrition		3
HSCI 230	Interprofessional Practice and Collaboration		3
HSCI 302	Health Ethics and Policy		3
HSCI 310	Health Informatics		3
HSCI 312	Statistics for Evidence Based Practice		3
HSCI 401	Health Leadership and Management		3
HSCI 402	Research		3
	HSCI Total Credit Hours		**24**

Public Health –Required Courses Outside the Major		
Course	Title	Credit Hours
PSYC 101	Introduction to Psychology	3
PYSC 212	Life Span and Development	3
EXER 225	Medical Terminology	3
BIOL 130/130L	Biology for Majors with Lab	4
BIOL 212/212L or BIOL 251/251L BIOL 252/252L	Intro to Human Anatomy and Physiology with Lab Or Anatomy and Physiology I with Lab Anatomy and Physiology II with Lab	4
MATH 120	Intermediate Algebra	3
ICOM 225	Introduction to Public Relations	3
ICOMM 362	Public Relations Writing	3
	Total Credit Hours Outside of Major	**26**

Immersed Internship -- Ready for the Real World!

Public Health majors have the opportunity to complete two internships while in the program. One is in the junior year and the other is the final semester before graduation. Students can apply and/or arrange to complete this experience in any location pending university approval. The opportunity to gain real world skills in the professional environment of their discipline equips graduates with the work experience that employers and graduate schools desire. Students will refine their ability to perform comprehensive program development in areas such as assessing health needs, planning, implementation, evaluation, and management.

Admission Requirements

Students must gain general admission to the University of Charleston and declare public Health as their major. Students must have a 2.2 GPA for admittance.

Additional Requirements and Successful Progression

To progress in the program and graduate, students must pass their required courses, including a 3 or 12 credit immersed internship, with a C or better and meet the institutional academic requirement of maintaining a minimum cumulative 2.0 GPA to remain in good academic standing.

Public Health Minor

Public health covers a broad range of health-related disciplines and issues, such as environmental health, social justice, substance abuse, infectious disease, bioterrorism, obesity, disaster relief, health care access, and so much more. The Public Health minor will provide undergraduate students an opportunity to protect and improve the health of all people and their communities. The minor is desirable to students preparing for a health-related career and can serve as a precursor to other professions in which the health of persons and populations is a concern. The public health minor will consist of 21 credit hours.

List of Required Courses with Credit Hours & Total Required Credits (21 hours)

Public Health Minor Courses	
Course	**Credit Hours**
PUBH 100-Introduction to Public Health	3
PUBH 220 Introduction to Epidemiology	3
PUBH 250 Public Health Policy	3
PUBH 320 Social Determinants of Health	3
PUBH 350 Appalachian Health and Wellness	3
PUBH 475 Public Health Capstone	3
PUBH 497 Public Health Internship or PUBH 499 Independent Study in Public Health	3
TOTAL CREDIT HOURS	21

Occupational Therapy Assistant

Associate Degree

Professor Jacqueline Hurt, Program Director

Occupational Therapy Assistant Program Mission Statement

In concert with the mission of University of the Charleston, the Occupational Therapy Assistant Program seeks to prepare its graduates to enter the global workforce as highly educated, productive individuals who have the knowledge and ability to embrace enlightened living through therapeutic use of self, and the technical skills and professional behaviors to be an involved member of the occupational therapy community. The OTA program seeks to maintain the highest ethical standards and to ensure dynamic curriculum development by thorough and ongoing assessment programs.

The Occupational Therapy Assistant Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The next accreditation evaluation is scheduled for the academic year 2026-2027.

Occupational Therapy Assistant Program Goals

Our goal is to prepare entry-level Occupational Therapy Assistants:

Who are competent, compassionate, and ethical.

Who demonstrates a knowledge level and skill set indicative of securing national certification in Occupational Therapy Assisting.

Who understands and communicates effectively across disciplines.

Those who value lifelong learning are dedicated professionals and socially responsible citizens.

Faculty are committed to:

Providing a strong foundation in the skills and knowledge needed for entry-level OTA practice competencies.

Providing an environment to assist in understanding occupational therapy and practice.

Providing instruction in basic skills and a supportive learning environment that will encourage and motivate the student to complete the prescribed course of study and remain lifelong learners.

Providing an atmosphere that teaches respect for human life and demonstrates how that respect can be translated into client/patient care.

Provide an atmosphere that provides students with an environment to learn new and marketable skills.

Focusing on continuous improvement in the Occupational Therapy Assistant curriculum, allowing students access to the best evidence in the field of Occupational Therapy

Program Learning Outcomes

The graduate will:

1. Practice effective and professional communication skills with clients, families, and health care professionals to communicate the distinct value of occupation.
2. Demonstrate effective critical thinking skills to assist in developing innovative treatment ideas that are culturally sensitive, evidence-based, client-centered, and target meaningful occupations.
3. Demonstrate entry level competence by obtaining the knowledge and skills needed to be a generalist practitioner who provides services that are ethically sound, within the scope of practice of the profession, and in accordance with the accompanying state practice act.
4. Translate didactic work into application by applying previously learned materials into effective and safe treatment activities that promote client centered, occupation-based interventions.

Admission Requirements

Admission to the OTA program is selective, and acceptance to the University of Charleston does not guarantee admission into the OTA program. Application is limited to those who have successfully completed the prerequisites listed below and meet specific GPA requirements of at least a 2.5.

- Anatomy and Physiology – (BIOL 212/212L or 8 credit hours of A&P I and II with lab)
- Beginning algebra (3 credit hours)
- English I and II (6 credit hours)
- Social Science (3 credit hours)
- Developmental Psychology (3 credit hours)

Essential Functions for Occupational Therapy Assistant Students

These are standards for OTA students and applicants to the OTA program based on required abilities, capabilities and functions as interpreted by the OTA Program Director and are based on functions/abilities

needed for a student to safely engage in educational, learning, and training activities in a manner that does not endanger themselves, other students, patients, or the public.

Function	Standard	Examples of Activities
Visual	Visual ability sufficient to see details at close and far range. Ability to observe, receive & obtain visual information from all relevant sources for assessment required in patient/client care situations. Accurate color discrimination required.	• See and read course information, clinical forms, charts. • See and read computer screens and other equipment. • Oversee set up and implementation of treatment activities.
Hearing	The ability to listen to and understand information and ideas presented through spoken words, sentences and to hear and interpret loud, soft, and muffled sounds.	• Hear and Interpret alarms, machinery, and emergency alarms, cries for help. • Use call light and hear intercom speakers. • Use the telephone.
Tactile	Tactile sensation adequate for physical assessment, and sensory stimulation interventions inclusive of size, shape, temperature, texture, vibration, pressure.	• Palpate pulse rate, and muscle movement, anatomic structures. • Detect safe heat level on various tools, splinting and appliances.
Fine Motor	Ability sufficient to provide safe and effective care and documentation including operation of equipment.	• Write and document legibly. • Grasp and pinch • Cut and open containers • Repetitive hand use • Electronic documentation.
Gross Motor	Gross motor ability sufficient to provide safe and effective patient care. Physical strength to perform all types of patient transfers and lifts from a variety of surfaces and levels.	• Stand, bend, stoop, squat, crawl, kneel, reach, balance, sit, • Perform CPR and client evacuation. • Use safe body mechanics to lift, push, and pull.
Environmental	Able to tolerate environmental stressors.	• Work with chemicals and detergents • Inside and occasional outside • Tolerate exposure to fumes, odors, dust, temperature changes. • Work in areas that are close, crowded, and noisy. • Work in areas of exposure to infectious waste, body fluids, wet or humid conditions • Work in areas of potential physical violence
Communication	Communication ability in English sufficient for appropriate interaction in verbal, written, non-verbal and electronic forms. Ability needed for entering, transcribing, recording, storing, or maintaining information in written or electronic form.	• Read, understand, write, and speak English so that others will understand. • Explain treatment. • Perform health teaching. • Validate responses/messages with others. • Documentation
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting,	• Propel wheelchairs and ambulate patients using a gait belt. • Move and obtain patient care equipment.

	supporting, and /or transferring a patient/client.	• Aid patients in dressing, bathing, and grooming • Move freely from place to place.
Cognitive-Perception	The ability to perceive events realistically, to think clearly, rationally and to function appropriately in routine and stressful situations including recognizing that something is wrong.	• Recognize rapidly changing patient status. • Attend to multiple priorities in stressful situations.
Critical Thinking	Analyzing information and evaluating results to choose the best solution and solve problems.	• Ability to exercise sound clinical judgment. • Ability to apply general rules to specific problems to produce answers that make sense.
Interpersonal	Developing constructive and cooperative relationships with others.	• Manage a variety of patient expressions in a calm manner. • Behave in an ethical manner. • Establish rapport. • Ability to have insight and self-awareness in your own actions and their effect on others.
Activity Tolerance	Ability to tolerate lengthy periods of mental and physical activity over a period of time.	• Stand and or sit for long periods. • Selective attention without distraction • Move or attend frequently.

Students who feel they do not possess these essential abilities/functions should seek assistance from the Academic Success Center to determine if reasonable accommodation for a disability can be approached with the program. It is the student's responsibility to initiate the process and to assist in communication between the faculty and the Academic Success Center Disability Coordinator. Email: ASC@ucwv.edu

Additional Requirements for the OTA program Application Process

Full acceptance to the University of Charleston

2 Letters of recommendation from someone other than family members

GPA of 2.5 or higher

Must complete all General Education with a C or better before starting the OTA program.

All prerequisite (general education) courses may be taken only twice. After 2 failures of the same course the student cannot be admitted to the OTA program. The student must have all prerequisite courses successfully completed and an official transcript placed in the students OTA program file before full acceptance to the OTA program.

Transfer credits are subject to change with the registrar's office evaluation of your official transcripts.

Total Program Credit Hours 63

Observation or volunteer hours in occupational therapy are not required but are highly recommended.

Felony Conviction Information

A student may be admitted to the OTA program at University of Charleston-Beckley even if a felony has been committed. However, there may be instances where a student will not be permitted to test for licensure or admitted to a clinical setting depending on the guidelines of the outside Accrediting /Certifying Agency or the clinical affiliate. Each student is instructed to contact the National Board for Certification in Occupational Therapy (NBCOT) for pre-verification of testing and/or questions concerning felony convictions. Telephone: (301-990-7979) www.nbcot.org

Drug Testing Policy

Mandatory drug screenings will be performed. Students will not be notified in advance of a mandatory drug screening. The costs associated with the screening are the responsibility of the student.

A reasonable suspicion screening will be required based on personal, physical, or performance changes. The cost of the drug screening is the responsibility of the student.

In addition to “Mandatory Drug Testing” and “Reasonable Suspicion Drug Testing”, students are subject to the drug testing policies at any clinical site they may be assigned to and are responsible for all costs related to a clinical site’s drug testing.

Any Occupational Therapy Assistant student who has a positive drug screen will be subject to disciplinary action and immediate dismissal from the program.

Re-entry into the Occupational Therapy Assistant program will not be considered following a positive drug test.

Any Occupational Therapy Assistant student who refuses to perform or to pay for a mandatory drug screen, a drug screen requested due to reasonable suspicion, or a clinical site’s drug screen will be considered in direct violation of the Occupational Therapy Assistant program drug testing policy and will be subject to disciplinary action and immediate dismissal from the program.

Policies for Progression and Graduation

Eligibility for a degree in Occupational Therapy Assisting requires successful completion of didactic courses, level I, level II fieldwork rotations and Clinical Competence for the OTA.

To be eligible for graduation a student must:

Achieve a minimum “C” in all prerequisite and OTA didactic courses

Complete a minimum of 63 combined academic and fieldwork credits

Complete level I and level II fieldwork rotations as assigned, with a passing grade

Successfully complete Clinical Competence for the OTA which includes a practice NBCOT exam.

Occupational Therapy Assistant Curriculum

First Year Fall		
BIOL 212	Introduction to Human Anatomy & Physiology*	4
BIOL 212L	Introduction to Human Anatomy & Physiology Lab*	1
ENGL 101	Freshman Writing, I	3
PSYC 212	Lifespan Development	3
OTA 201	Introduction to Occupational Therapy**	3
	Total	**14**
First Year Spring		
ENGL 102	Freshman Writing II	3
SSCI 105	Issues in Social Science	3
MATH 120	Intermediate Algebra	3
OTA 203	Clinical Kinesiology**	3
	Total	**12**
Second Year Fall		
OTA 202	Principles of Performance in OT	3
OTA 204	OT in Adult Physical Performance I	4
OTA 205	Level 1 Fieldwork I	1
OTA 208	OT in Psychosocial & Lab	3
OTA 209	Modalities and Methods for Occupational Therapy & Lab	3
	Total	**14**
Second Year Spring		
	Total	**12**

OTA 206	Level I Fieldwork II	1
OTA 207	OT in Adult Physical Performance II	4
OTA 210	Occupational Performance in Children	3
OTA 215	Occupational Performance in the Elderly	3
OTA 216	Professional Development and Ethics	1

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Second Year Summer		
	Total	**12**

OTA 211	Level II Fieldwork I	5
OTA 212	Level II Fieldwork II***	5
OTA 217	Clinical Competence for the OTA	2

Total Program Credit Hours: 63

*or 8 Credit hours of Anatomy and Physiology I and II with lab

**OTA 201 and OTA 203 can be taken within the program requirement year.

***An additional semester may be added to the program year depending on fieldwork rotation

**Course Fees are included in your tuition for OTA 209, OTA 210, OTA 211/212, and OTA 215 to offset the cost associated with fieldwork and additional materials needed for class projects.

***Semester Fees are included in your tuition to offset the cost of the NBCOT exam.

Accreditation

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Suite 510E

Bethesda, MD 20814

Accred@aota.org

1-301-652-6611

http://www.acoteonline.org

RADIOLOGIC SCIENCE MAJOR

Bachelor of Science

Professor Kristi Barnett, Program Director

Radiologic Science Bachelor of Science Program Mission Statement

The primary mission/purpose of the Radiological Science Program is to provide challenging academic and clinical education for the development of the student as a compassionate, responsible, and multCOMNpetent radiology professional. The faculty is committed to: 1)educating students, for a life of productive work as a practicing radiographer; 2) guiding students on their journey to becoming life-long learners by modeling continued education, and; 3) demonstrating the importance of service to their community.

Program Description

The Radiologic Science program offers a Bachelor of Science in Radiology. Our program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Graduates completing this program are eligible to apply to take the American Registry of Radiologic Technologists (ARRT) registry exam. Upon successful exam completion, students will be recognized as a registered radiologic technologist.

Students can choose from a 3 or 4-year track. The curriculum is the same for both tracks. Students that choose the 3-year track should expect to incorporate the general education classes and pre-requisite courses throughout the three years they are in the program. On occasion, a student on this track may need to take additional classes over the summer. In addition, the 3-year track requires that the student have a 3.5 GPA. Student athletes are not advised to choose the 3-year track. The 4-year track allows students to complete many of the general education and pre-requisite courses in the first year. Students in the 4-year track must complete a minimum of 90% of the first-year courses of the Radiologic Science Program.

There are two activated radiology laboratories on site which gives students many opportunities to practice radiology procedures. Students will attend various clinical rotations, including a Level I trauma center, a cardiac center, a pediatric hospital, outpatient imaging centers, and orthopedic offices. Students also have an opportunity to take courses in specialized imaging modalities such as computed tomography, magnetic resonance imaging, ultrasound, cardiac interventional, vascular interventional and mammography. In addition, we offer an AS to BS track which offers an advanced degree option for radiographers with an associate degree.

Accreditation

The Radiological Science Program is accredited by the Joint Review Committee on Education in Radiological Technology (JRCERT). Contact information on the JRCERT is available at:

JRCERT

20 North Wacker Drive, Suite 2850

Chicago, IL 60606-3182

(312) 704-5300

www.jrcert.org

Mail@jrcert.org

Licensure

Radiologic Science Program graduates meet the academic and clinical requirements to be eligible to apply to take the American Registry of Radiologic Technology (ARRT) examination. Graduates who pass the ARRT examination are eligible to apply for the West Virginia state license to practice radiology. Application for licensure can be made at the West Virginia Medical Imaging & Radiation Therapy Technology Board in Charleston, WV. Other states may have different criteria for licensure eligibility.

Please Note: Applicants should investigate his or her eligibility to take the American Registry of Radiologic Technologist Examination [ARRT - phone (651) 687- 0048] or website http://www.arrt.org before enrolling in the Radiologic Science program, or see the RADI Program Chair if they answer yes to the following questions:

Have you ever been convicted of a misdemeanor, felony, or similar offense in a military court martial?

Have you had any professional license, permit, registration, or certification denied, revoked, suspended, placed on probation, under consent agreement or consent order, voluntarily surrendered, or subjected to any conditions or disciplinary actions by a regulatory authority or certification board (other than ARRT)?

Have you ever been suspended, dismissed, or expelled from an educational program that you attended in order to meet ARRT certification requirements? The ARRT supports 23 ethical rules for RTs that are found on the website.

Admission

All students must gain admission to the University of Charleston before applying to the program. To be considered for admission to the program, the following requirements must be met:

1) Completion of a program application (after student has been accepted into the University). A visit to campus to meet with Admissions personnel and program faculty is strongly encouraged. The program accepts a new cohort of students once per year in the fall semester. Applications are due on or before May 1 and will receive full consideration. Prospective students applying by the May 1 deadline will be notified of acceptance or denial by May 30th. Applications received after that date will be reviewed first come, first served until the cohort is full.

2) 2.5 GPA or higher; 3.5 GPA for the 3-year track. Four-year track applicants to the BS Radiologic Science Program must complete a minimum of 90% (34 credits) of the freshman year courses of the Radiologic Science Program (see curriculum). Students must achieve a grade of "C" or higher in RADI 101. Introduction to Radiologic Science and RADI 102 Radiation Physics. If a transfer student is accepted into the program, they must complete RADI 101 & RADI 102 with a "C" or higher. Failure to receive a "C" or higher in either course as a transfer or sophomore student will result in termination from the program. Students are admitted to the Radiologic Science Program in the fall semester of the SOPHOMORE YEAR after completing the required 30-37 credits. Admission may be based on a competitive point scale if there are more applicants than open slots. Three-year track students must have a 3.5 GPA and have completed at least 4 dual credit high school courses. Students interested in the 3-year track should speak with the program director before opting for this track.

3) Each applicant is required to submit a satisfactory physical examination including select laboratory blood work, PPD documentation, proof of immunizations and titers following the Center for Disease Control guidelines for vaccinations for health care workers. A current list of required vaccines may be found at the following website: https://www.cdc.gov/vaccines/hcp/index.html. Students who fail to submit or meet the minimum standards of the health examination may not be admitted to the radiologic science program.

4) Applicants must have a current American Heart Association CPR certification at the time of admission to the clinical component of the program and must maintain CPR throughout their time in the program.

5) Applicants must pass a criminal background check and drug screen. Please note that clinical agencies may deny access to students who have a criminal background. Students who do not pass a background check may not be admitted to the radiologic science program.

6) Students requesting to transfer into the Radiologic Science Program from other JRCERT accredited radiography programs (collegiate or certificate) will have all transcripts evaluated and advanced placement may be awarded. Additional departmental testing may be required to determine the student's retention level and placement. The Radiologic Science faculty will assess competency levels for advanced placement in the program. Contact the Department Chair for questions or more detailed information.

Applicants to the Radiologic Science Program are evaluated utilizing a point scale. Points are awarded for GPA score (minimum 2.7), college credits completed, and for hours completed at the University of Charleston. Additional point consideration will be awarded to students who have completed an Associate or Baccalaureate degree.

All candidates who meet the program requirements will be reviewed by the admissions committee of the Radiologic Science Program and ranked based on the point scale.

The point scale is implemented if at the end of the first year, the qualified student population exceeds the number of clinical openings available. Students are encouraged to strive for high academic achievement and professionalism to help secure their acceptance into the clinical radiography component. The number of clinical openings scheduled to begin the sophomore year will vary with each class; however, the target number will be about 15 students. Please contact Kristi Barnett, (304) 357- 4971, E- mail: kristibarnett@ucwv.edu - Chair of Radiologic Science Department, or the University of Charleston, Office of Admissions for additional program information.

Successful completion of science courses in high school and or college such as mathematics, biology, chemistry, physics, and human anatomy and physiology help academically prepare the student for the radiologic science curriculum.

Applicants who read, write, and speak English as a second language must demonstrate proficiency in English skills. Additional testing of the applicant may be required before admission to the Radiologic Science Program.

A personal interview with the Department of Radiologic Science Chair is recommended for all applicants to ensure that applicants fully understand the program and its requirements.

Female applicants are required to review the radiography student pregnancy policy before entering the program.

Applicants to the Radiologic Science Program are encouraged to review the student Radiologic Science Handbook before entering the program. Contact the Program Chair for details about receiving a copy. The Radiologic Science handbook will be reviewed in RADI 101.

Students accepted into the Radiologic Science Program will be expected to attend clinical rotations during the shifts of 8:00 a.m. to 4:00 p.m. and 3:00 p.m. to 11:00 p.m. Students will not be scheduled on weekends or holidays observed by clinical facilities.

Students will be expected to pay any fees associated with clinical readiness obligations such as criminal background checks and lab fees. Any costs associated with uniforms, CPR certification, parking, and textbooks are the student's responsibility.

Admission Criteria and Technical Standards

1. A Radiologic Science student works directly with sick patients and is frequently exposed to communicable diseases and infections; therefore, the applicant should be in good physical condition and free of communicable disease.
2. A Radiologic Science student must be capable of lifting patients, manipulating heavy equipment, including portable x-ray machines, and handling radiography accessories; therefore, the applicant must have full use of all four limbs and be able to grasp with at least one hand.
3. A Radiologic Science student must have the ability to remain mentally and physically alert to equipment malfunction, and safety hazard warning techniques such as, flashing lights, buzzers, fire alarm, smoke, emergency intercom, pages, monitoring the vital signs and assessing the patient; therefore, the applicant must have the ability to feel, see, hear, and smell.
4. A Radiologic Science student must be capable of extended periods of concentration in selecting correct techniques, equipment, and safety devices to assure maximum care and safety of the patient; therefore, the applicant should be able to exercise independent judgments under routine circumstances and stressful conditions.
5. Radiologic Science students will be exposed to minimal amounts of ionizing radiation. This may not cause biological changes in the individual but can harm the gestation of a human fetus. Radiographers should take care not to expose the unborn to radiation while pregnant. (See pregnancy policy). A person who is pregnant may not meet the above criteria; however, a pregnant woman may apply and be accepted into the Radiologic Science Program.

Program Learning Outcomes

To measure Radiologic Science Program effectiveness, the graduate will:

1. Demonstrate competence as an entry level radiographer.
2. Demonstrate effective communication skills.
3. Employ critical thinking skills in professional practice.
4. Model professionalism.

Program Data Benchmarks for the Joint Review Committee on Education in Radiologic Technology

Minimum quantitative outcomes are as follows:

1. Graduates will earn degrees within four (4) years or less from date of program entrance.
2. Five-year average credentialing examination (ARRT) pass rate must be 75% or higher.
3. Five-year average job placement rate must be 75% or higher within 12 months of graduation.
4. Program completion rate must be 60% or higher.
5. Employer and graduate surveys will indicate 85% or higher satisfaction.

What You Will Study

The Bachelor of Science in Radiologic Science degree consists of 125 credits, including 72 credits of Radiologic Science, 15 credits of Health Science core, 11 credits of Science and Mathematics, and 27 additional credits. Students will also complete approximately 1200 hours of clinical experiences. Coursework is based on a structure of 1 contact hour per credit hour for lecture courses. Clinical experiences are part-time experiences directly associated with didactic material of a course. The student receives one credit for every three hours of actual experience per week during a 15-week semester.

Bachelor of Science Degree in Radiologic Science

Radiologic Science Required Courses		
Course	Course Title	Credit Hours
RADI 101	Introduction to Radiologic	2
RADI 102	Radiation Physics	3
RADI 201	Radiographic Positioning I	3
RADI 201L	Clinic Lab I	3
RADI 202	Osteology	3
RADI 211	Radiographic Positioning II	3

RADI 211L	Clinic Lab II	3
RADI 212	Radiographic Exposure	3
RADI 301	Radiographic Positioning III	3
RADI 301L	Clinical Lab III	6
RADI 304	Imaging Equipment	3
RADI 311	Radiographic Pathology	2
RADI 311L	Clinical Lab IV/Pharmacology	6
RADI 320-RADI 325	Professional Specialization	2
RADI320L-RADI 325L	Professional Specialization Lab	3
RADI 401L	Clinical Lab V	5
RADI 405	Radiation Biology	3
RADI 407	Digital Processing and Quality Management	3
RADI 410	Radiologic Science Senior Seminar	3
RADI 411L	Clinical Lab VI	5
RADI 420L-425L	Specialization Lab	3
RADI 498	Clincal Internship	3
	Required Credit Hours in Major	**73**

Health Science Required Courses		
Course	Course Title	Credit Hours
HSCI 201/201L	Health Care Assessment and Lab	3
HSCI 302	Health Ethics and Policy	3
HSCI 312	Statistics for Evidence Based Practice	3
HSCI 401	Health Management and Leadership	3
HSCI 402	Research	3
	HSCI Required Credit Hours	**15**

Radiologic Science- Required Courses Outside the Major		
ENGL 101	Freshman Writing 1	3
ENGL 102	Freshman Writing II	3
SPCH 103	Oral Communication	3
HUMN 1XX	Humanities Elective-2 Experiences	6
PSYC 101 Or PSYC 212	Intro to Psychology Life Span and Development	3
SSCI 1XX	Social Science Elective	3
BIOL 251 /251L	Anatomy and Physiology I with Lab	4
BIOL 252/252/	Anatomy and Physiology II with Lab	4
MATH 120	Intermediate Algebra	3
	Total Required Credit Hours Outside Major	**32**

*The curriculum is subject to change.

Grand total credits for graduation —120 credits. Total clinical hours – Approximately 1200 hours

ASRT(R) to BSRT(R): Modality Concentration or Management/Leadership Concentration

Radiologic Science offers an AS to BS degree to allow registered radiographers with an associate's degree to complete requirements for a bachelor's degree in radiologic science. Candidates have an option of the modality concentration or the management/organizational leadership concentration. The curriculum will be contingent upon the academic background of the applicant and which concentration he or she wishes to pursue.

Admission to the ASRT(R) to BSRT(R) Track

The applicant must be eligible for admission to the University; hold a current American Registry in Radiologic Technology; earned a minimum GPA of 2.5 in previous college coursework; current CPR certification; show evidence of passing health care requirements; complete a criminal background check; and document practical work experience.

AS-BS Radiologic Science Required Courses: Modality Concentration or Management/Organizational Leadership Concentration		
Required Courses for BS Degree		
MATH 120	Intermediate Algebra	3 credits
HSCI 201 & HSCI 201L	Health Care Assessment	3 credits
HSCI 312	Statistics for Evidence Based Practice or Equivalent	3 credits
HSCI 302	Health Ethics and Policy	3 credits
HSCI 401	Health Leadership and Management	3 credits
HSCI 402	Research I	3 credits
	MODALITY CONCENTRATION	
RADI 320-325	Modality/Specialization Courses-Computed Tomography; Cardiac Interventional, Magnetic Resonance Imaging, Mammography, Vascular Interventional, Ultrasound (Student will choose one)	2 credits
RADI 320L-352L	Modality Clinic for specializations listed above	3 credits
RADI 420L-425L	Modality Clinic for specializations listed above	3 credits
RADI 498	Modality Internships	33-6 credits
	MANAGEMENT CONCENTRATION	
BUSI 220	Information Systems and Software Applications	3 credits
PUBH 235	US Healthcare Systems	3 credits
PUBH 310	Public and Global Health	3 credits
ACCT 201	Accounting I	3 credits
MGMT 311	Principles of Management	3 credits
MGMT 320	Human Resource Management	3 credits
MGMT 372	Self-Management and Leadership	3 credits
MGMT 416	Managing Individuals and Teams	3 credits
MGMT 420	Organizational Behavior	3 credits
	ORGANIZATIONAL LEADERSHIP CONCENTRATION	
BUSI 220	Information Systems and Software Applications	3 credits
PUBH 235	US Healthcare System	3 credits
PUBH 310	Public and Global Health	3 credits
ORGL 302	Principles and Issues of Management	3 credits

ORGL 307	Leadership	3 credits
ORGL 309	Collaborative Leadership	3 credits
ORGL 402	Organizational Behavior	3 credits
ORGL 415	Leadership Communication	3 credits
ORGL 442	Leading Change	3 credits
	Total Credit Hours for Concentrations	32-45 Credits
	General Education and Electives as determined by student's individual program evaluation	+/-28 Credits
Prior credit for Associate Degree/Diploma-Decision of Program Chair		**Approx. 60 credits**
Total Credits		**120**

All other graduation requirements will be mandatory including the 30 credits of upper division coursework and resident coursework.

Additional Requirements

Comprehensive Examination/Graduate Competencies

All students who plan to receive a baccalaureate degree must pass a comprehensive examination during the final semester of the year of expected graduation. The examination for the Radiologic Science major will be prepared and administered by the professor of the Radiologic Science Senior Seminar course. Additional examinations will be provided for students who do not pass the first examination with 85% or higher. Students must also complete all graduate level clinical competencies with 85% or higher. Students will not receive a diploma until this requirement has been achieved. Details of the written and practical examinations are available from the department chair.

Policy for Professional Specializations

Students will be required for graduation eligibility to select one major area of specialization, i.e., computed tomography (CT); magnetic resonance imaging (MRI); cardiovascular interventional radiography (CI/ VI); sonography (US) or Mammography (M). The student may select mammography, in addition to one of the major areas listed above. Students will be enrolled in both didactic and clinical rotations courses as part of their other professional specialization. The Radiologic Science Department **CANNOT** guarantee the offering of each modality listed above if a full-time RADI faculty member resigns from his/her position and a faculty member with the appropriate credentials is not available to teach the special modality.

The Radiologic Science faculty will try to grant students' requests for specialization selections. Due to limited availability of clinical facilities, the student is NOT guaranteed his or her first choice in specialized modalities. Selections may be determined by the student's overall University grade point average.

Competency requirements will vary depending on the specialized area selected. Additional classes and clinical education may be required after graduation from the bachelor's degree program at the University of Charleston to be job market prepared, state licensed, or eligible for certification in all specialized areas.

RADI Program Grading Scale:

Policies for Progression and Graduation

A	92-100
B	85-91
C	84-84
D	75-79
F	< 75

Radiography students must achieve a minimum grade of "C" in all radiologic science (RADI) courses to enroll in the next course in the sequence or to be eligible for graduation. In any radiologic science course (RADI) in which the student earns less than a "C" the entire course, lecture and laboratory must be repeated to achieve a passing grade. **NOTE: All students must complete the entire Radiologic Science Program within four years (48 months) from the time of the first enrollment in the curriculum's clinical component.** Candidates for the Radiologic Science degree who do not complete all requirements within a four-year period will be dismissed from the program.

At the conclusion of all semesters, except the semester immediately preceding graduation, radiography students with a grade point average below 2.0 will not be permitted to register for the next radiologic science course. Students with a grade point average between 2.0-2.2 will be placed on academic probation.

Policies for Holding Students

Students enrolled in the University who have completed portions of the clinical component of the Radiologic Science Program, but are currently not enrolled in radiologic science courses may be readmitted to the radiography clinical component under the following conditions:

1. The student must be academically admissible.
2. The student must take all radiologic science courses in the sequence published in the Catalog.
3. The student must have a minimum overall grade point average (GPA) of 2.0.
4. The student must have completed all deficiencies with a "C" or higher.
5. The student must otherwise meet all the conditions for any other student in the University.

Policies Governing Repeat of Radiologic Science Courses

Students requesting to repeat a radiologic science course must have a minimum overall grade point average of 2.0 before being re- admitted to a radiologic science course.

Students may repeat the same radiologic science course one time only.

Students must state in writing their request to repeat any radiologic science course to the director of the Radiologic Science Program.

Students must complete the Radiologic Science Program within four years (48 months) after admission to the clinical component of the Radiologic Science Program.

Students may only repeat two (2) radiologic science courses because of academic failure. After the third failure, ("D" or "F") in a radiologic science course, the student is dismissed from the Radiologic Science Program.

Uniforms

Students must purchase uniforms as designated by the Department of Radiologic Science. Information will be sent to students accepted into the clinical component and will be presented during student orientation. Addition information and dress code policies are contained within the RADI Student Handbook.

Insurance

For protection of the radiography student, all students enrolling in the radiologic science clinical component will be required to carry medical malpractice insurance for the entire period they are enrolled in the clinical courses. This insurance will be provided by a group policy written for the University. All arrangements are made by the administration. The student pays the allocated premium, which the University will collect.

Radiography students enrolled in the clinical component of the Radiologic Science Program are strongly encouraged to carry personal health and accident insurance.

Transportation

The Radiologic Science sophomore, junior, and senior students must provide their own transportation to and from all clinical education settings (hospitals). In addition, students should expect to pay for parking at the hospitals.

Other Expenses

Students in the Radiologic Science Program may incur expenses related to participation in state and national conferences, provided the program decides to participate; however, opportunities for fund raisers may be available to help offset the costs.

RADIOLOGIC TECHNOLOGY PROGRAM

Associate of Science

Professor Michelle Jude, Program Director

The radiologic technology program develops competence in the knowledge and skills required for radiologic imaging. The integrated curriculum includes 16 hours of general studies credit and 47 hours of radiologic technology credits. Once pre-requisites are completed, students who are successful with all other program requirements may complete the degree in just 17 months. The curriculum incorporates both didactic and clinical education components. Students have the advantage of practicing most radiographic procedures on campus in a lab similar to those found in most hospital settings, as well as taking part in direct patient contact during the clinical components of the program.

Upon meeting program completion requirements, graduates are eligible to apply for the American Registry of Radiologic Technology (ARRT) examination. Successful completion of the ARRT exam grants certification required for licensure in West Virginia and most other states. Individuals with prior felony or certain misdemeanor convictions may not be eligible for certification by the ARRT and/or licensure by state agencies. Also, individuals with prior felony or certain misdemeanor convictions may not be permitted to attend clinical due to various clinical site policies. In such cases students would not be permitted to continue in the program or complete the degree. Contact the appropriate licensing agency and the program director for more information.

The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312.704.5300, mail@jrcert.org or http://www.jrcert.org

Program Learning Outcomes

The graduate will:

1. Demonstrate effective verbal communication skills.
2. Demonstrate appropriate written communication skills.
3. Assess patient needs and adapt as required.
4. Identify anatomy and appropriate levels of quality on medical images.
5. Utilize equipment to produce quality images.
6. Utilize appropriate radiographic procedures.
7. Practice principles of radiation protection.
8. Conduct themselves in a professional and ethical manner.
9. Students will understand the importance of professional development activities.

Application and Admission

Admission to the program is selective. Acceptance to University of Charleston and meeting program admission requirements do not guarantee admission to the program. The program accepts one class a year for spring semester entry, with a maximum of 25 students admitted.

Applications received by August 15 will receive full consideration. Applications received after that date will be reviewed on a first-come, first-served basis if and until the spring cohort is full.

Criteria for admission are as follows:

High school graduate or equivalent

General admission to the University

Completion of all prerequisite coursework with a minimum grade of C in each course

Minimum GPA of 2.5 in all college-level study, preference will be given to students with the highest GPA

Although it is not required for program admission, students are encouraged to complete an ACT or SAT. In cases of a full class, preference will be given to students with the highest ACT/SAT scores.

Please note: In cases where qualified applicants exceed the program's capacity, a score card will be used for the selection process. Only the top scoring students will be admitted. The score card is available on the program's web page or upon request.

The final phase of admission requires a technical standards evaluation.

Students must be able to articulate that they are physically able to perform the following tasks to function competently in the field of radiologic technology:

Manipulate the x-ray tube in all directions

Insert and remove a cassette from the bucky tray

Lift 25 pounds of weight from the floor and carry to the exam table

Assist a simulated patient in moving from a wheelchair and stretcher to the exam table

Read a doctor's order/clinical requisition with accuracy

Observe a patient's respiration from a distance of 10 feet

Hear a patient's verbal request within an exam room

Reasonable accommodations are made for applicants with the proper documentation of a disabling condition.

What You Will Study

Program Summary	
Course Number	**Credits**
University Requirements	16
Program Requirements	47
Program Total	**63**

Coursework is based on a structure of 1 contact hour per credit hour for lecture courses and 8 contact hours per credit hour for clinical courses.

Program Prerequisites

Applicants are required to complete 13 semester hours of prerequisite study as listed below before being fully admitted into the program:

Freshmen Fall Semester (Prerequisites)		
Course Number	**Course Title**	**Credits**
MATH 120	Intermediate Algebra	3
BIOL 212	Intro.to Human Anatomy & Physiology	3
BIOL 212L	Intro.to Human Anatomy & Physiology Lab	1
RADT 101/ RADT 101L	Imaging Procedures I and Lab	4
RADT 107 / RADT 107L	Introduction to Radiology and Patient Care Laboratory	2
	Total	**13**

Program Requirements/Sequence

Students must maintain a minimum GPA of 2.5 throughout the entire course of study. Program progress requires a grade of C in all required courses. Failure to meet these requirements will result in dismissal from the program.

Freshmen Spring Semester		
SSCI 105	Issues in Social Science	3
ENGL 101	Freshmen Writing I	3
RADT 108	Radiologic Clinical I	2
RADT 111 / RADT 111L	Image Procedures II and Lab	4
RADT 115	Radiographic Physics I	3
RADT 125	Radiographic Physics II	3
	Total	**18**
Freshmen Summer I		
RADT 118	Radiologic Clinical II	1
ENGL 102	Freshman Writing II	3
	Total	**4**
Freshmen Summer II		
Course Number	**Course Title**	**Credits**

RADT 128	Radiologic Clinical III	1
RADT 206	Quality Assurance	1
	Total	**2**
	Summer Total	**6**
SECOND Fall Semester		
RADT 201 / 201L	Image Procedures III and Lab	4
RADT 203	Image Acquisition	3
RADT 204	Radiobiology / Radiation Protection	2
RADT 208	Radiologic Clinical IV	3
RADT 210	Radiologic Pharmacology and Drug Administration	2
	Total	**14**
Sophomore Spring Semester		
RADT 211	Imaging Procedures Review	3
RADT 217	Radiographic Pathology	2
RADT 218	Radiologic Clinical V	3
RADT 229	Advanced Imaging	1
RADT 230	Capstone Seminar	3
	Total	**12**

Health Science Minor

The minor in health sciences is designed for undergraduate students from a variety of disciplines across the University. Choosing a health science minor will provide the student with interdisciplinary healthcare knowledge, which will provide flexibility in their future career. Students will have a board-based overview of the health care industry, including the history of health science, healthcare management, communication, interprofessional practice, informatics, ethics, and innovation.

Any student across the university can add the health science minor to their major to enhance their knowledge in the health care industry, ultimately increasing their career opportunities. Courses needed for the minor in health sciences are available through an online format. Pursuing students can complete the course asynchronously, allowing for flexibility for classes within a student's minor. Students must earn a "C" or higher to fulfill the requirements.

Program Learning Outcomes

1. The graduate will apply the concepts of healthcare and healthcare professions.
2. The graduate will develop knowledge of healthcare society and how to participate within the society as a professional.
3. The graduate will analyze various healthcare professions and how those professions are incorporated into the healthcare system.
4. The graduate will evaluate healthcare and the impact of healthcare professionals on the delivery of healthcare to consumers.

HSCI 110	History of Health Science	3
EXER 225	Medical Terminology	3
HSCI 230	Interprofessional Practice and Collaboration	3
HSCI 302	Health Ethics and Policy	3
HSCI 310	Health Informatics	3
HSCI 401	Health Leadership and Management	3
Total Credits		**18**

Department of Physician Assistant Studies

MASTER OF PHYSICIAN ASSISTANT STUDIES (MPAS)

Dr. Teresa R. Preston, Department Chair and Program Director

Program Mission and Vision Statements

The mission of the University of Charleston Physician Assistant Program is to prepare competent physician assistants who value and provide comprehensive, patient-centered, culturally sensitive primary care, and are committed to lifelong-learning, professional growth, community health, and caring for underserved populations.

Our vision is to foster a culture of learning by employing innovative educational strategies and a team-based approach within a supportive environment and to provide an application-based curriculum centered on critical principles of health and disease.

Program Description

Physician Assistants (PAs) are highly trained medical professionals who practice medicine with a strong emphasis on teamwork. They work across all medical and surgical specialties, taking patient histories, conducting physical exams, ordering and interpreting tests, diagnosing and treating illnesses, counseling on disease prevention and health maintenance, prescribing medications, and performing procedures. PAs can practice medicine in all 50 states and can apply for prescription privileges. Their extensive medical training equips them to excel in various areas of medicine.

Our program is dedicated to training exceptional PA advanced practice providers (APPs) who are well-prepared to navigate the complexities of modern healthcare. We emphasize an integrated approach, ensuring that students are proficient not only in the core areas of medical knowledge and patient care but also in critical thinking, complex problem-solving, evidence-based decision-making, and effective communication with colleagues, other healthcare professionals, and patients from diverse backgrounds.

The following are program highlights:

Cohort Size: 33 students annually, matriculating in January each year.

Credits: The program totals 110 credit hours

Program Length: The program length is 7 contiguous semesters (28 months).
Didactic Curriculum: The didactic curriculum is conducted on the Charleston campus and spans four semesters of coursework. During this period, students are introduced to essential medical content, equipping them with the foundational knowledge needed to begin patient care.

Clinical Curriculum: After completing the didactic semesters, students engage in three semesters of clinical rotations, collaborating closely with physicians, physician assistants, and other healthcare professionals. These rotations are crucial for honing primary care skills. The program includes seven five-week core rotations and one elective rotation, with at two or more rotations taking place at a rural medical site.

Pass/Fail System: The Physician Assistant profession is founded on the principle of teamwork, reflecting the collaborative nature of modern medicine. The PA program emphasizes this by implementing a pass/fail grading system, fostering an environment where students support and uplift each other to deliver the highest quality patient care, rather than competing against one another.

Active and Collaborative Learning: The UC PA program places a strong emphasis on innovative educational methods. Consequently, a variety of approaches are employed beyond standard lectures, including case-based, problem-based, and team-based learning. Through our Patient-Centered Care series of courses, students are challenged to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and members of an interdisciplinary healthcare team. This is achieved through simulated clinical experiences with standardized patients in a mock clinical setting, utilization of task trainers, and the use of high-fidelity mannequins during simulated case encounters. Additionally, there are numerous opportunities for interprofessional collaboration with students from other health science programs across campus.

Synthesized Medicine Curriculum: In the first semester, students engage with core basic science courses, laying the groundwork for their medical education. The subsequent three didactic semesters seamlessly integrate foundational sciences, clinical applications, and cutting-edge pharmaceutical technologies, fostering a deep understanding of drug development, therapeutic approaches, and patient-centered care.

The University of Charleston PA Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The purpose of accreditation is to establish and maintain educational standards of quality. Students that graduate from a PA program that holds an *active accreditation status* at the time of graduation are eligible to sit for the National Commission on Certification of Physician Assistants NCCPA Physician Assistant National Certifying Examination (PANCE). Certification is required for state licensure.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **University of Charleston Physician Assistant Program** sponsored by the **University of Charleston**. Accreditation- Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2026.** The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Accreditation history of accredited PA Programs can be found on the ARC-PA website.

To find out more about the program, visit the PA Program website.

Program Goals

The goals of the University of Charleston PA Program are to:

- Prepare students to competently provide medical care in the primary care setting
- Foster a commitment to medically underserved populations
- Promote active participation in the community
- Prepare students to assume leadership roles within the PA profession
- Cultivate an environment that encourages student involvement in supporting and sustaining the University of Charleston PA Program following graduation

Program Learning Outcomes

The PA Program learning outcomes are based on the following competencies:

- Medical Knowledge and Skills: Demonstrate the medical, behavioral, and social science knowledge and skills necessary to promote health and effectively apply the principles of evidence-based medicine to recognize, assess, diagnose, and treat patients across the lifespan in the clinical practice of medicine.
- Interpersonal and Communication Skills: Demonstrate and apply effective oral and written communication skills to accurately obtain, interpret, and utilize information to implement a patient-centered management plan in a culturally responsive manner.
- Professionalism: Commit to continued professional growth and development, including the creation and maintenance of relationships that display respect, compassion, integrity, dependability, and accountability to patients and members of the healthcare team
- Patient Care: Provide compassionate, competent, and equitable patient-centered care while performing physical exams, ordering and/or interpreting diagnostic tests, and making informed decisions about diagnostic and therapeutic interventions based on patient preferences, current evidence, and clinical judgment.
- Practice-Based Learning and Improvement: Engage in critical analysis of their practice experience and the medical literature for the purposes of practice- and self-improvement.
- Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient, as it relates to cost-containment, patient safety, medical error and quality, and risk management.

What You Will Study

Didactic – Spring Semester I		Credits
MPAS 501	Professional Development I	1
MPAS 691	Patient-Centered Care I	2
MPAS 550	Mechanisms of Disease	2
MPAS 560	Clinical Pharmacology	2
MPAS 570	Applied Human Anatomy	4
MPAS 580	Medical Physiology	3
MPAS 590	History and Physical Examination	2
MPAS 590L	History and Physical Examination Lab	1

	Total	**17**
Didactic – Summer Semester I		**Credits**
MPAS 502	Professional Development II	1
MPAS 692	Patient-Centered Care II	1
MPAS 692L	Patient-Centered Care II Lab	1
MPAS 600	Clinical Nutrition	1
MPAS 601	Behavioral Dynamics	3
MPAS 602	Clinical Medicine IA	4
MPAS 603	Clinical Medicine IB	4
	Total	**15**

Didactic – Fall Semester I		**Credits**
MPAS 503	Professional Development III	1
MPAS 693	Patient-Centered Care III	1
MPAS 693L	Patient-Centered Care III Lab	1
MPAS 604	Cardiovascular-EKG	4
MPAS 605	Geriatrics	1
MPAS 606	Clinical Medicine IIA	4
MPAS 607	Clinical Medicine IIB	4
MPAS 613	Principles of Rural Appalachian Medicine	1
	Total	**17**

Didactic – Spring Semester II		**Credits**
MPAS 504	Professional Development IV	1
MPAS 694	Patient-Centered Care IV	1
MPAS 694L	Patient-Centered Care IV Lab	1
MPAS 608	Women's Health	3
MPAS 609	Pediatrics	3
MPAS 610	Emergency Medicine	3
MPAS 611	Surgery	1
MPAS 612	Clinical Medicine III	4
MPAS 614	Hospital Medicine	1
MPAS 699	Pre-Clinical Seminar	0
	Total	**18**
	Didactic Curriculum Total	**67**
Clinical – Summer Semester II		**Credits**
MPAS 505	Professional Development V	1
	Rotation 1	5
	Rotation 2	5
	Rotation 3	5
	Total	**16**
Clinical – Fall Semester II		**Credits**
MPAS 506	Professional Development VI	1
	Rotation 4	5
	Rotation 5	5
	Rotation 6	5
	Total	**16**
Clinical – Spring Semester III		**Credits**
Course	**Title**	**Credits**
MPAS 507	Professional Development VII	1

	Rotation 7	5
	Rotation 8	5
MPAS 799	Summative Seminar	0
	Total	**11**
	Clinical Curriculum Total	**43**
	Total Credit Hours for the Program	**110**

Medical Disciplines Covered by Clinical Medicine (CM) Courses
MPAS 602: CM IA – Hematology, Oncology, and Endocrinology
MPAS 603: CM IB – Infectious Disease, Ophthalmology, and Otorhinolaryngology
MPAS 606: CM IIA – Gastroenterology, Urology, Nephrology, and Men's Health
MPAS 607: CM IIB – Pulmonology and Neurology
MPAS 612: CM III – Musculoskeletal, Rheumatology, and Dermatology
Clinical Year Rotations
MPAS 701 Primary Care
MPAS 702 Internal Medicine
MPAS 703 Pediatrics
MPAS 704 Women's Health
MPAS 705 Emergency Medicine
MPAS 706 Surgery
MPAS 707 Psychiatry
MPAS 710 Elective

Admission Requirements

There are three admission pathways for the University of Charleston PA Program. General information about each pathway can be found below. Additional information for each pathway can be found on the PA Program Admissions webpage.

Traditional Admission Pathway

The Traditional Admission Pathway is available to applicants who will have earned a bachelor's degree (or higher) from a regionally or nationally accredited college or university by the time they matriculate into the program. Applicants can apply through the Centralized Application Service for Physician Assistants (CASPA). Applicants must meet all Traditional Admission Pathway requirements.

Fast Track Admission Pathway

The Fast Track Admission Pathway is available exclusively to full-time University of Charleston undergraduate students with no more than 30 credit hours from other institutions. Applicants must meet all Fast Track Admission Pathway requirements and can apply through the University's Application Portal. A bachelor's degree is required for those intending to practice in states where it is necessary for licensure; otherwise, it is not required. Highly motivated Fast Track students have the opportunity to enter the PA program after two and a half years of undergraduate work, contingent upon completion of all admission requirements and a successful interview. In as little as five years, a Fast Track student can earn a master's degree and quality to practice as a PA.

Transfer Admission Pathway

The Transfer Admission Pathway is designed for applicants who are currently or recently (within the past two CASPA application cycles) enrolled in an ARC-PA accredited program. Those whose programs are closing may also apply through this pathway. To be eligible, applicants must be in good academic standing as verified by official transcripts and in good professionalism standing as confirmed by a letter from their prior PA program. Applications can be submitted through the University's Application Portal. Only complete submissions that meet all Transfer Admission Pathway requirements will be considered. A bachelor's degree is required for applicants intending to practice in states where licensure mandates it; otherwise, it is not necessary.

International Applicants

To accurately assess U.S. educational equivalency, applicants who have completed coursework or earned a degree from an institution outside the United States must have their credentials evaluated by World Education Services (WES) or Education Credential Evaluators (ECE). Evaluation reports must be submitted directly from WES or ECE to CASPA.

Successful Admission and Progression

Admission

Comprehensive details about the UC PA Program admissions process can be found on the PA Program website. Interviews will be offered to the strongest academic applicants based on GPA and standardized test scores, with all qualifying Fast Track applicants guaranteed an interview. To be considered, applicants must meet the minimum admissions criteria for their selected pathway. Seat offers are determined by academic performance, education history, community involvement, healthcare experience, leadership, personal essay, commitment to underserved populations, references, resilience, and health reasoning skills. Additional consideration is given to applicants who reside in West Virginia or its bordering states, UC students and alumni, and those who demonstrate a strong fit for the program.

Progression

To advance through the program and graduate, students must achieve a grade of "B" or higher in all courses. Additionally, they must achieve good academic and professional standing prior to graduation. Further details can be found in the PA Program Academic Performance, Progression, and Remediation Policy.

FAMILY NURSE PRACTITIONER

Master of Science

Dr. Betty Beimel, Graduate Nursing Program Director

Program Mission Statement

The mission of the Master of Science in Nursing (MSN) program is to prepare ethical, safe, and effective advanced practitioners of professional nursing across the lifespan.

Program Description

The Master of Science in Nursing program prepares students for their role as an advanced practice nurse who functions as the primary care practitioner to individuals across the lifespan in a variety of inpatient and outpatient clinical settings.

The degree offers an emphasis on practice as a Family Nurse Practitioner (FNP), to enable students to take their career to a higher level. Through this program, you can develop the knowledge and skills to assume advanced practice roles. The didactic courses provide the knowledge, theoretical concepts, and research that inform today's patient care and evidence-based practice. The clinical courses enable students to gain skills in clinical decision making and differential diagnosis, patient teaching, assessments, and interventions.

Our degree enables graduates with the knowledge and skills to sit for the FNP national certification board examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). There is a 1:7 credit-to-contact hour ratio for practicum which includes a combined total of 787.5 hours for the program. This comprises 750 direct care clinical hours across the three clinical courses and virtual simulation that are incorporated into courses. There are two annual starts: fall and spring. There are two program options: accelerated/full- (five terms) and standard/part-time (seven terms). MSN FNP majors must meet all University of Charleston graduation requirements and complete all program and course assignments.

End of Program Learning Outcomes (EPSLO)

At the end of this course of study, the graduate will:

1. Demonstrate safe, high quality, patient-centered and population care in advanced practice nursing through relevant sciences and health promotion. [NONPF Role Core Competencies Domains 1 – 10; 2021 AACN Essentials 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
2. Apply evidence and research to support the Family Nurse Practitioner in practice. [NONPF Role Core Competencies Domains 1 – 10; 2021 AACN Essentials 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
3. Demonstrates the attributes of an advanced practice registered nurse. [NONPF Role Core Competencies Domains 1 – 10; 2021 AACN Essentials 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
4. Assess health outcomes within a systems framework using healthcare technology. [NONPF Role Core Competencies Domains 1 – 10; 2021 AACN Essentials 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]

What You Will Study

The MSN FNP degree program includes 42 credits of academic work.

Master of Science in Nursing – Family Nurse Practitioner – Required Courses		
Course	Title	Credits
NURSM 501	Advanced Practice Roles	3
NURSM 502	EBP Research	3
NURSM 503	Advanced Leadership	3
NURSM 504	IT in Advanced Practice	3
NURSM 505	Healthcare Policy	3
NURSM 510	Advanced Pathophysiology	3
NURSM 515	Advanced Pharmacology	3
NURSM 520	Advanced Assessment	3
NURSM 525	FNP Capstone	3
NURSP 625	Primary Care I	5
NURSP 635	Primary Care II	5
NURSP 645	Transitions: Advanced Nursing	5
Total Required Credits for MSN FNP degree focus:		42

Admission Requirements

To be considered for admission, applicants must:

- Have a BSN from an accredited institution with a minimum final GPA of 2.50 as evidenced by the final, official transcript with the BSN conferral. The institutional transcript documenting the BSN conferral

will be the only transcript required for a complete application packet. (BSN in progress may be considered for a conditional admission status.)
- Have a current, active, unencumbered US registered nurse (RN) license (Authorization to Test may be considered for a conditional admission status)
- Have a personal commitment to the rigor and time of the program
- Submit a written statement of purpose
- Submit the contact information for two (2) professional recommenders
- Submit a resume/curriculum vitae (CV)

Cohort size is limited and admission to the program is competitive. Application deadlines are posted online at www.ucwv.edu/academics/majors-degrees/master-of-science-in-nursing.

Transfer Students

The Capito Department of Nursing accepts transfer students for the master's degree program. In order to gain admission to the graduate nursing program students must:

- Have a GPA of 2.50 or greater in the master's degree program from which the student wishes to transfer.
- Transferred courses must have been taken for credit.
- Students may transfer nursing courses where a 'B' or higher has been obtained except any courses where APEA is used with standardized testing.
- Individual consideration for course acceptance will be evaluated prior to transfer credit being confirmed
- No more than 9 credits will be accepted for transfer.
- Credit for other graduate nursing courses earned more than five (5) years ago cannot be transferred.
- Course syllabi and transcripts are required for review by the program faculty in order to determine the number of possible transfer credits accepted. Course equivalency will be evaluated by the faculty currently teaching the UC version of the course. The designated faculty will make a recommendation to the Program Director regarding the substitution.

Additional Requirements

MSN FNP majors must meet all University of Charleston graduation requirements and complete all program and course assignments.

Master of Science In Occupational Therapy

Dr. Nicole Scheiman, Program Director

Program Mission Statement

The mission of the Master of Science in Occupational Therapy Program is to prepare future occupational therapy professionals with a commitment to moral purpose and personal character, who embody and enable purposeful occupational engagement for all people who experience limitations in participation, promote health and well-being across the lifespan, and within diverse contexts. Students develop the knowledge, abilities and character to be life-long learners, use critical thinking and clinical reasoning to create innovative, evidence-based solutions to society's increasingly complex and ever-changing needs, and lead a life rich in productive work and community involvement.

Program Description

The Master of Science in Occupational Therapy program is a twenty-four (24) month program designed to prepare qualified entry level occupational therapists. Freshman and transfer students enter an accelerated occupational therapy program completing an undergraduate degree and the Master of Science Degree in 5 years. Students must meet the outlined criteria in order to advance to the professional phase of the program. The program is structured as a hybrid curriculum combining online class instruction with hands on learning laboratories on campus. The curriculum interweaves 4 threads throughout the courses: Occupation, Clinical Reasoning, Evidence-Based Practice, and Professional Identity. The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number, c/o AOTA, is (301) 652-AOTA (2682) or (301) 652-6611, and its web address is www.acoteonline.org.Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Learning Outcomes

Graduates from the Master of Science in Occupational Therapy program at the University of Charleston will:

1. Promote the distinct value of occupation and the importance of meaningful occupation to enhance the overall health and well-being of persons, groups, communities, and populations.
2. Analyze the constructs and contexts from the Occupational Therapy Practice Framework (OTPF) that promote and enhance engagement in meaningful occupations to identify and meet the needs of persons, groups, communities, and populations.
3. Demonstrate effective critical thinking skills to evaluate evidence, develop innovative practice ideas, use a variety of knowledge sources, and be intellectually flexible to meet the occupational demands of an ever-changing world.
4. Use clinical reasoning skills to develop and provide occupational therapy services that are appropriate, effective, culturally sensitive, theory-driven, evidence-based, client-centered, and target meaningful occupations.
5. Reflect on the outcomes of interventions and the therapy process to facilitate professional development and a zest for life-long learning.
6. Assess through standardized and non-standardized means the well-being and occupational engagement of oneself and those who may need occupational therapy services to determine unmet needs and develop a plan for intervention or programming that addresses these needs to promote health and well-being, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation for individuals, families, communities, and populations.
7. Communicate effectively in both intraprofessional and interprofessional contexts to promote the profession and the distinct value of occupation in meeting the needs of those we serve.
8. Develop a strong professional identity and deep understanding of the various roles of the occupational therapy practitioner (mentor, educator, practitioner, and researcher), increased self-awareness, and increased self-efficacy through consistent self-reflection.
9. Obtain the knowledge and skills needed to be a generalist practitioner with a commitment to moral purpose and personal character who provides services and supervision that are ethically sound, within the scope of practice of the profession, and in accordance with the accompanying state practice act.
10. Demonstrate cultural humility and ethical decision making necessary to provide compassionate care to all clients, members of the care team, stakeholders, and community partners to support

human occupation regardless of the beliefs, practices, backgrounds, income, identity, of those we serve.

What You Will Study

The Master of Occupational Therapy program awards the MSOT degree at the successful completion of twenty-four (24) months of study.

Plan of Study

Summer I

	Course Title	Credit Hour
MSOT 510	Occupational Therapy Process and Evaluation	4
MSOT 511	Foundations of Occupational Therapy	3
MSOT 512	Ethics in Occupational Therapy Practice	1
MSOT 514	Introduction to Practice Settings	1
MSOT 515	Occupation Based Kinesiology	3
MOST 516	Introduction to Evidence-Based Practice and Research	3
		15

Fall I

	Course Title	**Credit Hour**
MSOT 520	Occupational Therapy Process and Evaluation – Pediatrics	5
MSOT 521	Occupational Therapy Intervention – Pediatrics	4
MSOT 522	Level I Fieldwork A – Pediatrics	1
MSOT 524	Activity and Occupational Analysis	2
MSOT 525	Assistive Technology in Occupational Therapy	2
MSOT 526	Research – Data Analysis and Dissemination	3
		17

Spring I

	Course Title	**Credit Hour**
MSOT 530	Occupational Therapy Process and Evaluation – Physical Disabilities	5
MSOT 531	Occupational Therapy Intervention – Physical Disabilities	5
MSOT 532	Level I Fieldwork B – Physical Disabilities	1
MSOT 535	Administration, Management, and Leadership	2
MSOT 536	Capstone	2
		15

Summer II

	Course Title	**Credit Hour**
MSOT 540	Occupational Therapy Process and Evaluation – Mental Health	4
MSOT 541	Occupational Therapy Intervention – Mental Health	5
MSOT 542	Level I Fieldwork C – Mental Health	1
MSOT 544	Communities and Populations	3
MSOT 545	The Occupational Therapist as an Innovator	2

		15

Fall II

	Course Title	Credit Hour
MSOT 550	Level II Fieldwork A	12
MSOT 552	Culminating Competency and Fieldwork Preparation	2
MSOT 553	Clinical Reasoning and Application in Practice Seminar I	1
		15

Spring II

	Course Title	Credit Hour
MSOT 560	Level II Fieldwork B	12
MSOT 562	Leadership and Transition to Professional Practice	2
MSOT 563	Clinical Reasoning and Application in Practice Seminar II	1
		15

Admission Requirements

The program offers three tracks for admissions: high school, undergraduate, and graduate entry.

High School Track

Qualified high school students can apply for admission to the pre-professional occupational therapy program. Once at the University of Charleston, students must take the designated prerequisites, complete the general education requirements, and the coursework related to their undergraduate major (e.g. exercise science). To transition into the professional phase of the program, they must demonstrate a 3.0 overall grade point average and earn a 'C' or higher in each prerequisite course and complete a minimum of 82 credit hours including 8 at the upper division level (300 – 400 level). Students who fulfill the general education requirements of the University of Charleston will earn a bachelor's degree after successful completion of the first year of the professional phase of the occupational therapy program.

Undergraduate Transfer Track

Students without an earned bachelor's degree can apply for admission to the pre-professional occupational therapy program. Once at the University of Charleston, students must take the designated prerequisites, complete the general education requirements, and the coursework related to their undergraduate major (e.g. exercise science). To transition into the professional phase of the program, they must demonstrate a 3.0 overall grade point average and earn a 'C' or higher in each prerequisite course and complete a minimum of 82 credit hours including 8 at the upper division level (300 – 400 level). Students who fulfill the general education requirements of the University of Charleston will earn a bachelor's degree after successful completion of the first year of the professional phase of the occupational therapy program.

Graduate Track

Students with an earned bachelor's degree can apply for admission to the professional phase of the occupational therapy program. Applicants must earn a 'C' or higher in each prerequisite course. Applicants with a 3.0 overall GPA will be automatically reviewed for admission. Applicants with a 2.5-2.9 overall GPA may be considered if prerequisite coursework GPA is 3.0 or higher.

Graduate admission and progression requirements to the professional phase of the MSOT program include:

1. Prerequisite coursework completed prior to starting the professional phase with the grade of a "C" or higher:
    - Statistics (3 credit hours)
    - Biology with Lab (4 credit hours)
    - Anatomy and Physiology with labs (8 credit hours)
    - Medical Terminology (1-3 credit hours)

- Sociology (3 credits)
- Introduction to Psychology (3 credit hours)
- Life-Span Development (3 credit hours)
- Abnormal Psychology (3 credit hours)

2. Cumulative GPA of 3.0

3. Students applying for direct admission to the professional phase of the program must include:
   a. A brief typed essay (300 words or less) responding to the prompt: Describe your personal characteristics and experiences that you believe will lead to your success in the occupational therapy profession.
   b. A resume documenting your academic and work experiences.

4. A bachelor's degree is not required for admission to the MSOT program. Students who are admitted to MSOT without a conferred undergraduate degree may work with their advisor to see if they are eligible for bachelor's degree conferral after their first year of professional course work. If not, they will be awarded a Master of Science in Occupational Therapy after successful completion of the program.

Offers of acceptance will be provided based upon cohort space availability.

Preference for admission to the professional phase of the MSOT program is given to University of Charleston students and alumni who:

1. Demonstrate a minimum 3.0 cumulative grade point average in all major and general education requirements by the end of the spring semester of Year Three of the Pre-Professional phase of study.
2. Complete a minimum of 82 college credits including a minimum of 8 credit hours at the 300 and 400 level.
3. Demonstrate completion of all general education core and prerequisite courses.
4. Demonstrate a minimum 3.0 overall grade point average and a grade of 'C' or higher in each prerequisite course.

International student applicants to the MSOT program must follow the University of Charleston international student admissions processes and complete the prerequisite criteria.

The MSOT program utilizes a rolling admission process. Candidates are accepted until the classes start or until the class size reaches its maximum number. Applications open in July of each year.

Doctorate of Nurse Anesthesia Practice

Dr. Megan Orphanos, Program Director

Program Mission Statement

The CAMC/UC School of Nurse Anesthesia believes in the mission, philosophy, and goals of the CAMC Institute of Academic Medicine (IAM) as well as the University of Charleston, and we will strive, as a school and as individuals, to make them the foundation of our activities. We are committed to excellence in the education and development of selected Registered Nurses to become Certified Registered Nurse Anesthetists. We believe that education offered and received, in a positive environment, will have a positive impact on the quality of patient care, self-concept of the student, and the internal and external view of the institution.

Program Description

CAMC/UC School of Nurse Anesthesia: The Charleston Area Medical Center/University of Charleston School of Nurse Anesthesia offers a thirty-six (36) month program of theoretical instruction and clinical experiences planned to prepare qualified graduate registered nurses to render professional service in the field of nurse anesthesia. Nurse anesthetists at the practice doctorate level offer additional value to the health care system by their expertise in advanced leadership, policy, management, interdisciplinary practice, and evidence-based care. DNAP graduates will have a particularly high level of proficiency in the management of anesthesia care delivery. The missions of Charleston Area Medical Center, CAMC Institute of Academic Medicine (IAM), and University of Charleston (UC) set the stage for the Doctor of Nurse Anesthesia Practice (DNAP), degree program through their commitment to graduate education and improved patient care. The DNAP program mission is for Charleston Area Medical Center and University of Charleston School of Nurse Anesthesia to jointly offer a practice oriented Doctoral degree program in Nurse Anesthesia Practice.

Program Learning Outcomes

At the end of this course of study graduates will

1. The student will be able to personally clarify the importance of high individual ethical standards in the delivery of health care and nurse anesthesia services.
2. The student will be able to communicate appropriately, orally and in writing, within a professional healthcare delivery environment.
3. The student will demonstrate evidence-based research competence.
4. The student will demonstrate skills and knowledge required for advanced nurse anesthesia practice.
5. The student will collaborate within interdisciplinary teams to plan, provide, manage, and evaluate patient care.
6. The student will integrate health care policy into the departmental management of health care services.

What You Will Study

The CAMC/ UC School of Nurse Anesthesia program awards the Doctor of Nurse Anesthesia Practice (DNAP), degree at the successful completion of the thirty-six (36) months of study.

Plan of Study

Fall I

Prefix	Course Title	Credit Hour
DNAP 700	Overview of Anesthesia Practice, Standards and Orientation	3
DNAP 716	Advanced Cellular Physiology for Nurse Anesthesia	2
DNAP 713	Advanced Pharmacology I	3
MBA 721	Healthcare Informatics*	3
DNAP 702	Advanced Assessment	3
		14

*7-week course

Spring I

Prefix	Course Title	Credit Hour
DNAP 734	Basic Principles of Nurse Anesthesia Practice	5
DNAP 714	Advanced Pharmacology II	4
DNAP 717	Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Cardiac	3

DNAP 800	Introduction to US/POCUS	1
		13

Summer I

Prefix	Course Title	Credit Hour
DNAP 718	Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Respiratory and Renal	3
DNAP 715	Chemistry, Physics, and Biochemistry for Nurse Anesthesia	2
DNAP 801	Regional Anesthesia and Pain Management I	3
DNAP 745	Advanced Principles: Obstetric, Pediatric and Geriatric Clinical Case Management	6
DNAP 901	Clinical Practicum	1
		15

Fall II

Prefix	Course Title	Credit Hour
DNAP 719	Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Neuro and Endocrine	3
DNAP 802	Regional Anesthesia and Pain Management II	3
MBA 722	Healthcare Economic*	3
MBA 723	Healthcare Policy and Ethics*	3
DNAP 902	Clinical Practicum	2
		14

Spring II

Prefix	Course Title	Credit Hour
DNAP 903	Clinical Practicum	3
DNAP 720	Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Liver, GI and Musculoskeletal	3
DNAP 701	EBP Research	3
		9

*7-week course

Summer II

Prefix	Course Title	Credit Hour
DNAP 904	Clinical Practicum	6
DNAP 830	DNAP Project	3
DNAP 835	Anesthesia Crisis Management	3
		12

Fall III

Prefix	Course Title	Credit Hour
DNAP 905	Clinical Practicum	6
DNAP 831	DNAP Project	3
		9

Spring III

Prefix	Course	Credit Hour
DNAP 906	Clinical Practicum	6
DNAP 815	Management and Leadership	6
		12

Summer III

Prefix	Course Title	Credit Hours
DNAP 907	Clinical Practicum	6
DNAP 850	Comprehensive Review	2
		8

Admission Requirements

Admission to the DNAP program is competitive and cohorts are selected once per year for a fall term start. Our student enrollment criteria ensure our students are appropriate for our profession and have the ability to benefit from our education. Minimum application requirements include:

1. Graduate from an approved baccalaureate program in nursing.
2. Minimum overall undergraduate grade point average of 3.0.
3. A current, valid, professional registered nursing license in one jurisdiction of the United States, which satisfies the requirements of the West Virginia Board of Examiners for Registered Professional Nurses. Once admitted, the school requires all in state and out of state students to maintain licensure in the State of West Virginia or qualifying compact state licensure.
4. A minimum of one-year full-time work experience (two years preferred) or its part time equivalent, as an RN in a critical care setting. Applicants must be currently working in an intensive/critical care unit. The applicant must have developed as an independent decision-maker, capable of using and interpreting advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
5. Hold active certifications in ACLS, BLS, and PALS.
6. Completion of all admissions forms.
7. Resume detailing education and work experience.
8. Transcripts from all the universities attended must be sent.
9. Following initial application review, a group of applicants will be invited to campus for an admissions interview process to determine final admissions decisions.

Additional Requirements

1. Satisfactory completion of didactic requirements.
2. Satisfactory completion of all clinical requirements.
3. Demonstrate satisfactory completion of Core Competencies.
4. Meet minimum required score on the Self-Evaluation Examination (SEE).
5. Satisfactory completion of all records.
6. Payment in full of all tuition and fees.
7. Recommendations of the faculty.
8. Have a minimum DNAP GPA of 3.0.
9. Complete all program requirements within 5- years of matriculation into the DNAP program. Extenuating circumstances may be considered on a case-by-case basis.
10. Must be in good academic and professional standing with the program.

Doctor of Physical Therapy

Dr. Steven G. Lesh, Program Director

Program Mission and Vision Statements

Mission of the UC Doctor of Physical Therapy Program : Empowering skilled physical therapists to address the diverse physical healthcare requirements of the greater Appalachian region through specialized training, compassionate care, and community engagement.

Vision of the UC Doctor of Physical Therapy Program : Equipping future physical therapy professionals with the capacity to embody excellence as productive members of the healthcare community.

Program Description

The University of Charleston's Doctor of Physical Therapy (UC DPT) Program is a cutting-edge initiative designed to meet the growing demand for skilled physical therapists in the greater Appalachian region and beyond. Our program is built on a foundation of excellence, compassion, and community engagement, equipping future physical therapy professionals as productive members of the healthcare community. A prominent and guiding theme that permeates the curriculum is the development of effective and efficient skills and abilities to help manage people living with painful conditions. The graduate will develop a deep appreciation for the unique lived experiences and values that shape each patient's journey. Our rigorous curriculum combines advanced theoretical knowledge with extensive hands-on experience, ensuring that graduates are well-equipped to address the diverse physical healthcare requirements of individuals across the lifespan. We believe that combining technical expertise with compassion is key to providing exceptional physical therapy services and improving overall patient outcomes.

By choosing the UC DPT program, you're taking the first step towards a rewarding career as a physical therapist. Our program will empower you with the knowledge, skills, abilities, and compassion needed to make a significant impact on the health and well-being of individuals and communities in the Appalachian region and beyond. Join us in our mission to elevate the standard of physical therapy care and become a productive member of the healthcare community.

The following are highlights of our program:

- Innovative hybrid curriculum blending remote stay-at-home-learning with on campus immersive experiences
- 8 graduate semesters post bachelor's degree (120 credits)
- State of the technology and facilities
- Central curricular theme is contemporary patient pain management
- Focus on rural health issues
- Cohort size is 40 students admitted annually starting in the summer of each year
- Integrated opportunity to complete an MBA from the University of Charleston

Accreditation Statements

The University of Charleston has submitted documentation to the accreditor and is pending HLC (The Higher Learning Commission; https://www.hlcommission.org) approval to become a new physical therapist education program.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states. Candidacy is considered to be an accredited status, as such the credits and degree earned from a program with Candidacy status are considered, by CAPTE, to be from an accredited program. Therefore, students in the charter (first) class should be eligible to take the licensure exam even if CAPTE withholds accreditation at the end of the candidacy period. That said, it is up to each state licensing agency, not CAPTE, to determine who is eligible for licensure. Information on licensing requirements should be directed to the Federation of State Boards of Physical Therapy (FSBPT | http://www.fsbpt.org) or specific state boards. A list of state boards and contact information is available on FSBPT's website: https://www.fsbpt.org/Free-Resources/Licensing-Authorities-Contact-Information

The University of Charleston is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on November 1, 2025. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

To find out more about our program, visit the DPT Program Website (https://www.ucwv.edu/pt).

Program Learning Outcomes / Goals (Student & Graduate)

I. Personify the skill sets necessary to thrive in modern society as a physical therapist.

II. Collaborate with clinical personnel and community partners to promote the effective and efficient delivery of services to meet public health needs.

III. Administer contemporary care for the patient or client presenting with painful conditions or syndromes.

IV. Provide physical therapy services throughout greater Appalachia.

V. Create a positive impact on the community.

What You Will Study

The UC Physical Therapy program awards the Doctor of Physical Therapy (DPT) degree at the successful completion of 120 credit hours over 8 terms of study including didactic, laboratory, and clinical experiences.

Plan of Study

Term 1 | Summer 1 | Year 1

DPT 711 | Autonomous Practitioner 1: Foundations | 3 Credit Hours

DPT 712 | Clinical Skills for the Physical Therapist | 3 Credit Hours

DPT 713 | Functional Anatomy | 3 Credit Hours

DPT 714 | Movement Science | 3 Credit Hours

DPT 719L | Integrated Learning Lab 1 | 3 Credit Hours

Term Credit Hours = 15

Term 2 | Fall 1 | Year 1

DPT 721 | Therapeutic Interventions 1 | 2 Credit Hours

DPT 722 | Specialty Practice 1: Pain Science | 3 Credit Hours

DPT 723 | Autonomous Practitioner 2: Healthy Living | 3 Credit Hours

DPT 724 | Neuroscience for the Physical Therapist | 2 Credit Hours

DPT 725 | Professional Roles, Growth & Development 1 | 2 Credit Hours

DPT 729L | Integrated Learning Lab 2 | 3 Credit Hours

Term Credit Hours = 15

Term 3 | Spring 1 | Year 1

DPT 731 | Therapeutic Interventions 2 | 3 Credit Hours

DPT 732 | Evidenced-Informed Practice | 3 Credit Hours

DPT 733 | Specialty Practice 2: Prosthetic, Orthotic, and Assistive Technologies | 2 Credit Hours

DPT 734 | Autonomous Practitioner 3: Diagnostic Imaging | 2 Credit Hours

DPT 735 | Autonomous Practitioner 4: Pharmacology | 2 Credit Hours

DPT 739L | Integrated Learning Lab 3 | 3 Credit Hours

Term Credit Hours = 15

Term 4 | Summer 2 | Year 2

DPT 841 | Specialty Practice 3: Integumentary | 3 Credit Hours

MBA 721 | Healthcare Informatics* | 3 Credit Hours

DPT 842 | Orthopedic Practice 1: Differential Diagnosis | 2 Credit Hours

DPT 843 | Neurologic Practice 1: Differential Diagnosis | 2 Credit Hours

DPT 844 | Cardiovascular & Pulmonary Practice 1: Differential Diagnosis | 2 Credit Hours

DPT 849L | Integrated Learning Lab 4 | 3 Credit Hours

Term Credit Hours = 15

*7-week course

Term 5 | Fall 2 | Year 2

DPT 851 | Orthopedic Practice 2: Applications | 3 Credit Hours

DPT 852 | Neurologic Practice 2: Applications | 3 Credit Hours

DPT 853 | Cardiovascular & Pulmonary Practice 2: Critical Care | 3 Credit Hours

DPT 854 | Specialty Practice 4: Geriatrics | 3 Credit Hours

DPT 859L | Integrated Learning Lab 5 | 3 Credit Hours

Term Credit Hours = 15

Term 6 | Spring 2 | Year 2

DPT 861 | Orthopedic Practice 3: Cases | 2 Credit Hours

DPT 862 | Neurologic Practice 3: Cases | 2 Credit Hours

DPT 863 | Cardiovascular & Pulmonary Practice 3: Cases | 2 Credit Hours

DPT 864 | Professional Roles, Growth & Development 2 | 2 Credit Hours

DPT 868 | Clinical Immersion and Professional Practice 1 | 4 Credit Hours

DPT 869L | Integrated Learning Lab 6 | 3 Credit Hours

Term Credit Hours = 15

Term 7 | Summer 3 | Year 3

DPT 971 | Therapeutic Interventions 3 | 2 Credit Hours

DPT 972 | Specialty Practice 5: Pelvic Health | 2 Credit Hours

DPT 973 | Specialty Practice 6: Pediatrics | 2 Credit Hours

DPT 974 | Professional Roles, Growth & Development 3 | 1 Credit Hours

MBA 673 | Applied Marketing* | 3 Credit Hours

DPT 978 | Clinical Immersion and Professional Practice 2 | 4 Credit Hours

DPT 979L | Terminal Learning Lab | 1 Credit Hours

Term Credit Hours = 15

*7-week course

Term 8 | Fall 3 | Year 3

MBA 671 | Management* | 3 Credit Hours

MBA 723 | Healthcare Policy & Ethics* | 3 Credit Hours

DPT 981 | Specialty Practice 7: Sports | 2 Credit Hours

DPT 988 | Clinical Immersion and Professional Practice 3 | 7 Credit Hours

Term Credit Hours = 15

*7-week course

Admission Requirements

The Doctor of Physical Therapy program at University of Charleston participates in the Physical Therapist Centralized Application Service, known as PTCAS, for the 2025-26 admissions cycle. Applicants applying to the University of Charleston physical therapist education program for the 2026 entering class will apply online using the PTCAS application beginning in June 2025. To learn more about PTCAS, visit [www.apta.org/cas/ptcas].

The University of Charleston Doctor of Physical Therapy prerequisites standards establish a minimum requirement to be eligible for admission consideration. However, the program is competitive, and meeting the minimum requirements does not guarantee admission. The following includes the required admissions prerequisite standards:

1. Bachelor's degree (any major) from a body recognized by the Department of Education (DoE) and/or Council for Higher Education Accreditation (CHEA)

2. GPA: 3.00 Prerequisite (best case scenario on repeats except psychology)
3. GPA: 2.75 Overall (or 3.25 in last 60 hours may be considered for overall)
4. GRE: Not required
5. References: 2 letters from appropriate sources which include, but are not limited to, the following: physical therapist, academic faculty/advisor, supervisors, physical therapist assistant, coworker, coach, and/or clergy
6. Observation Hours: Recommended, but not required
7. Background Check: No
8. Interviews: No, but campus visit, in person or virtual, are highly recommended.
9. Course Work:
    a. Anatomy with lab (either standalone or combined) or equivalent
    b. Physiology with lab (either standalone or combined) or equivalent
    c. Biology with lab (1) or equivalent
    d. Chemistry with lab (full sequence) or equivalent
    e. Physics with lab (full sequence) or equivalent
    f. Psychology (1) or equivalent
    g. Statistics or equivalent

All prerequisite courses should be completed or in progress by the application deadline with a grade of C or better from an appropriately accredited institution. Prerequisite science courses should be current within the past 10 years. Prerequisite courses should not be taken as a P/F option. International applicants must meet established University admission requirements including English proficiency. Applicants may submit to the admissions chair a request for a waiver of standards making a case because their respective situation, background or experience is relevant to the application process. The UC Doctor of Physical Therapy Program reserves the right to make exceptions to these requirements in extraordinary circumstances.

Clinical Education Requirements

The UC DPT program offers a comprehensive clinical education experience designed to enhance students' practical skills and professional development. The program includes three clinical education experiences totaling 30 weeks, with two 8-week rotations and one 14-week terminal experience. These placements provide students with diverse healthcare settings, including at least one rotation in Greater Appalachia and opportunities to manage patients or clients with painful conditions. The UC DPT program fosters quality clinical education opportunities that develop students' patient management, inter-professional collaboration, and clinical decision-making skills. Students should be prepared for additional site-specific requirements, such as background checks, drug screens, and immunizations. The program encourages students to proactively address any concerns regarding such requirements or potential licensing issues with the Director of Clinical Education well in advance of their clinical placements.

Successful Completion of the DPT Program

To successfully graduate from the UC DPT program, a student must: 1) pass all required courses within the curriculum with a final grade of A, B, C or P, 2) sufficiently complete all required elements included in “Path to Excellence” Portfolio, and 3) complete university requirements related to graduation.

SCHOOL OF LEADERSHIP

Dr. Kristen Dugan, Dean

The School of Leadership builds a thriving community of learners and practitioners in a world of accelerating change and complexity. The School of leadership offers undergraduate, graduate and doctoral programs. Program requirements can be found in the program descriptions that follow.

Majors in the Department

Associate of Science:

FRONTLINE LEADERSHIP

WORKFORCE LEADERSHIP

CYBERSECURITY

Bachelor of Science:

ORGANIZATIONAL LEADERSHIP

CRIMINAL JUSTICE LEADERSHIP

CYBERSECURITY

Minors

ORGANIZATIONAL LEADERSHIP

CRIMINAL JUSTICE LEADERSHIP

Master of Science:

STRATEGIC LEADERSHIP

- STRATEGY AS PRACTICE Concentration
- BUSINESS LEADERSHIP Concentration
- HEALTHCARE LEADERSHIP Concentration
- LOGISTICS & SUPPLY CHAIN LEADERSHIP Concentration
- CRISIS LEADERSHIP Concentration

CYBERSECURITY

- CYBERSECURITY STRATEGY Concentration
- CYBERINTELLIGENCE Concentration
- INFORMATION ASSURANCE Concentration

DOCTOR OF EXECUTIVE LEADERSHIP

Undergraduate Certifications

SECURITY ANALYSIS

CONTEMPORY LEADERSHIP

WORKFORCE READINESS

WORKFORCE TRANISTIONS

Graduate Certifications

STRATEGIC LEADERSHIP

Accreditation

The University of Charleston has maintained regional accreditation by the Higher Learning Commission since 1958. The Accreditation Council of Business Schools and Programs (ACBSP) recognizes programmatic accreditation for the A.S., B.S. and M.S. degrees with Cybersecurity and Leadership majors, and the Doctor of Executive Leadership.

Associate of Science in Cybersecurity Major

Dr. Adam Beatty Program Director

Associate of Science Cybersecurity Program Mission

The mission of the (ASCS) Associates of Science in Cybersecurity provides the problem solving technical competencies and security practitioner skills to defend the security domain as competent members in the field of cybersecurity.

Program Description

The Associate of Science in Cybersecurity is a 2-year, online degree-program that can be taken full time or part time and is designed for entry level students and working adults. Graduates will be prepared to contribute to and lead others in the quickly evolving dimensions of Information Technology (IT) related to cybersecurity. The Program provides opportunities for students to acquire the knowledge, skills, and experience necessary for demonstration of competency in the field of cybersecurity at the associates level.

Graduates will be prepared to contribute to the evolving dimensions of Information Technology (IT) related to cybersecurity.

Lab and hands on activities with the use of industry related certification material is utilized throughout the curriculum.

Graduates will be prepared to conduct the seven main categories of cyber operations as defined by the National Cybersecurity Workforce framework. They will be able to: (1) securely provision, (2) operate and maintain, (3) protect and defend, (4) investigate, (5) collect and operate, (6) analyze, and (7) provide oversight and development. Simplified, graduates will be prepared for a variety of careers in the rapidly growing industry of cybersecurity.

The National Cybersecurity Workforce Framework and U.S. Department of Labor have identified potential job opportunities for graduates of cybersecurity programs that include, but are not limited to:

- Information Security Analyst
- Information Systems Security Engineer
- Intrusion Detection System (IDS) administrator, engineer, or technician
- Network Administrator
- Computer Crime Investigator
- Cyber Trainer

Program Outcomes

The graduate will:

1. Identify security vulnerabilities, protection methods, and tools to help mitigate security risks.
2. Provide input for cybersecurity operational plans for individuals, corporations, governmental services, and/or the national community.
3. Utilize tools to help detect security risks, threats, and vulnerabilities.
4. Collaborate with teams to communicate cyber threats and technical remediation strategies in both verbal and written formats.
5. Integrate technical skills with operational plans to inform organizational security awareness activities, based on proven industry practices, for people, processes, and systems.

Curriculum

33 Hours Cybersecurity Major Courses

27 Hours (+/-) Foundational Courses

A.S. Cybersecurity Major Courses (33 credits)*	
Course	**Credits**
ORGL 150: Intro to Professional Development	3
CYBR 100: Intro to Computers (or A+ Certification)	3
CYBR 110: Intro to Networking (or Network + Certification	3
CYBR 120: Intro to Security (or Security + Certification)	3
CYBR 130: Introduction to Programming	3
CYBR 200: Introduction to Databases	3
CYBR 210: Network Security Architecture	3
CYBR 220: Security Vulnerability Analysis	3

CYBR 230: Offensive Security Exploitation	3
CYBR 240: Security and Data Privacy	3
CYBR 250: Cloud Computing	3
Total	**33**
Foundational Courses (27 credits)*	
Course	**Credits**
ENGL 101: Freshman Writing I	3
ENGL 102: Freshman Writing II	3
SPCH 103: Oral Communication Fundamentals	3
ENGL 224: American Literature Survey	3
HIST 211/212: World Cultures I/II	3
SSCI 105: Issues in Social Science	3
HUMN 110: Unheard Voices	3
NSCI 117: Why Science Matters	3
MATH 120: Intermediate Algebra	3
Total	**27**

* Some foundational course requirements may be met with transfer credits; this will vary by student.

Transfer Credit

Undergraduate students enrolled in an undergraduate degree or certificate program must complete at least 25% of the total credits required for the program while in residence at the University of Charleston. The minimum residency requirement for an associate degree is 15 credits. The minimum residency requirement for a bachelor's degree is 30 credits. The minimum residency requirement for a certificate program is 3 credits

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Minimum requirements include:

Decisions on the acceptance of transfer equivalencies within the major are made by the program faculty;

60 earned academic credits;

Fulfillment of all general education requirements;

15 resident credits;

Fulfillment of all requirements and outcomes of the academic program;

Cumulative University of Charleston grade point average of 2.0; and

Demonstration of achievement of exit-level standard on discipline and program outcomes

Bachelor of Science in Cybersecurity Major

Dr. Adam Beatty, Program Director

Cybersecurity Program Mission

The mission of the B.S. in Cybersecurity is to prepare graduates with the ability to apply learned skills and experiential knowledge of security technology to make a significant contribution to the information security of individuals, corporations, governmental services and the national community.

Program Description

The Bachelor of Science in Cybersecurity is a 2-year, online degree-completion program that can be taken full time or part time and is designed for working adults who already have some college credit. Graduates will be prepared to contribute to and lead others in the quickly evolving dimensions of Information Technology (IT) related to cybersecurity. The Program provides opportunities for students to acquire the knowledge, skills, and experience necessary for demonstration of competency in the field of cybersecurity at the baccalaureate level.

Graduates will be prepared to contribute to and lead others in the quickly evolving dimensions of technology related to cybersecurity.

Graduates will be prepared to conduct the seven main categories of cyber operations as defined by the National Cybersecurity Workforce framework. They will be able to: (1) securely provision, (2) operate and maintain, (3) protect and defend, (4) investigate, (5) collect and operate, (6) analyze, and (7) provide oversight and development. Simplified, graduates will be prepared for a variety of careers in the rapidly growing industry of cybersecurity.

The National Cybersecurity Workforce Framework and U.S. Department of Labor have identified potential job opportunities for graduates of cybersecurity programs that include, but are not limited to:

- Information Security Analyst
- Information Systems Security Engineer
- Intrusion Detection System (IDS) administrator, engineer, or technician
- Network Administrator
- Computer Crime Investigator
- Cyber Trainer
- Chief Information Security Officer (CISO)

Program Outcomes

The graduate will:

1. Establish and supervise legal and ethical practices in the cybersecurity arena;
2. Develop and implement a comprehensive cybersecurity strategic plan for individuals, corporations, governmental agencies, or the national community;
3. Detect, assess, and remediate ongoing cybersecurity threats and vulnerabilities;
4. Effectively communicate cybersecurity threats and remediation strategies across organizational levels in both verbal and written formats; and
5. Integrate knowledge, software and hardware capabilities, and threat and vulnerability awareness across varying technology formats, such as operating systems, networking, social media, mobile and handheld devices.

What You Will Study

Students in the Cybersecurity program complete foundational courses (24 credits), Cyber required courses (33 credits), Organizational Leadership required courses (18 credits), and general electives (45 credits), for a total of 120 credits.

Foundational Courses (24 credits)*	
Course	**Credits**
ENGL 101: Freshman Writing I	3
ENGL 102: Freshman Writing II	3
SPCH 103: Oral Communication Fundamentals	3
SSCI 105: Issues in Social Science	3
HIST 211 or 212: World Cultures I or World Cultures II	3
HUMN 110: Unheard Voices	3
NSCI 117: Why Science Matters	3
MATH 116 or 120: Intermediate Algebra	3

Total	**24**

- Some foundational course requirements may be met with transfer credits; this will vary by student.

B.S. Cybersecurity Major Courses (33 credits)	
Course	**Credits**
CYBR 100: Intro to Computers (or A+ Certification)	3
CYBR 110: Intro to Networking (or Network + Certification	3
CYBR 120: Intro to Security (or Security + Certification)	3
CYBR 310 Cybersecurity Strategy	3
CYBR 320 Ethical Hacking & Countermeasures (Certified Ethical Hacker)	3
CYBR 330 Incident Handler	3
CYBR 340 Security Analysis	3
CYBR 410 Certified Information Systems Security Professional - Phase I	3
CYBR 415 Certified Information Systems Security Professional - Phase II	3
CYBR 440 Advanced Security Trends	3
CYBR 450 Cybersecurity Capstone	3
Total	**33**

Minor Electives (18 credits)	
Organizational Leadership Minor	
ORGL 151 Introduction to Business	3
ORGL 309: Collaborative Leadership	3
ORGL 402: Organizational Behavior	3
ORGL 430: Leading Teams: Practicum	3
ORGL 401: The Learning Organization	3
ORGL 406: Organizational Development & Change	3
Total	**18**
General Electives	**45**
Total credits for program	**120**

Transfer Credit

Undergraduate students enrolled in an undergraduate degree or certificate program must complete at least 25% of the total credits required for the program while in residence at the University of Charleston. The minimum residency requirement for a bachelor's degree is 30 credits.

Admission Requirements

Applicants must gain general admission to the university, have a 60-credit associate degree in Cybersecurity or another technology-related field from a regionally accredited college or university **or** have a minimum of 60 semester credit hours with the primary focus on technology. **The 60 credits must include 9 credits of prerequisite courses or certifications as noted below.** Applicants must have a minimum GPA of 2.0.

Additional Requirements

- Completion of all University of Charleston Foundation Course Outcomes;
- Completion of 120 credits, including transfer credit;
- Completion of 24 credits of Foundational Courses;
- Completion of 33 credits within UC's cybersecurity curriculum;
- Completion of 18 credits within UC's organizational leadership curriculum;

Security Analysis Certificate

Dr. Adam Beatty, Program Director

Security Analysis Certificate Mission Statement

The mission of the Security Analysis Certificate (SAC) is to provide security analysis skills to defend the security domain as competent members in the field of cyber security.

Program Description

The Security Analysis Certificate is a program that consists of four courses and can be obtained in two semesters. Futhermore, the Security Analysis Certificate allows students to transfer into the University of Charleston's Associate of Science in Cybersecurity with the four courses transferring into their Associate of Science in Cybersecurity degree program. The program is designed to introduce learners to the foundational concepts of cybersecurity at the analysis level.

Unique Strengths of the Program

Graduates will be prepared to contribute to the evolving dimensions of Information Technology (IT) related to cyber security as an analysis.

Lab and hands-on activities with the use of industry-related certification material is utilized throughout the curriculum.

The National Cyber security Workforce Framework and U.S. Department of Labor have identified potential job opportunities for graduates of cyber security programs that include, but are not limited to:

- Information Security Analyst
- Intrusion Detection System (IDS) technician
- Network Administrator or Technician
- Cyber Trainer

Program Outcomes

The graduate will:

1. Identify security vulnerabilities, protection methods, and tools to help mitigate security risks.
2. Provide input for cyber security operational plans for individuals, corporations, governmental services and/or the national community.
3. Utilize tools to help detect security risks, threats, and vulnerabilities.
4. Collaborate with teams to communicate cyber threats and technical remediation strategies in both verbal and written formats.
5. Integrate technical skills with operational plans to inform organizational security awareness activities based on proven industry practices, for people, processes, and systems

Curriculum

12 Hours Cyber Major Courses

Program Cyber Security Courses (12 credits)*	
Course	**Credits**
CYBR 100: Intro to Computers (or A+ Certification)	3
CYBR 110: Intro to Networking (or Net + Certification	3
CYBR 120: Intro to Security (or Security + Certification)	3
CYBR 250: Cloud Computing	3
Total	**12**

The SAC requires a total of 12 credit hours. An academic certificate is awarded upon completion of the designated four courses with a grade of "C" or better for a total of 12 graduate credit hours. Students who obtain the SAC have the option to transfer their 12 hours towards the completion of their Associate of Science in Cybersecurity program at the University of Charleston.

Admission Requirements

Students must gain general admission to the University of Charleston.

Associate of Science in Workforce Leadership

Dr. Sarah Hess, Program Director

Mission Statement

The mission of the Workforce Leadership program is to develop workforce-ready leaders who have knowledge, skills, and experience in leading small groups and teams in their communities and organizations by preparing adults who seek to enter the workforce or to enhance their employment opportunities through upskilling.

Program Description

The Workforce Leadership degree develops leadership, workforce readiness, soft and technical skills and provides career development experience for employment in high demand sectors. The program creates a foundation for those looking to enter the workforce or upskilling for current employees looking to improve employment opportunities by developing skills in high demand by today's employers.

Workforce Readiness courses focus on personal and professional development skills for communication, technology, and career development. Contemporary Leadership courses develop foundational and ethical leadership skills for teamwork and small group leadership. Workforce Transitions courses focus on soft skills and foundational technical knowledge in a selected career path and include an internship in a targeted career path.

The WKLD program, which employs the cohort-learning model, helps students develop a network for learning and collaborating professionally long after the students have finished the last class. The program is designed in a convenient format combining online meetings, facilitated weekly discussions, team projects, and individual assignments. The courses include dynamic "real world" applications and develop the personal and professional characteristics needed to be successful in any work environment.

Workforce Leadership Program Learning Outcomes

The graduate will:

1. Develop and employ a development plan and strategies for personal and professional development and apply self-leadership and career skills in personal, professional and community engagement.
2. Assess and apply theories, styles, and practices of communication, ethical leadership and management as they contribute to creating a positive workplace culture, motivation, teamwork, and functional areas of business & management in diverse organizations.
3. Demonstrate awareness and application of current skills and terminology for entry-level employment including leading projects and improvement initiatives and contributing to healthy and safe environments for employees' well-being in a selected career sector.
4. Diagnose workplace challenges and design ethical and innovative solutions in diverse environments through analysis and use of data.
5. Effectively use digital and improvement tools individually and in teams to address personal and workplace issues and productivity.

What You Will Study

The Workforce Leadership program is a 60-credit-hour Associate of Science degree program targeted to adults who seek to enter the workforce or to enhance their employment opportunities through upskilling

Students may transfer in up to 45 credit hours. Note: for an Associate degree, all students must complete at least 15 hours with the University of Charleston, 10 of which must be earned during the year of graduation.

The required 60 credit hours include 21 credit hours in Workforce Readiness, 21 credit hours in Contemporary Leadership, and 18 credit hours in Workforce Transitions. Development of the University's institutional competencies for Analytics, Communication, Technology, Innovation, Values, and Engagement (ACTIVE) is embedded in courses distributed across the program.

The Workforce Leadership degree requires completion or Transfer Equivalency of the following courses:

Workforce Readiness Courses	Cr Hr	Contemporary Leadership Courses	Cr Hr	Workforce Transitions Courses	Cr Hr
WKLD 120 Technology for Workforce Success	3	FLDR 150 Leadership Journeys	3	WKLD 290 Health, Well-being, and Safety in the Workplace	3
FLDR 240 Performance Improvement Initiatives	3	ORGL 150 Introduction to Professional Development	3	WKLD 297 Workforce Leadership Internship	3
ENGL 101 Freshman Writing I	3	FLDR 220 Growing Leaders	3	WKLD 285 Introduction to Project Management	3

WKLD 250 Personal Development	3	ORGL 302 Principles & Issues of Management	3	WKLD 298 Workforce Leadership Internship	3
ENGL 102 Freshmen Writing II	3	ORGK 307 Leadership	3	OLGB 300 Lean Six Sigma Green Belt	3
WKLD 280 Workforce Trends & Issues	3	ORGL 316 Ethics	3	WKLD 299 Workforce Leadership Internship	3
FINA 201 Financial Literacy	3	FLDR 260 Leading Project Teams	3		
Total Credits	21	Total Credits	21	Total Credits	18

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Graduation requirements include a cumulative University of Charleston grade point average of 2.0 and demonstration of achievement of program outcomes.

Workforce Readiness Certificate

Dr. Sarah Hess, Program Director

Program Mission

The mission of the Workforce Readiness certificate is to prepare individuals to enter or advance in the workforce by developing communication capabilities, personal and interpersonal skills, capability with improvement and technology tools, and actionable awareness to ethically address workplace issues and trends, to contribute to communities and organizations. Workforce Readiness courses focus on personal and professional development skills for communication, technology, and career development.

Program Learning Outcomes

Upon completion of the certificate, the student will:

1. Develop and employ a development plan and strategies for personal and professional development and apply self-leadership and career skills in personal, professional and community engagement.
2. Diagnose workplace challenges and design ethical and innovative solutions in diverse environments through analysis and use of data
3. Effectively use digital and improvement tools individually and in teams to address personal and workplace issues and productivity.

Delivery & Pricing:

$380 per credit hour/ Discounted rate $250 per credit hour for military and first responders

Typical Course Schedule:

60 Credit Hours – 2 courses per term

Semester	Cr. Hrs	Course ID	Course Title
1	3	WKLD 120	Technology for Workforce Success
1	3	FLDR 240	Performance Improvement Initiatives
1	3	COMM 101	Freshman Writing I
1	3	WKLD 250	Personal Development
2	3	COMM 102	Freshman Writing II
2	3	WKLD 280	Workforce Trends & Issues
2	3	FINA 201	Financial Literacy

* Indicates new courses, all others are existing courses at UC (>50% of the credit hours for the certificate)

Contemporary Leadership Certificate

Dr. Sarah Hess, Program Director

Program Mission

The mission of the Contemporary Leadership certificate is to prepare emerging leaders capable of self- and small group leadership in their communities and organizations, demonstrating ethical responsibility, creating a positive workplace culture, and communicating data-driven decisions.

Program Learning Outcomes

Upon completion of the certificate, the student will:

1. Develop and employ a development plan and strategies for personal and professional development and apply self-leadership and career skills in personal, professional and community engagement
2. Assess and apply theories, styles, and practices of communication, ethical leadership and management as they contribute to creating a positive workplace culture, motivation, teamwork, and functional areas of business & management in diverse organizations.
3. Demonstrate awareness and application of current skills and terminology for entry-level employment including leading projects and improvement initiatives and contributing to healthy and safe environments for employees' well-being in a selected career sector.
4. Effectively use digital and improvement tools individually and in teams to address personal and workplace issues and productivity.

Typical Course Schedule:

21 Credit Hours – 2 courses per term

Semester	Cr. Hrs	Course ID	Course Title
1	3	FLDR 150	Leadership Journeys
1	3	ORGL 150	Introduction to Professional Development
1	3	FLDR 220	Growing Leaders
1	3	ORGL 302	Principles and Issues of Management
2	3	ORGL 307	Leadership
2	3	ORGL 316	Ethics
2	3	FLDR 260	Leading Project Teams

Workforce Transition Certificate

Dr. Sarah Hess, Program Director

Program Mission

The mission of the Workforce Transition certificate is to develop workforce-ready leaders to enter the workforce or to enhance their employment opportunities through upskilling and to employ soft and technical skills in a selected career path while leading small groups and teams in their communities and organizations.

Program Learning Outcomes

Upon completion of the certificate, the student will:

1. Demonstrate awareness and application of current skills and terminology for entry-level employment including leading projects and improvement initiatives and contributing to healthy and safe environments for employees' well-being in a selected career sector.
2. Diagnose workplace challenges and design ethical and innovative solutions in diverse environments through analysis and use of data.
3. Effectively use digital and improvement tools individually and in teams to address personal and workplace issues and productivity.

Typical Course Schedule:

18 Credit Hours – 2 courses per term

Semester	Cr. Hrs	Course ID	Course Title
1	3	WKLD 290*	Health, Well-being and Safety in the Workplace
1	3	WKLD 297	Workforce Leadership Internship
1	3	WKLD 285*	Introduction to Project Management
1	3	WKLD 298	Workforce Leadership Internship
2	3	OLGB 300***	Lean Six Sigma Green Belt
2	3	WKLD 299	Workforce Leadership Internship

Bachelor of Science

Dr. Dale Retzlaff, Program Director

Organizational Leadership Program Mission Statement

The Organizational Leadership program develops individuals for departmental and team leadership using a foundation of liberal education, applying personal and professional knowledge and skills in core leadership competencies to improve effectiveness and teamwork to get results, create change and make a difference for a life of productive work, enlightened living and community involvement and service.

Program Description

The Organizational Leadership degree completion program develops individuals with the skills they need to join the next generation of global leaders by using a foundation of education and applying personal and professional knowledge and skills in core leadership competencies. The courses are designed to develop scholar-practitioners for application of knowledge through dynamic real-world, innovative learning applications and encourage collaboration, team building, critical thinking, and accountability while learning ethical and principle-centered leadership skills. Students may transfer credit from accredited community colleges and post-secondary schools as well as earn additional credit for military training, certifications and other training, which can be used toward your four-year degree.

This adult degree completion program is created for the working professional who needs to finish a bachelor's degree to progress in his or her career. It is designed to fit the needs, academic interests, and existing schedule of the adult learner. The Organizational Leadership program employs the cohort-learning model, not only accomplishes these goals; it provides its students with a network to learning and collaborating professionally long after the students have finished the last class. The program is designed in a convenient format combining online meetings, facilitated weekly discussions, team projects, and individual assignments.

The Bachelor of Science in Organizational Leadership (ORGL) program takes advantage of our skilled students' experience. Recognizing that our students are adult learners with very busy lives and richness of "real-world" experience, we create a learning environment that builds on such. Through dynamic "real world" innovative learning applications, our students learn to bring new ideas and energy as leaders to solve leadership and organizational challenges. Thus, this program continually and consistently reinforces the value of life-long learning by specifically accommodating the unique needs of the adult learner. The ORGL program has an experiential foundation based on the belief that our students are mature learners who know how to learn, accept the responsibility for their learning experience, and demand challenge from their program. You will learn from dedicated and student-oriented faculty members, who share a wealth of professional experience, giving them a unique perspective on the nature and dynamics of organizations, and who are committed to your success. The Organizational Leadership program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

Organizational Leadership Program Learning Outcomes

ORGL graduates will be prepared to lead teams and departments in a wide array of business and organizations in the private and public sector.

The graduate will:

1. Evaluate his or her own performance for self-improvement.
2. Analyze the qualities of a successful team.
3. Analyze and apply leadership styles in various contexts.
4. Implement effective approaches to organizational change.
5. Apply leadership skills to communicate with a variety of audiences in various contexts.

What You Will Study

The Organizational Leadership program is a 120-hour degree completion program targeted to working adults with two years of work experience, who have at least 40 hours of transfer, prior learning, or equivalent credit.

The ORGL program requires completion of 120 credit hours which includes the 48 Core Leadership credits, 45 hours of Electives, and 27 hours of Foundation Courses.

The Organizational Leadership degree requires completion of the following courses:

CORE REQUIREMENTS - 48 CREDIT HOURS		
FIRST SEMESTER		
ORGL 150	Introduction to Professional Development	3 credits
ORGL 151	Introduction to Business	3 credits
ORGL 301	The Adult Learner	3 credits

ORGL 302	Principles and Issues of Management	3 credits
SECOND SEMESTER		
ORGL 305	Principles and Issues of Human Resources	3 credits
ORGL 307	Leadership	3 credits
ORGL 309	Collaborative Leadership	3 credits
ORGL 316	Ethics	3 credits
THIRD SEMESTER		
ORGL 401	The Learning Organization	3 credits
ORGL 402	Organizational Behavior	3 credits
ORGL 408	Action Research	3 credits
ORGL 430	Developing Teams	3 credits
FOURTH SEMESTER		
ORGL 406	Organizational Development and Change	3 credits
ORGL 413	Human Resource Development	3 credits
ORGL 415	Leadership Communication	3 credits
ORGL 435*	Organizational Leadership Senior Capstone	3 credits

Organizational Leadership Electives		
ORGL 441	Coaching and Mentoring	3 credits
ORGL 442	Leading Change	3 credits

Admission Requirements

To qualify, students must be admitted to the University of Charleston, transfer at least 40 semester hours of college credit and have two years of work experience. Students can transfer in up to 90 credit hours. Note: all students must complete at least 30 hours with the University of Charleston. Only students completing 50% or more of their coursework with us at UC (at least 60 hours) and meeting the necessary GPA requirements are eligible to graduate with honors. Academic Distinction: The title of Academic Distinction is awarded to transfer students with a 3.9 GPA or above who do not meet the 50% coursework requirement for honors.

Organizational Leadership Minor

The Minor in Organizational Leadership requires the student to complete 18 credits in ORGL. The Minor in Organizational Leadership is delivered online.

ORGANIZATIONAL LEADERSHIP MINOR - 18 CREDIT HOURS		
ORGL 151	Introduction to Business	3 credits
ORGL 309	Collaborative Leadership	3 credits
ORGL 401	The Learning Organization	3 credits
ORGL 402	Organizational Behavior	3 credits
ORGL 430	Developing Teams	3 credits
ORGL 406	Organizational Development and Change	3 credits

Bachelor of Science

Mr. Anthony Giaimo, Program Co-Director

Dr. Dale Retzlaff, Program Co-Director

Program Vision

To empower and enrich current and future leaders who are in the field of criminal justice.

Program Mission Statement

To develop dynamic and ethical leaders in the field of criminal justice who possess the knowledge, skills, and values necessary to navigate the complex challenges of this ever-evolving field. Through comprehensive education, practical experiences, and a dedication to community service, we are committed to facilitating graduates who are equipped to successfully lead with integrity, compassion, and a solid commitment to social justice in the pursuit of a safer and more just society.

Program Description

The Criminal Justice Leadership Bachelor of Science program offers a unique educational perspective and experience that seeks to empower and enrich current and future leaders in the criminal justice field. Through a comprehensive curriculum, students will gain a strong understanding of the criminal justice system and its role in society's forma leadership perspective. With a focus on developing critical thinking skills, effective communication, and problem-solving methodologies, students will be prepared to engage the challenges and complexities in the field of criminal justice. The program also offers opportunities for firsthand learning, networking with other professionals, and engaging in real-world scenarios. Upon completion of the program, graduates will have gained the necessary knowledge and skills to not only effectively lead but to make a positive impact in their communities as ethical criminal justice leaders.

Program Learning Outcomes

CJLD graduates will be well-equipped to make a positive impact within the criminal justice field and address the ongoing challenges and issues within the system.

1. Comprehensive understanding of leadership dynamics including critical thinking, problem-solving and collaboration with agencies and other professionals.
2. Effective communication, team management, and conflict resolution skills.
3. Cultural competence with sensitivity, awareness of diversity, and global perspectives
4. Commitment to continuous learning, ethical principles, and social responsibility.
5. Mental resilience, stress management, and a commitment to lifelong service with a positive societal impact.

Program Values

B – Beyond expectations, ethical decision-making

U – Unrivaled effective communication skills

I – Innovative critical thinking and problem-solving abilities

L – Leadership and management skills

D – Diverse perspectives and technology in criminal justice

I – Impactful victim advocacy and support

N – Navigate complex crisis situations

G – Geared towards promoting human rights

-

L – Logical conflict resolution and mediation techniques

E – Engaging community and public relations skills

A – Accurate risk assessment and crisis management

D – Dynamic research and writing skills

E – Ethical Leadership

R – Resourceful budgeting, planning, and risk management

S – Strategic policy development and analysis

What You Will Study

The Criminal Justice Leadership program is a 120-hour degree completion program targeted to working adults with two years of work experience, who have at least 40 hours of transfer, prior learning, or equivalent credit.

The CJLD program requires completion of 120 credit hours which includes the 48 Core Leadership credits, 45 hours of Electives, and 27 hours of Foundation Courses.

The Criminal Justice Leadership degree requires completion of the following courses:

CORE REQUIREMENTS - 48 CREDIT HOURS		
FIRST SEMESTER		
CJLD 150	Leadership in Criminal Justice Organizations	3 credits
CJLD 300	Principles of Criminal Justice Leadership	3 credits
CJLD 302	Principles of Criminal Justice Management	3 credits
CJLR 304	Planning and Organizational Decision Making	3 credits
SECOND SEMESTER		
CJLR 306	Leadership Health, Wellness and Morale	3 credits
CJLD 308	Criminal Justice Leaders: Ethics and Moral Values	3 credits
CJLD 310	Leadership Skills for Escalation Prevention & Management	3 credits
CJLD 400	Resilient Leadership in Crisis Situations	3 credits
THIRD SEMESTER		
CJLD 402	Human Resource Development for Leaders	3 credits
CJLR 404	Cross Cultural Leadership and Diversity	3 credits
CJLD 406	Criminal Justice in Media	3 credits
CJLD 408	Leadership and Innovation: Emerging Criminal Justice Perspectives	3 credits
FOURTH SEMESTER		
CJLD 410	Managing Civil Unrest	3 credits
CJLD 412	Performance Evaluation & Assessment	3 credits
CJLD 416	COMPSTAT: Data and Accountability	3 credits
CJLD 425 *	Capstone: Global Perspectives in Criminal Justice Leadership	3 credits

*Students must earn an overall grade of "C" or higher in CJLD-425 to receive credit for the CJLD senior capstone course.

Admission Requirements

Admission requirements to the program include:

1. **Admission to the University of Charleston**: Students must first be admitted to the university to be eligible for any programs or honors.
2. **Transfer of College Credits**: Students must transfer at least 40 semester hours of college credit to the University of Charleston. They can transfer in up to 90 credit hours.
3. **Work Experience**: Students must have at least two years of work experience.
4. **Minimum Completion Requirement**: All students must complete at least 30 credit hours with the University of Charleston, regardless of transferred credits.
5. **Graduation with Honors**: To graduate with honors, students must meet the following criteria:
    - Complete at least 50% of their coursework with the University of Charleston, which equates to at least 60 credit hours.
    - Meet necessary GPA requirements.
6. **Academic Distinction**: The title of Academic Distinction is awarded to transfer students with a 3.9 GPA or above who do not meet the 50% coursework requirement for honors.

These criteria provide a structured pathway for students to qualify for various programs and honors at the University of Charleston.

CJLD Minor

The Minor in Criminal Justice Leadership requires the student to complete 18 credits in CJLD. The minor in CJLD is delivered online:

Criminal Justice Leadership Minor (18 credits)		
CJLD 300	Principles of Criminal Justice Leadership	3 credits
CJLD 308	Criminal Justice Leaders: Ethics and Moral Values	3 credits
CJLD 310	Developing Leadership Skills for Escalation Prevention and Management	3 credits
CJLD 408	Leadership and Innovation: Emerging Criminal Justice Perspectives	3 credits
CJLD 416	COMPSTAT: Data and Accountability	3 credits
CJLD 425	Capstone: Global Perspectives in Criminal Justice Leadership	3 credits

Frontline Leadership Major

Associate of Science

Dr. Dale Retzlaff, Program Director

Frontline Leadership Program Mission Statement

The Frontline Leadership degree completion program is designed to prepare professionals carrying out daily organizational small group and team-leading functions. Graduates develop foundational levels of leadership skills and practices for supervising, coaching, and mentoring, goal and priority setting, motivating, and planning and managing resources. Course activities lead to personal development of self-awareness, positive self-regard, accountability, and responsibility necessary for individual success and team participation.

Program Description

This adult degree completion program is created for the working professional who needs to finish an associate degree to progress in his or her career. It is designed to fit the needs, academic interests, and existing schedule of the adult learner.

Students may transfer credit from regionally accredited community colleges and post-secondary schools and earn additional credit for military training, certifications, and other training, which can be used toward your four-year degree. The FLDR program, which employs the cohort-learning model, not only accomplishes these goals, it provides its students with a network to learn and collaborate professionally long after the students have finished the last class. The program is designed in a convenient format combining online meetings, facilitated weekly discussions, team projects, and individual assignments.

The Frontline Leadership Associate of Science (FLDR) program takes advantage of our skilled students' experience. Recognizing that our students are adult learners with very busy lives and a richness of "real-world" experience, we create a learning environment that builds on such. Through dynamic "real world" innovative learning applications, our students learn to bring new ideas and energy as leaders to solve leadership and organizational challenges. Thus, this program constantly and consistently reinforces the value of life-long learning by specifically accommodating the unique needs of the adult learner. The FLDR program has an experiential foundation based on the belief that our students are mature learners who know how to learn, accept the responsibility for their learning experience, and demand challenges from their program. You will learn from dedicated and student-oriented faculty members, who share a wealth of professional experience, giving them a unique perspective on the nature and dynamics of organizations, and who are committed to your success.

Frontline Leadership Program Learning Outcomes

The graduate will:

1. Recognize examples of leadership skills and practices from real-life scenarios.
2. Prepare a goal setting and achievement plan for individual or team performance.
3. Identify strategies to facilitate effective team dynamics appropriate for the project objectives and context.
4. Construct and present an organizational or operational opportunity for performance improvement integrating innovation, technology, and evidenced based decision making.
5. Relate theories, styles, and practices of leadership and management as they contribute to motivation, teamwork, and functional areas ofbusiness.

What You Will Study

The Frontline Leadership program is a 60-credit-hour Associate of Science degree completion program targeted to working adults with foundational knowledge and work experience. Transfer credit may be awarded; however, at least 15 credit hours must be completed at the University of Charleston, 10 of which must be earned during the year of graduation.

Students can transfer in up to 45 credit hours. Note: for an associate degree, all students must complete at least 15 hours with the University of Charleston. Only students completing 50% or more of their coursework with us at UC (at least 30 hours) and meeting the necessary GPA requirements are eligible to graduate with honors.

The required 60 credit-hours includes the 24 Foundational Leadership credits, 24 credit hours meeting the University's Foundation Courses, and 12 hours of Electives.

The Frontline Leadership degree requires completion or Transfer Equivalency of the following courses meeting the University's Foundation Course requirements:

Leadership Courses	Credits	Foundational Courses	Credits
FLDR 150: Leadership Journeys	3	SSCI 105 Issues in Social Science	3
FLDR 220: Growing Leaders	3	HIST 211, 212, or SSCI 105	3
FLDR 240: Performance Improvement Initiatives	3	ENGL 101 Freshman Writing I	3

FLDR 260: Leading Project Teams	3	ENGL 102 Freshmen Writing II	3
ORGL 150: Introduction to Professional Development	3	MATH 120 College Algebra	3
ORGL 301: The Adult Learner	3	HUMN 110 Unheard Voices	3
ORGL 302: Principles & Issues of Management	3	SPCH 103 Oral Communication Fundamentals	3
ORGL 316: Ethics	3	NSCI 117 Why Science Matters	3
		Electives	12
Total FLDR Credits	24	Total Foundational & Elective Credits	36

Admission Requirements

Students must gain general admission to the University of Charleston.

Additional Requirements

Graduation requirements include a cumulative University of Charleston grade point average of 2.0 and demonstration of achievement of program outcomes.

Master of Science in Cybersecurity

Dr. Adam Beatty, Program Director

Program Mission

The mission of the Master of Science in Cybersecurity is to educate graduates to make a significant contribution, with a commitment toward moral purpose and productive work, within the information security community in support of individual, corporation, governmental services and organizational strategic goals.

Program Description

The Master of Science in Cybersecurity program is built to expand upon the undergraduate Cybersecurity program, while providing bachelor's degree prepared individuals the opportunity to gain additional knowledge, skill and experience, and establish competency in the field of Cybersecurity at the graduate level. The M.S. in Cybersecurity has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

Graduates will be prepared to contribute to and lead others in quickly evolving areas of Cybersecurity, including strategy, intelligence, and information assurance.

The Cybersecurity program covers seven main categories of cyber operations, in alliance with The National Cybersecurity Workforce Framework. Graduates will be prepared to conduct the following Cybersecurity roles in organizations: (1) securely provision, (2) operate and maintain, (3) protect and defend, (4) investigate, (5) collect and operate, (6) analyze, and (7) oversight and development.

Graduates will focus strongly on the oversight and development of Cybersecurity initiatives preparing them for a variety of managerial and leadership careers in the rapidly growing industry of Cybersecurity.

The National Initiative for Cybersecurity Careers and Studies indicates immediate demand for this profession. Graduates can anticipate employment in corporate, government and military organizations.

Program Learning Outcomes

The Master of Science in Cybersecurity will provide leaders of public and private organizations with the ability to:

1. Evaluate and defend the mission of an organization requiring security defense by analyzing the needs and costs of creating security related programs and strategies.
2. Analyze the demands of systems security and practiced methodologies for protecting data integrity and confidentiality through ethical practices.
3. Synthesize a variety of challenging policy, legal, and technological concepts in relation to cybersecurity.
4. Evaluate security theories, apply experiential lessons learned, evaluate new research and generate new research and security models for organization's who require security related and information management strategies.

What You Will Study

Degree Requirements

The graduate program consists of 30 credit hours.

The graduate program consists of 30 credit hours.

Master of Science in Cybersecurity – Core Curriculum	
Course	**Credits**
CYBR 610: Cyber Operations Management	3
CYBR 615: Strategic Cyber Intelligence	3
CYBR 620: Legal Issues in Cybersecurity	3
CYBR 625: Cyber Psychology	3
CYBR 630: Offensive and Defensive Strategies	3
CYBR 635: Security and Information Data Analytics	3
CYBR 660: Capstone: Practical Applications in Security	3
Total Credits	**21**

Master of Science in Cybersecurity Concentrations

Cybersecurity Strategy	
Course	**Credits**
CYBR 640: Strategic Investments in Information Security	3
CYBR 645: Enterprise Infrastructure Planning & Safeguarding	3
CYBR 650: Cybersecurity Policy Implementation	3
Total Degree Credits	**30**
Total Certificate Credits	**9**

Cyber Intelligence	
Course	**Credits**
CYBR 710: Open Source Intelligence	3
CYBR 715: Social Media Intelligence	3
CYBR 720: Information Operations	3
Total Degree Credits	**30**
Total Certificate Credits	**9**

Information Assurance	
Course	**Credits**
CYBR 810 Information Assurance & Risk Management	3
CYBR 815: Security Governance Frameworks	3
CYBR 820: Security & Regulatory Compliance	3
Total Degree Credits	**30**
Total Certificate Credits	**9**

Transfer Credit

Students enrolled in the MSCS program, or certificate program, must take a minimum of 21 total credit hours from the University of Charleston, and may transfer a maximum of 9 credit hours from a regionally accredited university (subject to approval by the Program Director). Three of the required 21 credit hours must include the CYBR 660 capstone course.

Admission Requirements

Applicants to the program must have completed a Bachelors degree in Business, Information Technology, or a related Information Sciences field at a regionally accredited institution of higher education. Technological literacy gained from prior coursework is imperative for success in the program. No entrance examinations are required, as proof of prior performance and recommendations are used as entrance assessments.

Satisfactory Academic Progress

A final grade of C, or better, is required for the CYBR 660 capstone course to complete the degree requirements.

Level I Probation – Students who obtain a term GPA less than 3.0 must meet with the program director to discuss plans for better performance. If appointments are not made or kept, the student may not be permitted to register for subsequent semesters. Students who obtain a term GPA less than 3.0 will be limited to a maximum of 6 credits in the following semester.

Level II Probation– Students who obtain a term GPA less than 3.0 a second time are placed on Level II probation. Students on Level II Probation may be required to repeat a course(s) and complete remedial work under the supervision of faculty members. Students may only be on Level II Probation for one semester over their time at the University. Students will meet with program director to discuss plans for better performance. If appointments are not made or kept, the student may not be permitted to register for subsequent semesters.

Failure to obtain a cumulative GPA of 3.0 or higher while on Level II Probation or demonstrate satisfactory progression per plans for better performance will result in dismissal from the Program. The final decision on dismissal will be made by the Program Director and Associate Dean considering the following factors:

significant improvement of the term GPA and an improvement in the cumulative GPA. Students must have a minimum cumulative GPA of 3.0 to graduate from the Master of Science in Cybersecurity program from the University of Charleston.

Should the student wish to appeal his/her dismissal, he/she must do so within fourteen calendar days from the date of receipt of the dismissal letter, unless the Program Director grants a delay due to extenuating circumstances. Students can petition for readmission one year after dismissal but not before that time.

Master of Science in Strategic Leadership

Dr. Emily Vogel, Program Director

Strategic Leadership Program Mission Statement

The M.S. in Strategic Leadership prepares motivated adult learners for strategic leadership roles as scholar-practitioners engaged in productive work, enlightened living, and community service.

Program Description

Graduates are prepared to strategically and purposefully lead others as they engage in leadership roles in a variety of organizational settings. More specifically, the degree is designed for learners with an undergraduate degree in any discipline from a regionally accredited institution. They are fully enabled for a life of productive work, enlightened living, lifelong learning and community involvement and service by using the foundation of a liberal education and having earned a competency-based master's degree in strategic leadership.

The University of Charleston's program in strategic leadership (SL) has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP). The program is targeted for adults working in leadership positions and is based on the proposition that leadership relates closely to the ability of one to influence the behavior of others to affect organizational outcomes. The SL program is designed to enhance the participant's ability to solve real problems, in real time and for real organizations. Throughout the program, participants will be asked to analyze and make recommendations about actual organizational events. Our hope is that the program's participants will approach these challenges and problems the same way they would at their organization.

Master of Strategic Leadership Program Leadership Outcomes

The program will develop your ability to lead through a combination of leadership theory and practice. The graduate will:

1. Assess, develop, and articulate reasoned judgments on strategic issues.
2. Design integrated strategic plans for organizations, communities, or institutions related to the graduate's area of specialization.
3. Develop processes for sustainment of strategic capacity of organizations, communities or institutions.
4. Create processes for ensuring engagement and accountability in implementation of strategic initiatives.
5. Synthesize learning from program and personal experiences to create a plan for continued growth as a strategic leader in your area of specialization for organizations, communities or institutions.

What You Will Study

This research-based professional degree focuses on leadership across disciplines and boundaries in a global environment. Students can expect to understand the leadership competencies that are informed by (1) research in the current literature on leadership, social and behavior sciences, business, (2) the leadership competency lists developed by government, not-for-profit organizations, institutions of higher learning, and (3) analyses of the impact of societal changes on organizations and their challenges for leadership in the future. Throughout the program, students will use an organizational assessment tool to observe and evaluate organizational leadership, strategy, customer focus, knowledge management, workforce, operations, and results. The capstone course focuses on analyzing and interpreting the findings and making recommendations for future actions based on strategic leadership theories and the research.

Number of Credits

The SL major requires a total of 36 credit hours which consists of 27 credit hours in SL core courses and 9 credit hours from one of the specialization areas. Student learners may not earn and transfer more than 9 credit hours of course equivalencies into the SL program. Students must earn a minimum of a "C" in all courses within the SL degree program. A cumulative GPA of 3.00 is required for graduation.

Required Core Courses:

GSL 510 Art and Science of Strategic Leadership	3 Credits
GSL 610 Strategic Thinking	3 Credits
GSL 506 The Human Side of Organizations	3 Credits
GSL 507 Reframing Leadership	3 Credits
GSL 615 Leading Across Boundaries	3 Credits
GSL 630 Strategic Project Management	3 Credits
GSL 601 Organizational Theory	3 Credits
GSL 629 Research Methods	3 Credits
GSL 64X Strategic Issues in (concentration choice)	3 Credits

GSL 65X Strategic Decision Making in (concentration choice)	3 Credits
GSL 66X Strategic Innovation in (concentration choice)	3 Credits
GSL 690 Strategic Leadership Capstone	3 Credits

Concentration Options:

Strategy as Practice

GSL 641 Strategic Issues in Strategy as Practice	3 Credits
GSL 651 Strategic Decision Making in Strategy as Practice.	3 Credits
GSL 661 Strategic Innovation in Strategy as Practice	3 Credits

Business Leadership

GSL 642 Strategic Issues in Business Leadership	3 Credits
GSL 652 Strategic Decision Making in Business Leadership	3 Credits
GSL 662 Strategic Innovation in Business Leadership	3 Credits

Healthcare Leadership

GSL 644 Strategic Issues in Healthcare Leadership	3 Credits
GSL 654 Strategic Decision Making in Healthcare Leadership	3 Credits
GSL 664 Strategic Innovation in Healthcare Leadership	3 Credits

Logistics and Supply Chain Leadership

GSL 643 Strategic Issues in Logistics and Supply Chain Leadership	3 Credits
GSL 653 Strategic Decision Making in Logistics and Supply Chain Leadership	3 Credits
GSL 663 Strategic Innovation in Logistics and Supply Chain Leadership	3 Credits

Crisis Leadership

GSL 645 Strategic Issues in Crisis Leadership	3 Credits
GSL 655 Strategic Decision Making in Crisis Leadership	3 Credits
GSL 665 Strategic Innovation in Crisis Leadership	3 Credits

Students in the SL program must choose one of the above concentrations. The concentration consists of 9 credit hours (three courses) from the choice concentration then culminating with the GSL 690 Strategic Leadership Capstone experience (3 credit hours). Students who wish to pursue more than one concentration may request to do so with approval of the Program Director, in consultation with both their Academic Advisor and Financial Aid.

Strategy as Practice Specialization

Designed for those who want to focus as a strategic leader practitioner on how strategy is integrated into daily actions across all levels of an organization, including military and former military members having completed at least the Command Sergeants Major or Captains Career Courses or equivalent. Strategy as Practice students are prepared to lead strategic planning and execution within an organization; critically analyze strategy as practice literature; and assess opportunities for improved strategy.

Business Leadership Specialization

Designed for those who want to focus as an entrepreneurial leader on how strategy is integrated into daily actions across all levels of an organization. SLBM students are prepared to lead strategic design, planning and execution within an organization, likely their own or another small business; critically analyze entrepreneurship, startup and business management literature; and assess opportunities for growth.

Healthcare Leadership Specialization

Designed for mid to upper-level healthcare leaders with three or more years of experience. The specialization prepares the student to analyze the present and future healthcare context to design strategic goals and action plans for healthcare organizations.

Graduate Certificate in Strategic Leadership

The Strategic Leadership Certificate (SLC) explores principles of leadership theory and examines elements of strategic leadership required to navigate complex environments, influence others, build teams and support networks, manage change and set strategic organizational direction. Participants work through an integrative framework for problem-based and action learning to identify strategic challenges within their organization and

apply strategic foresight to develop and articulate reasoned judgments on strategic issues and facilitate strategic excellence within and outside their organization.

Graduate Certificate in Strategic Leadership Program Mission

To educate leaders through strategic engagement and accountability by applying strategic foresight to develop and articulate reasoned judgments on strategic issues and facilitate strategic excellence within their organization.

Certificate Objectives (PLOs):

1. Design integrated strategic plans for organizations, communities, or institutions related to the student's area of specialization.
2. Develop processes for sustainment of strategic capacity of organizations, communities, or institutions.
3. Create processes for ensuring engagement and accountability in implementation of strategic initiatives.
4. Synthesize learning from program and personal experiences to create a plan for continued growth as a strategic leader in one's area of specialization for organizations, communities, or institutions.

Number of Credits

The SLC requires a total of 12 credit hours. Students will declare their intent to pursue the SLC upon application through the traditional MSSL admissions process, as this is an academic credit-bearing certificate. An academic certificate is awarded upon completion of the designated four courses with a grade of "C" or better for a total of 12 graduate credit hours. Upon completion, students wishing to pursue additional coursework toward the Master of Science in Strategic Leadership degree will be required to submit a change of major form to be approved for continued studies in the MSSL program.

Required Core Courses:

GSL 510 Art and Science of Strategic Leadership	3 Credits
GSL 610 Strategic Thinking	3 Credits
GSL 506 The Human Side of Organizations	3 Credits
GSL 507 Reframing Leadership	3 Credits

Admission Requirements

To be admitted to the Strategic Leadership program candidates must possess a bachelor's degree from a regionally accredited college or university, with a minimum GPA of 3.0 for full admission or 2.5 to be considered for provisional admission. A GPA of less than 2.5 will require additional supportive documentation to be considered for provisional admission. There is no GRE or GMAT score requirement.

Academic Probation and Academic Dismissal Policy

Level I Probation – Students who obtain a term GPA less than 3.0 must meet with the program director to discuss plans for better performance. If appointments are not made or kept, the student may not be permitted to register for subsequent semesters. Students who obtain a term GPA less than 3.0 will be limited to a maximum of 6 credits in the following semester.

Level II Probation– Students who obtain a term GPA less than 3.0 a second time are placed on Level II probation. Students on Level II Probation may be required to repeat a course(s) and complete remedial work under the supervision of faculty members. Students may only be on Level II Probation for one semester over their time at the University. Students will meet with program director to discuss plans for better performance. If appointments are not made or kept, the student may not be permitted to register for subsequent semesters.

Failure to obtain a cumulative GPA of 3.0 or higher while on Level II Probation may result in dismissal from the program. The final decision on dismissal will be made by the Program Director and Associate Dean considering the following factors: significant improvement of the term GPA and an improvement in the cumulative GPA. Students must have a minimum cumulative GPA of 3.0 to graduate from the Master of Science in Cyber Security program from the University of Charleston.

Should the student wish to appeal his/her dismissal, he/she must do so within fourteen calendar days from the date of receipt of the dismissal letter, unless the Program Director grants a delay due to extenuating circumstances.

If a student wishes to be re-admitted after dismissal, he/she can submit a written request to the Program Director after one year from the date of dismissal but not beforehand. Requests for readmission are not guaranteed to be granted.

Dr. Jeffery Harvey, Program Director

Doctor of Executive Leadership Program Mission Statement

The mission of the DEL is to develop leaders capable of integrating theory with practice at the executive level for sustainability and service in organizations, communities, or institutions in an increasingly complex world.

Program Description

DEL graduates generate, conserve, and transform leadership knowledge and practice while developing other aspiring leaders to become scholar-practitioners. The DEL creates an intellectual community which promotes critical thinking and deep reflection, facilitates both creativity and rigor, and develops the research skills necessary for executive leadership, scholarly integration, and lifelong learning and community service.

The DEL is premised on the groundbreaking research done by the Carnegie Foundation's Center for the Advancement of Teaching on the state of doctoral education in the United States. The purpose of the DEL is to produce the next generation of senior-level leaders who are both scholars and practitioners and can integrate theory and practice in the field of leadership. Such future leaders are necessary to ethically guide institutions, organizations, and communities in an increasingly complex, dynamic, and diverse world. These scholar-practitioners will be capable of generating, conserving, and transforming leadership practice and knowledge and developing other aspiring leaders to become leadership scholar-practitioners. The DEL program has earned specialized business accreditation from the Accreditation Council for Business Schools & Programs (ACBSP).

Doctorate of Executive Leadership Program Learning Outcomes

In order to achieve the desired intent of producing scholar practitioners capable of leading at the executive level the following DEL individual program learning outcomes are established.

1. Sense and shape opportunities for, and threats to, future growth and development through embedding scanning, creative, and learning processes into organizations, communities, or institutions.
2. Make timely judgments to seize opportunities and to bring about those decisions by a) developing and rewarding creative action and b) diminishing assets and processes that no longer add value.
3. Assemble, align, and reconfigure tangible and intangible assets to sustain organizations', communities', or institutions' viability for the future.
4. Model, design, and implement scholar-practitioner practices and processes to develop ethical leadership in organizational, community, or institutional contexts.
5. Assess existing research and practices and design, conduct, and interpret research to contribute to the theory and practice of leadership within one's discipline and in interdisciplinary, multidisciplinary, or transdisciplinary contexts.
6. Generate and critically evaluate new knowledge, conserve the most important ideas and findings that are a legacy of past and current work and engage in the transformational work of communicating knowledge responsibly to others.

What You Will Study

The Doctor of Executive Leadership is a 58-credit-hour course of study that focuses on leadership in context across disciplines and boundaries in a global environment. The program sequence includes 27 leadership core credits, 12 research credits, 10 credits for pro-seminars and portfolio and 9 credits for the dissertation. Students are required to attend three residency sessions as scheduled for the course of study. Continuous enrollment is required to maintain doctoral candidacy, although a request for a leave of absence may be requested. The Dissertation Continuation course is 3 credits for the first semester enrolled and 1 credit each semester thereafter until degree completion. The program is delivered 100% online with an annual on campus residency.

International students with an F1 visa must complete a contract for each course which specifies meeting dates for the course. Transfer credits may be applied toward the degree requirements depending on evaluation of transfer equivalence. Transfer students may transfer up to 9 credit hours into the DEL program.

For a detailed list of courses, please see the Course Listing section of this catalog under "Doctor of Executive Leadership Courses."

Leadership Core Courses:

DEL 710 Leadership Theories and Perspectives	3 Credits
DEL 720 Leadership in Context	3 Credits
DEL 730 Ethics: Values and Decision Making	3 Credits
DEL 740 Organizational Dynamics	3 Credits
DEL 750 Collaborative Leadership	3 Credits

DEL 760 Leadership Development	3 Credits
DEL 802 Conceptual Frameworks for Leadership	3 Credits
DEL 810 Complexity and Sustainability	3 Credits
DEL 830 Executive Decision-Making	3 Credits

Research Courses:

DEL 700 Culture of Inquiry	2 Credits
DEL 727 Leadership Research and Design Logic	3 Credits
DEL 800 Responsible Conduct of Research	1 Credit
DEL 805 Quantitative Research	3 Credits
DEL 815 Qualitative Research	3 Credits
Dissertation and Pro-seminar Courses:	
DEL 900 Creating Portfolios	1 Credit
DEL 901 Dissertation I	3 Credits
DEL 902 Dissertation II	3 Credits
DEL 903 Dissertation III	3 Credits
DEL 904 Dissertation Continuation .	1-3 Credits
DEL 910 Pro-Seminar I: Generating, Conserving & Transforming.	3 Credits
DEL 920 Pro-Seminar II: Generating, Conserving & Transforming.	3 Credits
DEL 930 Pro-Seminar III: Generating, Conserving & Transforming.	3 Credits

Academic Progress:

The Doctor of Executive Leadership program requires students to complete all coursework, earning no more than two 'C' grades. Students must also maintain a cumulative GPA of 3.0 or higher. Students who do not meet these requirements will be placed on academic probation and complete a contract and plan for improvement. The Program Director and Dean will work with the student to create an appropriate plan for returning to good academic standing. A student may be required to repeat courses according to university policy until the student achieves compliance with the above requirements. Students who continue to fail to meet the GPA and grade requirements may be dismissed from the program. Students must have a minimum cumulative GPA of 3.0 to graduate from the DEL program.

Doctoral Candidacy:

A student achieves candidacy when the following requirements are met:

1. Completion of all 700- and 800-level coursework with a GPA of 3.0 or higher and no more than two 'C' grades.
2. Successful defense of the Professional Portfolio, including a dissertation prospectus.
3. Successful defense of Dissertation Proposal.

Upon achieving Candidacy, the student is permitted continued enrollment in dissertation coursework.

A DEL student should normally complete all Leadership Core courses, successfully defend the Professional Portfolio, and successfully defend the dissertation within three (3) years of entry into the doctoral program. With endorsement by the Chair, a student may request an extension for one additional academic year. That extension must be approved by the Program Director. A student requesting an extension of one academic year must have demonstrated progress in dissertation work and submit a plan for completion within the extension period.

If the student fails to complete the degree requirements for the program by the end of the first extension period, the student may request a second extension of an additional academic year. Any student requesting a second extension must provide evidence of extenuating circumstances which prevented the completion of the dissertation during the first extension period. A second extension period requires the endorsement of the Chair and Program Director and the approval of the Dean. A student requesting a second extension must have demonstrated significant progress in dissertation work and submit a plan for completion within the extension period.

Under extraordinary circumstances, a student who fails to complete the degree requirements for the program by the end of the second extension period may appeal to the Dean for one additional academic year extension. The Dean will review the request, which must include evidence of extenuating circumstances, endorsement from the Program Director and Chair, and a plan for completion during the final extension period.

Students who receive an extension will be enrolled in dissertation continuation courses until the dissertation assessment is passed. The first dissertation continuation course enrollment is equivalent to three (3) credit hours in the first semester of the extension. Subsequent dissertation continuation courses are equivalent to one (1) credit hour per semester. Any student re-admitted into the program and enrolling in DEL 904 will take (3) credit hours for the first semester.

A student who fails to complete the program within three (3) years of entry, or during approved leave of absence and extension periods not to exceed six (6) academic years from the time of entry (exclusive of approved leave of absence), will be dismissed from the program. Failure to maintain continuous enrollment for at least one credit hour from the achievement of candidacy until the dissertation is accepted will result in loss of candidacy and possible dismissal from the program.

Admission Requirements

To apply for admission to the program, candidates must complete an application packet that includes the application for admission, official transcripts from all colleges and universities attended for graduate coursework, a written paper, a resume detailing a minimum of five years of professional experience in a leadership role, and two letters of academic and professional recommendation. Applicants are required to have a master's or first professional degree from a regionally accredited institution with at least a 3.00 GPA. Applicants with less than a 3.0 may be considered upon request to the Program Director and Dean. Once the application is complete, the DEL program admissions committee interviews prospective students for acceptance into the program. There is a $50 application fee which is waived for military applicants.

UNDERGRADUATE COURSE LISTINGS

ACCOUNTING (ACCT)

ACCT 201. Principles of Accounting I 3 credits

A study of basic concepts, principles and procedures for accounting for business entities. Topics include the accounting cycle, basic accounting systems, preparation of financial statements, and accounting for cash, receivables, inventories, operational assets, and liabilities. (offered in fall and spring)

ACCT 202. Principles of Accounting II 3 credits

Continuation of the study of basic concepts, principles, and procedures of accounting. Topics include accounting for partnerships and corporations, bonds, statement of cash flows, financial statement analysis, budgeting, cost volume profit analysis, and managerial accounting with emphasis on decision making. Prerequisite: ACCT 201. (offered in fall and spring)

ACCT 280. Introduction to Forensic Accounting 3 credits

An introduction to the practice of forensic accounting. Topics include an overview of forensic accounting concepts, including fraud theory, types of engagements, methodologies and ethical considerations. Prerequisites: ACCT 202, BUSI 231.

ACCT 301. Intermediate Accounting I 3 credits

A study of generally accepted accounting principles with emphasis on the application of accounting theory, standards, and procedures to financial accounting problems. Topics include conceptual framework, statements of income, stockholders' equity, financial position, and cash flows, time value of money, current assets, and operational assets. Prerequisite: ACCT 202 with a grade of C or better. (offered in fall)

ACCT 302. Intermediate Accounting II 3 credits

Continuation of the study of financial accounting theory and practice. Topics include accounting for intangible assets, current liabilities, bonds payable and long-term liabilities, long-term investments, stockholders' equity, and statement of cash flows. Prerequisite: ACCT 301. (offered in spring)

ACCT 322. Cost Accounting 3 credits

A study of the fundamentals of cost behavior and estimation in manufacturing and service establishments from an accounting perspective, with emphasis on the significance and interpretation of cost data, cost- volume-profit analysis, budgeting, and variance analysis. Prerequisite: ACCT 202. (offered in spring)

ACCT 350. Special Topics 1-3 credits

Advanced study of topics not covered in regularly scheduled courses through directed study or specially scheduled courses, depending upon the topic. Variable credit 1-3 credits; may be repeated a maximum of two semesters. Prerequisite: Consent of instructor.

ACCT 360. Accounting Information Systems 3 credits

A study of business process modeling, database implementation and querying, evaluation of internal control systems, risk mitigation, and application of data analytics tools. Prerequisite: ACCT 301. (offered in spring)

ACCT 403. Intermediate Accounting III 3 credits

Continuation of ACCT 302, with concentration on the more technical areas of financial accounting. Topics include revenue recognition, dilutive securities and earnings per share, accounting for deferred income taxes, pensions, leases, accounting changes, disclosure, financial statement analysis. Prerequisite: ACCT 302. (offered in fall)

ACCT 412. Advanced Accounting 3 credits

A study of advanced specialized areas of financial accounting. Topics include business combinations, consolidated financial statements, intra-entity transactions, foreign currency translation, and accounting for partnerships and governmental and not for profit entities. Prerequisite: ACCT 302. (offered in fall)

ACCT 423. Federal Taxes – Individual 3 credits

A study of income tax law as it affects individuals including filing status, exemptions, taxable income, deductions, credits, gains and losses on capital assets, and retirement income. Prerequisites: ACCT 301 must be taken prior to or concurrently (offered in fall)

ACCT 424. Federal Taxes – Business 3 credits

A study of the effects of tax laws on corporations, partnerships, estates and trusts. Prerequisite: ACCT 301. (offered in spring)

ACCT 448. Auditing 3 credits

A study of generally accepted auditing standards and techniques of auditing financial information. Analysis and application of auditing concepts and standards will be emphasized. Topics include professional ethics,

professional judgment, audit risk analysis, internal control study and evaluation, evidence, legal liability, and audit processes and procedures. Prerequisite: ACCT 302 and senior status. (offered in spring)

ACCT 462. Accounting Ethics 3 credits

A study of ethics, independence, professional responsibility, professional codes of conduct, corporate governance, and sustainability accounting. Ethics cases will be analyzed using an ethical decision-making model. Students complete the NASBA Ethical Leadership Certification Program as part of the course. Prerequisite: ACCT 302 and senior status. (offered in spring)

ACCT 498. Accounting Internship 1-12 credits

Application of accounting concepts and theories in the workplace. Prerequisite: ACCT 301.

ART (ART)

ART 110. Character Design 3 credits

The character design drawing course is designed to show students how non-verbal communication is used through the medium of freehand drawing. Students will explore the art of visually expressing thoughts, emotions, and observations through the language of drawing. Emphasis is placed on objective and subjective drawing, through the depiction of models and nature.

ART 223. Art History: Modern Art 3 credits

Designed as a survey of the development of painting, sculpture, photography, and architecture beginning with post-Impressionism and extending through the major schools of art to present innovators and independents of world cultures.

ART 231. Innovation in Art and Business 3 credits

This course is intended for business majors who want to enhance their creative thinking and ability to innovate. The course will explore and examine various theories, methods, and modes of creativity and how they relate to increasing these skills in business domains. The course provides many opportunities to apply these new ways of thinking through individual and group exercises and a final capstone project, where the major will develop creative concepts for an assigned project/topic.

ART 250. Photography 3 credits

Designed as a study of basic skills and techniques of photography and equipment. Emphasis on photography as an art form. Students must have their own camera.

ART 341. Art Education and Instruction 3 credits

The course introduces ways to effectively integrate art into the K-6 classroom and allow teacher candidates and other future educators to develop a deep understanding of artistic methods and techniques, art media and materials, effective classroom procedures, and the National and State content standards. Candidates discover the importance of integrating arts across the curriculum through a hands-on approach in developing personal artistic skills, proper classroom procedures, and interdisciplinary art lesson plans and activities.

BIOLOGY (BIOL)

BIOL 130. Introductory Biology for Majors 3 credits

An introductory course in General Biology. It is intended for science majors. It is directed toward an understanding of the scientific method, the chemical basis of living organisms, the structure of cells (eukaryotic and prokaryotic), and the processes of life that constitute the functions of cells. Throughout the course the practical significance of material is highlighted to demonstrate the applications of basic knowledge and emphasize those components necessary for further study in the sciences. Required of all Biology majors. Offered every fall and spring semesters. Co- requisite: BIOL 130L

BIOL 130L. Introductory Biology for Majors Lab 1 credit

The lab emphasizes practical understanding of the chemistry of life, cell functions and structures as well as broad practical applications of ecology. Offered every fall and spring semesters. Laboratory fee: $50. Co-requisite: BIOL 130.

BIOL 212. Introduction to Human Anatomy and Physiology 3 credits

A science course designed for students pursuing an Associate's degree in the allied health sciences. The course will cover all body systems. Systems will be covered on a molecular, cellular, tissue, and organ level. There will be heavy emphasis on anatomy with an overview of key physiological processes. Anatomy and physiology is essential for students preparing for a career in any of the allied health sciences. Offered online every fall, spring, and summer. Offered in-seat every fall and spring on the Beckley campus only. Inclusive Access Book Fee: $101.50 Co- requisite: BIOL 212L

BIOL 212L. Introduction to Human Anatomy and Physiology Lab 1 credit

A science laboratory course designed for students pursuing an Associate's degree in the allied health sciences. The course will cover all body systems. Systems will be covered on a molecular, cellular, tissue, and organ level. There will be heavy emphasis on anatomy with an overview of key physiological processes. Anatomy and physiology is essential for students preparing for a career in any of the allied health sciences. Offered online every fall, spring, and summer. Offered in-seat every fall and spring on the Beckley campus only. Laboratory fee: $50. Co-requisite: BIOL212.

BIOL 215. General Botany 3 credits

A study of the structure and function of plant systems; reproduction, heredity, physiology, characteristics of the various plant groups, and ecological relationships. This learning experience is designed to foster a basic understanding of the concepts of biology as they relate to plants as model systems. Offered every fall semester. Category: Organismal course. Pre-requisites: BIOL 130 and 130L; Co-requisite BIOL 215L.

BIOL 215L. General Botany Lab 1 credits

The lab emphasizes plant structure, propagation, secondary metabolites, cell structure, physiology and genetics. Students are required to develop a basic research project and prepare a research paper on a topic relating to plants. Offered every fall semester. Laboratory fee: $50. Co-requisite: BIOL 215.

BIOL 224. General Zoology 3 credits

An introduction to the structure and function of animals, including a survey of the natural history of the important phyla. This learning experience is designed to foster a basic understanding of the concepts of biology as they relate to animals. Students are required to develop a review paper on a species of animal. Required of all Biology majors. Offered every spring semester. Category: Organismal course. Pre-requisites: BIOL 130 and 130L; Co-requisite BIOL 224L

BIOL 224L. General Zoology Lab 1 credit

The lab emphasizes the identification of common vertebrates and the application of broad ecological processes. Offered every spring semester. Laboratory fee: $50. Co-requisite: BIOL 224..

BIOL 230. Biochemistry and Cellular Physiology 3 credits

An introductory course in Biochemistry and Cell Physiology intended for science majors. It is directed toward an understanding of the key biochemical processes that are important in cellular function. Topics covered include enzyme kinetics; metabolic pathways related to carbohydrates, fats, and proteins; and key cell signaling pathways. This course serves to provide a basis for higher level biology courses while providing knowledge on important biological topics not covered in detail in other core courses. Required of all Biology majors. Offered every spring semester. Pre-requisites: BIOL-130 and BIOL 130L and CHEM 102; Co-requisites: BIOL 230L

BIOL 230L. Biochemistry and Cellular Physiology Lab 1 credit

An introductory laboratory course in Biochemistry and Cell Physiology intended for science majors. This lab will introduce techniques used in a biochemistry lab while reinforcing content covered in the corresponding lecture course related to enzyme kinetics, metabolic processes, and cell signaling. Offered every spring semester. Laboratory fee: $50. Co-requisites: BIOL 230.

BIOL 251. Human Anatomy and Physiology 3 credits

An in-depth study of human anatomy and physiologic processes. The course will include, but not be limited to, the integumentary, skeletal, muscular, and nervous systems. These systems will be covered on a cellular, tissue, organ, and system level. Offered every fall and spring. Inclusive Access Book Fee: $91.50. Pre-requisite: none; Co-requisite: BIOL 251L..

BIOL 251L. Human Anatomy and Physiology Lab 1 credit

The lab emphasizes the anatomy while reenforcing the physiology presented in lecture. The course will include, but not be limited to, the integumentary skeletal, muscular, and nervous system. These systems will be covered on a cellular tissue, organ, and system level. The lab will include dissection of select organs. Offered every fall and spring semester. Inclusive Access Book Fee: $91.50 Laboratory fee: $50. Pre-requisite: none; Co-requisite: BIOL 251

BIOL 252. Human Anatomy and Physiology 3 credits

A continuation of BIOL 251. The remainder of the course will include, but not be limited to, the endocrine, cardiopulmonary, gastrointestinal, urinary, and reproductive systems. These systems will be covered on a cellular, tissue, organ, and system level. Offered every fall and spring. Inclusive Access Book Fee: $63.50 Pre-requisite: BIOL 251 and BIOL 251L; Co-requisite: BIOL 252L..

BIOL 252L. Human Anatomy and Physiology Lab 1 credit

A continuation of BIOL 251. The remainder of the course will include, but not be limited to, the endocrine, cardiopulmonary, gastrointestinal, urinary, and reproductive systems. These systems will be covered on a

cellular, tissue, organ, and system level. Offered every fall and spring. Inclusive Access Book Fee: $63.50 Pre-requisite: BIOL 251 and BIOL 251L; Co-requisite: BIOL 252L.

BIOL 303. Medical Terminology 3 credits

Medical Terminology for the Biology Major is designed for those students entering in any discipline in the healthcare field. This course will teach the students the language of medicine which will facilitate their post graduate education. The course covers medical terminology by covering the various systems of the body such as integument, cardiac, pulmonary, etc.. Offered every spring semester online. Pre-requisites: None

BIOL 304. Physical Assessment 3 credits

This course will introduce students to physical exam techniques. Content areas will include: Taking a health history, clinical reasoning, documentation of findings, health promotion and counseling, and a comprehensive system-based overview of physical exam techniques. This course is designed for Pre-Medicine, Pre-Physician Assistant, Pre- Pharmacy students, and/or any other student interested in pursuing a patient contact medical career. Offered on demand. Pre-requisites: BIOL 171 and BIOL 251L or BIOL 301 and BIOL 301L; Co-requisite: BIOL 304L.

BIOL 304L. Physical Assessment Lab 1 credit

This lab will include the practical demonstration of foundational physical exam techniques. Content areas will include: Taking a health history, clinical reasoning, documentation of findings, health promotion and counseling, and a comprehensive system-based overview of physical exam techniques. This course is designed to complement content from BIOL 304 and serves Pre-Medicine, Pre-Physician Assistant, Pre-Pharmacy students, and/or any other student interested in pursuing a patient contact medical career. Offered on demand.

BIOL 320. Conservation Biology 3 credits

This course will study issues that are endangering species, communities, and ecosystems as well as methods of preserving and restoring biodiversity and natural ecosystems. This course is intended to introduce students to the anthropogenic problems facing ecosystems and some of the possible solutions. Students will learn to appreciate the complexities involved in conservation issues and will apply their knowledge to a current conservation issue. This course will fulfill an Ecology course requirement for Biology majors. Offered spring semester of even numbered years. Prerequisites: BIOL 130 and BIOL 215 or 224. Recommended Co-Requisite: BIOL 320L

BIOL 320L. Conservation Biology Lab 1 credit

This one-credit lab course is an optional companion course to the BIOL 320 Conservation Biology Course. In this lab, students will collect and analyze data from within Kanawha County to explore a conservation issue. While students are free to design their own study, most projects will be related to ongoing research being conducted by the instructor. This research focuses the impacts of anthropogenic disturbance including sound and roadways on vertebrate communities. There is potential for questions relating to botany and invertebrate communities, however. Co-requisite: BIOL 320

BIOL 321. Animal Parasitology 4 credits

This class is the study about the lifecycles of animal parasites. The course emphasizes biological, physiological, morphological and ecological principles of human and domestic animal parasites. Other parasites of biological interest will also be covered. This course will include a 2-hour lab each week. The lab will include in part the dissection of select mammals and will serve to supplement and enhance lecture material. Offered on demand. Laboratory fee: $50. Pre-requisites: BIOL 224 and BIOL 224L.

BIOL 331. Microbiology for Majors 3 credits

This course is a general introduction to microbiology with a focus on prokaryotic organisms. Microorganisms to be examined include bacteria, viruses, and fungi. This class will cover a wide variety of topics in Microbiology including physiology, genetics, diversity, pathogens, biotechnology, and ecology. Required of all Biology majors. Offered every fall semester. Pre-requisites: BIOL 130 and BIOL 130L, CHEM 102 and CHEM 102L; Co-requisite: BIOL 331L.

BIOL 331L. Microbiology for Majors Lab 1 credit

The laboratory will include microscopy, staining, microbial identification and independent research projects. Offered every fall semester. Laboratory fee: $50. Offered every fall semester. Co-requisite: BIOL 331.

BIOL 332. Genetics 3 credits

A study of Mendelian genetics, the laws governing inheritance, congenital human defects, and the statistical analysis of data collected. Discussions also include molecular genetics, and population genetics. Required of all Biology majors. Offered every spring semester. Pre-requisites: NSCI 220 or MATH 240, BIOL 224 and BIOL 224L or BIOL 215 and BIOL 215L. Co-requisites: BIOL 332L

BIOL 332L. Genetics Lab 1 credit

Laboratory investigations include classical Mendelian genetics, probability and molecular biological techniques such as gel electrophoreses and PCR. Long term Drosophila experiments provide students with opportunities to test various hypotheses. Offered every spring semester. Laboratory fee: $50. Co-requisites: BIOL 332,

BIOL 333. Immunology 3 credits

A study of the principles of immunity, pathogenicity, virulence, and toxicities. Cellular and humeral immunity and the interaction of the two will be discussed and a thorough study of antigens, antibodies, and their reactions in vitro and in vivo are considered. Category: Biomedical sciences course. Offered spring semester as needed. Pre-requisites: BIOL 331 and 331L. Co-requisite BIOL 333L

BIOL 333L. Immunology Lab 1 credit

The laboratory will emphasize the study and analysis of these reactions, their application to diagnosis, systematics, and principles of immunity. Offered spring semester as needed. Laboratory fee: $50. Co-requisite BIOL 333.

BIOL 361. Advanced Anatomy: The Circulatory System 2 credits

Advanced Anatomy of the Circulatory System is an in-depth study of the heart and blood vessels. The course will cover details of the circulatory system not included in standard undergraduate Anatomy and Physiology courses. The course is designed to be preparatory for students entering medical school. Offered on demand. Pre-requisites: BIOL 302 and BIOL 302L.

BIOL 362. Advanced Anatomy: The Nervous System 3 credits

This course will focus on the anatomical and physiological relationships between the nervous and musculoskeletal systems. The structure and function of the central and peripheral nervous system will be reviewed with further emphasis on structures and processes related to movement. Major disease states affecting these processes will also be analyzed. Course is offered every fall semester. Pre-requisites: BIOL 301 and BIOL 301L OR BIOL 212 and BIOL 212L OR BIOL 251 and BIOL 251L. Co-requisites: BIOL 362L

BIOL 362L. Advanced Anatomy: The Nervous System Lab 1 credit

This lab will focus on the practical application of concepts related to the anatomy and physiology of the nervous system as it relates to movement. Disease states will also be discussed focusing on what the health practitioner will observe from the patient and test results to help in diagnosing the disease states. Course is offered every fall semester. Laboratory fee: $50. Pre-requisites: BIOL 301 and BIOL 301L OR BIOL 212 and BIOL 212L OR BIOL 251 and BIOL 251L. Co-requisites: BIOL 362**BIOL 363. Advanced Anatomy: The Musculoskeletal Systems 2 credits**

Advanced Anatomy of the Musculoskeletal System is an in-depth study of the muscles and their origin, insertion, innervation, blood supply, and action. The course will cover details of the nervous system not included in standard undergraduate Anatomy and Physiology courses. The course is designed to be preparatory for students entering medical school. Category: Biomedical sciences course. Offered Fall of odd years. Pre-requisites: BIOL 302 and BIOL 302L.

BIOL 400. Ecology 3 credits

A study of living organisms in their natural environment, including their biological productivity, their effects on the environment, and its effect on them. Field trips are an essential part of this course. Students should be aware that this course may be physically demanding and may require overnight work and extended periods away from campus. Category: Ecology course. Offered fall semester. Pre-requisites: BIOL 215 and 215 L or 224 and 224 L.

BIOL 400L. Ecology Lab 1 credit

The lab emphasizes the practical application of ecological concepts in a laboratory and field setting. Offered fall semester. Laboratory fee: $50. Co-requisite: BIOL 400.

BIOL 413. Systematic Botany 3 credits

A study of the development and application of current systems of vascular plant classification. Laboratory emphasis is on classical taxonomic methods of plant identification, collection, and preservation. Category: Ecology course. Offered on demand. Pre-requisites: BIOL 215 and BIOL 215L; Co-requisite BIOL 413L.

BIOL 413. Systematic Botany Lab 1 credit

Laboratory includes field trips to local areas, collection and preservation of botanical specimens. Offered on demand. Laboratory fee: $50 Corequisite BIOL 413.

BIOL 419. Microbial Ecology of Health and Disease 3 credits

Students will learn about the diversity and function of the microbial communities associated with eukaryotic hosts. Themes include (1) overview of the microbial communities living in close association with animals, plants, and humans, (2) emergent theories about how both beneficial and negative interactions with the microbiome affect the overall health, growth and and development of the hosts, (3) the ecological concept of disease (dysbiosis) as it pertains to human health and (4) the microbiological, molecular, bioinformatics and statistical approaches used to study microbial communities. Perspectives on these topics will be explored via the current primary literature on each theme. Category: Biomedical, Molecular biology or Ecology course. Offered every spring semester. Pre-requisites: BIOL 331 and 331 L, NSCI 220 or MATH 240 ; Co-requisite: BIOL 419 L.

BIOL 419 L. Microbial Ecology of Health and Disease Laboratory 1 credit

Students will use classic and current laboratory techniques to study and to learn about the diversity and function of the microbial communities associated with animals, plants and humans. Techniques include culture dependent methods such as selective and enrichment cultures and community level physiological profiles as well as molecular based methods. Students will carry out a project to characterize the microbiome of a model system. Students will also explore the current bioinformatic and statistical approaches used to analyze the data generated on these studies. Offered every spring semester. Laboratory fee: $50. Co-requisite: BIOL 419.

BIOL 420. Pathophysiology 3 credits

A study of the changes in normal function that occur in response to stress. The patterns of development of a diseased state will include the etiology of the disease and the ability of the human structure to maintain its homeostasis. Category: Biomedical sciences course. Offered fall semester in even numbered years. Pre-requisites: BIOL 302/302L or BIOL 252/252L; Corequisite: BIOL 420L..

BIOL 420L. Pathophysiology Lab 1 credit

Students will practically apply information about the diseases being studied in lecture to case studies or experiments that will further their knowledge on symptoms and signs of the disease and treatments to cure or control the disease. Students will also learn about common medical tests used to evaluate disease states studied to better understand how physiology of disease states can be examined and how diagnoses and treatments can be determined. Offered fall semester in even numbered years. Laboratory fee: $50. Co-requisites: BIOL 420.

BIOL 421. Introductory Pathophysiology II 3 credits

A continuation of BIOL 420. A study of the changes in normal function that occur in response to stress. The patterns of development of a diseased state will include the etiology of the disease and the ability of the human structure to maintain its homeostasis. (Note: BIOL 420 is not a prerequisite) Pre-requisites: BIOL 302 and BIOL 302L. Offered on demand.

BIOL 422. Embryology 3 credits

The morphology, developmental patterns, and mechanisms of cellular differentiation in human fertilization, implantation and embryo and fetus formation will be explored. Human reproductive systems will be reviewed and hormonal control mechanisms leading to gamete development will be discussed in depth. Offered fall semester in odd numbered years. Offered fall semester in odd numbered years. Category: Biomedical sciences course. Offered fall semester in odd numbered years. Pre-requisites: BIOL 224 and 224L, BIOL 302 and 302L; Co-requisite: BIOL 422L

BIOL 422L. Embryology Lab 1 credit

Laboratory exercises will examine the morphology of developing embryos and discussions of congenital malformations. Laboratory fee: $50. Co-requisite: BIOL 422.

BIOL 425. Tropical Ecology 3 credits

This course is a study of living organisms in tropical environments. Although we will cover general ecological concepts, special emphasis is on tropical ecosystems and their unique niche in the biosphere. We will also discuss theories of why the tropics are so diverse and the processes that maintain and threaten the biodiversity and social structure in the tropics. This course will fulfill an Ecology course requirement for Biology majors. This course is designed to be taught simultaneously as a 200-level FLEX course for non-scientists and a 400-level ecology course for scientists. The assignments and expectations differ between the two groups of students. Offered spring semester of odd numbered years. An optional companion course (BIOL 426L) is offered as a 2-credit lab course that will travel to Costa Rica.

BIOL 426L: Tropical Field Ecology of Costa Rica 2 credits

This course is a travel course that focuses on field ecology in tropical environments. This course is the optional lab component to the Tropical Ecology course (BIOL 225/425). The class will travel to Costa Rica and explore various ecosystems and cultural aspects of the country. The focus will be on ecology and conservation, but we will also encage in the culture of the country. This course is designed to be taught simultaneously as a 200-level FLEX course for non-scientists and a 400-level ecology course for scientists. The assignments and

expectations differ between the two groups of students. Prerequisites are BIOL 320 (Conservation Biology), BIOL 400, or BIOL 425. Offered every other summer in odd years.

BIOL 430. Limnology 4 credits

A course designed for upper-level students in Biology and Natural Sciences. Limnology is the study of freshwater rivers, lakes, streams, and ponds. In the course students will investigate the physical, biological, and anthropogenic factors influencing aquatic systems. Students will be engaged in small group research projects applying the tools of limnology research. As part of this project students will be engaged in projects that will include field data collection, statistical analysis, and bio-assessment of water quality and a presentation of the final results. This is a field and lab work intensive course. Offered as needed. Category: Ecology course. Laboratory fee: $50. Pre-requisites: BIOL 130 and BIOL 130L, CHEM 102 and CHEM 102L.

BIOL 451. Cell and Molecular Biology 3 credits

An upper level class devoted to the study of molecular aspects of genetics and cell biology. In addition to basic cell biology, the course will introduce molecular genetics and regulation of prokaryotic and eukaryotic gene expression. Special consideration will be given to structure and function of genes and regulatory proteins. Offered fall semester in even numbered years. Category: Molecular Biology course. Pre-requisites: BIOL 332 and BIOL 332L, BIOL 331 and BIOL 331L, CHEM 102 and CHEM 102L, NSCI 220 or Math 240. Co-requisite: BIOL 451L

BIOL 451L. Cell and Molecular Biology Lab 1 credit

Laboratory emphasis will include basic techniques of gene technology such as: restriction mapping, cloning, polymerase chain reaction (PCR), electrophoresis and bacterial transformation. Offered fall semester in even numbered years. Laboratory fee: $50. Co-requisite: BIOL 451.

BIOL 453. Virology 3 credits

The course is a general overview of the biology of viruses. Topics will include an introduction to the major classes of viruses, their distinct features, life cycles, and applicable diseases. The course will also investigate molecular aspects of viral replication and host's role during virus infection. Major emphasis will be placed on animal viruses. The course will include detailed investigation of current topics in the scientific literature including discussion of case studies. Category: Molecular Biology course. Offered fall semester in odd numbered years. Pre-requisites: BIOL 331 and BIOL 331L, CHEM 102 and CHEM 102L. Co-requisite: BIOL 453L

BIOL 453L. Virology Lab 1 credit

Laboratory emphasis on manipulation of prokaryotic viruses as model systems including isolation, quantitative, reproduction, and burst techniques. Offered fall semester in odd numbered years. Laboratory fee: $50. Co-requisite: BIOL 453

BIOL 495. Research in Science 3 credits

The independent investigation of a topic in science. Can be used to satisfy the departmental research requirement of all science majors. This research experience allows the student to receive credit for conducting their research. Students taking this course will work with a faculty research mentor and will complete a formal research paper upon completion of the project. Offered as needed. Pre-requisites: Consent of the instructor and NSCI 220 or MATH 240.

BIOL 496. Seminar in Science 3 credit

This is a course designed to coalesce the different BIOL concentration areas of emphasis into a capstone experience where students have an opportunity to apply, integrate, and demonstrate the knowledge and skills they have acquired during their undergraduate biology education. Required of all Biology majors. The course focuses on three areas of interest and emphasizes career applications in: Conservation Biology and Environmental Science, Application of molecular biology and transgenic organism, and Anthropogenic impacts on the environment and health. The course uses primary literature in the areas of emphasis. Students will present representative papers to demonstrate communication skills and knowledge and application of appropriate biological content. Students are required to demonstrate proficiency in communicating science to an audience of peers, faculty and general public in various modalities. During their presentation, students may be questioned concerning all levels of outcomes in the Biology Program as part of a summative assessment of the student's progress. This course is taken during the spring semester of a student's senior year. Students are not permitted to take BIOL 496 until they have achieved a minimum of 90 credit hours in the major AND have taken and passed with a C or better at least one other 400 level BIOL course. Offered each Spring semester

BUSINESS ADMINISTRATION (BUSI)

BUSI 151. Introduction to Business3 credits

An overview of the major business disciplines. Topics include the business environment, forms of business ownership, entrepreneurship, management and leadership, finance, human resource management, production,

entrepreneurship, marketing, global markets, accounting, economics, business ethics, and personal finance. (offered in fall and spring).

BUSI 152. Business Careers 3 credits

This course will allow students to gain knowledge of real-world experiences and working conditions from speakers and mentors who are top executives from local, regional, and national organizations. This course will be a bridge that relates theory to practice in different areas of business administration and leadership.

BUSI 220. Information Systems & Software Applications 3 credits

Introduces essential information management systems concepts, including artificial intelligence, data and information, internal and external networks, software and hardware, and telecommunications. Students will develop skills with productivity software applications, including word processing, decision-making using spreadsheets, communication with electronic presentations, and data management using database software to prepare students to pursue Microsoft Office Specialist certification. (offered in fall and spring)

BUSI 231. Business Law I 3 credits

A study of the history of the American legal system; introduction to the courts, dispute reconciliation, and functions of law; Constitutional law; criminal law; tort law and products liability; warranty law; contract law, offer and acceptance, consideration, contractual capacity, legality of object, public policy, third-party rights and remedies; and agency law. (offered in fall and spring)

BUSI 232. Business Law II 3 credits

Forms of business organizations, partnerships, limited liability companies and corporate governance; employment law, worker protection, immigration law, labor law, sexual harassment, employment discrimination and retaliation, and human resources; real and personal property; bailments; landlord-tenant relations; insurance law; UCC Article 3 – commercial paper and negotiable instruments, holder in due course and liability and discharge; UCC Article 9 - secured transactions; and bankruptcy. (offered spring odd)

BUSI 241. Business Communication 3 credits

A survey course designed to address key topics in professional and work- related communication. During the course, students will strengthen their knowledge and enhance their skills in verbal and nonverbal communication, including key areas of career preparation, listening, teamwork, culture, ethics, writing, and presenting. Prerequisite: ENGL 102. (offered in fall and spring)

BUSI 316. Business Statistics I 3 credits

An introduction to the theory and application of quantitative techniques in the fields of business and economics. The major areas of emphasis will be probability and statistical theory, decision-making models, statistical process control, and data description in respect to graphic presentation and calculation of measures of central tendency and dispersion. Prerequisite: MATH 121. (offered in fall and spring).

BUSI 317. Business Statistics II 3 credits

A study of the foundations of statistical analysis of data. The primary areas of emphasis include sampling theory, summation of data (central tendency, variance, skewness), natural distribution of data (normal, binomial, Poisson), and statistical inferences from data (confidence intervals, hypothesis testing). The course will also examine relationships among paired data (regression, correlation) and non- parametric statistical measures. Prerequisite: MATH 121 and BUSI 316. (offered in fall and spring)

BUSI 350. Special Topics 1-3 credits

Advanced study of topics not covered in regularly scheduled courses. Delivered through directed study or specially scheduled lectures, depending on the topic. May be repeated a maximum of two semesters. Prerequisite: Consent of instructor.

BUSI 360. Business Ethics 3 credits

Illustration and discussion of the problems and practices of contemporary management through application of ethical concepts and guidelines utilizing case studies and assignments. The course aids in student recognition of ethical behavior and in distinguishing deviant behaviors; providing the foundation for making ethical decisions in business, government, and society. Students complete the NASBA Ethical Leadership Certification Program as part of the course. (offered in fall and spring).

BUSI 407. Global Dimensions of Business 3 credits

Exploration of the various factors influencing the global business environment. Pitfalls to be avoided and suggestions for effective management of international and multinational enterprises will be discussed. Prerequisites: MRKT 321 and FINA 312. (offered in fall and spring).

BUSI 450. Business Strategy 3 credits

A capstone course focusing on integrating the various areas of business functions. Emphasis will be placed on decision-making, corporate policy and strategy formulation and implementation, and the relationship between the corporate and socioeconomic setting. *Students must earn a C or better in BUSI 450 to graduate. Transfer credit is not accepted for BUSI 450. The course must be completed at UC.* Prerequisite: Senior status, MGMT 311, MRKT 321, FINA 312. (offered in fall and spring)

BUSI 498. Business Internship 1-6 credits

An opportunity to apply the knowledge and skills developed in various business courses in a real-world business setting. Prerequisites: BUSI 220, BUSI 241, and 90 credit hours or approval of advisor. (offered in fall, spring, and summer)

BUSINESS ANALYTICS (BSAN)

BSAN 205. Introduction to Business Analytics 3 credits

An introduction to Business Analytics with topics related to big data – volume, velocity, veracity and variance, review of tools and techniques, business applications and industry demand. Students will gain a clear overview of the business analytics domain. (offered in spring).

BSAN 315. Big Data Analytics 3 credits

The Big Data Analytics course will provide students with the knowledge and skills, including industry level tool exposure, required for acquiring, cleaning, processing and managing structured and unstructured data. Prerequisites: BSAN 205 (offered in fall).

BSAN 325. Predictive Modelling for Business Analytics 3 credits

The Predictive Modelling for Business Analytics course will provide students with the knowledge and skills, including industry level tool exposure, required for developing predictive models with diverse data. Prerequisite: BSAN 205 (offered in fall).

BSAN 415. Business Analytics Capstone 3 credits

The Business Analytics Capstone will provide students with an opportunity to conduct research on personalized academic and industry data driven big data initiatives. Prerequisites: BSAN 315 (offered in fall).

BSAN 475X. Machine Learning 3 credits

The Machine Learning course will teach students to the concepts of statistical learning, optimization, feature selection, training and testing classification models, supervised and unsupervised Machine Learning techniques and associated visualization and interpretation from business domains perspectives. Prerequisite: BUSI 316 and BSAN 315.

CHEMISTRY (CHEM)

CHEM 101. General Chemistry I 3 credits

CHEM 101 is an introduction to the quantitative study of the physical and chemical behavior of matter. Major topics include: matter and measurement, atoms, ions and molecules, chemical formulas, equations, and moles, reactions in aqueous solution, periodicity and atomic structure, ionic and covalent bonding, molecular structure, chemical energy, and gases and their behavior. Three 50-minute lectures per week. Prerequisite: MATH 120. Co-requisite MATH 121, CHEM 101L. Taught Fall Semesters.

CHEM 101L. General Chemistry I laboratory 1 credit

CHEM 101L provides a laboratory that compliments CHEM 101, an introduction to the quantitative study of the physical and chemical behavior of matter. Major topics include: matter and measurement, atoms, ions and molecules, chemical formulas, equations, and moles, reactions in aqueous solution, periodicity and atomic structure, ionic and covalent bonding, molecular structure, chemical energy, and gases. One three-hour laboratory session per week. Co-requisite MATH 121, CHEM 101. Laboratory fee $75. Taught Fall Semesters.

CHEM 102. General Chemistry II 3 credits

A continuation of CHEM 101 with the major topics being liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium acids, bases, aqueous equilibrium, electrochemistry and nuclear chemistry. These topics, in addition to the material covered in CHEM 101, will provide students with a very good chemistry background for graduate entrance exams such as the PCAT, MCAT, DAT, and GRE. Three 50-minute lectures per week. Prerequisite: MATH 121, CHEM 101 or AP score of 5. Co-requisite CHEM 102L. Taught Spring Semesters.

CHEM 102L General Chemistry II Laboratory 1 credit

A continuation of CHEM 101 with the major topics being liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium acids, bases, aqueous equilibrium, electrochemistry and nuclear chemistry. These topics, in addition to the material covered in CHEM 101, will provide students with a very good chemistry background for graduate entrance exams such as the PCAT, MCAT, DAT, and GRE.

Three 50-minute lectures per week. Prerequisite: MATH 121, CHEM 101 or AP score of 5. Co-requisite CHEM 102L. Taught Spring Semesters.

CHEM 201. Organic Chemistry I 3 credits

A study of the principles of organic chemistry focusing on structure and fundamental chemical properties of the common types of organic compounds. Prerequisite: CHEM 102 or AP score of 5. Taught each fall. Co-requisite CHEM 201L

CHEM 201L. Organic Chemistry I laboratory 1 credit

CHEM 201L provides a laboratory that complements the study of the principles of organic chemistry focusing on structure and fundamental chemical properties of the common types of organic compounds. Prerequisite: CHEM 102 or AP score of 5.. Taught each fall. Co-requisite CHEM 201, Laboratory fee $75

CHEM 202. Organic Chemistry II 3 credits

A continuation of CHEM 201, which is a pre-requisite. The emphasis is placed on reaction mechanisms and synthetic methods. Three lecture hours per week. Prerequisite: CHEM 201. Taught each spring. Co-requisite CHEM 202L

CHEM 202L. Organic Chemistry II laboratory 1 credit

CHEM 202L complements the study of reaction mechanism and synthetic methods. Corequisite CHEM 202. Laboratory fee $75

CHEM 251. Quantitative Analysis 3 credits

CHEM 251 consists of the study of chemical quantitative analysis techniques of “real world” samples. Topics include measurements, gravimetric and combustion analyses, a deeper look at acids and bases, buffers, chemical equilibria, acid-base, compleximetric, and redox titrations, and electrochemical probes. Three 50-minute lectures per week. Prerequisite: CHEM 102. Co-Requisite CHEM 251L. Taught Fall Semesters.

CHEM 251L Quantitative Analysis Laboratory 1 credit

CHEM 251L consists of a laboratory complement that consists of a study of wet chemical quantitative analysis techniques of “real world” samples. Topics include practical laboratory techniques and calculations, errors, laboratory equipment for chemical analysis, gravimetric and combustion analyses, titration chemistries (acid-base, redox, precipitation, compleximetric, conductimetric), acids and bases, buffers, electrochemistry, and electrochemical probes. The theory underlying the experimental techniques sample preparation, methods of recording data, and calculations are considered. Co-requisite CHEM 251, Laboratory fee: $75. Taught Fall Semesters.

CHEM 322. Inorganic Chemistry 3 credits

A systematic study of selected topics in inorganic chemistry including an introduction to material of a physicochemical nature. Three lecture hours per week. Prerequisites: CHEM 102 and CHEM 201. Taught fall semester.

CHEM 325L. Laboratory Analysis Techniques 2 credits

This laboratory seminar will provide students the opportunity to gain hands-on experience. Students will independently develop an analytical method using chemical instrumentation available in the Chemistry Program. The student will then present their research project at the University of Charleston’s Academic Showcase. One 90-minute seminar and one to two lab sessions per week. Lab time is flexible and scheduled to meet student availability. Prerequisite: CHEM 251 or CHEM 362. Co-requisite: CHEM 362. Laboratory fee $75.

CHEM 362. Instrumental Analysis 3 credits

A study of the advantages and the limitations of the use of laboratory instrumentation for solving “real world” problems using chemical analysis. Included are UV-Vis spectrophotometry, FTIR spectrophotometry, atomic spectroscopy, gas chromatography, liquid chromatography, and mass spectrometric techniques. Real-world analysis issues of sampling, calibration, and quality assurance will be discussed. Prerequisite: CHEM 102. Taught each spring. Co-requisite CHEM 362L

CHEM 362L. Instrumental Analysis Laboratory 1 credits

A study of the advantages and the limitations of the use of laboratory instrumentation for solving “real world” problems using chemical analysis. Included are UV-Vis spectrophotometry, FTIR spectrophotometry, atomic spectroscopy, gas chromatography, liquid chromatography, and mass spectrometric techniques. Real-world analysis issues of sampling, calibration, and quality assurance will be discussed. Prerequisite: CHEM 102. Co-requisite CHEM 362L. Taught Spring Semesters.

CHEM 410. Biochemistry 4 credits

This course provides an overview of biochemistry which stresses the organic and physicochemical basis for biological reactions, beginning with amino acids and building an understanding of protein structure. The course content expands to cover enzyme catalysis and kinetics, metabolism, carbohydrate and protein biosynthesis and the structure and function of DNA and RNA. Four lecture hours per week. Prerequisite: CHEM 202. Taught fall semester.

CHEM 411. Advanced Organic Chemistry 3 credits

A review of the fundamental reactions of some of the main types of aliphatic, aromatic, alicyclic, and heterocyclic compounds and the solution of a variety of problems with emphasis on structural theory and reaction mechanisms. Three lecture hours per week. Prerequisite: CHEM 202. Taught spring semester.

CHEM 412. Physical Chemistry I 3 credits

A study of the properties of matter, thermodynamics, thermochemistry, chemical equilibria, chemical reactions and solutions. Prerequisites: CHEM 202, PHSC 202, and MATH 201. Taught Fall Semesters.

CHEM 413. Physical Chemistry II 3 credits

A study of chemical kinetics, quantum theory, molecular spectroscopy and its applications to atoms and molecules, and statistical mechanics. Prerequisites: MATH 201. Taught Spring Semesters.

CHEM 420. Advanced Biochemistry 3 credits

An in-depth study of biochemistry in the following topics: Biophysical and bioinorganic chemistry, ultrafast dynamics of proteins and heme proteins and their physiological consequences, special enzymes and enzymatic regulation, metabolism of special biomolecules and related medical applications, NO (nitric oxide) biochemistry, cytochromes-mediated electron transportation, and effect of free radicals on living systems. Three lecture hours per week. Prerequisite: CHEM 410. Taught in spring.

CHEM 494. Proposal Writing in Chemistry 1 credit

This course prepares a student to complete a research proposal in chemical science and is used to satisfy the program requirements in the chemistry major and the chemistry- biology dual-major. Students should register for this course in the fall semester of their junior year. Students taking this course will consult with a faculty research advisor on the project prior to their proposals. This course, along with CHEM 495 and CHEM 496, represents the capstone learning experience for the chemistry major and the chemistry- biology dual-major. Prerequisite: CHEM 202 and CHEM 251. Taught fall semester.

CHEM 495. Research in Chemical Science 3 credits

The investigation of a topic in chemical science under the supervision of a chemistry faculty member. It is used to satisfy the program research requirement of the chemistry major and the chemistry-biology dual-major. Students must complete CHEM 495 before enrolling in CHEM 496. Registration for CHEM 495 requires the signature of the individual in charge of the CHEM 495 learning experience and cannot be completed online. This research experience allows the student to receive credit for conducting their research. Students taking this course will work with a faculty research advisor and will complete a formal research paper upon completion of the project. This course, along with CHEM 494 and CHEM 496, represents the capstone experience for the chemistry major and the chemistry- biology dual-major. Co-requisite: CHEM 494. Taught fall semester.

CHEM 496. Seminar in Chemical Science 1 credit

The presentation of a seminar about a student's chemical research experience. This course is taken during the spring semester of a student's senior year. Students are required to demonstrate proficiency in communicating their research project orally to an audience, using electronic presentation software. This course, along with CHEM 494 and CHEM 495, represents the capstone learning experience for the chemistry major and the chemistry-biology dual- major. Students are not permitted to take CHEM 496 until they have passed CHEM 495. Taught spring semester.

COMPUTER SCIENCE (COSC)

COSC 100. Introduction to Applied Computer Science 3 credits

Provides a comprehensive overview of the field of Computer Science in areas such as machine architecture, data storage, data manipulation, operating systems, algorithms, programming languages, data structures, database structures, computational complexity, and artificial intelligence; includes a brief introduction to programming. Lab fee: $30

COSC 110. Computer Science I 3 credits

An Introductory programming course, using a modern language that covers algorithm development and basic programming techniques with applications in the sciences. Students learn the principles of computer programming and how to use programming to solve scientific problems. This course is a prerequisite for all

core courses and electives in data and computer science programs. Pre-requisite MATH 121 or ACT Math score of 24 or better or Department Consent; Co-requisites: COSC 110L. Lab fee: $30

COSC 110L. Computer Science I 1 credit

This is the companion laboratory for COSC 110.Co-requisites: COSC 110. Lab fee: $10

COSC 120. Computer Science 2 3 credits

A continuation of COSC 110 with Object Oriented Programming principles and techniques emphasized. Topics include: file IO, Arrays and their applications, abstract data types, classes, Inheritance and composition. Prerequisite: COSC 110; Co-requisites: COSC 120L. Lab fee: $30

COSC 120L. Computer Science 2 LAB 1 credit

This is the companion laboratory for COSC 120. Prerequisite: COSC 110 & COSC 110L; Co-requisites: COSC 120. Lab fee: $10

COSC 200. Applied Computer Science II 3 credits

A continuation of COSC 100 with an introduction to web scripting languages, client/server-side technologies, and data structure principles. Pre-requisite: COSC 100. Lab fee: $30

COSC 245. Internet of Things 3 credits

A study of the combination of software, hardware, sensors, and other technologies that connect to the internet or other networks. Focus will be on privacy, security, analytics, and applications of these technologies such as "smart home" devices. Prerequisite: COSC 120. Lab fee: $30

COSC 250. Computer Architecture and Organization 3 credits

A study of the functional organization of digital computers. Fundamental principles of control and data path units, program counter, ALU, multiplexers, registers, and memory. Introduction to assemblers, linkers, and loaders. Programming with assembly language. Prerequisites: COSC 120

COSC 280. Data Structures 3 credits

Design and implementation of abstract data structures including stacks, queues, doubly- linked and circularly-linked lists, binary search trees, heaps, priority queues and graphs; algorithmic analysis and asymptotic notation; binary search, heapsort, merge sort, quicksort, and radix sort. Prerequisites: COSC 120

COSC 305. Hardware Solutions 3 credits

This course focuses on the design and implementation of hardware solutions for computing systems. Students will learn selection, installation, and configuration of hardware components. The course will also cover the concepts of reliability, maintainability, and availability in hardware design, as well as the principles of power management and cooling in computing systems. Prerequisite: COSC 120 or COSC 200. Lab fee: $30

COSC 310. Software Engineering 3 credits

An introduction to requirements management and best practices in eliciting, documenting, and verifying requirements for programming systems. Topics include writing effective use cases, constructing UML-compliant models (including class, state, and activity diagrams), specification of user interface and data layers, testing, and integration. Prerequisite: COSC 120.

COSC 315. Database Systems 3 credits

Data models, data description and data manipulation languages. Schemas, query processing, database system architecture. Integrity, concurrency, and security techniques. Implementation of data models in a real database. Prerequisite: COSC 120. Lab fee: $30

COSC 330. Embedded Systems 3 credits

Design and implementation of small embedded microcomputer based systems. Examination of peripheral control registers, firmware development in C or Python language. Peripherals including serial, parallel, timers, simple LoRa, and interrupts. Design of basic interface circuitry. A course hardware/firmware project will be required. Prerequisite: COSC 120. Lab fee: $30

COSC 340. Operating Systems 3 credits

Computer system software organization; operating system concepts including processes, threads, memory management, inter process communications, and virtual machines. Prerequisite: COSC 120. Lab fee: $30

COSC 345. Computer Networks 3 credits

Computer network analysis and design. Fundamentals of data communications: media, transmission, encoding, error detection and handling, link control, packet switching. Network architecture and topology. Network, Transport, and Application layer protocols, services, design issues and performance. Programming assignments using TCP/IP. Prerequisite: COSC 120. Lab fee: $30

COSC 350. Special Topics 1-4 credits

Introduction of topics not covered in regularly scheduled courses. Department consent

COSC 355. Mobile Computing 3 credits

Study of the fundamental design concepts and software principles underlying mobile and pervasive computing, including mobile interface design, data management, mobile networks, location aware computing, and mobile security. Involves significant programming on modern mobile platforms. Prerequisite: COSC 120. Lab fee: $30

COSC 360. Web Application Development 3 credits

Website development emphasizing presentation layer with client side and server side technologies. Topics covered include scripting languages, cloud services, server-side programming. Prerequisite: COSC 120. Lab fee: $30

COSC 365. Problem Solving for IT Professionals 3 credits

This course is designed to provide IT professionals with the necessary problem-solving skills required in the fast-paced and ever-changing IT industry. Students will learn various problem-solving techniques and methodologies that can be applied in real-world situations. The course will focus on the different phases of problem-solving, including problem identification, analysis, solution design, implementation, and evaluation. Prerequisite: COSC 120 or 200. Lab fee: $30

COSC 390. CS Workshop 1 1-2 credits

This is a one hour internal based internship that allow students to develop skill sets in the IT area. Students will be assigned work based projects in the DACS department, IT group, or special institutional projects. Prerequisite: Junior Status or Instructor Consent.

COSC 420. Advanced Computer Science Math 3 credits

Numerical methods, statistical computing techniques, data smoothing and filtering. Emphasis will be placed on design and implementation. Students will utilize software packages such as MatLab, SciLab, or Python. Prerequisite: Math 201 & Math 240.

COSC 430. Cryptology 3 credits

An applied mathematics and computer science course designed to cover algorithmic number theory and applications with a focus on cryptography. Topics to be covered include prime numbers, divisibility algorithm, modular arithmetic, Fermat's Little Theorem, simple cryptosystems, and public-key cryptography. Prerequisite: MATH 225. Lab fee: $30

COSC 440. Co-op Experience 1-12 credits

Students utilize their knowledge of coding and computer science skills in an applied setting by working directly for a company, government agency or non-profit organization. Prerequisite: Senior status or permission of the instructor.

COSC 450. Capstone 1-12 credits

Drawing upon their co-op experience, students develop and implement an applied research or development project by working directly with a company, government agency or non-profit organization. Prerequisite: COSC 440.

CRIMINAL JUSTICE (CRJS)

CRJS 101. Introduction to Criminal Justice 3 credits

Students learn the history, organization, and functions of various components of the criminal justice system. The focus is on the interrelationships among law enforcement agencies, prosecution, courts, correctional processes and institutions, probation, parole, juvenile justice, and other officials and their agencies.

CRJS 242. Introduction to Law Enforcement 3 credits

This course discusses the philosophical and historical background, constitutional limitations, objectives, and processes in the enforcement of the law. Students discuss and evaluate the nature and responsibilities of policing, including police accountability, civil liability, and multicultural issues.

CRJS 260. Terrorism and Homeland Security 3 credits

This course provides a definition, overview, and analysis of terrorism and examines the causes of terrorism, including religious, political, and social overtones. It also provides an overview of domestic and international terrorism, responding to terrorism, and efforts to prevent terrorism.

CRJS 331. Criminal Procedure 3 credits

This course studies the historical development and court interpretations of the Bill of Rights as each relates to the issues of arrest, search, and seizure. It includes legal theories and practices of the criminal justice system from arrest through release of the criminal offender.

CRJS 356. Criminal Law 3 credits

This course examines the history and development of criminal law, elements of a crime; parties to a crime; types of offenses; and scope, purpose, and definition of criminal offenses. Students also study general principles of substantive criminal law through analysis of judicial opinions and text.

CRIMINAL JUSTICE LEADERSHIP (CJLD)

CJLD 150 Leadership in Criminal Justice Organizations 3 credits

This course is designed to provide students with a comprehensive understanding of leadership in criminal justice organizations. Students will explore the multifaceted roles of leaders in law enforcement, corrections, and the court systems. Through in-depth lectures, case studies, and real-world examples, students will gain a deeper understanding of the fundamental principles of effective leadership within a criminal justice context. This includes developing the skills necessary to lead teams, make critical decisions, and fostering a positive and inclusive work environment. Students will also examine different types of leadership styles commonly found in criminal justice organizations and the impact they have on the overall efficiency, functioning and success of these organizations.

CJLD 300 Principles of Criminal Justice Leadership 3 credits –

This course explores the principles of leadership in the field of criminal justice. Students will examine the role of leadership in maintaining law and order, protecting the community, and promoting justice. Through a combination of theoretical perspectives and practical applications, students will develop a critical understanding of leadership styles, strategies, and techniques within the criminal justice context. They will explore the traits and skills necessary for effective leadership in law enforcement, corrections, and court systems. By the end of the course, students will have a comprehensive understanding of the principles of criminal justice leadership and be able to apply their knowledge in real-world scenarios.

CJLD 302 Principles of Criminal Justice Management 3 credits

This course is designed to provide students with a comprehensive understanding of the principles of criminal justice (CJ) management approach vs. the doctrine of leadership. It combines theoretical knowledge with practical skills to equip students with the tools necessary to effectively manage in the field of criminal justice. Throughout the course, students will examine the various components of CJ management, including organizational structures, human resources, budgeting, and policy development. They will also explore the latest theories and practices in leadership, and how they can be applied to different CJ settings. Students will gain insight into the challenges and complexities of managing and leading in a diverse and constantly evolving field.

CJLR 304 Planning and Organizational Decision Making 3 credits

This course will provide students with a comprehensive understanding of criminal justice leadership in the context of planning and organizational decision making. Students will learn how to effectively lead and manage within the complex and dynamic criminal justice system, with a focus on updating legal frameworks, policy development, and achieving accreditation. Students will explore the dynamics of leadership in the criminal justice system, including the roles, responsibilities, and challenges faced by leaders at various levels. Through an interdisciplinary approach, students will analyze the key factors that influence organizational decision making in the criminal justice context, including legal, ethical, political, and social considerations.

CJLR 306 Leadership Health, Wellness and Morale 3 credits

This course explores the integration and relationship of criminal justice and leadership, with a focus on promoting health, wellness, and morale within law enforcement organizations. This includes examining the unique challenges and stressors that law enforcement personnel face in their roles, and how these can impact their overall well-being and effectiveness as leaders. Additionally, the course will delve into the way mental health, particularly post-traumatic stress disorder (PTSD), can impact the well-being of law enforcement professionals and the steps that can be taken to prevent and address it. Strategies for promoting a culture of wellness, resilience, and self-care within law enforcement organizations will be discussed and explored, as well as techniques for improving overall morale while creating a positive work environment.

CJLD 308 Criminal Justice Leaders: Ethics and Moral Values 3 credits

This course is designed to provide students with an in-depth understanding of the role of ethics and moral values in the criminal justice system. As leaders in the field of criminal justice, it is crucial to have a strong moral compass and make ethical decisions in the face of complex and challenging situations. This course will explore the concept of the "slippery slope" and the potential consequences of unethical behavior in the criminal justice system. Through a combination of lectures, case studies, and class discussions, students will examine the principles of ethics and moral values as they apply to different aspects of the criminal justice system. This

course will also delve into the various codes of ethics and professional standards that govern the behavior of criminal justice leaders, such as law enforcement officers, lawyers, and judges.

CJLD 310 Leadership Skills for Escalation Prevention & Management 3 Credits

This course will equip students with the necessary skills to effectively prevent and manage situations of conflict and escalation within the criminal justice system. Through a comprehensive curriculum, students will learn about the principles of conflict prevention and how to apply them in real-life scenarios. One of the key components of this course is mediation training, where students will learn techniques to de-escalate tense situations and find peaceable resolutions. They will also gain an understanding of the different types of conflicts that may arise in the criminal justice field and how to handle them in a professional and ethical manner. Furthermore, the course will emphasize the importance of emotional intelligence in effective leadership within the criminal justice system. Students will learn how to understand and manage their emotions and those of others to make sound and rational decisions in high-pressure situations.

CJLD 400 Resilient Leadership in Crisis Situations 3 credits

This course focuses on equipping students with necessary skills and strategies to effectively lead during times of crisis and navigate through challenging situations in the criminal justice system. Throughout this course, students will explore various theories and models of crisis leadership, gaining a deeper understanding of the core concepts and principles. Emphasis will be placed on developing critical thinking skills to analyze different crisis situations and make informed decisions to manage them effectively. The course will also cover the essential qualities of a crisis leader, including efficient communication, effective decision-making, and rapid problem-solving skills, as well as the ability to remain calm under pressure and inspire others to do the same.

CJLD 402 Human Resource Development for Leaders 3 credits

This course is designed for students who are currently in leadership positions as well as those interested in pursuing leadership roles in the criminal justice field. It focuses on the crucial role of human resource development in creating effective and efficient leaders in this industry. Through a thorough examination of recruiting, retention, promotions, and training processes, students will gain the necessary knowledge and skills to become successful leaders in the criminal justice system. The course will begin with an exploration of recruitment strategies, including identifying and attracting top talent and ensuring diversity in the workforce. Next, students will delve into the critical topic of retention. This section of the course will cover various strategies for creating a positive work environment, promoting employee satisfaction, and addressing organizational issues that may lead to high turnover rates. Promotional opportunities, processes and training will also be emphasized in this course, as these are key aspects of human resource development for leaders in the criminal justice field.

CJLD 404 Cross Cultural Leadership and Diversity 3 credits

This course provides a comprehensive overview of cultural diversity and its impact on the criminal justice system. The course reviews topics such as the history of diversity, understanding the impact of cultural differences, developing policies to promote cultural understanding and respect, and promoting diversity within the criminal justice system. Other topics include understanding the impact of cultural bias on the criminal justice system, analyzing the impact of cultural diversity on crime and law enforcement, and understanding the dynamics of cross-cultural communication. The course also explores the importance of leadership and diversity in the criminal justice system, and the application of principles learned to enhance the effectiveness of criminal justice organizations.

CJLD 406 Criminal Justice in Media 3 credits

This course is designed to explore the ways in which the elements of the criminal justice system are portrayed in different forms of media, including films, social media, and blogs. The course will examine the various stereotypes, themes, and issues that arise in the portrayal of criminal justice in films and social media. This media review course will look at the representation and depiction of police, courts, prisons, and other elements of the criminal justice system. In addition, students will explore the way in which film media as well as social media has influenced public opinion on criminal justice issues. Students will analyze films and social media excerpts from a variety of genres and historical periods, including current films and classic films as well as subject media posts. They will also be encouraged to discuss and integrate their own experiences and perspectives on criminal justice and how they are affected by the way it is portrayed in media. At the conclusion of the course, students will have a better understanding of how criminal justice is portrayed in media and how this has a definitive impact on the public perception of criminal justice.

CJLD 408 Leadership and Innovation: Emerging Criminal Justice Perspectives 3 credits

This course will explore the emerging trends and perspectives in criminal justice leadership, with a focus on the new innovative approaches and strategies being implemented in the field. Students will examine the changing landscape of the criminal justice system and the challenges faced by leaders in this dynamic environment. They will analyze the role that leadership plays in driving successful and sustainable outcomes in law enforcement, corrections, and other criminal justice agencies. Drawing on real-life examples and case

studies, students will critically evaluate different leadership styles and their effectiveness in responding to the evolving needs and demands of the criminal justice system.

CJLD 410 Managing Civil Unrest 3 credits

This course will provide students with the necessary knowledge and skills to effectively navigate and address civil unrest situations in the field of criminal justice. As society continues to grapple with social and political issues, it is crucial for criminal justice professionals to be equipped with the tools to prevent and manage potential unrest. Throughout the course, students will learn strategies for preventing social unrest and minimizing public unrest, including effective communication and conflict resolution techniques. They will also examine the factors that contribute to civil unrest and learn methods for predicting and analyzing potential conflicts. This course will challenge students to think critically and ethically about the complex issues surrounding civil unrest and develop strong leadership skills upholding human rights and promoting justice for all.

CJLD 412 Performance Evaluation & Assessment 3 credits

This course is designed to provide students with the methods and tools used to evaluate and assess the performance of criminal justice personnel. Students will learn about the relevant theories of personnel evaluation and assessment, as well as the techniques and strategies used to measure and evaluate performance. This course also covers topics such as the legal, ethical, and social implications of evaluating and assessing personnel. Additionally, students will learn about the role of performance appraisal in organizational development, as well as its relationship to motivation, job satisfaction, and organizational culture.

CJLD 416 COMPSTAT: Data and Accountability 3 credits

This course introduces students to the role of data and accountability in criminal justice. It will cover a range of topics including the analysis of data in criminal justice decision-making, the use of data to evaluate criminal justice outcomes, and the importance of accountability in criminal justice. Students will be introduced to the methodologies in which data and accountability can be used to guide criminal justice practice and policy. Students will also learn how to utilize data to evaluate and improve criminal justice agencies, systems, and services. Students will gain an understanding of the role of data and accountability in criminal justice and gain practical skills in the utilization of data to inform criminal justice practices.

CJLD 425 Capstone: Global Perspectives in Criminal Justice Leadership 3 credits

In this course, students will explore the various roles and challenges of criminal justice leadership in a global context. They will examine the similarities and differences of criminal justice systems in different parts of the world and the impacts on leadership practices. This course will also focus on understanding current global issues, such as terrorism, human trafficking, and cybercrime, and the role of leadership in addressing these challenges. Through case studies, discussions, and research, students will develop a global perspective on criminal justice leadership and gain insights into the skills required to lead in a world of increasing interconnectedness and complexity.

COMMUNICATION (COMN)

COMN 151. Human Communication 3 credits

Exploration of the fundamental elements, characteristics and processes of communication, including communicating in a multicultural society, interpersonal and intrapersonal communication and communicating in the context of small groups.

COMN 201. Public Speaking 3 credits

Students will learn theories of rhetoric and speech, including the use of language, structure, and context. Students will practice speaking in various rhetorical situations. Emphasis will be given to honing student skills in informative and persuasive speaking. Prerequisite: SPCH 103.

COMN 221. Introduction to Journalism 3 credits

A study of the field of journalism with emphasis on the print media and its role in American society, while giving a basic introduction to the various phases of journalistic work.

COMN 225. Introduction to Public Relations 3 credits

This course, which introduces the student to communication between an organization and its public, focuses on definition and on historical development and challenges, as well as on techniques of management in public relations.

COMN 305. Public Relations Campaigns 3 credits

In this course, the class will serve as a public relations agency to plan and execute public relations campaigns. Students will apply the four-step public relations process to the campaigns, using a planning matrix to develop each campaign element from conception to development to implementation. Prerequisite: COMN 225.

COMN 314. Persuasive Communication 3 credits

This course provides a comprehensive view of persuasion by analyzing how persuasion operates at an interpersonal and social level. Students will learn theories and principles of social influence and how to apply strategies and techniques of persuasion related to a variety of real-life situations. Prerequisite: COMN 151.

COMN 325. Feature Writing 3 credits

In this course, the class will create feature stories for newspapers, magazines, and internet publications. Students will have the opportunity to write profiles, trend stories, and human-interest stories.

COMN 364. Social Media Strategies 3 credits

This course will help students develop skills in managing social media tools. It will show them how to use various social media channels to publish and circulate branded content in order to engage an audience and to increase social impact, influence, and value. Students will also learn how to create and implement a strategic social media plan.

COMN 350. Special Topics in Mass Communications 1-3 credits

This course allows students to explore a specific aspect or area of mass communication. It may be repeated on different topics with departmental approval.

COMN 361. Practicum in Communication 1-3 credits

Students acquire professional skills through service learning in the UC community. Students may write for the school newspaper, *The Eagle,* or assist the university's Office of Communication or another ancillary service, as appropriate for their program concentration.

COMN 362. Public Relations Writing 3 credits

A survey of public relations writing techniques for formats such as press releases, public service announcements, memorandums, media alerts, features, newsletters, and public relations presentations. Prerequisite: COMN 225.

COMN 400. Communication Theory and Research 3 credits

A detailed examination and application of theories relevant to the practices and issues of communication.

COMN 403. Advanced Videography 3 credits

This course is an exploration of the techniques and aesthetics of narrative digital film production. It focuses on industry terminology and equipment operations such as cameras, lighting, audio recording, and editing. Each student will write, produce, direct, and edit and original digital film. Prerequisite: DMDS 303; $100 Lab Fee

COMN 405. Senior Project in Communication 3 credits

Each student will develop and complete a significant project of professional quality for a nonprofit organization. Students must produce an original publication, plan an event, or assist with rebranding efforts. Prerequisite: senior standing as a Communication major.

COMN 441. Communication Law and Ethics 3 credits

The course provides examination of the theory and application of law and the media, with special attention to copyrights, contracts and torts, liabilities, FCC requirements and ethics. Prerequisite: COMN 151

COMN 480. Seminar in Professional Development 3 credits

The development and evaluation of professional credentials for entry into the communication industry. This capstone seminar course focuses on the preparation of cover letters and resumes, as well as portfolio development and interview techniques. Prerequisite: Senior standing as a Communication major.

COMN 498. Internship in Communication 3 credits

Students acquire professional experience in their chosen field. Internship arrangements between the student and instructor must be solidified prior to enrolling in this course. Prerequisite: Senior standing as a Communication major.

CYBERSECURITY (CYBR)

CYBR 100. Introduction to Computers 3 credits

This course provides students with the ability to utilize and implement computer hardware and software into their cybersecurity and information technology endeavors. Students will analyze the principles of building, repairing, upgrading, and the common operating system principles of computers. The course will also emphasize the need for proper recording of documentation needed when working and making changes to a computer. Students will learn the integration, troubleshooting, and maintenance techniques of combining hardware and software. This also includes how the hardware is relevant towards the operation of computer's

operating system. The importance of safety, privacy, and professionalism needed when working with computers and the individual that operate them. Lab fee: $129

CYBR 110. Introduction to Networking 3 credits

This course provides students with the ability to utilize and implement computer networking into their cybersecurity and information technology endeavors. Students will analyze the principles of the OSI model, protocols, hardware, device configuration, management, security, and troubleshooting methods of networking. The course will also emphasize the need for proper recording of documentation needed when working and making changes to an organization's network. Students will explore and critically examine networks and the network's functions. Students will obtain the importance of safety, privacy, and professionalism needed when working with networks. Lab fee: $129

CYBR 120. Introduction to Security 3 credits

This course provides students with the ability to utilize and implement computer and network security into their cybersecurity and information technology endeavors. Students will analyze the principles of the threats, policies, penetration testing, Bring Your Own Device (BYOD) security, security architecture, securing data, and troubleshooting methods of computer and networking security. The course will also emphasize the need for proper recording of documentation needed when working and making changes to enhance an organization's network. Students will obtain the importance of safety, privacy, and professionalism needed when working with computers and networks and the individuals that adhere towards the need of its security. Lab fee: $129

CYBR 130. Introduction to Programming 3 credits

This course provides students with the ability to utilize and implement computer programming into their cybersecurity and information technology endeavors. Students will analyze the principles of computer programming variables, statements, user inputs, and computer and network recording and manipulation. The course will also emphasize the need for proper recording of documentation needed when working and making changes to an organization's network. Students will obtain the importance of safety, privacy, and professionalism needed when working with and implementing computer coding techniques.

CYBR 200. Introduction to Databases 3 credits

This course provides students the knowledge necessary to apply cybersecurity threat mitigation and remediation strategies to database systems at the design and operational levels. The major areas of study and practice delivered by the course includes core database theory and concepts, creating databases and database objects, and operational issues associated with data security, data integrity and information privacy. The learners will participate in lecture and discussion activities, complete study assignments, and accomplish practical application exercises. Prerequisite or Corequisite: CYBR 130

CYBR 210. Network Security Architecture 3 credits

This course provides students with the ability to utilize and implement network security architecture into their cybersecurity and information technology endeavors. Students will analyze the principles of the analyzing of networks and security, architecture of networking data, and the hardware and software implemented to secure networks and its data. The course will also emphasize the need for proper recording of documentation needed when working and making changes to an organization's network. Students will explore and critically examine networks, its data, and the network's and data's functions. Students will obtain the importance of safety, privacy, and professionalism needed while in a network security architect role. Lab fee: $179

CYBR 220. Security Vulnerability Analysis 3 credits

This course provides students with the ability to utilize and implement vulnerability assessments and practices into their cybersecurity and information technology endeavors. Students will analyze the principles of the security weaknesses, security strengths, and generating an analysis of their data and networking vulnerabilities. The course will also emphasize the need for proper recording of documentation needed when working and making changes to an organization's network. Students will explore and critically examine network's and data's vulnerabilities. Students will obtain the importance of safety, privacy, and professionalism needed when conducting a cybersecurity analysis. Lab fee: $129

CYBR 230. Offensive Security Exploitation 3 credits

This course provides students with the ability to utilize and implement offensive security exploitation practices into their cybersecurity and information technology endeavors. Students will analyze the principles of legal and ethical compliances, session hijacking, cryptanalysis, and cryptographic attack countermeasures. The course will also emphasize the need for proper recording of documentation needed when working and making changes to an organization's network. Students will explore and critically examine networks and the network's offensive security functions. Students will obtain the importance of safety, privacy, and professionalism needed implementing offensive security exploitation tactics. Lab fee: $179

CYBR 240. Security and Data Privacy 3 credits

This course examines an overall understanding of Security and Data Privacy including fundamental elements of computer security and information assurance. Students will learn to identify and implement general information assurance concepts including confidentiality, integrity and availability, risk management, authentication, ethical issues, and principles of cryptology. The course further examines the legal, personally identifiable information, policy, and compliance challenges raised by efforts to protect networked environments. Lab fee: $416

CYBR 250. Cloud Computing 3 credits

This course provides students with an overall understanding of Cloud computing concepts and services independent of specific technical roles. Students will learn to identify and implement general Cloud concepts with a focus on cybersecurity principles. Students will identify key cloud concepts and principles including deployment models, categories and services, security, architecture, and will be able to describe the main benefits and challenges of cloud computing, including managing costs. Students will deploy services and features based on Amazon's AWS platform. The course includes several hands-on laboratories that present the student with a real–time cloud environment. Prerequisite: CYBR 110

CYBR 310. Cybersecurity Strategy3 credits

This course is designed to cover the strategic, operational, and tactical aspects of the conflicts in cyberspace today. This course will provide a valuable resource to those involved in cyber warfare activities regardless of whether their focus is policy maker, CEO, CISO, doctrinal development, penetration testers, security professionals, network and systems administrators, or college instructors. The information provided on cyber tactics and attacks can also be used to assist in engineering better and more efficient procedures and technical defenses.

CYBR 320. Ethical Hacking & Countermeasures 3 credits

The Certified Ethical Hacker program is the pinnacle of the most desired information security training program any information security professional will ever want to be in. To master the hacking technologies, you will need to become one, but an ethical one! The accredited course provides the advanced hacking tools and techniques used by hackers and information security professionals alike to break into an organization. As we put it, "To beat a hacker, you need to think like a hacker". This course will immerse you into the Hacker Mindset so that you will be able to defend against future attacks. The security mindset in any organization must not be limited to the silos of a certain vendor, technologies or pieces of equipment.

CYBR 330. Incident Handler 3 credits

The Incident Handler program is designed to provide the fundamental skills to handle and respond to the computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students will learn how to handle various types of incidents, risk assessment methodologies, and various laws and policy related to incident handling. After attending the course, they will be able to create incident handling and response policies and deal with various types of computer security incidents.

CYBR 340. Security Analysis 3 credits

The Security Analyst training program is an information security training class designed to enable Security Professionals the advanced uses of the available methodologies, tools and techniques expected from a premier vulnerability assessment training and are required to perform comprehensive information security pen tests. Students will learn how to design, secure and test networks to protect any organization from the threat hackers and crackers pose. By enabling the Penetration Tester methodology and groundbreaking techniques for security and penetration testing, this will help you perform the intensive assessments required to effectively identify and mitigate risks to the security of organization's infrastructure. As students learns to identify security problems in this vulnerability assessment training certification course, they also learn how to avoid and eliminate them, with the class providing complete coverage of analysis and network security-testing topics.

CYBR 410. Certified Information Systems Security Professional – Phase I 3 credits

The CISSP course helps individuals who have the ability, knowledge, and experience to implement solid security practices, perform risk analysis, identify necessary countermeasures, and help the organization protect its facility, network, systems, and information. The CISSP course also provides security professionals with the credential that represents the skill set they want to offer to employers. Today, a greater demand is put on security as an integral part of corporate success. This, in turn, increases the demand for highly skilled security professionals. This course, broken down into a phase 1 and subsequent phase 2 course, is aligned to the eight (8) domains of Information System Security Certification Consortium (ISC2).

CYBR 415. Certified Information Systems Security Professional – Phase II 3 credits

This is Part II of The CISSP course helps individuals who have the ability, knowledge, and experience to implement solid security practices, perform risk analysis, identify necessary countermeasures, and help the organization protect its facility, network, systems, and information. The CISSP course also provides security professionals with the credential that represents the skill set they want to offer to employers. Today, a greater

demand is put on security as an integral part of corporate success. This, in turn, increases the demand for highly skilled security professionals. This course, broken down into a phase 1 and subsequent phase 2 course, is aligned to the eight(8) domains of Information System Security Certification Consortium (ISC_2). The course contained, here-in, is the second phase. Prerequisite: CYBR 410.

CYBR 440. Advanced Security Trends 3 credits

This course provides students with the ability to explore and examine emerging trends and technology in cybersecurity. Students will analyze organizations and review the feasibility of adopting new cybersecurity policies to provide competitive advantages in the workplace. This course also evaluates how policies and procedures continue to evolve as technology workplace data security requirements change.

CYBR 450. Cybersecurity Capstone 3 credits

The cyber capstone course aims to give students hands-on experience, building on what they have learned during the specialization courses. The task of the Capstone is to design and build a secure system and expose weaknesses in systems built by other teams. The capstone follows the format of the Build-it Break-it Fix-it security contest. The Build it -Break it -Fix it security contest aims to teach students to write more secure programs. The contest evaluates participants' abilities to develop secure and efficient programs. The contest is broken up into three rounds. During the Build It round, builders write software that implements the system prescribed by the contest. In the Break It round, breakers find as many flaws as possible in the Build It implementations submitted by other teams. During the Fix It round, builders attempt to fix any problems in their Build It submissions that were identified by other breaker teams. Students are also supposed to submit a comprehensive case study pertaining to current IT cybersecurity policy. Participating in the course gives learners the chance to be part of research on understanding how to better build secure software. Lab fee: $179

DATA SCIENCE (DASC)

DASC 100. Introduction to Scientific Programming 3 credits

An introductory programming course designed primarily for computational and data sciences majors and business analytics where students learn how to use programming principles to solve numerical and scientific problems. Prerequisite: None. Lab fee: $30

DASC 101. Introduction to Data Science 3 credits

A course that covers the basic principles of data science and the tools and skills that are essential in data science. Topics to be covered include: data acquisition, cleaning, processing, and drawing inference from such data. Lab fee: $30

DASC 150X. Applied Artificial Intelligence 3 credits

This course is designed to provide a comprehensive introduction to the field of applied artificial intelligence with no background computer or statistical knowledge required. Students will explore a wide variety of AI applications such as ChatGPT for natural language understanding, sentiment analysis for emotion detection, and AI art generation for creative expression, and more. Through a combination of theory, hands-on projects, and real-world examples, participants will gain the skills and knowledge needed to develop AI solutions for various domains. Prerequisite: None. Lab fee: $30

DASC 200. Data Mining 3 credits

Students learn basic principles of data mining which include methods for locating, extracting, processing, determining appropriate methods for handling and ultimately extracting useful knowledge from raw data. Topics to be covered include: data extraction, cleaning, and other preprocessing tasks of data, classifications, clustering, transformation, pattern recognition, anomaly detection, and overall knowledge discovery. Prerequisite: MATH 240 or equivalent course in statistics.

DASC 250. Data Visualization 3 credits

The study of the basic principles of presenting (visual format) data in multiple ways from any source with applications in multiple disciplines. Prerequisite: MATH 240 or equivalent course in statistics

DASC 310. Machine Learning 3 credits

Principles and techniques of statistical learning (machine learning) for dimensionality reduction, classification, clustering, and regression. Students learn how machine learns which can be divided into supervised and unsupervised learning. Such learning is accomplished through advanced statistical methodology. Prerequisite: MATH 240 or equivalent course in statistics. Lab fee: $30

DASC 330. Modelling and Simulation 3 credits

Statistical models for data analysis and discovery in big-data settings, with primary focus on linear regression models. The challenges of building meaningful models from vast data are explored, and emphasis is placed on model building and the use of numerical and graphical diagnostics for assessing model fit.

Interpretation and communication of the results of analyses is emphasized. Prerequisite: MATH 240 or equivalent course in statistics

DASC 350. Special Topics 1-4 credits

Introduction of topics not covered in regularly scheduled courses. Prerequisite: Department consent.

DASC 375. Natural Language Processing 3 credits

The course provides fundamental skills and knowledge needed to use computer software/algorithms to process and extract knowledge from large data sets. Topics to be covered include syntax and parsing, statistical parsing, syntactic analysis. Prerequisite: MATH 240 or equivalent course in statistics

DASC 450. Internship 3 credits

Content varies based on student's background and needs. Prerequisite: Senior status or instructor consent.

DASC 475. Data Science Capstone 3 credits

An independent research project done at the junior or senior level. It involves a project supervised by a faculty. The number of hours depends on student interest, standing, and background. Prerequisite: Senior status or instructor consent.

DIGITAL MEDIA DESIGN (DMDS)

DMDS 101. Intro to Digital Media Design 3 credits

The course will provide students with an introduction to visual communications and the principles and elements of design. Students will practice applying the principles and elements in several visual communications exercises. Flex Course, Pre-requisites None.

DMDS 201. Graphics I 3 credits

The course will introduce the principles and elements of digital media design utilizing Adobe Suites Photoshop and Illustrator. Students will focus on the development of concepts and ideas relating to digital and social media. Flex Course, Pre-requisites None, $100 Lab Fee

DMDS 202. UI Web Design 3 credits

The course will focus on the development of the user interface (UI) in Web Design. Students will learn the principles of web design and how to apply them to projects throughout the course. Flex Course, Pre-requisites None, $100 Lab Fee

DMDS 210. Design Thinking in 3D 3 credits

The course will introduce computer software specifically for 3D design to enhance students' knowledge of digital media. Students will focus on the development of 3D products using the process of Design Thinking for prototyping 3D products. Flex Course, Pre-requisites None, $100 Lab Fee

DMDS 301. Motion Graphics 3 credits

The course will focus on motion graphics and how it can be used for clients to create work based on briefs. Students will learn techniques and skills using Adobe After Effects. Pre-requisite: DMDS 201; $100 Lab Fee

DMDS 302. UX Web Design 3 credits

The course will focus on the development of the user experience (UX) in Web Design. Students will apply the principles of web design to projects and gain knowledge about HTML and CSS. Pre-requisite: DMDS 202; $100 Lab Fee

DMDS 303. Graphics II 3 credits

The course will reinforce the students understanding of graphics from previous courses. Students will focus on the application of concepts and ideas to apply skills to visual communication and video editing projects. Pre-requisite: DMDS 201; $100 Lab Fee

DMDS 310. Visual Communications Studio 3 credits

The course focuses on the development of visual skills for print media, packaging, and data. Students will apply their knowledge of the principles of layout design and color psychology to assigned projects. Pre-requisites: DMDS 101, 201, and 303; $100 Lab Fee

DMDS 311. Design Thinking Studio 3 credits

Students will apply the full Design Thinking process to storyboard short sequences, then develop a tangible product or digital solution—such as a social media app—for UC, local community, or nonprofit use that solves user problems. Through empathy research, ideation, rapid prototyping, testing, and iteration, students will deliver both a concise narrative and a user-centered product that demonstrates creative vision and real-world impact. Pre-requisites: DMDS 201, 210, and 301; $100 Lab Fee

DMDS 312. UI & UX Web Design Studio 3 credits

The studio will focus on the process of creating UI and UX web sites and social media applications. The students will enhance their interview skills with clients to help gain information to produce publishable sites. Pre-requisites: DMDS 101, 202, and 302; $100 Lab Fee

DMDS 390. Professional Practice 3 credits

The course will address opportunities in Digital Media to prepare students for their internship and senior capstone. Students will research, create documents, and address issues for the professional setting. Students will begin developing the senior capstone project based on the focus areas.

DMDS 410. Digital Media Design Senior Capstone 3 credits

The course will be centered around projects to prepare students for their future. Students will complete a comprehensive capstone project designed for an appropriate audience. Students may work with local businesses on the project to enhance their portfolios. Pre-requisites: DMDS 310, 311, and 312

DMDS 490. Digital Media Design Internship 3 credits

The course will provide students with the opportunity to obtain practical work experience. Students will focus on honing their skills as it relates to digital media and specified interests. Pre-requisite: None

DMDS 499. Independent Study 3 credits

ECONOMICS (ECON)

ECON 201. Principles of Microeconomics 3 credits

A study of the fundamental principles of microeconomic theory as applied to consumers, producers, and government. This includes how market demand and supply operate to determine price and output in various competitive and non-competitive conditions. Related topics include elasticity, consumer choice, production and costs, economic functions of government, externalities, and public goods. (offered in fall and spring; offered online in spring)

ECON 202. Principles of Macroeconomics3 credits

A study of macroeconomic principles as they relate to national economic goals. Topics include international trade, national income accounting, economic growth, inflation, employment, macroeconomic models of aggregate demand and supply, federal budget deficits, public debt, and an analysis of fiscal and monetary policy. (offered in fall and spring; offered online in spring)

ECON 370. Issues in Capitalism 3 credits

An introduction to the philosophy of objectivism and the contrasting philosophy of subjectivism and will include, but will not be limited to, the study of capitalism, socialism and communism. Discussions and reading and writing about conflicting ideas will be emphasized throughout the course. The course will also encompass major economic and social issues within the political framework, both national and international.

EDUCATION (EDUC)

EDUC 100. Introduction to Education 3 credits

This course is an introduction to the education profession and is designed to familiarize prospective educators with the work of the K-12 teacher and community educator. The content of the course provides students with a comprehensive examination of three main factors that affect the work of an educator: (1) students and the social issues they bring with them to schools, (2) curriculum and instruction, and (3) organizational structures, governance and school law. Candidates will explore their own interests in the field of education by relating it to their personal educational experiences. Public school field experiences (20 hours) introduce students to a range of educational levels, a variety of multi-cultural and socio-economic settings, and diverse student populations. Course fee: $150

EDUC 203. Survey of Students with Exceptionalities 3 credits

This in-seat course provides an overview of historical perspectives and current practices in special education. Units of study include definitions, characteristics, prevalence, assessment, and placement issues for specific disabilities and giftedness. The course also emphasizes multicultural, age, and familial considerations for students with exceptionalities. Strategies for improving the learning and behavior of students with exceptionalities are introduced. Candidates spend 20 hours in a special education setting.

EDUC 204. The Inclusive Classroom 3 credits

This blended online course emphasizes procedures and strategies for including students with exceptionalities and culturally diverse learners in the general education classroom and other learning settings. Candidates are introduced to the concepts of universal design for learning, understanding by design, and culturally responsive teaching. Candidates also create lesson plans that include all learners. The course emphasizes collaborating effectively with professionals and family members to meet individualized education

plan goals and objectives in the general classroom. As a service-learning intensive course, students spend 20 hours in public school and/or community inclusive settings.

EDUC 250. Technology in the Schools 3 credits

Candidates learn computer and other technology applications for the field of education. The course emphasizes integrating iPads, multimedia, and the internet to improve teaching and learning, providing assistive and adaptive technology for the inclusion of students with exceptionalities and culturally diverse learners, and making ethical decisions for technology usage. This class is taught in an online format only.

EDUC 253. Physical Education Methods 3 credits

This course focuses on preschool and elementary instructional strategies that emphasized developmentally appropriate skills, physical activity and motor skill development, management skills and self-discipline, lifetime personal health and wellness, cooperation, responsibility, and sensitivity to diversity. In addition, the course emphasizes how the classroom teacher can introduce physical movement in the classroom to energize thinking and enhance academic skills. Students will teach and work with students in a 10-hour field experience in an elementary school setting and create lesson and/or skills plans related to physical movement and/or wellness as part of the teaching experience.

EDUC 299. Theories of Learning and Teaching 3 credits

This course is an examination of developmental, cognitive, motivational, social, psychological, and constructivist theories of learning. Units of study adapt the principles of educational psychology to the learning-teaching concepts related to understand students and effective instruction. Pre-requisite: PSYC 212. Course fee: $209

Only students who have been formally accepted into the Education Department or who have special permission from the Chair of the Education Department may enroll in the courses listed below.

EDUC 300. Children's Literature 3 credits

This online course focuses on exploring and evaluating a variety of authors, illustrators, and books related to children's literature. Candidates will become familiar with different genres, evaluate and select appropriate literature to meet individual student needs, and recognize how children's literature can be implemented across the curriculum. Candidates will develop and implement a variety K-6 learning events to engage and motivate students to become lifelong readers.

EDUC 31X. Early Childhood Fundamentals 3 credits

This course focuses on the foundation and fundamentals that support early childhood education, including the guiding principles used to establish early childhood procedures, key ethical standards and guidelines, plus current practices and policies that affect early childhood services. Offered online.

EDUC 311. Assessment and Diagnosis 3 credits

This course examines the design, production, application, and scoring of teacher-made and standardized tests with norm-referenced and criterion-referenced measurements. Attention is given to planning assessments for units, incorporating technology for assessment and scoring, and developing authentic assessments and rubrics. The course includes fundamental descriptive statistics needed for interpreting tests scores of students with and without exceptionalities. Multicultural issues in assessment are emphasized.

EDUC 316. School Health 3 credits

A general overview of practices and issues related to school health programs including philosophy, organization, school health services, curriculum, instruction and evaluation. Candidates also teach and work with students during a 10- hour field experience in a health setting. Pre-requisite or Co-requisite: EDUC 320. Only students who have been formally accepted into the Education Department or who have special permission from the Chair of the Education Department may enroll in this course.

EDUC 32X. Developmentally Appropriate Practices and Inclusive Classrooms 3 credits

A study of developmentally appropriate practices grounded in research on how young children develop and learn, with a focus on a framework designed to promote young children's optimal learning and development. Includes a 20-hour field placement in a PK/K classroom.

EDUC 320. Integrated Methods 3 credits

This course is a detailed analysis of instructional planning, teaching methodologies and classroom management as they apply to the learner, content, and context of classrooms. Emphasis is given to integrated planning, meeting the needs of diverse students, and the use of appropriate methods, materials and evaluation instruments. An extensive field experience in a public-school setting (20 hours of teaching and observation) is coordinated with the course. Pre-requisite or Co-requisite: EDUC 299. Course fee: $156

EDUC 325. Reading in the Content Area 3 credits

This course is an exploration of how students comprehend and learn with text and how teachers can assist them in these processes. Topics covered include the meaning of comprehension, assessment of student reading skills, study skills, and specific teaching strategies for disciplines in middle and secondary schools. Candidates will be given the opportunity to explore, model and practice various strategies. A 20-hour public school field experience is required. Note: This course is required only for Secondary Special Education majors. Pre-requisite or Co-requisite: EDUC 320

EDUC 33X. Early Childhood Environments and Interactions 3 credits

This course focuses on supportive environments and positive interactions in early education classrooms for children with a variety of abilities and needs; focus on how well-arranged environments help meet children's needs during pay routines using a variety of activities, modalities, and equipment. Includes a 20-hour field placement in a PK/K classroom. Prerequisites: EDUC 31X, EDUC 32X

EDUC 330. Positive Behavioral Support 3 credits

Candidates discover how and why students experience issues with inappropriate behavior and identify behavioral needs through functional behavioral assessment. Candidates learn the significance of a supportive classroom environment that encourages positive behavior, enhances self-esteem, and provides clear, consistent behavioral expectations. The course provides instruction in problem solving, conflict resolution, social skills, and behavior modification. The course also highlights the importance of including family and others in planning behavioral interventions. During this course, candidates create an Eligibility/Evaluation of Services, Individualized Education Program, a Social Skills Unit, a Functional Behavior Assessment, and a Behavior Modification Portfolio. Candidates also spend 20 hours in a special education setting working with students who have behavioral disorders. Pre-requisites: EDUC 203 and EDUC 204. Offered fall of odd years in rotation with EDUC 340 and EDUC 360.

EDUC 34X. Curriculum and Assessment for Young Children 3 credits

A study of early childhood curriculum and assessment and how they link together, including factors that affect the child's physical, social, emotional, intellectual, and language development. Includes a 20-hour field placement in a PK/K classroom. Prerequisites: EDUC 31X, EDUC 32X

EDUC 340. Collaboration in the Schools 3 credits

Candidates learn strategies for encouraging collaboration among professionals, families, and students. The course provides instruction in active listening, problem solving, conflict resolution, cooperative learning, and understanding multicultural perspectives. Principled living and ethical decision-making are emphasized as foundational to effective collaboration. During this course, candidates create an Eligibility/Evaluation of Services, Individualized Education Program, Social Skills Plans, Assistive Technology Checklist, and Collaboration Plan. Candidates will have the opportunity to teach and assess students with high incidence disabilities during this 20-hour field experience. Knowledge of disability characteristics and inclusion strategies is assumed. Pre-requisites: EDUC 203 and 204.

EDUC 350. Special Topics 3 credits

The course is offered in response to departmental needs. The content may vary depending on the education topic selected.

EDUC 360. High Incidence Disabilities 3 credits

This course addresses the academic and behavioral needs of students with high incidence disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorder, mild mental impairments, and behavioral disorders. Emphasis is placed on developing reading, oral and written language, and mathematical skills. During this course, candidates create an Eligibility/Evaluation of Services, Individualized Education Program, 504 Plan, Ideal Inclusive Environment Case Study, Assistive Technology Checklist, and Collaboration Plan as well as a Behavior Modification Plan and Social Skills Lesson Plan. Candidates will have the opportunity to teach and assess students with high incidence disabilities during this 20-hour field experience. Knowledge of disability characteristics and inclusion strategies is assumed. Pre-requisites: EDUC 203 and 204. Cost $156.

EDUC 372. Fundamentals of Reading Instruction 3 credits

This course focuses on the physiological, psychological, educational, and sociological factors underlying the development of reading skills. In addition to an examination of curriculum, instructional strategies, methods, and materials used for teaching reading, the course provides a background of the Saxon phonics methodology. The course is taken concurrently with EDUC 374. Pre-requisite or Co-requisite: EDUC 320.

EDUC 374. Clinical Practice/Reading Diagnosis 3 credits

The course focuses on the identification of reading difficulties, diagnostic techniques, preventive and prescriptive methods and materials for reading instruction. This course is a supervised teaching field experience

in a local elementary school which provides candidates with the opportunity to learn and demonstrate the understanding of diagnosis of reading skills, test administration, and interpretation and evaluative follow up. The course is taken concurrently with EDUC 372.

EDUC 378. Elementary Integrated Methods 3 credits

The course focuses on curriculum, instructional methods, assessment, and materials needed for effective instruction in language arts, social studies, and science. All learning experiences are connected to state and national standards and to Praxis content outcomes in each of the content areas. Teacher candidates will participate in both class sessions and on-site field experience learning. Candidates complete 20 hours or more of field experience during this course. Pre-requisite or Co-requisite: EDUC 320.

EDUC 494. Residency I 6 credits

Part one of a full year clinical placement, Residency 1 is a part-time placement that is taken in conjunction with final Education courses and is devoted to co-teaching in an accredited school. Initial activities include classroom observations with responsibilities for planning and teaching gradually integrated into the experience. Offered every fall semester, residents spend 14 weeks in a public school setting with a teacher who has at least 3 years teaching experience. Pre-requisite: EDUC 320.

EDUC 495. Residency II 12 credits

Part two of a full year clinical placement, Residency 2 is a full-time placement taken in conjunction with EDUC 496 and is devoted to co-teaching in an accredited school. Activities include classroom observations with responsibilities for planning, co-teaching, and full time teaching gradually integrated into the experience. Offered every spring semester, residents spend 14 weeks in a public school setting with a teacher who has at least 3 years teaching experience. Pre-requisite: EDUC 494.

EDUC 496. Seminar for Student Teaching/Internship 2 credits

This seminar course is a senior capstone experience that includes weekly meetings. Its purpose is to guide student teacher/interns in fulfilling senior capstone assessment requirements, compiling student teaching/internship portfolios, and completing the West Virginia Teacher Performance Assessment. It is taken in conjunction with EDUC 495 or 498. As a capstone experience, these combined courses provide a venue for creating and presenting professional projects that demonstrate student abilities to meet UC Department of Education outcomes while reflecting in a collaborative manner.

EDUC 498. Internship in Educational Studies 12 credits

This full semester, full-time practicum taken in conjunction with EDUC 496 is devoted to an internship at a school, community, social or educational service agency or organization. Initial activities include observations with responsibilities for planning and teaching or training gradually integrated into the experience. Responsibility for service/skills plans, lesson plans, instruction, training, and/or workshops is gradually assumed until the candidate has complete responsibility of the professional's role (according to the policies of the school, agency or company) full time for at least four weeks.

EDUC 499. Independent Study 1-6 credits

This course is an independent study of some aspect of professional education that is open only to Education majors who have completed 12 semester credits of professional education courses. Approval of the Chair of the Education Department is required.

ENGLISH (ENGL)

ENGL 101. Freshman Writing I 3 credits

ENGL 101, or Freshman Writing 1, is focused on developing and improving academic writing skills for use in college and professional writing. Students will be expected to write daily to improve sentence structure, review language skills, and build a strong vocabulary. We will use the writing process to discover topics, compose drafts, revise and edit drafts, conference with peers on essay writing, and use online resources for writing improvement on all levels. Students are expected to read, discuss, and think critically as part of the development of academic communication.

ENGL 102. Freshman Writing II 3 credits

Advanced skills in written communication. Emphasis on the development of a fluent, precise, and versatile prose style. Continued instruction and practice in reading critically, thinking logically, responding to texts, developing research skills, writing substantial essays through systematic revision, addressing specific audiences, expressing ideas in standard and correct English. *Pre-requisite: ENGL 101*

ENGL 202. British Literature Survey: Beowulf to 1798 3 credits

A survey of British literature beginning with Beowulf and ending at the end of the eighteenth century, focusing on major authors, trends and genres, including lyric poetry, sonnets, drama, epic, essay, and fiction.

ENGL 203. British Literature Survey: Romantics to 20th Century 3 credits

A survey of major authors, themes, and genres of British literature of the nineteenth and twentieth centuries, beginning with the Romantic poets. Themes include class, race, and post-colonial issues. The course includes female authors.

ENGL 223. American Literature Survey I 3 credits

A survey of American Literature from the colonial period to the American Renaissance in the 19th Century, focusing on major trends and genres, including poetry, travel narratives, captivity narratives, and early fiction. The course includes female authors, African- American authors, and Native American authors.

ENGL 224. American Literature Survey II 3 credits

A survey of American literature from the Civil War to the 21st Century, focusing on major trends and genres, including Realist and Naturalist novels, modern fiction, and experimental poetry. The course includes female authors, African-American authors, and Native American authors.

ENGL 230. Western World Literature 3 credits

A survey of the major works of the Western literary tradition, including Homer, Ovid, and Dante. The course focuses on the development of poetry, drama, epic, and short fiction through the early twentieth century.

ENGL 231. Non-Western World Literature 3 credits

A survey of the major literary traditions of several non-western cultures, including Africa, Asia, India, and the Middle East from ancient times to the present. The course focuses on the development of poetry, the novel, drama, epic, essay, and short fiction.

ENGL 302. Literary Criticism 3 credits

Students will learn the major concepts and terms of literary criticism and theory and learn to analyze a wide variety of texts, including literary works (poetry, drama, novels), nonliterary texts, film, advertisement, and prints.

ENGL 307. Appalachian Literature 3 credits

A concentrated study of Appalachian literature from the 17th Century to 20th Century, including frontier literature, mountain poetry, and nature writing. The course includes Native American stories from Appalachia and female authors.

ENGL 309. Poetry of War 3 credits

The course consists of a focused study of the way that war has been put into poetry throughout time and in multiple wars. The course includes a focused study of long books of poetry by Walt Whitman and Herman Melville, as well as shorter, individual poems by Chinese, American, and British writers**.**

ENGL 312. Shakespeare 3 credits

Provides the student with an overview of Shakespeare's life and works. Students will develop close reading skills, analyzing language and themes in specific plays.

ENGL 315. Linguistics 3 credits

An introduction to the field of Linguistics with particular attention given to the history of the English language, dialect analysis, and an analysis of how language structures meaning in society

ENGL 320. Multi-ethnic Literature 3 credits

An in-depth study of the fiction and poetry of minority writers of the United States, including Asian-American, Native-American, African-American, Hispanic, Jewish- American, and gay and lesbian writers.

ENGL 326. Literature and Gender 3 credits

Focuses on women writers or images of women in literature. The course may also address the issue of gender in an interdisciplinary format that allows students to understand how gender shapes our identity in larger social structures.

ENGL 335. Drama 3 credits

A survey of dramatic writing in the context of its historical development, with special attention given to recurring themes, such as tragedy, styles, and characters. A variety of British, American, World, female, and minority authors will be covered.

ENGL 336. Literature and Film 3 credits

The course examines the way in which literature has been adapted to film and the ways in which audience, purpose, and the language of the written text are adapted, changed, or reworked to reflect certain social, political, or economic contexts.

ENGL 340. Creative Writing

An introduction to the elements and form of creative fiction, including plot and character development, style, tone, and point of view.

ENGL 345. Advanced Writing 3 credits

An advanced composition course in which students will develop and practice their writing skills using a variety of rhetorical modes, including narration, argument, compare/contrast, and exposition. Students will learn that by controlling the writing process itself, they can shape their ideas and participate in various cultural conversations. Students will learn how notions of literacy are evolving in our technological age and how they can adapt to meet these challenges.

ENGL 350. Special Topics 3 credits

An in-depth study of a literary movement, writer, theme, or genre of current or special interest.

ENGL 360. Harry Potter 3 credits

In this course, we will examine and analyze several themes in all seven novels, including coming of age, ethical issues, imagination and personal freedom, the nature of evil, aspects of race, class, and gender, and the cultural impact of the series.

ENGL 361. The Eagle 1 credits

This course is a practicum course that is centered on students creating the school newspaper, 'The Eagle.' Students work on writing and editing while also learning the expectations of journalistic writing.

ENGL 405. Senior Capstone in English 3 credits

The Senior Capstone course is a directed study with the student's English advisor. The Capstone is designed to be a flexible experience that can include a research project, portfolio, or creative project.

ENGL 499. Independent Study 3 credits

An in-depth study of a period, author, or topic. Open only to English majors who have completed 12 credits of 300-level or above courses in English. Requires approval of advisor, program coordinator, and department head. Cannot be used as a substitute for required English courses.

ENTREPRENEURSHIP (ENTR)

ENTR 201. Introduction to Entrepreneurship 3credits

An introduction of the concepts, methods, and strategies involved in starting a successful business that is based upon new technology, products, and services. The course will introduce design thinking and creative problem-solving techniques and will assist in identifying new opportunities for existing markets, understanding how investors look at technology companies, managing intellectual property, financial and legal issues, commercializing real technologies, and preparing a business model to guide the new enterprise. (offered in spring)

ENTR 320. Applied Entrepreneurship 3 credits

This practicum experience is designed to expose students to a project-based opportunity linked to local business. Additionally, through a series of guest presenters, students will learn from area leaders within Charleston's business develop eco-system. The course will allow the student to explore professional options in a practical work setting and understand the community support framework for entrepreneurial endeavors. Prerequisite: ENTR 201 (offered in fall)

ENTR 350. Special Topics 1-3 credits

Presents coverage of special interest topics in entrepreneurship such as social entrepreneurship and nonprofits, sustainability, family business management, crowd funding, digital media marketing, and tax law for entrepreneurs.

ENTR 420. Finance & Strategy Capstone 3 credits

A study of growth and exit strategies for entrepreneurial ventures, including negotiation, acquisition, and succession planning. This includes a study of startup and early-stage ventures from a financial perspective, including private equity and private debt markets that service small entrepreneurial firms Students will discover the meaning of expansion through organizational planning. Students will explore exit strategies including sale, transfer and closure. Prerequisites: ENTR320. (offered in spring)

ENTR 498. Entrepreneurship Internship 3 credits

An immersive experience that allows students a practical opportunity to apply the knowledge they have developed in various courses to a real-world entrepreneurship setting. Prerequisites: ENTR 320 or permission of instructor.

EXERCISE SCIENCE (EXER)

EXER 101. Introduction to Exercise Science 3 credits

This course will provide an introductory overview of the fundamentals necessary in exercise science. Students will focus on basic skills such as the assessment of height, weight, blood pressure, heart rate, and respiration rate. Additionally, this course will begin to introduce students to a variety of career possibilities with a degree in exercise science. Prerequisites: N/A Corequisites: N/A

EXER 113. Structural Kinesiology 3 credits

An introductory course on the study of human movement, including the structures of the body, including planes of movement, anatomical terms and directions, bony landmarks, and muscle identification. Prerequisites: N/A Corequisites: N/A

EXER 201. Training Concepts 3 credits

This, theory-based foundational course, focuses on the development and implementation of strength training concepts, activities, and beginning foundational program planning for different segments of the physically active population. Prerequisites: N/A Corequisites: N/A

EXER 225. Medical Terminology in Exercise Science and Healthcare 3 credits

This course emphasizes etymology, definition, pronunciation and correct utilization of medical terms, enabling the student to develop a vocabulary essential to the understanding of and communication within the various health areas in which allied health professionals will serve. Prerequisites: N/A Corequisites: N/A

EXER 252. Foundations of Injury Management 3 credits

This course provides an introduction to the identification, prevention, assessment, and management techniques of sports-related injuries and illnesses for sports medicine professionals. Students receive OSHA training in the handling of blood borne pathogens, advanced first aid, CPR and AED instruction, and professional responsibilities of the healthcare personnel. Prerequisites: N/A Corequisites: N/A

EXER 275. Program Design & Implementation 3 credits

This is a scientific and applied course focusing on strength training activates and design concepts for different segments of the population. The course focuses on the understanding and measurement of human performance through the development of aerobic and anaerobic program delivery, including sport periodization, plyometric training, flexibility and speed-endurance development. Prerequisites: N/A Corequisites: N/A

EXER 304. Sports Nutrition 3 credits

This course is designed to study nutrition as it specifically relates to physical and sport performance. This course examines the evidence-based nutritional needs and use of fuels for various types of physical activity, from review of body composition, energy balance, and roles specific nutrients to evaluation of nutritional claims and performance enhancing products. Prerequisites: N/A Corequisites: N/A

EXER 325. Exercise Prescription 3 credits

A "hands-on" approach that applies basic exercise testing & prescription principles of cardiovascular fitness, muscular strength, muscular endurance, flexibility, speed agility and quickness, and body composition for specific populations. Prerequisites: N/A Corequisites: N/A

EXER 330. Special Populations 3 credits

This course is designed to help the student examine and apply the principles of exercise prescription for neurotypical and special population individuals. Development of exercise strategies for the apparently healthy; elderly, obese, hypertensive, and cardiac patient will be discussed. In addition, exercise considerations for diabetes, asthma, arthritis, osteoporosis, behavioral disabilities and intellectual disabilities will be explored. Prerequisite: N/A Corequisite: EXER 370

EXER 340. Exercise & Psychological Mindfulness 3 credits

This course is to promote greater awareness, understanding, and ownership of the multiple dimensions of mindfulness and well-being. It provides students with a wholistic and dynamic approach to understanding self in order to then provide more mindful services to clients in the healthcare or physical fitness realms. Through dialog, experiential activities, and reflection, students explore theory and practice while encompassing mental, emotional, physical, spiritual, environmental, social, and vocational issues. Prerequisites: N/A Corequisites: N/A

EXER 355. Motion Analysis 3 credits

This course will allow the student to study joint structure and motion as it relates to movement, strength training/conditioning, prevention and rehabilitation of injuries. The students will apply basic concepts to scenarios in the exercise science field. Students are encouraged to sit for the Corrective Exercise Specialist

(PES) exam through the National Academy of Sports Medicine (NASM) upon successful completion of the course. Prerequisites: EXER 113 or BIOIL 251 or BIOL 212. Corequisites: N/A

EXER 370. Physiology of Exercise 3 credits

This course explores the physiological responses and adaptations of the human body to acute and chronic exercise. Topics include energy systems, cardiovascular and respiratory function, neuromuscular physiology, and hormonal regulation during physical activity. Students will engage in both lecture and hands-on activities. Prerequisite: N/A or Corequisite: EXER 201

EXER 400. Exercise Metabolism and Energy Sources 3 credits

Exercise Metabolism and Energy Sources is an advanced course designed to explore the intricate relationship between metabolism, energy sources, and exercise performance. Students will have a large focus on energy production, utilization, and regulation. This course emphasizes the metabolic pathways involved in supplying energy to working muscles and examines the role of various energy substrates such as carbohydrates, fats, and proteins. Through a combination of theoretical knowledge and practical applications, students will gain a comprehensive understanding of how metabolism influences exercise performance and adaptation. Students will learn to effectively evaluate, analyze, and investigate bioenergetics, metabolic pathways, and regulatory mechanisms that affect exercise and performance. This course will equip students with knowledge and skills necessary to face complex challenges in the field of exercise science. Prerequisite: N/A or Corequisite: EXER 370

EXER 412. Advanced Strength and Conditioning 3 credits

This course will primarily be focused on experiential learning and implementation of exercise applications, technique, form, and periodization from the perspective and legal boundaries of the NSCA Certified Strength & Conditioning Specialist field. Prerequisites: N/A Corequisites: N/A

EXER 452. Organization & Administration in Exercise Science 3 credits

This course is designed for students to familiarize themselves with responsibilities related to the administration and organization in exercise science. Topics include management theories, human resource management, financial resources management, facilities design/planning, information management, healthcare reimbursement, legal considerations, ethical practice, cultural competency, public relations, and professional development. Prerequisite: EXER 201 Corequisites: N/A

EXER 475. Exercise Science Capstone 3 credits

A capstone course for Exercise Science majors that focuses on the application and demonstration of skills needed to plan, implement, and evaluate strength training and conditioning in a variety of settings. Students must be academically be a senior exercise science major to register. Prerequisites: EXER 201, EXER 113 Corequisite: EXER 370

EXER 497. Exercise Science Internship 3 credits

Students acquire professional experience in their chosen field. Internship arrangements between the student and instructor must be solidified prior to enrolling in this course. Prerequisite: Junior or Senior academically standing in the Exercise Science Program or Strength & Conditioning minor.

EXER 498. Exercise Science Internship 12 credits

Students acquire professional experience in their chosen field. Internship arrangements between the student and instructor must be solidified prior to enrolling in this course. Prerequisite: Junior or Senior academically standing in the Exercise Science Program or Strength & Conditioning minor.

EXER 499. Independent Study in Exercise Science 1-4 credits

Students will be individually supervised in research or field experience. Prerequisite: Junior or Senior academically standing in the Exercise Science Program or Strength & Conditioning minor.

FINANCE (FINA)

FINA 201. Financial Literacy 3 credits

Introductory course in financial literacy including goal setting, cash management, the time value of money, taxes, credit, housing, investment alternatives, retirement planning, and insurance planning. This course is ideal for individuals seeking to prepare for financial decisions they will face throughout life. (offered in seat in fall and spring; offered online in fall, spring, and summer)

FINA 205. Fundamentals of Financial Planning 3 credits

This course is designed to introduce the student to the foundations of financial planning. The student will gain a basic understanding of the financial planning profession. This course will focus on time value of money calculations, personal financial statement analysis, cash and debt management, housing and mortgage options and education funding. This is one of the required courses in the Financial Planning Major that prepares students desiring to take the CFP® certification examination. (offered spring)

FINA 305. Risk Management & Insurance 3 credits

This course is a study of the various types of insurance products and services. The student will study and analyze life, health, property, long-term care and disability insurance options among other risk management topics to understand how they are a vital component of an overall personal financial plan. This is one of required courses in the Financial Planning Major that prepares students desiring to take the CFP ® Certification examination. (Offered fall of odd-numbered years)

FINA 310. Client Communication and Counseling 3 credits

This course prepares future financial planners and other finance professionals to effectively interact with clients and the public. The course explores and applies theories and proven techniques to help professionals communicate financial information and address individuals' financial difficulties. (Offered fall of even-numbered years)

FINA 312. Business Finance3 credits

A study of the theory and practices of financial management in the modern business firm. Special emphasis is placed on the application of time-value-of-money, valuation of securities, analysis of financial statements, weighted average cost of capital calculations and investment/budgeting decisions. Prerequisites: ACCT 202 and ECON 201. (Offered in fall and spring; offered in fall and spring online).

FINA 313. Advanced Business Finance 3 credits

A problem-based course covering a broad spectrum of corporate financial management decisions. Emphasis is given to case study involving capital acquisition and structure. Strategic issues such as corporate reorganizations, mergers and acquisitions are explored in cases and “real world” research. Prerequisite: FINA 312.

FINA 350. Special Topics 3 credits

The course will include topics devoted to the study of Finance.

FINA 361. Money and Banking 3 credits

A study of the major concepts of money, credit, and financial institutions. Consideration is given to the structure of global financial markets, the determination of interest rates and the allocation of capital. Emphasis will be placed on understanding the role of the Federal Reserve System in interest rate strategy and monetary policy. Students will increase their understanding of several categories of financial institutions including commercial banks, thrifts, mutual funds, securities firms, investment banks, insurance companies and pension administrators. Prerequisite: ECON 202

FINA 405. Investments 3 credits

This course is a theory and problem-based study of investment methodology, investment risks, and security selection. The curriculum includes an introduction to security analysis & valuation and portfolio management. The course includes an applied study of security behavior and simulated securities trading. This is one of the required courses in the Financial Planning Major that prepares students desiring to take the CFP ® Certification examination. Prerequisites: FINA 312 or consent of instructor. (Offered spring of even-numbered years)

FINA 410. Retirement Planning 3 credits

This course is designed for the student interested in acquiring knowledge of retirement planning and the various types of retirement plans typically available as part of a company sponsored employee benefit plan. Real world case studies are an integral and ongoing component of the course. Prerequisite: FINA 205 or consent of instructor. (Offered spring of even-numbered years)

FINA 414. Security and Portfolio Analysis3 credits

An advanced study of asset pricing theories, valuation models and security analysis. Topical coverage will include stocks, bonds, and derivative securities from a portfolio manager’s perspective. The course includes a “mock” Certification examination. Prerequisites: FINA 205, FINA 305, FINA 405, ACCT 423, FINA 410, FINA 415, (offered spring of odd-numbered years)

FINA 415. Estate Planning 3 credits

This course is designed for the student pursuing a career in financial services, taxation, or law in which estate planning and estate and gift taxation are part of the practice. This is one of the required courses in the Financial Planning Major that prepares students desiring to take the CFP ® Certification examination. Prerequisites: FINA 205. (Offered fall of even-numbered years)

FINA 420. Financial Planning Capstone 3 credits

This course is designed as the capstone course for students pursuing a major in Financial Planning. It is designed around a case study that combines the outcomes of the prior courses within the Financial Planning major. The student will produce in both written and oral forms a fully developed comprehensive financial plan. This is one of the required courses in the Financial Planning major that prepares students desiring to take the

CFP® Certification examination. Prerequisites: FINA 205, FINA 305, FINA 405, ACCT 423, FINA 410, FINA 415. (Offered spring of odd-numbered years)

FINA 498. Finance Internship 3 credits

This course provides an opportunity to apply the knowledge and skills developed in various finance, financial planning, and business courses in a real-world business setting. Prerequisites: BUSI 220, BUSI 241, and 90 credit hours or approval of advisor.

FRONTLINE LEADERSHIP (FLDR)

FLDR 150. Leadership Journeys 3 credits

The leadership journey begins with developing awareness of who leaders are and what they know and do. Through biographical analysis, observations, and networking, the action and reflective learning approach in this course challenges one to develop self- awareness and a personal leadership model. The model must reflect the importance of context, adaptability, and social skills. *Online – OE Resources*

FLDR 220. Growing Leaders 3 credits

This course introduces the foundations for leadership development at the individual and team levels within an organization. The connection of an organization's vision, mission, values and goals to one's growth and advancement is explored. Recognition of strengths and weaknesses serve as the baseline for goal setting and creating a leadership development plan. *Online*

FLDR 240. Performance Improvement Initiatives 3 credits

This course focuses on the identification, planning and presentation of an initiative to improve performance related to a strategic intent. Tools introduced include quality improvement, financial budgeting and resourcing, digital tools for search, analysis, and collaboration, turning data into evidence-based decisions. Course activities culminate in a presentation of the initiative. *Online*

FLDR 260. Leading Project Teams 3 credits

This course focuses on developing an understanding team dynamic and the team skills required to accomplish a project. Experiential activities include giving and receiving feedback, listening, motivating, establishing trust, valuing differences and perspectives, using strengths, promoting creative thinking, and planning and conducting meetings. *Online*

GAME DEVELOPMENT (GAME)

GAME 101. Introduction to Games 3 credits

This course grows students' familiarity with the Unity engine and editor. Students will explore a variety of concepts, tools, and frameworks, with the ultimate goal of building the skills necessary to create a game in Unity. These topics will include interfaces, environments, physics, animation, lighting and sound. Students will be prepared to sit for the Unity Certified User and Unity Certified Associate Certificate after completing this course. Prerequisites: GAME 101 Introduction to Games; COSC 100 Applied Computer Science I or COSC 110 Computer Science I

GAME 102. Content & Systems Design 3 credits

The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class provides students with a working understanding of all four of said components, as well as a deeper understanding of the game development process and an introduction to concepts in scripting. This course was developed using the Unity Curriculum Framework, and IGDA 2020 guidelines. Prerequisites: GAME 101 Introduction to Games

GAME 201. Unity I: Working with Unity 3 credits

This course grows students' familiarity with the Unity engine and editor. Students will explore a variety of concepts, tools, and frameworks, with the ultimate goal of building the skills necessary to create a game in Unity. These topics will include interfaces, environments, physics, animation, lighting and sound. Students will be prepared to sit for the Unity Certified User and Unity Certified Associate Certificate after completing this course. Prerequisites: GAME 101 Introduction to Games; COSC 100 Applied Computer Science I or COSC 110 Computer Science I

GAME 300. C# Programming 3 credits

C# is a modern, general purpose, object-oriented programming language with a range of uses, most notably creating desktop applications, web applications, web services and building games using the Unity engine. This course is intended to give students a working knowledge of the C# (v8.0) programming language and the .NET framework, as well as an understanding of C#'s application to the Unity Game Development Engine. Please note that while this course does not presuppose any knowledge of C#, it is paced with the expectation that students have a working understanding of fundamental programming concepts and the functioning of object-oriented languages. Prerequisite: COSC 200 Applied Computer Science or COSC 120 Computer Science II

GAME 301. Unity II: Advanced Unity Programming 3 credits

This course is intended to provide students with the skills and knowledge to bring their mastery of the Unity game engine and C# programming up to a professional standard. Students will learn how to perform a range of vital code-based tasks within the Unity platform and will grow their skills in building core gameplay functionality, supporting systems and platform-specific optimizations. This course was built in collaboration with Unity. Upon successful completion, students will be prepared to sit for the Unity Certified Programmer exam. Prerequisite: GAME 300 C# Programming and GAME 201 Unity I

GENERAL STUDIES (GNST)

GNST 440. General Studies Capstone 3 credits

The General Studies Capstone is open to General Studies Majors only and cannot serve as a substitute for a capstone experience in the student's declared major. Students in this class will complete the required coursework but will have some latitude in the subjects covered by the coursework to focus specifically on the student's area of concentration. Prerequisites: ENGL 101, ENGL 102, SPCH 103

GEOGRAPHY (GEOG)

GEOG 303. World Geography 3 credits

The course provides a regional study of various countries with an emphasis on the interrelationships of social and physical aspects as well as major trends within areas of the world. Specific topics include population, culture, economy, and social issues within each region.

HISTORY (HIST)

HIST 211. World Cultures I – To the 17th Century 3 credits

An interdisciplinary survey of major world cultures up to the Renaissance. Emphasis will be given to social, economic, political, religious, intellectual and artistic achievement in selected areas and historical periods to help students develop a world perspective of civilizations.

HIST 212. World Cultures II – 17th Century to Current 3 credits

An interdisciplinary survey of major world cultures from the Renaissance to modern times. Emphasis will be given to social, economic, political, religious, intellectual and artistic achievement in selected areas and historical periods to help students develop a world perspective of civilizations.

HIST 251. Foundations of the American Republic 3 credits

American history from the discovery through Reconstruction. Emphasis is placed on the transplanting of European culture, the development of American political institutions, the rise of democratic capitalism, and the conflicts surrounding the Civil War and Reconstruction.

HIST 252. Contemporary America 3 credits

American history from 1870 to the present. Emphasis is placed on the American response to industrialism, imperialism, and the First World War, the crisis of the 1930s, World War II, the Cold War, and post-industrial America.

HIST 350. Topics in History3 credits

This course is designed to offer the student a broad selection of in-depth topics or special periods in history. Some of the topics offered will focus upon building the skills needed by those pursuing a career in history and related fields.

HIST 354. The American Civil War and Reconstruction 3 credits

A survey of political, social, and economic issues from the late antebellum period through Reconstruction. Emphasis is placed on the causes of the rebellion, the course and nature of the Civil War, and the problems of postwar America.

HIST 360. History of War 3 credits

This course traces the history of Western warfare. It begins with the Greek Phalanx and continues through the Roman Legions, the knights of the Middle Ages, the Napoleonic Era, the transition to industrialized warfare, and the rise of unconventional war. It concludes with an examination of whether or not the Western way of war will dominate the geo-political landscape for the foreseeable future. The intimate connection between societies and their armed forces will be examined throughout the course.

HIST 371. History of the Middle East 3 credits

A history and geography of the Middle East that focuses on the development of the Islamic state, the culture of the Umayyad, Abbasid, and Ottoman periods, the impact of the West, Arab nationalism and modern crises and conflict in an interdependent world.

HONORS COLLEGE (HNRS)

HNRS 103 Honors Foundations Seminar 2 credits

This two-semester honors seminar is designed to challenge students intellectually and cultivate the habits essential for advanced academic inquiry. As an introduction to the honors experience, the course emphasizes critical thinking, interdisciplinary exploration, and engaged dialogue. Students focus on the values of the program through direct work and community application. Students are expected to grapple with complex resources, contribute thoughtfully to discussion, and produce sustained, reflective contributions throughout both semesters.

HNRS 104 Honors First-Year Experience 2 credits

This two-semester honors seminar is designed to challenge students intellectually and cultivate the habits essential for advanced academic inquiry. As an introduction to the honors experience, the course emphasizes critical thinking, interdisciplinary exploration, and engaged dialogue. Students focus on the values of the program through direct work and community application. Students are expected to grapple with complex resources, contribute thoughtfully to discussion, and produce sustained, reflective contributions throughout both semesters.

HEALTH SCIENCES (HSCI)

HSCI 100. Health and Wellness 2 credits

Health and Wellness is a web-based introduction to principles and practices of wellness, hygiene, physical fitness, and responsible behavior. The learner explores aspects of personal conduct and attitudes about physical and mental health, relationships, sexuality, alcohol and drug use, and other health-related topics. Educational experiences provide the student knowledge and skills needed for making informed personal choices. Learners can demonstrate competencies in communication and critical thinking.

HSCI 110. History of Health Science 3 credits

History of Health Science focuses on the general survey of medical knowledge chronologically arranged from ancient times to present day. The class will spend time examining topics such as: race, social class, gender, economics, politics, education and mass media and their role in the history of medicine. Students will learn how the history of medicine has affected and changed society.

HSCI 201. Assessment 2 credits

This course is designed to enable health science students to assess the health status of individuals across the life cycle. Students will collect and interpret data using basic skills of communication, observation and physical examination. Enrollment is limited to Health Science majors or by permission of the course instructor. Prerequisites: N/A Corequisites Biology 251 and HSCI 201L.

HSCI 201L. Assessment Lab 1 credit

This course is taken concurrently with HSCI 201 to provide students with the opportunity to collect and interpret data using basic skills of communication, observation, physical examination, and documentation. Enrollment is limited to Health Science majors or by permission of the course instructor. Prerequisites: N/A Corequisites Biology 251 and HSCI 201.

HSCI 204. Nutrition 3 credits

An introductory course for the study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

HSCI 212. Drug and Dosage Calculation 3 credits

This course will examine multiple methods to calculate drug dosages. Students will use multiple mathematical equations in order to calculate medication dosages, medication preparations, and medication infusions. Students will learn the appropriate Joint Commission approved abbreviations for measurement.

HSCI 230. Interprofessional Practice and Collaboration 3 credits

This course provides knowledge regarding teamwork across the different health care disciplines. Students will develop an understanding of different members of the health care team and how those members collaborate to form an efficient team that improves client outcomes. The course will analyze Interprofessional leadership skills, collaborative practice and best practice as a team member. Students will perform as a team to apply leadership skills to improve patient outcomes through complex scenarios and case studies.

HSCI 302. Health Ethics and Policy 3 credits

This course is a multidisciplinary bioethics course designed to teach ethical problem- solving to future health care professionals. Current policy issues are posed as ethical dilemmas for discussion and review. Open to junior/senior health science majors or by permission of the instructor.

HSCI 310. Health Informatics 3 credits

This course will examine Health Informatics as it applies to the healthcare team; including terminology, theory, technologies, workflow, evidence-based practice, regulations, and common tools.

HSCI 312. Statistics for Evidence Based Practice 3 credits

This course prepares the student to evaluate statistical concepts, technology, statistical models, and skills necessary to interpret data to build evidence-based practice (EBP).

HSCI 401. Health Leadership and Management 3 credits

This is an interdisciplinary health science course designed to teach leadership and management principles and process. Open to junior/senior health science majors or by permission of the instructor.

HSCI 402. Research I 3 credits

Explores the process and methods of scientific inquiry and interpretation of research findings in health sciences. The learner should have a basic understanding of conducting library and Internet information searches prior to enrolling in this course. Open to junior/senior health science majors or by permission of the instructor.

HUMANITIES (HUMN)

HUMN 110. Unheard Voices: Native Americans, Latinos, and African-Americans in the Humanities 3 credits

This course is designed to help students explore the importance of the work of American Indian, Latino, and Black-American artists in the humanities. The course strives to analyze literature, poetry, film, music, and the visual arts to see how artists in these groups have expressed their identity and cultural experiences.

MATHEMATICS (MATH)

MATH 116. Survey of Mathematics 3 credits

A survey course in mathematics designed for prospective elementary school teachers. Emphasis is on the nature of mathematical knowledge, its language, methodology, and its applications. Topics are selected from critical thinking skills, set theory, logic, systems of numeration, geometry, consumer mathematics, probability, and statistics.

MATH 120. Intermediate Algebra 3 credits

This course helps prepare students for College Algebra, providing a basic background in number theory and algebra. Topics are selected from the real number system, linear equations, problem solving, polynomials, exponents, rational expressions, roots and radicals.

MATH 120L. Intermediate Algebra Support Lab 1 credit

This course is designed to support students with the topics covered in MATH 120 - Intermediate Algebra.

MATH 121. College Algebra 3 credits

This course helps prepare students for Precalculus and the two-semester general chemistry sequence. Topics are selected from polynomials, rational expressions, linear and quadratic equations, functions, linear systems, matrices and determinants, and conics. Prerequisite: C or better in MATH 120 or Math ACT score of 21 or higher (Math SAT of 530 or higher).

MATH 123. Precalculus 4 credits

This course helps prepare students for the three-semester calculus sequence. Emphasis is on the study of functions, their inverses, and their graphs. The functions investigated include polynomial, rational, exponential, logarithmic, and trigonometric. Algebraic and graphical methods will be used to solve equations and inequalities. Applications of the concepts developed are a fundamental part of this course. Prerequisite: C or better in MATH 121 or Math ACT score of 24 or higher (Math SAT of 580 or higher).

MATH 201. Calculus I 4 credits

An introductory course dealing with limits, derivatives, anti-derivatives, and their applications. Prerequisite: C or better in MATH 123 or Math ACT score of 27 or higher (Math SAT of 640 or higher)

MATH 202. Calculus II 4 credits

This course covers the differentiation and integration of elementary types of function, their application to problems in analytic geometry, physics, and related sciences. Techniques of integration, improper integrals, and infinite series are discussed. Prerequisite: C or better in MATH 201.

MATH 203. Calculus III 4 credits

This course includes the study of functions of more than one variable, partial derivatives, total differentials and the chain rules, surfaces and curves in space, directional derivatives, and double and triple integrals. Prerequisite: C or better in MATH 202.

MATH 225. Discrete Mathematics 3 credits

This course covers basic proof techniques, counting, graphs, trees, relations, analysis of algorithms; and recursion. Prerequisite: C or better in MATH 201.

MATH 230. Linear Algebra 3 credits

This course covers linear systems, matrices and determinates, vector and inner product spaces, eigenvalues and eigenvectors, and linear transformation. Prerequisite: C or better in MATH 201.

MATH 240 Probability and Statistics 3 credits

This course covers the definition and elementary properties of probability, random variables, expectation, distributions, estimation, hypothesis testing, and linear regression. Prerequisite: C or better in MATH 121 or higher.

MATH 241 Probability and Statistics II 3 credits

Review of Introductory Statistics, Data Transformations, Multiple Regression, Stepwise Regression, Binary Logistic Regression, ANOVA, ANCOVA, MANOVA, and Principal Component Analysis/Factor Analysis. Emphasis will be placed on application and use of statistical packages. Prerequisite: C or better in MATH 240.

MATH 324. Fundamentals of Mathematics Instruction 3 credits

This methods course provides various experiences in manipulative materials and modes, motivational techniques, and methods of teaching mathematics in grades K-6. An understanding of mathematical concepts, including numeration, operations, fractions, geometry, measures, and measurements will be developed throughout the course. Prerequisites: MATH 116 and Admission to the Education Department.

MANAGEMENT (MGMT)

MGMT 311. Principles of Management 3 credits

A study of the major functions of management with emphasis on planning, organizing, leading and controlling the organization's resources. Management theory, global management, and ethics are also addressed. (offered fall and spring)

MGMT 318. Small Business Management 3 credits

A study of how to effectively create, manage, and analyze a business plan and how to start, manage, grow, and harvest a business. Major areas of concentration will be franchising, site location, physical facilities, financing, profit planning and control, record keeping and management. Prerequisites: MGMT 311 and MRKT 321. (offered every fall)

MGMT 319. Seminar in Small Business Problems 3 credits

Student experiences working with small business problems and helping to solve them. Prerequisite: MGMT 318 or consent of instructor.

MGMT 320. Human Resource Management 3 credits

A study of planning, organizing and controlling the performance of various activities concerned with procuring, developing, maintaining and utilizing a labor force so that the objectives and purposes for which the company is established are attained as effectively and economically as possible, and that those of labor itself are served to the highest possible degree. Prerequisite: MGMT 311. (offered every fall)

MGMT 343. Sales Management 3 credits

A study of the varying approaches to personal and institutional selling including support systems and servicing of customers. The processes involved in planning and administering the selling efforts for firms are discussed in detail. Prerequisite: MGMT 311 and MRKT 321. (offered every spring)

MGMT 350. Special Topics 3 credits

An advanced study of topics not covered in regularly scheduled courses. Delivered through directed study or specially scheduled lectures, depending on the topic. May be repeated a maximum of two semesters. Prerequisite: Consent of instructor

MGMT 355. Free Enterprise 3 credits

An experiential course in which students develop and conduct outreach programs to teach and promote free enterprise with a focus on the triple bottom line – people, profit, planet - to various publics. Students will develop greater understanding of and appreciation for the concept of freedom as it applies to the marketplace. The course provides students with unique opportunities to learn about and teach the principles of free enterprise. Students learn to work both individually and as a group to develop and complete projects designed to teach the principles of a market economy to a level of understanding and appreciation.

MGMT 365. Labor Relations 3 credits

A survey course on the economic forces generating modern labor problems. Consideration is given to the labor force, the labor market, the development, the operations and policies of organized labor and collective bargaining. Prerequisite: MGMT 311.

MGMT 372. Self-Management & Leadership 3 credits

An exploration of leadership concepts and theories and practice to examine such topics as strengthening emotional intelligence, motivating people to achieve strong results, managing conflict, leading change, aligning teams, and eliciting support from colleagues. Increases leadership capacities by providing opportunities to apply theory to develop leadership skills, conduct a self-reflection of personal experiences, and develop a personal philosophy of leadership. Prerequisite: MGMT 311. (offered every fall)

MGMT 416. Managing Individuals & Team 3 credits

An examination of the principles of building highly effective teams by analyzing the variety of interrelated practices underlying group dynamics. Combines learning through hands-on situations and experiences in a team-based exercise. Emphasis is placed on critical theories, concepts, and framework used by successful managers to diagnose team performance and the threats and opportunities teams face. Prerequisite: MGMT 311 and 75 or more credit hours. (offered every spring)

MGMT 420. Organizational Behavior 3 credits

A study of the behavioral science concepts and research findings directed toward understanding human behavior within organizations. This behavior is considered as a function of the individual, the groups within which they interact and the structure of the larger organization within which they operate. Prerequisites: MGMT 311 and 75 or more credit hours. (offered every fall)

MGMT 445. Operations Management 3 credits

A study of the basic fundamentals of management underlying the problems of organization and operation of business enterprises. Application of those principles to specific industrial problems such as plant location and layout; quality, production and cost controls; time studies, job analysis, wage studies; industrial safety and industrial relations. Prerequisite: MGMT 311 and BUSI 316 or equivalent. (offered every spring)

MGMT 455. Project Management with CAPM® Prep 3 credits

A study of project management principles and practices, aligning with the standards set by the Project Management Institute (PMI) to prepare students to pursue the Certified Associate in Project Management (CAPM®) credential. Students will gain an understanding of project management frameworks, project integration, project scope management, project cost management, and the tools essential for initiating, planning, executing, monitoring, controlling, and closing projects. Upon completion, students will have the knowledge and skills necessary to excel in project management roles and to sit for the CAPM® exam*. Prerequisite: MGMT 311 or instructor approval.

MGMT 498. Management Internship 3 credits

An opportunity to apply knowledge and skills acquired in the classroom to a real-world business setting and to gain professional skills and experiences necessary to prepare for a successful career in management. The experience allows students to explore career interests and build professional networks. Prerequisite: BUSI 220, BUSI 241, MGMT 311, and 90 credit hours or approval of an advisor.

MARKETING (MRKT)

MRKT 240. Introduction to Sales & Personal Selling 3 credits

Introduces students to the practical application of buying motives and selling techniques, including personal selling and the preparation, closing, and post-purchase phases of selling. (offered every spring)

MRKT 321. Principles of Marketing 3 credits

A study of the economic processes including understanding buyers and markets, targeting and satisfying customer segments, and using social media. The course is designed to engage students in marketing strategy and planning and provide students the opportunity to pursue a certification in Google Analytics. This course provides an opportunity for professional development. (offered every fall and spring; offered online every fall and spring)

MRKT 322. Marketing Management 3 credits

An advanced course in marketing theory and practice, concentrating on marketing management problems at the executive level, with attention given to the reading and evaluation of current literature in the field, and utilizing case analyses and marketing games. Prerequisite: MRKT 321.

MRKT 350. Sales Automation 3 credits

Prepares students with an understanding and application of the marketing and technology-related sales automation tools, systems, and structures utilized by sales organizations for improving processes and outcomes. Prerequisites: MRKT 240, MRKT 321.

MRKT 360. B2B and B2C Sales 3 credits

This course introduces students to the conceptualization of sales strategies, analytical tools, industry practices, and sales tactics utilized to commercialize value creation in both business-to-business and business-to-consumer sales of goods and services. Prerequisite: MRKT 240, MRKT 321.

MRKT 371. Digital Marketing 3 credits

An introduction to the fundamental relationship between the Internet and modern marketing techniques. Students will be exposed to pricing, promotion, and product development as influenced by the electronic medium of selling. Prerequisite: MRKT 321. (offered fall)

MRKT 401. Advertising 3 credits

A study of the principles of all forms and stages of advertising procedure. Study of methods and effectiveness of mail, radio, newspaper and other types of advertising. Prerequisite: MRKT 321. (offered spring)

MRKT 402. Marketing Research 3 credits

A study of the application of statistical and behavioral research techniques to the problems of marketing operations in the business firm. Includes the use of computerized statistical computations and data management. Prerequisites: MRKT 321, BUSI 317. (offered fall)

MRKT 415X. Advanced Sales & Negotiations 3 credits

The course integrates the theory and practical application of sales negotiations, examining the influence of cultural, gender, personality traits, global and other attributes on transactional and relation-based selling. Prerequisites: MRKT 321 and MRKT 240.

MRKT 420. Digital Marketing Strategy Capstone 3 credits

The digital marketing capstone course provides an opportunity to integrate and apply acquired knowledge by developing an applied digital marketing strategy that aligns and advances organizational goals and objectives. Prerequisites: MRKT 371 (offered spring)

MRKT 425X. Sales Strategy Capstone 3 credits

Students will apply knowledge from other major courses to complete a capstone research project and a major account sales project. Students will demonstrate professional presentation skills as part of their preparation for professional sales practitioners. Prerequisites: MRKT 321, MRKT 240, and MRKT 360.

MRKT 498. Marketing Internship 1-6 credits

The digital marketing internship provides students an opportunity to apply knowledge and skills acquired in the classroom to a real-world business setting and to gain professional skills and experiences necessary to prepare for a successful career in digital marketing. The experience allows students to explore career interests and build professional networks. Prerequisite: BUSI 220, MRKT 321, and 90 credit hours or approval of an advisor.

MRKT 499. Sales Internship 1-6 credits

Students will apply knowledge and skills acquired in the classroom to a real-world sales setting and gain professional skills and experiences necessary to prepare for a successful professional sales career. Prerequisite: MRKT 240, MRKT 321, and 90 credit hours or approval of advisor.

MULTIDISCIPLINARY STUDIES (MTDS)

MTDS 440. Multidisciplinary Studies Capstone 3 credits

The Multidisciplinary Studies Program (MTDS) requires the student, in a single original project, subject to the Program Director's approval, to produce a final project that synthesizes the students three Minor study areas. The most common way of completing this course is the writing of a research thesis, alternate projects can be explored in consultation with the instructor of the course. The final project should demonstrate advanced understanding of the relevant subject areas.

MUSIC (MUSC)

(Applied Music courses are at the end of the MUSC listing.)

MUSC 111. Music Skills for Elementary Classroom Teachers 3 credits

The course provides the future elementary educator with the rudiments of music, including an introduction to singing simple pieces. Philosophy and methods of teaching on the preschool and elementary level are emphasized. No pre-requisite.

MUSC 324. Concert Choir 1 credit

The Concert Choir is the principle choral performing ensemble of the University of Charleston. Membership is open to all university students and everyone is encouraged to join. A wide range of both sacred and secular choral literature is studied and numerous performances are scheduled during the semester. Three rehearsals each week. Participation of members in all scheduled rehearsals and performances required. An audition is required, but students should register before they audition. Offered every semester.

MUSC 327. Band 1 credit

Rehearses two times per week. Admission by audition. Open to all University of Charleston students. The band program offers the student the opportunity to study literature in a variety of styles. Offered every semester.

MUSC 328. University Singers 1 credit

Mixed ensemble of 12-16 singers performing a variety of chamber chorus repertoire. Three rehearsals each week, and many performances during the semester. Participation of members in all scheduled rehearsals and performances is required. Membership by audition. Must be a member of Concert Choir (MUSC 324). Offered every semester.

MUSC 350P- MUSC 368P. Applied Music (Private Lessons) 1 credit

Consists of a series of 15 lessons. To receive credit for private study, students must audition before the appropriate applied study instructor before registering. Students should consult with the Coordinator of the Music Program to determine the appropriate instructor. A fee of $90 will be added to the bill of those students who enroll in one credit of applied lessons unless the course is being taken as a requirement for the music minor.

MUSC 350P. Applied Voice 1 credit

MUSC 351P. Applied Piano 1 credit

MUSC 352P. Applied Guitar 1 credit

NATURAL SCIENCE (NSCI)

NSCI 117. Why Science Matters 3 credits

Why Science Matters is a general science course offered to non-science majors as part of the Science Technology, or Math (STEM) flex course options. The objectives of NSCI 117 course are to familiarize students with the ideas, history, and philosophy of science, providing a greater appreciation for the scientific issues of our times. Students will gain a basic understanding of the universe, the planet we inhabit, and details about the emergence of our species, and its effect on this planet. This course also provides the opportunity for the student to develop his or her scientific and information literacy, critical thinking skills, and written communication skills. The course is available in-seat or online.

NSCI 205. Physical Science 4 credits

Physical Science is a survey course in physical science designed for non-science majors and for prospective elementary school teachers. Emphasis is on the understanding of the significant concepts of physical science combined with the appropriate level of mathematics. The topics chosen represent the most suitable cross section of physical science content that students will need to understand modern technical and scientific developments. Topics covered fall under the categories of motion and forces, energy, heat, waves and sound, light and optics, electricity and magnetism, atomic and nuclear physics, plus atmospheric and water cycle phenomenon. Students will also examine the relationships of science, technology, and society within each topic. Taught in the fall semester and, when sufficient demand exists, during the summer term.

NSCI 206. Earth and Space Science 3 credits

Earth and Space Science surveys the earth and space sciences and is designed for non-science majors and for prospective secondary science instructors and elementary school teachers. Emphasis is on an understanding of the significant concepts and principles of astronomy, meteorology, and geology. Topics covered fall under the categories of planet earth, the land, oceans, atmosphere, plus the heavens, solar system, stars, galaxies, and the universe. Students also examine the relationships of human society within the appropriate earth science topics. Taught in the spring semester and, when sufficient demand exists, during the summer term.

NSCI 220. Statistics in Science and Research 3 credits

This course is designed specifically for science majors. The course will provide the student with a thorough background in statistics which will permit them to conduct scientific research and to understand and interpret the results of scientific research. Topics include normal distributions, interval estimates, t-tests, Chi Square tests,

correlation and regression, ANOVA, Factorial ANOVA and non-parametric tests. Software use is required. Required of all science students. Emphasis is placed on hypothesis testing, statistical analysis of data, and writing in the sciences. Prerequisite: MATH 121 or Math ACT score of 24 or higher. Offered every semester.

NURSING (NURSA, NURSB, and NURSR)

NURSA – Associate Degree Courses

NURSA 101. Fundamentals of Nursing 4 credits

This course introduces students to the concepts of the nursing process, self-care, communication, and critical thinking in nursing practice. Students apply the nursing process to the care of clients throughout the life span in a variety of settings. Concepts related to the development of the individual as a professional nurse are examined, as well as the foundational principles and competencies used by professional nurses related to safe and effective environment and management of care of individuals, families, and communities across the lifespan. The ANA Code of Ethics, ANA Scope and Standards Practice, ANA Nursing Social Policy Statement, and West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation are introduced. Students will explore society's view of nursing and begin development of a personal concept of nursing. This course also presents a basic introduction to selected theoretical/conceptual models of nursing. Prerequisite: BIOL 212/212L, ENGL 101, ENGL 102, PSYC 212. Corequisite: NURSA 101L

NURSA 101L. Fundamentals of Nursing Clinical/Lab/Simulation 2 credits

This course introduces the student to the scope of practice of the associate degree nurse as a foundation for subsequent nursing courses. The nursing process is presented with a focus on assessment. Communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisite: BIOL 212/212L, ENGL 101, ENGL 102, PSYC 212. Corequisite: NURSA 101

NURSA 102. Nursing Assessment 3 credits

This course introduces foundational nursing assessment skills and competencies used by professional nurses to provide care to individuals, families, and communities across the lifespan. Students will collect, interpret, and document data using basic skills of communication, observation, and physical examination. Prerequisites: BIOL 212, BIOL 212L, ENGL 101, ENGL 102, PSYC 212. Corequisites: NURSA 102L

NURSA 102L. Nursing Assessment Clinical/Lab/Simulation 1 credit

This course is taken concurrently with NURSA 102 to provide students with the opportunity to collect and interpret data using the nursing process, basic skills of communication, observation, physical examination, and documentation. Prerequisites: BIOL 212/212L, ENGL 101, ENGL 102, PSYC 212. Corequisite: NURSA 102

NURSA 110. Medical Surgical Nursing I 4 credits

This course ascends on the concepts, principles and skills introduced in NURSA 101 Fundamentals of Nursing and introduces concepts of holistic nursing care of adults experiencing acute and chronic illness in selected structured settings. NURSA 110 Medical Surgical Nursing I will deliver interpretation of the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness. This course will address nursing care issues from a physiologic, pathologic, pathophysiologic, and psychosocial context. Nursing students will develop up-to-date knowledge to apply through critical thinking and clinical reasoning. Concepts of communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L**.** Corequisites: NURSA 110L

NURSA 110L. Medical Surgical Nursing I Clinical/Lab/Simulation 2 credit

This course ascends on the concepts, principles and skills introduced in NURSA 101 Fundamentals of Nursing and introduces concepts of holistic nursing care of adults experiencing acute and chronic illness in selected structured settings. Concepts of communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Classroom time will be utilized to help the student clarify content and make connections with content and application regarding safe, competent care of the patient. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L. Corequisites: NURSA 110

NURSA 115. Mental Health Nursing 2 credits

Students develop evidence-based practice competence to provide care appropriate to the needs of the client and family affected by mental illness. Emphasis is also placed on providing support to individuals and families seeking higher levels of mental and emotional wellness. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L. Corequisites: NURSA 115L

NURSA 115L. Mental Health Nursing Clinical/Lab/Simulation 2 credits

Experiences are provided for students to interact with and observe individuals in various psychiatric and mental health agencies while applying classroom content. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L. Corequisites: NURSA 115

NURSA 125. Pathophysiology and Pharmacology I 2 credits

This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis of study of selected medications that are used to treat or manage disease with an application to nursing practice. This course will examine how to calculate drug doses. The course will use drug calculation integrated with pharmacology to provide the student with the competency to calculate and administer medications appropriately based on physician order, drug strength, time, and patient weight. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L. Corequisites: None

NURSA 215. Pathophysiology and Pharmacology II 2 credits

This course provides a continued foundation in the pathophysiology of key disease processes and pharmacological therapies from Pathophysiology and Pharmacology I. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis of study of selected medications that are used to treat or manage disease with an application to nursing practice. This course will examine how to calculate drug doses. The course will use drug calculations integrated with pharmacology to provide the student with the competency to calculate and administer medications appropriately based on physician order, drug strength, time, and patient weight. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125. Corequisites: None

NURSA 225. Medical Surgical Nursing II 4 credits

This course will deliver interpretation of the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness. This course will address nursing care issues from a physiologic, pathophysiologic, and psychosocial context. Nursing students will develop up-to-date knowledge to apply through critical thinking and clinical reasoning. Concepts of communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125. Corequisites: NURSA 225L

NURSA 225L. Medical Surgical Nursing II Clinical/Lab/Simulation 2 credits

This course introduces concepts of holistic nursing care for adults experiencing acute and chronic illness in selected structured settings. Concepts of communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125. Corequisites: NURSA 225

NURSA 230. Obstetric Nursing 2 credits

This course focuses on developing the evidence-based practice to plan, deliver, and evaluate safe care to the childbearing woman, family, and newborn. Emphasis is placed on development of the student's ability to apply the nursing process to the family unit. Nursing process is presented with an emphasis on the assessment of women and newborn infants. Communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125. Corequisites: NURSA 230L

NURSA 230L. Obstetric Nursing Clinical/Lab/Simulation 1 credit

This course provides students with experiences to interact with and observe individuals and families in various stages of the childbearing process. This course focuses on developing an evidence-based practice to plan, deliver, and evaluate safe care to the childbearing woman, family, and newborn. Emphasis is placed on development of the student's ability to apply the nursing process to the family unit. Nursing process is presented with an emphasis on the assessment of women and newborn infants. Communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125. Corequisites: NURSA 230

NURSA 235. Medical Surgical Nursing III 4 credits

This course continues to build upon the concepts and principles introduced in previous courses. The student continues to develop competency with the nursing process while caring for adult patients with complex and/or chronic health deviations. Concepts related to delegation of care are introduced. Nursing care reflecting a holistic view of the patient is emphasized. The student expands knowledge and skills in evaluation to examine how health care delivery systems interact and impact patient outcomes. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L, NURSA 230, NURSA 230L, NURSA 240, NURSA 240L. Corequisites: NURSA 235L

NURSA 235L. Medical Surgical Nursing III Clinical/Lab/Simulation 2 credits

Clinical and simulation experiences provide opportunities to apply critical thinking and complex clinical problems. Experiences are intended to facilitate the student's ability to make individual nursing decisions, refine nursing skills and to foster independence within the role of the nursing student. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L, NURSA 230, NURSA 230L, NURSA 240, NURSA 240L. Corequisites: NURSA 235

NURSA 240. Pediatric Nursing 2 credits

This course focuses on application of nursing process and growth and development principles to the care of infants, children, and adolescents with selected health deviations. Emphasis is also on health promotions and maintenance of these age groups. The nursing process is presented with a focus on assessment. Communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L. Corequisites: NURSA 240L

NURSA 240L. Pediatric Nursing Clinical/Lab/Simulation 1 credit

This course focuses on clinical application of the nursing process and growth and development principles to the care of infants, children, and adolescents with selected health deviations. Emphasis is also on health promotions and maintenance of these age groups. Communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L. Corequisites: NURSA 240

NURSA 250. Nursing Practicum 2 credits

This capstone course in the major is designed to promote successful transition from student to graduate nurse by strengthening knowledge, use of theory, critical thinking, beginning management and leadership principles, and the use of legal, ethical, and professional nursing standards in the practice of nursing. Students must demonstrate the application of a personal philosophy of nursing, therapeutic communication, nursing process, quality evaluation and improvement, and legal, ethical, and professional standards of nursing. The student will complete a preceptorship under the supervision of a license professional registered nurse in an approved healthcare facility. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L, NURSA 230, NURSA 230L, NURSA 240, NURSA 240L. Corequisites: NURSA 250L

NURSA 250L. Nursing Practicum Clinical/Lab/Simulation 4 credits

Reliant on competencies developed in all previous nursing courses, and congruent with the ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing's Social Policy Statement, West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation, West Virginia Title 19 Legislative Rules, and West Virginia Code and Law Chapter 30, Article 7, student knowledge and performance is enhanced through a variety of experiences in patient care under the direction of a preceptor. Opportunities are provided for students to experience the role of staff nurse, gain confidence in using critical thinking and technical skills in the clinical environment, strengthen knowledge and use of theory in practice, foster collegial respect, enhance self-image as a nurse, and assist in role transition from student to graduate nurse. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L, NURSA 230, NURSA 230L, NURSA 240, NURSA 240L. Corequisites: NURSA 250

NURSA 255. NCLEX-RN 2 credits

This course is designed to assist students in their preparation and readiness for NCLEX-RN testing required for licensure as a professional nurse. Students will review content identified on the NCLEX RN test plan, take standardized comprehensive NCLEX-RN predictor exams and remediate content deficits. Prerequisites: NURSA 101, NURSA 101L, NURSA 102, NURSA 102L, NURSA 110, NURSA 110L, NURSA 115, NURSA 115L, NURSA 125, NURSA 215, NURSA 225, NURSA 225L, NURSA 230, NURSA 230L, NURSA 240, NURSA 240L, NURSA 235, NURSA 235L, NURSA 250, NURSA 250L. Corequisites: None

NURSB – Baccalaureate Degree Courses

NURSB 201. Fundamentals of Nursing 4 credits

This course introduces the student to the scope of nursing practice as a foundation for subsequent nursing courses. Nursing process is presented with an initial focus on assessment, communication, critical thinking, and ethical practice as they apply to nursing practice. Professional competencies and the foundational principles used by professional nurses are presented as related to safe and effective environments of care across the lifespan. The ANA Code of Ethics, ANA Scope and Standards of Practice, ANA Nursing Social Policy Statement, and West Virginia Board of Examiners for Registered Professional Nurses Scope of Practice and Delegation are introduced. Students will be able to comprehend society's view of nursing and integrate selected theoretical and conceptual nursing models. Prerequisites: Admission to the BSN program, completion of all

freshman courses or special permission by the program director, BIOL 171, BIOL 251L, BIOL 172, BIOL 172L, ENGL 101, ENGL 102, HSCI 110, SPCH 103*, UNIV 104, UNIV 105. Corequisite: NURSB 201L

NURSB 201L. Fundamentals of Nursing Clinical/Lab/Simulation 2 credits

This course introduces the student to the scope of practice of the baccalaureate degree nurse as a foundation for subsequent nursing courses. The nursing process is presented with a focus on assessment, communication, critical thinking, and ethical practice as they apply to nursing practice in the skill laboratory environment and clinical setting. Skills lab time will be used to learn and apply essential bedside nursing skills to perform the necessary patient care techniques with a focus on patient safety. Prerequisites: Admission to the BSN program, completion of all freshman courses or special permission by the program director, BIOL 171, BIOL 251L, BIOL 172, BIOL 172L, ENGL 101, ENGL 102, HSCI 110, SPCH 103*, UNIV 104, UNIV 105. Corequisite: NURSB 201L

NURSB 204. Health Assessment in Nursing 3 credits

This course introduces patient head-to-toe health assessment incorporating mental, emotional, and spiritual well-being of individuals across the lifespan in a variety of care environments. Classroom includes data collection, interpretation, and documentation of complex conditions while using communication, observation, and physical examination techniques. Advanced methods are utilized for assessing the students' knowledge of physical, emotional, and spiritual examination application. Prerequisites: Admission to the BSN program, completion of all freshman courses or special permission by the program director, BIOL 171, BIOL 251L, BIOL 172, BIOL 172L, ENGL 101, ENGL 102, HSCI 110, SPCH 103*, UNIV 104, UNIV 105. Corequisite: NURSB 204L

NURSB 204L. Health Assessment in Nursing Clinical/Lab/Simulation 1 credit

This laboratory course introduces the kinesthetic application of patient head-to-toe health assessment incorporating mental, emotional, and spiritual well-being of individuals across the lifespan in a variety of care environments. Clinical experiences include data collection, interpretation, and documentation of complex conditions while using communication, observation, and physical examination techniques. Advanced methods are utilized for assessing the students' knowledge of physical, emotional, and spiritual examination application. Prerequisites: Admission to the BSN program, completion of all freshman courses or special permission by the program director, BIOL 171, BIOL 251L, BIOL 172, BIOL 172L, ENGL 101, ENGL 102, HSCI 110, SPCH 103*, UNIV 104, UNIV 105. Corequisite: NURSB 204L

NURSB 210. Medical Surgical Nursing I 4 credits

This course builds upon the concepts, principles, and skills introduced in NURSB 201 Fundamentals of Nursing. Students will be introduced to concepts of holistic nursing care for adults experiencing acute and chronic illnesses in selected structured settings. Students will be expected to learn and interpret the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness. This course will address nursing care issues from a physiologic, pathophysiologic, and psychosocial context. Nursing students will develop current knowledge to apply through critical thinking and clinical reasoning methodology. Concepts of communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L. Corequisite: NURSB 210L

NURSB 210L. Medical Surgical Nursing I Clinical/Lab/Simulation 2 credits

This course builds upon the concepts, principles, and skills introduced in NURSB 210 Medical Surgical Nursing. Students are introduced to concepts of holistic nursing care for adults experiencing acute and chronic illnesses in selected structured settings. Students will be in various clinical settings using hands-on applications to address care issues from a physiologic, pathophysiologic, and psychosocial context. Nursing students will develop current knowledge to apply through critical thinking and clinical reasoning methodology. Concepts of communication, critical thinking, and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L. Corequisite: NURSB 210

NURSB 215. Mental Health Nursing 2 credits

Students will develop evidence-based methods to assess and interact with individuals, families, and communities experiencing mental health disparities. Emphasis is on the analysis and synthesis of recognizing signs of mental illness and development of treatment methods appropriately tailored for individualized patient care. Therapeutic communication techniques are role-modeled and practiced through in-class case studies to prepare students for successful patient interactions to improve psychosocial health outcomes. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L. Corequisite: NURSB 215L

NURSB 215L. Mental Health Nursing Clinical/Lab/Simulation 2 credits

Students will clinically apply the evidence-based methods to assess and interact with individuals, families, and communities experiencing mental health disparities. Emphasis is on accurate assessment of mental illnesses and the application of treatment methods appropriately tailored for individualized patient care. Therapeutic communication techniques are applied to prepare students for successful patient interactions with the goal of

improving psychosocial health outcomes. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204. Corequisite: NURSB 215

NURSB 225. Pathophysiology and Pharmacology I 2 credits

This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies for the baccalaureate student. Principles of pathophysiology and pharmacology are learned and integrated into treatment modalities and the initial phases of disease management. Understanding drug calculations will assist the novice student in the phases of safe medication delivery and patient assessment. The pathophysiology of diseases and the effects of medications are applied to nursing practice and patient care methods. Assessment, diagnoses, patient planning, drug interventions, and safe dosage evaluation methods provide the student with the competency to administer medications appropriately based on provider order, strength, and weight-based delivery modalities to optimize health care outcomes. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L. Corequisite: None

NURSB 315. Pathophysiology and Pharmacology II 2 credits

This course builds upon the concepts mastered in NURSB 225 Pathophysiology and Pharmacology I. Complex disease processes are introduced in combination with evidence-based medication therapies to enhance critical thinking in the medication delivery process for application in nursing practice. Students will complete increasingly complex drug calculations involving critical care concepts and intravenous drip therapies for titration in response to the patient's physiological condition. Advanced concepts are taught through both patient interaction and simulated exercises to prepare the student for real world scenarios. Assessment, diagnosis, planning, implementation, and evaluation of complex drug administration decisions are incorporated with interprofessional methods of collaborative care involving team-based communications to improve upon holistic care and optimal patient outcomes. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225. Corequisite: None

NURSB 325. Medical Surgical Nursing II 4 credits

Specific altered health states are explored in depth through application of the nursing process in client care. Clients experiencing chronic as well as acute self-care deficits will be the focus of nursing care. This course builds upon the concepts learned in NURSB 210 Medical Surgical Nursing I. Nursing students will expand their current knowledge to apply critical thinking and complex clinical reasoning methodology. Concepts of communication and ethical practice are examined as they apply to nursing practice. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225. Corequisite: NURSB 325L

NURSB 325L. Medical Surgical Nursing II Clinical/Lab/Simulation 2 credits

Students apply theory to professional nursing practice during clinical experiences, laboratory practice, and simulation. Students provide professional nursing care to seriously ill patient populations that may be anticipating surgery, having surgery, or recovering from medical illness and/or surgery, preparing for professional nursing practice. Early in the semester, students take the theory they have mastered and skills they have built and apply that theory and those skills to professional nursing practice in clinical settings where patients are experiencing medical surgical treatment. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225. Corequisite: NURSB 325

NURSB 330. Obstetric Nursing 2 credits

This course will examine the nursing process and its application to the care of the woman preparing for pregnancy, during pregnancy and after pregnancy. Theories and principles of family development, family dynamics, childbearing, and care of the newborn are applied to nursing practice in acute and community-based settings. Students will examine obstetric complications impacting the pregnant patient to further develop critical thinking skills. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225. Corequisite: NURSB 330L

NURSB 330L. Obstetric Nursing Clinical/Lab/Simulation 1 credit

This course examines the professional nursing practice in clinical experiences of pregnant and postpartum patients. Clinical experiences help the student prepare for professional nursing practice. Students will enhance their skills of professional nursing practice in clinical settings where patient populations are anticipating pregnancy, pregnancy, giving birth, or providing a safe welcoming environment for the newborn. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225. Corequisite: NURSB 330

NURSB 335. Medical Surgical Nursing III 4 credits

Care of clients and families with multiple and/or complex altered health states is the focus for students in this course. Clinical experiences in critical care settings are added to the acute and community environments and built upon from previous Medical Surgical I and II courses. The students are introduced to delegation experiences and acute care management in relation to complex health care delivery systems and the impact on patient outcomes. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L. Corequisite: NURSB 335L

NURSB 335L. Medical Surgical Nursing III Clinical/Lab/Simulation 2 credits

Students participate in clinical experiences that engage the student to apply skills in clinical practice. Students participate in critical care settings in the community, that serve adult patients experiencing complex multi-system illness. Students take the theory they have mastered and the skills they have built in previous courses and apply that theory and corresponding skills to professional nursing practice in clinical settings where patient populations are critically ill. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L. Corequisite: NURSB 335

NURSB 340. Pediatric Nursing 2 credits

This course provides opportunities for students to develop a theoretical foundation for competence within evidence-based practice to address the individual needs of the pediatric client in the context of the family. Developmental frameworks are employed to understand the evidence-based, therapeutic approaches to children and adolescents. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L. Corequisite: NURSB 340L

NURSB 340L. Pediatric Nursing Clinical/Lab/Simulation 1 credit

This course applies the theory presented in the didactic course to the professional nursing practice in clinical experiences caring for children and the family unit. Clinical experience assignments prepare the student for professional, pediatric nursing practice in the hospital and community settings. Students will adapt to the ever-changing family unit as they practice effective communication, provide well-childcare, assist in illness recovery, or managing chronic diseases. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L. Corequisite: NURSB 340

NURSB 404. Nursing Research 3 credits

This course is an introduction to the designs, methods, ethical principles, and statistical analysis used by nurse-scientists to research health phenomena. Descriptive and inferential statistics are introduced. Data is manipulated, graphed, and analyzed using statistical software. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L. Corequisite: None

NURSB 450. Nursing Practicum I 2 credits

This first practicum course in the baccalaureate of nursing program is designed to allow for students to focus on chronic complex health deviations. In this course, students focus on strategies for prioritization, assignment and delegating in nursing. Students will apply knowledge about productive transition from student to graduate nurse by strengthening knowledge, use of theory, critical thinking, beginning management and leadership principles, and the use of legal, ethical, and professional nursing standards in the practice of nursing, specifically medical surgical nursing. Students must demonstrate the application of a personal philosophy of nursing, therapeutic communication, nursing process, quality evaluation and improvement, and legal, ethical, and professional standards of nursing. This course is specific to the transition to medical surgical nursing. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L. Corequisite: NURSB 450L

NURSB 450L. Nursing Practicum I Clinical/Lab/Simulation 4 credits

The first practicum laboratory course in the baccalaureate of nursing program allows enhancement of knowledge through a variety of medical surgical experiences in patient care under the direction of a preceptor. Students experience the initial transition to role of registered nurse, on a medical surgical unit, while gaining confidence in using critical thinking and technical skills in the clinical environment, strengthening knowledge, use of theory in practice, fostering collegial respect, enhancing self-image as a nurse, and assisting in role transition from student to graduate nurse. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L. Corequisite: NURSB 450

NURSB 455 .Prevention and Population Health 3 credits

This course is designed to help the student develop the knowledge and skill necessary to practice nursing in the context of the community. The focus includes learning about population-based health enhancement initiatives, global health priorities and concerns, disaster nursing, characteristics of effective and ineffective communities, as well as the process of population-based health behavior change. Relying on foundational knowledge from nursing, science, social, and public health resources, students will study evidence-based approaches to applying the nursing process at the community level. The course focus is nursing advocacy as a pathway to local, national, and global health. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L. Corequisite: NURSB 455L

NURSB 455L. Prevention and Population Health Clinical/Lab/Simulation 1 credit

During the prevention of population health lab students will focus on nursing practice with families and communities. Students will be partnered with key community health agencies during the semester. Nursing care provided will be subject to the ANA Code of Ethics and the ANA Scope and Standards of Practice. Learning activities will include a community assessment of the geopolitical community or a phenomenological community and participation in a planned intervention project providing primary, secondary and/or tertiary services to benefit the community. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L. Corequisite: NURSB 455

NURSB 460 .Nursing Practicum II 2 credits

The second practicum course in the baccalaureate of nursing program allows students to assess, plan and deliver ethically based patient care collaboratively with other health care professions. Students will synthesize evidence-based knowledge for the physical, behavioral, and emotional well-being of the patient in the practice of nursing. Students will create a plan of care collaboratively with patients that respects the diversity of the needs of the patient. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L, NURSB 404, NURSB 450, NURSB 450L, NURSB 455, NURSB 455L. Corequisite: NURSB 460L

NURSB 460L. Nursing Practicum II Clinical/Lab/Simulation 4 credits

The second practicum lab course in the baccalaureate of nursing program allows students to evaluate clinical nursing practice in the health care setting to improve the quality of care for patients, families, and communities. Students interpret professional legal, ethical, and professional standards to guide nursing practice. Students use the ethical decision model to analyze ethical dilemmas to demonstrate creative, thoughtful, analytic, logical approaches to nursing. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L, NURSB 404, NURSB 450, NURSB 450L, NURSB 455, NURSB 455L. Corequisite: NURSB 460

NURSB 470 .Leadership and Health Policy 3 credits

This course will examine principles of management and leadership theory. It is designed to assist with the development/augmentation of leadership competencies that promote quality improvement and patient safety, both critical components in the promotion of quality health care. Key components of this course that will assist in the acquisition of leadership competencies include critical thinking, communication, creativity/innovation, legal/ethical, nursing and health care systems, quality improvement and change theory in nursing leadership and management roles. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L, NURSB 404, NURSB 450, NURSB 450L, NURSB 455, NURSB 455L. Corequisite: NURSB 470L

NURSB 470L. Leadership and Health Policy Clinical/Lab/Simulation 1 credit

Building upon existing professional nursing practice experiences, this course provides an intensive clinical practicum experience focusing on the application of the nursing management process for organizing and facilitating the delivery of comprehensive, holistic, efficient, and effective nursing care to groups of clients in a variety of settings. Concepts of health policy are applicable to current nursing issues within a variety of health care organizations. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 335, NURSB 335L, NURSB 340, NURSB 340L, NURSB 404, NURSB 450, NURSB 450L, NURSB 455, NURSB 455L. Corequisite: NURSB 470

NURSB 475 .NCLEX-RN 3 credits

This course is designed to assist the baccalaureate nursing student in their preparation and readiness for NCLEX- RN testing required for licensure as they transition to a practicing, bachelor's prepared, registered professional nurse. During this course, the student will apply the knowledge gained throughout the BSN program to successfully complete 2,000 NCLEX style questions, ATI Capstone, Virtual ATI, and the ATI Comprehensive Predictor. In addition, the student will construct success plans and complete remediation that guide study preparation to distinguish content area deficits and enhance knowledge in the identified content areas deficits. Prerequisites: NURSB 201, NURSB 201L, NURSB 204, NURSB 204L, NURSB 210, NURSB 210L, NURSB 215, NURSB 215L, NURSB 225, NURSB 315, NURSB 325, NURSB 325L, NURSB 330, NURSB 330L, NURSB 340, NURSB 340L, NURSB 404, NURSB 450, NURSB 450L, NURSB 455, NURSB 455L, NURSB 460, NURSB 460L, NURSB 470, NURSB 470L. Corequisite: None

NURSR – RN to BSN Courses

NURSR 302. Advanced Health Assessment for the RN 4 credits

This course prepares the nurse for comprehensive, integrative, and holistic health assessment of groups and populations across the lifespan. Emphasis is placed on data collection, documentation, and analysis of data, information, knowledge, and wisdom development to support nursing decision-making in a technology driven practice. Prerequisites: HCSI 110, HSCI 230, HSCI 302, HSCI 310, HSCI 312.

NURSR 402. Prevention and Population Health 4 credits

This course prepares the nurse for an understanding of U.S and global population health. Students will explore effective communication strategies designed to reduce the risk for disease and develop evidence-based nursing judgements regarding disparities and inequalities within a community health context. Patterns of population health outcomes will be analyzed and health policy issues that employ advocacy strategies to promote wellness will be examined. Prerequisites: HCSI 110, HSCI 230, HSCI 302, HSCI 310, HSCI 312.

NURSR 404. Intro to Nursing Research 3 credits

This course prepares the nurse for research focused on inquiry and an ability to evaluate evidence that underlies clinical practice to a) challenge the status quo, b) question underlying assumptions, and c) to offer new insights to improve the quality of care for patients, families, and communities in a technology driven practice. Prerequisites: HCSI 110, HSCI 230, HSCI 302, HSCI 310, HSCI 312.

NURSR 410. Leadership and Health Policy 4 credits

This course prepares the registered nurse for an understanding of leadership roles, behaviors, and strategies that use digitization, mobility of health services, and complex big data to inform health care leader decisions and advance the work of organizations. The course will focus on evidence-based innovation, clinical therapeutics, and delivery models to support infrastructure as a central function of nursing leaders in all health settings. Prerequisites: HCSI 110, HSCI 230, HSCI 302, HSCI 310, HSCI 312.

OCCUPATIONAL THERAPY ASSISTANT (OTA)

OTA 201. Introduction to Occupational Therapy (fall) 3 credits

Prerequisite: OTA program admission or perm of program director. This course is offered as a prerequisite to the program or as a core course after being admitted into the OTA program.

This course introduces the fundamentals of occupational therapy, exploring the roles of both the Occupational Therapist Registered (OTR) and the Occupational Therapy Assistant (OTA), along with the history of the profession and the political infrastructure of the American Occupational Therapy Association. Emphasizing professional behaviors such as presentation, communication, and documentation, students will also be introduced to occupational therapy professional language through the Occupational Therapy Practice Framework (OTPF) 4. The importance of active engagement in national and state OT associations will be highlighted, along with ethical decision-making and strategies for promoting OT to various payer sources. Theory development and its significance in occupational therapy will be discussed, while students expand their understanding of the OTPF by learning about performance skills and identifying them across the lifespan. The curriculum incorporates professional behaviors, occupation-based practice, and therapeutic use of self to prepare students for clinical practice.

OTA 202. Principles of Performance in Occupational Therapy (fall) 3 credits

Prerequisite: OTA program acceptance; Corequisite: 203, 206, 210, 215, 216

This course introduces the principles and practices of conducting occupational and activity analyses, emphasizing the use of occupations and activities as both therapeutic tools and desired outcomes in occupational therapy. Students will explore the unique role of meaningful activity in client-centered care and learn how to apply occupational therapy-specific terminology and concepts grounded in the Occupational Therapy Practice Framework (OTPF). The course provides a foundational understanding of the Occupational Therapy Assistant role, highlighting the significance of activity analysis in therapeutic intervention. As students' progress, they apply components of the OT process to increasingly complex diagnoses, deepening their understanding of OTPF Performance Skills and Patterns in relation to daily life tasks across diverse populations. Emphasis is placed on professional behaviors, occupation-based practice, and the therapeutic use of self through both discussion and hands-on experiences, equipping students with the skills necessary for effective and ethical clinical practice.

OTA 203. Clinical Kinesiology (spring) 3 credits

Prerequisite: This course may be taken as a prerequisite with permission from the program director, or as a core OTA program course. This course explores the study of human movement through the lens of kinesiology, with a focus on the musculoskeletal system and its role in generating motion and maintaining posture. Students will examine the anatomical, functional, and mechanical principles that underlie movement, integrating foundational concepts from anatomy, physics, and physiology. Emphasis is placed on applying this knowledge to occupation-based interventions within the context of occupational therapy. The course deepens students' understanding of the Occupational Therapy Practice Framework (OTPF), particularly the Client Factors of body functions and structures. Through a combination of theoretical instruction and practical application, students

will develop the skills necessary to analyze movement and support functional performance. Professionalism, therapeutic use of self, and occupation-based practice are integrated throughout to prepare students for clinical settings.

OTA 204. Occupational Therapy in Adult Physical Performance and Lab I (fall) 4 credits

Prerequisite: Acceptance into the OTA program
Corequisite: OTA 203, OTA 206, OTA 210, OTA 215, OTA 216, or permission of the Program Director

This course examines the diagnosis and treatment of medical, neurological, orthopedic, and multisystem conditions in adult occupational therapy practice. Students explore etiology, symptomatology, prognosis, and evidence-based intervention strategies across a variety of adult populations. Emphasis is placed on developing clinical reasoning and problem-solving skills to support functional performance and participation in daily life. The laboratory component provides hands-on experience in assessment and intervention techniques, while students continue to build proficiency in documentation and demonstrate professional behaviors. Drawing on foundational knowledge, students apply components of the occupational therapy process to increasingly complex diagnoses, expanding their understanding of the Occupational Therapy Practice Framework (OTPF), particularly Performance Skills and Patterns. Professionalism, occupation-based practice, and therapeutic use of self are consistently integrated throughout classroom instruction and lab experiences to prepare students for effective and ethical clinical practice.

OTA 205. Level 1 Fieldwork I (fall) 1 credit

Prerequisite: Acceptance into the OTA program
Corequisite: OTA 201, OTA 202, OTA 204, OTA 208, OTA 209

This course introduces OTA students to their first fieldwork experience, emphasizing mental health practice within the scope of occupational therapy. Through virtual simulations using Simucase, students engage with case-based scenarios that involve evaluations and interventions addressing activities of daily living, work, and leisure. Level I Fieldwork focuses on developing professional behaviors, including effective communication and collaboration with interdisciplinary teams. In a safe, supportive virtual environment, students interact with simulated clients, family members, and healthcare professionals—providing opportunities to refine clinical skills, apply occupational therapy principles, and enhance professional judgment in realistic contexts. Embedded assignments and structured debriefings foster reflective learning, clinical reasoning, and sound decision-making. While this experience complements didactic coursework, it is not a substitute for Level II Fieldwork. The curriculum consistently integrates professionalism, occupation-based practice, and the therapeutic use of self to prepare students for ethical and effective clinical practice.

OTA 206. Level 1 Fieldwork II (spring) 1 credit

All OTA fall didactic with a C or better; Corequisite: 203, 206, 210, 215, 216; This course provides OTA students with their second Level I fieldwork experience, offering real-world exposure to occupational therapy practice. Students will be assigned to a clinical site where they will observe an Occupational Therapist, Occupational Therapy Assistant, or another healthcare professional conducting OT-related activities, assessments, or group interventions. Observations will include evaluations and ongoing individual and group treatment focused on activities of daily living, work, and leisure. Level I fieldwork emphasizes professional behavior development, including collaboration with the treatment team. Students will complete written assignments, including a case study and progress notes, to reinforce their learning and clinical reasoning skills. This experience is designed to complement coursework but cannot be used as a substitute for Level II fieldwork.

OTA 207. Occupational Therapy in Adult Physical Performance and Lab II (spring) 4 credits

Prerequisite: Completion of all OTA fall didactic courses with a grade of C or better
Corequisite: OTA 203, OTA 206, OTA 210, OTA 215, OTA 216

This course focuses on the diagnosis, treatment, and occupational therapy interventions for adults with physical dysfunction, including medical, neurological, orthopedic, and multisystem conditions. As Part II of the Adult Physical Conditions sequence, it builds upon foundational concepts introduced in OTA 203 and OTA 204. Students examine etiology, symptomatology, prognosis, and evidence-based treatment approaches across diverse adult populations. Emphasis is placed on the development of clinical reasoning, problem-solving, and treatment planning skills, with attention to ethical considerations and the impact of cultural and environmental factors. The laboratory component provides hands-on experience with assessment tools and intervention strategies. Students refine their documentation skills, demonstrate professional behaviors, and apply components of the OT process to increasingly complex diagnoses. Occupation-based interventions and the therapeutic use of self are emphasized throughout, alongside the integration of Performance Skills and Patterns from the Occupational Therapy Practice Framework (OTPF) as they relate to meaningful daily activities. Classroom discussions, interdisciplinary collaboration projects, lab experiences, and practical exams are designed to further develop students' clinical competence and prepare them for professional practice.

OTA 208. Occupational Therapy in Psychosocial Performance (fall) 3 credits

OTA program acceptance: Corequ: OTA 201, 202, 205, 208, 209.

This course equips students with the theoretical knowledge and practical skills necessary to provide occupational therapy interventions for individuals experiencing mental health and psychosocial challenges, including psychiatric conditions and substance use disorders. Emphasis is placed on the therapeutic use of self, treatment modalities, and interdisciplinary collaboration. Students engage in group therapy practice sessions, collaborative projects, and interactive intervention days to apply learned concepts in real-world contexts. Additional learning experiences include guest speakers and mental health-focused field trips, offering further exposure to current practices in the field. The course also examines the evolving role of occupational therapy in mental health settings and addresses psychosocial issues across diverse patient populations, preparing students to deliver client-centered, evidence-based care.

OTA 209. Modalities (fall) 3 credits

Corequ: OTA 201, 202, 204, 205, 208; Here's a refined and professional version of your course description for clarity and flow:

This course equips students with the foundational skills essential for the role of the Occupational Therapy Assistant (OTA) across diverse patient populations. Students will learn to fabricate basic adaptive equipment, perform transfers, and administer both standardized and non-standardized assessments. Instruction also includes training in key modalities such as wheelchair management, positioning, muscle testing, active and passive range of motion (AROM and PROM), and adaptive activities of daily living (ADL) techniques. Practical exams will assess skill competency throughout the course. Through classroom discussions, interdisciplinary collaboration projects, lab experiences, and hands-on assessments, students will develop clinical competence and professional behaviors. By the end of the course, students will possess a well-rounded skill set to deliver effective, client-centered care in a variety of treatment settings.

Course fee: $50.00 for the purchase of required materials for course projects.

OTA 210. Occupational Performance of Children (spring) 3 credits

Prerequisites: Successful completion of all fall OTA courses. Corequisites: 203, 206, 207, 215, 216 This course offers an in-depth exploration of performance and occupation within the pediatric population. Students examine various settings and diagnoses to understand the development of functional skills in children and adolescents. Emphasis is placed on utilizing activity analysis to design developmentally appropriate treatment strategies for a range of pediatric conditions. Through classroom discussions, interdisciplinary collaboration projects, practical exams, and hands-on lab experiences, students continue to build professional behaviors and clinical competence, preparing them for effective practice in pediatric occupational therapy settings.

Course fee: $60.00 for the purchase of sensory kits.

OTA 211 Level II Fieldwork I (summer) 5 credits

Prereq: Complete all OTA program spring and fall didactic work successfully with a C or better; Corequisite: OTA 217. This course is the first of two Level II clinical fieldwork rotations for Occupational Therapy Assistant (OTA) students, offering an immersive, hands-on learning experience in real-world clinical settings. Over the course of eight weeks, students apply the knowledge and skills gained during their academic coursework to provide direct patient care under the supervision of licensed occupational therapy practitioners. In accordance with Accreditation Council for Occupational Therapy Education (ACOTE) standards, successful completion of two Level II fieldwork experiences is required following all didactic coursework.

This rotation is designed to foster the development of clinical competence, critical thinking, and professional behaviors across diverse practice environments. Fieldwork placements are coordinated by the program's Academic Fieldwork Coordinator and are full-time, unpaid, pre-employment experiences. Students are exposed to various occupational therapy settings to support a well-rounded understanding of the profession.

In addition to clinical responsibilities, students complete supplemental assignments such as weekly discussion posts and reflective journaling to reinforce learning, promote self-assessment, and support professional growth. Successful completion of this first eight-week rotation prepares students for the second Level II experience and their transition into professional practice.

Course fee: $55.00 per fieldwork: Additional drug screen / background check / physical fees per fieldwork location. Electronic FW Evaluation fee.

OTA 212 Level II Fieldwork II (summer) 5 credits

New: Prerequisite: Complete all OTA program spring and fall didactic work successfully with a C or better; Corequisite: OTA 217. This course represents the second of two-Level II clinical fieldwork rotations for Occupational Therapy Assistant (OTA) students, providing an advanced, in-depth, hands-on learning experience in real-world clinical settings. Spanning 8 weeks, this fieldwork rotation allows students to further refine and apply the skills and knowledge gained throughout their academic coursework to patient care under the supervision of licensed professionals. As required by the Accreditation Council for Occupational Therapy

Education (ACOTE), students must successfully complete at least two-Level II clinical fieldwork assignments after completing all didactic requirements. These fieldwork experiences are designed to help students deepen their clinical skills across diverse environments, ensuring a comprehensive understanding of the profession and its practices. These rotations are scheduled with the program's academic fieldwork coordinator and are full-time, non-paid, pre-employment opportunities that provide valuable exposure to various settings in the field. In addition to the clinical fieldwork experience, students will complete supplementary assignments, including weekly discussion posts and reflective journaling, to enhance their learning, promote critical thinking, and offer opportunities for self-assessment throughout the rotation. The successful completion of this second 8-week rotation will prepare students for professional practice as an OTA

Course fee: $55.00 per fieldwork: Additional drug screen / background check / physical fees per fieldwork location. Electronic FW Evaluation fee.

OTA 215. Occupational Performance in the Older Adult (spring) 3 credits

Prerequisites for the course include OTA 201, 202, 205, 205, 208, 209; or permission from the program director. This course offers a comprehensive exploration of the unique needs of the older adult population, with an emphasis on the psychosocial, physical, and environmental factors that influence health, wellness, and occupational engagement. Students will gain the knowledge and skills necessary to develop and implement individualized, client-centered treatment plans that address the complex challenges commonly faced by older adults.

Occupation-based interventions and the therapeutic use of self are emphasized throughout the course, alongside the integration of Performance Skills and Patterns from the Occupational Therapy Practice Framework (OTPF) as they relate to meaningful daily activities. Classroom discussions, interdisciplinary collaboration projects, lab experiences, and practical exams are designed to strengthen clinical competence and prepare students for professional practice in geriatric care.

In addition to clinical skill development, students will engage in assignments that explore home modification strategies, facilitation of community-based group programs, and the design of primary care initiatives tailored to older adult populations. The course also includes an academic teaching component, in which students deliver a lecture, preparing them for potential instructional and leadership roles within the profession.

As part of the curriculum, students will earn the **Lifestyle Redesign® Badge** certification from the American Occupational Therapy Association (AOTA), enhancing their professional credentials and demonstrating their competency in promoting healthy habits and routines among older adults. Through its integration of practical application, clinical reasoning, and community-focused interventions, this course prepares students for effective, holistic practice across a variety of geriatric care settings.

Course fee: $60.00 for the purchase of required materials for course projects.

OTA 216 Professional Development and Ethics (spring) 1 credit

Prerequisites: Successful completion of all Fall OTA program courses. Additional fees may apply. Corequisites: 203, 207, 210, 215. This 15-week hybrid course prepares Occupational Therapy Assistant (OTA) students for professional practice by focusing on licensure, ethics, professional development, and the various roles available within the profession. Students will explore leadership styles, examine the business aspects of occupational therapy practice, and create a personalized professional development plan. Course meetings are conducted online with the option of in-person attendance. All assignments, discussions, and quizzes are completed through an online platform.

OTA 217 Clinical Competence for the OTA (summer) 2 credits

Prerequisite: Successful completion of fall and spring OTA courses. Additional fees may apply. Corequisites: 211, 212. This 15-week hybrid course is designed, in part, to review key content areas of the Occupational Therapy Assistant (OTA) curriculum in preparation for the national certification exam. Students will complete practice exams, explore test-taking strategies, and work through structured online modules designed to reinforce their academic knowledge and enhance readiness for the certification process.

As part of the course, students will receive guidance on registering for the NBCOT exam and gain valuable tools for success. While much of the coursework is completed online, there are scheduled on-campus days for proctored exams. A detailed schedule outlining these in-person requirements will be provided in the course syllabus.

* Each student will pay an additional 185.00 per semester while in the OTA program in order to cover their NBCOT exam cost of $555.00 at the end of their program.

ORGANIZATIONAL LEADERSHIP (ORGL)

ORGL 150. Introduction to Professional Development 3 credits

An introductory course in adult online learning and outcome-based education. Throughout this course of practicality, the significance of the core material is highlighted through substantial activities utilizing individual

and collaborative teamwork, thereby developing and creating professional written submissions in standard APA format. The students will learn to conduct library research and other necessary formative applications within the scope of this course. Students will be introduced to technology utilization and accessing various supportive university functions such as the planning and advising resources provided by the university. Further, the student will develop the critical skills of understanding the concepts of academic integrity, and formulate strategies for critical reading, writing, thinking and reflection. The goal of this foundational course is to provide a basis of understanding necessary for online learning academic success. *Online*

ORGL 151. Introduction to Business 3 credits

A survey of business principles, practices, and procedures. A background for subsequent specialized courses in economics, management, marketing, and finance. *Online*

ORGL 301. The Adult Learner 3 credits

Introduces participants to lifelong learning, emphasizing learning and cognition theories, models, and principles applied to the workplace and other adult learning venues. Explores adult learning in different contexts to acquaint participants with the main debates in the field and with the philosophies and methodologies used by a variety of adult education projects. This course will additionally focus upon ethical responsibility of leadership through dimensions of promoting adult learning and practice. This includes reflecting on practicing ethics, self-examination to increase awareness and the understanding of personal values systems. Contributes to competencies of leading self with character, leading in a climate of change, and leading across boundaries. *Online.*

ORGL 302. Principles and Issues of Management 3 credits

This course introduces a broad range of concepts, theories, and practices important for understanding management principles. Students will explore the core management functions of planning, organizing, directing, and controlling. Topics focus on diversity within an organization and the environment in which managers must effectively operate. The course also addresses the practical applications of management principles and realistic situations managers encounter as they attempt to achieve organizational objectives. Explores behavioral science concepts and research findings directed toward understanding human behavior within organizations; examine and study this behavior as a function of the individual, interactive groups within the organization, and the organization itself. *Online.*

ORGL 305. Principles and Issues of Human Resources 3 credits

Study of organizational structure with emphasis on staffing management involved in recruitment, selection, training, wage and salary administration, and personnel assessment. Introduces employment, selection, and placement of personnel; usage levels and methods; job descriptions; training methods and programs; and employee evaluation systems. Includes leadership procedures for management of human resources and uses case studies and problems to demonstrate implementation of these techniques. *Online.*

ORGL 307. Leadership 3 credits

Introduces a broad range of concepts, theories, and practices important for understanding leadership. Topics focus on various styles and environments in which effective leaders operate and manage their relationships. Emphasis is placed on the application of leadership principles to real-world situations and problems, resulting in quality, productivity, and success as organizations strive to achieve their objectives. *Online*

ORGL 309. Collaborative Leadership 3 credits

Addresses the need for collaborative and team-engagement skills in twenty-first century leadership. Research and the experience of leaders and scholars show that leading teams and groups to successful realization of goals and projects cannot be accomplished alone. Collaborative leadership emphasizes engagement, capacity building, diversity, social sense-making, and communication as aspects of collaborative work with groups. *Online*

ORGL 316. Ethic 3 credits

An inquiry into diversity, the fundamental norms of conduct in any organization, and the justifications of conduct in relation to ethical theories. Gives special attention to ethical problems encountered by leaders in organizations and their relationships with members, employees, customers, administrators, and society. *Online*

ORGL 401. The Learning Organization 3 credits

Addresses a broad range of concepts, theories, and practices from the disciplines of adult learning, organizational development, and human resource development. Emphasizes transformational leadership, how it develops, and the competencies and principles needed to reinvent or transform oneself into a leader. Students examine the change process from the perspective of the individual within an organization. They further examine a career model for improving professional development and explore basic assumptions about the contributions of individuals to organizations, with a goal of producing competent professionals who can think in action and apply their knowledge under changing conditions. *Online*

ORGL 402. Organizational Behavior 3 credits

Addresses issues of how people live their lives at work and in organizations. An over-arching theme of gaining a competitive edge through people involves understanding individuals as they function in organizations, as well as how organizations design and structure work to achieve goals. Behaviorally oriented; conceptually, combines the function of management with the psychology of leading and managing people. Emphasizes effective use of human resources through understanding diversity; human motivation and behavior patterns; conflict management and resolution; group functioning and process; the psychology of decision making; and the importance of recognizing, analyzing, and managing change. *Online*

ORGL 406. Organizational Development and Change 3 credits

Vertically and horizontally integrates all courses in the organizational leadership curriculum. Creates synergies by presenting organizational development as a management discipline aimed at improving organizational effectiveness by increasing the use of human resources within the enterprise. *Online*

ORGL 408. Action Research 3 credits

Offers an immediate, localized, and actionable framework for investigating and analyzing organizations. Students learn how to conduct action research as scholar-practitioners in many diverse fields, as well as how to critically analyze an organization’s operational components that impact decision making. Provides students with knowledge and practice for leading for results with resource acumen. *Online*

ORGL 413. Human Resource Development 3 credits

Addresses current human resource development practice from the perspective of the role of change agent and organizational transformation. Incorporates a broad range of concepts, theories, and practices in human resource and organizational development. Texts present real- world change agents and their attempts to deal with problems and situations. *Online*

ORGL 415. Leadership Communication 3 credits

Expands and hones students’ communication skills as they apply to leadership roles. Stu- dents develop skills for building relationships across disciplines, departments, cultures, and politics and for leading engagement and collaboration in local, global, and virtual realms. Contributes to using language and communication skills as a resource for leadership, supports leadership in climates of change, and prepares students to lead across boundaries toward coalition building; conveys core communication concepts by preparing students to connect and communicate effectively. Meets practical needs of written communication fluency for leaders, line managers, and consultants. *Online*

ORGL 430. Developing Teams 3 credits

This course emphasizes the practical application of leadership concepts, theories, and practices from coursework in real organizational environments and situations. Provides flexible opportunities to employ various and evolving technologies. Students design and implement team and collaborative initiatives that address an organizational problem or situation for their employer or a comparable organization. Practicum work culminates in a project that combines an academic paper and video production. *Online*

ORGL 435. Practicum: Assessing Culture (OER Resources) 3 credits

Emphasizes the practical application of concepts, theories, and practices from coursework in real organizational environments and situations. Provides flexible opportunities to employ various and evolving technologies. Students design and implement initiatives that assess an organizational culture. Initiatives incorporate the use of technologies as part of their evolving leadership practices. *Online - OE Resources*

ORGL 441. Coaching and Mentoring (OER Resources) 3 credits

This course will provide an overview and a foundation for understanding coaching and mentoring elements to enhance leadership success. Students will examine coaching and mentoring models, strategies, and practices to comprehend the coach and mentor's roles and responsibilities. In addition, students will learn to differentiate between the two approaches to apply these to their leadership approach for developing individuals and teams. This course emphasizes common collaborative concepts and elements related to developing communication, nurturing relationships, and providing effective feedback. The course covers topics such as setting goals, assessing performance, and developing the trust and commitment of others, while creating a positive and supportive environment for learning. Students will also recognize the benefits of coaching and mentoring for organizations. At the course's end, students can apply the skills learned to their leadership roles.

ORGL 442. Leading Change 3 credits

This course will give students the skills and knowledge to lead successful change initiatives confidently. Students will examine change models and tools to identify and assess the impact of change, develop strategies to manage the change process, and foster successful change outcomes. Through lectures, case studies, and hands-on activities, students will learn to recognize and address the challenges associated with change, create an effective communication strategy, and ensure buy-in from stakeholders. Students will also explore methods for

monitoring and reporting on the progress of change initiatives. Upon completing this course, students will have a comprehensive understanding of the change process and the ability to lead change effectively. At the course's end, students can apply the skills learned to their leadership roles, enabling them to lead successful change initiatives.

FIRST RESPONDER / CRIMINAL JUSTICE CONCENTRATION OLFR

OLFR 302. Principles and Issues of Emergency Planning and Management 3 credits

This course introduces a broad range of concepts, theories, and practices essential for a basic understanding of the fundamental principles and leadership that are foundational for first responder operations, emergency planning, and management. The course examines present emergency management steps and roles as an integrated system with resources and capabilities networked together to address hazards and vulnerabilities. Additionally, a focus is placed on the application and fundamentals of emergency planning concepts and realistic situations that first responder leaders may encounter. *Online*

OLFR 316. Ethical Responsibility and Diversity Awareness in Public Safety 3 credits

This course gives the participant the opportunity to examine the ethical challenges first responders face and learn strategies for resolving them. This is aligned with the lessons on diversity awareness by taking a professional commitment to diversity, culture, and identifying the benefits both individually and collectively for overcoming stereotypes to augment diversity. While some theory is presented, the focus will be on the real world in which we all live and work. Challenges for practicing ethics within a First Responder organizational setting will be explored, first by looking at those encountered at the individual level, then interpersonal level, and group level. *Online – OE Resources*

OLFR 402. Organizational behavior and Public Trust Formation 3 credits

This course looks at organizational behavior within first responder organizations to promote adaptability within a climate of change. The course emphasizes developing positive working relationships to increase trust between first responder's organizations and the public. This is accomplished by focusing on innovative and creative solutions to help first responders build lasting partnerships and improve the health and safety of their communities. *Online*

OLFR 415. Leadership Communication and Media Community Relations 3 credits

This course focuses on the practical use of relevant language and communication skills by studying core communication concepts to prepare first responders to connect and communicate effectively. Emphasis is placed on building positive media relationships, understanding cross-cultural communication challenges, and creating effective partnerships within the community for improving public perception and involvement. *Online*

OLFR 435. Leadership Capstone: Assessing the First Responder Culture 3 credits

This course builds upon skills learned in the core courses and competencies in the Leadership curricula and the First Responder courses. It is designed to produce knowledge and learning by participating in a structured applied experience reference 21st-century challenges facing first responders. Students have an opportunity to apply different information gathering techniques, leadership competencies, and practices presented in previous coursework. *Online*

PHYSICAL SCIENCE (PHSC)

PHSC 201. Introductory Physics I 3 credits

This is a course intended for science majors. The areas of study fall under the headings of mechanics, thermodynamics, vibrations and waves. Specific topics are motion in one and two dimensions, forces, energy, momentum, collisions, rotational motion, solids/fluids, thermal processes, vibrations, sound . Prerequisites: MATH 123 or Math 201. Taught fall semester. Corequisite PHSC 201L

PHSC 201L. Introductory Physics Lab 1 credit

Laboratory exercises to reinforce topics in Physics 201 lecture. Corequisite PHSC 201 Laboratory fee $15

PHSC 202. Introductory Physics II 3 credits

This laboratory course is intended for science majors. The topics that are considered to be crucial include: electricity, magnetism, light, optics, relativity, quantum physics, atomic physics, and nuclear physics. Prerequisite: MATH 123 or Math 201. Taught spring semester. Corequisite PHSC 202L

PHSC 202L Introductory Physics Lab II. 1 credit

Laboratory exercises to reinforce topics in Physics 202 lecture. Corequisite PHSC 202 Laboratory fee $15

POLITICAL SCIENCE (POLS)

POLS 101. American National Government 3 credits

An introduction to the forms, functions, and processes of the American national government. As such, the course offers a broad overview of the American political system. The first portion of the course discusses the foundations of the American political system. The second section focuses on the politics and policies associated with the American system of government, and the final section of the course is concerned with the institutional arrangements that characterize American government.

POLS 102. State and Local Government 3 credits

A study of the development of state and local government, present political organization and interrelations, with special attention to the government of West Virginia. This course focuses on governmental forms used in our states and various units of local governments and emphasizes local political institutions and the relationship of citizens to them.

POLS 200. Introduction to Public Policy 3 credits

A study of the issues and problems currently facing Congress, the Presidency, and the Courts, including an introduction to the way public policy is determined through the use of analytical models.

POLS 210. Comparative Government 3 credits

This course is a comparative study of selected Western and non-Western political systems with special attention to state-society relations. The main goal of the course is to study different political systems with two objectives in mind. First, we want to better understand the different ways in which people are governed. Second, comparisons give us the reference points that we need to help us better understand politics and government. Perhaps just as importantly, we will examine how these governments have addressed various societal problems and study both their success and their failures.

POLS 230. Introduction to Political Philosophy 3 credits

This course provides an introduction to western political thought. Among the questions to be considered in the course are: What is the relationship between politics and ethics? Do the ends justify the means in politics? Do humans have natural rights? What is the relationship between economics and politics? What are the proper limits on government? Should government attempt to shape society and, if so, in what manner?

POLS 240. Legislative Branch Politics 3 credits

This course focuses on the legislative function of the American national government. The structure and function of Congress will be examined, as well as various theories on how policy is made within this branch. The relationship of the legislative process to other branches of government will also be considered.

POLS 250. Executive Branch Politics 3 credits

This course focuses on the executive function of the American national government. The structure and function of the Executive branch will be examined, as well as various theories on how policy is made within this branch. Also considered in this course will be the President’s responsibility for foreign policy and the associated bureaucratic agencies charged with implementing the President’s decisions related to this area of policymaking. The relationship of the executive branch to other branches of government will also be considered.

POLS 260. Judicial Branch Politics3 credits

This course focuses on the judicial branch of the American national government. The structure and function of the judiciary will be examined, as well as various theories on how policy is made within this branch. Particular attention will be given to the courts and their relation to criminal justice. The judiciary's relationship to other branches of government will also be considered.

POLS 280. Debating Political Issues 3 credits

This course introduces students to the art of debate. Effectively researching and organizing ideas, presenting thoughts verbally, and listening critically are covered. Current political issues provide the topics debated within this course.

POLS 300. Political Science Research Methods 3 credits

This course introduces students to the philosophy and practice of political science research and examines the approaches that researchers use to understand political phenomenon. Students will learn and apply key concepts, including inductive and deductive reasoning, hypothesis construction, operationalization of concepts, measurement, sampling and probability, causal inference, and the logic of controls. In addition, students will gain experience utilizing the introductory tools necessary to prepare for graduate school, law school or applied research in the field.

POLS 314. Constitutional Law I 3 credits

This is the first of what is designed to be a two semester course in Constitutional Law. The focus will initially be on the structure, powers, and limitations of the judicial, executive, and legislative branches of the federal government. It will then examine the concept of federalism unique to the American experience. Finally, it will begin the transition to substantive due process rights which will be examined in detail in Constitutional Law II.

POLS 316. Constitutional Law II 3 credits

This is the second in what is designed to be a two semester course in Constitutional Law. The course will examine the varied interpretations of the Equal Protections Clause of the 14th Amendment. It will then analyze First Amendment jurisprudence as applied to freedom of expression and religious freedom. It will close with the struggles of the United States Supreme Court to balance the arguably incompatible concepts of freedom and security. Although POLS 314 is not a mandatory prerequisite for this course, students who have not taken POLS 314 will be at a substantial disadvantage.

POLS 363. LSAT Prep 1 credit

This course is designed to provide students with an introduction to the types of questions asked on the Law School Admissions Test (LSAT). Students may find they are well suited for the test and for law school or, conversely, they may, as a result of this course, elect to pursue other options. Regardless, preparing to take the LSAT can better prepare students to take other standardized tests such as the Graduate Record Examination.

POLS 380. Interest Group Politics 3 credits

This course focuses on outside actors who influence different levels of the American government. The structure and function of the interest groups are examined, as well as various theories on how policy is influenced by these actors. Particular attention is given to the lobbyists and the strategies they utilize in pursuing their preferred policies. The relationship of interest groups to other branches of government is also considered.

POLS 390. Ethical Dilemmas in Policy Making 3 credits

This course introduces students to some of the ethical dilemmas policymakers face in crafting policy. In addition, students will have the opportunity to think critically about the ways in which moral and political values come into play in the American policy process, particularly as they affect non-elected public officials who work in a world shaped by politics. Topics covered include the tensions between ethics and politics, an introduction to various moral theories that relate to contemporary policy debates, and the issues and dilemmas of professional ethics. The course takes an interdisciplinary approach, drawing on applied ethics, politics, and public management for examining contemporary problems in public policy.

POLS 400. Senior Thesis 3 credits

This course is designed to demonstrate your accumulated training in Political Science in a single original project, subject to the instructor's approval and under the additional supervision of a faculty mentor. The primary goal of the course is to facilitate student application of the knowledge and skills acquired in the program. Relevant skills include analysis, critical thinking, and integration of information, synthesis of ideas, presentation, and written communication. The course is structured as a seminar with a mixed format and requires significant self-direction and participation by students. *Prerequisite: POLS 300. Note that POLS 300 can be taken in the same semester as POLS 400 with instructor approval.*

POLS 490. EAGLE Internship 12 credits

The Political Science EAGLE (Engaged Adaptive Guided Learning Experience) internship program is available to junior or senior Political Science majors who have permission from the Program Coordinator. Students will complete a 40 hour per week, 15-week long internship for 12 hours of course credit. The EAGLE internship program is intended to provide students with an enhanced learning experience unavailable in the classroom.

POLS 492. Internship 1-11 credits

This course is available to junior or senior Political Science majors who are unable to complete the full 12 hour EAGLE internship, who have multiple internships rather than a single experience, or who have substantial life experience. All students must complete a minimum of 3 hours of internship credit but the three hours need not be in the same internship. Students can therefore register for POLS 492 more than once.

PSYCHOLOGY (PSYC)

PSYC 101. Introduction to Psychology 3 credits

This course provides a general introduction to psychology and its approaches to gathering and evaluating evidence about the causes and correlates of behavior. The topics surveyed will include brain and behavior, memory, perception, development across the lifespan, personality, abnormal behavior and psychotherapies. (Credit by Examination available.)

PSYC 212. Life-Span Development 3 credits

This course covers physical, cognitive-intellectual, and social-personality development from infancy through old age as well as an introduction to research methods and different theories of developmental psychology.

PSYC 315. Psychological Statistics 3 credits

This course provides an intensive interpretation of experimental data in quantitative terms. Topics included are description by ranking and averaging, correlation, regression, probability, inference, t-tests, analysis of variance (ANOVA), Chi square and other nonparametric methods. Prerequisite: SSCI 203. Cross-listed as SSCI 315.

PSYC 340. Ethics in Psychology 3 credits

The course focuses on various ethical issues in psychology. Students will explore ethical standards and issues that impact psychology as a science and practice. In this course, students will be introduced to the APA Ethical Standards and Code of Conduct and its application in psychology. In addition, students will explore history of ethics in psychology research.

PSYC 342. Social Psychology 3 credits

This course is a survey of the systematic study of social behavior. Interpersonal processes and behaviors related to social phenomena are emphasized by focusing upon such topics as attraction, social perception, aggression, conformity, group dynamics, persuasion, and attitude change.

PSYC 343. Personality 3 credits

This course is a survey of current and traditional theories of personality. Various types of personality assessment are demonstrated and evaluated. Prerequisite: PSYC 101.

PSYC 350. Special Topics 3 credits

Presents coverage of special interest topics in psychology such as political psychology, sleep and dreaming, and industrial/organizational psychology.

PSYC 351. Human Sexuality 3 credits

This course provides an overview of human sexuality from biological, socio-emotional, and social-cultural perspectives. Areas covered include the biological basis of sexuality, sexual behavior, social issues, sexuality and the life cycle, and sexual problems. Special emphasis is given to the ethical and moral aspects of human sexuality.

PSYC 352. Cognitive Psychology 3 credits

This course provides an overview of human cognition, including such topics as attention, perception, pattern recognition, memory, language, problem solving, creativity, and decision making. The relevance of the study of human cognition to everyday experiences will be emphasized. Students will actively investigate their own cognitive processes through classroom demonstrations, simulations, and field observations.

PSYC 353. Physiological Psychology 3 credits

This course provides the student with an introduction to the study of brain and behavior. The role of the nervous system in movement, sensation, and perception will be covered. Research concerning brain processes involved in memory, attention, learning, and consciousness also will be included. A focus on emotion, stress, and psychopathology will provide the student with knowledge of cutting-edge topics in pathology and psychological disorders.

PSYC 354. Psychology and the Law 3 credits

This course explores the relationship between the fields of psychology and the law from the psychological perspective. The major areas of interface between the disciplines are explored, including the values of each discipline, crime and crime investigation, competency and insanity, the trial process, jury decision-making, and suggested reforms to the legal system. Additionally, students are expected to apply their knowledge in a trial reenactment, from jury selection to the rendering of a verdict.

PSYC 355. Advanced Social Psychology 3 credits

This course is intended as a follow-up to PSYC 342 – Social Psychology. It will provide in-depth review and discussion of topics first introduced in the previous class, including attribution, attitude formation and attitude change, social influence, interpersonal relationships, social biases, and pro-social behavior. It is intended that students will cultivate the skills of a competent psychology researcher. Prerequisite: PSYC 342.

PSYC 356. Terrorism 3 credits

This course explores the multifaceted topic of terrorism. Areas of discussion include the inherent difficulties in defining and identifying terrorism, root causes, including economic, political, religious, and psychological, of terrorism, the impact of terrorism on its victims and the terrorists, and intervention strategies. The role of the media on our perceptions and understanding of terrorism is addressed as a constant theme throughout the course.

PSYC 357. Psychological Aspects of Aging3 credits

This course examines human aging from a psychological, social, and biological perspective. Topics include biological health, cognitive and mental health, personality, work/retirement, and social policy relevant to an aging population.

PSYC 358. Health Psychology 3 credits

This course examines how psychological, social, and biological factors interact with and affect health and illness. The impact of psychological stress on mental and physical health is examined in detail. Ways of coping with stress are also addressed.

PSYC 359. Advanced Developmental Psychology 3 credits

Students participate in an in-depth analysis of important developmental themes and current research in the field. The course focuses mainly on early development but may also include topics such as adolescence and aging. The course is designed for students who have already taken Lifespan Development and want to explore topics in more depth. Prerequisite: PSYC 212.

PSYC 360. Learning and Memory 3 credits

This course explores human and animal models of both classical and contemporary theories of learning and memory, including clinical applications. Relevant neuroscience research is also integrated into each topic. Students learn to creatively apply learning concepts to solve real problems.

PSYC 361. Introduction to Clinical Psychology 3 credits

This course introduces clinical psychology and therapeutic methods, including familiarization with current testing and assessment procedures. Prerequisite: PSYC 101.

PSYC 362. Abnormal Psychology 3 credits

This course includes a study of the diversity of psychological disorders ranging from stress-related disorders, emotional, affective, social, organic, and psychotic disorders. Coverage will include diagnosis and assessment techniques, theoretical perspectives on etiology and treatment, and consideration of individual and community-based psychotherapies.

PSYC 373. History of Systems and Theories in Psychology 3 credits

This course includes a comprehensive and historical coverage of systematic and theoretical psychology. The course is designed to provide the student with a basis for critical analysis of the major systems of psychological thought and the major psychological theories. A historical tracing of major schools, notable contributors, and major theories and perspectives will be provided as well as coverage of contemporary trends. Prerequisite: PSYC 101.

PSYC 441. Psychology BA Senior Capstone 3 credits

This is the capstone course for psychology B.A. majors. Topics to be covered include ethical considerations, the importance of reliability and validity to research, and seminal studies in psychology. Students will identify an area of interest in the field, complete a literature review and submit a formal APA style research paper. Prerequisites: PSYC 101, 315, SSCI 203, or permission of the instructor.

PSYC 451. Experimental Psychology 3 credits

Experimental design considerations for research studies are the focus of the course. Topic areas to be covered include hypothesis formation, determination of independent and dependent variables, control in experimentation, and quasi-experimental designs. Each student will determine a research problem, complete a literature review and submit an APA style proposal. Prerequisites: PSYC 101, 315, SSCI 203.

PSYC 452. Thesis 3 credits

This course is a continuation of PSYC 451. Topic areas to be covered include ethical considerations, single subject designs, data collection, internal and external validity. Upon approval of the proposed study submitted for PSYC 451, each student will conduct the experiment, analyze the data and submit the final thesis in APA format. Prerequisite: PSYC 451.

PSYC 495. Professional Semester 15 credits

This course gives students an opportunity for an off-campus internship in public or professional agencies. Prerequisite: Junior or senior standing and permission of the Program Coordinator.

PSYC 498. Internship 1-4 credits

This off-campus internship program is available to junior or senior psychology majors who have permission from the course instructor. Students will complete a minimum of 40 supervised contact hours per credit hour with a maximum of four course credits available. The internship is intended to provide career-related work experience. Additional requirements include keeping a journal (log) of experiences and completing a written

reflection for each 40 hours completed. Grading for this course is Pass/Fail. Prerequisites: Junior or Senior status and instructor permission.

PSYC 499. Independent Study in Psychology 1-4 credits

Students will be individually supervised in a research or field experience. Prerequisite: Junior or senior standing and permission of the discipline coordinator.

PUBLIC HEALTH (PUBH)

PUBH 100. Introduction to Public Health 3 credits

This is an introductory course that focuses on the practice of public health and education. Students will learn the major responsibilities of a public health specialist and the historical progression of the profession, as well as, the current and future role of public health and education. Students will also be introduced to basic health promotion planning, implementation, and advocacy principles with an added emphasis on health behaviors, exercise prescription, professional associations, and credentialing.

PUBH 220. Introduction to Epidemiology 3 credits

This introductory course explores the historical roots of the practice of epidemiology. The course will provide students with a foundation in the study of the distributions of health-related states or events (including injury and disease) in human populations and the control of these health-related problems. This course will cover the foundations of epidemiology including definitions, concepts, and applications; the historic developments in epidemiology; disease concepts; descriptive and analytic epidemiology; causal inference; field, chronic disease, and clinical epidemiology.

PUBH 230. US Healthcare 3 credits

This course provides a comprehensive overview and basic understanding of the U.S. health care system, including its structure, organization, financing, and policy issues. It explores key topics such as health care delivery, insurance models, government programs, ethical dilemmas, and current challenges in the health care sector. Additionally, students will be able to define the functions and basic scope of practice of major healthcare workers. Through lectures, readings, assignments, discussions, and a research paper, students will gain a deeper understanding of the complexities and dynamics of the U.S. health care system. Requisites: None

PUBH 250. Public Health Policy 3 credits

This course focuses on understanding the processes, complexities, and approach to health policy at the levels of federal, state, local, and private sector policy makers. The course seeks to examine the policymaking process at each of these levels and discuss how healthcare policy can inform the execution of public health activity. The course looks to review contemporary issues in public health policy, analyze and critique public health policy, and develop skills in communication to policy makers to ensure health is at the center of all legislative processes. Topics explored included but are not limited to public health policy involving environmental health policy, health insurance policy such as Medicaid/Medicare and Affordable Care Act, and drug policy.

PUBH 310. Public & Global Health 3 credits

The purpose of this course is to introduce students to critical global health issues and ways to address or solve them. The curriculum focuses on the following global and public health topics: socioeconomic and environmental determinants of health, HIV/AIDS, common infectious diseases, cancer, reproductive health, and mental health. The course also looks at what we can do as a society to promote health through the ages.

PUBH 320. Socioeconomic Determinants of Health 3 credits

Social determinants of health (SDH) refer to the realities of social conditions, phenomena, and systems that largely determine a person's health status and trajectory. SDH place people from different socio-demographic and socioeconomic groups (social class, gender, sexuality, race, ethnicity, and geographic origin) at varying risk of poor heath, quality of heath, and premature death. The aim of this course will be to introduce the core concepts of the SDH and to explore how they influence the individual, communities, and populations. Further, this course will explore social, psychological, and cultural determinants of health behavior and consider their meaning for lay people, public health and clinical professionals. Specifically, the intent of this course is to introduce students to the SDH, health disparities, and approaches to address the social determinants of health and to lessen health disparities.

PUBH 325. Environmental Health 3 credits

This course will cover a range of topics related to how the environment can impact human health. Topics will include water and air quality, zoonotic and vector borne diseases, food safety, solid and liquid waste, toxic metals and elements, radiation, and pesticides and other organic chemicals. This course will address methodological approaches to these issues, while giving students an overview of environmental health topics. Requisites: None

PUBH 340. Exercise & Psychological Mindfulness 3 credits

This course is designed to promote greater awareness, understanding and ownership of the multiple dimensions of mindfulness and well-being. It provides students with a wholistic and dynamic approach to understanding self in order to then provide more mindful services to clients in the healthcare or physical fitness realms. Through dialog, experiential activities, and reflection, students explore theory and practice while encompassing mental, emotional, physical, spiritual, environmental, social, and vocational issues.

PUBH-350 Appalachian Health & Well 3 credits

This course explores the health of rural and urban Appalachians, particularly those in West Virginia, and the factors influencing their health and wellbeing. Specific areas of concern, and medical crisis, such as TYPE II Diabetes, Substance Use Disorder, HIV/AIDS, obesity, cardiovascular and pulmonary disease will be given special attention. Consideration will be given to structural elements that elucidate the state and development of health/wellness and health care delivery services in Appalachia.

PUBH 350. Public Health Policy 3 credits

This course focuses on understanding the processes, complexities, and approach to health policy at the levels of federal, state, local, and private sector policy makers. The course seeks to examine the policymaking process at each of these levels and discuss how healthcare policy can inform the execution of public health activity. The course looks to review contemporary issues in public health policy, analyze and critique public health policy, and develop skills in communication to policy makers to ensure health is at the center of all legislative processes. Topics explored included but are not limited to public health policy involving environmental health policy, health insurance policy such as Medicaid/Medicare and Affordable Care Act, and drug policy.

PUBH 475. Public Health Capstone 3 credits

A capstone course for public health majors that focuses on the application and demonstration of skills needed to plan, implement, and evaluate health promotion programs in a variety of settings.

PUBH 497. Internship in Public Health 3 credits

Students acquire professional experience in their chosen field. Internship arrangements between the student and instructor must be solidified prior to enrolling in this course.

PUBH 499. Independent Study in Public Health 1-4 credits

Students will be individually supervised in research or field experience. Prerequisite: Junior or Senior academically standing in the Public Health Program.

RADIOLOGIC SCIENCE (RADI)

RADI 101. Introduction to Radiologic Science 2 credits

The course introduces beginning Radiologic Science students to the foundational concepts for their academic curriculum and professional careers. Concepts related to the development of the individual as a health care professional are examined through career exploration and the investigation of commonalties of the health professions. Students study the historical development of Radiologic Science, legal and ethical concepts, credentialing, interdisciplinary collaboration and networking, impacting legislation and individual accountability. Students are encouraged to work independently and in small groups to achieve the desired competencies and develop first-level competencies in communication, team-building, critical thinking, and research. Students will be expected to demonstrate the ability to use word processing and to develop a power point presentation.

RADI 102. Radiation Physics 3 credits

This course will provide the student with a knowledge of basic physics including selected topics in units of measurement, atomic physics, electricity, magnetism, x-ray production, electrical circuits and x-ray circuits.

RADI 201. Radiographic Positioning, I 3 credits

This course is designed to acquaint the student with the basic body positions used in radiography. This includes anatomy, positioning nomenclature and anatomical landmarks. This didactic course work is integrated into the clinical setting.

RADI 201L. Clinical Lab I 3 credits

This is the first in a series of clinical courses that will provide the student with the necessary clinical education to become competent in the medical imaging field. The student will become familiar with the basic equipment within the assigned clinic, and shall begin to master skills necessary to function in the medical imaging departments. This unit is designed to provide the student with the opportunity to achieve knowledge and skill necessary to perform standard radiographic procedures with concentration in chest, abdomen, and extremities. A module in Radiation Safety will be included as part of RADI 201L.

RADI 202. Osteology 3 credits

This course is designed to give the student an in-depth knowledge of the human skeletal system with a specific emphasis to the field of radiology. This class focuses on anatomical terminology, units of body structure, a comprehensive review of the joints of the body, and the bones composing the appendicular skeleton and the axial skeleton.

RADI 211. Radiographic Positioning II 3 credits

This course is designed to provide the student with the knowledge and skill necessary to perform standard radiographic procedures with concentration in fluoroscopic exam, spine, headwork procedures, and bony thorax. Consideration will be given to the production of radiographs of optimal diagnostic quality. Radiograph evaluation will include critiquing for contrast/gray scale, density/brightness, detail, and positioning. Laboratory experience will be used to complement the classroom portion of the course. The course is a continuation of RADI 201 and is available only to students who are enrolled in or have successfully completed RADI 201.

RADI 211L Clinical Lab II 3 credits

This is the second in a series of clinical courses that will provide the student with the necessary clinical education to become competent in the medical imaging field. All the courses in this series take place in the assigned clinical areas, and the student will continually be exposed to actual patient handling and care. The student will continue to master basic skills necessary toward becoming a competent radiographer. The student will also continue to master basic radiographic procedures on which he/she has proven competent. The student will have the opportunity to achieve knowledge and skill necessary to perform standard procedures with concentration in chest/abdomen, extremity, fluoroscopic, bony thorax, spine, and headwork procedures. The hours spent in the clinical lab will be divided among day and evening rotations. Prerequisites: RADI 201, 201L, 202.

RADI 212. Radiographic Exposure 3 credits

This course discusses the construction and operation of radiographic tubes, property and production of x-rays, and factors affecting the quality of a radiograph. The class information includes production of radiation and reaction with matter. Radiographic contrast/gray scale, density/brightness, and detail will be emphasized. Prerequisites: RADI 201, 201L, 202.

RADI 301. Radiographic Positioning III 3 credits

Advanced positioning of the patient including discussion of special procedures and the equipment used during the advanced procedures will be covered. Study of the position of major blood vessels, structures, and organs of the head, neck, thorax, abdomen, and pelvis. Venipuncture and contrast media injection lecture and lab will be emphasized. Prerequisites: RADI 211, 211L.

RADI 301L. Clinical Lab III 6 credits

The third in a series of clinical courses that will provide the student with the opportunity to gain competence in clinical education in the art and science of radiography. The student shall continue to expand knowledge and skills in obtaining health histories for patient of all ages. The student shall perform vital signs and practice physical assessments during contrast media procedures. The student shall continue to practice patient education skills and continue developing sensitivity to patient's needs. This course will clinically integrate headwork and advanced procedure examinations. The student shall continue to demonstrate the skills required to assess patient condition and then formulate techniques and position routine radiologic examinations under direct or indirect supervision of a registered radiographer, depending on his/her level of competency. The hours spent in clinical lab will be divided among day and evening rotations. Prerequisites: RADI 211, 211L.

RADI 302. Cross Sectional Anatomy 1 credit

This course is designed to include regional anatomy in coronal, sagittal, and axial images, oblique sections, and three-dimensional reconstruction with emphasis and applications toward medical imaging such as Computed Tomography, Magnetic Resonance Imaging, and Diagnostic Sonography. Prerequisites: RADI 211, 211L.

RADI 304. Imaging Equipment 3 credits

This course will provide the student with knowledge of equipment routinely utilized to produce diagnostic images. Much of the course focus is x-ray circuitry and fluoroscopic equipment. Also included is mobile and digital equipment. Various recording media and techniques are discussed. Prerequisites: RADI 301, 301L, 311.

RADI 311. Radiology Pathology 2 credits

A study of the various diseases and recognition between bacterial and viral organisms will be covered. The student will also recognize conditions of illness involving the different systems of the body and the pathological effects of radiographs Prerequisites: RADI 211, 211L.

RADI 311L. Clinical Lab IV 6 credits

The fourth in a series of clinical courses that will provide the student with the opportunity to gain competence in clinical education in the art and science of radiography. The student shall continue to expand

knowledge and skills in obtaining health histories for patient of all ages. Clinical experience will be gained under the direct and indirect supervision of accredited professionals. Students will have opportunities to perform procedures on more critically ill patients and continue to practice physical assessment skills. Students will learn to adapt routine positioning and technique procedures determined by patient condition. Pharmacology will be delivered 1 hour each week as part of RADI 311L. The student will perform venipuncture competency during this clinical course. Clinical experience will be scheduled during both daytime and evening shift hours. Prerequisites: RADI 301, 301L.

RADI 320. Cardiac Interventional Imaging 2 credits

RADI students will gain knowledge of the history, equipment, principles, imaging procedures, disease pathologies, patient care, and contrast media relative to CVIT. Prerequisite: consent of the instructor.

RADI 320L 3 credits

Students will obtain real world experience by working in the cardiac catheterization unit. Students will apply course principles in the health care setting. Prerequisite: consent of the instructor and RADI 320L

RADI 321. Computed Tomography Imaging 2 credits

RADI students who selected Computed Tomography (CT), as their choice of modality, will gain knowledge of the history, equipment, principles, imaging procedures, disease pathologies, patient care, and contrast media relative to CT. Prerequisite: consent of the instructor.

RADI 321L 3 credits

Students will obtain real world experience by working a CT department. Students will apply didactic knowledge in the health care setting. Prerequisite: consent of the instructor and RADI 320L

RADI 322. Mammography 2 credits

This course is designed to provide mammography education to students enrolled in the Radiologic Science Program and/or to registered radiologic technologists who desire to continue their education in an area of advanced specialization. The course content will encompass a sequential and complete mammographic study to include: history, breast anatomy, physiology, and pathology, equipment and application of technique, breast positioning, intervention procedures, quality control, and patient relations.

RADI 322L. Mammography Clinic 3 credits

This course is the clinical education component of the mammography modality. Students in this course will gain mammography experience in a real-world setting. Radiographers who can document clinical experience may be exempt from the clinical component. Prerequisite: consent of the instructor.

RADI 323. Magnetic Resonance Imaging 2 credits

Students will gain knowledge of patient care, imaging procedures, data acquisition and processing, and physical principles of image formation relative to Magnetic Resonance Imaging. In addition, students will gain an in-depth knowledge of MRI safety.

RADI 323L. Magnetic Resonance Imaging Clinical Lab 3 credits

This course provides hands-on clinical experience in Magnetic Resonance Imaging (MRI). Students will apply concepts learned in the classroom in the clinical setting. Students will gain experience in real world patient care, the operation of MRI equipment, correct positioning methods, and performing several different types of MRI exams, and reviewing anatomy associated with the MRI scan. Students will become familiar with safety protocols, have experience in patient communication, learn how to work collaboratively with other members of the health care profession. Prerequisite: consent of the instructor and/or RADI 323.

RADI 324. Diagnostic Medical Sonography 2 credits

This course provides the student with basic knowledge of ultrasound principles, equipment, imaging procedures/techniques, normal anatomy, bioeffects/safety, and quality assurance relative to ultrasound. This didactic course serves **only as an introduction to diagnostic medical sonography and is not intended to provide the student with a complete educational program for ultrasound.** This is a voluntary course for the student who chooses to study diagnostic medical sonography. Completion of this course will depend on the student's initiative and ability.

RADI 324L. Diagnostic Medical Sonography Clinical Lab 3 credits

This course provides the student with a real-world experience in diagnostic ultrasound. Please note that students will NOT be able to obtain all the clinical requirements to be ARDMS eligible.

RADI 325. Vascular Interventional 2 credits

RADI students will gain knowledge of the history, equipment, principles, imaging procedures, disease pathologies, patient care, and contrast media relative to vascular interventional radiography. T Prerequisite: consent of the instructor.

RADI 325L. Vascular Interventional Clinic 3 credits

The course will give students experience in the clinical setting in the vascular interventional lab. Students will apply didactic knowledge in a clinical setting. Prerequisite: Consent of the instructor and RADI 325.

RADI 401L. Clinical Lab V 5 credits

The fifth in a series of clinical courses that will provide the student with the opportunity to gain competence in clinical education in the art and science of radiography. The student shall continue to expand knowledge and skills in obtaining quality images and providing quality patient care in all areas. The first phase of graduate competencies will be conducted during this unit. Prerequisites: RADI 311, 311L.

RADI 405. Radiation Biology / Advanced Radiation Protection 3 credits

Focus on understanding the effects of ionizing radiation in the biologic systems with the public right to minimal radiation exposure. Discussion on genetic and somatic radiation effects including radiation syndromes and radiation oncology will be presented. Prerequisites: RADI 311, 311L.

RADI 407. Radiologic Science Digital Processing and Quality Management 3 credits

Principles of practice for effective digital processing and quality management protocols. Topics covered include a historical perspective of pre-electronic imaging, components of digital imaging, image processing and display including digital informatics, quality control of imaging equipment including federal guidelines Prerequisites: RADI 304

RADI 410. Radiologic Science Senior Seminar 3 credits

The course will integrate all didactic and clinical knowledge obtained during the entire Radiologic Science Program. It will serve as an evaluation and assessment of the student's progress and readiness to write the ARRT Registry Examination following graduation. Prerequisites: All RADI courses up to the final spring semester.

RADI 411L. Clinical Lab VI 5 credits

A final clinical rotation to evaluate competency levels of students preparing to become registered radiographers. Students will be given the opportunity to complete any remaining clinical objectives and competencies within the framework of this unit. The student may rotate through each of the five clinical education centers and be scheduled on both day and evening shifts. Prerequisites: RADI 401L.

RADI 420L-425L. Specialization Clinical Lab 3 credits

This is the clinical education component of the professional specialization courses. Students will be given an opportunity to perform examinations in their respective imaging modalities at one or more of the program's hospital affiliates. Specialties areas included: RADI 420L, Cardiac Interventional; 421L, CT; 422L, Mammography; 423L, MRI; 424L US; 425L Vascular Interventional. Prerequisites: Completion of RADI 320-325, RADI 320-L-325L and/or consent of program chair.

RADI 498. Clinical Internship 1-6 credits

This course is designed and arranged to meet the individual academic needs of each upper level student. It allows students the opportunity to continue practicing the skills and knowledge previously learned in the clinical setting in each respective imaging modality and provides the opportunity for competency achievement for the ARRT modality exams. Rotations during this internship may include diagnostic imaging, CT, CV, mammography, US, or MRI. Prerequisites: Consent of the Department Chair or Clinical Coordinator required.

RADIOLOGIC TECHNOLOGY (RADT)

RADT 101. Imaging Procedure I 2 credits

Presents knowledge base necessary for performing entry level diagnostic studies related to medical imaging. Co-requisites: MATH 120, BIOL 212, 212L, RADT 101L, 107, 107L.

RADT 101L. Imaging Procedures Lab I 2 credits

In conjunction with 101, provides hands-on demonstration and positioning using the on- campus lab. Review of radiographs for pertinent anatomic structures as well as for diagnostic quality. Radiographic analysis includes positioning, technique, and problem resolution. Co-requisites: MATH120, BIOL212, 212L, RADT101,107,107L.

RADT 107. Introduction to Radiology and Patient Care 1 credit

Introduction to the clinical program and the health care delivery system; covers various aspects of the hospital organization, the department of radiology, and medical ethics and law. Includes transfer techniques,

proper body mechanics, and standard precautions. Co- requisites: MATH 120, BIOL 212, 212L, RADT 101, 101L, 107L.

RADT 107L. Introduction to Radiology and Patient Care Laboratory 1 credit

Lab experience for 107. Application of knowledge acquired in 107 through practice in a lab environment. Co-requisites: MATH120, BIOL212,212L, RADT101,101L,107.

RADT 108. Radiologic Clinical I 2 credits

First course in clinical series. Incorporates practical experience in a variety of hospital clinical settings. Addresses patient care principles, radiographic positioning, image critique, radiation protection, and principles of exposure using a competency-based approach. Prerequisites: MATH 120, BIOL 212, 212L, RADT 101, 101L, 107, 107L. Co-requisites: SSCI 105, ENGL 101, RADT 111, 111L, 115, 125.

RADT 111. Imaging Procedures II 2 credits

Presents knowledge base necessary for performing diagnostic studies beyond those presented in RADT 101. These are considered intermediate level procedures. Prerequisites: MATH 120, BIOL 212, 212L, RADT 101, 101L, 107, 107L. Co-requisites: SSCI 105, ENGL 101, RADT 108, 111L, 115, 125.

RADT 111L. Imaging Procedures Lab II 2 credits

Provides hands-on demonstration and positioning using the on-campus lab. Review of radiographs for pertinent anatomic structures as well as for diagnostic quality. Radiographic analysis includes positioning, technique, and problem resolution. Prerequisites: MATH 120, BIOL 212, 212L, RADT 101, 101L, 107, 107L. Co-requisites: SSCI 105, ENGL 101, RADT 108, 111, 115, 125.

RADT 115. Radiographic Physics I 3 credits

Examination of the beginning concepts of the physics behind the production of ionizing radiation including the fundamentals of technical mathematics and electromagnetism. X- ray generating equipment, principles of operation, and beginning contrast and density are also included. Prerequisites: MATH 120, BIOL 212, 212L, RADT 101, 101L, 107, 107L. Co-requisites: SSCI 105, ENGL 101, RADT 108, 111, 111L.

RADT 118. Radiologic Clinical II 1 credit

Second course in clinical series. Incorporates practical experience in a variety of hospital clinical settings. Addresses patient care principles, radiographic positioning, image critique, radiation protection and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in 101 and 108. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 125. Co-requisites: ENGL 102.

RADT 125. Radiologic Physics II 3 credits

Builds on concepts learned in 115 and applies them to understanding X-ray production, interaction of photons with matter, and radiographic equipment. Prerequisites: MATH 120, BIOL 212, 212L, RADT 101, 101L, 107, 107L, 115. Co-requisites: SSCI 105, ENGL 101, RADT 108, 111, 111L.

RADT 128. Radiologic Clinical III 1 credit

Third course in clinical series. Addresses patient care principles, radiographic positioning, image critique, radiation protection, and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in previous courses. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125. Co-requisites: RADT 206.

RADT 201. Imaging Procedures III` 2 credits

Presents the knowledge base necessary for performing diagnostic studies beyond those presented in RADT 101 and 111. This course presents advanced level imaging procedures. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 206. Co-requisites: RADT 201L, 203, 204, 208, 210.

RADT 201L. Imaging Procedures III Lab 2 credits

In conjunction with 201, provides hands-on demonstration and positioning using the on- campus lab. Review of radiographs for pertinent anatomic structures as well as for diagnostic quality. Radiographic analysis includes positioning, technique, and problem resolution. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 206. Co- requisites: RADT 201, 203, 204, 208, 210.

RADT 203. Image Acquisition 3 credits

Study of concepts and practical applications for producing quality radiographs, including brightness and contrast, technique variations, spatial resolution, and distortion. Incorporates concepts of equipment usage including image receptors, flat panel detectors, beam restrictors, and automatic exposure control. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 206. Co-requisites: RADT 201, 201L, 204, 208, 210.

RADT 204. Radiobiology/Radiation Protection 2 credits

Studies the effects of ionizing radiation on the body at the molecular, cellular, tissue, and organ levels. Includes genetic and somatic effects as well as degrees of acute radiation lethality. Encompasses principles of protection for both patient and personnel, including health and safety regulations in such areas as protective equipment and personnel and area monitoring. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 206. Co- requisites: RADT 201, 201L, 203, 208, 210.

RADT 206. Quality Assurance 1 credit

Principles of practice for effective imaging quality control. Addresses equipment calibration, digital image processing, repeat rate, artifacts, and various quality standards. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125. Co-requisites: RADT 128.

RADT 208. Radiologic Clinical IV 3 credits

Fourth course in clinical series. Addresses patient care principles, radiographic positioning, image critique, radiation protection, and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in previous courses. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 206. Co-requisites: RADT 201, 201L, 203, 204, 210.

RADT 210. Radiologic Pharmacology and Drug Administration 2 credits

Introduces basic pharmacological concepts including pharmokinetics, pharmodynamics, contrast administration, venipuncture, and overall patient care during these processes and procedures. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 206. Co-requisites: RADT 201, 201L, 203, 204, 208.

RADT 217. Radiographic Pathology 2 credits

Focuses on disease and injury processes throughout the body's systems and their radiographic appearance. Includes principles of imaging surrounding these pathologies. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 201, 201L, 203, 204, 206, 208, 210. Co-requisites: RADT 218, 229, 230.

RADT 218.Radiologic Clinical V 3 credits

Fifth course in clinical series. Addresses patient care principles, radiographic positioning, image critique, radiation protection, and principles of exposure using a competency-based approach. Students observe and participate in radiographic examinations by applying knowledge base acquired in previous courses. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 201, 201L, 203, 204, 206, 208, 210. Co-requisites: RADT 217,229, 230.

RADT 229. Advanced Imaging 1 credit

Introduction to advanced imaging modalities including CT, MRI, and mammography, as well as evaluation of radiographs and digital images produced. Includes principles surrounding ultrasound, nuclear medicine, and PET imaging. Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 201, 201L, 203, 204, 206, 208, 210. Co-requisites: RADT 217, 218, 230.

RADT 230. Capstone Seminar 3 credits

Generalized review of all radiologic theory taught in prior courses and extensive practice testing in final preparation for the American Registry of Radiologic Technologists registry examination. Also includes resume and interview preparation Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 201, 201L, 203, 204, 206, 208, 210. Co-requisites: RADT 211, 217, 218, 229.

RADT 211. Imaging Procedure IV 3 credits

Generalized review of all radiologic theory taught in prior imaging procedures courses, introduction of new procedures, extensive practice testing in final preparation for the American Registry of Radiologic Technologists Prerequisites: MATH 120, BIOL 212, 212L, SSCI 105, ENGL 101, ENGL 102, RADT 101, 101L, 107, 107L, 108, 111, 111L, 115, 118, 125, 128, 201, 201L, 203, 204, 206, 208, 210. Co-requisites: RADT 217, 218, 229, 230.

SOCIAL SCIENCE (SSCI)

SSCI 105. Issues in Social Science 3 credits

This is an introductory course offered to provide a foundational understanding of social institutions. This course focuses on the social, political and economic structures of society. Social problems and political issues will be addressed. Studies in this course will prepare students to evaluate society from an informed, culturally competent perspective that reveals that individuals and groups largely act in accordance with their socialized experience.

SSCI 106. Social Science Issues in Appalachia 3 credits

This course provides students with foundational critical thinking, communication, and research skills necessary for college success. The course focuses on the social institutions (politics, education, economics, religion, and family) of Appalachian society from the first settlers through the development of an economy based on extractive industries. This course will also look at issues such as Appalachian culture, poverty, racial and gender discrimination, and mechanisms of social change.

SSCI 203. Methods for the Behavioral Sciences 3 credits

An introduction to the basic techniques used by social scientists to study and analyze social phenomena. The course focuses primarily on research design, but also includes an introduction to descriptive statistics.

SSCI 204. Methods for the Social Sciences 3 credits

A modular-based introduction to techniques and methods used in the social sciences. The first two modules focus on questions of hypothesis testing, research design and basic descriptive statistics. Module three is discipline specific dealing with the unique methodologies of History or Public Policy.

SSCI 221. Information and Research Strategies 3 credits

The course begins with an introduction to basic library information skills and progresses in a modular format to include skills necessary for searching electronic databases, print resources, and the internet, and for critically evaluating information sources and identifying ethical and legal issues in the online environment.

SSCI 310. West Virginia and the Appalachian Region 3 credits

The course examines the social, political and economic development as well as the geology of West Virginia in a broad historical context. The course incudes a study of West Virginia state government and the broader Appalachian region.

SSCI 315. Statistics for the Social Sciences 3 credits

An intensive interpretation of experimental data in quantitative terms. Topics included are description by ranking and averaging, linear correlation, regression, probability, inference, t- tests, analysis of variance (ANOVA), Chi square and other nonparametric methods. Prerequisite: SSCI 203. Cross-listed as PSYC 315.

SSCI 320. Computer Assisted Research in the Social Sciences 3 credits

Students are instructed in the use of the Statistical Package for the Social Sciences software (SPSS) to analyze and evaluate data from survey and experimental investigations. Prerequisites: SSCI 203, SSCI 315 or PSYC 315, permission of instructor.

SSCI 350. Topics in Social Sciences 1-3 credits

The course will include topics devoted to the study of interdisciplinary subjects within the social sciences.

SSCI 400. Seminar in Social Science 3 credits

A course designed to provide senior students a capstone opportunity for independent research and investigation in Public Policy, History and Experimental Psychology. Psychology students enroll in PSYC 452. Prerequisites: Completion of required courses appropriate to the major.

SOCIOLOGY (SOCI)

SOCI 221. Juvenile Delinquency and Criminology 3 credits

A study of the causes of delinquency and crime. Attention is given to agencies dealing with delinquents and crime, as well as methods of rehabilitation and penal institutions.

SOCI 322. Marriage and Family Relationships 3 credits

A comparative study of marriage and the family with particular attention to the influence on the family of current social and economic conditions. Discussions of courtship, marriage, and problems of divorce will be included.

SPEECH (SPCH)

SPCH 103. Oral Communication Fundamentals 3 credits

Students demonstrate proficiency in everyday communication including interpersonal communication, group problem solving, and impromptu, informative and persuasive speaking. Organization of ideas and control of mind and body are stressed in varied speaking projects.

SPORT BUSINESS (SPBU)

SPBU 101. Introduction to Sport Business 3 credits

An overview of sport business through a basic introduction into the conduct and administration of many different sport areas. It is designed to offer students an insight into the career opportunities available in sport business and start their development toward a sport business career that meets their aptitude and interest. Topics of discussion will include overviews of interscholastic, intercollegiate and professional sport programs, international sport, sponsorship, event management, marketing, facility management and broadcasting/communications within the sport industry. (offered fall and spring).

SPBU 201. History of Sport in America 3 credits

A study of the development of sport in American Society from the colonial period to the present. Students will examine topics such as: race, social class, gender, economics, education, and mass media and how each topic relates to the historical perspective of sport in America. Students will learn how the history of sport has led American society to its current state of sport development.

SPBU 220. Coaching Theory 3 credits

A theoretical and practical introduction to coaching theory. The content of the course will focus on the theory of coaching and developing methods of application in the practical setting. Class material will focus on tools needed to discover and apply coaching styles to develop a personal coaching philosophy. Topics will include leadership, creating a culture, team building, program management, scheduling, recruiting and fundraising. (offered spring).

SPBU 225. Sport Media 3 credits

An overview of the media's role in sport. Topics include marketing, media, promotion, public relations, press releases and the influence of media coverage. Emphasis will be on sport reporting, writing, and media sports on radio, TV, Internet and print media. Sport coverage will be explored at the high school, college and professional levels. Additional emphasis will be placed on sport's statistics. Prerequisites: ENGL 101. (offered spring).

SPBU 250. Social Issues in Sport 3 credits

A study of the role of sport in our society and social issues as they apply to sport and life. Students will critically examine sociological issues and controversies surrounding sport and their relationship to business managers in sport organizations. Topics will include an introduction to sport and society, sociological theories, youth sports, deviance, violence, gender, ethnicity, social class, the economy, religion, politics, gay/lesbian issues, education and the media.

SPBU 298. Practicum Experience 1-3 credits

A practical opportunity is an introductory field experience in sport business. The practicum experience is designed to expose students to a wide variety of concentrations or specializations in the field such as marketing, sales, ticketing, sponsorship, facility management, advertising and public relations. The course will allow the student to explore career options in a practical work setting. Students may receive 1-3 hours of academic credit for this course depending on the number of practicum hours worked by the student. Students must work 40 practicum hours for each hour of academic credit desired. This course is repeatable twice, so a student may get credit for a maximum of three (3) credits for the course. All practicum experience site proposals must be pre-approved by the program coordinator. Prerequisite: SPBU 101. (offered fall, spring and summer).

SPBU 301. Sport Marketing3 credits

The purpose of this course is to analyze marketing, promotions and fund-raising principles, techniques and strategies as they relate to athletics and the sport industry. Students will also study sales and sponsorship in sports. Personal selling techniques, customer service, and basic principles of sport sponsorship will also be addressed. Students will develop a marketing plan and perform a formal presentation of that proposal. Prerequisites: SPBU 101, MRKT 321. (offered spring).

SPBU 310. Recreation/Fitness Management 3 credits

The content of this course is designed to examine the management principles associated with Recreation and Fitness Management. SPBU 310 will focus on theories of recreational and fitness management and develop methods of application in the practical setting. Topics will include fitness operations, intramurals and

extramurals, human resource management, tournament design, outdoor recreation, branding and event operations. (offered fall).

SPBU 320. Facility/Event Management 3 credits

Students will be offered a theoretical and practical introduction to sport facility and event management. The course will focus on the theory of facility and event management and develop methods of application in the practical setting. The students will develop, organize and run a major event in the community. Class material will focus on tools needed to run an event. Topics will include planning and design, facility management, risk management, marketing, advertising, public relations and event operations. (offered spring).

SPBU 325. Sport Analytics I 3 credits

This course will provide students with knowledge of the research process, including research design, sampling methods, data collection, statistical analysis, and interpreting results. Students will learn how these statistical processes are used to make decisions within the sport industry and will begin the design process of a personalized research project within the context of their desired sport. Prerequisites: SPBU 101, DASC 250. (offered fall)

SPBU 340. Sport Economics 3 credits

Students will gain an understanding of economic impact analysis, franchise valuation, and feasibility studies in sport. The course explores the areas of facility/event financing, the economics of collegiate sport, and sport organization funding. Students will be provided with an introduction to ticket pricing strategies, elasticity of demand, economic risk, and sponsorship analysis. Prerequisite ECON 201, ECON 202, SPBU 101. (offered fall).

SPBU 360. Sport & Business Psychology 3 credits

This course is an introduction to psychological issues as they apply to sport and business. The course will focus on understanding sport and business environments, group processes, the individual participants and enhancing performance. Topics will include an introduction to the psychology of sport, personality traits, motivation, leadership, anxiety, stress, arousal, competition, cooperation, feedback, reinforcement, group cohesion, communication and imagery. (offered fall).

SPBU 380. Sport Journalism 3 credits

This course focuses on the study of journalism within sports. Students apply their knowledge of media and journalism to sports writing. Students will be introduced to feature writing, game and event coverage, opinion writing, and investigative reporting within sport. Alternate mediums and the publishing process are discussed. (offered spring).

SPBU 425X Sport Analytics II 3 credits

This course provides students with the study of statistical methods and applied analytical processes that aid in decision making within the sport industry. Topics include applying analytics to athletic performance, injury prevention and rehabilitation, and core business processes. Prerequisite: SPBU 325. (offered spring).

SPBU 435 Sport Ethics 3 credits

Ethics and morality in the management of sport will be examined in 435. The content of the course will focus on understanding ethical theories and critical thinking guidelines and using them as a basis for making sound managerial decisions. Ethical decision making will be discussed in relation to increased productivity, enhanced public relations and an increase in long-term profitability. Topics will include an introduction to ethical and moral issues, ethical theories, personal ethics, professional ethics, codes of ethics, ethical decision making, ethics in marketing operations and ethical human resource management. Students will be actively involved in the ethical decision-making process in the classroom. Students complete the NASBA Ethical Leadership Certification Program as part of the course. Prerequisite: SPBU 101. (offered spring).

SPBU 460. Sport Law 3 credits

The content of 460 covers various amateur sport law issues and will focus on negligence, risk management and criminal acts in recreation and sport business. Topics to be discussed are the legal system, legal research, negligence, liability, waivers, emergency care, criminal liability, fiduciary duty, hazing, risk and crowd management, contracts, Title IX, drug testing, antitrust law and trademark law. Prerequisite: SPBU 101. (offered fall).

SPBU 490. Senior Seminar 1 credit

Senior Seminar allows students an opportunity to explore the areas of the sport industry in which they may want to pursue a career. It also offers the students time, resources and opportunity to apply for employment. Students will research internships/full time positions, contact organizations and essentially take the first step to

starting their professional careers. Networking is emphasized as a method to gain entrance into sport organizations. Students will share their contacts with others in the classroom through seminar discussions and individual presentations. Professionalism will be expected in creating cover letters and resumes, developing interview skills and producing follow-up materials. Prerequisites: SPBU 101 and Junior standing. (offered fall).

SPBU 498. Internship in Sport Business 3 credits

The internship experience is designed to place the student in the field with a capable supervisor for the purpose of gaining work experience and exposure to techniques, methodologies, and procedures utilized in the sport industry workplace. The student is evaluated on the quality and timely submission of task and responsibility logs, written assignments, the major project, self-evaluation of the experience and an evaluation from the site supervisor. Prerequisites: SPBU 101 and Junior status. (offered fall, spring and summer).

SPBU 499. Internship in Sport Business 12 credits

The internship experience is designed to place the student in the field with a capable supervisor for the purpose of gaining work experience and exposure to techniques, methodologies, and procedures utilized in the sport industry workplace. The student is evaluated on the quality and timely submission of task and responsibility logs, written assignments, the major project, self-evaluation of the experience and an evaluation from the site supervisor. Prerequisites: SPBU 101 and Junior status. (offered fall, spring and summer).

UNIVERSITY COURSES (UNIV)

UNIV 104. College Motivation & Success 3 credits

This course is designed to foster a meaningful, professional relationship between the student and his/her faculty mentor. During the semester, the student will work to discover the importance of assuming responsibility for his/her role in the educational process; receive focused guidance on curricular and professional choices that will enhance personal and professional development; and identify and learn to access University resources and support structures designed to enhance academic and professional success.

UNIV 105. Foundations of Character & Leadership 3 credits

This course is designed to foster a meaningful, professional relationship between the student and his/her faculty mentor. During the semester, the student will work to discover the importance of assuming responsibility for his/her role in the educational process; receive focused guidance on curricular and professional choices that will enhance personal and professional development; and develop skills necessary for team building, leadership and enlightened living.

UNIV 106. Success in College Reading 1 credits

This course is designed to prepare students for college-level reading. Topics include improving vocabulary, increasing comprehension, critical reading, active reading, and study reading.

UNIV 204. College Success & Leadership 3 credits

This course is designed to foster a meaningful, professional relationship between the student and his/her faculty mentor. During the semester, the student will work to discover the importance of assuming responsibility for his/her role in the educational process; receive focused guidance on curricular and professional choices that will enhance personal and professional development; identify and learn to access University resources and support structures designed to enhance academic and professional success and develop skills necessary for team building, leadership and enlightened living.

WORKFORCE LEADERSHIP (WKLD)

WKLD 120 Technology for Workforce Success 3 credits

An Introductory course focused on effective and ethical use of personal technology in the workplace. Students build foundational knowledge of computers, windows operating system, and internet literacy. Real-world projects develop skills in use of commands and operations for word processing, spreadsheets, and presentations applications for common workplace tasks and decision-making. Creates awareness of security, privacy, and professional issues associated with the use of computers, social media and phone technology. Pre-requisites: None

WKLD 250 Personal Development 3 credits

Personal development of knowledge, attitudes, skills and habits that contribute to personal and professional success. Participants complete self-assessments and goal setting related to intra- and interpersonal emotional intelligence, character, strengths, resilience, and grit. Workforce scenarios provide practice employing self-management and these skills for personal and professional success. Pre-requisites: None

WKLD 280 Workforce Trends and Issues 3 credits

Investigation of trends and issues in the contemporary workforce including mental health, drug/alcohol abuse, violence and bullying in the workplace, sexual harassment and diversity and inclusion. Students will investigate the regulations, social and organizational impact, and behaviors and practices to effectively respond

to these workforce trends and issues. Participants create presentations and engage in role-playing to demonstrate effective practices. Pre-requisites: None

OLGB 300. Lean Six Sigma Green Belt 3 credits

The Lean Six Sigma Green Belt course has been designed to teach Lean Six Sigma fundamentals and application. Students are trained and tested on their understanding and ability to apply the tools and techniques of all elements of the Lean Six Sigma DMAIC methodology. As part of the DMAIC methodology, students are taught how to integrate Lean Six Sigma into an overall approach to process improvement and project management. Training is conducted online and uses a multi-media format that includes audio by Lean Six Sigma experts, examples of successful performance improvement, interactive simulations and quizzes, and the most current and robust tools and techniques available. Prerequisite: Program Director approval.

WKLD 285. Introduction to Project Management 3 credits

This course introduces project management terms and concepts and the project life cycle for achieving agreed upon goals within a set scope, time, quality and budget. Students will learn how to build a successful project from pre-implementation to completion. The course meets the 23 hours of project management education/training required for certification. Prerequisite: Program Director approval.

WKLD 290. Health, Well-being, and Safety in the Workplace 3 credits

The course examines how employees' health, well-being, and safety are interlinked with many factors in their work and nonwork environment and assesses practices for creating a positive work environment to promote well-being. Regulations and guidelines for the workplace on these topics are introduced. Prerequisite: Program Director approval.

WKLD 298. Workforce Internship 9 credits

An opportunity to apply knowledge and skills acquired in the classroom to a real-world business setting and to gain professional skills and experiences necessary to prepare for a successful career. The experience allows students to explore career interests, build professional networks, and way-finding skills.
Prerequisite: Program Director approval.

GRADUATE COURSE LISTINGS

MASTER OF ARTS IN MENTAL HEALTH COUNSELING

COUN 500. Professional Counseling Orientation 3 credits

This course serves as an introduction to the history, professional roles, ethics, and standards of practice of the counseling profession. Students will also examine current issues and trends in the counseling profession.

COUN 501. Human Growth and Development 3 credits

This course provides students with a foundation for understanding human development from birth through late adulthood. Students will explore developmental theories as applied to personality, cognitive, social, and physical development. Students will also examine how counseling methods may be used to facilitate wellness throughout the lifespan.

COUN 502. Multicultural Counseling 3 credits

This course helps students recognize the various ways that racial, ethnic, socioeconomic, spiritual, geographical, and other factors may impact the practice of mental health counseling. Theoretical models of identity formation and multicultural counseling are presented. Counselor self-awareness will be emphasized with the goal of eliminating biases, prejudice, and discrimination from the counseling relationship.

COUN 503. Counseling Theories 3 credits

Students in this course will learn the major theoretical models of counseling and psychotherapy and how various client problems may be conceptualized from these models. Students will examine current approaches to counseling from these perspectives with an emphasis on empirically supported treatment methods.

COUN 510. Introduction to Mental Health Counseling 3 credits

This course provides an overview of the roles and functions of clinical mental health counselors. Students will examine the practice of mental health counselors including ethical decision-making, relationships with other mental health professions, and assessment and diagnosis. Pre/Corequisite: COUN 503

COUN 511. Counseling Techniques 3 credits

This course examines theoretical and practical aspects of counseling techniques and the counselor-client relationship. Students will develop a foundational level of competency in basic counseling skills. Students will also learn a variety of techniques that are grounded in the major theories of counseling and psychotherapy. Prerequisites: COUN 500, COUN 501, COUN 502, COUN 503

COUN 512. Theories and Techniques of Assessment 3 credits

This course will help students understand and apply different approaches to assessment in the context of mental health counseling. Students will learn to apply theoretical, statistical, and legal and ethical concepts to the assessment process. Prerequisites: COUN 510, COUN 511 (COUN 511 may be Corequisite)

COUN 513. Research and Program Evaluation 3 credits

This course helps students apply the scientific method to the practice of counseling with emphasis on research methods, efficacy, and effectiveness. Students will learn how theory, research, and practice relate and their relevance to the professional practice of counseling.

COUN 520. Diagnosis and Treatment Planning 3 credits

Students in this course will examine psychopathology as described in the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*. Students will examine diagnostic criteria, apply these criteria to hypothetical cases, and develop comprehensive treatment plans to address the related problems and symptoms. Pre/Corequisites: COUN 512

COUN 600. Group Counseling 3 credits

This course provides training and practice in group counseling methods. Students will learn about group dynamics, expectations, behaviors, and therapeutic factors that impact group work. Group member selection criteria and relevant ethical considerations will also be explored. Prerequisites: COUN 511

COUN 601. Career Counseling 3 credits

This course provides students with theoretical concepts and practical skills to assist individuals in the processes of career exploration with an understanding of how values, personality characteristics, spirituality, socioeconomic, and other factors impact career planning and decision-making. Prerequisites: COUN 511, COUN 512

COUN 602. Substance Abuse Counseling and Prevention 3 credits

This course introduces students to current etiological models of addictions and addictive behaviors as well as strategies for treatment and prevention. Students will learn about various assessment tools for the diagnosis of substance abuse disorders as well as the assessment of co-occurring disorders. The course also describes evidence-based models for treating substance abuse and co-occurring disorders. Prerequisites: COUN 511, COUN 512

COUN 603. Marriage and Family Counseling 3 credits

This course considers the dynamics of marriage and family relationships from a systems perspective. The course emphasizes understanding family and other systems theories, various aspects of the marital relationship and family systems, and models of intervention that apply to family systems. Prerequisites: COUN 511

COUN 698. Practicum 3 credits

Students in this course will engage in a highly supervised experience of professional counseling at an approved clinical site. This supervision includes both individual and group supervision in a synchronous format. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations accompanied by audio and video recordings are a basic part of the group supervisory process. Prerequisites: COUN 511, COUN 512, COUN 520

COUN 699. Internship 1-6 credits

Students enrolled in this course will engage in a supervised experience in mental health counseling. Students will participate in 4 synchronous seminars on specific topics. Students will register for 1 to 6 semester hours and complete 100 clock hours for each semester hour. Clock hours must include a minimum of 40% of direct client contact. Grading for this course is Pass/Fail. Prerequisites: COUN 511, COUN 512, COUN 520, two of 600/601/602/603, COUN 698

MASTER OF CYBERSECURITY (CYBR)

CYBR 610. Cyber Operations Management 3 credits

The Cyber Operations Management course evaluates the current doctrine and planning procedures for strategies, policies, and case study reviews to successfully engineer, operate, and manage networks from small to global scale to protect from data theft, malware, intrusion attempts, and data leakage. This course will cover security operational design of the top-level architecture security suite, internal network monitoring, data security, user training, and strategic best practices.

CYBR 615. Strategic Cyber Intelligence 3 credits

This course provides a comprehensive study of strategic cyber intelligence and organizational security. A focus on the strategic impact of audit and security requirements on the design and implementation of

cybersecurity will be reviewed. Cyber warfare, both offensive and defensive, and their effects on critical infrastructure will also be a primary focus.

CYBR 620. Legal Issues in Cybersecurity 3 credits

This course will review policy and legal concepts relating to cybersecurity and information management. It will examine laws, authorities, and the responsibilities of government and the private sector to protect data and privacy in the cyber domain. The course will provide the learner with the history and evolution of cyber laws and an analysis of terminology. The student will examine the ethical considerations of surveillance, cyber laws and policies. Cyber law raises complex issues involving the characterization of acts (e.g., as a criminal matter or an act of war), and their attribution to responsible actors (e.g., individuals, non- state groups, and state actors) under domestic and international law. On one hand, an act might be characterized as a criminal matter in one jurisdiction, but not at the point of origin--raising issues for policymakers, lawyers and investigators. On the other hand, that same act could also be treated as economic espionage, terrorism or as an act of war--raising issues of international responsibility. In any case, the attribution problem raises technical and policy problems in identifying both the point of origin and the persons responsible for an event. Cyber practitioners must, therefore, have a general appreciation for the complex legal issues, to include the unsettled state of the law and the practical limitations in its application, often raised in addressing cybercrime.

CYBR 625. Cyber Psychology 3 credits

This course provides students with an appreciation for and understanding of the psychological processes that impact information and security. The course objectives stress three major topics: (1) the mindset and motivation of a hacker; (2) similarities and differences between the types of hackers-white, black and gray; and (3) technology and humans in terms of how human interaction affects cybersecurity. Research and activities in the course include a study of human interactions with emerging technologies to include cloud, mobile computing, social media, virtual reality, blogs, digital media and any other technology, which have demonstrated an ability to alter human behavior.

CYBR 630. Offensive and Defensive Strategies 3 credits

The course focuses on offensive and defensive cyber capabilities. The purpose of the course is to synthesize organizations' recognition of the need to operate on the offense to prevent and detect cyber-attacks. Further, the study looks at their ability to deploy offensive tactics such as prevention and counter measures to protect their organizations. This course also provides students with the opportunity to explore and examine emerging trends and technology in cybersecurity. The course prepares students to defend enterprise networks from web based and internal attacks using techniques such as system hardening, encryption, and policy enforcement and software/hardware intrusion detection systems to protect enterprise data assets.

CYBR 635. Security and Information Data Analytics 3 credits

Introduction to analytical software including data mining, statistical software, and analytical models are developed. The application of strategic analytics for predictive, trending, forecasting, intrusion, and prevention models of information management losses are proposed. Planning and resolution of common and ad-hoc security threats, within private and public organizations, are reviewed to secure data and the management of information through detection and preventive techniques.

CYBR 640. Strategic Investments in Information Security 3 credits

Various strategic financial models for the buy vs. build of security and information decision(s) is reviewed. Methods and techniques for fraud prevention, including operational risk assessment, fraud controls, data security, and compliance best practices and regulatory requirements are reviewed. Performance management processes, and information security program evaluations are analyzed in the context of building a portfolio of information technology investments.

CYBR 645. Enterprise Infrastructure Planning & Safeguarding 3 credits

An overview of strategic planning and safeguarding of enterprise level infrastructure is reviewed. Advanced planning methodologies are developed to adopt, implement, and manage technological ecosystems including software, hardware, networks, applications, data, communications, and other relevant infrastructure. Principles of privacy, security, organizational vs. customer owned data, and issues related to protection are analyzed within public and private organizations.

CYBR 650. Cybersecurity Policy Implementation 3 credits

This course is designed to provide the knowledge and skills necessary to implement effective cybersecurity policy. The course investigates US domestic and foreign cybersecurity policy and how it affects cybercrime in the US. Main aspects of implementation covered in class will involve methods and guidelines for delivering cyber-security policy. The course addresses prototypical organizational goals in managing the development, maintenance, and replacement of cybersecurity policy. Students will engage in the use of the bottom up, top

down, and the synthesis approach in implementing cybersecurity policy. The different arms of the government and how they approach cybersecurity implementation is also addressed.

CYBR 660. Capstone: Practical Applications in Security 3 credits

This capstone course integrates cybersecurity strategy, program management, leadership, and technological concepts. Graduate students will demonstrate the ability to effectively strategize, implement and sustain a Defense in Depth cybersecurity information management program. Students will be expected to synthesize security and information management research from a local and an international perspective of public and private agencies. The goal of this course is to encapsulate security theories and applications learned throughout the Master in Cybersecurity degree, by developing a strategic proposal demonstrating a security and information management strategy.

CYBR 710. Open Source Intelligence 3 credits

This course will examine critically the scope of the open source environment with a special emphasis on the cyber domain. It will demonstrate the strengths and weaknesses of open sources as a basis for intelligence information and analysis. Students will be exposed to various open source analytic techniques and methodologies including advanced search techniques using Boolean logic, apply search strategies such as successive fractions and citation pearl growing, conduct Deep Web searches, perform technical validation on mobile and organizational websites, and conduct source and content analysis.

CYBR 715. Social Media Intelligence 3 credits

This course examines the strengths and weaknesses of social media as a source of cybersecurity intelligence. Emphasis will be placed on analytics and trending, collection management, social network dynamics, crowdsourcing, and ethics and privacy issues. Students will synthesize viable security intelligence for warning, threat assessment, law enforcement investigations, and strategic communication. An analysis with other sources of intelligence information, and social media intelligence will be evaluated as a valuable tool for intelligence assessments. Students will further develop critical skills using analytical tools and software for sentiment and network analysis.

CYBR 720. Information Operations 3 credits

This course is a comprehensive survey of the theory and fundamental principles and tools used to shape the "infosphere." Heavy emphasis will be placed on the cyber power and the influence strategies for employing effective strategic communication, public diplomacy, military diplomacy, military public affairs, civil affairs, and psychological operations. Students will be exposed to past and present attempts to shape the information environment and influence mass and targeted public audiences via today's digital realm.

CYBR 810. Information Assurance & Risk Management 3 credits

This prepares equips students with the knowledge and skills necessary to protect and maintain the reliability of information and manage the ethical and business risks related to the use, processing, storage, and transmission of data. The learner will be challenged through research to identify the tenants of information assurance including information integrity, availability, authenticity, non-repudiation and confidentiality of organizational data and information. Through case study practice the student will utilize the physical, technical and administrative controls needed to identify, evaluate, prioritize, monitor and manage security risks. Topics covered include the enterprise security landscape, the design and development of security controls, human factor impacts, enterprise risk management (ERM), business impact analysis, disaster recovery and response, the information assurance and risk management life cycle, and the ethics involved in information management.

CYBR 815. Security Governance Frameworks 3 credits

This course prepares students to address the governance framework issues required for effective organizational information security management. The develop of information security governance frameworks and the Information Governance (IG) discipline will be studied, leading to exercises in the creation and implementation plan development of policies that ensure compliance with laws and industry standards. Research activity will include best practices for managing cybersecurity processes and meeting the needs of enterprise management by balancing cybersecurity technical issues, business risk, control needs, and reporting metric requirements. Topics include cybersecurity management framework strategy and controls, the establishment and management of a governance program, understanding the business context of key stakeholders, corporate culture issues, and the Governance, Risk Management and Compliance (GRC) relationship in business function reliability and integrity.

CYBR 820. Security & Regulatory Compliance 3 credits

This course provides the student the knowledge and skills necessary to manage the information security, privacy and regulatory compliance issues of an enterprise or organization. The student, through research and case study activities will examine information security and privacy-related federal and relevant state laws and regulations, international laws, and cybersecurity compliance standards and practices. Topics involved in the course of study include privacy laws, federal statues and compliance (HIPAA, SEC regulations, Gramm-Leach-Bliley and Sarbanes-Oxley), security and compliance framework standards (NIST, FISMA, CIS, ISO27001,

PCI DSS, Patriot Act), COBIT, contracts, eDiscovery, Intellectual Property (IP) issues and data breach notification requirements.

DOCTOR OF EXECUTIVE LEADERSHIP (DEL)

DEL 700. Research: Culture of Inquiry 2 credits

Examines research as a culture of inquiry including elements of critical thought, ways of knowing, practices of scientific and intellectual communities, the role of concepts and theory in research, and conceptual frameworks for research performance. Initiates skill building for critical reading and writing for research performance.

DEL 710. Leadership Theories and Perspectives 3 credits

Reviews and critically analyzes the foundations of leadership theories; identifies connections between theories; introduces leadership as a field of study and discusses researchable questions in the field.

DEL 720. Leadership in Context 3 credits

Critically assesses the role of the contextual environment from two perspectives: (1) the moderating effect of context on leadership effectiveness and (2) the ways leaders imagine, shape, and leverage context to accomplish organizational sustainment. Focuses on executive leadership but within a multi-level framework and on the role of context in leadership research.

DEL 727. Leadership Research and Design Logic 3 credits

Critically reviews current approaches for leadership research and examines development of significant research questions for advancing leadership scholarship and practice. Explores design logic and alignment with research questions.

DEL 730. Ethics: Values and Decision Making 3 credits

Focuses on ethics as challenges leaders face in organizations. Addresses contemporary challenges, including the effect of the increasingly complex environment on the nature of ethical behavior, and considers the consequence of historical events.

DEL 740. Organizational Dynamics 3 credits

Examines complex strategic problem solving for sustained organizational success. Provides participants with an understanding of the role of leadership in creating long-term viability. Focuses primarily on learning, innovation, and dynamic capabilities.

DEL 750. Collaborative Leadership 3 credits

Examines issues related to collaboration and communication primarily in the context of organizations and interests external to the organization. Identifies unique aspects of effective leadership in collaborations, including the need to be politically savvy.

DEL 760. Leadership Development 3 credits

Examines the relationship between practices and processes of developing leaders in various contexts (e.g., industry, nonprofit, human services, political, and military) and strategically managing talent as a source of organizational sustainability.

DEL 800. Research: Responsible Conduct of Research 1 credit

Analyses the ethical standards and guidelines for social and behavioral research and addresses issues related to protected subjects, potential harm, informed consent, and confidentiality, as well as the consideration of the institutional research approval processes.

DEL 802. Conceptual Frameworks for Leadership 3 credits

Explores topical areas of leadership research through reading broadly in leadership literature and developing a conceptual framework as it relates to an integrated research design. Activities build specialized knowledge in the topical areas and facilitate dialogic engagement in the intellectual community to generate, conserve, and transform knowledge on the topics.

DEL 805. Quantitative Research 3 credits

Examines the nature of quantitative research, discusses quantitative research methodologies, and develops the skills appropriate for those methodologies. Explores criteria for decisions in quantitative research from design through data collection, analysis, and interpretation. Investigates quantitative methodologies within mixed methods research and requires conceptualization and completion of a quantitative phase of a mixed method mini-research study.

DEL 810. Complexity and Sustainability 3 credits

Focuses on exploring complex adaptive systems and complexity leadership as ways to achieve sustainability for organizations during times of uncertainty and ambiguity.

DEL 815. Qualitative Research 3 credits

Examines the nature of qualitative research, discusses qualitative research methodologies, and develops the skills appropriate for those methodologies. Explores criteria for decisions in qualitative research from design through data collection, analysis, and interpretation. Investigates qualitative methodologies within mixed methods research and requires conceptualization and completion of a qualitative phase of a mixed method mini-research study.

DEL 830 Executive Decision-Making 3 credits

Integrates the concepts and skills in the program's core leadership courses in a capstone exploration which investigates the challenges executive leaders face in the design and execution of strategy. Focuses on the art and science of decision-making, including constrained optimization and process analysis. Considers decision making during periods of uncertainty, how to involve internal resources, and knowing when to tap external resources during the decision-making process

DEL 860 Special Topics 1-3 credits

Special Topics in Leadership is a seminar course offered in response to departmental needs. The content may vary depending on the leadership topic selected. This seminar explores the executive leader's strategic role in aligning people, processes and resources in today's rapidly changing competitive environment impacted by a specialized topic area in leadership. Participants will critically reflect on discussions and scenarios drawn from literature on a specialized topic area in leadership.

DEL 895. Executive Leadership Seminar II: Futuring 3 credits

This Executive Leadership Seminar explores the challenges for executive leadership in learning agility and expanding it within their organization. With the rapid growth of knowledge, the business landscape is rapidly changing. Participants will critically reflect on discussions and scenarios drawn from literature on knowledge management, complexity, innovation, ethics, and dynamic capabilities. Participants will identify how their research and their practice of leadership helps expand forward-thinking.

DEL 896. Executive Leadership Seminar I: Stewardship 3 credits

This Executive Leadership Seminar explores the role of the executive leader as a steward. Participants will critically reflect on discussions and scenarios drawn from literature on philosophies of ethics, leadership development, and leadership in context. Participants will identify how their research and their practice of leadership will extend stewardship to their own professional context.

DEL 900. Creating Portfolios 1 credit

Participants review, reflect on, and develop artifacts in preparation for the Pro-seminar series. During the course, participants begin to create portfolios for use as scholars and practitioners.

DEL 901/902/903. Dissertation I/II/III 3 credits each

The doctoral dissertation is designed to demonstrate the researcher's ability to conduct research as a scholar-practitioner. This process begins after the approval of the proposed dissertation argument (proposal). The goal of the dissertation is to generate new knowledge and/or to answer significant questions within the leadership field of study. This research project is accomplished by collecting and analyzing both primary and original data on a specific problem. The researcher's project culminates with a scholarly document and presentation representing the three elements of stewardship: generation, conservation, and transformation of knowledge within the leadership field.

DEL 904. Dissertation Continuation 1-3 credits

The doctoral dissertation is designed to demonstrate the researcher's ability to conduct research as a scholar practitioner. This process begins after the approval of the dissertation proposal. The goal is to generate new knowledge within the discipline of leadership. This research project is accomplished through the collection and analysis of both primary and original data on a specific problem. The researcher's project culminates with a scholarly document and presentation that represents the three elements of stewardship: generation, conservation, and transformation of knowledge within the discipline.

DEL 910/920/930. Pro-seminar: Generating, Conserving, and Transforming Knowledge I/II/III 3 credits each

Participants answer this question: As stewards of the discipline, how will they and others meet the expectations of generating new knowledge, conserving the discipline, and transforming knowledge to others? Participants assess existing knowledge in the leadership discipline to determine goals and directions for their professional activities, engage in experiential learning in support of their professional goals, and create and present their post-graduate personal plan as a scholar-practitioner.

Doctor of Nurse Anesthesia Practice

DNAP 700 Overview of Anesthesia Practice, Standards and Orientation (3 credit):

This course provides a broad overview of the professional practice of nurse anesthesia such as, the history of nurse anesthesia profession, professional roles, governing bodies, wellness, and drug diversion. Another emphasis in this course is an orientation of the expectations to the nurse anesthesia program and professional role adjustment. Skills such as emotional intelligence, coping and study skills will be discussed to allow the students tools to be successful in the program and profession.

DNAP 701 Evidence Based Practice Research (3 credits)

This course introduces evidence-based practice and scholarly research as well as their implications. Students will be exposed to concepts, design, methods, utilization, dissemination, and ethical issues. Students will use research and evidence-based practice to improve care, outcomes, and delivery systems. Students will learn how to critique qualitative and quantitative research methods.

DNAP 702 Advanced Assessment (3 credits)

This course combines operating room and other clinical experience (PAT, PACU, and specialties) with lectures and simulations. Upon completion of this course, the student will demonstrate progression beyond the beginning knowledge level and be moving towards proficiency in all phases of anesthesia management (pre-anesthesia, induction, maintenance, post-anesthesia) while under clinical supervision. The student will provide an appropriate care plan that includes advanced health and a pre-anesthetic assessment. Advanced health care assessment includes assessment of all human systems. Advanced assessment techniques, diagnosis, concepts, and approaches that incorporates cultural and developmental variations and meets the needs of patients across the life span.

DNAP 713 Advanced Pharmacology I (3 credits)

This course begins with an in-depth study of basic pharmacology principles such as absorption, distribution, biotransformation, and elimination of currently used clinical anesthesia pharmacotherapeutics. Pharmacogenetic disorders with specific anesthesia implications are examined. These principles will be applied through the examination of drugs commonly utilized by patients presenting for surgery and anesthesia such as cardiovascular, ANS medications, antimicrobials, and antivirals, anticoagulants/procoagulants and antagonists, insulin, phytopharmaceutical, toxicology, and hypoglycemic medications.

DNAP 714 Advanced Pharmacology II (4 credits)

This course is an in-depth and comprehensive study of pharmacology drugs utilized in delivering anesthesia. The student should gain understanding of the uptake, distribution, biotransformation, and elimination of inhalation agents that are currently prescribed for anesthesia. Specific attention will be given to intravenous induction agents, neuromuscular blocking agents and their antagonists, opioids, synthetic opiate-like drugs, opioid antagonists, nonsteroidal anti-inflammatory drugs, preoperative medications, and hypotensive agents. Disease processes such as endocrine disorders, rheumatic/inflammatory disorders, cardiovascular, CNS disorders, and hemostatic derangement are also addressed.

DNAP 715 Chemistry/Physics and Biochemistry for Nurse Anesthesia (2 credits)

Apply scientific principles and clinical application of properties of matter, gas laws, vaporization, fluid dynamics, explosion hazards, electrical safety, acid-base balance, blood gas analysis, sites of drug actions, and mechanisms of narcosis. Analyze the molecular basis for molecular bonding, stereochemistry, protein conformation, enzyme-substrate reactions.

DNAP 716 Advanced Cellular Physiology for Nurse Anesthesia (2 credits):

Study and analyze of selected structures and functions of human cells, including protein synthesis, metabolism, and reproduction. Analyze types and roles of various cell membrane receptors on anesthesia process. Analyze roles of selected genetic disorders on outcomes of anesthesia. Study impact of anti-cancer and anti-microbial drugs on anesthesia process.

DNAP 717 Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Respiratory and Renal (3 credits)

Study of the respiratory and renal systems as they influence the practice of nurse anesthesia. Anatomy related to physiological function and surgical landmarks. Physiological functions and changes associated with anesthesia. Pathophysiology and implications for anesthetic management. Anesthetic management of surgeries of the respiratory and renal systems.

DNAP 718 Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Cardiac (3 credits)

Study of the cardiovascular system as it influences the practice of nurse anesthesia. Anatomy related to physiological function and surgical landmarks. Physiological functions and changes associated with anesthesia.

Pathophysiology and implications for anesthetic management. Anesthetic management of surgeries of the cardiovascular system.

DNAP 719 Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Neurological and Endocrine (3 credits)

Study of the nervous and endocrine systems as they influence the practice of nurse anesthesia. Anatomy related to physiological function and surgical landmarks. Physiological functions and changes associated with anesthesia. Pathophysiology and implications for anesthetic management. Anesthetic management of surgeries of the nervous and endocrine systems.

DNAP 720 Advanced Anatomy, Physiology, Pathophysiology and Anesthesia Implications: Liver, GI and Musculoskeletal (3 credits)

Study of the liver, gastrointestinal and musculoskeletal systems as it influences the practice of nurse anesthesia. Anatomy related to physiological function and surgical landmarks. Physiological functions and changes associated with anesthesia. Pathophysiology and implications for anesthetic management. Anesthetic management of surgeries of the liver, gastrointestinal and musculoskeletal systems.

DNAP 734 Basic Principles of Nurse Anesthesia Practice (5 credits)

Study of the basic principles of anesthesia practice. Areas covered include the anesthesia machine and other equipment, monitoring modalities, airway management, and all phases of anesthetic management. Also covered are advanced patient assessment, fluid and blood therapy, positioning, prevention of infection, risk management, recognition and management of selected anesthetic complications, occupational hazards, and the operating room environment. Simulation Lab experience will be incorporated to allow the student to demonstrate a beginning knowledge and proficiency in all phases of anesthetic management (pre-anesthesia, induction, maintenance, emergence, and post-anesthesia). Students will apply knowledge of the basic principles of anesthesia to “hands on” experience in the patient simulation lab. Students will participate in skills labs progressing to integrated case management using critical thought processes. Students will develop problem solving and decision-making skills during all phases of anesthetic management by participating in case preparation and discussions, actual management of selected case scenarios, and review and discussion of their performance.

DNAP 745 Advanced Principles: Obstetric, Pediatric and Geriatric Clinical Case Management (6 credits)

This course in an in-depth study of the specialty of obstetric, pediatric, and geriatric anesthesia. Subject matter will include anatomy, physiology, pathophysiology and pharmacology, pharmacokinetics, and pharmacodynamics of the obstetric, pediatric, and geriatric patient population. Preoperative evaluation and preparation, airway management, implications of rare obstetric and pediatric disorders, and management for procedures in the obstetric and pediatric patient.

DNAP 800 Introduction to Ultrasound and Point of Care Ultrasound (POCUS) (1 credit)

This course will introduce the student to ultrasound equipment, as well as the purpose and utilization of ultrasound for patient assessment and therapeutic intervention, such as venous access and regional anesthesia techniques. The student will gain an understanding of ultrasound physics and how to utilize those principles to optimize ultrasound images. The student will be able to identify and understand anatomy and physiology and interpret relevant sonoanatomy to evaluate a patient utilizing point-of-care-ultrasound (POCUS) techniques. The student will learn to perform cardiac, respiratory, and gastric assessments utilizing ultrasound, along with performing the elements of a trauma assessment (eFast). The student will also learn to utilize ultrasound for vascular access in this course.

DNAP 801 Regional Anesthesia and Pain Management I (3 credits)

This course describes the anatomy and physiology of the central and peripheral nervous systems as they relate to regional anesthesia practice. Students will gain an understanding of the pharmacology of local anesthetics, multimodal analgesics, anticoagulants, and associated regional anesthesia implications. Clinical application of the pharmacologic agents, including dosage calculations, will be investigated. Students will learn the pathophysiology of acute, perioperative pain and extrapolate that knowledge to formulate a regional anesthetic plan. Principles of enhanced recovery (ERAS) will also be discussed and incorporated into patient careplans. Students will understand the use of equipment associated with regional anesthesia including needles, catheters, peripheral nerve stimulators and ultrasound. Techniques covered in this course include infiltration techniques, topical anesthesia, airway anesthesia, retrobulbar anesthesia and neuraxial anesthesia techniques.

DNAP 802 Regional Anesthesia and Pain Management II (3 credits)

This course builds upon the foundation of Regional Anesthesia and Pain Management I. Students will build on their knowledge of anatomy, physiology, and sonoanatomy as relevant to various ultrasound-guided regional anesthesia (USRGA) techniques including nerve plexus anatomy. Students will learn to perform a thorough neuromuscular assessment to identify and manage complications related to peripheral nerve injuries. Students will learn about the progression of acute to chronic pain including chronic pain pathophysiology and psychodynamics. Pharmacologic agents utilized in the treatment of chronic pain will be explored, as well as evidence-based interventions. Fluoroscopic and radiographic imaging and imaging safety will also be investigated. Techniques taught in this course include neuraxial techniques, various upper and lower extremity peripheral nerve blocks, truncal blocks, and selected chronic pain injection techniques.

DNAP 815 Management and Leadership (6 credits):

This combined seminar/clinical course will focus on application of management and leadership to nurse anesthesia practice. Students will integrate advanced management principles to the delivery of patient care and professional service. Included will be concepts related to the organizational structure and change, personnel perceptions/attitudes, and personalities: the various definitions of leadership and the difference between leadership and management/supervision, ethical decision making in business, professional concerns.

Doctor of Physical Therapy (DPT)

DPT 711. Autonomous Practitioner 1: Foundations 3 Credit Hours

This practice management course presents the foundations for a holistic evaluation of the physical therapy patient or client with emphasis on skills necessary to become an autonomous practitioner. Emphasis is on psychologically/trauma informed care, general pain, screening, and evaluation including a psychosocial perspective and physical exam for nociplastic pain conditions. Concepts of primary care provider and direct access are presented establishing a framework for clinical reasoning, differential diagnosis, and referral. Elements of healthcare disparities, social determinants of health and the International Classification of Function, Disability, and Health (ICF) are introduced. Foundations related to the physical therapy professional code of ethics and value system are built.

DPT 712. Clinical Skills for the Physical Therapist 3 Credit Hours

This foundational course is designed to introduce Doctor of Physical Therapy students to the fundamental clinical skills required for efficient and effective patient management. Emphasis will be placed on mastering foundational techniques, safety, and communication strategies that form the basis of physical therapy practice including documentation, patient education, patient handling, gait training, transfers, and positioning.

DPT 713. Functional Anatomy 3 Credit Hours

This foundational course is designed to provide Doctor of Physical Therapy students with a comprehensive understanding of the human body's structure and function in the context of movement and physical therapy practice. This course explores anatomical, physiological, histological, and genetic concepts emphasizing the relationship between structure, function, and movement patterns. Students are expected to build upon prerequisite knowledge and experiences to gain in-depth knowledge of anatomical structures and their relevance to human movement, injury, and rehabilitation.

DPT 714. Movement Science 3 Credit Hours

This foundational course is designed to explore the biomechanical, kinesiological, and physiological principles underlying human movement. This course provides Doctor of Physical Therapy students with a deep understanding of the mechanics, energetics, and control mechanisms involved in various types of human motion. The student is expected to gain insights into the complexities of human movement and develop the analytical skills necessary for the assessment and optimization of movement patterns in clinical practice.

DPT 719L. Integrated Learning Lab 1 3 Credit Hours

This integrated learning lab experience brings together presented concepts from the first term empowering students to practice and master expected skills and abilities. Emphasis on working through cases that lead to both formative and summative assessment. Reflection is a critical element of this experience.

DPT 721. Therapeutic Interventions 1 2 Credit Hours

This foundational course investigates contemporary interventions and exercise from a healthy lens to include exercise concepts like aerobic, strengthening, endurance, power, mobility, balance and stability. Exercise dosing and prescription are covered for otherwise healthy individuals.

DPT 722. Specialty Practice 1: Pain Science 3 Credit Hours

This practice management course investigates contemporary evaluation and intervention strategies for patients and clients with painful syndromes or conditions including chronic pain based on pain classification. Introduction to physical agents, mindfulness, acceptance and commitment therapy, pain neuroscience education,

graded motor imagery, and motivational interviewing. Healthcare disparities and social determinants of health are addressed related to this population. Lifespan issues are presented.

DPT 723. Autonomous Practitioner 2: Healthy Living 3 Credit Hours

This foundational course focuses on health promotion strategies for healthy living and disease prevention with an emphasis on both normal and pathological physiology. Common general population disease processes are presented. The impact of chronic illness on the human condition is studied. Emphasis is placed on the physical therapist serving as an autonomous practitioner addressing appropriate regulatory, legal, and jurisdictional frameworks. An expanded view of social determinants of health is presented. Special focus on metabolic disorders, sleep, nutrition, and lifestyle modifications.

DPT 724. Neuroscience for the Physical Therapist 2 Credit Hours

This foundational course is designed to provide Doctor of Physical Therapy students with a comprehensive understanding of the structure and function of the nervous system, with a focus on its relevance to physical therapy practice. This course explores neuroanatomy, neurophysiology, and neural control mechanisms, equipping students with the knowledge and skills necessary to assess and intervene effectively with patients experiencing neurological impairments. The student is expected to gain insight into the complexities of the nervous system and its adaptation to injury and rehabilitation.

DPT 725. Professional Roles, Growth & Development 1 2 Credit Hours

This professionalism course establishes elements of professional roles and responsibilities as a member of a healthcare team and strategies for lifelong learning, growth, and development. Emphasis is placed on being an effective team member. Concepts of cultural literacy and humility are presented. Professional ethics and values are expanded upon.

DPT 729L. Integrated Learning Lab 2 3 Credit Hours

This integrated learning lab experience brings together presented concepts from the second term empowering students to practice and master expected skills and abilities. Elements from previous term and lab experience are integrated in a cumulative manner. Emphasis on working through cases that lead to both formative and summative assessment. Service and reflection are critical elements of this experience.

DPT 731. Therapeutic Interventions 2 3 Credit Hours

This foundational course investigates contemporary interventions and exercise from an impairment lens to include progression and modification of standard assessment and exercise concepts like aerobic, strengthening, endurance, power, mobility, balance and stability, as well as manual techniques including soft tissue, neural and joint mobilization. The student is expected to be able to match appropriate interventions to impairments. Emphasis on grading and pacing related to painful conditions and syndromes as well as chronic illnesses.

DPT 732. Evidenced-Informed Practice 3 Credit Hours

This professionalism course is designed to socialize Doctor of Physical Therapy students to the principles of evidence-informed healthcare. Students are equipped with the knowledge and skills necessary to critically appraise research literature, integrate scientific evidence with clinical expertise, and consider patient values and preferences in shared decision-making. Emphasis on applying evidence-informed practice and scholarly inquiry principles in the assessment, diagnosis, and treatment of patients across diverse practice settings.

DPT 733. Specialty Practice 2: Prosthetic, Orthotic, and Assistive Technologies 2 Credit Hours

This practice management course introduces the contemporary issues surrounding the use of prosthetic, orthotic, and assistive technology components to enhance function in patients and clients. Unique physiological and pathological issues to this physical therapy specialty practice are explored. Healthcare disparities and social determinants of health are addressed related to this population. Lifespan issues are presented. Emphasis on interdisciplinary teamwork to achieve optimal outcomes.

DPT 734. Autonomous Practitioner 3: Diagnostic Imaging 2 Credit Hours

This foundational course investigates the role that diagnostic imaging plays in holistic patient and client management for the physical therapist. Emphasis is placed on the physical therapist serving as an autonomous practitioner addressing appropriate regulatory, legal, and jurisdictional frameworks. Concepts of electrophysiological practice for diagnostic purposes are introduced.

DPT 735. Autonomous Practitioner 4: Pharmacology 2 Credit Hours

This foundational course investigates the role that pharmacological interventions play in holistic patient and client management for the physical therapist. Pharmacological impacts of both normal and pathological human physiology are investigated. Emphasis is placed on the physical therapist serving as an autonomous practitioner addressing appropriate regulatory, legal, and jurisdictional frameworks.

DPT 739L. Integrated Learning Lab 3 3 Credit Hours

This integrated learning lab experience brings together presented concepts from the third term empowering students to practice and master expected skills and abilities. Elements from previous terms and lab experiences are integrated in a cumulative manner. Emphasis on working through cases that lead to both formative and summative assessment. Cultural literacy and humility as well as reflection are critical elements of this experience.

DPT 790. Special Topics in Physical Therapy 1-3 Credit Hours

This is an elective course designed to explore contemporary and emerging areas of interest within the field of physical therapy. This course offers students the opportunity to delve into specialized topics, techniques, or advancements that are not covered in the standard curriculum. The course content may vary each term, allowing students to engage with cutting-edge research, innovative therapies, healthcare trends, or other topics relevant to the evolving landscape of physical therapy practice. The course content may change for successive offerings to accommodate diverse areas of interest within the field and for the needs of the student. Course may be repeated.

DPT 841. Specialty Practice 3: Integumentary 3 Credit Hours

This practice management course examines the specialty practice of wound management, integumentary care, lymphatic management, and oncologic physical therapy practice. Unique physiological and pathological issues to this specialty practice are explored. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 842. Orthopedic Practice 1: Differential Diagnosis 2 Credit Hours

This practice management course emphasizes establishing an appropriate differential diagnosis within the scope of an orthopedic physical therapy practice. Physiological and pathophysiological elements specific to contemporary orthopedic practice by a physical therapist are explored. Common health and surgical conditions across the lifespan are presented. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 843. Neurologic Practice 1: Differential Diagnosis 2 Credit Hours

This practice management course emphasizes establishing an appropriate differential diagnosis within the scope of a neurologic physical therapy practice. Physiological and pathophysiological elements specific to contemporary neurologic practice by the physical therapist are explored. Common health and surgical conditions across the lifespan are presented. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 844. Cardiovascular & Pulmonary Practice 1: Differential Diagnosis 2 Credit Hours

This practice management course emphasizes establishing an appropriate differential diagnosis within the scope of cardiovascular and pulmonary physical therapy practice. Physiological and pathophysiological elements specific to contemporary cardiovascular and pulmonary practice by the physical therapist are explored. Common health and surgical conditions across the lifespan are presented. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 849L. Integrated Learning Lab 4 3 Credit Hours

This integrated learning lab experience brings together presented concepts from the fourth term empowering students to practice and master expected skills and abilities. Elements from previous terms and lab experiences are integrated in a cumulative manner. Emphasis on working through cases that lead to both formative and summative assessment. Reflection is a critical element of this experience.

DPT 851. Orthopedic Practice 2: Applications 3 Credit Hours

This practice management course builds upon the learned concepts of holistic evaluation, differential diagnosis, and therapeutic interventions for orthopedic patients and clients. The focus is on the implementation and application of orthopedic assessment, intervention, and management within the scope of physical therapy practice. The student will be expected to apply elements of evidence-informed practice and demonstrate effective clinical reasoning.

DPT 852. Neurologic Practice 2: Applications 3 Credit Hours

This practice management course builds upon the learned concepts of holistic evaluation, differential diagnosis, and therapeutic interventions for neurologic patients and clients. The focus is on the implementation and application of neurologic assessment, intervention, and management within the scope of physical therapy practice. The student will be expected to apply elements of evidence-informed practice and demonstrate effective clinical reasoning.

DPT 853. Cardiovascular & Pulmonary Practice 2: Critical Care 3 Credit Hours

This practice management course builds upon the learned concepts of holistic evaluation, differential diagnosis, and therapeutic interventions for cardiovascular and pulmonary patients and clients. Emphasis for

this course is medically complex patients typically seen in the acute and critical care practice settings. Emergent and urgent care services will be addressed. Focus is on the implementation and application of cardiovascular and pulmonary assessment, intervention, and management within the scope of physical therapy practice. The student will be expected to apply elements of evidence-informed practice and demonstrate effective clinical reasoning.

DPT 854. Specialty Practice 4: Geriatrics 3 Credit Hours

This practice management course focuses on the unique healthcare needs of aging adults and end of life care. Emphasis on health and wellness during the late phases of the lifespan. Unique physiological and pathological issues to this practice are explored. Special focus on the impact of falls and balance dysfunction in this population. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 859L. Integrated Learning Lab 5 3 Credit Hours

This integrated learning lab experience brings together presented concepts from the fifth term empowering students to practice and master expected skills and abilities. Elements from previous terms and lab experiences are integrated in a cumulative manner. Emphasis on working through cases that lead to both formative and summative assessment. Service and reflection are critical elements of this experience.

DPT 861. Orthopedic Practice 3: Cases 2 Credit Hours

This practice management course integrates learned concepts of screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and overall patient and client management for the delivery of entry-level orthopedic physical therapy services in the contemporary healthcare environment. The student will be expected to apply elements of evidence-informed practice and demonstrate effective clinical reasoning.

DPT 862. Neurologic Practice 3: Cases 2 Credit Hours

This practice management course integrates learned concepts of screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and overall patient and client management for the delivery of entry-level neurologic physical therapy services in the contemporary healthcare environment. The student will be expected to apply elements of evidence-informed practice and demonstrate effective clinical reasoning.

DPT 863. Cardiovascular & Pulmonary Practice 3: Cases 2 Credit Hours

This practice management course integrates learned concepts of screening, examination, evaluation, diagnosis, prognosis, plan of care, interventions, and overall patient and client management for the delivery of entry-level cardiovascular and pulmonary physical therapy services in the contemporary healthcare environment. The student will be expected to apply elements of evidence-informed practice and demonstrate effective clinical reasoning.

DPT 864. Professional Roles, Growth & Development 2 2 Credit Hours

This professionalism course expands upon elements of professional roles, responsibilities, and value systems as a member of a healthcare team and strategies for lifelong learning, growth, and development. Emphasis is placed on growth as a professional. Concepts of cultural literacy and humility are expanded upon.

DPT 868. Clinical Immersion and Professional Practice 1 4 Credit Hours

This clinical course is designed to provide Doctor of Physical Therapy students with their first hands-on integrated clinical experience in a supervised clinical setting. This experience marks the transition from theoretical knowledge to the practical application of physical therapy principles in real-world patient care environments. Focus is on developing essential clinical skills, professional behaviors, and ethical decision-making in the field of physical therapy.

DPT 869L. Integrated Learning Lab 6 3 Credit Hours

This integrated learning lab experience brings together presented concepts from the sixth term including the first clinical practice experience empowering students to practice and master expected skills and abilities. Elements from previous terms and lab experiences are integrated in a cumulative manner. Emphasis on working through cases that lead to both formative and summative assessment. Cultural literacy and humility as well as reflection are critical elements of this experience.

DPT 971. Therapeutic Interventions 3 2 Credit Hours

This course explores contemporary interventions and exercise from an advanced clinical lens to include dry needling, manipulation, and blood flow restriction. Emphasis will be on creating comprehensive intervention plans of treatment.

DPT 972. Specialty Practice 5: Pelvic Health 2 Credit Hours

This practice management course investigates the emerging issues and management of pelvic health related dysfunction. Unique physiological and pathological issues to this physical therapy specialty practice are explored including male, female, and gender-affirming individuals. Lifespan issues and painful conditions are

presented including chronic illness. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 973. Specialty Practice 6: Pediatrics 2 Credit Hours

This practice management course focuses on the unique healthcare needs of infants, youth, and adolescents. Health and wellness issues including obesity are investigated during the early phases of the lifespan. Unique physiological and pathological issues to this practice are explored. Healthcare disparities and social determinants of health are addressed related to this population.

DPT 974. Professional Roles, Growth & Development 3 1 Credit Hour

This professionalism course completes the presentation of elements related to the professional roles of the physical therapist as a member of a healthcare team as well as strategies for lifelong learning, growth, and development. Emphasis is placed on becoming a licensed physical therapy professional.

DPT 978. Clinical Immersion and Professional Practice 2 4 Credit Hours

This clinical course is an advanced clinical course designed to build upon the foundational skills developed in both Clinical Immersion and Professional Practice I and the curriculum to date. This course provides Doctor of Physical Therapy students with an opportunity for in-depth clinical experience in diverse healthcare settings. Emphasizing advanced clinical reasoning, evidence-informed practice, and interprofessional collaboration, students will further develop their expertise in patient assessment, intervention, and management.

DPT 979L. Terminal Learning Lab 1 Credit Hour

This terminal learning lab experience brings together presented concepts from the seventh term. Elements from previous terms and lab experiences are integrated in a cumulative manner. Emphasis on specialty and advanced practice skills and abilities. Students are coached on strategies for effective and efficient participation during terminal clinical rotations.

DPT 981. Specialty Practice 7: Sports 2 Credit Hours

This capstone practice management course focuses on the physical therapist's role when working with patients and clients who have active lifestyles or are involved in structured sports. Unique physiological and pathological issues to this practice are explored. Lifespan considerations are presented. A summative capstone project will be completed.

DPT 988. Clinical Immersion and Professional Practice 3 7 Credit Hours

This clinical course is the culminating clinical experience in the Doctor of Physical Therapy program. Building upon the knowledge, skills and abilities acquired throughout the curriculum and in previous clinical experiences, this course challenges students to demonstrate mastery of professionalism and in physical therapy patient management. Students will engage in intensive, immersive clinical placements, allowing them to refine their expertise, collaborate with healthcare professionals, and contribute to patient care.

STRATEGIC LEADERSHIP (GSL)

GSL 510. Art and Science of Strategic Leadership 3 credits

Begins an in-depth analysis of the discipline of leadership as specifically related to how a leader can help ensure organizational effectiveness in an unpredictable environment. Throughout the duration of this course, we will explore the myriad concepts underlying strategic leadership. Emphasis will be placed on developing an understanding of leadership theory; particularly the development of a personal model that will be meaningful for you, now and in the future.

GSL 506. The Human Side of Organizations 3 credits

This course is an in-depth study of the critical components of the strategic leadership of human capital. Essential to this concept is to identify and implement organizational practices and designs that are beneficial to both individuals and organizations in a way that actually produces long-term payoffs for organizations and the people who work in them.

GSL 507. Reframing Leadership 3 credits

This course is the genesis of a process of reframing our leadership model into one that incorporates the context of organizations in its broadest possible conception. Leadership, strategic or otherwise, exists because of organized activity. It is imperative that leaders understand the importance of reframing their view of leadership and the organizational activities which necessitate them.

GSL 601. Organizational Theory 3 credits

This course provides an interdisciplinary application of psychological principles and methods to a wide variety of problems that develop within the context of work. It emphasizes the application of psychological facts and principles as they apply to people operating in business and industry.

GSL 610. Strategic Thinking 3 credits

This course concentrates on business decision-making under conditions of uncertainty. The development of mission statements, strategic goals, control mechanisms, and alternative levels of strategy will be explored. Students learn the analytical process firms use to determine the parameters of their strategic plan, the problems firms encounter in formulating their plan, and the methods firms use to ensure that their strategic plan is implemented efficiently.

GSL 615. Leading Across Boundaries 3 credits

This course explores how to create sustainable collaborative cultures in an organization to develop successful and long-lasting relationships. The course examines interpersonal and organizational forces that can inhibit collaboration and strategies to overcome those challenges. Throughout the course, the opportunity to explore topics such as ethics, complexity, design-thinking and social responsibility are presented within the scope of leading across boundaries.

GSL 630. Strategic Project Management 3 credits

This course offers a strategic perspective to the process of managing complex projects through project management techniques in order to implement the business strategy and deliver organizational change. The course will focus on the business aspect of the project to support the organization's business strategy and sustainability. Throughout the course, strategic project management capability is explored as it relates to competitive advantage, organizational change, and added value for the organization and stakeholders.

GSL 629. Research Methods 3 credits

Students will examine and analyze qualitative, quantitative, and mixed methods in the investigation of phenomena relevant to ethical evidence-based practice and research in organizational leadership. Based on a critical analysis of relevant scholarly literature and practices, students will learn how to formulate a researchable problem and an appropriate investigation strategy. Course topics include basic research designs, the development of sound research questions, measurement, data collection techniques, data analysis methods.

GSL 690. Strategic Leadership Capstone 3 credits

The capstone course emphasizes the practical application of strategic leadership concepts, theories and practices in real organizational environments and situations. Students participate in an organizational assessment and observe organizational leadership, strategy, customer focus, knowledge management, workforce, operations, and results; analyze and interpret the findings; and make recommendations for future actions based on strategic leadership theories and the research. Students will finalize their capstone with the Baldrige Self-Analysis based on their completed Organization Profile and Criteria.

STRATEGIC LEADERSHIP CONCENTRATION

Strategy as Practice

GSL 641. Strategic Issues in Strategy as Practice 3 credits

This course concentrates on understanding the strategic issues that comprises the framework for developing a fundamental understanding of SAP. At its core SAP focuses on three primary components; who does SAP, what tools and techniques do they employ, and what do their daily activities look like. As such, this course emphasizes practice as managerial action through a lens of management and organization theories. Additionally, practice as a set of tools through the lens of communication and language theories is explored. Finally, practice as knowledge and organizational resources through a lens of social science theories are considered. Students will exercise their ethnographic and case study research methodology skills to provide a more contextual understanding of SAP.

GSL 651. Strategic Decision Making in Strategy as Practice 3 credits

This course concentrates on strategic decision-making under conditions of uncertainty using SAP as the analytical framework. The development of mission statements, strategic goals, control mechanisms, and alternative levels of strategy will be explored. Students learn the analytical process organizations use to determine the parameters of their strategic plan, the problems organizations encounter in formulating their plan, and the methods firms use to ensure that their strategic plan is implemented efficiently.

GSL 661. Strategic Innovation in Strategy as Practice 3 credits

This course focuses on exploring recent initiatives and innovations within SAP along with the processes leaders utilize to acquire and implement new initiatives and innovations within an organization. Teams will explore new initiatives and innovations evaluating the implementation strategies making predictions from inferences and determining the best practices and lessons learned from these efforts to improve the strategizing function as a driver of innovative practice.

Business Leadership

GSL 642. Strategic Issues in Business Leadership 3 credits

This course introduces the key concepts, tools, and principles of contemporary business strategy formulation and competitive analysis. It is concerned with leadership and managerial decisions and actions that affect the performance and survival of business enterprises. The course is focused on the information, analyses, organizational processes, skills and business judgment leaders and managers must use to devise strategies, position their businesses, define firm boundaries and maximize long-term profits in the face of uncertainty and competition. This course emphasizes leadership and strategy through a lens of management and leadership theories and interdisciplinary student experience.

GSL 652. Strategic Decision Making in Business Leadership 3 credits

This course concentrates on the dynamics of strategic decision making in business to strengthen leadership skills and establish a culture of decisive action. Students analyze the long-term impact decisions have on an organization and consider decision-making as a regular process and not as a periodic event. Students engage in the analytical process organizations use to determine the parameters of their strategic plan, the problems organizations encounter in formulating their plan, and the methods organizations use to ensure the strategic plan is implemented efficiently.

GSL 662. Strategic Innovation in Business Leadership 3 credits

This course analyzes key concepts, tools, and principles of contemporary business strategy and innovation. The course focuses on exploring leadership's role in nurturing organizational innovation, in part through managing culture. The course is designed to help students understand the forces that limit innovation, identify barriers in their own business culture, and develop strategies to capitalize on the full value of their team's imagination. Participants will evaluate the capacity for innovation, distinguish an innovative culture, and discriminate issues before they become constraints.

Healthcare Leadership

GSL 644. Strategic Issues in Healthcare Leadership 3 credits

This course concentrates on analyzing the strategic issues which impact the ability to successfully implement cost effective programs, maintain efficient operations and services, staff and train employees and support other healthcare initiatives. This course emphasizes leadership action through a lens of communication and capacity development as a process of healthcare leadership. Students will exercise their ethnographic and case study research methodology skills to provide a more contextual understanding of strategic issues within healthcare leadership.

GSL 654. Strategic Decision Making in Healthcare Leadership 3 credits

This course concentrates on cross-functional strategic decision-making under conditions of uncertainty. Students are challenged to identify environmental and competitive demands and develop alternative levels of strategy with respect to patient and care processes, improving service processes and repositioning care programs for value add to the organization. Students are exposed to the analytical process organizations use to determine the parameters of their strategic plan, the problems organizations encounter in formulating their plan, and the methods used to ensure the strategic plan is implemented as planned.

GSL 664. Strategic Innovation in Healthcare Leadership 3 credits

This course focuses on exploring recent innovations within healthcare leadership along with the processes leaders utilize to acquire and implement new initiatives within an organization. Teams will explore new initiatives and innovations evaluating the implementation strategies making predictions from inferences and determining the best practices and lessons learned from these efforts to improve the strategizing function as a driver of innovative practice. (3 graduate credit hours)

Logistics and Supply Chain Leadership

GSL 643. Strategic Issues in Logistics and Supply Chain Leadership 3 credits

This course offers an in-depth study of issues within strategic level logistics and supply chain functional areas. Logistics functional areas addressed will be supply, inventory, packaging, storage, materials handling, maintenance, and transportation. Supply chain areas addressed will be networks, complexity, information, resource management, organizational relationships, performance measurement, technology, security, and talent management.

GSL 653. Strategic Decision Making in Logistics and Supply Chain Leadership 3 credits

This course concentrates on strategic level decision making techniques specifically the application of these techniques within logistics and supply chain management activities and functions. Teams will evaluate strategic level plans to assess decision points and results gleaning best practices and lessons learned relative to leadership approaches in support of logistics and supply chain functional areas within an organization. These functional

areas will include logistics functions such as supply, maintenance, transportation and supply chain functions such as networks, information, technology, resource management, operational performance, and data analytics.

GSL 663. Strategic Innovation in Logistics and Supply Chain Leadership 3 credits

This course focuses on exploring recent initiatives and innovations within logistics and supply chain management functional areas along with the processes leaders utilize to acquire and implement new initiatives and innovations within an organization. Teams will explore new initiatives and innovations evaluating the implementation strategies making predictions from inferences and determining the best practices and lessons learned from these efforts to improve logistics and supply chain functional areas for specific organizations.

Crisis Leadership

GSL 645. Strategic Issues in Crisis Leadership 3 credits

This course introduces the concept of "crisis" as a matter of strategic leadership interest. It begins by considering what formulates and constitutes a crisis. Students will consider the similarities and differences of crisis situations in the public, non-profit, and private sectors. Coursework will include examinations of communications, growth, survival, and other strategies commonly noted in the crisis leadership literature through real-world examples (similar to case study analysis). Students will compare and contrast command, management, and leadership in the crisis context. The intent will be to deduce themes common to crises, regardless of sector, as well as issues that may be sector dependent. This investigation formulates the basis for an introduction to the role of the crisis leader.

GSL 655. Strategic Decision Making in Crisis Leadership 3 credits

This course considers a leader's crisis-related decision-making from multiple angles. It begins by discussing the ways in which perceptions of crisis severity impact decision-making, as well as introduces the notion of enacted sensemaking, whereby a decision affects every follow-on decision for the remainder of the crisis. This course will examine the similarities and differences of decision-making at the tactical and strategic levels in crises. Critical components include basing decisions on incomplete or conflicting information, changing course as new data becomes available, maintaining authenticity and credibility, etc. Organizational and community crisis response relies on a network of individuals, and as such, how does the decision-making of those followers impact the strategy as put forth by the leader? This course analyzes cognition, communication, and control as central responsibilities of crisis leaders and those responsibilities which support decision-making on the part of followers. Additionally, this course concludes with a discussion of how best to gauge the quality of crisis decision-making and organizational performance during crisis response.

GSL 665. Strategic Innovation in Crisis Leadership 3 credits

This course focuses on contemporary challenges and developments and associated innovations in the crisis leadership realm. Of particular interest is the balance between inward/reactive strategies and outward/progressive strategies. Historically, a centralized command and control theory has dominated crisis leadership research and practice; however, current research is examining the applicability of network or distributed approaches to leadership during crisis. This course incorporates concepts from crisis management discussions surrounding resilience, looking at crisis as an organizational or community development opportunity, and situating "crisis leadership" alongside of terms like "in extremis leadership."

MASTER OF BUSINESS ADMINISTRATION (MBA)

MBA 591. Professional Experience I 3 credits

Professional Experience I is required as part of the curriculum for students enrolling in the MBA program, having less than 2 years of professional work experience. (unless waived by the MBA program director after a comprehensive review of the students resume). Credit hours: 3

MBA 591. Professional Experience II 3 credits

Professional Experience II is an experiential class of the MBA program for students who have completed MBA 581 and have less than two years of work experience. This course focuses on giving you a grounding in the world of professional work – what managers do, how they behave, react and lead. In addition to continuing their internship and mentoring relationship, which will be enhanced by joint classes with MBA 591 for quest speakers and a team Business Case Study. Each student in the course will create a personal development plan required as part of the curriculum for students enrolling in the MBA program, having less than 2 years of professional work experience. (unless waived by the MBA program director after a comprehensive review of the students resume). Credit hours: 3

MBA 671. Management 3 credits

This course explores organizational structure and change; personnel perceptions/attitudes and personalities; the various definitions of leadership and the difference between leadership and management/supervision; ethical decision making in business; and beginning legal and human resource applications.

MBA 672. Managerial Accounting 3 credits

This course is designed to help participants gain an understanding of the roles of managerial accounting and financial management and their relationship to each other and to other functions within the business enterprise. Emphasis will be placed on the principal responsibilities of these functions and the institutional framework within which they operate. Students will learn how managerial accounting interfaces with decision models from operations research, economics and finance.

MBA 673. Applied Marketing 3 credits

This course explores the marketing strategy process by examining how to create customer value by effectively evaluating options based on a business's competitive position. The course uses tools to help business leaders make informed decisions on where and how to compete and how to assess performance. This course combines concepts of market research, consumer behavior, and marketing communications as they are applied to existing business.

MBA 674 / MBDA 760. Quantitative Methods for Business & Economics 3 credits

This course is a combination of theory and application of various quantitative and statistical methods to address the goal of improved and informed decision making. The focus is on the identification of potential applications in selected industries and companies. Students should expect to build on foundations from business and economic concepts in order to grasp the application of tools and methods covered in the course.

MBA 675. International Business & Trade 3 credits

This course offers a global perspective on challenges facing modern corporations in organizing activities that span multiple cross borders environments as well as the interaction between countries, regulatory systems and organizations. Attention is especially focused on the dynamics of international trade and investment, including the relationship between trade and economic growth, trade imbalances and protectionism, foreign direct investment and the role of multi-national corporations in the global economy.

MBA 676. Managerial Economics 3 credits

In this course students apply microeconomic concepts and decision science to managerial problems, relating each topic to a basic valuation model of the firm. Topics include economic optimization, the theory of consumer behavior (demand analysis, demand estimation and forecasting), the theory of the firm (production and cost analysis and estimation), market structure analysis, and other related topics. The objective is for students to demonstrate the ability to understand and apply managerial economics concepts and tools to improve managerial decision-making processes as part of a broader strategic planning process for organizations. Students will also demonstrate the ability to communicate both individually and as a group.

MBA 677. Managerial Finance 3 credits

This course is designed to help participants gain an understanding of the principles of corporate finance. Emphasis will be placed on the application of financial decision- making tools to inform managerial decisions about how to finance the assets needed for production, asset valuation, capital budgeting, capital market theory, cost of capital, risk, and uncertainty.

MBA 678. Strategic Decision-Making 3 credits

This course is the culminating capstone course in the program. It covers the total integration of business functions in the context of corporate strategic planning and future development; provides the student with a “case development” project on a selected company or corporation; and requires the completion of a team project based on a detailed presentation on a selected business with specific emphasis on business planning, operation and possible expansion.

MBA CONCENTRATION COURSES

MBA 711. Organizational Behavior 3 credits

Organizations have behavior patterns that can be identified, assessed, understood, and improved. This course is about people, and especially people at work. Organizations are made up of people and people create workplace cultures and sub-cultures. Individual and group attitudes and behaviors are examined in the context of the workplace and how they impact the organization. This course also covers communication, conflict, power and politics and how the workplace is organized.

MBA 712. Operations Management 3 credits

This course will develop the student’s ability to understand and apply operations management concepts and statistical techniques to inform managerial decision making, solve problems, and communicate solutions. Real-world applications will include manufacturing and service sectors. The areas of focus include productivity, lean and six- sigma operations, process strategy, human resource and work analysis, planning, scheduling, quality management, outsourcing, and inventory analysis as applied to quantitative and qualitative decision making.

MBA 713. Leadership and Ethics 3 credits

This course examines the theoretical frameworks of leadership and expands on management's roles and responsibilities as leaders to create and maintain ethical workplaces. Providing foundations and frameworks for making ethical decisions in business, government, and society.

MBA 721 / PHAR 505. Healthcare Informatics 3 credits

This course explores the role of information technology in the management of health information systems to improve healthcare outcomes. Topics include the terminology, storage, retrieval, and use of information in healthcare.

MBA 722 / PHAR 507. Healthcare Economics 3 credits

This course applies principles of economics to the healthcare sector. The course analyzes medical care markets and public policy, recognizing the importance of scarcity and economic incentives, and allowing for differences peculiar to healthcare. Demand and supply of health and medical care are examined as they involve: consumer/patients, healthcare professionals, hospitals, health insurance providers, managed care plans, and public policy.

MBA 723 / PHAR 508. Healthcare Policy & Ethics 3 credits

This course provides an overview of the healthcare system in the U.S. and develops the student's understanding of government policy and ethical issues as they relate to healthcare access, quality, affordability, and the implications of different views on healthcare reform.

MBA 731 / MBDA 700. Business Analytics for Managers 3 credits

This course will introduce students to managerial perspectives on Big Data, Data Science and Analytics. It frames business analytics concepts, models and applications for gaining data driven insights and improvement of business outcomes. This course will familiarize students with four commonly stated facets of big data: volume, velocity, variety and veracity. It will also introduce three generally acknowledged dimensions of analytics: Descriptive Analytics, Predictive Analytics, and Prescriptive Analytics. Prerequisites: None

MBA 732 / MBDA 720. Data Visualization & Data Mining 3 credits

This course will introduce students to managerial perspectives on Data Visualization, Data Mining and related Data Science concepts. This course will help students understand the development of fair and meaningful graphical representation of information. Students will be introduced to data association, classification and clustering techniques under data mining topics. Student will thus learn to draw logical conclusions, provide interpretation and recommendations through the use of data visualization and data mining for pattern identification and insights discovery. Prerequisites: MBA 731

MBA 733 / MBDA 740. Data Science Applications & Technologies 3 credits

This course will introduce students to data science thinking and applications, with a focus on using technologies to manage data and generate insights. The course will also introduce students to cloud computing principles, and associated challenges and benefits. Students will also be exposed to current industry trends and challenges including distributed computing for analytics, real time data analysis and in-memory computing concepts. Prerequisites: MBA 731

MBA 741 / CYBR 610. Cyber Operations Management 3 credits

The Cyber Operations Management course evaluates the current doctrine and planning procedures for strategies, policies, and case study reviews to successfully engineer, operate, and manage networks from small to global scale to protect from data theft, malware, intrusion attempts, and data leakage. This course will cover security operational design of the top-level architecture security suite, internal network monitoring, data security, user training, and strategic best practices.

MBA 742/CYBR 645. Enterprise Infrastructure Planning & Safeguarding 3 credits

An overview of strategic planning and safeguarding of enterprise level infrastructure is reviewed. Advanced planning methodologies are developed to adopt, implement, and manage technological ecosystems including software, hardware, networks, applications, data, communications, and other relevant infrastructure. Principles of privacy, security, organizational vs. customer owned data, and issues related to protection are analyzed within public and private organizations.

MBA 743/CYBR 620. Legal Issues in Cybersecurity 3 credits

This course will review policy and legal concepts relating to cybersecurity and information management. It will examine laws, authorities, and the responsibilities of government and the private sector to protect data and privacy in the cyber domain. The course will provide the learner with the history and evolution of cyber laws and an analysis of terminology. The student will examine the ethical considerations of surveillance, cyber laws and policies. Cyber law raises complex issues involving the characterization of acts (e.g., as a criminal matter or an act of war), and their attribution to responsible actors (e.g., individuals, non- state groups, and state actors)

under domestic and international law. On one hand, an act might be characterized as a criminal matter in one jurisdiction, but not at the point of origin--raising issues for policymakers, lawyers and investigators. On the other hand, that same act could also be treated as economic espionage, terrorism or as an act of war--raising issues of international responsibility. In any case, the attribution problem raises technical and policy problems in identifying both the point of origin and the persons responsible for an event. Cyber practitioners must, therefore, have a general appreciation for the complex legal issues, to include the unsettled state of the law and the practical limitations in its application, often raised in addressing cybercrime.

MBA 744/CYBR 810. Information Assurance & Risk Management 3 credits

This prepares equips students with the knowledge and skills necessary to protect and maintain the reliability of information and manage the ethical and business risks related to the use, processing, storage, and transmission of data. The learner will be challenged through research to identify the tenants of information assurance including information integrity, availability, authenticity, non-repudiation and confidentiality of organizational data and information. Through case study practice the student will utilize the physical, technical and administrative controls needed to identify, evaluate, prioritize, monitor and manage security risks. Topics covered include the enterprise security landscape, the design and development of security controls, human factor impacts, enterprise risk management (ERM), business impact analysis, disaster recovery and response, the information assurance and risk management life cycle, and the ethics involved in information management.

MBA 591. Professional Experience I 2 credits

Professional Experience I is a two-credit hour experiential class of the MBA program for students who have less than three years of professional work experience. This course focuses on giving you a grounding in the world of professional work – what managers do, how they behave, react and lead. Understanding work as a process *and* applying that thinking to solve a problem for a real-world company will be the emphasis.

MBA 592. Professional Experience II 2 credits

Professional Experience II is a two-credit hour experiential class of the MBA program for students who have less than three years of work experience. This course focuses on giving you a grounding in the world of professional work – what managers do, how they behave, react and lead. Three components comprise the work of this course: internship / employment, mentoring, and community involvement.

MBA 594. Professional Experience IV 2 credits

Professional Experience IV is a two-credit hour experiential class of the MBA program that is the culmination of Professional Experience courses. Completion of this last module will bridge together the fundamentals and experiences you have gained through class assignments, projects, mentor interaction, research, written papers and oral presentations. The most important learning outcome is creation of a Personal Development Plan.

MASTER OF SCIENCE IN BUSINESS & DATA ANALYTICS (MBDA)

MBDA 700 (MBA 731). Business Analytics for Managers 3 credits

This course will introduce students to managerial perspectives on Big Data, Data Science and Analytics. It frames business analytics concepts, models and applications for gaining data driven insights and improvement of business outcomes. This course will familiarize students with four commonly stated facets of big data: volume, velocity, variety and veracity. It will also introduce three generally acknowledged dimensions of analytics: Descriptive Analytics, Predictive Analytics, and Prescriptive Analytics. Prerequisites: None

MBDA 710. Big Data: Management & Application 3 credits

This course will help students to understand how data is acquired, stored, managed, manipulated and utilized to create business value. Students will learn techniques to manage large datasets, model data and manipulate data. Students will also study data transformation, conversion of data, management of data in multiple formats, data cleaning and methods to address structured and unstructured data types. Prerequisites: None

MBDA 720 (MBA 732). Data Visualization & Data Mining 3 credits

This course will introduce students to managerial perspectives on Data Visualization, Data Mining and related Data Science concepts. This course will help students understand the development of fair and meaningful graphical representation of information. Students will be introduced to data association, classification and clustering techniques under data mining topics. Student will thus learn to draw logical conclusions, provide interpretation and recommendations through the use of data visualization and data mining for pattern identification and insights discovery. Prerequisites: MBDA 700

MBDA 730. Data, AI, Ethics & Leadership 3 credits

Students will be provided exposure to the most current industry issues in big data, analytics and AI with a focus on ethical principles. The course will emphasize ethics and leadership requirements in data gathering, and storage and usage of data. The course will introduce students to important principles of data privacy, data

security and moral issues associated with the responsibilities of possessing sensitive and non-sensitive data. Prerequisites: None

MBDA 740 (MBA 733). Data Science Applications & Technologies 3 credits

This course will introduce students to data science thinking and applications, with a focus on using technologies to manage data and generate insights. The course will also introduce students to cloud computing principles, and associated challenges and benefits. Students will also be exposed to current industry trends and challenges including distributed computing for analytics, real time data analysis and in-memory computing concepts. Prerequisites: MBDA 700

MBDA 750. Predictive Modeling for Business & Data Analytics 3 credits

This course will give insights into various predictive modeling techniques and business intelligence to make better future business decisions. Students will learn the analytical and quantitative tools to make predictions of big data and gain knowledge of explanatory data analysis. The modeling techniques discussed in this course will be applied in all the fundamental areas of business. Prerequisites: MBDA 710, MBDA 740

MBDA 760 (MBA 674). Quantitative Methods for Business & Economics 3 credits

This course is a combination of theory and application of various quantitative and statistical methods to address the goal of improved and informed decision-making. The focus is on identification of potential applications in selected industries and companies. Students should expect to build on foundations from business and economic concepts in order to grasp the application of tools and methods covered in the course. Prerequisites: None

MBDA 770. Machine Learning 3 credits

This course will provide students with a clear overview of machine learning models and applications. The course will help students to learn and apply supervised learning methods and unsupervised learning methods for improving business outcomes with continuous or repetitive adaptive data driven modeling. It will provide students with thought leadership in the usage of machine learning for big-data analytics, and enable them to understand emerging industry applications of machine learning and the vast application potential for machine learning methods and tools. Prerequisites: MBDA 700, MBDA 710, MBDA 740

MBDA 780. Business Forecasting for Analytics 3 credits

This course builds the necessary qualitative and quantitative skills necessary to forecast future events that will help businesses and government for long term planning. Students will use historical economic and business data and use applied statistical forecast models to give useful analytical business solutions. The course will explore time series analysis and calibrate models to make a meaningful business forecast. Prerequisites: MBDA 750, MBDA 760

MBDA 790. Business Analytics Capstone 3 credits

This course has been articulated to prepare MBDA candidates to integrate their knowledge across courses and past experiences and prepare them for their future careers. This course will enable students to ideate, design and define a project of their own choice, with faculty approval, in an area most relevant to their professional interests. This project-based learning will be augmented by case studies, discussions, and industry narratives to support students' industry-preparedness. Prerequisites: MBDA 700, MBDA 710, MBDA 750

MASTER OF PHYSICIAN ASSISTANT STUDIES (MPAS)

MPAS 501. Professional Development I 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This first semester focuses on the history of the profession, professionalism, medical ethics, and working as part of a health care delivery team.

MPAS 502. Professional Development II 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This second course in the series focuses on the health care provider's roles and responsibilities in the area of public health and the practice of preventive medicine.

MPAS 503. Professional Development III 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. The third in this seven-course sequence evaluates health care disparities and provides sensitivity to cultural diversity, socioeconomic differences, and their impact on health and wellness. Alternative, integrative and preventive approaches to health care are examined.

MPAS 504. Professional Development IV 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. Offered during the final semester of the didactic curriculum, this course focuses on preparation for clinical practice looking at many of the legal and practice-based issues including electronic data management, coding, billing, reimbursement, rules and regulations, confidentiality, certification and licensure, and safety

MPAS 505. Professional Development V 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This fifth course in the series is taken at the onset of the student's supervised clinical practice experiential learning. The focus during this transitional phase is the development of skills needed to become a lifelong learner through practice-based learning/self-improvement and developing awareness of health care systems, health policy, and current trends/issues. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice.

MPAS 506. Professional Development VI 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. During this sixth semester of professional development the organizational and economic elements of a systems-based practice are examined focusing on cost-effective and efficient health care, case management, risk management, error prevention, patient safety, and quality improvement.

MPAS 507. Professional Development VII 1 credit

The professional development sequence of courses spans the entire program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. The focus of this final course in the series will be the professional expectations and responsibilities facing the new physician assistant graduate and cultivation of the skills necessary for career development and growth. Topics will include such things as curriculum vitae/resume development, job searching, interviewing, employment contracts, credentialing, privileging, mentoring, leadership development and sustaining the profession.

MPAS 550. Mechanisms of Disease 2 credits

This course is an introduction to general pathology covering the basic principles of cell biology, histology, embryology, immunology, molecular genetics, infectious processes, nutrition, and environmental effects on health necessary for an understanding of human disease processes and the molecular mechanisms underlying disease development. The pathophysiology of diseases affecting specific body regions is presented in the individual organ system courses.

MPAS 560. Clinical Pharmacology 2 credits

This course covers fundamental pharmacology principles to provide a foundation for students to learn more about and subsequently utilize pharmacotherapeutics in the practice of patient-centered care. Topics include but are not limited to pharmacokinetics, pharmacodynamics, drug interactions, adverse drug reactions, autonomic nervous system pharmacology, and analgesia. Emphasis will be placed on individualization of drug therapy.

MPAS 570. Applied Anatomy 4 credits

This course in human anatomy is intended to stress the clinical applications of topographic, radiographic and gross anatomy in the day-to-day practice of medicine. Recognizing normal anatomic structures, common anatomic variations, and anatomic pathology as well as the application of that knowledge toward effective diagnostic evaluation and therapeutic intervention is emphasized.

MPAS 580. Medical Physiology 3 credits

This course covers fundamental physiologic principles that must be understood in order to fully appreciate health and disease. Alterations of normal function will be highlighted throughout. Students will also be introduced to common laboratory medicine practices used to evaluate for disruption of the normal health state.

MPAS 590. History and Physical Examination Skills 2 credits

This course begins to develop effective interviewing skills necessary to perform a comprehensive health history as well as a problem-specific history. Students will be taught the principles of physical examination, including inspection, auscultation, percussion, and palpation. The initial focus will be on normal physical exam findings, with a latter emphasis on abnormal findings, so that students can identify normal findings and later differentiate between them. Instruction and practice in recording the comprehensive health history and physical exam will be included in this course. This course focuses on the history and physical examination specific to adults. History and physical exam skills specific to the pediatric and geriatric population are taught in other courses.

MPAS 590L. History and Physical Examination Skills Lab. 1 credit

This course begins to develop effective interviewing skills necessary to perform a comprehensive health history as well as a problem-specific history. Students will be taught the principles of physical examination, including inspection, auscultation, percussion, and palpation. The initial focus will be on normal physical exam findings, with a latter emphasis on abnormal findings, so that students can identify normal findings and later differentiate between them. Instruction and practice in recording the comprehensive health history and physical exam will be included in this course. This course focuses on the history and physical examination specific to adults. History and physical exam skills specific to the pediatric and geriatric population are taught in other courses.

MPAS 600. Clinical Nutrition 1 credit

This course is designed to provide a broad understanding of the basic principles of nutrition, as applied to clinical medicine. Students will identify the essential nutrients and their functions, as well as describe nutritional behaviors that promote optimal nutrition and disease prevention throughout the life span. Energy balance, nutrition for fitness, and nutrition in the treatment of disease will be included.

MPAS 601. Behavioral Dynamics 3 credits

This course will challenge students to learn about and apply interpersonal and communication skills that are critical in the practice of medicine. Health and disease will be examined from a biopsychological perspective with reference to psychotherapies, psychopharmacology, and environmental intervention. Diagnosis and management of common psychiatric and psychosocial problems encountered in primary care will also be highlighted. Topics covered include, but are not limited to anxiety disorders, mood disorders, psychosis, substance use disorders, personality disorders, eating disorders, and psychiatric emergencies and crises.

MPAS 602. Clinical Medicine IA 4 credits

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the hematopoietic and lymphoid organs and processes of hemostasis and medical problems primarily affecting metabolism and organs of the endocrine system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored. An introduction to oncology is also included which focuses on the clinical aspects of cancer screening, diagnosis, staging, and therapeutic intervention. Organ specific cancers are primarily discussed in their corresponding clinical science courses.

MPAS 603. Clinical Medicine IB 4 credits

This is one of the foundational courses for study of the clinical sciences. This course uses a generalized approach to study infectious diseases by examining the mechanisms of disease transmission and pathogenicity, methods of diagnosis, antimicrobial pharmacotherapy, common and systemic clinical presentations, and methods for infection control and prevention. Common bacterial, viral, fungal, and parasitic pathogens are explored. Organ system specific infections are primarily discussed in their corresponding clinical science courses. Commonly encountered medical problems primarily affecting the eyes, ears, nose and throat (EENT) are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

MPAS 604. Cardiovascular-EKG 4 credits

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the cardiovascular system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored. Students will also be challenged to learn the fundamentals of interpreting an electrocardiogram (EKG) with an emphasis on identifying common abnormal EKG patterns and differentiating these patterns from normal and normal variant EKG tracings.

MPAS 605. Geriatrics 1 credit

This course is designed to provide the foundation to address changes that occur with aging and medical problems commonly seen in the elderly. In addition, there is focus on the impact of aging on a patient's quality of life, limitations in mobility and communication, access to health care, therapeutic interventions, and issues related to death and dying.

MPAS 606. Clinical Medicine IIA 4 credits

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the gastrointestinal and genitourinary system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

MPAS 607. Clinical Medicine IIB 4 credits

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the pulmonary and neurologic system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

MPAS 613 Principles of Rural Appalachian Medicine 1 credit

This course is designed to provide instruction on the differences in health care of individuals in rural Appalachian communities. There is a focus on the vast health disparities for this region, as well as the environmental, economic, and social conditions that contribute to poor health and substandard health care.

MPAS 608. Women's Health 3 credits

This course addresses important aspects of women's health with an emphasis on obstetrical, gynecologic, and preventive care. Content will include a thorough exploration of physiology, pathophysiology, disease states, management options, and screening guidelines for women's health issues. Obstetrics focuses on the principles of prenatal care, complications that arise in pregnancy, and management of the more common emergent problems that can occur in pregnancy.

MPAS 609. Pediatrics 3 credits

This course examines important aspects of primary care pediatrics including assessment of the child patient, preventive health, and pediatric diseases and conditions. Specific issues of the newborn and older child will be presented in such areas as perinatal care, child development & behavior, congenital & genetic disorders, pediatric pharmacotherapy, pediatric infectious disease, and parenting. The student will also learn assessment techniques specific to the pediatric population.

MPAS 610. Emergency Medicine 3 credits

This course is designed to prepare students to recognize, rapidly assess, and effectively manage an emergent illness or injury. Problem-based case studies and team-based activities are utilized extensively in this course to encourage the development of teamwork, collaboration, and interdisciplinary values. BLS and ACLS certification are part of this course.

MPAS 611. Surgery 1 credit

This course focuses on the surgical management of health care problems emphasizing the principles and practices involved in aseptic and surgical technique, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management of patients.

MPAS 612. Clinical Medicine III 4 credits

This is one of the series of courses using an organ systems approach for study of the clinical sciences. During this course, the commonly encountered medical problems primarily affecting the musculoskeletal and dermatologic system are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be explored.

MPAS 614. Hospital Medicine 1 credit

This course will address the core competencies that are essential in managing many of the challenges experienced by hospital-based health care professionals. Using an interactive, case-based format, key highlights from most major areas of internal medicine will be presented. The goals of this course are to develop an understanding of how to appropriately manage common inpatient clinical conditions and their potential complications during hospitalization and to incorporate multidisciplinary plans for clinical decision making and transition of care.

MPAS 691. Patient-Centered Care I 2 credits

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The first PCC course focuses on several fundamental concepts: team approach to care, patient-centered medical home (PCMH), roles and responsibilities of various health professions, core epidemiology and biostatistics principles, evidence-based medicine, and health information literacy. Tailoring care to individual patients will also be discussed, including principles related to treating patients with chronic disease so that students may subsequently consider disease processes of organ-systems in the context of patients with underlying comorbidities.

MPAS 692. Patient-Centered Care II 1 credit

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an

interdisciplinary health care team. The second PCC course introduces students to simulated cases where they will act as clinicians to evaluate standardized patients. Cases will be acute care in nature and emphasis will be placed on the following: developing differential diagnoses, developing assessments and plans, the medical chart, medical documentation, informed consent, oral case presentation, and integration of preventive care and public health principles in the context of acute care.

MPAS 692L. Patient-Centered Care II Lab 1 credit

The second PCC course introduces students to simulated cases where they will act as clinicians to evaluate standardized patients. Cases will be acute care in nature and emphasis will be placed on the following: developing differential diagnoses, developing assessments and plans, the medical chart, medical documentation, informed consent, oral case presentation, and integration of preventive care and public health principles in the context of acute care.

MPAS 693. Patient-Centered Care III 1 credit

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The third PCC course again utilizes simulated cases where students will evaluate standardized patients. Emphasis will be placed on the following: comprehensive patient management, longitudinal management of established patients, admission orders, inpatient management, progress notes, discharge summaries, rehabilitative care, palliative care and end-of-life issues, and utilization of an electronic health care record.

MPAS 693L. Patient-Centered Care III Lab 1 credit

The third PCC course again utilizes simulated cases where students will evaluate standardized patients. PCC III will begin to prepare students to work in teams with students from other health professions on campus. Students will be challenged to rely on the strengths of students from other disciplines to solve complex medical cases. Emphasis will be placed on the following: comprehensive patient management, longitudinal management of established patients, admission orders, inpatient management, progress notes, discharge summaries, and rehabilitative care.

MPAS 694. Patient-Centered Care IV 1 credit

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. The fourth PCC course will prepare students to work in teams with students from other health professions on campus. Case-based scenarios and cases utilizing mannequin simulators will facilitate a team approach to patient centered care. Students will be challenged to rely on the strengths of students from other disciplines to solve complex medical cases. Emphasis will also be placed on further developing interpersonal and communication skills.

MPAS 694L. Patient-Centered Care IV Lab 1 credit

The fourth PCC course will continue to prepare students to work in teams with students from other health professions on campus to solve complex medical cases. Emphasis will be placed on the following: further development of interpersonal and communication skills, utilization of an electronic health record, palliative care and end-of-life issues, and development of self-reflective practices in preparation for the self-reflective portfolio component of the supervised clinical practice experience.

MPAS 699. Pre-Clinical Seminar 0 credit

This pass/fail seminar is required prior to the supervised clinical practice experiential learning component of the physician assistant program. Students must satisfactorily demonstrate a comprehensive basic medical and clinical sciences knowledge base and essential technical skills before they can proceed into clinical practice rotations.

MPAS 701-710. Supervised Clinical Practice Rotations 5 credits each

The supervised clinical practice experience (SCPE) rotations are the culminating learning activities of the physician assistant program. SCPE consists of seven core rotations that all students must take and one elective rotation in any of the medical specialties or subspecialties, or in medical research or medical academia. During each rotation students work with a practicing clinician (referred to as the preceptor) and are actively participating in health care delivery as part ofthe health care team.

MPAS 701. Primary Care Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Primary Care medicine. The focus of this preceptorship is evaluation and management of commonly encountered conditions in the outpatient setting and in patients of all ages.

MPAS 702. Internal Medicine Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing the principles of Internal Medicine. The focus of this preceptorship is providing care for patients with both acute and chronic conditions.

MPAS 703. Pediatrics Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Pediatrics. The focus of this preceptorship is acute and preventive health care for pediatric patients.

MPAS 704. Women's Health Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in the principles and practice of women's health conditions. The overall focus of this preceptorship is obstetric, gynecologic, and women's preventive care.

MPAS 705. Emergency Medicine Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Emergency Medicine. The focus of this preceptorship is evaluation and management of commonly encountered emergent/urgent illnesses and injuries in the emergency department setting and in patients of all ages.

MPAS 706. Surgery Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in the principle and practice of surgery, especially in the operating room setting. The overall focus of this preceptorship is evaluation and care of patients with commonly encountered conditions requiring surgical management.

MPAS 707. Psychiatry Rotation 5 credits

This five-week core clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in practicing the principles of Psychiatry. The focus of this preceptorship is behavioral and psychiatric health care.

MPAS 710. Elective Rotation 5 credits

This mandatory elective five-week rotation provides the opportunity to gain experience in a specific area of interest that may include a medical or surgical subspecialty, academic medicine, or medical research. The focus of this preceptorship is to explore the role of health care specialists.

MPAS 799. Summative Seminar 0 credit

The purpose of this pass/fail seminar is twofold: to comprehensively demonstrate knowledge, patient care skills, and professional competency sufficient to function as an entry-level physician assistant and to prepare graduation candidates for the *Physician Assistant National Certifying Examination* (PANCE).

MASTER OF SCIENCE-FAMILY NURSE PRACTITIONER (NURSM)

NURSM 501. Advanced Practice Roles 3 credits

The purpose of this course is to introduce students to the role of the advanced practice nurse and interprofessional collaboration to develop a deeper understanding of the role and scope of advanced nurses. State and federal regulations are explored. The course will examine how the advanced practice nurse uses communication, collaboration, and evidence to build interprofessional teams in order to create healthy work environments and promote quality outcomes.

NURSM 502. EBP Research 3 credits

This course introduces evidence-based practice and scholarly research as well as their implications. Students will be exposed to concepts, design, methods, utilization, dissemination, and ethical issues. Students will use research and evidence-based practice to improve care, outcomes, and delivery systems. Students will learn how to critique qualitative and quantitative research methods. In addition, students will be able to develop a research proposal or design a quality improvement project.

NURSM 503. Advanced Leadership 3 credits

This course expands students' knowledge of leadership, skills, characteristics, and qualities to contribute to profession of nursing in the advanced practice role. Principles of leadership are examined including ethics, negotiation, interprofessional teamwork, advocacy, problem-solving, managing diversity, interprofessional collaboration, and multi-agency partnerships, quality improvement and safety, and organizational behavior. Prerequisites: NURSM 501 Advanced Practice Roles, NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice.

NURSM 504. IT in Advanced Practice 3 credits

This course examines nursing informatics and technology in the practice of the advanced practice registered nurse. Students examine the relationship between patient care and nursing informatics to prepare for leadership roles that support patient safety and promote quality improvement within complex health systems. Students also examine the impact of these technologies on nursing practice, administration, teaching, and research.

NURSM 505. Healthcare Policy 3 credits

This course guides students in the evaluation of healthcare policy issues and outcomes as it relates to advanced practice nursing. Students will examine policy issues such as the relationship between providers and patients, insurance policies, quality management, ethical decision making, and business plans. Students will analyze factors influencing healthcare. The course emphasizes strategies and processes that foster policy implementation, leadership, and change at local, state, national, and international levels. Prerequisites: NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 501 Advanced Practice Roles, NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice

NURSM 510. Advanced Pathophysiology 3 credits

This course examines the physiological and pathophysiological reactions to disease and injury and how that influences patient care. The focus is on normal and variations of normal using scientific concepts of disease processes. Students will examine cellular and systematic functions, the body's defense responses, maintenance of vital functions, and develop treatment plans for patients across the lifespan in an effort to support homeostasis.

NURSM 515. Advanced Pharmacology 3 credits

In this course the student will build and magnify their knowledge of pharmaceutics, pharmacokinetics, and pharmacodynamics as an advanced practice registered nurse. Students will examine factors that influence medication efficacy, safety, cost, complementary regimens, genetic and environmental impacts, drug legislation and regulation for prescriptive authority. The student will examine considerations for patients across the lifespan considering age, health state, culture, financial abilities, and quality of life.

NURSM 520. Advanced Assessment 3 credits

The focus of this course is the advanced physical assessment of patients' physical and emotional well-being across the lifespan using culturally sensitive strategies. This course will teach skilled interviewing, diagnostic reasoning, data collection and analysis from the patient history, physical examination skills, and diagnostic procedures in a systemic approach. Students will demonstrate their skills by completing a comprehensive physical assessment.

NURSM 525. FNP Capstone 3 credits

This course includes the scholarly project which provides the opportunity to complete a culminating scholarly synthesis of their graduate education. Students focus on a scholarly project that fosters the development of and dissemination of evidence-based project findings. Students will complete a literature review, identify a theory or framework, work with IRB if applicable, and present their capstone as a presentation. Prerequisites: NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, and NURSP 625 Primary Care I, NURSP 635 Primary Care II

NURSP 625. Primary Care I 5 credits

This course focuses on the care of acute and episodic health conditions frequently encountered in the primary care of adults and health behaviors that effect health such as nutrition, exercise, smoking, sedentary lifestyles that are intrinsic to diseases. The course emphasizes the development of assessment, differential diagnoses, interventions, screening, evidence-based care, health promotion, and illness prevention. The goal is to focus on patient education, data collection, aggregation of patient data, and evaluation to develop a diagnosis and a plan of care. This course will include 200 hours of supervised clinical practicum. Prerequisites: NURSM 510 Advanced Pathophysiology; NURSM 515 Advanced Pharmacology; NURSM 520 Advanced Assessment; NURSM 501 Advanced Practice Roles; NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice

NURSP 635. Primary Care II 5 credits

This course explores the care of women and pediatric patients with acute and chronic illnesses. The course emphasizes developmental differences related to screening, evidence-based care, health promotion and prevention. The goal is to focus on evaluation, intervention, patient education, treatment, differential diagnoses, and implementation of the plan of care. Students will apply the advanced practice nurse role when providing care to women and children. This course will include 250 hours of supervised clinical practicum. Prerequisites: NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, NURSM 501 Advanced Practice Roles, NURSM 502 EBP Research, NURSM 504 IT in Advanced Practice, NURSP 625 Primary Care I

NURSP 645. Transitions: Advanced Nursing 5 credits

This course examines the care of chronic and complex conditions of older adults with emphasis on quality of life, normal aging and health of chronic and complex conditions. The course will examine patients with multiple comorbidities. The goal is to focus on evaluation, intervention, patient education, evidence-based care, treatment, follow-up, referral, health promotion, and illness prevention. The course will assist with transition to practice as an advanced professional registered nurse by expanding the thinking of students and providing a sense of identity in their new practice role. This course will include 300 hours of supervised clinical practicum. Prerequisites: NURSM 501 Advanced Practice Roles, NURSM 502 EBP and Research, NURSM 503 Advanced Leadership, NURSM 504 IT in Advanced Practice, NURSM 504 IT in Advanced Practice, NURSM 505 Health Policy, NURSM 510 Advanced Pathophysiology, NURSM 515 Advanced Pharmacology, NURSM 520 Advanced Assessment, and NURSP 625 Primary Care I, NURSP 635 Primary Care II

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Griffith, Laura, *Associate Professor/ Assistant Program Director of Nurse Anesthesia Practice.* BSN, West Virginia University; BA, MS, DMPNA, Marshall University. (2024-)

Hess, Sarah. *Director, Military and Academic Partnerships, Director, Workforce Leadership program, Associate Professor of Leadership*. BA Ashford University; MS Mountain State University; DEL University of Charleston. (2014-)

Hurst, Scott M., *Associate Professor of Chemistry*; BS, West Virginia University; PhD, Loyola University Chicago. (2023-)

Jeffries, Angela, *Associate Professor of Nurse Anesthesia Practice.* ADN, Jefferson College of Health Sciences, BS in Psychology, Concord University, MS Healthcare Administration, Marshall University, DNAP, Missouri State University. (2025-)

King, J. Suzanne, *Associate Professor of Accounting and Program Director of BSBA in Accounting.* BS, West Virginia University; CPA; MBA, West Virginia College of Graduate Studies. (1980-)

LaRue, Nicole Y., *Associate Professor Master of Science in Occupational Therapy Program.* BS Exercise Physiology West Liberty University, MOT Chatham University , pp-OTD Eastern Kentucky University. (2024-)

Layne, Melissa, A., *Associate Professor of Nursing, Program Director of Undergraduate Nursing,* ADN, West Virginia University-Parkersburg; BSN, MSN, Marshall University School of Nursing. (2008-)

Lonam, Matthew W., *Associate Professor of Leadership.* BA, Loyola College; MA, The George Washington University; 1999 PhD, University of Missouri. (2015-)

Marsh, Skylar, *Assistant Professor of Nursing, Clinical Coordinator Beckley Instructional Site.* BSN, RN, Mountain State University; MSN, Wheeling Jesuit University. (2015-).

Mashinter, Jody, *Associate Professor of Exercise Science, Director of Exercise Science, Director of Health Sciences.* BS University of Northern Colorado; MS University of Colorado, Colorado Springs. (2014-).

McClellan, Jerry, *Associate Professor of Nurse Anesthesia Practice.* BSN, West Virginia University Institute of Technology; DMPNA, Marshall University. (2024-)

McIntyre, Laura Silver, *Associate Professor of Leadership.* BS, Westfield State College; MA, National University, MA, Westfield State College; DEL University of Charleston. (2016-)

McLaughlin, Robin G., *Associate Professor of Leadership.* BA, MA, Antioch University; PhD, Lesley University. (2015-)

Orphanos, Megan L., *Associate Professor/ Program Director of Nurse Anesthesia Practice.* BSN, DMPNA, Marshall University. (2024-)

Pauley, Beth Anne, *Associate Professor of Biology, and Associate Provost of Academic Affairs.* BS, MS, EdD, Marshall University. (2006-)

Preston, Teresa R., *Associate Professor and Program Director/Chair of the Department of Physician Assistant Studies*. BS Biology, University of Pittsburgh at Bradford, PA; BS Chemistry, University of Pittsburgh at Bradford, PA; MPAS, PA-C, Saint Francis University, Loretto, PA; MBA, Saint Francis University, Loretto, PA. (2022-)

Retzlaff, Dale P. *Associate Professor and Program Director, Organizational Leadership and Frontline Leadership Program.* AS, The Dallas Community College; BA Mountain State University; MSSL Mountain State University; DEL, University of Charleston. (2015-)

Robinson, Jessica, *Associate Professor of Pharmacy Practice.* PharmD, West Virginia University. (2010-)

Scheiman, Nicole R., *Associate Professor and Program Director of the Master of Science in Occupational Therapy Program.* BS Occupational Therapy, Indiana University, MHS University of Florida, DrOT Nova Southeastern University. (2024-)

Smith, Mindy M., *Dean of Health Sciences. Associate Professor of Health Sciences,* BS, RT (R) (M), ARDMS, MA, MBA, DEL, University of Charleston. (2005-)

Stotts, Michelle, *Associate Professor of Nurse Anesthesia Practice.* BSN, West Liberty State College; MS, Marshall University; ASPM Fellowship, DNAP, Middle Tennessee School of Anesthesia. (2024-)

Taylor, Cassandra, *Associate Professor of Nurse Anesthesia Practice.* BA, West Virginia University; MSN, DNP, Case Western University; DMP, Marshall University. (2024-)

Tenney, Jacob, *Associate Professor of Business and Program Director, Financial*

Planning Program. BS, MBA Brigham Young University; PhD, Texas Tech University, CFP® (2018-)

Turner, Dawn, *Associate Professor of Biology.* BS, MS, Morehead State University; PhD, Marshall University. (2013-)

Walkup, Priscilla, *Associate Professor of Nurse Anesthesia Practice.* BA, West Virginia State University; MS, University of Charleston; DMP, Marshall University. (2024-)

Workman, Megan, *Associate Professor of Nurse Anesthesia Practice.* BA, MS, DMP, Marshall University. (2024-)

ASSISTANT PROFESSORS

Adams, Laura, *Assistant Professor of Nursing*. BSN, Radford University; MSN, Post-MSN, Vanderbilt University. (2023-)

Adkins, Lesley, *Assistant Professor of Physician Assistant Studies.* MSPA, PA-C, Mountain State University. (2022-)

Baker, Jessicca, *Assistant Professor and Program Director of BSBA in Sport Analytics, Sport Business, and Sport Media.* BS, Davis & Elkins College; MS, West Virginia University. (2023-)

Ballard, Mary C., *Assistant Professor and Academic Fieldwork Coordinator of the Master of Science in Occupational Therapy Program.* BS Human Performance and Health West Virginia University. MOT West Virginia University. (2024-)

Bradley, Jared, *Assistant Professor of Exercise Science*. BS, Marshall University; MS, Marshall University (2022-).

Blankenship, Landon, *Assistant Professor of Nursing.* ADN, BSN, Bluefield State College; MSN, Post-MSN, Marshall University. (2024-)

Carpenter, Heather, *Assistant Professor of Physician Assistant Studies.* Bachelor of Health Science, Alderson Broaddus College, WV; MSPAS, PA-C, Alderson Broaddus College, WV. (2025-)

Cheek, Jason, *Assistant Professor of Education.* BA, Alice Lloyd College; MA, Marshall University; EdS, EdD, Liberty University. (2021-)

Coles, Stephanie, *Assistant Professor of Nursing.* ADN, BridgeValley CTC; BSN, University of Charleston. (2022-)

Covert, Christopher A., *Assistant Professor and Director of Clinical Education.* BS Exercise Science, West Virginia University; DPT, West Virginia University. (2024-)

Dalporto, Jeannie, *Assistant Professor of English; Director, English Program; Chair, Humanities Department*. BA, MA, PhD, West Virginia University. (1996-)

Davies, Kevin, *Assistant Professor of Leadership.* BS, MS, University of Wisconsin; MBA, Rockford College; PhD Capella University. (2020-)

Davis, Michaela, *Assistant Professor of Pharmacy.* PharmD, University of Charleston School of Pharmacy (2023-)

Davis, Michelle, *Assistant Professor of Physician Assistant Studies.* BS, PA-C, College of West Virginia; MS Touro University. (2017-)

Deel, Bradford, *Assistant Professor of Political Science; Director, Political Science Program.* BA, West Virginia State College; MA, Marshall University; J.D., West Virginia University School of Law. (2008-)

Dial, Monica, *Assistant Professor of Nursing.* BSN; Mountain State University, ASN; St. Mary's School of Nursing. (2021-)

Divita, Susan, *Assistant Professor of Education; Director, Education Program.* BA, West Virginia University; MA, Marshall University; EdD, Marshall University (2021-)

Donahue, Carla, *Assistant Professor of Psychology.* BA, West Virginia State University; MA, Marshall University; EdD, Liberty University. (2024-)

Eitutis, Matthew, *Assistant Professor of Leadership.* BS, MS, DEL, University of Charleston; MS, Western Kentucky University. (2021-)

Elkins, Angela, *Assistant Professor of Physician Assistant Studies.* MSPA, PA-C, Mountain State University. (2017-)

Fang, Zhou, *Assistant Professor of Psychology*. B.Sc., Sun Yat-Sen University; MA Columbia University; PhD Claremont Graduate University. (2025-)

Fisher, Kara, *Assistant Professor of Political Science.* BA, Bethany College; MA, PhD, West Virginia University. (2014-)

Floyd, Terry. *Assistant Professor of Digital Media Design; Director, Digital Media Design Program.* BS, University of Charleston; M. Arch. I, University of North Carolina, Charlotte. (2012-)

Fuhrman, Breanna. *Assistant Professor of Graduate Nursing.* Bachelors in Health Science, Cleveland State University; BSN Spalding University; DNP Western Kentucky University. (2023 -)

Gallagher, Sarah, *Assistant Professor of Education.* BA, MA West Virginia University. (2022 -)

Giaimo, Anthony J. III, *Assistant Professor of Leadership.* BS Temple University; MSSL, Mountain State University; FBI National Academy, University of Virginia. (2016-)

Harvey, Jeffery, *Assistant Professor, Director, Doctor of Executive Leadership program*. BS, West Virginia State University, MSSL, Mountain State University; DEL, University of Charleston. (2025-)

Hicks, Erin, *Assistant Professor of Nursing.* MSN, FNP, BC; Marshall University, BSN; Marshall University. (2021-)

Horsley, Steven E., *Assistant Professor of Leadership.* BS, Excelsior College; MSSL, DEL, University of Charleston, WV. (2015-)

Hurt, Jacqueline, *Program Director, Occupational Therapy Assistant, Assistant Professor.* AS, BS, Mountain State University, MA, University of Southern California. (2013-)

James, Lori. *Assistant Professor of Mathematics.* BS, West Virginia University; MA, Marshall University. (2011–2013, 2014-)

Kail, Karen, *Assistant Professor of Computer Science*; BS, The Ohio State University; MA, Marshall University (2021-)

Kennedy, Hannah, *Assistant Professor of Communication; Director, Communication Program.* BA, West Virginia Wesleyan College; MA, Marshall University. (2008-)

Lacy, Michelle, *Assistant Professor of Nursing.* MSN-Nursing Education, West Virginia University; BSN, University of Charleston; BA Advertising/Marketing, Marshall University (2021-)

Lewis, Patricia, *Assistant Professor of Nursing.* BSN, University of Charleston; MSN-FNP, Marshall University. (2018-)

Lilly, Janet, *Assistant Professor of Nursing.* MSN; Mountain State University, Bachelor of Science in Nursing; West Virginia University, Associate of Science in Nursing; Virginia Western Community College. (2018-)

Llayton, Chelsea, *Assistant Professor of Pharmacy Practice.* PharmD, Virginia Commonwealth University. (2020-)

Long, Madeleine, *Assistant Professor of Physician Assistant Studies.* MPAS, PA-C, University of Charleston. (2021-)

McCool, Lisa, *Assistant Professor and Program Director of BSBA in Entrepreneurship.* BA Indiana University; MA, Indiana Wesleyan University; MS, Indiana Wesleyan University; Ed.D., Oakland City University. (2020-)

Mellert, Ashley, *Assistant Professor of Physician Assistant Studies.* MPAS, PA-C, University of Charleston. (2021-)

Murray, Ross, *Assistant Professor of Business, Director of Wehrle Sales Center, and Program Director of BSBA in Professional Selling.* BS and MBA, Weber State University; Ph.D., University of Texas Rio Grande Valley. (2022-)

Newman, Rebecca, *Health Science Librarian (Librarian II).* BA, University of Arizona; MSLS, Clarion University. (2008-)

Newsome, Jason, *Assistant Professor of Counseling; Director, M.A in Mental Health Counseling.* BA, West Virginia University Institute of Technology; MA, Marshall University; PhD, Capella University. (2019-)

Pettry, Cori, *Assistant Professor of Nursing*. BSN, West Virginia University; MSN, Capella University. (2023-)

Kirtley, Colleen, Assistant Professor of Radiologic Science, Clinical Coordinator. Healthcare Administration and Management, M.B.A. Liberty University; BS, University of Charleston. (2020-)

Koehler, Andreé, *Assistant Professor of Leadership.* BA, Rutgers University; EdM, Temple University; EdD, Fielding Graduate University. (2021-)

Pridemore, Jenny Mae, *Assistant Professor, School of Leadership*. BS; MS; Mountain State University; DEL University of Charleston (2021-)

Romani, Kristen, *Assistant Professor of Nursing.* BSK, SUNY Cortland; AAN, SUNY Alfred; BSN SUNY Canton; MSN Binghamton University; DNP, Fort Hays State University. (2024-).

Smith, Pamela, Assistant *Professor of Nursing.* BSN; Glenville State College (1996); MSN; West Virginia University (2001). (2021-).

Smith, Vincent, *Assistant Professor of Data Analytics; Program Director of Applied Computer Science and Data Analytics.* AS, Southern West Virginia Community & Technical College; BS, West Virginia State University; MS, Marshall University; PhD, Northcentral University. (2021-)

Stevens, Bren, *Assistant Professor of Business and Athletic Director.* BA, Morris Harvey College; MS, Marshall University; EdD, Lacrosse University. (2002-)

Thumm, **Heather**, *Assistant Professor of Nursing*. BSN, University of Charleston; MSN, Marshall University. (2024-)

Todd, Beth, *Assistant Professor of Pharmacy.* PharmD, University of Charleston School of Pharmacy. (2019-)

Tonelli, Deborah, *Assistant Professor of Nursing.* ASN, WV Institute of Technology; BSN, West Virginia University; MSN, Post-Master's, Marshall University; EdD, Liberty University. (2023-)

Troyer, Brad, *Assistant Professor of Pharmacy Practice.* PharmD, Ohio Northern University. (2022-)

Vogel, Emily, *Assistant Professor of Leadership. Director, Strategic Leadership program.* B.A., DEL University of Charleston; M.Ed. University of Virginia. (2014-)

Weaver, Heather, *Assistant Professor.* ASN, Fairmont State College. BSN, Fairmont State University. MSN, West Virginia University. DNP, Purdue Global University. (2025-)

Wienczkowski, Ashly, *Assistant Professor of Nursing*. BSN, Alderson Broaddus University. (2024-)

Wilbur, Catherine, *Assistant Professor.* BA, University of Charleston; MA, Marshall University. (2020-)

INSTRUCTORS

Anderson, Nancy, *Instructor Radiologic Science*. BS Radiology, Marshall University R.T. (R) (2023-)

Cornett, Tiffany, *Instructor of Nursing.* MSN, Ohio University; BSN, Ohio University; ADN; Shawnee State University. (2019-)

Dennler, Coty Ray, *Instructor and Academic Fieldwork Coordinator for the OTA Program* (Beckley Location) R.B.A. COTA/L, RBA, West Virginia University; AS, UC; MS, Arizona State University (2020-)

Dotson, Kimberly, *Instructor of Nursing.* MSN; Marshall University; BSN; Mountain State University; LPN; Garnett Career and Technical Center. (2016-)

Halstead, Eric J., *Instructor of Radiologic Science. B*S, University of Charleston; R.T. (R) (Q.M.), BS, University of Charleston. (1993-)

Hatfield, Loren Blake, *Instructor of Nursing.* ADN, Southern West Virginia Community and Technical College; BSN, MSN, Walden University. (2021-)

Hoover, Courtney, *Reference & Instruction Librarian* (Librarian I).

Khan, Shehna, *Instructor of Accounting.* BS, University of Charleston; CPA. (2019-)

Monk, Charlie, *Instructor of Exercise Science.* MS Marshall; BS UEA. (2023-)

Smith, Shelby, *Instructor of Radiologic Science.* BS Radiology, Marshall University. R.T (R) (2020-)

White, Brett, *Instructor of Computer Science.* BS WV State University; MS University of Phoenix. (2025-)

Wright, Danielle, *Instructor of English.* BA, The City College of New York; MA, Marshall University.(2023-)

EMERITUS FACULTY

Adams, Sarah J., *Professor of History Emeritus* (1975- 2017). BA, Maryville College; MA, PhD, The Ohio State University.

Alcazar, Armando, *Associate Professor of Business Emeritus* (1984-2014). BS, University of Charleston; M.BA, West Virginia College of Graduate Studies; Doctoral Study, Nova University.

Barnette, John, E. *Professor, School of Leadership* (2013-2023).

Bayly, Michael J., *Professor of Psychology and Chair, Department of Social Sciences Emeritus* (1990-2025). BS, University of Maryland; MA, PhD, University of Kansas.

Blackwood, E. Neale, *Professor of Mathematics Emeritus* (1965-2010) Grand Marshal (1996-2010). BS, Marietta College; MS, EdD, West Virginia University.

Blackwood, Jo. L., *Associate Professor of Education Emeritus* (2001-2012). BA, University of Charleston; MS, Ohio University; EdD, Virginia Polytechnic Institute and State University.

Bowles, Sandra S., *Dean Emeritus, Bert Bradford School of Health Sciences, Professor of Nursing and Assistant Dean for Assessment & Special Projects, School of Pharmacy*. (1964- 78, 1982-2020). BSN, University of Pittsburgh; MNED, University of Pittsburgh; EdD, Vanderbilt University.

Bowyer, David, *Associate Professor and Chair of Pharmacy Emeritus* (2005- 2021). BS, West Virginia University.

Clem, Phillip D., *Associate Professor of Biology Emeritus* (1995-2012). BS, Oakland City College; MS, PhD, Indiana State University.

Barbara Doak, *Assistant Professor of Pharmacy Emeritus* (2010 –2025). BS, West Virginia University.

Goddin, David J., *Associate Professor of Radiologic Science Emeritus, Associate University Marshall* (1973- 2003). BA, Alderson-Broaddus College; MA, West Virginia University; R.T. (R.)

Grimsley, William E. Jr., *Associate Professor of Computer Information Systems Emeritus* (1984-2009). BS, West Virginia Institute of Technology; MS, Johns Hopkins University.

Haas, David, *Assistant Professor of Chemistry Emeritus* (2005- 2020) BA, BS, Miami University; MS, PhD, University of Cincinnati.

Harper, R. Eugene, *Professor of History Emeritus* (1967-2003). AB, Wittenberg University; MA, PhD, University of Pittsburgh; MCRP, The Ohio State University.

Janisch, Joseph H., *Associate Professor of Music and Director, General Studies Program Emeritus.* B.M., Ashland University; M.M., Bowling Green University; DMA, The Ohio State University. (1999-2022)

Kerr, Joellen A. *Associate Professor of Interior Design Emeritus* (1983-2010). BS, West Virginia University; MS, Florida State University.

Lewis, Donna, *Library Director Emeritus* (1991- 2018) BA, State University of New York at Genesco; MLS, State University of New York at Albany.

Rebecca Linger, *Professor of Pharmacy Emeritus* (2006 - 2025). PhD, Perdue University, BS, BA, San Francisco State University.

McMillen, Dennis A., *Associate Professor of Business Emeritus* (1977- 2018). BS, Morris Harvey College; MBA, Marshall University.

Gannett Monk, *Associate Professor and Chair of Pharmacy Emeritus* (2008-2025). BS, West Virginia University School of Pharmacy, PharmD, University of Kentucky School of Pharmacy.

Newman, Robert G., *Professor of Religion Emeritus* (1967-1999). BA, University of Florida; MDiv, Columbia Theological Seminary; PhD, Drew University; Postgraduate Study, Columbia University, University of Chicago.

Robinson, John C., *Associate Professor of Biology Emeritus* (2003-2021). BA, Malone College; MD, Medical College of Ohio.

Aladin Siddig, *Professor of Pharmacy Emeritus* (2007 – 2025). BS, University of Khartoum, MA, Jackson State University, PhD, Mercer University.

Spiker, Martha S., *Professor of Psychology and Chair, Department of Social Sciences and Humanities Emeritus* (1982- 2019). BA, West Virginia University; MS, PhD, Ohio University.

Taylor, Anna-Neale, *Associate Professor of Nursing Emeritus* (1975-1990, 1991-2000). BSN, West Virginia University, MA, West Virginia College of Graduate Studies, MSN, Bellarmine College.

Valentine, Rosemary N., *Associate Professor of Nursing Emeritus* (1976-83,1986-2009). BSN, West Virginia University; MSN, University of Texas.

Wildt, Jay, *Associate Professor of Natural Science Emeritus* (2001-2024). AA, University of Charleston; BA, West Virginia University Institute of Technology; MBA, University of Charleston; EdD, Marshall University.

Wilson, Lillian, *Professor of English Emeritus* (1968-1988). BS, Alderson Broaddus College; MA, West Virginia University; PhD, Ohio University.

Wright, Barbara D., *Dean, Morris Harvey School of Arts & Sciences, Associate Dean for Curriculum and Professor of Music* (1994- 2019). B.M., Converse College; MA, PhD, The University of Michigan; M.M., Duquesne University.

Yeager, Barbara D., *Professor of English Emeritus* (1963-2001). BA, Wheeling College; MA, Marshall University; EdD, Virginia Polytechnic Institute and State University.