Nondiscrimination Policy

Davis & Elkins College is committed to assuring equal opportunity to all persons and (as required by Title IX of the Education Amendment of 1972, Section 504 of the Act of 1973 and other applicable statutes) does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, sexual orientation, or handicap in its educational programs, activities, admissions or employment practices. Inquiries concerning Title IX and/or 504 compliance should be referred to the College Title IX Coordinator, Hermanson Center, Davis & Elkins College, 100 Campus Drive, Elkins, WV 26241-3996, or Section 504 Coordinator, Albert Hall, Davis & Elkins College, 100 Campus Drive, Elkins, WV 26241-3996.
The Mission of Davis & Elkins College
To prepare and inspire students for success and for thoughtful engagement in the world.

The D&E Vision Statement
In a nurturing environment, students are challenged to do the following:
- Communicate effectively.
- Think critically, creatively, and independently.
- Prepare to live lives of perspective and meaning.
- Act responsibly as citizens of multiple communities.

The D&E Values Statement
We value the richness of place, the beauty of the natural world, and the importance of other countries, cultures, and regions. D&E challenges students to participate in a vibrant and diverse campus while cultivating the intellectual, creative, ethical, physical, and leadership skills the real world requires.

As an affiliate of the Presbyterian Church (USA) and covenant partner with the Presbytery of West Virginia, the College affirms as special values human dignity, social responsibility, participatory governance, and the unity of the intellectual, social, and spiritual dimensions of life.

The D&E Identity Statement
A private college of liberal arts and professional studies, Davis & Elkins values curiosity and thoughtfulness while fostering social, emotional, spiritual, and physical well-being. Toward those ends, the College provides a friendly and supportive environment for curious, engaged, and freethinking students of diverse backgrounds. We emphasize “hands-on,” experiential learning through internships, practica, service projects, field research, travel and study abroad programs, and Winter Term classes that explore experimental subjects in unexpected locales. Some of our finest students arrive without direction only to find their path at D&E, thanks to the opportunities for intellectual growth that abound on our campus.

These opportunities extend beyond the classroom. As one of the East’s premier mountain colleges, D&E offers unparalleled access to winter sport centers and other forms of extracurricular recreation: camping, biking, canoeing, hiking, skiing, and snowboarding. Safe and supportive, stimulating and friendly, Davis & Elkins College encourages students to approach their adventures in education as a journey of self-discovery.
About This Publication

The catalog is designed to cover the academic year 2013-2014. Davis & Elkins College will publish additional information as needed. This catalog issue of Davis & Elkins College presents essential information about the college: character, heritage, and objectives; academic programs and degree requirements; student life and extracurricular activities; admission requirements and procedures; cost and financial planning programs; campus and community setting; and resources for helping students be successful at Davis & Elkins College and beyond.

The catalog also contains descriptions of the courses of instruction given at Davis & Elkins, registration procedures, academic practices, and other information used primarily by students and their faculty advisors in planning for educational goals.

The contents of this catalog are subject to change at the discretion of the College. Should changes occur, students will be notified.

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### The Calendar of Academic Year
#### 2013 - 2014

#### Fall Semester 2013

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 13</td>
<td>Tuesday</td>
<td>Adjunct Workshop</td>
</tr>
<tr>
<td>20</td>
<td>Tuesday</td>
<td>New Faculty Workshop</td>
</tr>
<tr>
<td>21-22</td>
<td>Wed-Thurs</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>24</td>
<td>Saturday</td>
<td>New Students Arrive and Orientation Begins (Matriculation Convocation)</td>
</tr>
<tr>
<td>25</td>
<td>Sunday</td>
<td>New Student Orientation Continues; Returning Students Arrive</td>
</tr>
<tr>
<td>September 2</td>
<td>Monday</td>
<td>Labor Day (Classes in Session); Last Day to DROP/ADD</td>
</tr>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Founders Day &amp; Opening Convocation – Celebrating Constitution Week</td>
</tr>
<tr>
<td>20-22</td>
<td>Friday-Sunday</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>October 4</td>
<td>Friday</td>
<td>Forest Festival (No Classes)</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Mid-Term Grades Due (1:00 p.m.)</td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>A-Term Final Grades Due (1:00 p.m.)</td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>B-Term Classes Begin for MWF Classes</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>B-Term Classes Begin for TR Classes</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday</td>
<td>DROP/ADD for B-Term Classes</td>
</tr>
<tr>
<td>18-20</td>
<td>Friday-Sunday</td>
<td>Alumni Homecoming Weekend</td>
</tr>
<tr>
<td>November 5</td>
<td>Tuesday</td>
<td>Registration &amp; Assessment Day for Spring Semester (2014)-No Classes</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Last Day to Withdraw from Class with a “W”</td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Classes End (10:00 p.m.)</td>
</tr>
<tr>
<td>25-29</td>
<td>Monday-Friday</td>
<td>Thanksgiving Break (No Classes)</td>
</tr>
<tr>
<td>December 2</td>
<td>Monday</td>
<td>Classes Resume (8:00 a.m.)</td>
</tr>
<tr>
<td>5-6</td>
<td>Thursday-Friday</td>
<td>Review Days (No Tests, Exams, or Major Assignments Due)</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>9-12</td>
<td>Monday-Thursday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Semester Grades Due (1:00 p.m.)</td>
</tr>
</tbody>
</table>

#### Winter Term 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Sunday</td>
<td>Residence Halls Open for Winter Term Students (1:00 p.m.)</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>Last Day to DROP/ADD</td>
</tr>
<tr>
<td>16</td>
<td>Thursday</td>
<td>Last Day to Withdraw from Class with a “W”</td>
</tr>
<tr>
<td>20</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Day (Classes in Session)</td>
</tr>
<tr>
<td>24</td>
<td>Friday</td>
<td>Classes End</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>Winter Term Grades Due (1:00 p.m.)</td>
</tr>
</tbody>
</table>
Spring Semester 2014

January
26 Sunday Residence Halls Open for Students not Taking Winter Term (1:00 p.m.)
27 Monday Classes Begin (8:00 a.m.)

February
3 Monday Last Day to DROP/ADD
17 Monday Presidents’ Day (Classes in Session)

March
14 Friday Mid-Term Grades Due (1:00 p.m.)
14 Friday A-Term Final Grades Due (1:00 p.m.)
17 Monday B-Term Classes Begin for MWF Classes
18 Tuesday B-Term Classes Begin for TR Classes
19 Wednesday DROP/Add for B-Term Classes
20 Thursday Registration & Assessment Day (“R&A Day”) for Fall Semester (2014) (No Classes)
21 Friday Classes End (10:00 p.m.)
24-28 Monday-Friday Spring Break (No Classes)
31 Monday Classes Resume (8:00 a.m.)

April
9 Wednesday Last Day to Withdraw from Class with a “W”
17 Thursday Academic Awards and Recognition Convocation
18-21 Friday-Monday Easter Break (No Classes)
22 Tuesday Classes Resume (8:00 a.m.)

May
8-9 Thursday-Friday Review Days (No Tests, Exams, or Major Assignments Due)
9 Friday Last Day for Graduation Clearance
9 Friday Last Day of Classes
12 Monday Grades Due for Graduation Candidates (1:00 p.m.)
12-15 Monday-Thursday Final Examinations
16-17 Friday-Saturday Commencement Weekend
19 Monday Semester Grades Due (1:00 p.m.)
20 Tuesday Faculty Closing Event

Summer Session 2014

<table>
<thead>
<tr>
<th>Term</th>
<th>Classes Begin</th>
<th>Last Day to Drop/Add</th>
<th>Last Day to Withdraw (W)</th>
<th>Holidays (no classes)</th>
<th>Classes End</th>
<th>Grades Due 1:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>May 21</td>
<td>May 22</td>
<td>May 30</td>
<td>May 26</td>
<td>June 17</td>
<td>June 20</td>
</tr>
<tr>
<td>A-Alternative</td>
<td>June 4</td>
<td>June 5</td>
<td>June 13</td>
<td>None</td>
<td>July 1</td>
<td>July 3</td>
</tr>
<tr>
<td>B</td>
<td>June 18</td>
<td>June 19</td>
<td>June 27</td>
<td>July 4</td>
<td>July 15</td>
<td>July 18</td>
</tr>
<tr>
<td>B-Alternative</td>
<td>July 2</td>
<td>July 3</td>
<td>July 11</td>
<td>July 4</td>
<td>July 29</td>
<td>August 1</td>
</tr>
<tr>
<td>C</td>
<td>May 21</td>
<td>May 22</td>
<td>June 27</td>
<td>May 26 &amp; July 4</td>
<td>August 15</td>
<td>August 18</td>
</tr>
</tbody>
</table>
The Academic Program

Davis & Elkins College offers a range of baccalaureate and associate programs representing the arts and sciences, pre-professional, and professional studies. In addition to pursuing specific programs of study, all D&E students must satisfy specific general education requirements. The majority of students find that one of the programs listed below meets their academic needs and career goals; however, the college also offers the opportunity for a more personalized curriculum through the Interdisciplinary Studies Degree. Through this program, students may -- pending the approval of a faculty committee -- develop and pursue a degree tailored to their own unique needs and interests.

The Bachelor of Arts and the Bachelor of Science degrees normally require four years to complete. The Associate Degrees normally require two years to complete.

Davis & Elkins College is committed to the ongoing improvement of student learning and, therefore, regularly conducts learning assessments of both general and program-specific learning outcomes. Students are required to participate in assessment activities.

I. Baccalaureate and Associate Degree programs offered at Davis & Elkins College

Baccalaureate Programs

Bachelor of Arts in:
- Art
- Biology and Environmental Science
- Computer Science
- Criminology
- Design and Technical Theatre
- Education – Elementary
- English
- History
- Hospitality Management
- Political Science
- Psychology and Human Services
- Recreation Management and Tourism
- Religion and Philosophy (including Religious Education)
- Sociology
- Sustainability Studies
- Theatre Arts (including Theatre Education)

Bachelor of Science in:
- Accounting (including double major option to prepare for CPA exam)
- Biology
- Business (see Management or Marketing)
- Business Education
- Chemistry (including Pre-Medical and Secondary Teaching)
- Computer Science
- Economics
- Environmental Science
- Exercise Science
- Finance
- Forestry (3/2 Program)
- Management
- Marketing
- Mathematics (including Secondary Teaching)
- Physical Education
- Sport Management
Associate Programs

- Accounting (AS)
- Business (AS)
- Criminal Justice (AA)
- Early Childhood Education (AS)
- Hospitality Management (AA)
- Nursing (AS)

Pre-Professional Programs are available for students who major in certain disciplines and complete other recommended preparatory courses.

- Pre-Medical
- Pre-Law
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Dental
- Pre-Ministerial
- Pre-Veterinary

Minors

- Accounting
- Appalachian Studies
- Art
- Athletic Training
- Biology
- Business
- Chemistry
- Communications
- Computer Science
- Criminology
- Dance
- Economics
- Education
- English
- Environmental Science
- Exercise Science
- Finance
- Health
- History
- Hospitality Management
- International Studies
- Marketing
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology and Human Services
- Religion
- Sociology
- Spanish
- Sustainability Studies
- Theatre Arts
II. The Baccalaureate Program

The Baccalaureate Program at Davis & Elkins College is grounded in the College’s mission and vision.

**The Mission of Davis & Elkins College**

*To prepare and inspire students for success and for thoughtful engagement in the world.*

**The D&E Vision Statement**

In a nurturing environment, students are challenged to do the following:

- Communicate effectively.
- Think critically, creatively, and independently.
- Prepare to live lives of perspective and meaning.
- Act responsibly as citizens of multiple communities.

A student’s major allows him or her to delve deeply into a particular academic field or pre-professional program. It is designed to prepare the student for success in his/her future career, graduate education, and other pursuits.

The Naylor Center for Teaching and Learning provides a strong system of academic support for all students. All baccalaureate programs are designed to be completed in four years; students may, however, accelerate their degree program or pursue a degree on a part-time basis.

III. Baccalaureate Program of General Education

D&E’s program of general education is designed to cultivate the skills, knowledge, and dispositions that will enable D&E graduates both to succeed in current and future endeavors and to engage thoughtfully in the world. Davis & Elkins is keenly aware that success takes a variety of forms and that a meaningful college education must cultivate an understanding of the value and worth of pursuits beyond those of worldly success and economic security.

The mission of Davis & Elkins’s program of general education is

*To cultivate the knowledge, skills, and dispositions students need to succeed and to engage thoughtfully in the world.*

I. General Education Learning Outcomes

The learning outcomes of Davis & Elkins’s program of general education flow from Davis & Elkins’s vision statement:

- *Communicate effectively*
- *Think critically, creatively, and independently*
- *Prepare to live lives of perspective and meaning*
- *Act responsibly as citizens of multiple communities*

The eleven learning outcomes of Davis & Elkins’s program of general education are:

- The ability to think critically
- The ability to communicate effectively in writing
- The ability to communicate effectively orally
- The ability to reason quantitatively
- The ability to reason ethically
- Global Awareness and an awareness of appreciation of diversity
- Fluency in the realm of information
- Fluency in the realm of technology
- An appreciation of the value of community service
- An understanding of leadership and character
- The ability to work as a member of a team
II. General Education Disciplinary Requirements

The disciplinary requirements of Davis & Elkins’s program of general education are grounded in D&E’s commitment to providing its graduates with an education of sufficient breadth. The requirements are as follows:

First-Year Seminar (GES 105) 3 hours
First-Year Symposium (GES 175) 3 hours

**Humanities**

- Communications – one COMM 100 level course 3 hours
- College Writing I (ENGL 101A) Grade of C or better required. 3 hours
- College Writing II (ENGL 102A) Grade of C or better required. 3 hours
- Literature 3 hours
- History 6 hours
  - Must include at least one of the following: HIST 103, 104, 105, 106.
- Philosophy 3 hours
- Religion 3 hours

**Math and Science**

- Math 6 hours
  - Taken from MATH 101 and higher level courses.
- Science 7 hours
  - A combination of courses selected from Biology (BIOL), Chemistry (CHEM), Environmental Science (ENVS), Natural Science (NSCI), or Physics (PHYS), including at least one laboratory course. (Although ENVS 101 is a 4 credit course, it is considered a non-laboratory course and does not fulfill the laboratory requirement.)

**Fine and Performing Arts**

5 hours

Students must take a “theory or appreciation” course selected from ART 108, 109, 209A, 309, DANC 115 (co-requisite DANC 116), MUSC 100, 101,201, THRE 115, 211 and any “performance” course chosen from Art (ART), Dance (DANC), Music (MUSC), Theatre(THRE), Heritage Arts (HER), or ENGL 200.

**Social Science**

6 hours

Two courses at the 100 or 200 level selected from two of the following disciplines: Economics (ECON), Political Science (POLS), Psychology (PSYC), Sociology (SOCI).

**Health and Wellness**

2 hours

PHED 101: Fitness for Life (0.5 semester hours) and PHED 104: Physical Activity (1 semester hour) (Intercollegiate athletics will count as two PHED 104 courses) **and** any additional Physical Activity course selected from PHED 104, PHED 114, RM&T 111-118, any 100 level DANC Studio/Lab course, or THRE 232. [One semester hour of Physical Education is awarded to those who have completed six months or more of active military service within ten years prior to entering Davis & Elkins College. Those who qualify for this credit may complete the Physical Education requirement by satisfactorily completing any combination of Physical Activity courses listed above totaling 1 semester hour.]

**Total Hours** 56 hours
IV. The Associate Program

Though by design more vocational—oriented than its four-year, baccalaureate counterpart, the Davis & Elkins College Associate program is predicated on the same foundational assumptions that guide the baccalaureate program, namely that a D&E education—of whatever duration—should prepare and inspire students for success and for thoughtful engagement in the world and that this preparation requires the cultivation of certain skills, knowledge, and dispositions.

V. Associate Degree Program of General Education

General Education Disciplinary Requirements

Each candidate for the Associate degree must satisfy the following general education requirements:

First-Year Seminar (GES 105)  
3 hours

College Writing I (ENGL 101A)  
3 hours

Grade of C or better required. Students must enroll in ENGL 101A within the first 31 semester hours of coursework. Nursing students must enroll in ENGL 101A by the fall semester of their second year.

Literature  
3 hours

Selections from two of the following groups  
6 hours

a. Art, Music, Theatre Arts
b. History, Philosophy, Religion
c. Literature
d. Mathematics
e. Biology, Chemistry, Environmental Science, Natural Science, Physics
f. Economics, Political Science, Psychology, Sociology

Physical Education  
1 hour

Fitness for Life (PHED 101, 0.5 semester hours) and Physical Activity (PHED 104, 0.5 semester hour) (Intercollegiate athletics will count as two PHED 104 courses.) [One semester hour of Physical Education is awarded to those who have completed six months or more of active military service within ten years prior to entering Davis & Elkins College. Those who qualify for this credit will have completed the associate degree Physical Education requirement.]

Total  
16 hours
VI. Graduation Requirements

I. Requirements for the Bachelor Degree

Davis & Elkins College confers the Bachelor of Arts and Bachelor of Science degrees. The degree granted is determined by the student’s choice of a major or, in the case of a student’s completing two or more majors, by the major designated as ‘primary’ by the student.

1. 124 semester hours of credit, excluding foundations courses (FND).
2. At least 36 semester hours of credit earned in residence at Davis & Elkins College, including the final 26 hours taken immediately prior to graduation.
3. A cumulative grade point average of 2.00 (on a 4.00 scale), both overall and in the student’s major(s).
4. Participation in assessment activities as required by the student’s major program(s) and/or by the Assessment Committee of Faculty Assembly.
5. Completion of an approved academic major, at least 15 semester hours of which must have been earned at Davis & Elkins College. (Students may declare their major using any catalog from a year during which they were a matriculated student at Davis & Elkins College; however, in no case may a student graduate based on a program in a catalog that is more than seven years old.) Students wishing to earn a double major must select a major outside of the discipline of their first major and complete all requirements for each major.
6. Any student pursuing a baccalaureate degree may declare a minor or minors. Some academic programs may require students to declare and satisfactorily complete a minor (please see major requirements under the “Courses of Instruction” section of this catalog). A student’s minor (or minors) must be declared under the same catalog as the student’s major. Any declared minor must be distinct – by a minimum of twelve semester hours – from the student’s major. Should a student declare more than one minor, any additional declared minor(s) must – in addition to being distinct by a minimum of twelve semester hours from the student’s major – also be distinct by a minimum of twelve semester hours from any and all of the student’s declared minors.
7. Completion of the College’s Baccalaureate Program of General Education (as described either in the catalog in effect when the student initially entered the College or in the catalog used to declare a major [see number 6 above]).

II. Requirements for the Associate Degree

Davis & Elkins College confers the Associate in Arts and Associate in Science degrees with concentrations in six disciplines. Each associate degree concentration provides a foundation for continued study leading to a bachelor’s degree. Students who have achieved junior or senior status in a baccalaureate degree program (60 semester hours or more) are eligible to earn an associate degree only if (1) the associate degree is to be the terminal degree awarded by Davis & Elkins College or (2) the concentration is in a discipline distinct from the student’s bachelor’s degree major. Candidates for the associate degree must satisfy the following requirements:

1. 62 semester hours of credit, excluding foundations courses (FND).
2. At least 28 semester hours of credit earned in residence at Davis & Elkins College, including the final 20 semester hours taken immediately prior to graduation.
3. A cumulative grade point average of 2.00 (on a 4.00 scale).
4. Participation in assessment activities as required by the program of the student’s concentration and/or the Assessment Committee of Faculty Assembly.
5. Completion of an approved concentration in Accounting, Business, Criminal Justice, Early Education, Hospitality Management, or Nursing, at least half of which must be completed in residence at Davis & Elkins College.
6. Completion of the College’s Associate Program of General Education.
Interdisciplinary Studies Degree

I. Program Goals
The Interdisciplinary Studies program at Davis & Elkins College seeks to:

- Broaden the array of programs of study available to students at Davis & Elkins College.
- Support students in the design, proposal, and completion of coherent, individualized, interdisciplinary programs of study (that are otherwise not offered by the College).
- Support faculty in the design and administration of interdisciplinary programs of study.
- Provide students in interdisciplinary programs of study with senior capstone experiences that are consistent with those programs of study.

II. Requirements of a Major in Interdisciplinary Studies
The Interdisciplinary Studies Program facilitates and coordinates student-initiated and faculty-sponsored programs of study that cross disciplinary boundaries. Students who pursue an interdisciplinary program of study are responsible (with the support and guidance of the Interdisciplinary Studies Coordinator) for establishing and justifying both the goals and curriculum of their proposed program of study.

Only students seeking a Bachelor's degree are eligible to pursue a major in interdisciplinary studies. The program must include a minimum of 36 semester hours (excluding the capstone experience) but may not exceed 72 semester hours. No more than 48 credits in a single program may be counted toward the fulfillment of an Interdisciplinary Studies major. All interdisciplinary programs of study must be approved by the Curriculum Committee of Faculty Assembly.

An Interdisciplinary Studies degree must meet all other requirements for a Baccalaureate degree at Davis & Elkins College (i.e. general education requirements, the completion of 124 credit hours, etc...). All Interdisciplinary Studies degrees are awarded as Bachelor of Arts degrees.

III. Initiating a Major in Interdisciplinary Studies
To initiate an Interdisciplinary Studies Major, a student must submit a formal proposal to the Coordinator of Interdisciplinary Studies prior to the midterm of the second semester of the student’s sophomore year. (Later proposals may be considered provided the student has completed a significant portion of his or her proposed curriculum of study at the time of his or her application.)

The proposal should be prepared in consultation with the Coordinator of Interdisciplinary Studies. The proposal, once completed, must be approved by the Curriculum Committee of Faculty Assembly. Generally, only proposals initiated by students with cumulative grade point averages of 2.50 and above are approved. Moreover, students must maintain a cumulative grade point average of 2.50 or above in their proposed interdisciplinary program of study in order to continue in the program.

When an interdisciplinary program of study has been approved by the Curriculum Committee, it stands as the statement of requirements for the student’s major and is filed in the Office of the Registrar. The approved program of study may not be modified without the endorsement of the Coordinator of Interdisciplinary Studies and the approval of the Curriculum Committee. The Coordinator of Interdisciplinary Studies supervises the student’s work in the program and serves as the student’s academic advisor.
Pre-Professional Programs

Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Veterinary Programs, Pre-Physical Therapy, Pre-Law, and Pre-Ministry

Pre-professional students are advised to enroll in a broad, general education program to gain background in the arts, humanities, natural sciences, and social sciences. Most professional schools do not require a specific undergraduate major, although many students seeking admission to professional schools in the sciences elect a Biology or Chemistry major.

Pre-Health Sciences

Admission to most medical schools is based on academic achievement as indicated by grade point average, placement on the Medical College Admission Test (MCAT), recommendations from professors, and personal interviews. Since medical schools have more qualified applicants for admission than they can accept, it cannot be too strongly emphasized that a strong academic record is required for acceptance. Admission committees usually do not publish expected or cut-off scores for grade point average; however, competition for the limited number of positions is intense. Transcripts are reviewed with regard to consistency of performance, course loads, and the degree of difficulty of the curriculum.

The minimum requirements for admission vary somewhat from institution to institution, but a typical list of requirements includes English Composition (6 semester hours), Biological Sciences with lab (8 hours), Inorganic Chemistry with lab (8 hours), Organic Chemistry with lab (8 hours), Physics with lab (8 hours), and Social and Behavioral Sciences (6 hours). A quantitative background, including Calculus, is recommended.

The MCAT should be taken in the spring of the junior year, but only after completing the required courses in Biology, Chemistry, and Physics.

The Pre-Dental program is very similar, except that it requires the Dental Admission Test rather than the MCAT. Pre-Veterinary students take the MCAT, the VAT (Veterinary Aptitude Test), or the GRE (Graduate Record Exam), depending upon individual veterinary school requirements.

The Pre-Pharmacy program is designed to prepare students for advanced, specialized study of pharmacy. Pharmacy schools will accept applications from students who have completed two years of college, but most students admitted to pharmacy school have completed a four-year bachelor’s degree, frequently with a major in Chemistry.

The Pre-Physical Therapy program is designed to prepare students for doctoral programs in physical therapy. Most students interested in physical therapy should complete a four-year degree with the pre-professional specialization option in Exercise Science and take the GRE exam.

Students interested in these professional fields should consult the Chair of the Biology and Environmental Science Program, Chemistry Program, or Sport Science Program as early as possible after entering Davis & Elkins College.

Pre-Law Program

Pre-Law students are advised to enroll in a broad, general program that includes study of the humanities, social studies, and natural sciences. Law schools require no particular major, although extensive work in English, History, Social Science, Economics, and Sociology is strongly recommended. Competence in the skills of accounting, statistics, oral communication, and writing will greatly aid students in both Law School Admission Tests (LSAT) and study in law school.

Admission to most law schools is based primarily on demonstrated ability determined by the college grade point average plus placement on the LSAT. Inasmuch as most law schools have many more applicants for admission than they can accept, few students with the minimum grade point average and minimum LSAT scores are accepted. An above-average undergraduate record is expected of the Pre-Law student.

Students interested in a law career are encouraged to consult with the Chair of the History or Political Science Program as soon as possible after entering Davis & Elkins College.
Pre-Ministerial Program

Pre-Ministerial students may major in any academic field but should enroll in a wide variety of courses in the humanities and religion, history, and cultural studies. Enrollment in a modern language is recommended during the first years in college. In addition, an introductory course in Greek can prove helpful for the more advanced courses that most seminaries require for students seeking ordination.

Students seeking a career as a Christian educator may elect to complete the major in Religious Education.

Students interested in these vocations should consult with the Chair of the Religion and Philosophy Program and/or the Benfield-Vick Chaplain. Courses at Davis & Elkins College are open to students of any religious affiliation. Students who have completed these programs may apply for admission to the seminary of their choice.
Off-Campus Study

Study Abroad at D&E

Davis & Elkins College supports its students in seeking appropriate study abroad experiences. Students interested in studying abroad should make an appointment with the College’s Study Abroad resource person.

The Washington Center

The Washington Center is a non-profit organization that provides internships and academic seminars in the Washington, D.C. metropolitan area to students from more than 800 colleges and universities nationwide. Students who are placed as interns through the Center gain hands-on experience in a wide range of professional fields with private organizations as well as government agencies. The internships are offered throughout the year and are open to Davis & Elkins students who are at least second-semester sophomores. During the 10- to 15-week program, students are awarded 12 to 16 credits by Davis & Elkins College. They take an evening class once a week and work full-time with a company of their choice or by placement through The Washington Center. See the Academic Affairs Office for more information and application procedures.

Student Legislative Program

Davis & Elkins College participates in the Frasure-Singleton Student Legislative Program which allows 50 college students from institutions throughout West Virginia to observe the West Virginia Legislature for one week during the regular legislative session. Operated under the direction of the West Virginia Legislature, the activities of the program include working with a member of the Legislature; attending seminars with representatives from all branches of state government, lobbyists, reporters and staff persons; and individual research projects. The program is open to full-time sophomores, juniors, and seniors who are in good academic standing and have successfully completed one course in Political Science. One semester hour of credit is given for participation in the program; additional credit can be earned through preparation of a research paper as an Independent Study. Students interested in this program should consult the Chair of the History or Political Science Program.

Cooperative Programs

State University of New York College of Environmental Science and Forestry at Syracuse

The program consists of three years at Davis & Elkins College and a summer and five semesters at the College of Environmental Science and Forestry (CESF) at Syracuse. The student must make application to SUNY and be accepted into the program. After successful completion of the first year at CESF, Davis & Elkins College will award the Bachelor’s degree and the status of the student at CESF will be changed from special to matriculated. Upon completion of the program at Syracuse, the student is awarded the Master’s degree. During the three-year program here, the student should complete the general education and requisite courses in addition to the following: chemistry through organic, mathematics through integral calculus, physics, and economics. Normally, the student would expect to begin studies at CESF with a summer field program following completion of the third year at Davis & Elkins College. Additional information may be obtained from the Chair of the Biology and Environmental Science Program.
Courses of Instruction

Courses numbered in the 100s are taught primarily at the introductory or elementary level; courses numbered in the 200s at the intermediate level; and courses in the 300s and 400s at the advanced level. Special Topics courses cover academic topics not covered in regularly offered courses. These courses are designated with a ‘4’ as the middle digit (14x, 24x, 34x, 44x) and are typically taught once before they are reviewed to become a regular course in the curriculum or to be deleted. Courses taught only in Winter Term are designated with a ‘7’ as the middle digit (17x, 27x, 37x, 47x).

It is necessary to check the schedule of classes prepared each year by the Office of the Registrar to determine when and whether a particular class will be offered. Any course may be withdrawn from the schedule of a given semester if the enrollment is insufficient.

Course prerequisites are listed after course descriptions. The student should note that courses listed as prerequisites may themselves have prerequisites which will be listed under their descriptions. Note also that any prerequisite can be waived in special cases by the course instructor or department chairperson.

A student who has taken an upper-level course in what a program judges is a sequence may not receive graduation credit for subsequently taking a lower-level course in that sequence without the written permission of the department chairperson.

Some courses may require that a student provide their own transportation for off-site experiences. These courses will be denoted with a ☹️.
Accounting

Accounting concepts are the foundation for the communication and analysis of financial information in the business environment. The accounting major builds on the general education curriculum to provide the student with an understanding of current business and management concepts and practices. The accounting curriculum provides the student with the opportunity to pursue a career in private or governmental accounting, advanced study in the accounting field, or a variety of other career choices. Coursework, including computerized applications, is designed to promote the student’s understanding of accounting theory and the ability to apply accounting principles in the business environment. Students who wish to pursue licensure as a Certified Public Accountant (CPA) can satisfy the eligibility requirements to sit for the examination in the State of West Virginia if they complete 150 semester hours of postsecondary education.

Baccalaureate Program (B.S.)

The requirements for a major in Accounting consist of the Business and Entrepreneurship core (54 hours) (listed in the Business section) and 27 additional hours in Accounting courses including, ACCT 201, 213, 216, 218, 219, 260, 317, 330, and 415.

Associate Program (A.S.)

The requirements for a major in Accounting consist of 39 semester hours including ACCT 111, 112, 201, 218, 219, and three semester hours chosen from ACCT 213, 216 or FINC 300; BUSI 101, 220; MATH 180, 193; ECON 105, 106; MGMT 201.

Minor

The requirements for a minor in Accounting consist of 21 semester hours including ACCT 111, 112, 218, and 219; BUSI 101, and six semester hours chosen from ACCT 201, 213, 216.

Accounting Courses (ACCT)

111 Principles of Accounting I 3 semester hours
An introduction to financial accounting from the analysis of transactions through the preparation of financial statements. Basic theory will emphasize the impact of business transactions on the accounting equation.

112 Principles of Accounting II 3 semester hours
A continuation of the introduction to financial accounting and an introduction to managerial accounting. Topics covered include cash flow analysis, accounting for corporations, managerial decision making, cost control, financial budgeting and financial statement analysis. Prerequisite: ACCT 111

201 Computerized Accounting 3 semester hours
An introduction to computerized applications of accounting including general ledger, accounts receivable, accounts payable, payroll, inventory, preparation of financial statements and other software applications; Prerequisite: ACCT 111.

213 Cost Accounting 3 semester hours
An introduction to cost accounting for manufacturing and non-manufacturing organizations. Areas to be covered include job order costing, process costing, cost behavior and budgeting. Prerequisite: ACCT 112 and MATH 193. Not offered every year.

214 Advanced Cost Accounting 3 semester hours
A continuation of the study of cost accounting theory and practice including cost behavior, capital budgeting and analysis, cost allocation methods and inventory management. Prerequisite: ACCT 213. Not offered every year.

216 Income Tax Accounting I 3 semester hours
An introduction to Federal income tax principles and procedures for individuals including gross income, deductions, exemptions, credits and tax calculation principles. Prerequisite: MATH 193 Not offered every year.

217 Income Tax Accounting II 3 semester hours
An introduction to Federal income tax principles and procedures for corporations, partnerships, estates and trusts. Prerequisite: ACCT 216. Not offered every year

218 Intermediate Accounting I 3 semester hours
A continuation of the study of financial accounting theory and practice including an overview of the accounting cycle and an in-depth analysis of assets. Prerequisite: ACCT 112 and MATH 193.
219  Intermediate Accounting II  3 semester hours
A continuation of the study of financial accounting theory and practice including an in-depth analysis of liabilities,
stockholder equity, post-retirement benefits, accounting for income taxes and other selected topics. Prerequisite: ACCT
218.

225  Tax Return Preparation  3 semester hours
The students will participate in the Volunteer Income Tax Assistance Program (VITA) which provides free tax help to
people who cannot afford professional assistance. The program will include non-traditional hours at various community
locations. The course may be repeated for credit. Prerequisite: ACCT 216 or permission of the instructor.

260  Accounting Information Systems  3 semester hours
An introduction to computerized accounting information systems including system design, transaction processing,
information reporting and internal control. Prerequisite: ACCT 201 and ACCT 218 or concurrent with ACCT 218. Not
offered every year.

317  Auditing  3 semester hours
An introduction to the theory and practice of auditing including professional standards, reports and related
communications, audit sampling methods, legal liability, professional conduct, ethics and working paper techniques.
Prerequisite: ACCT 260. Not offered every year.

330  Governmental and Not-for-Profit Accounting  3 semester hours
A study of fund accounting as used by governmental and not-for-profit entities. Pre- or Co-requisite: ACCT 218. Not
offered every year.

415  Advanced Accounting  3 semester hours
A continuation of the study of financial accounting including the topics of business combinations, consolidations, foreign
currency transactions, liquidations and bankruptcy. This course is the Accounting major Capstone course. Prerequisite:
ACCT 219. Not offered every year.
Appalachian Studies

The Appalachian Studies program seeks to promote awareness about the cultural and environmental heritage of the Appalachian region within the context of the modern world. In accordance with the liberal arts mission of the college, the interdisciplinary program represents the commitment of Davis & Elkins College to the region that is its home. Students in the program will be provided with historical context and sufficient background to address contemporary issues related to living and working in the Appalachian region.

Minor

The requirements for a minor in Appalachian Studies consist of a minimum of 18 credit hours, including HIST 210; ENGL 151; ENVS 214 and SOCI 220. The remaining 6 credit hours may be chosen from ART 106A; HER 150, 160, 180, 250, 260, 280; HIST 211, 251; MUSC 150-169, 250-269, 350-369 (instruments played in traditional Appalachian styles such as Old-Time or Bluegrass fiddle, banjo, guitar, mandolin, etc.).
Art

The art curriculum is designed to introduce students to the world of art and aesthetics and guide them through intensive study of the Visual Arts, Design, Art Theory and Art History. Studio Art courses provide in depth study in selective media, techniques, and processes that engage students in analytical and creative thinking. Art History courses give students the opportunity to develop their abilities to understand intention, meaning, and human expression while studying art and art-making throughout time and across cultures. The objectives of the Art Program are to provide a basic background in art, problem solving, and the creative process to all students, instilling in them an understanding of complex and sophisticated visual language, while preparing Art Majors and Minors with the appropriate education for a professional career in art or the teaching of art, and to provide preparation for graduate study. In addition to fulfilling the required credit hours, all Art Majors will participate in a Capstone Experience Project consisting of a senior exhibition and the writing of an artist’s statement. At Davis & Elkins, all students will be encouraged to explore their own artistic interests, while working to understand both traditional and contemporary foundations of art-making.

An Art Minor provides students the chance to combine creative and artistic processes with other academic pursuits. The Davis & Elkins College Art Minor offers a unique program of study which complements the skills the student gains in their major discipline by allowing for aesthetic and personal exploration, while experimenting with imagery, media, and composition through a balance of art theory, art history, and practice.

Baccalaureate Programs (B.A)

The requirements for the major in Art consists of 49 semester hours including ART 101, 102, 103A, 104A, 109, either 105A or 125, 201, 202A, 207A, 209A, and 498; 6 semester hours of 495; 6 semester hours of ART electives; and the completion of two Advanced level Art classes and their prerequisites (105A & 214, 125 & 225, or 207A & 208A). Students majoring in Art must complete a minor approved by the department, regardless of the option they select.

The requirements for Teaching Specialization in Art (Pre-K-Adult) consists of 39 hours which include ART 101, 102, 103A, 104A, 109, 125, 207A, and 209A, 495, and 12 semester hours of ART electives. An additional requirement is a minor in Education.

Minor

A minor in Art may have an emphasis in either studio art or art history. The requirements for the minor in Art consists of 18 semester hours including either: ART 101, 102, 103A, 209A, and six semester hours of ART electives or; ART 102, 109, 209A, 309, and six semester hours from ART electives.

Art Courses (ART)

101 Beginning Drawing 3 semester hours
A drawing course which concentrates on developing basic skills. Students develop an understanding of drawing issues with a foundation based in perceptual drawing. All work proceeds from black and white to value using charcoal and other B&W media. Participation in studio art courses requires public presentation and critique of works created. Studio.

102 2 Dimensional Design 3 semester hours
A fundamental introduction to the art and discipline of design, basic aesthetics and visual communication. Students are challenged to develop their perceptual abilities as well as their intellectual and manual skills, with projects that challenge their level of ability. The experience will include a variety of approaches and techniques. Studio.

103A 3 Dimensional Design 3 semester hours
A fundamental introduction to basic concepts in three-dimensional art with emphasis on the individual problem solving abilities. Students are challenged to develop their perceptual abilities as well as their intellectual and manual skills. Studio.

104A Digital Media 3 semester hours
A fundamental introductory course utilizing the computer as an art medium. Projects engage students with the fundamentals of art and discipline of design, basic aesthetics and visual communication. This is an introduction to basic graphic software. Studio.
105A Ceramics 3 semester hours
An introduction to wheel-thrown pottery. Includes glaze mixing and firing. Studio.

106A Fiber Arts 3 semester hours
The study of traditional weaving techniques including preparing and dressing a warp and weaving on the loom. Students design and plan a project, discuss and analyze fiber selection and finishing techniques, learn the basic techniques of analyzing woven fabric and drafting weaving patterns and become familiar with contemporary concepts of textile work and contemporary craft. Studio.

108 Visual Literacy 3 semester hours
Visual literacy is the ability to interpret, appreciate, use and create images using both conventional and contemporary media in ways that advance thinking, communication, and learning. The experience includes examples utilizing art history, photography, graphic design, the media, cinema, and advertising to examine the influence of imagery on contemporary culture. Theory.

109 Art History I 3 semester hours
A survey of the major developments in aesthetic creation from Ancient times, Classical Greece through the Middle Ages. There will be particular attention given to the major civilizations of each period. Not offered every year. Theory.

111 Digital Photography 3 semester hours
A course that introduces a foundation for basic photographic studio techniques and knowledge in the digital domain. Students will take their own photographs of a variety of themes and subjects while considering viewpoint and composition. Basic digital editing techniques will be introduced using graphic software on the computers in the Mac Lab. Studio

125 Beginning Sculpture 3 semester hours
This course focuses on creative expression in 3-D using basic traditional materials and techniques. Students explore aesthetics and contemporary issues while acquiring a working knowledge of various sculptural media. Studio

180 Figure Drawing 3 semester hours
A drawing course that introduces a foundation of understanding of drawing concepts and practice in figure drawing from plaster casts and live models. In this course, students will explore human anatomy, the proportions of the body, foreshortening and shading techniques, gestural drawing, and the study of figure drawing from antiquity to current times. Prerequisite: ART 101, Studio

201 Advanced Drawing 3 semester hours
Advanced drawing is the second course in perceptual drawing. This course concentrates on developing drawing skill and allows for more variety of imaginative approaches while encouraging the development of personal expression in a drawing context. Students use pencil, charcoal, conté crayon, and pastels. Each student will develop verbal skills to discuss and explain their choices of motif and style. Studio. Prerequisite: ART 101. Studio

202A Color Concepts 3 semester hours
A fundamental introduction to characteristics and interaction of color explored through a variety of approaches including color-aid papers, collage and painting. Students are challenged to develop their perceptual abilities as well as their intellectual and manual skills, with projects that challenge their level of ability. Prerequisite: ART 102. Studio

204A Digital Media II 3 semester hours
An extension of Art 104A with more challenging projects of greater sophistication. Prerequisite: ART 104A. Not offered every year. Studio.

207A Painting 3 semester hours
This course introduces students to classical and contemporary painting methods and concepts, while encouraging creative expression and experimentation. The fundamentals of painting will be taught, with an emphasis on technique, composition, and the use of color. Studio.

208A Advanced Painting 3 semester hours
An advanced course that encourages the investigation of contemporary issues in painting. Each student will develop verbal skills to explain and discuss their choice of ideas and solutions. Varied approaches and techniques are highly encouraged. Prerequisites: ART 207A. Studio

209A Art History II 3 semester hours
A survey of the major art movements in Painting and Sculpture from the Pre-Renaissance to Impressionism. There will be particular attention given to the major artists of each period. Lecture. Not offered every year. Theory
214  Advanced Ceramics  3 semester hours
This course continues the study of basic ceramic techniques: throwing, trimming, hand-building, glazing, firing and
studio practices. Lectures cover basic material, information and studio procedures. Prerequisite: ART 105A. Studio

215  Imagery and Illustration  3 semester hours
An investigation of the expressive and communicative potential of images as utilized in magazine, book, and CD covers.
Studio. Prerequisite: ART 101. Not offered every year. Studio

225  Advanced Sculpture  3 semester hours
This course introduces students to conceptual issues in the three-dimensional realm while utilizing and building upon
their existing skills with the introduction of new techniques and ideas. Students will be given more freedom for personal
expression while aspiring to achieve better craftsmanship in their creative endeavors. Prerequisite: ART 125. Studio

230  Ceramic Mold Making  3 semester hours
This course will introduce students to the methods involved in plaster mold making and clay slip casting. Foundation
skills will be stressed and good craftsmanship will be aspired to as students exercise their creativity. Studio

302A  Printmaking  3 semester hours
An introduction to printmaking approaches including lino-cuts, woodcuts and other media. Prerequisite: ART 101. Not
offered every year. Studio

309  Topics in Art History  3 semester hours
The focus of the class will be announced when it is offered and is subject to change. The topics range from Northern
Renaissance Art History, Italian Renaissance Art History, American Art History, 19 Century Art History, Modern Art
History, or Contemporary Art. A visit to a museum may be a required part of this course. Course may be repeated if a
new topic is offered. Theory

319  Methods for Teaching Art  3 semester hours
An introduction to the philosophy and historical perspectives of art education. This includes creative experience with an
introduction to the elements and principles of design and composition with the study of teaching art to kindergarten and
elementary school children. Priority of enrollment will be given to Education Majors or others with Teaching
Specialization in Art. Others may enroll with the express permission of the instructor. Studio

394  Arts Advocacy Internship  3 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. This course
is designed to give students real experience in a professional setting relating to the Art Major and/or thematic interests.
This course is for advanced Art Majors. Prerequisites: ART 101, 102, ENGL 101A, and at least one Art History course.

399  Independent Study  1-3 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for
each semester hour of credit. May be repeated for credit provided a new topic is chosen. Prerequisite: ART 101, 102, and
at least one Advanced Art course.

495  Senior Studio  3-6 semester hours
The capstone experience of major study in the visual arts, the senior project is the work presented from intensive
personal initiative and discipline. Art majors work with the art faculty in their selection of direction and media
culminating in a senior exhibition of finished works and the writing of an artist’s statement. Students taking this course
will work in the studio with intensity and commitment to their craft. This course must be repeated once for the
fulfillment of Major requirements and should be taken in the student’s final two semesters. Studio

498  Senior Seminar  1 semester hour
This research driven course is designed to push students toward a deeper understanding of current art theory through
discussions and readings, and will culminate in an oral presentation as well as a written component which will serve as a
basis for creating an artist’s statement. This course should be taken the semester before graduation. Theory
Biology

The curriculum offered by the Biology and Environmental Science program is designed to develop within the student an understanding of the process of scientific inquiry as well as an appreciation of the underlying unity and overriding diversity of life. The program further aims to establish an understanding and appreciation of the relationships that operate within the biosphere, especially those involving humankind.

In order to serve the needs of students with differing career interests, two degree options are offered: (1) the Bachelor of Science in Biology major is intended for the traditional biology major including those preparing for medical, dental, veterinary, pharmacy, or graduate schools, (2) the Bachelor of Arts in Biology and Environmental Science major is intended for the students whose career goals differ from those of the traditional Biology major yet who wants some expertise in the biological and environmental sciences. Career possibilities for this major include the following: natural history, various areas of environmental science, education, law, various technical occupations, biological illustration, and scientific journalism. A Bachelor of Science major in Environmental Science described under Environmental Science is also awarded by the program. In addition to the standard degree options, a co-operative (3/2) Forestry program with the State University of New York, and Pre-Medical, Pre-Dental, and Pre-Veterinary medicine options are available.

Baccalaureate Programs (B.A. or B.S.)

The requirements for a B.A. major in Biology and Environmental Science consist of 38 or 39 semester hours including BIOL 101, 102, 205 OR 214; ENVS 101, 105 or 230; either BIOL 297 or ENVS 297; either BIOL 335 or ENVS 335; either BIOL 498 or ENVS 498; and 16 semester hours chosen from either BIOL or ENVS 200 level or above. Additional requirements are CHEM 120, 121, 122, 123; and MATH 195.

The requirements for a B.S. major in Biology consist of 39 semester hours including BIOL 101, 102, 205, 297, 302, 305, 335, 498, and 16 semester hours chosen from additional 200 level or above Biology courses. The two-semester sequence of BIOL 107 and 108 can also be used to fulfill one four-semester hour Biology elective. Additional requirements are a minor in Chemistry or CHEM 120, 121, 122, 123, 205, 206, 207, and 208; MATH 195 and 196; PHYS 251 and 252.

Minor

The requirements for a minor in Biology consist of 17 semester hours including BIOL 101, 102, 297 and 8 semester hours chosen from additional 200 level or above Biology courses.

Biology Courses (BIOL)

100 Basic Biology
A survey of basic biological principles including a scientific study of life, its cellular basis and energetics; the origin of cellular life; reproduction and the molecular basis of heredity; and ecology. The course includes a weekly two-hour laboratory. This course is designed for non-majors, and credit cannot be applied towards a major in biology.

101, 102 Principles of Biology I, II
A sequential series designed primarily for students majoring in Biology and Environmental Science. Biology 101 investigates the nature of life’s structure, function, genetics, growth and development. Biology 102 is the biology of organisms: plants, animals, fungi, protists and bacteria with major consideration given to their ecology and evolution. Required laboratories are included. Prerequisites: placement into MATH 193 or higher on the math placement exam; BIOL 101 is a pre-requisite for BIOL 102.

107 Human Anatomy
Provides an understanding of the structural levels of the body, from molecules to organ systems. Analyzes the anatomy of the skeletal system, articulations, the muscular system, and the nervous system. Laboratory exercises are designed to illustrate fundamental anatomical principles of the body.

108 Human Physiology
Illustrates how the body maintains itself through the mechanisms of endocrine control, circulation, respiration, digestion, cellular metabolism, urine production, and buffer systems. Also covered are the reproductive systems and development. Laboratory exercises are designed to illustrate fundamental physiological properties of the body. Prerequisite: BIOL 107

205 Genetics
A survey of inheritance in prokaryotes and eukaryotes, including human genetics. Topics include Mendelian genetics, DNA structure and function, gene interaction, and population genetics. Laboratory included. Prerequisites: BIOL 102. Pre- or co-requisite: CHEM 121. Not offered every year.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>208</td>
<td>Microbiology</td>
<td>4</td>
<td>The biology of bacteria, viruses, and parasites will be studied as to their mode of entry into the host, particularly the human host. Cellular and colonial morphology and physiology; communicability and symptomatology; and methods used for immuno-identification, aseptic techniques, and antibiotic sensitivity testing will be emphasized. A laboratory emphasizing culturing methods and aseptic techniques is included. Prerequisite: BIOL 102 or 108.</td>
</tr>
<tr>
<td>212</td>
<td>Zoology</td>
<td>4</td>
<td>A study of the anatomy, physiology, development, and evolution of animals. A laboratory with required dissection is included. Prerequisite: BIOL 102. Not offered every year.</td>
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<tr>
<td>213</td>
<td>Plant Taxonomy</td>
<td>4</td>
<td>An introduction to plant classification and the gross anatomy and ecology of the plant families. Special emphasis is placed on field botany and local flora. Laboratory and field experience are included. Prerequisite: BIOL 102. Not offered every year.</td>
</tr>
<tr>
<td>214</td>
<td>Ecology</td>
<td>4</td>
<td>A study of the interaction between biotic communities and abiotic factors. Topics include energy and nutrient relations, community interactions, and succession. An investigative laboratory emphasizing data collection, analysis, and interpretation is included. Prerequisite: BIOL 102. Pre- or Co-requisite: CHEM 121. Not offered every year.</td>
</tr>
<tr>
<td>216</td>
<td>Plant Biology</td>
<td>4</td>
<td>A study of the diversity of vascular and non-vascular plants. Emphasis is placed on the intimate relationship between structure and function, particularly in terms of reproduction, photosynthesis, water balance, and growth. Laboratory included. Prerequisite: BIOL 102; pre- or co-requisite: CHEM 121. Not offered every year.</td>
</tr>
<tr>
<td>218</td>
<td>Functional Histology</td>
<td>4</td>
<td>A problem-based course designed to demonstrate relationships between microscopic anatomy and physiological function through recognition of tissue types and diagnosis of pathological conditions. Laboratory included. Prerequisite: BIOL 101. Pre- or Co-requisite: CHEM 121. Not offered every year.</td>
</tr>
<tr>
<td>220</td>
<td>Introduction to Neuroscience</td>
<td>4</td>
<td>A survey of the organization and function of the human nervous system, from molecules and cells to cognition and behavior. A primary objective of the course is to demonstrate the physiological basis of human behaviors such as addiction, dyslexia, and depression. A laboratory is included. Prerequisites: BIOL 101 or PSYC 101.</td>
</tr>
<tr>
<td>232</td>
<td>Vertebrate Physiology</td>
<td>4</td>
<td>A comparative study of physiology. Topics include respiration, metabolism, and biomechanics. Laboratory included. Prerequisite: BIOL 102. Pre- or Co-requisite: CHEM 121. Not offered every year.</td>
</tr>
<tr>
<td>235</td>
<td>Advanced Topics in Biology</td>
<td>4</td>
<td>An in-depth study of a pure or applied biological topic. The course may be repeated for credit if a new topic is chosen. Prerequisite: BIOL 102.</td>
</tr>
<tr>
<td>297</td>
<td>Biology Forum</td>
<td>1</td>
<td>An informal forum intended for Biology majors and minors. Topics relating to career preparation, graduate school application, job possibilities, as well as research topics of interest are discussed. Prerequisite: BIOL 102.</td>
</tr>
<tr>
<td>302</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
<td>An introduction to the molecular Biology of the eukaryotic cell. Topics include transcription, protein synthesis, regulation of gene expression, and cellular differentiation. Laboratory uses methods to analyze cells and cell components. Prerequisites: BIOL 102, BIOL 205 or permission of instructor. Pre-or Co-requisite: CHEM 121. Not offered every year.</td>
</tr>
<tr>
<td>305</td>
<td>Evolution</td>
<td>4</td>
<td>A study of the history and principles of organic evolution. The evidence, mechanisms, and genetics of evolution will be emphasized. Prerequisites: BIOL 102, BIOL 205 or permission of instructor. Pre-or Co-requisite: CHEM 121. Recommended but not required: BIOL 335. Not offered every year.</td>
</tr>
<tr>
<td>307</td>
<td>Animal Behavior</td>
<td>4</td>
<td>The study of the mechanisms and evolution of behavior. Topics include sensory systems, orientation and navigation, communication, reproductive strategies, and sociality. Laboratory included. Prerequisites: BIOL 102, BIOL 205 or permission of instructor. Pre- or Co-requisite: CHEM 121. Recommended but not required: BIOL 335. Not offered every year.</td>
</tr>
</tbody>
</table>
Comparative Vertebrate Anatomy 4 semester hours
An intense analysis of vertebrate form, function, and evolution. This course examines the vertebrate body plan, the evolution of modifications to that plan, and the significance of those modifications. A laboratory with required dissection is included. Prerequisite: BIOL 102

Current Topics in Biology 1 semester hour
An informal seminar where students and faculty discuss research papers and scientific articles of particular importance. The focus is on papers published in current journals. Prerequisite: BIOL 297; can be re-taken for credit.

Undergraduate Research in Biology 1-15 semester hours
Working with a faculty or external mentor, the student will engage in original undergraduate research. In general, 40 hours of work are expected for each semester hour of credit. The student will be expected to present his or her work to the scientific community in an appropriate manner as determined by the instructor. The course may be repeated. A maximum of four credit hours may be applied towards Biology electives. Prerequisite: BIOL 102 and permission of the instructor. Offered by special arrangement only.

Practicum 1-15 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of the instructor.

Independent Study 1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: permission of the instructor.

Senior Seminar 1 semester hour
Students report on primary scientific literature and their own independent studies. There is practice in communicating scientific information, methods of data presentation, and analysis of scientific research. Limited to seniors majoring in Biology.
Business

The Division of Business and Entrepreneurship offers a curriculum that gives the student a balanced education consisting of both liberal arts and professional courses through its several areas of concentration. The professional courses prepare students for the complexities of business in a global economy; an entrepreneurial focus throughout the curriculum provides students the opportunity to explore new venture creation and to understand how business start-ups contribute to wealth-creation in society as a whole. Particular care has been taken to insure learning outcomes prepare the student for success by providing a rigorous curriculum and pedagogy that focuses on mastery of subject matter. Admission to the Business and Entrepreneurship Program is competitive and requires applicants to be academically prepared. It is expected that all applicants will have taken and successfully completed Math 180 and 193 prior to being admitted into the Business and Entrepreneurship Program. In addition, it is also expected that students have a minimum GPA of 2.5 on a 4.0 scale on all attempted college-level work to be accepted for admission and to remain in the program. Students who have not been formally admitted into the program may take business courses (if all prerequisites have been met), but will not be allowed to graduate with a Business degree until accepted.

Disciplines for a Baccalaureate of Science (B.S.)
Accounting
Business Education Comprehensive, 5-Adult
Economics
Finance
Management
Marketing

Disciplines for a Baccalaureate of Art (B.A.)
Hospitality Management
Recreation Management and Tourism

Courses and requirements for these programs are listed alphabetically under Accounting, Business, Economics, Finance, Hospitality Management, Management, Marketing, and Recreation Management & Tourism.

Accounting, Business Education Comprehensive, Economics, Finance, Management and Marketing have core requirements of 54 semester hours including: ACCT 111, 112; BUSI 101, 102, 209, 220, 339A, 394A; CSCI 100; ECON 105, 106; FINC 300; MATH 180, 193; MGMT 201,393, 432; and MRKT 201.

Baccalaureate Program (B.S.)
A major in Business Education Comprehensive, 5-Adult, consists of the core requirements. In addition to these program requirements, students must fulfill the Education requirements specified by the Education Program.

Associate Program (A.S.)
The requirements for a major in Business consist of 33 semester hours including ACCT 111; BUSI 101, 102, 209, 220; CSCI 100; ECON 105 or 106; MATH 180, 193; MGMT 201; MRKT 201

Minors
The requirements for a minor in Business consist of 18 semester hours including ACCT 111; BUSI 101, 209; ECON 105 or 106; MGMT 201; MRKT 201.

Business Administration Courses (BUSI)

101 Introduction to Business 3 semester hours
An overview of business administration concepts in the areas of the business environment, social responsibilities, organization structures, financial and risk management, securities market, human resources, labor relations, marketing, and additional topics. Program majors should complete this during their freshman year.

102 Business Ethics 3 semester hours
An introduction to ethical business practices; topics will include discussion and evaluation of corporate culture and values, ethical behavior when dealing with all constituents associated with the business, and the importance of business ethics as it relates to the integrity of the firm. Prerequisite: BUSI 101.
209 Business Communication 3 semester hours
Principles and practices in effective business communication. Attention is given to organizing and handling ideas, semantics, punctuation, and grammar. The course includes the writing of reports and business letters, participating in conference group sessions, using modern business equipment, and giving oral reports. Related case problems are studied.

220 Business Law I 3 semester hours
A study of the laws of contracts, sales, corporations, property, conveyances, torts, and business crimes as they relate to the Uniform Commercial Code.

221 Business Law II 3 semester hours
Survey of legal principles relevant to operation and management of business organizations, including the substantive law of agency and employment, business organizations, credit and bankruptcy. Prerequisite: BUSI 220. Not offered every year.

339A International Communication and Culture 3 semester hours
A study of business that crosses national boundaries, including communication and cultural issues that affect a businesses’ ability to compete on a global basis. Prerequisites: BUSI 101.

394A Business Internship 3 semester hours
Applied field work under professional supervision. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit. Prerequisite: admission to the program and junior or senior status.

399 Independent Study 1-6 semester hours
An intensive study of a selected topic at varying levels of independence. The course may be repeated for credit provided a new topic is chosen. Prerequisites: permission of the instructor.
Chemistry

The Chemistry major offers three programs of study: General Chemistry, Chemistry – Pre-Medical and Chemistry – Secondary Education. In choosing one program students must consult with an appropriate program advisor early in their course of studies. An academic minor is not required, but may be taken as an option. In such cases, Chemistry Majors may not select the Natural Science minor.

Students following the General Chemistry program are provided with a foundation for graduate study in chemistry or preparation for a career as a professional chemist in industry and research. This program also prepares students for secondary school teaching and for careers in medicine such as dentistry, optometry, and other health-related vocations.

The Chemistry - Pre-medical program is for students who do not wish to pursue the general Chemistry track but are planning to continue their education in the medical field. In addition, this program also prepares students for employment in industry and research.

The Chemistry - Secondary Education program is coordinated with the education program. The program is designed for students who want to meet the requirements for teaching Chemistry in middle, junior high, and senior high schools. Questions concerning this program should be referred to the Chairs of the education and chemistry programs. Students should also consult with the education program to determine the requirements for West Virginia state certification.

Baccalaureate Programs (B.S.)

General Chemistry

The requirements for a Chemistry major in the general chemistry program consist of 40 semester hours of chemistry courses including: CHEM 120, 121, 122, 123, 201, 202, 205, 206, 207, 208, 301, 301L, 302, 498, and 10 additional semester hours of Chemistry elective courses chosen from 203, 204, 215, 304, 305, 306, 310 and 399. Additional requirements are CSCI 110; a minor in mathematics or complete MATH 196, 180, 201, and 304; and PHYS 251 and 252.

Chemistry – Pre-Medical

The requirements for a Chemistry major in the Pre-Medical program can be the course sequence for the general Chemistry major or 30 hours of Chemistry courses which include: 120, 121, 122, 123, 201, 202, 205, 206, 207, 208, 301, 301L, 498 and 3 additional hours of Chemistry elective courses chosen from 203, 204, 215, 302, 304, 305. Also required are BIOL 101 and 102; MATH 196 and 201 (MATH 304 is strongly recommended); and PHYS 251 and 252. Pre-Medical students need to check other entrance requirements for professional schools.

Chemistry – Secondary Education

The requirements for a Chemistry major in the Secondary Education program can be the course sequence for the general Chemistry major or 30 hours of Chemistry courses which include: 120, 121, 122, 123, 201, 202, 205, 206, 207, 208, 301, 301L, 304 and 498. Additional requirements are ENVS 101; MATH 196 and 201 (MATH 304 is strongly recommended); NSCI 105 or 106; PHYS 251 and 252.

Grades and Standards

A grade of C- or better is necessary for majors in all Chemistry courses.

Minor

The requirements for a minor in Chemistry consist of 18-20 semester hours of Chemistry courses which include: CHEM 120, 121, 122, 123, 205, 206, 207, 208 and one elective Chemistry course chosen from 201/202, 203/204, 215, 304, or 305.
Chemistry Courses (CHEM)

108  Basic Chemistry I  3 semester hours
This introductory course covers in one semester many of the topics also covered in the two-semester general chemistry course, though in less depth. This course will provide practice in problem solving and is appropriate for students who are interested in nursing, home economics, occupational therapy, psychology, and for students whose mathematics and science preparation is not adequate for Chemistry 120. This course cannot be used as either part of a minor or major in Chemistry but can fulfill a natural science requirement with or without a lab. To fulfill the natural science requirement with a lab, students will also have to take CHEM 109 as a co-requisite. A student who receives a C- or better in CHEM 108 may continue with CHEM 120. Prerequisite FND 111 or higher.

109  Basic Chemistry I Laboratory  1 semester hour
A laboratory course to accompany CHEM 108. Co-requisite CHEM 108.

115  Basic Chemistry II  3 semester hours
A study of the basic principles of organic and biochemistry. Prerequisite: CHEM 108 or a high school chemistry course within the past five years. Co-requisite: CHEM 116.

116  Basic Chemistry II Laboratory  1 semester hour
A laboratory course to accompany CHEM 115. Co-requisite: CHEM 115.

120, 122  Fundamentals of Chemistry I, II  3, 3 semester hours each
A study of chemical principles and descriptive chemistry. Among the topics covered are the classification of substances, the states of matter, some typical chemical reactions, chemical nomenclature, solutions, chemical and ionic equilibria, acid-base theory, chemical kinetics, atomic structure, and bonding theories. Three hours lecture and one hour recitation per week. CHEM 120: Prerequisite CHEM 108 or pre- or co-requisite MATH 195, co-requisite CHEM 121; CHEM 122: Prerequisite: A grade of C or better in CHEM 120 and co-requisite CHEM 123.

121, 123  Chemical Laboratory Principles I, II  1, 1 semester hour each
Introductory laboratory studies. Among the topics covered are basic techniques; classification and properties of matter; chemical change; stoichiometry; determination of the formula of a compound; gas laws; acid-base titrations; typical chemical reactions; reaction rates and the properties of typical elements. In addition, green chemistry will be integrated into the laboratory studies. CHEM 121: co-requisite CHEM 120; CHEM 123: prerequisite CHEM 120, 121, co-requisite CHEM 122.

201  Analytical Chemistry I  3 semester hours
The primary emphasis is on the principles of chemical analysis and on laboratory technique. The course will include a review of stoichiometry, an introduction to volumetric analysis, treatment of analytical data, theories of acids and bases, the concept of activity, pH calculations, the theory of indicators, oxidation-reduction equilibria, the Nernst equation, complex ion-and chelate chemistry in solution, potentiometric titration, quantitative spectrophotometry, and analytical separations. Prerequisite: CHEM 122; co-requisite CHEM 202. Not offered every year.

202  Analytical Techniques I  1 semester hour
The laboratory consists of a series of experiments, including conventional determinations as well as more modern analyses. Exact quantitative determinations of several different types of samples are carried out using pH, potentiometric, and chelometric titrations; spectrophotometry; and gas chromatography. Ion exchange is used in the analysis of other samples. Prerequisite: CHEM 122, 123; co-requisite CHEM 201. Not offered every year.

203  Analytical Chemistry II  3 semester hours
Lectures cover fundamental instrumental methods plus additional techniques and topics including sampling, luminescence methods, AT-IR, NIR and NDIR, Laser-Raman spectroscopy, mass spectroscopy, ICP-AES, voltammetry, ion-exchange, and size exclusion chromatography. Prerequisite: CHEM 201 and 202, co-requisite CHEM 204.

204  Analytical Techniques II  1 semester hour
The laboratory offers an opportunity to gain a working acquaintance with modern instrumentation for chromatography and spectrophotometry that graduates will use in industrial labs or graduate school. Experiments are designed to study fundamental variables and applications of gas chromatography, HPLC, GC/MS, atomic absorption spectroscopy (flame and graphite furnace), FTIR, UV-vis, fluorescence, ion-selective electrodes, and coulometry. Prerequisites: CHEM 201, 202; co-requisite CHEM 203.
205, 207  Organic Chemistry I, II
This course attempts to correlate structure and reactivity. It begins with an introduction to bonding and properties of molecules. Reaction mechanisms are introduced early and used throughout the course. The aliphatic compounds are considered first followed by aromatic compounds. Considerable emphasis is placed on basic theory. Stereochemistry, conformational analysis, and spectroscopy are integrated into the discussion of the preparation and properties of the major classes of organic compounds. CHEM 205: Prerequisite: CHEM 122, 123; co-requisite CHEM 206 or permission from instructor. CHEM 207: Prerequisite: A grade of C or better in CHEM 205, 206; co-requisite CHEM 208 or permission from instructor.

206, 208  Organic Techniques I, II
The laboratory portion of the course allows students to become familiar with basic experimental techniques of organic chemistry such as distillation, crystallization, boiling point and melting point determination, chromatography, and extraction. Experiments are performed that deal with the preparation and purification of representative groups of compounds taught in lecture. CHEM 206: Prerequisites: CHEM 122, 123; co-requisite CHEM 205. CHEM 208: Prerequisites: CHEM 205, 206; co-requisite CHEM 207.

215  Undergraduate Chemical Research
An independent research project is pursued under the direction of a chemistry faculty member. The emphasis will be on developing a novel research project that produces results to be presented to the chemical community. Projects will involve such goals as the chemical synthesis of biologically active and/or interesting molecules. Can be repeated for up to six semester hours credit. Prerequisite: permission from instructor. By special arrangement.

253  Environmental Chemistry
The course will survey the chemical and biogeochemical reactions governing the evolution and function of the global geosphere, hydrosphere, atmosphere and biosphere. Emission sources, transport mechanisms and environmental sinks for organic and inorganic chemical pollutants will also be addressed, as will the unique environmental chemistry of consumer product additives and wastewater solids. Chemical equilibria and global climate change will be recurring themes. Prerequisites: CHEM 120 and 122 or permission of instructor. Not offered every year. This course is also offered as ENVS 253.

301  Physical Chemistry I
The study of the physical states of matter and thermodynamics. Pre- or co-requisites: CHEM 203, MATH 201, and PHYS 252. Not offered every year.

301L  Physical Chemistry Laboratory
Physical Chemistry Laboratory applies the fundamental aspects of thermodynamics, chemical kinetics, and molecular structure in a laboratory setting. Specifically, this course entails the application of basic laboratory skills and the use of standard laboratory equipment for acquiring experimental or theoretical data pertaining to the chemical or physical processes associated with typical chemical systems. Emphasis is placed on mathematical and statistical analyses of the data to obtain the various fundamental parameters associated with thermodynamics, kinetics, and molecular structure. This course will also incorporate the use of computer spreadsheets and regression analyses. Pre-requisites: Chemistry 301, Math 201, Physics 252

302  Physical Chemistry II
A study of the quantum mechanical treatment of atomic and molecular structure, chemical reaction kinetics and transport properties. Prerequisite: CHEM 301. Not offered every year.

304  Biochemistry I
The course begins with an introduction to amino acid and protein chemistry, then follows with a discussion of enzyme structure, function, and kinetics. Emphasis is placed on the organization of enzyme-catalyzed reactions into coordinated and regulated metabolic sequences. Also examined are (1) the interaction between lipids and proteins to form biological membranes and the roles the biological membranes play in cells (2) carbohydrate, lipid metabolism, and hormonal regulation of these processes and (3) metabolic pathways and other topics which include the glycolytic pathway etc. Prerequisites: CHEM 205, 207; BIOL 101 or permission from instructor. Not offered every year.

305  Biochemistry II
This course continues the discussion of metabolism started in Chemistry 304 with an examination of phosphoglyceride, sphingolipid, sterol, and amino acid metabolism. Emphasis will also be placed on nucleic acid structure and function, DNA replication, repair and recombination, RNA synthesis, protein synthesis, gene regulation, DNA sequencing, the polymerase chain reaction, and cloning. Prerequisite: CHEM 304. Not offered every year.
306 Chemical Experimentation  2 semester hours
The synthesis, separation, and characterization of both inorganic and organic substances using advanced laboratory techniques such as vacuum distillation, chromatographic techniques of separation etc. Hands on experience with spectroscopic techniques such as IR, UV/Vis, Circular Dichroism/Polarimetry, Gas Chromatography, and fluorescence. Prerequisites: CHEM 203, 204, 206, 208, and 302.

310 Inorganic Chemistry  3 semester hours
This course is designed to enlarge student’s knowledge of descriptive inorganic chemistry and to acquaint the student with various theoretical approaches to structure and behavior of inorganic compounds. Chemistry 310 reviews the electronic structure of atoms, considers structure and bonding in covalent molecules, coordination compounds and ionic substances. An application of symmetry, including Group Theory, is included. Additional topics include acids and bases, chemistry in non-aqueous solvents, kinetics, electrochemistry etc. Prerequisites: CHEM 205 and 301.

399 Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: permission from instructor.

498 Seminar and Thesis  3 semester hours
Reports on approved topics at monthly seminars; a written thesis presenting the results of an extensive literature search on an approved topic or the results of a hands-on independent research investigation; and an oral presentation of the thesis at a seminar session.
Communication

The Communication program is designed to blend theories of human communication with concrete applications across a variety of spheres of human interaction, ranging from the personal, to the business, public, and technical arenas. As such, courses at the 100 level help to develop core communication skills necessary for effective communication, while courses at the 200 level and above focus on particular areas of communication research and/or communication practice. Students completing a minor in Communication will be able to demonstrate knowledge of core communication concepts and will have knowledge of the breadth of the field. Because the skills and knowledge garnered are readily transferable to a number of disciplinary contexts, a Communication minor can pair well with a variety of majors.

Minor

A minor in Communication requires 18 hours of completed COMM coursework. At least 9 hours of credit for the minor must be from courses at the 200 level or above.

Communication Courses (COMM)

107A  Introduction to Public Speaking  
The course is designed both to build student skills in giving individual speech presentations and to acquaint students with core communication principles for public oral communication. The course takes students through the process of designing and delivering appropriate speeches, from selecting a topic to analyzing an audience, understanding situational constraints, organizing ideas properly, substantiating ideas with research, delivering the speech, and reflecting after the speech on its effectiveness.

111  Small Group Communication Dynamics  
The course provides an opportunity for students to develop competency communicating in small groups. Students will learn how to: select a group, develop roles within a group, manage group tension, build group cohesion, maintain group task orientation, and solve complex problems effectively in a small group.

121  Argumentation  
The course teaches students effective and ethical techniques of persuasion through argumentation. The course introduces: various definitions of argument, models of argument, spheres of argument, the study of controversy, and principles of debating.

125  Interviewing  
This course prepares students to participate in interviews in both academic and professional settings. Topics covered in the course will include: basic terminology for interviewing relationships, power dynamics of the interviewer-interviewee relationship, ethical interviewing for research and public policy, proper techniques for business and professional interviewing, and methods for developing effective question-answer exchanges.

131  Mediated Presentational Speaking  
The course is designed to build student competency with oral communication using technology. Core concepts related to communication in a mediated environment will be discussed, along with effective ways to integrate technology into standard public speaking presentations. In addition to covering the traditional speechmaking process (topic selection, audience analysis, situation analysis, research, organization, delivery, and reflection), students will be taught how to translate those principles into a fully mediated oral presentation.

221  Interpersonal Communication  
The course is designed to familiarize students with principles and research of communication in interpersonal (dyadic) settings. Students will learn both the appropriate patterns of communication in particular relationship contexts (romance, family, friendship, and professional) and the core concepts of interpersonal messaging that exists across all contexts.

222  Organizational Communication  
The course develops student understanding with communication structures in organizational settings. Topics include: power dynamics in organizational communication, types of communication schema within organizations, professional decorum, organizational communication strategies, ethical communication within organizations, and effective communication policy.

223  Political Communication  
The course is designed to acquaint students with communication practices in the field of politics. While the messaging practices of political campaigns will play a dominant role in the content of the course, agenda setting, media spin control, and oppositional speech in the public sphere will also be covered.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>224</td>
<td>Public Relations</td>
<td>3</td>
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<td></td>
<td>The course instructs students in both the theoretical and practical aspects of public relations management in non-profit and for-profit organizations. Students will work through the process of organizational image maintenance and learn strategies for garnering positive public attention for organizations.</td>
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<tr>
<td>321</td>
<td>Media Studies in Communication</td>
<td>3</td>
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<td></td>
<td>The course provides an overview of the historical development of media and introduces students to the major research movements for studying media in communication. Research movements covered include: British cultural studies, media convergence, media cultivation, media effects, media ecology, political economy, and reception study. Students will be expected to apply the insights of these research traditions to artifacts from our contemporary mediated society.</td>
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<tr>
<td>322</td>
<td>Communication and Culture</td>
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<td>This course builds a conceptual understanding of the ways in which ideas of human community are transmitted and sustained through intra- and inter-cultural dialogue. Students will learn: various definitions of culture (normative vs. sociological), verbal and non-verbal means for promoting identification between humans, how cultures communicate their boundaries to themselves and others, and key concepts used to study contemporary cross-cultural interaction (cosmopolitanism, globalization, etc.).</td>
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<tr>
<td>323</td>
<td>Rhetorical Theory</td>
<td>3</td>
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<td>The course provides an intensive study of rhetorical production and scholarly criticism. Although the course provides a historical overview of rhetorical theory stretching back into antiquity, particular emphasis is placed upon learning rhetorical developments in speech communication from the early 20th century to the present.</td>
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<tr>
<td>324</td>
<td>Visual Communication</td>
<td>3</td>
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<td>The course familiarizes students with the study of visual communication codes and standards of decorum. Communicative aspects of advertising, art, digital media, film, graphic design, memorials, monuments, museums, and photography will be covered. Part of the course will provide a historical survey of the sub-field of visual communication, including important concepts, terminology, and movements.</td>
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<tr>
<td>399</td>
<td>Independent Study</td>
<td>3</td>
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<td></td>
<td>Designed for upper level students, this course is an intensive study of a selected topic at varying levels of independence. Prerequisite: 60 or more completed credit hours and consent of the supervising faculty member.</td>
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<tr>
<td>420</td>
<td>Topics in Communication</td>
<td>3</td>
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<td></td>
<td>Advanced study on a particular topic or sub-field related to communication. Each proposed special topic will have its own subtitle, course description, and expectations, as determined by the instructor and in coordination with the academic program.</td>
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Computer Science

Computer Science is the study of algorithms—formal procedures for problem solving that can be implemented mechanically (in hardware) and linguistically (in software).

The mission of the Computer Science program is to prepare and inspire students for successful employment or graduate study in computing and for thoughtful engagement in the development and application of algorithmic approaches to problem solving.

Baccalaureate Programs (B.A. or B.S.)
The requirements for the Bachelor of Arts degree in Computer Science consist of 43 semester hours: CSCI 110, 180, 190, 201, 280, 290, 300, and 498; 12 elective hours in CSCI courses, with no more than 3 hours at the 100 level and at least 3 hours at the 300 level; and MATH 136 and 180. Students must achieve a ‘C’ or better in all required CSCI courses.

The requirements for the Bachelor of Science degree in Computer Science include all of the B.A. requirements, plus a minor in Mathematics.

A major in Management with a concentration in Management Information Systems is available through the Division of Business & Entrepreneurship.

Minor
The requirements for a minor in Computer Science consist of 19 semester hours: CSCI 110, 180, and 190; 6 semester hours of CSCI courses numbered above 200; and MATH 136.

Computer Science Courses (CSCI)

100  Personal Computing  3 semester hours
This course will familiarize students with timely, practical computing skills, focusing on the Internet and personal computing. No prior knowledge of computers or programming is necessary. This course can satisfy the general education computer literacy requirement. Prerequisite: FND 112 or exemption.

105  PC Repair and Maintenance  3 semester hours
Students learn practical skills for the repair, upgrade, and maintenance of typical computer equipment. Not offered every year.

110  Power-up: Building Computer Games  3 semester hours
In games, success means reaching a specific outcome by following a set of rules. This is also true in computer science. In this course, students apply fundamental programming concepts to build computer games. Games are used to present key computing topics: networks, operating systems, computer architecture, and information security. Prerequisite: FND 112 (which may be taken concurrently) or higher.

112  Introducing Topics in Computing  3 semester hours
A single application topic will be covered each time the course is offered. This course may be repeated for credit if a different topic is chosen. Students learn the basic concepts, principles and issues connected with the selected topic. Prerequisite: Permission of instructor. Not offered every year.

160  Web Page Development  3 semester hours
In this course, students will create and publish Web pages using XHTML, CSS, and JavaScript. Page elements will include text, images, tables, and forms. Prerequisite: FND 112, which may be taken concurrently. Not offered every year.

180  How Hardware Works  3 semester hours
This course explores how computing machinery works, starting with a simple switch and building up to a microprocessor chip. It explains how data is represented in the machine. Virtual machines are used to explore computer architectures, assembly language, and operating systems. Prerequisite: CSCI 110 or permission of instructor.

190  Working with Data  3 semester hours
This course uses computer games to introduce standard data structures such as lists, queues, stacks, trees, and graphs. Students explore object-oriented concepts using Unified Modeling Language and an object-oriented programming language. They use Entity-Relationship Diagrams and a database management system to explore the relational data model. Prerequisite: CSCI 110 or permission of instructor.
201 Programming Languages
In this course, each student learns a programming language of his or her choice. Using these languages as case studies, students collaborate on a comparative study of programming language topics: syntax, semantics, type systems, control structures, language translation, and programming paradigms. This course may be repeated for credit if a different programming language is selected. Prerequisites: CSCI 180 and 190, or permission of instructor.

211 Linux
This course introduces the Linux operating system, and techniques for Linux programming and systems administration. Students will install, configure, and manage Linux workstations and servers. Prerequisite: CSCI 180 (which may be taken concurrently) or permission of instructor. Not offered every year.

212 Applying Topics in Computing
A single application topic will be covered each time the course is offered. This course may be repeated for credit if a different topic is chosen. Students learn to apply methods and skills connected with the selected topic. Prerequisite: Permission of instructor. Not offered every year.

215 Web Based Programming
Students program Web applications using server-side scripting. Topics include: dynamic Web pages, security, and database integration. A variety of tools are used, such as PHP and MySQL. Prerequisites: CSCI 160 and 190. Not offered every year.

221 Networking Fundamentals
In this course, students build, configure, analyze, and troubleshoot computer networks. This course explores the software, hardware, and communications media that form contemporary networks. Prerequisite: CSCI 180 or permission of the instructor. Not offered every year.

280 The Limits of Computing
This class explores the boundaries of computing power, and possible approaches to extend those boundaries. Topics include complexity of algorithms, computability, heuristics, parallelism, and intelligent systems. Prerequisites: CSCI 180, 190, and MATH 136 (which may be taken concurrently).

290 Professional Experience I: Information Systems Specialist
CSCI 290 and 390 allow students to gain progressive professional experience by running their own company that provides technical staffing for clients including the D&E Information Services department. As entry-level staff, CSCI 290 students learn and apply best practices for development, operation, and maintenance of a client’s production systems. With instructor permission, this course may be repeated for elective credit toward the major. Prerequisite: CSCI 180 and 190, or permission of instructor.

300 Ethical Hacking
Students learn and apply ethical hacking techniques to explore topics in information assurance, operating systems, and network communications. Prerequisite: CSCI 201 or permission of the instructor.

305 Formal Languages and Automata
Phrase-structure grammar, context-sensitive, context-free and regular grammars, Backus normal form, parsing; finite-state machines and automata, and decision problems. Prerequisites: CSCI 280. Not offered every year.

312 Evaluating Topics in Computing
A single application topic will be covered each time the course is offered. This course may be repeated for credit if a different topic is chosen. Students research and evaluate questions connected with the selected topic. Prerequisite: Permission of instructor. Not offered every year.

320 Database Management Systems
Students learn to design, implement, and administer databases using a client/server relational database management system. Other topics include data normalization and queries in Structured Query Language. Prerequisite: CSCI 201 or permission of instructor. Not offered every year.

380 Operating Systems
This course provides a deeper look at the implementation details of operating systems. Students learn how an operating system manages files, controls programs, allocates memory, and provides security. Prerequisite: CSCI 201. Not offered every year.
390  Professional Experience II: Information Systems Manager  3 semester hours
CSCI 290 and 390 allow students to gain progressive professional experience by running their own company that provides technical staffing for clients including the D&E Information Services department. As management staff, CSCI 390 students learn to manage technical projects and processes to meet the client’s goals for functionality, schedule, budget, and quality. With instructor permission, this course may be repeated for elective credit toward the major. Prerequisite: CSCI 290, or permission of instructor.

394  Practicum  1-15 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of the instructor.

399  Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of the instructor.

498  Senior Capstone  3 semester hours
Senior capstone work draws upon and extends the principles mastered in earlier course work. Students are expected to identify a problem, submit a capstone proposal that specifies an approach to a solution for the problem, and then follow through with implementation and evaluation of the solution. Capstone work may take the form of a research thesis, a design and development project, or some other form approved by the faculty of record. Prerequisite: senior standing and permission of instructor.
Criminology and Criminal Justice

The Criminology program blends theoretical and applied approaches. Predicated on an understanding of crime and punishment in a free and democratic society, the program provides the background and skills needed to pursue professional careers in the field of Criminal Justice. Built on a strong social science foundation, within a liberal arts framework, the program prepares students in the applied aspects of criminal justice at the associate level and the broader theoretical aspects of criminology at the bachelor’s degree level. Students completing the program are prepared to pursue a variety of careers in the criminal justice or juvenile justice fields or to continue their education at the graduate level.

Baccalaureate Program (B.A.)
The requirements for a major in Criminology consist of 45 semester hours of coursework including CRIM 101A, 102A, 400 and three semesters hours chosen from CRIM 496 or 498; POLS 100; PSYC 101or 104; SOCI 334; nine semester hours chosen from CRIM 200 level courses; nine semester hours chosen from CRIM 300 level courses; six semester hours chosen from CRIM 400 level courses, excluding CRIM 400, 496 and 498. An additional requirement is an academic minor selected outside the discipline of Criminology.

Associate Program (A.A.)
The requirements for a major in Criminal Justice consist of 27 semester hours of coursework including CRIM 101A, 102A, and three semester hours of CRIM 290; POLS 100; SOCI 101 or 103; PSYC 101 or 104; six semester hours chosen from CRIM 200 level courses; and three semester hours chosen from CRIM 300 level courses.

Minor
The requirements for a minor in Criminology consist of 18 semester hours including CRIM 101A, 102A, six semester hours from 200 level Criminology courses; three semester hours from 300 level Criminology courses, and three semester hours chosen from 400 level courses.

Criminology Courses (CRIM)

101A Introduction to the Criminal Justice System 3 semester hours
This course studies crime and how offenders are handled in the American justice system. Topics including crime, law enforcement, the judicial process and system, and resultant corrections efforts are studied from political, psychological, and sociological perspectives.

102A Introduction to Criminology 3 semester hours
An introduction to the study of criminology including the theoretical approaches to understanding criminal behavior. Building on sociological and psychological explanations theories and policies will be examined.

203 Law Enforcement 3 semester hours
This course studies law enforcement agencies and personnel and their role in the criminal justice system. Basic law enforcement procedures are covered including arrest, search and seizure, and other relevant topics. Prerequisite: CRIM 101A and 102A.

205 Corrections and Punishment 3 semester hours
This course studies the theoretical aspects, policies and procedures, and background of the American corrections system. Corrections at different levels including community based and institutional are considered. Handling and disposition of prisoners including techniques during confinement as well as probation and parole and legal rights of prisoners are also discussed. Prerequisite: CRIM 101A and 102A.

207 Criminal Law 3 semester hours
This course discusses criminal law and the use of law in the criminal justice system. Crimes against persons and property will be addressed as well as the defenses and excuses used in criminal cases. Prerequisite: CRIM 101A and 102A.

209 Criminal Procedure 3 semester hours
Constitutional aspects of criminal proceedings to include: pre-trial investigations, arrests, search and seizures, pre-trial processes, use of confessions, trial rights, sentencing, prohibition of cruel and unusual punishment and appeals. Prerequisites: CRIM 101A and 102A.

213 Courts and the Criminal Justice System 3 semester hours
A study of the role of the court system and the responsibilities of courts within the criminal and civil justice systems. An exploration of the jurisdictions, policies and management procedures in court administration. Prerequisites: CRIM 101A and 102A.
281  Criminal Investigations 3 semester hours
Explores the role of investigations for law enforcement and corrections personnel. Review the social, moral, and ethical issues facing an investigator, as well as reviewing the Rule of Law. Additionally, examine areas of detection, interrogation, development of evidence, and apprehension. A thorough review of standards based on the Constitution, statutory law, and administrative regulations that an investigator needs to apply throughout the investigations. Prerequisite: CRIM 101A and 102A.

290  Criminal Justice Internship 3-6 semester hours
Applied Criminal Justice work under the professional supervision of an individual or agency. The internship is a professional experience intended to integrate the knowledge and skills from the curriculum into the professional field. A Criminology faculty member is responsible for the placement, supervision, and evaluation of the student. Prerequisite: completion of all required 100 and 200 level Criminology courses and permission of the instructor. Mandatory for students seeking an A.A.

330  Victimology 3 semester hours
Sociological investigation of institutional, economic, family, and personal victimization in American society, with special attention to causes and processes of exploitation. Prerequisite: CRIM 101A, 102A, and three semester hours of 200 level criminology courses.

335  Juvenile Delinquency and Justice 3 semester hours
Types of juvenile delinquents, causes of delinquent behavior, social institutions and their effect upon delinquency, prevention, and control of delinquent behavior. Prerequisite: CRIM 101A, 102A, and three semester hours of 200 level criminology courses.

345  Crime and the Media 3 semester hours
Investigation of the impact that all forms of media has on crime, beliefs about crime and the potential for future offending. Prerequisite: CRIM 101A, 102A, and three semester hours of 200 level criminology courses.

355  White Collar Crime 3 semester hours
Examination of theoretical definitions, social impact, and changing relationship between current technological advancements and society’s ability to both detect and punish white collar criminals. Prerequisite: CRIM 101A, 102A, and three semester hours of 200 level criminology courses.

380  Serial Killers 3 semester hours
Serial crime fascinates and intrigues society. This course will explore the psychological, sociological, biological, and economic factors that shape serial murderers and the impact that these individuals have on crime in society and the justice system. Prerequisite: CRIM 101A, 102A, and three semester hours of 200 level criminology courses.

390  Topics in Criminology 3 semester hours
A seminar course providing study of selected topics not emphasized in other courses. Prerequisites: CRIM 101A, 102A, three semester hours of a 200 level course

399  Independent Study 3 semester hours
Designed for juniors and seniors, this course in an intensive study of a selected topic in criminology at varying levels of independence culminating in a research paper. Students may take this course more than once. Prerequisites: Junior or senior status and completion of CRIM 101A, 102A, and a minimum of three semester hours of a 200 level course and three semester hours of a 300 level course in Criminology.

400  Advanced Theoretical Criminology 3 semester hours
A review and critical analysis of the criminological theories beginning with the classical school and moving through all subsequent biological, sociological, psychological and political theories of crime and its causes. Prerequisite: CRIM 101A, 102A, six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.

450  Crime and Social Inequality 3 semester hours
Introduction and review of major issues and concepts in the study of crime and their relationship to social inequality; and recent empirical research on crime and its relationship to social inequality, particularly issues of social class and racial/ethnic relations. Prerequisite: CRIM 101A, 102A, and six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.

451  Comparative Justice 3 semester hours
Comparison of American systems of administration of justice to those of other nations. Comparisons will be made both temporally and spatially in an analysis of how crime and justice are meted out in an array of nations. Prerequisite: CRIM 101A, 102A, six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>460</td>
<td>Ethics and Philosophy in Criminal Justice</td>
<td>3</td>
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<td></td>
<td>Study of the major schools of ethical theory and applying these positions to the issues in criminal justice. Introduction to critical thinking and using critical thinking to evaluate the moral and social problems related to criminal justice in a free and democratic society. Prerequisite: CRIM 101A, 102A, and six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.</td>
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<tr>
<td>470</td>
<td>Women and Crime</td>
<td>3</td>
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<td></td>
<td>A study of the nature and extent of women’s crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in various criminal justice agencies. Prerequisite: CRIM 101A, 102A, six semester hours of 200 level criminology courses, and three semester hours of 300 level criminology courses.</td>
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<tr>
<td>496</td>
<td>Criminology Internship</td>
<td>3-6</td>
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<td>Practical field experience building on the knowledge and experiences gained in the curriculum. Taken as a capstone experience after all 100 and 200 level and many 300 level criminology courses have been completed. A Criminology faculty member is responsible for the placement, supervision, and evaluation of the student. The student will be placed based on career goals and that which will best enhance the educational experience of the student. Prerequisite: permission of the instructor.</td>
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<tr>
<td>498</td>
<td>Senior Thesis</td>
<td>3</td>
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<td></td>
<td>This course entails completion of an extended project of criminological inquiry and research, culminating in a thesis and oral presentation attended by majors in criminology and select faculty. Prerequisite: permission of the instructor.</td>
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Dance

Dance Program Mission: The mission of the Davis & Elkins College Dance Program is to support students in developing and nurturing a sustainable, socially responsible, and life-long dance practice for their own holistic well-being and for the health of their community by encouraging self-directed rigorous technical and theoretical inquiry; by facilitating opportunities to organize and participate in community events; and by providing opportunities to perform, choreograph, compete, produce, teach, recreate, articulate and advocate for and with dance.

The stated goals of the Dance Program are to:
- Frame dance in terms of community engagement, social responsibility, and personal long-term health.
- Encourage life-long sustainable dance practices and habits.
- Listen to and respect student interests and facilitate self-directed, project-based learning.
- Maintain and intellectually nourish dance ensembles on campus that will connect with a broad variety of artists locally, regionally, and globally.

A graduate of the D&E dance program will be able to:
- Appreciate and participate in a wide variety of dances and their contexts.
- Respectfully enter an unfamiliar dance community by recognizing one’s own aesthetic preferences as an ongoing journey, not as “right” or “wrong,” “high art” and “low art.”
- Create and maintain rigorous, cumulative dance and movement practices that are physically, mentally, logistically and financially sustainable and in line with other life goals.
- Maintain healthy, socially responsible, and/or long-term affiliations in the dance communities of their choosing.
- Draft maps for creating their own dance-related opportunities.
- Articulate the role of dance from the micro level to the macro level: in their own lives, the communities of which they are a part, the United States across its history, and the world today as they interpret it.
- Demonstrate the ability, in both speech and writing, to advocate for dance as a healthful and vital cultural practice.

Minor

A minor in Dance requires 20 hours, including: DANC 115,116, 161, 200, 201, 202, and 8 additional semester hours of dance electives, including at least one course in Dance History and one 300 or 400 level course.

Dance Courses (DANC)

115 Introduction to Dance  3 semester hour
This class will focus on key concepts for observing, interpreting and discussing dance in a range of contexts. Lecture. Co-requisite: DANC 116

116 Survey of American Vernacular Dance Forms  1 semester hour
A movement course exploring consistent threads and patterns of “native or homegrown” dances that have sprung up in the United States, from Appalachian clogging, to swing, to salsa and hip-hop. Studio/Lab. Co-requisite DANC 115

120 Fundamentals of Modern Dance I  1 semester hour
This movement class introduces the basics of modern dance technique, style and concepts. Studio/Lab.

121 Fundamentals of Modern Dance II  1 semester hour
This movement class covers additional basics of modern dance technique, style and concepts. Studio/Lab.

130 Ballet I  1 semester hour
A movement course covering the basics of Ballet dance technique and history, laying the foundation for this important influence in many other dance forms. Studio/Lab

161 Clogging Techniques (HER 161)  1 semester hour
A movement class covering the basics of Appalachian clogging and flatfooting, situating students in a local Appalachian traditional dance form to begin their local to global dance training. Studio/Lab

185 Clogging Team (HER 185)  1 semester hour
The clogging team is a performance ensemble that dances to live music provided by the string band. Students will learn clogging steps and figures native to this region, as well as exploring the roots and branches of other related dance styles.
Enrollment in the course and participation in the team requires the completion of HER 175 or permission of the instructor.

190 West African Dance Technique
A movement course covering the basics of selected West African Dance techniques and contexts. The course will lay a solid foundation for this important influence in many American Vernacular dance forms. Studio/Lab

191 Afro-Caribbean Dance
A movement course covering the basics of selected Afro-Caribbean Dance techniques and contexts, examining the work of Katherine Dunham and laying a solid foundation for this important influence in many American Vernacular dance forms. Studio/Lab

200 Movement Fundamentals
A movement course is based on body-awareness, developmental movement patterns, proper alignment, and laying a solid foundation for many other dance forms. Appropriate for anyone interested in the use of the body; actors, singers, musicians, athletes, etc. Studio.

201 Improvisation for Dancers
A theory and movement class generating original movement ideas, improvising within a style, and playing within a group. Open to all students regardless of dance backgrounds and skill levels (including little to no dance experience) so long as they are willing to embrace unfamiliar movement with a daring sense of play.

202 Dance Composition
A course devoted to developing dance material in the service of “making a dance.” Coursework will include exercises in creative process, readings on choreography and dance composition, collecting inspirational sources and writing to identify and articulate an artist’s personal movement aesthetic - tell us what you like and why; then make it into a dance. Pre-requisite: DANC 201 Improvisation for Dancers Co-requisite: a general education course in other topic of particular interest: History, Visual Art, Music, Sociology, Physics, Math, English, etc.

210 Jazz Dance Then and Now
A movement course covering the historical trajectory of jazz dance techniques with an emphasis on 1920s Charleston and Vernacular Jazz Dance and moving into today’s many incarnations of Jazz dance.

211 Northern European Step Dance Traditions
A movement course surveying some of the major Northern European percussive dance influences on the general movement traditions in the United States.

215 Dance History in the United States
A course discussing trends and topics that have shaped - in both healthy and problematic ways - dance communities and categories in the U.S. We will use sources ranging from early American anecdotal writing, to critical print texts, to contemporary oral tradition to the plethora of dance videos available on YouTube. Prerequisite: DANC 115

216 Survey of North American Percussive Dance Traditions
A movement course surveying many of the percussive dance traditions in North America.

217 Survey of Contemporary Urban Dance Traditions
A movement course surveying some of the major the urban dance traditions in the United States.

220 Modern Dance I
A movement class exploring Dunham-inspired modern dance technique and release-inspired modern dance principles in original movement phrases and invention. Prerequisite: DANC 121 or permission of instructor.

300 Topics in Dance Theory & Production
Classes may focus on different sides of dance history, production or performance, subjects may include: Organizing Dance Events, Large Group Choreography, Experiential Anatomy and Somatic Studies, Arts Administration, Commercial Dance, Global Perspectives in Dance History.

399 Independent Study
An intensive study of a selected topic at varying levels of independence. In general 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of instructor.

400 Topics in Dance Professionalism
Classes may focus on different sides of professional dance production or performance, subjects may include: Dance Media & Marketing, Sustainable Dance, or Improvography.
Economics

Study in economics includes a broad range of classes committed to presenting a view of the major economic systems in the world with a special emphasis on the organization and operation of market economics.

Baccalaureate Program (B.S.)

The requirements for a major in Economics consist of the Business and Entrepreneurship core (54 hours) (listed in the Business section) and 24 additional hours including ECON 205, 206, 302, 306, 498; FINC 304, 307, and 408.

Minor

The requirements for a minor in Economics consist of 18 semester hours including ECON 105, 106, 302, and nine semester hours of Economics or Finance electives. Accounting and Finance Majors will require twelve semester hours of Economics and/or Finance electives.

Economics Courses (ECON)

105  Introduction to Macroeconomics 3 semester hours
An introduction to basic Macroeconomics concepts, including aggregate demand, aggregate supply, national income determination, the business cycle, fiscal and monetary policies, the American financial system, and growth concepts.

106  Introduction to Microeconomics 3 semester hours
An introduction to basic Microeconomics concepts including opportunity cost, the price system, the American market structure, American economic problems, and the resources market.

205  Intermediate Macroeconomic Theory 3 semester hours
Analysis of the determinants and theories of national income, employment, the price level, and growth. Prerequisite: ECON 105. Not offered every year.

206  Intermediate Microeconomic Theory 3 semester hours
Analysis of the theories of consumer demand, economics of time, market structure and production, externalities, welfare, and exchange. Prerequisite: ECON 106. Not offered every year.

210  Mathematical Methods for Economics 3 semester hours
Application of linear algebra and differential calculus to economic analysis. Topics include market equilibrium, properties of production functions, multipliers, optimization methods, and comparative statics analysis. Prerequisite: ECON 105, 106, MATH 196. Not offered every year.

280  Current Issues in Economics 3 semester hours
The objective of this class is to introduce important and compelling economic issues, which are designed to stimulate critical thinking skills and initiate informed discussions.

302  Money and Banking 3 semester hours
A study of the role of money, money supply and money demand, interest rates, financial institutions, and their functions in promoting full employment, price stability, and economic growth. Prerequisites: ECON 105 and 106.

303  Labor Problems 3 semester hours
A study and analysis of the neoclassical approach to the demand for and supply of labor, human capital, collective bargaining, discrimination, and labor mobility. Prerequisites: ECON 105 and 106.

305  Managerial Economics 3 semester hours
A study and analysis of different qualitative and quantitative techniques and their roles in determining managerial/investment policy decision making. Prerequisites: ECON 105, 106

306  International Economics 3 semester hours
A study of the theoretical concepts of international trade, monetary theory, commercial policy, and economic development. Prerequisites: ECON 105, 106

308  Public Sector Economics 3 semester hours
A study of government's role in the economy. Topics include the theoretical analysis of the demand and supply of non-market goods, impact of taxes on behavior, fiscal federalism, and voting as a market proxy. Prerequisite: ECON 106. Not offered every year.

381  Introduction to Econometrics 3 semester hours
An introduction to the analysis of economic model construction, estimation and testing, and their economic implication. Prerequisite: ECON 105, 106, MATH 180.
Senior Thesis

The senior seminar is designed to provide students with a complex study of the major, including completion of a project of inquiry and research, culminating in a written thesis and oral presentation. This course will be conducted independently by the student with Faculty guidance. This is the Economics major’s Capstone course.
Education

Mission of the Teacher Education Program

The Mission of the Teacher Education Program is to prepare and inspire future teachers for success in the classroom and for thoughtful engagement with the world.

The Teacher Education Program prepares competent, caring, and qualified teachers for schools in Appalachia and in the national and global communities.

Teacher Education at Davis and Elkins College uses Constructivism as its theoretical framework. Based on these views, the unit has created the following Constructivist Principles about students for teaching and learning:

1. New learning is based on current levels of knowledge and understanding;
2. Learning is enhanced through active involvement in the process of figuring out and developing knowledge and understanding;
3. Learning is enhanced through application and social interaction;
4. Teachers create a temporary scaffolding to support student learning.

The classroom becomes a community of active learners through application of these principles.

General Information

The Major in Education leads to the awarding of the Bachelor of Arts degree. A student seeking certification in Elementary Education grades K-6 undertakes a major in Education. Additional certification may be obtained in a content area by meeting West Virginia licensure requirements. A student seeking certification in a content specialization (5-9, and/or 9-adult) must have declared a major outside of Education with a declared minor in Education. All students seeking either a major or a minor in Education leading to certification must meet all of the requirements for admission and retention in the Teacher Education Program. Students considering Teacher Education should also note carefully the requirements for teaching specializations as well as the requirements for teacher licensure. Since the teacher certification program must be planned as a four-year process, a student intending to qualify for a teaching certificate should notify the Office of Admission, the Office of the Registrar, the Education Program and the student’s advisor of this intent at the earliest possible time.

For detailed information pertaining to Teacher Education programs, refer to The Teacher Education Handbook, available in the Education Program.

Admission To The Teacher Education Program

Generally, students apply for Admission to Teacher Education in their third or fourth semester (40-55 hours), as soon as they have completed the required coursework (#2 below) and have attempted the Praxis I Academic Skills Assessment. Transfer and returning students apply at a later point. The teacher education faculty is empowered to make admission decisions. To be fully admitted to the teacher education program, a student must complete the following assessments and meet the specified criteria:

1. Student must have a minimum GPA of 2.5 on a 4.0 scale on all attempted college-level coursework.
2. Student must have completed the following courses with a grade of C or better; EDUC 100, ENGL 101A, and COMM 107A.
3. Student must achieve a C or better in all Professional Education courses taken to that point.
4. Student must achieve a C or better in all Content Specialization courses taken to that point.
5. Student must have passed all portions of the Praxis I (Academic Skills Assessment, Educational Testing Service (ETS)), including reading (minimum score of 174), writing (minimum score of 172), and mathematics (minimum score of 172).
6. Student must have recommendations for admission from the (1) EDUC 100 and/or EDUC 209 instructor, (2) their ENGL 101A instructor, (3) their COMM 107A instructor, and (4) their academic advisor.
7. Student must complete and submit to the Education Program all pre-admission paperwork, including biographical information, declaration of major and minor, and documentation of EDUC 100 and EDUC 209 field experience.
8. Student must have background check completed via fingerprints and proof of negative tine test.
If a student is deficient in any of the above areas, the Teacher Education Admissions Panel (TEAP) may grant a one semester Provisional Admission. Generally, Provisional Admission is appropriate if the student has a reasonable chance to remediate the deficiency within the one semester period. The TEAP can make specific recommendations for remediation as a condition of Provisional Admission. Provisional Admission is appropriate for transfer students who may not have taken one of the required classes, but it also provides additional time and support for individuals from under-represented groups in teaching (minorities, low socioeconomic status) to meet the standards for entry into the program.

Retention In The Teacher Education Program
To maintain the status of Full Admission to the Teacher Education Program, the following criteria must be met:

1. Student admitted to the program with a Provisional Admission must remediate all deficiencies within the one-semester Provisional period or their status changes to “Denied Admission.”
2. Student must maintain an overall GPA of 2.5. Student progress is monitored each semester by faculty advisors and the Teacher Education Office. A “junior” audit will be conducted by the Office of the Registrar, which will add a formal step to the monitoring process.
3. Student must achieve a grade of C or better in all Professional Education courses.
4. Student must achieve a grade of C or better in all content Specialization courses.

Admission To The Student Teaching Experience
Student teaching is the culminating class for education students, therefore students apply for Admission to Student Teaching during their next to last semester. To be admitted to student teaching at Davis & Elkins College, students must meet the following criteria (there is no Provisional Admission to student teaching):

1. Student must be fully admitted to Teacher Education.
2. Student must attain a passing score(s) on required Praxis II subject Assessments (ETS). These assessments of content knowledge must be passed for every major area of certification in which the student plans to student teach.
3. Student must have completed all required coursework with a minimum GPA of 2.5 in (a) content specialization(s) coursework, (b) professional education coursework, and (c) overall.
4. Student must achieve a grade of C or better in all Professional Education courses.
5. Student must achieve a grade of C or better in all content Specialization courses.
6. Student must maintain a social record that will not interfere with eligibility for Licensure to teach in West Virginia.
7. Student must complete all methods courses at Davis & Elkins College.

General Requirements For Licensure
In order to be recommended to the West Virginia State Department of Education for licensure, the applicant must meet the requirements as established by the West Virginia State Department of Education and Davis & Elkins College. Candidates must pass the required PRAXIS II professional knowledge exam “Principles of Learning & Teaching”.

The student should refer to The Teacher Education Handbook for more specific information. This handbook is available in the office of the Division of Education & Sport Science and should be consulted prior to applying for admission to the Teacher Education Program.

Teaching Specialization Fields
The student should plan carefully with his/her major advisor and a member of the Education Program to develop an academic plan for the subject specialization course work which will meet certification requirements as well as graduation requirements. Secondary education students are encouraged to have their schedules checked by a member of the Education Program every semester to ensure progress in their academic plan. The following programs, with identified programmatic levels, may be selected:

Art, PreK - Adult
Biology, 9-Adult
Business Education Comprehensive, 5-Adult
Chemistry, 9-Adult
Early Education, PreK-K*
Preschool Special Needs, PreK-K*
Elementary Education, K-6
English, 5-Adult
English, 5-9*
General Science, 5-Adult
General Science, 5-9*
Health Education, PreK-Adult
Mathematics, 5-Adult
Mathematics, 5-9*
Physical Education, PreK-Adult
Social Studies, 5-Adult
Social Studies, 5-9*
Theatre, PreK-Adult

* Requires a second teaching specialization or must be combined with a second programmatic level. Students should check with their advisor in the Division of Education & Sport Science for information.

**Teaching Specialization Requirements for Certification (Licensure)**

**Art, PreK-Adult**
The requirements for a Teaching Specialization in Art (Pre-K-Adult) consist of Art 101, 102, 103A, 104A, 109, 125, 207A, 209A, 319, 495, and 12 hours of ART electives. Also required are the following Professional Education courses: PSYC 216, 217; EDUC 100, 209, 210, 212, 220, 271, 332, 367, 491, 492, 493, and 494.

**Biology, 9-Adult**
The requirements for a teaching specialization in Biology, 9-Adult consist of BIOL 101, 102, 205, 208, 214, 216, 297, and 305. Additional requirements are ENVS 105; MATH 193; and NSCI 107. A second specialization in either General Science or Chemistry is strongly recommended. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 332, 367, 493, and 494.

**Business Education Comprehensive, 5-Adult**
The requirements for a teaching specialization in Business Education Comprehensive, 5-Adult, consist of ACCT 111, 112, BUSI 101, 102, 209, 220, 339A 394A; CSCI 100; ECON 105, 106; FINC 300; MATH 180, 193; MGMT 201, 393, 432; and MRKT 201. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 332, 352, 367, 492, 493, and 494.

**Chemistry, 9-Adult**
The requirements for a teaching specialization in Chemistry, 9-Adult, consist of the general Chemistry degree requirements or CHEM 120, 121, 122, 123, 201, 202, 205, 206, 207, 208, 301, 301L, 304, and 498. Additional requirements are ENVS 101; MATH 196 and 201 (MATH 304 is strongly recommended); NSCI 105 or 106; PHYS 251 and 252. A second teaching specialization in either Biology or General Science is strongly recommended. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 332, 367, 493, and 494.

**Early Education, PreK-K** The requirements for a teaching specialization in Early Education, Prek-K consist of (in addition to the hours required for those in Elementary Education) the following Education courses: EDUC 301, 302, 303, 304, 310, 314, 490.

**Elementary Education, K-6**
The requirements for a teaching specialization in Elementary Education, K-6, consist of (* these hours also can fulfill general graduation requirements) ENGL 101A*; COMM 107A*; MATH 110*, 193*; PSYC 216*; and GEOG 204*. Select six hours in History from HIST 103*, 104*, 105*, 106*; NSCI 107* and either NSCI 105* or 106*; PHED 204, 225; HLTH 310; and POLS 100*. Students will select two of the following: MUSC 319, ART 319, THRE 319. Also required are the following Professional Education courses: EDUC 100, 209, 210, 212, 220, 271, 312, 316, 321, 322, 332, 365, 491, 492, and 394.

**English, 5-Adult**
The requirements for a teaching specialization in English, 5-Adult, consist of ENGL 116, 117, 118, 119, 120, 201, 414, 216A, nine semester hours of upper level English electives and EDUC 321. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 332, 367, 492, 493, and 494.
English, 5-9
The requirements for a teaching specialization in English, 5-9, consist of English 116, 117, 118, 119, 120, three semester hours of upper level English elective, and EDUC 321. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 332, 367, 492, 493, and 494.

General Science, 5-Adult
The requirements for a teaching specialization in General Science, 5-Adult, consist of BIOL 101, 102; CHEM 120, 121, 122, 123; ENVS 105; NSCI 105, 107; PHYS 251 and 252. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 332, 367, 492, 493, and 494.

General Science, 5-9
The requirements for a teaching specialization in General Science, 5-9, consist of (* are also required in Elementary Education, K-6) BIOL 100; CHEM 115, 116; ENVS 101; NSCI 105*, 106* and 107*; PHYS 251 and 252. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 367, 492, 493, and 494.

Health Education, PreK-Adult
The requirements for a teaching specialization in Health Education, K-Adult, consist of (* hours also fulfill Physical Education, PreK-Adult, requirements) HLTH 107, 231, 310, 330; PHED 225, BIOL 107* and 108*. Also required are the following Professional Education courses: PSYC 216, 217; EDUC 100, 209, 210, 212, 220, 271, 332, 355, 367, 491, 492, 493, and 494. Notes: 1) Students will complete 12 hours of student teaching. 2) Students who are also pursuing Physical Education, PreK-Adult, may satisfy PSYC 216 by taking PHED 204, Psychomotor Development and may satisfy EDUC 212 by taking PHED 306, Adapted Physical Education.

Mathematics, 5-Adult
The requirements for a teaching specialization in Mathematics, 5-Adult, consist of MATH 110, 136,180, 195, 196, 201, 205, 303, 312, 313, and three semester hours of Mathematics courses numbered above 200. Additional requirements are CSCI 110; and PHYS 251. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 317, 332, 367, 492, 493, and 494.

Mathematics, 5-9
The requirements for a teaching specialization in Mathematics, 5-9, consist of MATH 101, 110, 136,180, 195, 196; CSCI 110 and PHYS 251. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 317, 367, 492, 493, and 494.

Physical Education, PreK-Adult
The requirements for a teaching specialization in Physical Education, PreK-Adult, consist of PHED 108, 109, 2 courses chosen from PHED 114, 115, or 116, PHED 120, 125, 201, 204, 213, 217, 218, 225 (or PHED 115 for K-12 teacher certification students), 305, 307, 309, and one semester hour of 391, and three semester hours of 496 or 15 hours including EDUC 491, 492, 493, and 494. Additional requirements are BIOL 107 and 108. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 220, 271, 322 or 332, 359, 367, 491, 492, 493, and 494.

Preschool Special Education, PreK-K
The requirements for a teaching specialization in Preschool Special Needs, PreK-K consist of (in addition to the hours required for those in Elementary Education) the following Education courses: EDUC 301, 302, 303, 304, 380, 381 and 490.

Social Studies, 5-Adult
The requirements for a teaching specialization in Social Studies, 5-Adult, consist of GEOG 204; HIST 103, 104, 105, 106, 211; POLS 100, 102, 205; SOCI 101; and 221 or 223; and ECON 105 or 106. Additional requirements are three semester hours of upper level History elective and three semester hours of upper level Social Science elective. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 313, 332, 367, 492, 493, and 494.

Social Studies, 5-9
The requirements for a teaching specialization in Social Studies, 5-9, consist of GEOG 204; HIST 103, 104, 105, 106, 211; POLS 100; SOCI 101; ECON 105 or 106. A teaching specialization in Elementary Education, K-6, or a second content specialization is required. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 313, 367, 492, 493, and 494.
Theatre, PreK-Adult
The requirements for a teaching specialization in Theatre, PreK-Adult, consists of THRE 105, 111, 112, 116, 208, 211, 213, 215, 221, 222, 223, 232, 304, 319, 320 and 498A; COMM 321 or SOCI 233; MUSC 100; ENGL 216A and three semester hours from ENGL 280-282. An additional requirement is the successful direction and design of an approved one-act play in the junior or senior year. Also required are the following Professional Education courses: PSYC 216, 217; EDUC 100, 209, 210, 212, 220, 271, 332, 351, 367, 491, 492, 493, 494.

Associate Program (A.S.)
The requirements for an A.S. degree in Early Education consist of 59 semester hours including EDUC 100, 209, 210, 271, 220, 301, 302, 303, 304, 309, 321, and either 310 and 314 or 380 and 381. Additional requirements are POLS 100, MATH 101 or higher, PHED 204, 225, PSYC 216, and either THRE 319 or MUSC 319.

Baccalaureate Program (B.A.)
The requirements for a B.A. degree with a major in Education are the same as for a teaching specialization in Elementary Education, K-6. Requirements consist of (* these hours also can fulfill general graduation requirements) ENGL 101A*; COMM 107A*; MATH 110*, 193*; PSYC 216*; GEOG 204*; six hours from HIST 103*, 104*, 105*, 106*; NSCI 107* and either NSCI 105* or 106*; PHED 204, 225; HLTH 310; and POLS 100*. Students will select two of the following: MUSC 319; ART 319; THRE 319. Also required are the following Professional Education courses: EDUC 100, 209, 210, 212, 220, 271, 312, 316, 321, 322, 332, 365, 491, 492, and 494.

The requirements for a B.A. degree with a major in Education NOT leading to teacher certification and licensure include EDUC 100, 209, 210, 212, 220, 312, 316, 322, 332, 365, 290 or 399; MATH 101; PSYC 216; GEOG 204; six hours of history chosen from HIST 103, 104, 105, 106; NSCI 107 and either NSCI 105 or 106; PHED 204, 225; HLTH 310; POLS 100 and select two of the following: MUSC 319, ART 319, THRE 319.

Minor
The Professional Education requirements listed under each Teaching Specialization Field fulfill the requirements for a minor in Education leading to teacher certification.

The requirements for a minor in Education not leading to certification consist of 19-20 semester hours including EDUC 100, 209, 210, 212, 220, 351-359 (appropriate methods course); and PSYC 217.

Education Courses (EDUC)
100 The School in American Society 3 semester hours
A survey of the political, social, economic, historical, and philosophical foundations of education as they relate to contemporary schooling in the United States. Required observational field experience of 20 hours in an elementary or secondary school classroom.

201 Effective Peer Tutoring 3 semester hours
Analysis and application of the teaching and learning process in a peer tutoring setting.

209 Educational Psychology 3 semester hours
A study of the prominent psychological theories affecting teaching practices in elementary and secondary schools, including behaviorism, cognitive psychology, information processing, humanism, taxonomic approaches to instructional objectives, motivation, intelligence testing, and evaluation of student learning in classrooms. Required observational field experience of 20 hours in an elementary or secondary school classroom. Prerequisite: PSYC 216 or 217 and completion of PRAXIS with a majority of successful scores.

210 The Exceptional Child 3 semester hours
A study of exceptionality in children, referral techniques, “mainstreaming,” the Individual Educational Program, and supportive services and facilities. Required field experience of 20 hours in a public school special education classroom. Prerequisite: EDUC 209.

212 Inclusive and Collaborative Methods 3 semester hours
A study of inclusive and collaborative methods for students with exceptionalities in public schools. The course will focus on instructional strategies and include a public school practicum experience. Co-requisite: 20 hour field experience in the public schools. Prerequisite: EDUC 210.
220  Education Technology 3 semester hours
A study of hardware and software usage focusing on the selection, evaluation and implementation of software to aid in
effective classroom instruction. Required 10 hour field experience.

271  Diversity in American Schools 3 semester hours
The class will focus on demographics, issues and challenges of diversity, including socioeconomic, in American schools
and teaching strategies to guide and support diverse student learning. Methods of teaching the course include lecture,
discussion, reading and seminars. Note: Off campus experience to be arranged. Prerequisite: EDUC 100 or permission of
the instructor.

290  Practicum 1-15 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general,
40 hours of supervised work are expected for each semester hour of credit. Opportunities may be available in the public
schools, a day-care center, an “open concept” school, and an “alternative” school. Teacher Education students may
arrange to have this experience fulfill part of the pre-student teaching requirements of professional education courses.
May be repeated for credit provided a new experience is arranged. Prerequisite: advance written permission of the
instructor.

All 300/400 level EDUC courses require Admission to the Teacher Education Program or advance written
permission of the instructor.

301  Current Research in ECE 3 semester hours
This course is offered for college credit hours through Davis & Elkins College in conjunction with the Mind in the
Making Learning Program developed by the Families and Work Institute and the West Virginia Department of Health
and Human Resources. This comprehensive learning program integrates current research from leading scientists in brain
development, neuroscience, psychology, and child development from more than 25 prominent universities. The modules
have been strategically designed to bridge theory and practice, based on the science of how young children learn best.
Co-requisite: 20 hours of field experience in a PreK setting

302  Emergent Literacy and Language 3 semester hours
A focus on the research, methods and materials used in developmentally appropriate pre-reading instruction for diverse
emergent and beginning readers. Co-requisite: 20 hours of field experience in a PreK setting

303  Family Centered Practices 3 semester hours
This course develops the knowledge and skills needed to provide appropriate educational opportunities for young
children in the context of family, community, and social service structures. It emphasizes the development of
communication and collaboration skills needed to effectively interact with families, family service providers, and
community agencies and to provide transition services across age levels. Also included is direct interaction through
specific field experiences with children from birth to age three who may be considered at-risk and their families, as well
as with community agencies and/or school-based programs serving young children. Co-requisite: 20 hours of field
experience in a PreK setting.

304  Observation, Recording and Assessment 3 semester hours
This course provides a comprehensive overview of assessment methods and tools used with young children. Students
will become familiar with and utilize authentic, informal, formal, and standardized assessment methods for and with
young children. They will review various assessment methods and instruments and engage in critical reflection focusing
on application of course content to their own practices. Co-requisite: 20 hours of field experience in a PreK setting

310  Integrated Social Studies and Language Arts Methods for ECE 3 semester hours
This course develops the knowledge and skills necessary to provide effective and developmentally appropriate
instruction utilizing inter-disciplinary social studies and language arts standards for young children in preschool settings
(some of these settings may be inclusive). Co-requisite: 20 hours of field experience in a PreK setting

312  Teaching Social Studies to Children (K-6) 3 semester hours
Focuses on both the content of social studies for elementary and middle childhood education, consistent with state and
national social studies standards, and the instructional processes to be used to engage children by connecting social
studies with concepts such as families, community, and how we live. Through the use of story, structured discussion,
creation of lesson plans and teaching units, inquiry and democratic processes, presents the prospective elementary
teacher with both the approach to content and the choices of instructional approaches to teach social studies in a K – 6
classroom. Prerequisite: EDUC 209, three semester hours from the Social Studies content requirements. Co-requisite:
12 hours of observation in a k-6 social studies setting.
313  Teaching Social Studies to Secondary Students (5-Adult)  3 semester hours
A study of the teaching and learning of social studies in secondary schools. Overview of historical background, ideological concerns, the subject fields and disciplines of the social studies, and the use of technology in the social studies. Problem solving, critical thinking and analysis, negotiation and collaboration are part of the teaching of social studies content. Using national and state standards, course emphasizes integrated social studies for curriculum organization in grades 5-Adult. Prerequisites: EDUC 209, six semester hours from the Social Studies content requirements. Co-requisite: 12 hours of observation in a 5-12 social studies setting.

314  Integrated Math and Science Methods for ECE  3 semester hours
This course develops the knowledge and skills necessary to provide effective and developmentally appropriate instruction utilizing inter-disciplinary math and science standards for young children in preschool settings (some of these settings may be inclusive). Co-requisite: 20 hours of field experience in a PreK setting

316  Teaching Mathematics to Children (K-6)  3 semester hours
A study of the content, methodology, and instructional materials for an elementary and middle childhood mathematics program. Stresses use of manipulatives, knowledge from learning theory, evaluation, and individual differences in selecting, organizing, and presenting mathematical content. Prerequisites: EDUC 209, MATH 110, 193. Co-requisite: 12 hours of math tutoring in a K-6 setting.

317  Teaching Mathematics to Secondary Students (5-Adult)  3 semester hours
Candidates will engage with the principles and beliefs of reform-based efforts in mathematics to increase the content knowledge and mathematical thinking of students at the secondary level. Candidates will create lesson plans and teaching units of mathematically-rich problems that encourage the development of multiple solution paths, the use of manipulatives, the adaptation of instruction to engage multiple learning styles, the use of technology, the development of teaching skills and dispositions based upon student collaboration and interaction, and the explication and probing of students’ mathematical thinking through shared classroom discourse. Prerequisites: EDUC 209, MATH 110, 193, and six semester hours from the Mathematics content requirements. Co-requisite: 12 hours of math tutoring in a 5-12 setting.

321  Children’s Literature  3 semester hours
A study of the various types of literature for children. The criteria and purpose of the selection and the evaluation of the standards of selection, techniques of use in the classroom, techniques of story-telling, and a survey of modern bibliography of children’s literature for different age and grade levels are taken up.

322  Teaching Language Arts & Reading to Children I  3 semester hours
To prepare the elementary major to understand the reading process and to be functional in techniques of teaching reading in the primary grades with an emphasis on the Five Components of Reading-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Prerequisite: EDUC 209. Co-requisite: Complete 12 hours of tutoring in the public schools.

322  Teaching Language Arts & Reading to Children II  3 semester hours
To prepare the education major to be functional in techniques of teaching vocabulary development, comprehension and writing skills, and content area reading strategies at the intermediate and secondary levels. Prerequisites: COMM 107A, EDUC 322. Co-requisite: Complete 12 hours of tutoring in the public schools.

352-359  Special Methods in Secondary Content Areas
Analysis and application of classroom management, instructional planning, teaching strategies, and assessment in discipline specific settings. Curriculum analysis and development, professional issues, questions, and organizations within the content areas.

352  for students in Business  1 semester hour
355  for students in Health  1 semester hour
359  for students in Physical Education  2 semester hours

365  Curriculum, Instruction and Methods (K-6)  3 semester hours
Analysis of elementary and middle school curriculum and organization; mastery and application of classroom management, instructional planning; teaching strategies; and assessment and evaluation of student learning. Co-requisite: 40 hours of field experience in an elementary/middle level classroom.

367  Methods and Materials, 5-Adult  3 semester hours
A detailed analysis of instructional goals and objectives, lesson plans, teaching methodologies, motivational techniques, classroom management, and student evaluation, and the use of appropriated instructional materials. Co-requisite: 40 hours of field experience at junior and senior high levels.
### 380  Intervention Strategies I  
3 semester hours  
This course provides a comprehensive introduction for teaching and working with young children with special needs, specifically those in the preschool years. This is one of two courses that will provide students with the strategies necessary for Early Childhood Special Educators while also providing them with the historical and legal backgrounds, present-day trends and future issues of the field. Co-requisite: 20 hours of field experience in a Pre-K setting.

### 381  Intervention Strategies II  
3 semester hours  
This course continues to build upon the skills and knowledge required for teaching and working with young children with special needs, specifically those in the preschool years. This is the second of two courses that will provide students with the strategies and tools necessary for Early Childhood Special Educators, such as specialized accommodations, assistive technology, behavioral approaches, developing IFSP’s and/or IEP’s, and instruction and assessment that support children’s achievement of their goals. Pre-requisite: EDUC 380. Co-requisite: 20 hours of field experience in a PreK setting.

### 399  Independent Study  
1-3 semester hours  
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. For Education 399 the student must present a preliminary research plan. The course may be repeated for credit provided a new topic is chosen. Prerequisites: permission of the instructor.

### 490  Student Teaching PreK-K  
1-6 semester hours  
Participation and teaching in the Preschool setting of approved County Board(s) of Education, under the supervision of a qualified cooperating teacher and college supervisor. Participation includes campus-based seminars and professional development activities. Prerequisite: Admission to Student Teaching. A Credit/No Credit grading system is used. Co-Requisite: EDUC 494.

### 491  Student Teaching Grades K-4  
1-6 semester hours  
Participation and teaching in the primary grades of public schools, under the supervision of a public school cooperating teacher and college supervisor. Participation includes campus-based seminars and professional development activities. Prerequisites: Admission to Student Teaching. A Credit/No Credit grading system is used. Co-requisite: EDUC 494.

### 492  Student Teaching 5-9  
1-6 semester hours  
Participation and teaching in the intermediate grades of public schools, under the supervision of a public school cooperating teacher and college supervisor. Participation includes campus-based seminars and professional development activities. Prerequisites: Admission to Student Teaching. A Credit/No Credit system is used. Co-requisite: EDUC 494.

### 493  Student Teaching 9-12  
1-6 semester hours  
Participation and teaching in the secondary grades of public schools under the supervision of a public school cooperating teacher and college supervisor. Participation includes campus-based seminars and professional development activities. Prerequisites: Admission to Student Teaching. A Credit/No Credit grading system is used. Co-requisite: EDUC 494.

### 494  Portfolio and Performance Assessment  
3 semester hours  
A companion course with student teaching where a teacher candidate will prepare a professional portfolio addressing the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards and a professional video where they will assess their own teaching competencies. They will practice an interview with professional educators.
English

The English program provides its majors both a comprehensive understanding of their literary heritage and strong composition skills. Writing-intensive courses balance surveys of genre and period with opportunities to emphasize individual writers or topics. Majors learn to think, write, and speak clearly; to read literature with pleasure and understanding; and to appreciate the power and subtlety of the English language. While gaining a broad liberal education, English majors also learn practical skills that provide a basis for almost any career. Graduates traditionally enter the fields of education, journalism, publishing, or communications. They may also work for computer engineering and public relations firms, or pursue careers in politics and government. An English background also provides excellent training for law school and other graduate programs.

Placement

Composition, a cornerstone of the liberal arts, is a common requirement of the undergraduate curriculum. Incoming students are placed in the writing course that matches their ability on the basis of standardized test scores:

- Students with an ACT composite score of 19 or above; an SAT composite score above 910; or an SAT writing score above 450 are placed directly in ENGL 101A.
- Students with an ACT composite score of 17 or 18; an SAT composite score in the range of 830 to 910; or an SAT writing score between 420 and 450 are placed in ENGL 101A with the understanding that they will attend the Writing Center regularly.
- Students with an ACT composite score of 16 or below; and SAT composite score of below 830; or an SAT writing score below 420 are placed into FND 104.

Students who have scored a 4 or 5 on the ETS AP Composition Exam will receive credit for ENGL 101A. Students who have scored a 4 or 5 on the ETS AP Literature Exam will receive credit for a general education Literature course.

Baccalaureate Program (B.A.)

The English major requires 39 semester hours, including ENGL 116, 117, 118, 119, 120, 216A, 414 and 498, and 15 hours chosen from 200 level and above English courses. An academic minor is optional.

Minor

A minor in English requires 18 hours, including ENGL 216A, six semester hours chosen from ENGL 116, 117, 118, 119 and 120, and nine hours of 200 level or above English courses.

English Courses (ENGL)

101A College Writing I
3 semester hours
An inquiry-based writing course in which students learn the “basics” of written expression. Includes instruction and practice in reading critically, thinking logically, responding to texts, developing fundamental research skills, and drafting essays through systematic revision. Students produce a writing portfolio and establish a relationship with the College Writing Center. ENGL 101A is a first-year requirement. Grade of C or better required. ENGL 101A and ENGL 102A may not be taken concurrently.

102A College Writing II
3 semester hours
As the sequel to ENGL 101A, this course fosters more sophisticated reading, writing, and analytical skills. Continued instruction and practice in reading critically, thinking critically, responding to texts, developing extensive research skills (including experiential learning), and drafting essays through systematic revision. ENGL 102A must be completed by the second or third year. Grade of C or better required. Prerequisite: ENGL 101A.

Courses at the 100 level above ENGL 102A survey literary periods and genres, introduce essential literary terms and concepts, and fulfill a general education requirement for literature. The prerequisite for any of these courses is ENGL 101A. Not offered every year.

103 The Bible as Literature
3 semester hours
Various passages and books of the Bible are examined from a literary/historical perspective. Topics include the formation of the canon, the history of the English Bible, and genres such as prophecy, apocalyptic, and gospel.

107 Introduction to Literature
3 semester hours
An introduction to the basic genres of literature: fiction, poetry, drama.
116 American Literature I 3 semester hours
Description and analysis of major works and movements in American literature up to 1860.

117 American Literature II 3 semester hours
Description and analysis of major works and movements in American literature from 1860 to the present.

118 World Literature 3 semester hours
A study of major literary works of the ancient and recent past by outstanding authors from various parts of the world.

119 British Literature I 3 semester hours
Description and analysis of major movements in British literature and a close study of selected works of major authors from Beowulf through Samuel Johnson.

120 British Literature II 3 semester hours
Description and analysis of major movements in British literature and a close study of selected works of major authors from Blake through post-modernism.

125 Literary Studies 3 semester hours
A survey of a major literary works within a movement or period designated by the instructor. Announced each year.

131 World Mythology 3 semester hours
An introduction to world mythology, emphasizing the Egyptian, Greek, Roman, European, and Native American mythological traditions.

133 Gothic Literature 3 semester hours
Examines major contributions to the Gothic literary traditions of Europe, England, and America from the eighteenth century to the present.

135 Women in Literature 3 semester hours
An introduction to the changing images of women in the literature of various cultures from prehistory to the present. Genres such as mythology, poetry, and short fiction will be represented.

151 Appalachian Literature 3 semester hours
A study of selected folklore, poetry, and fiction of Appalachia.

155 American Nature Writers 3 semester hours
A survey of American writers who concentrate on man’s relationship with nature, beginning with the Transcendentalists of the nineteenth century and concluding with contemporary environmentalists.

Courses at the 200 level above 201 explore specific literary periods and genres in considerable depth. Prerequisite: any 100 level English course beyond ENGL 102A or the permission of the instructor.

200 Creative Writing 3 semester hours
The study and writing of poetry, short fiction, and creative non-fiction. The student will participate in workshops and produce a portfolio. This course fulfills a general education requirement for Fine and Performing Arts.

201 Peer Tutoring 3 semester hours
This course introduces students to theories of literacy, writing, and peer tutoring. Students observe tutoring sessions, examine case studies, and conduct tutoring sessions of their own in the college Writing Center. The course includes a 3-hour weekly Writing Center practicum. Other advanced-writing topics are tailored to student needs and interests. Open to students in any major. Pre-requisites: ENGL 101A, min. GPA of 3.0, and permission of instructor.

211 Environmental Writing 3 semester hours
A survey of the history of environmental writing and learn how to research, report and write about the environment. Prerequisite: ENGL 101A. Not offered every year.

216A Shakespeare 3 semester hours
The study of selected plays by Shakespeare

233A Renaissance and Reformation 3 semester hours
A study of the theological and literary ferment of 16th-century Europe: the humanism of European authors such as Petrarch, Erasmus, Cervantes, Rabelais and Montaigne and the emergence of the Lutheran and Calvinist traditions. Not offered every year.

234 Medieval Literature 3 semester hours
A study of selected major works and authors of the Medieval period that may include selections from The Song of Roland, Dante Alighieri, Chaucer, Sir Gawain and the Green Night, Boccaccio and others.
235  Early Modern British Literature  3 semester hours
A study of English literature from the mid-sixteenth to the early eighteenth century, from the classicism of the high
Renaissance of Shakespeare and his contemporaries to the neoclassicism of the age of Pope.

236  19th Century British Literature  3 semester hours
Examines works by poets and novelists of the Romantic and Victorian periods including Blake, Browning, Dickens,
Hardy, and others.

237  20th Century British Literature  3 semester hours
Examines the major British novelists, poets, and dramatists of the 20th century, including Wilde, Synge, Yeats, Shaw,
Wharton, Woolf, Auden, Joyce, Lawrence, and others.

254  Women in American Literature  3 semester hours
A study of women writers who have made a major contribution to the canon of American literature as well as those
women figures who have been represented in the fiction of American literature and culture.

255  Early American Literature  3 semester hours
Prose and poetry of the colonial and enlightenment period, with emphasis on such major writers such as Edwards,
Taylor, and Franklin as well as novelists Brown and Cooper.

256  19th Century American Literature  3 semester hours
American prose and poetry from romantics such as Cooper and Poe, to realists and naturalists such as Twain, Chopin,
and Crane.

257  20th Century American Literature  3 semester hours
American prose and poetry from modernists such as Williams and Hemingway to contemporary and postmodern writers
such as Vonnegut, Morrison, and O’Brien.

261  Modern World Literature  3 semester hours
A study of selected major works, authors and movements in world literature from the Renaissance to the present.

263  Crime and Punishment in Literature  3 semester hours
This course explores the importance of crime and the criminal to the Western literary tradition, from Sophocles’s
Antigone in the 5th century B.C.E. to acknowledged classics by Aeschylus, Dante, Dostoevsky, Poe, and Kafka, to
philosophical treatises by Hugo, Wilde, and Malcolm X, to the more contemporary works of Camus, Sartre, O’Connor,
Capote, and others.

265  Ancient World Literature  3 semester hours
A study of selected major works, authors and movements in world literature from antiquity to the Renaissance.

280  Classical Drama  3 semester hours
A study of the basic genres of drama tragedy and comedy and their historical manifestations in Greece, Rome, and
seventeenth-century France.

281  European Drama  3 semester hours
The spectrum of nineteenth-and twentieth-century drama from the realism of Ibsen to the Theater of the Absurd.

282  American Drama  3 semester hours
A study of selected plays from American playwrights such as Eugene O’Neill, Arthur Miller and Tennessee Williams.

Courses at the 300 and 400 level offer intensive study and research opportunities for the advanced student of
English. Prerequisite: any 200 level English course and permission of the instructor.

399  Independent Study  3 semester hours
Designed for juniors and seniors, this course is an intensive study of a selected topic at varying levels of independence.
Students may take this course no more than once. Prerequisite: sixty or more credit semester hours.

414  Literary Criticism  3 semester hours
A study and application of the major modern approaches to literature, including psychoanalysis, structuralism,
deconstruction, feminism, and cultural criticism.

490  Single Author Study  3 semester hours
An intensive study of a single author within a movement or period designated by the instructor, such as William
Faulkner, William Butler Yeats, or Leo Tolstoy. Announced each year.

498  Senior Thesis  3 semester hours
This course entails completion of an extended project of literary inquiry and research, culminating in a thesis of at least
thirty pages, a bibliography of critical references and an oral presentation.
Environmental Science

The Biology and Environmental Science program offers an interdisciplinary program of study which stresses an understanding of environmental problems and issues. Two options are offered in order to meet the needs of students with differing career goals. The Bachelor of Science program is designed to meet the needs of those students who are preparing for graduate study or who intend to pursue a career in the environmental sciences upon graduation. The Bachelor of Arts program is designed for those students whose careers in non-scientific areas may nonetheless demand considerable knowledge of environmental concepts. Both programs are designed to provide a scientific perspective of humankind.

Baccalaureate Programs (B.A. or B.S.)

The requirements for a B.A. major in Biology and Environmental Science consist of 38 or 39 semester hours including BIOL 101, 102, 205 or 214; ENVS 101, 105 or 230; either BIOL 297 or ENVS 297; either BIOL 335 or ENVS 335; either BIOL 498 or ENVS 498; and 16 semester hours chosen from either BIOL or ENVS 200 level or above. Additional requirements are CHEM 120, 121, 122, 123; MATH 195.

The requirements for a B.S. major in Environmental Science consist of 26 or 27 semester hours including ENVS 101, 105 or 230, 297, 310, 327, 335, 498, and eight semester hours chosen from 200 level or above Environmental Science courses. Additional requirements are: BIOL 101, 102, 214; a minor in Chemistry or CHEM 120, 121, 122, 123, 205, 207; MATH 195 and 196; and PHYS 251 and 252. Recommended but not required are ECON 105; POLS 101; SOCI 101; and MATH 180.

Minor

The requirements for a minor in Environmental Science consist of 18 semester hours including BIOL 100; ENVS 101, 105, and six hours chosen from 200 level or above Environmental Science courses.

Environmental Science Courses (ENVS)

100 The Human Environment 3 semester hours
Basic human ecology; ecosystems; food and population; pollution; energy and material needs; economic and political aspects of environmental problems. This course is designed for non-majors, and credit earned cannot be applied towards a major in Environmental Science.

101 Introduction to Environmental Science 4 semester hours
An introductory course designed primarily for students majoring in Environmental Science. The course introduces the study of the human impact upon the Earth's ecosystems, largely from a natural science perspective. Topics include: Human ecology, environmental politics, resource use, land management, economics, and ethical considerations. A laboratory with field trips is included. This course fulfills the General Education Natural Science non-laboratory requirement and cannot be combined with ENVS 100 to fulfill the General Education Natural Science requirement. Prerequisite: placement into MATH 193 or higher on the math placement exam.

105 Physical Geology 4 semester hours
Minerals, rocks; Earth structure and processes; mineral, fuel and soil resources. Lecture and laboratory.

213 Plant Taxonomy 4 semester hours
An introduction to plant classification and the gross anatomy and ecology of plant families. Special emphasis is placed on field botany and local flora. Laboratory and field experiences are included. Prerequisite: BIOL 102. Not offered every year.

214 Natural History of Appalachia 3 semester hours
An introduction to the geology, ecology, and natural history of the central Appalachian region, past and present. Topics are covered from an interdisciplinary perspective, with an emphasis in natural science. The influence of geology and natural ecosystems on the cultural development and contemporary issues of the region are a central theme of the course. The course involves both classroom and outdoor experiences, including several short hikes and excursions.

222 Environmental Toxicology 3 semester hours
An examination of the environmental problems associated with toxic substances. Types of toxins, toxic effects on living systems, types of toxic action, sources and sinks of toxic substances, control of toxic substances, toxic waste control and legislation. Prerequisites: ENVS 101, BIOL 102. Prerequisite or co-requisite: CHEM 121. Not offered every year.
230  **Geographic Information Systems**  3 semester hours
The focus of this course is on understanding principles and techniques underlying GIS technology and being familiar with current GIS software. Prerequisite: ENVS 101 or permission of instructor. Not offered every year.

235  **Advanced Topics in Environmental Science**  4 semester hours
An in-depth study of an environmental science topic. The course may be repeated for credit if a new topic is chosen. Prerequisite: BIOL 102 and ENVS 101 or appropriate for course.

253  **Environmental Chemistry**  3 semester hours
The course will survey the chemical and biogeochemical reactions governing the evolution and function of the global geosphere, hydrosphere, atmosphere and biosphere. Emission sources, transport mechanisms, and environmental sinks for organic and inorganic chemical pollutants will also be addressed, as will the unique environmental chemistry of consumer product additives and wastewater solids. Chemical equilibria and global climate change will be recurring themes. Prerequisites: CHEM 120 and 122 or permission of instructor. Not offered every year. This course is also offered as CHEM 253.

297  **Environmental Science Forum**  1 semester hour
An informal forum intended for Environmental Science majors and minors. Topics relating to career preparation, graduate school application, job possibilities, as well as research topics of interest will be discussed. Prerequisite: BIOL 102 and ENVS 101.

310  **Water Resources**  4 semester hours
An investigation of water resource issues through lecture/discussion, readings, laboratory investigations, and field trips. Topics covered include: water supply and usage, water quality, water and wastewater treatment, water pollution, and water law. Prerequisites: ENVS 101, BIOL 102, CHEM 121. Lecture and laboratory. Not offered every year.

320  **Environmental Law**  3 semester hours
A study of the major environmental federal and state laws. Consideration will be given to the historical perspective, development, and significance of environmental legislation and the actions of courts. Prerequisite: ENVS 101. Not offered every year.

327  **Atmospheric Resources**  4 semester hours
An examination of earth’s atmosphere with special attention given to basic meteorology, air pollution and air pollution control measures, and air quality legislation. Lecture, laboratory, and field trips. Prerequisites: BIOL 102, CHEM 123, ENVS 101. Not offered every year.

330  **Advanced Geographic Information Systems**  3 semester hours
This course is a continuation of ENVS 230, and emphasizes advanced applications of GIS techniques and software. Prerequisite: ENVS 230 or permission of instructor. Not offered every year.

335  **Environmental Issues Seminar**  1 semester hour
An informal seminar where students and faculty discuss research papers and scientific articles of importance. The focus is on papers published in current journals. Prerequisite: ENVS 297. Can be retaken for credit.

340  **Remote Sensing and Geographic Information Systems**  4 semester hours
The course introduces students to the principles of remote sensing and Geographic Information Systems. Emphasis will be on geospatial applications in the natural resource sciences, using examples of forest ecology and management, watershed protection and restoration, and related topics of conservation interest.

390  **Undergraduate Research in Environmental Science**  1-15 semester hours
Working with a faculty or external mentor, the student will engage in original undergraduate research. In general, 40 hours of work are expected for each semester hour of credit. The student will be expected to present his or her work to the scientific community in an appropriate manner as determined by the instructor. The course may be repeated. A maximum of four credit hours may be applied towards Environmental Science electives. Prerequisite: ENVS 101 and permission of the instructor. Offered by special arrangement only.

394  **Practicum**  1-15 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of the instructor.
399  Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.

498  Environmental Assessment Seminar  1 semester hour
The seminar involves the student in the Environmental Assessment process. The focus of the seminar is on the legislation governing that process and the implementation of the legislation within the United States. Students will be involved in analyzing appropriate data and preparing portions of various types of environmental documents. Open only to students in their senior year seeking the Bachelor of Science major in Environmental Science or the Bachelor of Arts major in Biology and Environmental Science.
Finance

Students majoring in Finance will study a broad range of issues dealing with business finance, investments, and macroeconomics. Topics include investment analysis, corporate finance, business ethics, real estate investment and portfolio management, insurance, and risk management.

Baccalaureate Program (B.S.)

A major in Finance consists of the Business and Entrepreneurship core requirements (54 hours) (listed in the Business section) and 21 additional hours including ECON 302, 306; FINC 230, 304, 307, 408 and 498.

Minor

The requirements for a minor in Finance consist of 24 semester hours including ACCT 111, 112; ECON 105, 302; FINC 230, 300, 307, and 408.

Finance Courses (FINC)

230  Personal Finance  3 semester hours
The main focus of this course is on the two aspects of personal finance: credit and money management. The following topics are discussed: applying for credit, bankruptcy, building credit, debit cards and electronic banking, debt consolidation, federal reserve agencies, using credit properly, bad credit loans, unsecured personal loans, choosing an investment product, how to choose a financial planner, avoiding investment problems, bill consolidation and mortgage refinancing.

300  Finance  3 semester hours
A study of the activities of the finance manager in the planning, acquisition and administration of funds used in a business enterprise. Prerequisite: ACCT 112.

304  Insurance  3 semester hours
Principles of risk bearing; personal and business risks and available protective insurance facilities. Not offered every year.

307  Investments  3 semester hours
A survey of investment principles and applications. Topics include stocks, bonds, money market instruments, options and futures. Speculation, present value theory, yields, term structure and portfolio analysis are also included. Prerequisite: ECON 105, 106, FINC 300. Not offered every year.

408  Corporate Finance  3 semester hours
Analysis of corporate financial decision making utilizing modern financial analysis techniques with emphasis placed on case studies and computer applications. Prerequisite: FINC 300 and senior status.

498  Senior Thesis  3 semester hours
The senior seminar is designed to provide students with a complex study of the major, including completion of a project of inquiry and research, culminating in a written thesis and oral presentation. This course will be conducted independently by the student with Faculty guidance. This is the Finance major’s Capstone course.
Fine and Performing Arts

Art, Music, and Theatre are an essential part of a liberal arts education. The programs offered in each area allow any students to participate at a variety of skill levels.

See program offering and course listings under separate headings for Art, Music, and Theatre.
Foundations

Foundations courses provide instruction in the basic skills of reading, writing, mathematics, and also in general academic skills. All freshmen whose records indicate such a need are enrolled in the appropriate foundations courses. Students should complete these courses during the first year of enrollment at the college. **Semester hours are in addition to the 124 semester hours required for graduation.**

Foundations Courses (FND)

100 Arithmetic 3 semester hours
Designed to develop basic skills in arithmetic. Topics include whole numbers, fractions, decimals, percents, and an introduction to algebra and geometry. Semester hours are in addition to the 124 required for graduation. Students must receive a grade of C or better to pass this course.

103 Academic Skills 1 semester hour
Required for admission to the college for those students whose high school records may not accurately reflect their academic potential. Designed to help the student develop academic and personal skills necessary for success in college. Students are required to participate in all the course activities which include study skills groups, special workshops, and academic counseling.

104 Foundations of Reading and Writing 3 semester hours
An introductory course in reading comprehension and essay writing designed to prepare students for entrance into the English composition and literature courses required for the college’s degree programs. The reading component teaches skills essential for comprehending, interpreting, and evaluating written texts. The writing component teaches basic mastery of written English. Students must receive a C or better to pass this course. Offered every Fall.

105 Structured Academic Support 1 semester hour
Structured Academic Support is administered during both the first and second halves of the spring and fall semesters. Each half of the course is worth 1 semester hour. This course is designed to help those students who stand to benefit from structured academic support and guidance but for whom FND 103 – for any number of different reasons (e.g. they have already taken FND 103 one or more times) represents an inappropriate placement. Students enrolled in the course will undergo an individualized academic needs assessment to determine their academic strengths and weaknesses. Students will work with an academic support counselor in the Naylor Center to develop a studying schedule and to develop a plan to access appropriate sources of academic support (e.g. tutoring, study groups, etc.) This course may be required for students on academic probation or who have received multiple midterm deficiencies.

111 Developmental Mathematics I 3 semester hours
Designed to develop basic skills in algebra. Topics include the properties of the real numbers, solutions of linear equations and inequalities, and graphing linear equations. Students must receive a grade of C or better to pass this course. Prerequisites: FND 100 or exemption by placement exam.

112 Developmental Mathematics II 3 semester hours
Designed to further develop skills in algebra necessary for entrance into the mathematics courses required for the college’s programs of study. Topics include laws of exponents, systems of equations and inequalities, operations on polynomials, and an introduction to second order equations. Students must receive a grade of C or better to pass this course. Prerequisites: FND 111 or exemption by placement exam.

160 Nursing School Success Strategies 2 semester hours
This course serves as a required remedial course for returning students who are “out of progression” having previously failed to pass any required nursing course with a grade of a B or better or who withdrew from a required nursing course. Study habits, test taking skills and content mastery will be addressed. In addition, students will focus on content specific areas to ensure mastery of previously attempted course material.

165 Study Skills for Success 1 semester hour
The course covers study skills strategies, the writing process, reading effectively, and note taking skills. The course will focus on three areas: academic skills, independent skills, and social skills. These skills will be assessed throughout their enrollment at Davis & Elkins to determine the level of support they will receive. Prerequisite: Enrollment in the Supported Learning Program
General Education Seminars

General Education Seminars (GES)

105  First-Year Seminar  3 semester hours
First-Year Seminar, despite focusing on an eclectic mix of topics, offers all first-year students an introduction to the core learning outcomes of writing, interpersonal communication, and information literacy. First-Year Seminar professors work to increase students’ levels of comfort and confidence with respect to these three outcomes, as these outcomes will be central to students’ success at D&E, to the execution of students’ capstone experiences, and throughout students’ careers and personal lives. In addition to focusing on course content and core outcomes, First-Year Seminars also familiarize students with a variety of keys to academic success at college.

175  First-Year Symposium  3 semester hours
The First-Year Symposium is a special Winter Term experience required of all first-year students seeking a Bachelor’s degree and is designed to build on and extend the student learning that occurs in First-Year Seminar. First-Year Symposium emphasizes team-based, and peer-facilitated learning, with faculty and staff members serving as facilitators and guides to student learning. Each week of the symposium involves a different variety of experiential and participatory learning for students. For example, the First-Year Symposium focusing on democracy sees students participate in a simulated democratic process; creates a conference-style environment in which students are able to listen to speakers explore democratic issues, past and present, as they work in teams on projects and presentations; and provides students with a field trip experience to a national or state seat of government.
General Studies

General Studies Courses (GNST)

101  Portfolio  1 semester hour
A course designed to assist in the preparation of a portfolio which documents experiential learning. Semester hours are earned by submitting the portfolio to the Admission and Academic Standing Committee of the Faculty Assembly. (For Details, see Credit for Life Learning Experiences in the Academic Information and Policies section of the catalog.)
Geography

Geography Courses (GEOG)

204  World Geography  3 semester hours
A systemic description of the Earth's surface; study of the relation of geographical environment upon the development of human culture.

207  World Political Geography  3 semester hours
A study of geography by political regions, with emphasis on those geographic factors which influence the power of states. Not offered every year.
Greek Courses (GREK)

101  Beginning Classical Greek I  3 semester hours
An introduction to Greek grammar, syntax, and vocabulary accompanied by reading of simple prose selections from Plato and the New Testament.

102  Beginning Classical Greek II  3 semester hours
A continuation of its prerequisite GREK 101. Class time will increasingly be spent translating passages of Attic prose and poetry.
Health

In a society which is becoming more health-conscious and relying more on medical self-help programs, the study of personal and community health is needed for individuals to make informed health decisions. Study in the area of health permits the student to choose many different career options in the private and public health maintenance sector, government and voluntary health agencies, or health education and other health care related occupations.

Health Education

The requirement for a teaching specialization in Health Education, PreK-Adult, consists of 22 semester hours including HLTH 107, 231, 310, 330; PHED 225, BIOL 107, 108. A major in an academic discipline, a minor in Education, and a second teaching specialization are required.

Minor

The requirements for a minor in Health consist of 14-17 semester hours including HLTH 107, 330, PHED 225, and two courses chosen from BIOL 107, 108; HLTH 231, 310; NURS 107; PSYC 200, 216, and 217.

Health Courses (HLTH)

107 Health Concepts 3 semester hours
Introduction to health as a total life concept with emphasis on current philosophies. Includes study of physiological, psychological and sociological basis for health with motivation for intelligent self-direction of health behavior. Not offered every year.

231 Family Life Education 2 semester hours
A study of current issues and trends in family life education with emphasis on the role of the family, the school and various health and service organizations. Not offered every year.

310 School Health Program 3 semester hours
Study of the various components of the school health program including organization, administration, and the three major areas of health service, environment and instruction. 

330 Community, Contemporary Problems, & Diseases 3 semester hours
This course is designed to study contemporary health issues and problems in our society, community aspects of health programs and resources, and infectious, chronic, and genetic diseases.

496 Practicum 1-6 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: Permission of the instructor.

399 Independent Study 1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.
Heritage Arts

The Heritage Arts program offers classes in traditional folk art, music, dance, and folklore. These courses offer instruction in skills associated with Appalachian and ethnic cultures. For complete information about the program, see Augusta Heritage Center Catalog.

Heritage Arts Courses (HER)

150, 250 Crafts 1-5 semester hours
Instruction in history, development and techniques involved in traditional crafts of Appalachia as well as heritage crafts of other cultures. Offered primarily in the summer. Typical courses include Basketry, Bookbinding, Celtic Arts, Stonemasonry, Fiber Arts, Folk Carving, Pottery, Quilting, Instrument Construction & Repair, Stained glass, Weaving and more. For further information about courses, see the Augusta Heritage Center Catalog.

160, 260 Traditional Music and Dance 1-5 semester hours
Courses in instrumental and vocal music of traditional cultures. Each includes intensive small group instruction, lectures and guest instructors. Emphasis is on understanding the cultures in which the music flourished, as well as technique and repertoire. Offered primarily in the summer. Courses offered have included Traditional Dance, Clogging, Traditional Singing, Blues, Bluegrass, Cajun Music and Dance, Cape Breton Music, French-Canadian Music, Irish Music and Dance, Appalachian Music, Swing Music and Dance, Guitar, Fiddle, Dulcimer, Bass, Mandolin, Harmonica, Banjo, Vocals, etc. For further information about courses, see the Augusta Heritage Center Catalog.

180, 280 Folklore 1-5 semester hours
Courses offer in-depth view of traditional cultures, and skills which would enhance life in an isolated community. Offered primarily in the summer. Courses offered have included Storytelling, Herbs, Irish Folklore, Woodslore, Gaelic Language, Cajun Culture, Oral History, etc. For further information about courses, see the Augusta Heritage Center Catalog.

184 Appalachian String Band 1 semester hour
The Appalachian Spirit String Band is a performance ensemble that provides live music for the D&E College Dance Ensemble. Performance and workshop venues include festivals, art centers, on campus concerts, and schools. Students perfect and perform traditional music, both instrumental and vocal, for the dance ensemble’s performances and for traditional music presentations. Appalachian music is central to the performances, with other genres performed to provide rhythm for various traditional dance styles. Enrollment in the course requires an audition and permission from the instructor.

185 Clogging Team (DANC 185) 1 semester hour
The clogging team is a performance ensemble that dances to live music provided by the string band. Students will learn clogging steps and figures native to this region, as well as exploring the roots and branches of other related dance styles. Enrollment in the course and participation in the team requires the completion of HER 175 or permission of the instructor.
History

The goals of the History program are (1) to contribute to preparing people for effective leadership and useful citizenship, (2) to attempt to provide students with insight into the historian’s spirit of critical analysis as a means of discovering truth, (3) to encourage students to think independently, clearly, and with a minimum of bias, (4) to foster an understanding and a love of liberty, (5) to help students grasp the concept that with freedom goes great responsibility, (6) to provide students with a background and a frame of reference into which they may fit knowledge gained in other fields, (7) to emphasize the ecumenical nature of the discipline as providing a vehicle for learning to deal with the complexity of modern society, (8) to acquaint students with some of the writings of historians, and (9) to prepare students for the vocation or profession of their choice, such as law, teaching, journalism, publishing, politics, public service, library or archival service, diplomacy, the ministry, advertising, and as professional historians.

Baccalaureate Program (B.A.)

The requirements for a major in History consist of 30 semester hours including History 103, 104, 105, 106, 498, and 15 hours chosen from History electives. An additional requirement is an academic minor selected outside the discipline of History. Students majoring in History who plan to attend graduate school are urged to acquire competence in a foreign language.

Minor

The requirements for a minor in History consist of 15 semester hours of History courses. Independent Studies courses may not be used towards this minor.

History Courses (HIST)

103 United States History I
3 semester hours
An interpretative study of the cultural, diplomatic, political, and social history of the colonial, federal, and Civil War eras, with emphasis on significant ideas and personalities.

104 United States History II
3 semester hours
A sequel to History 103, with emphasis on problems of industrialization, urbanization, and of the United States as a world power in the Twentieth Century.

105 History of Civilization I
3 semester hours
A study of civilization from the time of its literary beginnings to the Renaissance. Emphasis is given to ideas, events, and personalities significant in the development of Western Civilization. Some consideration is directed to non-Western cultures.

106 History of Civilization II
3 semester hours
A sequel to History 105, covering the period from the Renaissance and Reformation to the present era.

210 Appalachian History
3 semester hours
This course is a study of Appalachian History from 1700. The emphasis will be on the intermixture of politics and culture. From the settlement of the area to the Appalachian regional commission, the course will examine what makes this region unique.

211 West Virginia History
2 semester hours
An integrated study of the history, government, and geography of West Virginia.

212 History of Great Britain I
3 semester hours
A survey of the history of Great Britain from prehistory through the Elizabethan period with emphasis on social and political issues. Not offered every year.

213 History of Great Britain II
3 semester hours
A sequel to History 212, covering the history of Great Britain from the Seventeenth through the Twentieth Centuries with emphasis on social constitutional problems and the evolution of the British Empire. Not offered every year.

214 Europe in the Twentieth Century
3 semester hours
An interpretative study of the development of Europe from the preconditions of World War I through the post-World War II period. Not offered every year.
216 World War I 3 semester hours
This course involves a thorough study of the first international war of the 20th century. It addresses the political, social and economic causes and effects of the war, as well as the events that made this the most catastrophic war in history, only to be followed by an equally catastrophic peace.

217 Environmental History 3 semester hours
A study of the impact of environmental politics beginning in the mid 1960’s. From Lyndon Johnson’s “beautification campaign” to the debate over climate change, environmental issues have been in the forefront of modern political debate. It also brings into question the old assumptions about the American way of life since World War II. Not offered every year.

223 Twentieth Century America 3 semester hours
A study of America from World War I to the present. Prerequisite: HIST 103 and HIST 104.

250 History of Early 20th Century Ireland 3 semester hours
A detailed study of the political and social institutions and events of Irish history from late 1800’s through the Civil War and the establishment of the Irish Free State. Not offered every year. Prerequisite: HIST 106 and 213.

251 Southern History 1930-1976 3 semester hours
A study of the modern South through the election of Jimmy Carter. It emphasizes the politics of race and its impact on the region. Not offered every year. Prerequisite: HIST 103 and 104.

252 Vietnam 3 semester hours
A study of the impact of the Vietnam War on American society from 1945-1975. It will also explore both the domestic and foreign impact of “America’s Longest War”. Not offered every year. Prerequisite: HIST 103 and 104.

253 The Third Reich 3 semester hours
An integrated study of the politics and diplomacy of the Third Reich from its inception until its fall in 1945. Not offered every year. Prerequisite: HIST 105 and 106.

254 The Holocaust 3 semester hours
An intensive study of the events and effects of the Holocaust, concentrating on the motives and methods of the perpetrators, the personal stories of victims and the broader ramifications of the destruction of Europe’s Jews during World War II. Not offered every year. Prerequisite: HIST 105 and 106.

261 History of the Modern Middle East 3 semester hours
This course is a detailed examination of the history of the Middle East from the beginning of the 20th century to the present with special emphasis on political and diplomatic developments and religious conflict in the area. Prerequisite: HIST 106.

280 Life in the Ancient World 3 semester hours
This is a social history course which examines everyday life in ancient Egypt, classical Greece, and imperial Rome. While it incorporates political and economic history as background, the course emphasizes the importance of ordinary people in the cultural development and expansion of these three ancient civilizations. Prerequisite: HIST 105.

281 Revolutions 3 semester hours
This course looks at both the traditional patterns of revolution as established by the French and Russian revolutions and examined by Crane Brinton and Barrington Moore and the concept of revolution as it applies to the late 20th and early 21st centuries. This is done because, over the last 60 years, the old patterns have been replaced by new ones and the old rules have changed along with the definition of revolution itself. By putting newer revolutions in Afghanistan and the Arab world under the historical microscope the student should come to understand the more global significance and repercussions of these modern political and social phenomena. Prerequisite: HIST 106.

283 Notorious British Crime and Punishment 3 semester hours
This course examines violent crime and execution in Britain from the 16th through the 20th centuries in the context of both social and legal history – crime and punishment as the results and manifestations of poverty, marginalization, disenfranchisement and legal development. Prerequisites: HIST 105 and 106.

300 The American Revolution 3 semester hours
A study of the ideological roots of the American republic. It also explores the motivations of the two combatants, England and the Colonies. Not offered every year. Prerequisite: HIST 103 and 104.
301  The Civil War 3 semester hours
A study of the events leading up to and those following the conflict between North and South. It explores both political and military topics. Not offered every year. Prerequisite: HIST 103.

303  American Diplomatic History 3 semester hours
A study of the relations of the United States with other nations from 1776 to the present with special emphasis on the problems of the United States as a “Super Power” in the latter part of the Twentieth Century. Prerequisites: HIST 103 and 104. Not offered every year.

305  Terrorism 3 semester hours
This course provides an in-depth examination of modern political terrorism – the organizations involved, their methods, motivations and goals, states that sponsor terrorism, and the national and international legal and security ramifications of this form of low-intensity warfare. Prerequisites: HIST 106 and at least one additional upper-level HIST course.

307  U.S. Political History 1945 3 semester hours
A study of the Cold War and its impact on domestic political affairs. Not offered every year. Prerequisite: HIST 103 and 104.

310  The Sixties 3 semester hours
A study of one of the most turbulent decades in American History. It covers both social and political change, focusing particularly on Civil Rights and anti-war protests.

399  Independent Study 1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.

498  Senior Seminar 3 semester hours
This course is a research and historiographical seminar to be taken in the final year by history majors. It emphasizes critical analysis of historical literature and intensive study of historical methods. Topic will vary each year and a thesis paper will be required.
Hospitality Management

Mission Statement:  To prepare and inspire students to be successful managers in the international industry of hospitality and tourism.

The Hospitality Management major is designed to provide the student with a sound knowledge of management principles, and a thorough understanding of food, and other hospitality-related businesses along with practical, working experience in one of the world’s most exciting industries. This combination of knowledge and skills will help motivated students obtain – and succeed in – an entry-level management position, as well as provide an intellectual base for future growth and success. The knowledge and skills necessary for the provision of quality products and services to customers are transferable to a wide variety of occupations. In addition to off-campus internships, students will have the opportunity to work on-campus in the Graceland Inn and Conference Center.

Baccalaureate Program (B.A.)

The requirements for a major in Hospitality Management are 70 credit hours including 37 semester hours of HMGT courses: 101, 125, 150, 205, 230, 250, 304, 320, 330, 350, 395, 498. Additional requirements are ACCT 111; BUSI 102, 209, 220; ECON 105 or 106; MATH 180, 193; MGMT 310, 393; and MRKT 201, 321.

Associate Program (A.A.)

The requirements for an Associate degree in Hospitality Management are 50 credit hours, including 20 hours in these HMGT courses: 101,150, 230, 250, 304, and 395. Additional requirements are ACCT 111; BUSI 102, 209, and 220; ECON 105 or 106; MATH 180, 193; MGMT 201, 390; and MRKT 201.

Minor (Not available to students majoring in HMGT)

The requirements for a minor in Hospitality Management are 19 credit hours of HMGT courses, including 101,150, 230, 250 and 6 credit hours from HMGT courses.

Hospitality Management Courses (HMGT)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>101</td>
<td>Introduction to Hospitality</td>
<td>3</td>
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<tr>
<td>105</td>
<td>History and Production of Chocolate</td>
<td>3</td>
</tr>
<tr>
<td>125</td>
<td>Quality Service in the Dining Industry</td>
<td>1</td>
</tr>
<tr>
<td>150</td>
<td>Basic Food Preparation</td>
<td>4</td>
</tr>
<tr>
<td>205</td>
<td>Hospitality Industry Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>230</td>
<td>Lodging Operations</td>
<td>3</td>
</tr>
</tbody>
</table>

101 Introduction to Hospitality: An overview of the Hospitality industry. Major elements of the industry will be covered including lodging, food service, and career opportunities. The role of hospitality will be explored in its relationship to domestic and international tourism and to the sustainable tourism movement. Students are required to work a minimum of four hours each week for 10 weeks based on a predetermined rotation plan.

105 History and Production of Chocolate: This course will provide students with the basic fundamentals of where and how chocolate is grown and produced, its practical uses, and its role in culture. Using handmade methods and state of the art equipment, students will learn about the delicate and fragile nature of the art of making chocolate candy.

125 Quality Service in the Dining Industry: This course will introduce quality service as it pertains to dining facilities. The experiential learning phase will include serving guests food and beverages, interpreting the menu, handling money, checking safety and sanitation, and catering special events. Prerequisite: Permission of the instructor.

150 Basic Food Preparation: Introduction to quality food purchasing and quality preparation. Laboratory exercises are designed to provide experience in receiving and storage and in safe and sanitary food preparation in a commercial kitchen. Students are required to complete a minimum of 30 hours at Graceland and 10 hours under an approved vendor. Lab Fee. Prerequisites: HMGT 101 (simultaneous enrollment permitted) or permission on the instructor.

205 Hospitality Industry Managerial Accounting: Prepares students to make effective managerial, business, and operational decisions by giving them a thorough understanding of financial statement analysis and the numbers that affected daily hospitality property functions. Each student is required to complete a project that includes a hospitality-associated budget. Prerequisite: ACCT 111

230 Lodging Operations: Analysis and evaluation of lodging operations, including rooms division, marketing, engineering, maintenance, housekeeping, food and beverage, human resources, and other critical functions. Each student will gain experience by completing a minimum of 40 hours at Graceland. Prerequisite: HMGT 101 or permission of the instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>250</td>
<td>Food and Beverage Planning and Control</td>
<td>3</td>
<td>An overview of restaurant and institutional food service to include design, menu planning, cost control systems, manager and employee roles, and a study of current trends. Prerequisites: HMG 150 or permission of the instructor.</td>
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<tr>
<td>304</td>
<td>Management in the Hospitality Industry</td>
<td>3</td>
<td>The history, principles, and basic functions of management are studied in the context of lodging, food service, and tourism. Covers administrative policies and procedures, business protocol, human resources, organizational behavior, ethics, and current management theories. Prerequisites: HMG 101, HMG 205, or permission of the instructor.</td>
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<tr>
<td>320</td>
<td>Conference and Convention Management</td>
<td>3</td>
<td>Explores the major functions of both the meeting planner and the conference service manager: defining the market; sales and promotions; servicing the group; catered functions; state-of-the-art meeting technology. Prerequisites: HMG 304, MRKT 201, or permission of the instructor.</td>
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<tr>
<td>330</td>
<td>Resort Management</td>
<td>3</td>
<td>Covers the history of resorts and major aspects of running a resort: planning and development; major recreational activities and facilities; physical plant; grounds; risk management; and marketing and promotion. Prerequisites: HMG 230, or permission of the instructor.</td>
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<tr>
<td>350</td>
<td>Quantity Food Production (Lecture-1, Laboratory-3)</td>
<td>4</td>
<td>A capstone course with emphasis on restaurant and dining room operations. Experiential phase will include exploration of classic cuisines, dinner promotion methods, budget development, personnel training and production and service of theme dinners. Each student will be required to complete a minimum of 30 hours at Graceland and 10 hours at the Dining Room. Prerequisites: HMG 150, HMG 250, MRKT 201, and permission of instructor.</td>
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<tr>
<td>395</td>
<td>Senior Internship</td>
<td>4</td>
<td>A field experience in the hospitality and tourism industry in which the student works in an operating facility under the supervision of (an) industry professional(s). The objective is to provide the student the opportunity to use the concepts and theories learned in the academic setting, and demonstrate them in an actual industry work environment. The “hands-on” experience offered in the internship course will help prepare the student for his or her entry into industry and organizational management. Prerequisites: permission of the instructor.</td>
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<tr>
<td>399</td>
<td>Independent Study</td>
<td>1-6</td>
<td>An intensive study of selected topic with varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: ENGL 101, HMG 101, one HMG 200-level course, or permission of the instructor.</td>
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<tr>
<td>498</td>
<td>Senior Seminar</td>
<td>3</td>
<td>A capstone course designed to review contemporary hospitality and business topics. Subject matter includes professional preparation for the business world, leadership development, ethics, business etiquette, international protocol and other pertinent topics. Prerequisite: HMG courses required for the major or permission of the instructor.</td>
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</table>
International Studies (Social Science)

Minor

The requirements for a minor in International Studies (Social Science) consist of a modern foreign language through the intermediate level, POLS 102; GEOG 207; and 12 semester hours chosen from three of the following groups: (1) BUSI 339A, MRKT 491; (2) ECON 306; (3) HIST 214, 303; and (4) POLS 205, 303.
Language

Some Language courses are intended for students for whom English is a second language. Language 102 is required of entering students for whom English is not their primary language, and who were not graduated from a high school in the United States. Exemption from this course can be earned by a satisfactory performance on an entrance examination. The current standard for exemption is a score of 7 on the IELTS or an equivalent score on one of the following TOEFL tests: TPBT – 587; CBT – 240; and IBT – 95. The Office of the Registrar, in consultation with the English as a Second Language instructor (ESL), will place students at the proper level of study on the basis of the entrance examination.

Language Courses (LAN)

102  English as a Second Language  3 semester hours
A course to prepare students for whom English is not the primary language to understand and write English, as well as to express themselves orally in the language, at the level of competence required to engage successfully in course work at the college. Language 102 may be repeated for credit. **Semester hours are in addition to the 124 semester hours required for graduation.**
Management

Organizations of all types require effective management to accomplish their objectives. The program at Davis & Elkins College teaches the functions and importance of management for the world. Students become familiar with contemporary as well as classical management theories, techniques, and procedures to increase managerial effectiveness.

Baccalaureate Program (B.S.)

A major in Management consists of the Business and Entrepreneurship core requirements (54 hours) (listed in the Business section) and 12 additional hours including MGMT 310, 323, 405, and a three hour MGMT elective.

Students majoring in Management may also choose to pursue a concentration in either Management Information Systems or Entrepreneurship.

A concentration in Management Information Systems consists of the B.S. in Management and an additional 15 hours including CSCI 110, 190, 290, 300, and 320.

A concentration in Entrepreneurship consists of the B.S. in Management and an additional 12 semester hours of MGMT 101, 205, 350, and 390.

Management Courses (MGMT)

101 Innovation & Creativity in Entrepreneurship 3 semester hours
An integrative study of the role of creativity and innovation in developing new products and services that may ultimately develop new businesses and/or commercialization of technology

201 Principles of Management 3 semester hours
The study of fundamental principles and their application in the organization and operation of business entities. The course also serves as a foundation for future studies in management. Prerequisite: BUSI 101

205 Social Entrepreneurship 3 semester hours
An introduction to the theory and practice of social entrepreneurship; the factors involved in and contributing to a viable social entrepreneurship project, and the impact and outcomes resulting from these endeavors. A local and/or regional social entrepreneurship project will be part of the successful completion of this course.

310 Human Resource Management 3 semester hours
An introduction to the field of personnel management with special emphasis on scientific labor management and personnel administration. Topics covered include job evaluation; employee and supervisory training; studies of morale and its relation to productivity; fringe benefits and services; interviewing, selecting, and training of workers; and wage administration. Related case problems are presented. Prerequisite: MGMT 201

323 Management Information Systems 3 semester hours
A study of the information systems relevant to the operation of business organizations and their impact on management decisions. Integrated into the course are data processing systems, data base concepts, decision support systems as well as the use of some commercial software packages. Wireless communications in business is entailed through design and development of wireless infrastructure for business. Prerequisite: MGMT 201; MATH 180, 193

350 Franchising 3 semester hours
An introduction into franchising from both the franchisor and franchisee point of view; including venture selection, raising capital, legal compliance to franchising laws, disclosure documents, and franchise agreements. A business plan will be required to satisfactorily pass this course. Prerequisites: ACCT 111, MGMT 201; MRKT 201

390 Small Business Management 3 semester hours
An introduction to small business management, including discussions and application of marketing, accounting, finance, and management principles. A business plan will be required to satisfactorily pass this course. Prerequisites: ACCT 111, MGMT 201; MRKT 201

393 Entrepreneurship 3 semester hours
An examination of the problems of establishing and managing a small business enterprise. Students gain insight into the role of the entrepreneur and various management techniques that may be utilized in a variety of business settings. Prerequisite: ACCT 111, MGMT 201, MRKT 201
405  **Strategic Management**  3 semester hours
An integrative capstone course designed to focus on the strategic planning and management process to help students gain experience in developing a game plan to guide a company as it strives to accomplish its vision, mission, goals, and objectives. This is the Management Major’s Capstone Course. Prerequisite: MATH 180, 193; MGMT 201, Senior Status.

432  **Management Science**  3 semester hours
An introduction to various managerial decision-making techniques using quantitative methods. Study includes mathematical model development; linear programming; sensitivity analysis; decision making; Project Evaluation Review Technique (PERT); and transportation/transshipment models. Computer applications of the models studied are used. Prerequisite: MATH 180, 193.
Marketing

Marketing is an academic program that provides understanding of the importance of industry analysis, development of a competitive advantage, trends in the marketplace, competitor’s activities, research, growth opportunities, market effectiveness, new product and/or service innovation, and consumer behavior.

Baccalaureate Program (B.S.)

A major in Marketing consists of the Business and Entrepreneurship core requirements (54 hours) (listed in the Business section) and 15 additional hours consisting of MRKT 235, 306, 321, 404, and 491.

Minor

The requirements for a minor in Marketing consist of 21 semester hours including BUSI 101 and 209; and MRKT 201, 321, 306, 404 and 491.

Marketing Courses (MRKT)

201  Marketing  3 semester hours
A study of the marketing concept including strategy, planning, pricing, promoting, distributing, and innovating of products and services. Prerequisite: BUSI 101 or permission of the instructor.

235  Introduction to E-Commerce  3 semester hours
The course is designed to provide an introduction to the framework of E-Commerce and social networking as it is used to facilitate marketing. Prerequisite: MRKT 201.

306  Salesmanship  3 semester hours
A study of the basic principles and techniques underlying salesmanship and its practical application in the various selling situations. Prerequisite: MRKT 201.

321  Advertising and Promotion  3 semester hours
Introduction to principles and practices of advertising and promotion. Students learn the basics of writing copy, designing layout, and selecting media. Opportunity for the application of the basic concepts and skills to advertising and promotion projects are included. Prerequisite: MRKT 201.

404  Marketing Management  3 semester hours
A study of managerial considerations in marketing decisions, evaluation of alternatives of action, and strategy in profit terms, demand analysis, case studies in marketing, product development, distribution channels, pricing and promotion areas. This is the Marketing Major’s Capstone course. Prerequisite: MRKT 201, senior standing or permission of instructor

491  Marketing Research  3 semester hours
An introduction to research methods and applications as they relate to the marketing process. Prerequisites: MRKT 201
Mathematics

Mathematics may be considered as both a science and an art. It is, in essence, the science of abstract structures or orders, investigated by logical reasoning. In the attempt to capture its intuitions, mathematics is guided by, among other things, a sense of the aesthetic; and in its attempt to reflect the abstract in the concrete, it creates symbolic patterns that partake of art. That mathematics also serves as a resource of tools for science and technology is well-recognized.

Baccalaureate Programs (B.S.)

The major in Mathematics for a Bachelor of Science Degree has two available areas of concentration. The following 17 semester hour core courses are required of both areas: MATH 196, 201, 205, 312, 313. An academic minor is not required, but may be taken as an option.

The Mathematics major requires 39 semester hours of Mathematics. In addition to the core courses, the following 22 semester hours are required: MATH 202, 315, 498, and twelve semester hours chosen from 104, 136, 180, and 300 level courses (no more that 7 of these hours may be at the 100 level).

The Teaching of Mathematics in Secondary Schools Specialization serves as a partial fulfillment of the requirement for certification in secondary school teaching. The requirement consists of 37 semester hours of Mathematics. In addition to the core courses, the following 20 semester hours are required: MATH 195, 110, 136, 180, 303, and 3 semester hours of MATH courses numbered above 200. Additional requirements are CSCI 110 and PHYS 251. (For other educational requirements for West Virginia certification, refer to the listing under Education.) Highly recommended, but not required, are MATH 202 and 304.

Minor

The requirements for a minor in Mathematics consist of 18 semester hours including MATH 196, 201, 312, and two courses chosen from MATH 104, 136, 180, and 202 or higher.

Mathematics Courses (MATH)

101 Introduction to Mathematics 3 semester hours
An introductory course meant to increase a student’s ability to formulate, evaluate, and communicate conclusions and inferences from quantitative information. Topics will include: displaying and analyzing data, statistics, ratios and proportions, unit conversions and analysis, estimation, metrics, and other topics which generally fall under quantitative reasoning. Prerequisite: FND 112 or exemption by placement exam.

104 Logic 3 semester hours
An introduction to the problems, principles, and techniques of sound reasoning. Deals with deductive logic (including symbolic), inductive logic, and informal logic. Not offered every year. Prerequisite: FND 112 or exemption by placement exam.

110 Geometry Concepts 3 semester hours
Introduction to logic, inductive and deductive reasoning, direct and indirect proofs, Euclidean and non-Euclidean geometries. Priority enrollment will be given to Education Majors. Others may enroll with the express permission of the instructor. Prerequisite: FND 112 or exemption by placement exam.

125 Topics in Mathematics 3 semester hours
An introduction to an instructor chosen topic in mathematics. This course may be requested for credit with a different topic. Prerequisite: FND 112 or exemption by placement exam.

136 Discrete Mathematics 4 semester hours
An introductory course dealing with elementary concepts of the logic of compound statements including digital logic circuits and number systems and circuits for addition, sequences and mathematical induction, set theory, combinatorics, recursion, the O, Θ, and Ω notations and the efficiency of algorithms, relations and functions, graphs, and trees, and elementary concepts of Finite State Automata. Prerequisite: FND 112 or exemption by placement exam.

180 Statistics 3 semester hours
An introduction to descriptive and inferential statistics: frequency distribution, measures of central tendency, standard deviation, binomial and normal probability distribution, estimation, hypothesis testing, correlation, linear regression, and applications to business, industry, and the sciences. Prerequisite: FND 112 or exemption by placement exam.
193  College Algebra  3 semester hours
A college course in algebra, including exponents, equations, and inequalities, systems of equations, complex numbers, functions and their graphs, variation, the binomial theorem, arithmetic and geometric progressions. Prerequisite: FND 112 or exemption by placement exam.

195  Precalculus  4 semester hours
Algebraic and geometric properties of polynomial, exponential, logarithmic, and trigonometric functions, topics in advanced algebra and analytic geometry. Prerequisite: MATH 193 or exemption by placement exam.

196  Calculus I  4 semester hours
Limits, continuity, and derivatives of elementary algebraic and transcendental functions, implicit differentiation, maxima and minima, curve tracing, related rates, application to practical and scientific problems, antidifferentiation, definite integrals, and the fundamental theorem of calculus. Prerequisite: MATH 195 or exemption by placement exam.

201  Calculus II  4 semester hours
Techniques of integration, applications of the definite integral, improper integrals, L’Hopital’s rule, infinite series, topics in analytic geometry, polar coordinates and parametric equations. Prerequisite: MATH 196

202  Calculus III  4 semester hours
Further study of limit processes, vector analysis, partial derivative, multiple integrals, topics in vector calculus, line and surface integrals. Prerequisite: MATH 201

205  The Language of Mathematics  3 semester hours
Introduces the techniques of mathematical proof, abstract methods in mathematical analysis and algebra. Some of the topics to be covered are the logic of compound and quantized statements, mathematical induction, basic set theory including functions and cardinality. Prerequisite: MATH 201

303  College Geometry  3 semester hours
Euclidean geometry from an advanced standpoint, incidence geometry, absolute geometry, non-Euclidean geometries and some point-set theory. Prerequisite: MATH 205, high school geometry or MATH 110. Not offered every year.

304  Differential Equations  3 semester hours
Linear differential equations of first and second order, systems of ordinary differential equation, Laplace transforms, series and numerical solutions, some partial differential equations, and applications to the sciences. Prerequisite: MATH 201. Not offered every year.

312  Linear Algebra  3 semester hours
Systems of linear equations, matrices, determinants, vector spaces, linear transformations canonical forms, and applications. Prerequisite: MATH 201. Not offered every year.

313  Algebraic Structures  3 semester hours
Introductions to groups, rings, fields, modules, homomorphisms, and related topics. Prerequisite: MATH 205. Not offered every year.

315  Introduction to Analysis  3 semester hours
Sets, completeness of real numbers, sequences and limits, Cauchy sequences, topology of the real line, Boizano-Weierstrass and Heine-Borel theorems, differentiation and the mean value theorems, infinite series, the Riemann integral, and power series. Prerequisite: MATH 205. Not offered every year.

316  Probability Theory and Mathematical Statistics  3 semester hours
Elements of probability theory, set measures, random variables, and their probability distributions, multivariate probability distribution, functions of random variables, Law of Large Numbers, estimation, and hypothesis testing.

323  Introductory Complex Variables  3 semester hours
Elements of the calculus of complex variables, analytic functions, complex transformations, complex integration, and applications. Prerequisite: MATH 202. Not offered every year.

394  Practicum  1-15 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: Permission of the instructor.

399  Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: Permission of the instructor.
Senior Capstone 3 semester hours
Senior capstone work draws upon and extends the principles mastered in earlier course work. Capstone work may take the form of a research thesis culminating in a presented paper, study for standardized examination papers like subject GRE in Mathematics culminating with an exit exam, or some form approved by the faculty of record.
Music

The courses and performance opportunities offered by the Music program seek to enrich the cultural environment of the campus and the community toward the aim of instilling cultural literacy, awareness, and appreciation in all who participate. Students may participate through taking courses to fulfill general education requirements, being a member of a performing group, and/or completing an academic minor in Music.

Minor

The course requirements for a minor in Music consist of 18-21 semester hours including MUSC 100, 101, 106, 201, 206; 3-4 hours of (equivalent of 4 semesters) ensembles selected from MUSC 102 (Oratorio), MUSC 103 (Concert Choir), MUSC 105 (Chanteur), MUSC 110 (Piano Concerto Class), or 130-138 (Instrumental Ensembles); 3-4 hours of applied music lessons on the same instrument selected from MUSC 150-165 (Applied Music, Beginning Level), 250-265 (Applied Music, Intermediate Level), 350-365 (Applied Music, Advanced Level); and 1-2 hours of music electives. Applied lessons may be satisfied through courses offered in the Augusta Program or by special arrangement with an Augusta instructor (HER 160 or 260). Each Augusta course successfully completed is equivalent to 1 hour of Applied Music College Credit. Students choosing this option must make arrangements through the Office of the Registrar and the Augusta Instructor prior to taking the class. Music Minors must achieve a grade of “C” or better in each required course.

Music Courses (MUSC) - Academic Courses

100 Music Fundamentals 3 semester hours
This course covers basic music notation symbols, note names, rhythm, time signatures, key signatures, piano keyboard knowledge, and other music terminology used in the discipline. The course is designed to provide non-music readers with the skills and knowledge to read and perform music at a basic level of understanding. Open to all students.

101 Music Listening 3 semester hours
This course provides the student with the proper skills needed to become an effective music listener. The course content focuses on Western Art Music of the Renaissance, Baroque, Classical, Romantic, and 20th Century periods. Emphasis is also placed upon the political, social, scientific, and intellectual movements that have affected musicians and composers during each of these periods. Open to all students.

106 Class Piano (Beginners) I 1 semester hour
Class instruction (one hour per week) for students who have had little or no previous training in piano techniques. Scales, basic chords, and transposition are emphasized. Open to all students. Does not count toward applied music requirement.

107A Class Piano (Beginners) II 1 semester hour
Class instruction for students who have had previous training in piano techniques, Class Piano I, or private piano lessons. Emphasis is on playing scales in various keys, basic chords, harmonization of simple melodies, transposition, and elementary and intermediate standard piano literature. This course may be repeated for credit and is open to all students.

112 Class Voice 1 semester hour
An introductory course in the basics of vocal production, including breath support, resonance, tonal production and fundamentals of good singing taught in a group setting. Open to non-majors. Does not count toward applied lesson requirement for majors and minors.

113A Class Guitar 1 semester hour
A basic course in the fundamental methods of guitar performance. Basic guitar chords, strumming patterns, and sight reading are emphasized. Open to all students. Students must provide their own instrument.

201 Music Theory I 3 semester hours
A study of fundamentals of pitch and rhythmic notation, terminology, scales and chords, incorporating skills of basic musicianship through analysis and critical study. Includes primary triads and some four part writing. Co-requisite: MUSC 206.

206 Sight Singing and Ear Training I 1 semester hour
A study of melodic and harmonic dictation at the fundamental level. Sight singing and ear training drills are conducted on a daily basis. All students are required to master these skills. Co-requisite: MUSC 201.

319 Elementary Music Education Methods 3 semester hours
A balanced and practical approach to teaching music in the elementary classroom. Beginning music theory concepts and basic vocal/instrumental techniques are taught. Musical activities for children are stressed: singing, moving, listening, playing, creating, and reading. Priority enrollment will be given to Education Majors. Others may enroll with the express permission of the instructor.
Music Courses (MUSC) - Performance Ensembles

102 Oratorio Society 1 semester hour
This course involves the performance of a wide repertoire of choral masterworks, with one major performance per semester usually accompanied by a chamber ensemble. The course is open to members of the community without tuition charge or academic credit. There may be a nominal fee for materials. Full-time students must obtain permission of the instructor to enroll.

103 Concert Choir 1 semester hour
The course involves the rehearsal and performance of choral repertoire from all style periods of Western musical history. Local and regional touring occurs regularly. The course is open to all students, must be taken for credit, and may be repeated for credit.

105 Chanteur Chamber Choir 1 semester hour
The course involves the rehearsal and performance of a wide variety of music in various styles suitable for small ensemble, with special focus on more “commercial” styles of music. The course must be taken for credit, and may be repeated for credit. Prerequisite: concurrent membership in the Concert Choir and a satisfactory audition.

137 Concert Band 1 semester hour
This course involves the rehearsal and performance of a wide variety of band music. On campus performances are held throughout the year as well as occasional local and regional tours. The course is open to all students. Interested students should contact the Band Director. The course must be taken for credit and may be repeated for credit.

Music Courses (MUSC)-Applied Music

All students enrolled for applied music lessons are required to perform in and attend regularly scheduled Student Recitals.

Applied music lessons are available at three levels and for a variety of instruments such as, but not limited to, woodwinds, brass, percussion, strings (including banjo, fiddle, autoharp, etc.), and voice. Interested students should check with the Division of Fine and Performing Arts or the Augusta Heritage Center for selection of instruments. All students enrolled.

150-169 Beginning Level 1 semester hour each
Private lessons for inexperienced students which focus on the fundamental techniques and repertoire necessary for musical performance. Successful completion of 12 half-hour lessons is required for this course. The course may be repeated for credit. Open to all students. Prerequisite: permission of the instructor. Additional fees are charged.

250-269 Intermediate Level 1 or 2 semester hours each
A continuation of Music 150 involving additional techniques and repertoire. Successful completion of 12 half-hour lessons (for one credit) or 12 one-hour lessons (for two credits) is required for the course. The class may be repeated for credit. Prerequisite: permission of the instructor. Additional fees are charged.

350-369 Advanced Level 2 semester hours each
A continuation of Music 250 for advanced students. Successful completion of 12 one-hour lessons is required for the course. The course may be repeated for credit. Prerequisite: permission of the instructor. Additional fees are charged.
Natural Science

Natural Science Courses (NSCI)

105, 106, 107 Integrated Science I, II, III 4 semester hours each
A thematic approach to the topics covering physical and biological sciences. An integrated lecture and laboratory course where inquiry based, group work, hands-on, discovery methods of learning are emphasized. Prerequisite: FND 112, NSCI 107 has prerequisites of NSCI 105 or 106, EDUC 209, and PSYC 216.
Nursing

The college offers an Associate Degree in Nursing. The concept of educational mobility is incorporated into the program allowing LPN students to enter the curriculum with advanced placement. The mission of the associate degree program in nursing is to provide its students with a personalized quality education designed to prepare its graduates to practice as registered nurses and to provide a foundation for lifelong learning and future professional development. The stated purposes of the nursing program are to:

1. Prepare graduates to function competently and safely at the beginning staff level position;
2. Prepare graduates to be successful on the NCLEX-RN examination;
3. Prepare graduates with a foundation for upward mobility into higher levels of nursing education; and
4. Provide both liberal arts and technical education experiences encouraging the graduate to contribute responsibly and productively to the nursing profession and to society.

The purpose of nursing education is to assist students to develop knowledge, skills and attitudes necessary to become competent, safe beginning-level nurses. Therefore, the curriculum of the program is designed to prepare a graduate who will:

1. Employ practices to ensure safety of patients and improved outcomes of care.
2. Advocate for patients, recognizing the patient or designee as the source of control and as full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.
3. Collaborate effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality patient care in a variety of health care settings.
4. Use nursing judgment based on best current evidence to provide safe care for patients and families across the lifespan.
5. Apply principles of quality improvement to monitor the outcomes of care and minimize risk of harm to patients and providers.
6. Use information and technology to communicate, document care, minimize error, and support decision making.
7. Demonstrate professionalism in the implementation of the role of the registered nurse.

Admission to the Nursing Program

Admission to the nursing program is competitive. Applicants must be academically and psychologically prepared for admission or readmission. The number of students enrolled in a clinical nursing course is limited by clinical facilities and number of faculty available.

Admission Requirements:

The catalog reflects the admission requirements at the time the catalog was printed. Please visit our website at http://www.dewv.edu/nursing/nursing.cfm for any modifications to admission requirements.

Applicants who are recent High School graduates must meet the following requirements in addition to the College entrance requirements:

1. A High School GPA of 3.0 on a 4.0 scale;
2. College math placement testing into FND 112 or greater;
3. An ACT composite score of 20 or SAT score of 460 – Math, 500 – Verbal (must have been taken within last two years);
4. Completion of a 3 credit chemistry course from a regionally accredited institution with a grade of C or better within five (5) years of applying to the program;
5. Completion of the Evolve Reach Admission Assessment Exam with a minimum composite score of 70%; and
6. Completion of 8 hours of college level anatomy and physiology with a grade of C or better.

Applicants who have a GED equivalency diploma must meet the following requirements:

1. College math placement testing into FND 112 or greater;
2. Completion of a 3 credit chemistry course from a regionally accredited institution with a grade of C or better within five (5) years of applying to the program;
3. Completion of 8 hours of college level anatomy and physiology with a grade of C or better; and
4. Completion of the Evolve Reach Admission Assessment Exam with a minimum composite score of 70%.
Applicants who are Transfer/In-house candidates must meet the following requirements:

1. Transfer cumulative GPA of 3.0 or better;
2. College math placement testing into FND 112 or greater;
3. Completion of 8 hours of college level anatomy and physiology with a grade of C or better;
4. Completion of a 3 credit chemistry course from a regionally accredited institution with a grade of C or better within five (5) years of applying to the program;
5. Submission of copies of all academic transcripts; and
6. Completion of the Evolve Reach Admission Assessment Exam with a minimum composite score of 70%.

Applicants who are Licensed Practical Nurses must meet the following requirements:

1. Proof of licensure as a LPN;
2. Submission of copies of all academic transcripts;
3. Submission of two (2) letters of recommendation, one of which must be from the most current health care supervisor or instructor;
4. College math placement testing into FND 112 or greater;
5. Achieve a score of 120 or 70% or better on the National League of Nursing (NLN) Comprehensive Exam for Licensed Practical Nurses. Based on successful completion of this exam the student is awarded the following credit:
   - NURS 100A Introduction to Nursing 6 semester hours
   - NURS 107 Nutrition 3 semester hours
   - BIOL 107 Anatomy 4 semester hours
   - BIOL 108 Physiology 4 semester hours
   - PSYC 200 Life Span Development 3 semester hours
   - Electives 3 semester hours
   Total 23 semester hours

Readmission to the Nursing Program Following Withdrawal

Students who withdraw from the program at any point must apply, in writing, for readmission to the Nursing Program. Students applying for readmission to the program will be evaluated according to current admission guidelines. Past performance in both clinical and theory portions of the program will be used to evaluate an applicant for readmission and the following documentation will be required:

1. Transcripts of all previous academic work;
2. A medical form completed by a licensed physician;
3. Evidence of current professional liability and personal health insurance; and
4. Completion of the required remediation.

Nursing Program Requisites

Students must maintain a cumulative GPA of at least 2.5, and a grade of B or better in each of the required nursing courses and a grade of C or better in all other required courses as a prerequisite for progression in the program. Those students in regular progression in the program will be given priority over students requesting to repeat a course in nursing. Due to the necessity for application of theory to clinical practice, a student must pass both clinical and theory portions of a nursing course. Clinical components are graded on a Satisfactory-Unsatisfactory basis with satisfactory equivalent to passing. The grading scale for nursing courses is as follows:

A = 90% to 100%
B= 80% to 89%
C = 70% to 79%
D = 60% to 69%
F = 59% or below

In order to meet the requirements of clinical facilities, students enrolled in the nursing program must submit results of immunizations, criminal background check and urine drug screen.

Nursing majors receive a Division of Nursing Student Handbook which outlines program policies, including those pertaining to assessment, admission, progression, retention and suitability. The faculty reserve the right to exclude or remove any student who has demonstrated attitudes or behaviors incompatible with safe, professional nursing practice.

Graduates of the nursing program are eligible to take the National Council Licensing Examination (NCLEX) for licensure as a registered nurse provided they meet the following legal requirements outlined in the West Virginia
Nursing Code and Legislative Rules 19CSR3:

3.1 Qualifications for application

3.1.a. Applicants educated in the United States or United States Territory shall:

3.1.a.1. have completed an approved four-year high school course of study or an equivalent course of study, as determined by the appropriate educational agency;

3.1.a.2. be of good moral character;

3.1.a.3. have completed the basic curriculum in a program in nursing education approved by the board, or in a school accredited or approved by a comparable board or other recognized authority in another jurisdiction. He or she must hold a diploma from that school and be recommended to the board by the faculty of the school of nursing; and,

3.1.a.4. Request and submit to the board the results of a state and a national electronic criminal history records check by the State Police.

3.1.a.4.A. The applicant shall furnish to the State Police a full set of fingerprints and any additional information required to complete the criminal history records checks.

3.1.a.4.B. The applicant is responsible for any fees required by the State Police in order to complete the criminal history records checks.

3.1.a.4.C. The criminal history records required by this paragraph must have been requested within the twelve (12) months immediately before the application is filed with the board.

3.1.a.4.D. The board may require the applicant to obtain an electronic criminal history records check from a similar agency in the state of the technician or applicant’s residence, if outside of West Virginia.

3.1.a.4.E. To be qualified for licensure, the results of the criminal history records checks must be unremarkable and verified by a source acceptable to the board other than the applicant.

3.1.a.4.F. Instead of requiring the applicant to apply directly to the State Police for the criminal history records checks, the board may contract with a company specializing in the services required by this paragraph.

3.1.a.4.G. The board may deny licensure or certification to any applicant who fails or refuses to submit the criminal history records checks required by this subsection.

Associate Program (A.S.)

The nursing program is approved by the West Virginia State Board of examiners for Registered Professional Nurses. In addition, the program is accredited by the Accrediting Commission for Education in Nursing which ensures continuous development and improvement of the program. The Commission annually publishes the required tuition and fees and other information about the program. This information can be obtained by writing the Accreditation Commission for Education in Nursing (ACEN) at 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326 or phone (404)975-5000.

The requirements for a major in Nursing consist of 72 total semester hours: 48 (49 for LPN and nursing transfer students – must take N101) semester hours of Nursing courses including 100A, 105, 110, 115A, 201, 202A 203A, 204A, 206A, and 220A. Additional requirements are BIOL 107, 108, and PSYC 200. General education requirements include GES 105, ENGL 101A, ENGL LIT, PHED 101 and 104, and PSYC 101 or SOCI 101 or 103.
## Typical Program of Progression

### First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>NURS 100A</td>
<td>(Introduction to Nursing)</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>ENGL 101A</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GES 105</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PSYC 200</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHED 101</td>
<td></td>
<td>0.5</td>
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<tr>
<td></td>
<td>PHED 104</td>
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<td></td>
<td></td>
<td>16.0</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td>NURS 105</td>
<td>(Disruptions in Health I)</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>NURS 110</td>
<td>(Pharmacology)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>NURS 115A</td>
<td>(Disruptions in Mental Health)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PSY101 or SOC101 or SOC103</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>16.0</td>
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</tbody>
</table>

* Required for LPN or Transfer students.

### Second Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>NURS 201</td>
<td>(Maternal-Newborn Nursing &amp; Women’s Health)</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>NURS 202A</td>
<td>(Nursing Care of Older Adults)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>NURS 203A</td>
<td>(Disruptions in Health II)</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>14.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td>NURS 204A</td>
<td>(Management of Care)</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>NURS 206A</td>
<td>(Disruptions in Health III)</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>NURS 220A</td>
<td>(Nursing Concept Synthesis)</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ENGL (Literature)</td>
<td></td>
<td>3.0</td>
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<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>18.0</td>
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</table>

* Required for LPN or Transfer students.

**Total Nursing Credits Required** = 48 Semester Hours  
**Total Credits Required for Graduation** = 72 Semester Hours  
(64 program hours plus 8 hours Anatomy & Physiology prerequisites)
### Nursing Courses (NURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100A</td>
<td>Introduction to Nursing</td>
<td>6</td>
<td>This course introduces the learner to fundamental nursing concepts including communication, human needs, the nursing process and basic nursing skills that lay the foundation for safe nursing practice. Students demonstrate their ability to assess physical, psychosocial, spiritual and cultural needs during structured campus labs and provide basic patient-centered care to older adults in long term care facilities and alternative settings. Pre-requisites: Admission to the Nursing Program. Co-requisites: PSYC 200.</td>
</tr>
<tr>
<td>101</td>
<td>Transition Seminar</td>
<td>1</td>
<td>This course serves as a transition course for LPNs and transfer students entering the program. Emphasis is on role development and concepts related to change and transition from practical nurse to registered nurse. It introduces the nursing process as a framework for the delivery of nursing care.</td>
</tr>
<tr>
<td>105</td>
<td>Disruptions in Health I</td>
<td>7</td>
<td>This course focuses on concepts associated with nursing care of adults and children with commonly occurring well-defined acute and chronic disruptions in health. Students will provide care for one patient in acute care and other settings. Pre-requisites: NURS 100A. Co-requisites: NURS 110, NURS 115A.</td>
</tr>
<tr>
<td>107</td>
<td>Introduction to Nutrition</td>
<td>3</td>
<td>A basic approach to the study of nutrition as it relates to human health and disease. Nursing elective.</td>
</tr>
<tr>
<td>110</td>
<td>Pharmacology</td>
<td>3</td>
<td>This non-clinical course focuses on the nurse’s role and responsibility in the safe administration of medication. Categories of common medications are studied with emphasis on nursing assessments and nursing implications. Pre-requisites: NURS 100A. Co-requisites: NURS 105, NURS 115A.</td>
</tr>
<tr>
<td>112A</td>
<td>Medical Terminology</td>
<td>2</td>
<td>This course provides a foundation for understanding the language associated with the medical field. Emphasis is placed on logical understanding of word parts. Students will explore each body system through use of medical terms which describe anatomy, physiology, and disease processes of that system. Practice exercises in word analysis are provided. Nursing elective.</td>
</tr>
<tr>
<td>115A</td>
<td>Disruptions in Mental Health</td>
<td>3</td>
<td>This course focuses on therapeutic communication and the development of the nurse-patient relationship in the care of patients with common mental health disruptions. There is emphasis on maintaining safety in potentially volatile situations. The clinical component of the course utilizes inpatient mental health and other settings. Pre-requisites: NURS 100A. Co-requisites: NURS 105, NURS 115A.</td>
</tr>
<tr>
<td>201</td>
<td>Maternal-Newborn Nursing &amp; Women’s Health</td>
<td>4</td>
<td>This course focuses on care of the childbearing family and conditions affecting women’s health. Emphasis is placed on the antepartal, intrapartal, postpartal and neonatal periods and conditions affecting the reproductive health of women. The clinical component of the course utilizes inpatient and other settings. Pre-requisites: NURS 105, NURS 110, NURS 115A. Co-requisite: NURS 202A, NURS 203A.</td>
</tr>
<tr>
<td>202A</td>
<td>Nursing Care of Older Adults</td>
<td>2</td>
<td>This is a nonclinical course focusing on nursing care adaptations for safe and effective care of the older adult. This course will explore the concept of aging as a healthy developmental process with a particular focus on older adults as active, independent, and contributing members of the community. Content includes changes of aging, coping with chronic disorders in late life, available resources and caring for elders and their caregivers. Pre-requisites: NURS 105, NURS 110, NURS 115A. Co-requisites: NURS 201, NURS 203A.</td>
</tr>
<tr>
<td>203A</td>
<td>Disruptions in Health II</td>
<td>8</td>
<td>This course focuses on more complex medical-surgical and pediatric nursing care. Students will collaborate with other members of the health care team as they manage care for more than one patient. The clinical component of the course utilizes acute care and other settings. Pre-requisites: NURS 105, NURS 110, NURS 115A. Co-requisite: NURS 201, NURS 202A.</td>
</tr>
</tbody>
</table>
204A  Management of Care  
This non-clinical course focuses on the role of the professional nurse and professional nursing practice within the context of national health care initiatives. Concepts essential to quality and safety in nursing care are emphasized. These include but are not limited to advocacy and accountability, establishing the ethical/legal parameters of professional nursing, and the systems in place to maintain a culture of safety. Leadership and management skills essential to safe, effective nursing practice and political-economic issues in the delivery of healthcare are stressed. Pre-requisites: NURS 201, NURS 202A, NURS 203A. Co-requisites: NURS 206A, NURS 220A.

206A  Disruptions in Health III  
This course focuses on care of the adult patient who may have multisystem disruptions in health. Students will have the opportunity to manage the care of more than one patient by functioning as a team leader, care for a critically ill patient, and work with an experienced clinical nurse preceptor. The clinical component of the course utilizes acute care, critical care and other settings. Pre-requisites: NURS 201, NURS 202A, NURS 203A. Co-requisite: NURS 204A, NURS 220A.

220A  Nursing Concept Synthesis  
This non-clinical course will provide an opportunity for students to synthesize essential concepts needed to prepare for the NCLEX exam. Content is based on the NCLEX-RN test plan framework. In addition, students will review test-taking strategies and analyze NCLEX-RN-type questions. Pre-requisites: NURS 201, NURS 202A, NURS 203A. Co-requisite: NURS 204A, NURS 206A.
Physical Education

The purposes of the Sport Science programs are:

- to provide leadership and facilities for a regular program of instruction and participation in physical activity that will improve the understanding and skill level of all students in a variety of physical activities suitable for both present needs and for lifetime participation; assist individuals in gaining better understanding of the general principles and concepts involved in the fundamentals of effective movement patterns; encourage individuals to improve and maintain physical fitness
- to prepare students for teaching careers in Physical Education, or for careers in such related areas as coaching, youth work, various health fields, sport and athletic programs, and management of sport and athletic related businesses
- to provide working knowledge of the physiology of exercise and exercise testing and prescription so that graduates in Exercise Science may pursue employment in public and privately owned wellness and fitness centers, corporate fitness facilities, and clinical therapeutic programs, and be well prepared to continue their formal education at the graduate level.

Baccalaureate Programs (B.S.)

There are three options for the Sport Science major:

The requirements for a major in Exercise Science consist of 51 semester hours including PHED 120, 213, 225, 307, 308 (or MATH 180), 309, 310, 314, and three semester hours of 496. Additional requirements are BIOL 107 and 108; CHEM 108, 115, 116; MATH 193; NURS 107; and PSYC 200 or 221. Also required is the completion of one of the following:

1. An academic minor other than athletic training
2. Completion of the emphasis in athletic training which requires PHED 207, 316, 317, and at least three courses from HLTH 107; PSYC 232; PHED 301, 305, or 315.
3. Completion of the Pre-Professional Specialization in Pre-Physical Therapy. Additional requirements included with the major are: BIOL 101, 102; PHYS 251, 252; and CHEM 120, 121, 122, and 123.

The requirements for a major in Physical Education consist of 51-66 semester hours including PHED 108, 109, two courses chosen from 114, 115 or 116, 120, 125, 201, 204, 213, 217, 218, 225 (or PHED 115 for K-12 teacher certification students), 305, 307, 309, and one semester hour of 391, and three semester hours of 496 or 15 hours including EDGC 491, 492, 493, and 494. Additional requirements are BIOL 107 and 108. If teaching certification is sought a minor in Education is required.

The requirements for a major in Sport Management consist of 67 semester hours including PHED 108, 109, 115 or 116, 120, 204, 207, 217, 218, 225, 301, 305, 307, 315, and three semester hours of 496; RM&T 210; and any two classes selected from PHED 309; MRKT 306; RM&T 120, 220; HMG 320 or 330. Additional requirements are BIOL 107 and one additional course selected from BIOL, CHEM, ENVs, NSCI, PHYS; ACCT 111; BUSI 101 and 220; MGMT 201 and 310; and MRKT 201. Students are encouraged to minor in Business. Students earning a minor in Business must take two additional courses from the following list: ACCT 112; FINC 230; HMG 304; MGMT 393 or MRKT 491.

Minor

The requirements for a minor in Athletic Training consist of 29 semester hours including PHED 207, 225, 307, 309, 316, and 317; BIOL 107, 108; and one additional course from the following: HLTH 107; NURS 107; PSYC 101; and PHED 315, 496. Student trainers have the opportunity to work under a certified trainer. Students in this minor program are not able to sit for the NATA certification.

The requirements for a minor in Exercise Science consist of 20 semester hours including PHED 213, 309, and 310. Additional requirements are BIOL 107, 108, and three semester hours chosen from NURS 107; PHED 225, 308, 314; and PSYC 200 or 221.

Physical Education Courses (PHED)

101 Fitness for Life 0.5 semester hour
Provides an understanding of basic physiology to promote the importance of lifetime activity, physical fitness and health preservation. Students will develop an individualized fitness program demonstrating the concepts of fitness.
104  **Physical Activities**  0.5 semester hour  
Activity courses are taught in the first and second halves of the fall and spring semesters, during winter term, and in the summer. Selections may be made from activities such as: aerobic dancing, archery, backpacking, badminton, beginning skiing (surcharge required), beginning swimming (for beginners only), cycling, cross country skiing, golf, gymnastics, intermediate skiing (surcharge required), orienteering, paddle sports, recreational activities, snokeling, square dance, stunts and tumbling, tennis, triathlon, volleyball and weight training. The course may be repeated for credit provided a different activity is chosen. This course may be taken on a credit-non-credit basis only.

108  **Individual and Dual Sports**  2 semester hours  
Skills, theory, strategies and teaching methods in sports such as archery, badminton, golf and tennis. Laboratory experience. For majors and advanced students. Not offered every year.

109  **Rhythms**  2 semester hours  
Introduction to international folk dances, traditional and modern square dances, and contra. Basic rhythmic patterns, methods and materials used in leading rhythmic activities on the elementary and secondary school level. Laboratory experience. Not offered every year.

114  **Aquatics I**  2 semester hours  
Theory and practice in basic swimming strokes, aquatic skills, and water safety techniques. Prerequisite: The ability to swim a minimum of 25 yards.

115  **Aquatics II**  3 semester hours  
The course involves a study of life guarding beyond American Red Cross requirements that include rescue techniques and safety procedures. Each student will be asked to identify common hazards associated with various types of aquatic facilities and develop skills necessary to recognize a person in a distress or drowning situation and to effectively rescue that person. This course will help each student understand the lifeguard/employer and lifeguard/patron relationship as well as provide explanations, demonstrations, practice and review of the rescue skills essential for lifeguards. The student has an opportunity to earn American Red Cross Lifeguard Training and Professional CPR certification. Prerequisite: PHED 114 (Aquatics I) or consent of instructor.

116  **Aquatics III**  2 semester hours  
This course is designed to train swimming instructors beyond the American Red Cross Swimming and Water Safety course. Students will plan and organize skill development utilizing the various educational methods and approaches applicable to swimming and water safety instruction, and will demonstrate those skills through practice teaching sessions. Students will also learn the correct swimming styles taught by the Red Cross. The student has an opportunity to earn Water Safety Instructor and Professional CPR certifications. Prerequisite: PHED 114 (Aquatics I), or consent of instructor.

120  **Foundations of Physical Education, Sport, and Exercise Science**  3 semester hours  
A study of the historical development and principles of physical education, sport and exercise science. Development of a philosophy of physical education, sport and exercise science, and a review of the sub disciplines in the field. In addition, current issues and problems in physical education, sport and exercise science will be reviewed.

125  **Outdoor Physical Education**  3 semester hours  
Designed as an overview and introduction to outdoor activities available in West Virginia as put forth in the West Virginia Physical Education Standards and Objectives (seventh grade through high school). Emphasis is on exploration of activity benefits for youth, e.g. competency and proficiency of specialized movement forms, social behaviors in physical activity settings, challenges, and self-expression in outdoor activities. Activities will be chosen from, but are not limited to: mountain biking, rappelling, rock climbing, orienteering, spelunking, base camp day hiking, canoeing, fly fishing, cross-country skiing, and snowshoeing. Emphasis of the class will be on activity classes that physical education teachers would find most beneficial for the outdoor educational setting.

201  **Gymnastics and Movement Skills**  2 semester hours  
Educational skills in basic tumbling and stunts with limited apparatus teaching techniques. Methods of class organization and safety procedures stressed.

204  **Psychomotor Development**  2 semester hours  
A study of the physiological, mental, psychosocial, and motor development of the child through adolescence. Includes practice in motion exploration, body management, games leadership and methods of teaching concepts of movement to the young child. Laboratory experience.

207  **Athletic Training**  3 semester hours  
Basic principles of athletic injuries and the prevention and care of athletic injuries. (Students must purchase the necessary supplies.) Prerequisite: BIOL 107.
213  Exercise Testing and Prescription  3 semester hours
A study of fitness testing and exercise prescription based upon clinical application and health promotion. Lecture material includes the theory of exercise testing, the underlying component concepts, and prescription from preventative and rehabilitative perspectives. Includes laboratory experience. Prerequisites: BIOL 107, 108. Not offered every year.

217  Team Sports I  2 semester hours
The skills, theory and methods of teaching team sports strategies including, but not limited to field hockey, floor hockey, soccer, basketball, speed ball and flag football. Laboratory experience. Only for majors and advanced students. Not offered every year.

218  Team Sports II  2 semester hours
The skills, theory and method of teaching team sports strategies including, but not limited to baseball, softball, volleyball, track and field and cross-country. Laboratory experience. For majors and advanced students. Not offered every year.

225  Safety, First Aid & CPR  3 semester hours
A study of the causes, prevention and treatment of accidents, diseases and conditions. First Aid treatment of common injuries. First Aid and CPR instruction as outlined by the American Red Cross, with possible certification. Laboratory experiences included. This course will consist of approximately forty-two hours of instruction.

301  Psychosocial Aspects of Sport  3 semester hours
A study of the implications of psychological and sociological factors for sport, physical education, and athletics and their impact upon development and performance of individuals and teams. Not offered every year.

305  Organization and Administration  3 semester hours
The management of physical education, fitness, recreation and sport programs includes personnel, budgets and finances; facilities; equipment; intramural and interscholastic programs; scheduling; curriculum development. Not offered every year.

306  Adapted Physical Education  3 semester hours
A study of adapted and remedial activities applicable to the atypical individual. Not offered every year.

307  Kinesiology  3 semester hours

308  Measurement in Health and Physical Education  3 semester hours
An introduction of descriptive and inferential statistics. Course includes frequency distributions, measures of central tendency, variance, and standard scores probability. Included will be the use of statistical procedures in a survey of tests in exercise science, health and physical education. Not offered every year. Prerequisite: PHED 213 and MATH 193 or permission of instructor.

309  Physiology of Exercise  3 semester hours
A study of the functional adjustments of the human body under the stress of motor activity. Emphasis on physiology of metabolism, muscular contraction and circulorespiratory response to activity. Prerequisites: BIOL 107, 108 and PHED 307 or permission of instructor.

310  Stress Testing  3 semester hours
A study of the theories and practice of graded exercise testing, including electrocardiography interpretations for the purposes of circulorespiratory exercise prescription. Prerequisites: PHED 213 and 309. Not offered every year.

314  Research Methods and Interpretation  3 semester hours
Reading and interpreting research literature in the fields of physical education and exercise science. The course will focus upon different research methodologies as they relate to exercise science. Prerequisites: MATH 180 Not offered every year.

315  The Law in Sport and Physical Education  3 semester hours
A study of the law and leading court decisions related to sports, athletics, and physical education.

316  Advanced Athletic Training  3 semester hours
Designed to give a working knowledge and an understanding of how to recognize, evaluate, refer, and treat athletic/physical activity injuries. Pre- or co-requisites: PHED 207 and 307. Not offered every year.

317  Therapeutic Modalities  3 semester hour
An intensive study of therapeutic modalities and their uses in sport medicine. Pre- or co-requisites: PHED 207 and 307. Not offered every year.
391  **Physical Education Assisting**  
1 semester hour  
Designed to give the advanced physical education major laboratory experience by aiding in teaching activity-type courses. Course may be repeated for a maximum of two semester hours credit.

399  **Independent Study**  
1-6 semester hours  
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.

496  **Practicum**  
1-15 semester hours  
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of the instructor.
Physics

Minor

The requirements for a minor in Physics consist of 17 semester hours of Physics including PHYS 251, 252, and nine semester hours of elective Physics courses numbered 260 or above. Additional requirements are MATH 196, 201, and any two courses chosen from MATH 202, 304 and 312.

Physics Courses (PHYS)

101 Astronomy 3 semester hours
Observations and explanations of celestial phenomena are combined with studies of the history of astronomy and of current theories and problems. Major use is made of the planetarium. The course is designed primarily for students not planning to major in a physical science.

251 Physics I 4 semester hours
An introductory course emphasizing concepts and principles of kinematics, forces, conservation theorems, kinetic theory and thermodynamics. Calculus concepts are used throughout, but manipulative skills are not stressed. An integrated lecture and laboratory course. Prerequisite: Math 195 or equivalent.

252 Physics II 4 semester hours
A study of principles of electricity, magnetism, light, sound and modern physics. An integrated lecture and laboratory course. Prerequisite: Physics 251.

303 Modern Physics 3 semester hours
An introduction to atomic and nuclear physics, quantum mechanics, special relativity and elementary particles. Prerequisites: MATH 201 and PHYS 252. Not offered every year.

304 Advanced Modern Physics 3 semester hours
This course will serve as an extension to Physics 303, Modern Physics. A study of atomic, nuclear, and elementary particle systems will be covered more thoroughly than Physics 303. Concepts of many-electron systems, molecules, statistical mechanics, and solid state physics will be introduced. Time will also be allotted for the study of the experimental aspects of modern physics. Prerequisites: MATH 201 and PHYS 303.

313 Electricity and Magnetism 3 semester hours
A study of the electric and magnetic properties of matter, forces and fields, Maxwell’s equations and the properties of electromagnetic waves. Prerequisites: MATH 202 and PHYS 252. Not offered every year.

325 Physical Optics 3 semester hours
A basic course in physical optics covering wave mathematics, propagation, polarization, interference, and diffraction, application in geometrical optics and selected topics in scattering and quantum optics. Prerequisite: PHYS 252 and MATH 201.

399 Independent Study 1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.
Political Science

Political Science courses are intended to increase the students’ understanding of government and politics as authoritative institutions and processes that fundamentally impact their daily life. The program is designed for students who wish to enter government or politics as a career, as well as students who, entering other careers, understand the impact of government and politics upon their choices and activities. It is especially recommended for pre-law students.

Baccalaureate Program (B.A.)

The requirements for a major in Political Science consist of 36 semester hours including: POLS 100, 101, 102, 498, and 24 semester hours (nine of which may be taken from non-political science courses listed below) from at least three of the following groups: (1) POLS 202, 208, 209, HIST 307, COMM 223; (2) POLS 205, 290, 303, HIST 261, 303; (3) POLS 210, 301; (4) POLS 212, ECON 308; (5) POLS 280, 390, 399, Special Topics, PHL 233A. Additional requirements are MATH 180 and an academic minor selected outside the discipline of Political Science. Political Science majors may not select the International Studies minor. The following courses are recommended but not required: ECON 105, 106; HIST 103, 104, 105, 106; and SOCI 101.

Minor

The requirements for a minor in Political Science consist of 18 semester hours of POLS courses including 100, 102, and 498; and nine semester hours of POLS electives chosen from at least three of the following groups: (1) 101, 202, 208, 209; (2) 205, 303; (3) 210, 301; (4) 212; (5) Special Topics, 390, 399, and PHL 233.

Political Science Courses (POLS)

100  American Government  3 semester hours
An analysis of the U.S. Constitution and the legislative, executive and judicial processes.

101  American Politics  3 semester hours
An analysis of U.S. political culture, interest group activity, pluralism-elitism, political parties, voter behavior, and campaigns and elections.

102  Introduction to International Relations  3 semester hours
An analysis of the relations between nations, supranational organizations, international law, and diplomacy.

202  Political Parties  3 semester hours
An analysis of the role of political parties in the American political system with particular attention to the interrelationships of parties, public opinion and pressure groups as they affect the electoral and policy-making processes. Not offered every year.

205  Comparative Government and Politics  3 semester hours
A study of democratic and non-democratic political systems through a comparison of the structure and processes of selected systems. Not offered every year.

208  The American Presidency  3 semester hours
A study of the executive branch of the American Government, with an analysis of the roles of the President, the structure and processes of the Presidency and executive branch as they pertain to the problems and formation of public policy. Attention is also given to the role of the bureaucracy and the nature of the administrative process. Not offered every year.

209  Congress and the Legislative Process  3 semester hours
An analysis of the legislature as an instrument of policy formation in American democracy. In addition to the organizational patterns, procedural rules and informal aspects of the legislative process, attention is given to the interaction of Congress with public opinion, interest groups, political parties and the executive and judicial branches of government in the formation of public policy. Not offered every year.

210  Civil Liberties  3 semester hours
An inquiry into the problem of individual freedom and government authority in the United States as defined in the Fourteenth Amendment and the Bill of Rights of the American Constitution. Not offered every year.

212  Introduction to Public Administration  3 semester hours
An analysis of public administration and the theories of management. Prerequisite: POLS 101.
233A  Political and Social Thought  
This course introduces normative global political and social philosophies. It seeks to engage in critical analysis of the ideologies themselves, while exploring the endurance of such forms in contemporary domestic and international thought and social action. Topics considered may include justice, duty ethics, democracy, socialism, capitalism, Marxism, human rights, feminism, post-colonialism and neo-liberalism. Authors will range from Plato and Confucius to Locke and Bentham to de Beauvoir and Gandhi. Prerequisite: three semester hours of PHL or POLS, or permission of the instructor. Not offered every year.

280  Political Ideologies  
A study of major political ideologies that have influenced world politics in the 20th century, e.g., communism, liberalism, conservatism and fascism. Not offered every year.

290  Politics of Developing Countries  
A study of the governments and politics of three developing countries selected from the following: China, India, Iran, Mexico, and Nigeria. The course will consider the political traditions, governmental structures, societal/political divisions, and policy agendas of those political systems. Not offered every year.

301  The Judiciary and Public Policy  
A study of the role of the judiciary in the American political system, of the judicial process, and of the United States Constitution as interpreted by the Supreme Court. Attention is given to the Supreme Court as an agency with influence on the development of public policy as well as a source of constitutional law. Extensive use is made of cases in American constitutional law. A knowledge of American history and American government is presumed. Prerequisite: three semester hours of POLS electives or sophomore status. Not offered every year.

303  American Foreign Policy  
A study of the formulation and execution of the foreign policy of the United States with particular attention to the problems of conducting foreign relations which arise out of a democratic system. A knowledge of American government and American diplomatic history is presumed. Prerequisite: three semester hours of POLS electives or sophomore status. Not offered every year.

390  Political Science Internship  
Internship in governmental agency or political organization designed to give the student practical experience in governing and politics.

399  Independent Study  
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.

498  Senior Seminar  
An integrative experience designed to bring together the student’s studies in political science through the examination and application of political theory developed by readings, discussion and papers. Prerequisites: senior status and a political science major or minor or history/political science major.
Psychology and Human Services

The faculty of Psychology and Human Services program strive to develop in our students the intellectual and social competencies vital to the meaningful life that contributes to society and humanity. We view the professional training in our curriculum as subordinate to, yet entirely consistent with this goal.

We endeavor to stimulate self-awareness that permits a glimpse, however fleeting, into the range, depth and complexity of the human experience. With the growth of the healthy self comes the consolidation of personal conviction; with the understanding of other selves comes the tolerance of diversity necessary to negotiate our pluralistic society.

Our pedagogy is grounded in strong professor-student relationships that permit experiential methods. Our students think, feel and do across the discipline. Intense discussion of ethical issues permeates our curriculum. This discussion helps us clarify values, endure ambiguity and sensitizes us to the concerns of our time.

We aspire to leave our students poised to learn, confident that they can assimilate the knowledge and skills essential to function in a rapidly changing profession and world. All students do field placement at one or more human service agencies. This experience integrates cognitive knowledge and incipient professional skills with the “real world” of human service work. It invariably initiates the transition towards career exploration.

Baccalaureate Program (B.A.)

The requirements for a major in Psychology and Human Services consist of 42 semester hours including PSYC 101, 103, 104, 215, 216, 217 or 221, 322, 324, 409, 410, 411, 498, and six semester hours of 395. An additional requirement is an academic minor selected outside the discipline of Psychology and Human Services.

Minor

The requirement for a minor in Psychology and Human Services consists of 18 semester hours including six semester hours chosen from PSYC 101, 103, and 104; and twelve additional semester hours chosen from Psychology courses.

Psychology and Human Services Courses (PSYC)

101 Introduction to Psychology 3 semester hours
An introduction to the fundamental theories, concepts, and practices of contemporary psychology. The course focuses on insights from the major fields of psychology such as clinical, developmental, personality, social, biological, and cognitive psychology.

103 Psychology of Adjustment 3 semester hours
The application of psychological concepts to the self, others, and society, across the range of normal developmental and social issues, in pursuit of optimal functioning and well-being.

104 Introduction to Human Services 3 semester hours
A pragmatic exposure to the real world of human service work. The course will focus on the populations served, the methodologies employed and the agencies that serve as the vehicle for the services.

105 Psychology and Nature 3 semester hours
This course explores the psychology of humankind’s relationship with the natural world. We will see how the health of the natural world is dependent upon our psychological health and correspondingly, how our psychological well-being is dependent upon the well-being of the natural world. We will explore how psychopathology and environmental degradation are interrelated, and consider the role of psychology in responding to ecological crisis. Valuing an integrative and interdisciplinary approach, readings from various branches of psychology will be supplemented by those from ecology, philosophy, literature, and the world’s spiritual traditions.

132 Death and Dying (Philosophy 132) 3 semester hours
An inquiry into attitudes toward death in our culture and a comparison with historical and philosophical outlooks on the meaning of life and death. Not offered every year.

200 Life Span Development 3 semester hours
An introduction to human psychological development as it occurs across the whole life span, from prenatal development to aging and death. Students learn the major contemporary developmental theories, concepts, and techniques. Cannot be taken for credit by students who have credit for PSYC 216, 217, or 221, by psychology majors, or by teacher certification students.
211 Conservation Psychology 3 semester hours
The scientific study of the reciprocal relationships between humans and the rest of nature, with a particular focus on how to encourage conservation of the natural world. This applied field uses psychological principles, theories, or methods to understand and solve issues related to human aspects of conservation. Not offered every year. Recommended: PSYC 101 or 103.

215 Theory and Practice of Group Counseling 3 semester hours
Students will be introduced to an eclectic model of group counseling. The objective for students will be to experience and apply group counseling concepts and techniques as members of an on-going counseling group. Class limited to 10 students. May be repeated for credit. Prerequisite: permission of the instructor. This course is offered on a credit-no credit basis.

216 Child Development 3 semester hours
A survey of the physical, cognitive and psychosocial aspects of child development, from prenatal development through pre-adolescence. Students learn to integrate the major theories, concepts, and techniques within the field of child development. Students learn various methods that are used in developmental research. Each student is required to participate in a minimum of ten hours of child observation/interaction in an appropriate setting.

217 Adolescent Development 3 semester hours
The maturation, cognitive, psychological and social changes and influences on adolescent development are surveyed. Emphasis is placed on the integration of these domains during the adolescent period.

218 Psychology of Women 3 semester hours
This course will present an overview of the biological, social, and cultural factors that affect women throughout the lifespan.

219 Adulthood and Aging 3 semester hours
This course explores the physical, psychological, and social changes that occur with the aging process beginning with early adulthood. The major theories of adult development will be covered as well as the methods used to study development. 10 hours will be required observing/working with older adults. Not offered every year.

220 Health and Wellness 3 semester hours
Health Psychology is a growing field and many psychologists and counselors are assisting individuals deal with chronic illness, injury, pain, and stress. In addition, students will become aware of the many alternative and complementary techniques like meditation and herbs that are being incorporated into traditional practice.

221 Character Strengths & Virtues 3 semester hours
Applied psychology has historically focused more on repairing damaged habits, damaged drives, damaged childhoods, and damaged brains than it has on human flourishing. This introductory course surveys recent work in psychology that has opened the door to human flourishing as a legitimate topic of study. Where appropriate, we will explore philosophical and religious writings that have provided a starting point for this work.

222 Psychology, Religion, and Spirituality 3 semester hours
The history of psychology is filled with a variety of attitudes toward religious/spiritual beliefs and practices. The purpose of this class is to explore the science-religion relationship generally and to explore in detail how psychological research and practice have contributed to a better understanding of religion and spirituality. Students will explore psychological variable that are involved in religious experiences such as meditation, prayer, and faith and gain insight into their potential costs & benefits.

223 Theory and Practice of Counseling Psychology 3 semester hours
An academic-experiential introduction to the theory and practice of counseling psychology. Students will study several classic theories and apply the respective concepts and techniques in simulated counseling sessions. Prerequisite: PSYC 101 or 103.

224 Psychopathology 3 semester hours
An exploration of human psychopathology and the therapeutic treatment of people who are suffering from psychological disorders. Students develop an understanding of the varieties of unusual experience and behavior as these are actually lived in the everyday world. The course focuses on the etiology, symptomatology, treatment, and prognosis of the various psychological disorders, with special attention to the concerns of community mental health. Prerequisite: PSYC 101 or 103.

225 Counseling the Child 3 semester hours
An introduction to theory and technique of counseling as they apply to children. A special emphasis is given to play therapy. Prerequisite: PSYC 216, PSYC 322 or permission of the instructor.
**399 Independent Study**  
1-6 semester hours  
An intensive study, which may include conducting research, of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.

**409 Systematic Skills Training**  
3 semester hours  
An exploration of a micro-skills model used in the development of counseling skills in a laboratory situation. Prerequisites: PSYC 322 and permission of the instructor.

**410 Psychological Research and Statistics**  
3 semester hours  
An introduction to the theory and practice of psychological research. Students learn the basic approaches, designs, and methods used in conducting experimental research. They also learn to use basic statistics in analyzing and interpreting research data. Each student designs an experimental research study; students in small groups will design and conduct studies using observational and survey methods. Prerequisite: PSYC 101.

**411 Psychological Testing**  
3 semester hours  
An introduction to the theory and practice of psychological testing. The course surveys various testing instruments such as those that assess intelligence, personality, interest, aptitude, and achievement, with a special focus on understanding psychological testing and test results as these are actually used in applied settings. Prerequisite: PSYC 101, and 410.

**496 Human Services Practicum**  
1-12 semester hours  
Applied Human Services work under professional supervision in a Human Services agency. The practicum is a professional experience intended to integrate the knowledge and skills from the curriculum into the professional field. Prerequisites: PSYC 322 and permission of instructor.

**498 Human Services Seminar**  
3 semester hours  
Intensive study of ethical and professional issues as they apply to client types, methodologies and settings. Students will be expected to demonstrate competence in ethical problem solving. Additionally, a variety of Human Service professionals will speak with the class about their professional training and roles. Prerequisite: PSYC 322.
Recreation Management and Tourism

The major in Recreation Management and Tourism (RM&T) serves students interested in fields such as recreation management, outdoor recreation, and tourism development. This major provides students with a broad-based foundation of knowledge and skills for success in any field related to recreation, which is a vital part of the tourism industry. Students may go on to supervisory or management positions in public agencies, private businesses, or non-profits including parks, recreation centers, recreation programs, resorts, theme parks, camps, guiding services, ski areas, retail shops, tourism management organizations, and educational or instructional programs. Students will learn the importance of developing recreation and tourism in a sustainable manner that maximizes the benefits to all stakeholders, including how to responsibly manage historical, cultural, and natural resources.

Baccalaureate Program (B.A.)

The requirements for a major in Recreation Management and Tourism consists of 65 semester hours including: ACCT 111; BUSI 102, 220; ECON 105 or 106; MATH 180, 193; MGMT 310, 390; MRKT 201, 321; RM&T 110, 111, 112, 113, 114, 120, 200, 210, 220, 230, 310, 410, 498

A concentration in Railway Heritage Tourism consists of the BA in Recreation Management and Tourism and an additional 18 semester hours of RM&T 250, 260, 361, 361, 496R, and one of the following: RM&T 261, 363, or 395R.

Recreation Management and Tourism Courses (RM&T)

110 Leisure Behavior
A personal exploration into the leisure behavior of the individual encompassing physical fitness, relaxation, social interaction, and creativity. Included is the investigation of the influence of leisure from a social, psychological and theoretical perspective.

111 – 118 Outdoor Skills Series
Designed for learning and developing advanced intermediate skills and leadership methods in adventure based activities. Active participation and field trips are required. Additional fees may apply.

111 Backpacking
2 semester hours

112 Navigation
2 semester hours

113 Canoeing and Kayaking
2 semester hours

114 Climbing
2 semester hours

115 Winter Activities
2 semester hours

116 Whitewater
2 semester hours

117 Mountain Biking
2 semester hours

118 Caving
2 semester hours

120 Tourism
3 semester hours
A study of the fundamentals of tourism planning and development, including an overview of the social, political, economic, and environmental impact of tourism and the consequences of tourism on the people living and working in the setting. The interrelationship of tourism as a system and sustainable development will be explored.

200 Fieldwork
3 semester hours
An opportunity for hands-on experience under supervision in a related field of the student’s choice. Arrangements should be made in the semester prior to actual enrollment. Prerequisites: permission of the instructor.

210 Recreation Facilities
3 semester hours
A study of the basic principles designing indoor and outdoor facilities and spaces. Projects include the analysis of settings and their contribution to the service goals of an organization; the analysis of recreation or tourism facilities emphasizing functionality and form; and the development of recreation areas that maximizes efficiency.

220 Recreation Programming
3 semester hours
A study of the design and implementation of programs for recreation and tourism suppliers including government, non-profit, and commercial agencies. The analysis of a broad range of leisure activities and the matching with customer needs and expectations is emphasized.

230 Ecotourism
3 semester hours
Ecotourism is a form of tourism involving travel to pristine natural areas, often in remote locations, for adventure and educational purposes. This course will focus on the importance of conducting ecotourism in a sustainable and responsible manner regarding a destination’s natural environment, people, economy, history, and culture.
250  Heritage Tourism  3 semester hours
An introduction to heritage and cultural tourism, including artifacts, museums, other attractions, hotels and restaurants, and tourism services, as a vehicle for both cultural appreciation and economic development. An emphasis is placed on the qualities needed for one to succeed in heritage tourism as career, and the satisfaction that can come from such a pursuit.

260  Railway Heritage  3 semester hours
A thematic and chronological overview of the history of the railroad in America to demonstrate the industry’s impact on the nation’s social and economic history, and illustrate the broad potential that heritage has for economic development through tourism. Includes a one-day field trip to visit the West Virginia Central and Durbin & Greenbrier Valley Railroads in Elkins and Belington.

261  The Railroad in Film  3 semester hours
Employing an interdisciplinary approach, this course will offer lectures of 30 to 45 minutes duration to introduce and comment on the various and important ways railroads have influenced society, as well as on the way(s) in which each class session's feature-length motion picture illustrates that influence. Films selected will also illustrate the changing role of railroads over the span of the industry's 185-year history.

310  Recreation Leadership  3 semester hours
This course studies leadership, judgment, and decision-making theories and models. Group dynamics, expedition behavior, conflict management, and small-group communication will also be covered. Lastly, students will learn and lead initiatives or team-building activities.

330  Interpretation  3 semester hours
Interpretation translates and brings meaning to people about natural and cultural environments. Included will be how to reach visitors who come to parks, camps, museums and wildlands, as well as how to bring the resources and messages directly into their homes and schools.

361  Heritage Marketing  3 semester hours
Examine the principles of marketing as they apply to cultural and heritage tourism operations. Emphasis will be placed on understanding the role of marketing and marketing practices in tourism operations, on developing, implementing and evaluating tourism marketing strategies, and on how employing promotional and operational communication plans and techniques can help a tourism operation achieve its organizational objectives. Prerequisites: RM&T 250 and MRKT 201

362  Heritage Preservation  3 semester hours
An introduction to and overview of the principles and techniques of historic preservation, with an emphasis on how such preservation efforts can exert a positive influence on tourism. Consideration will be given to both cultural and heritage preservation, to the process by which preservation planned and carried out, and to the debate over the proper role of preservation in an evolving society.

363  The Railroad in Art, Music, and Literature  3 semester hours
From to George Inness' Lackawanna Valley to Ted Rose's Green to Gold, from Nathaniel Hawthorne's Celestial Omnibus to Chris Van Allburg's Polar Express, and from Arthur Clifton's Carrolton March to Pat Metheny's Last Train Home, railroads have been an element of American pop culture from their very beginning. In this course we examine the influence the railroad had on American life and culture through examples drawn from art, popular literature and music.

395  Recreation Management & Tourism Internship  1-12 semester hours
A work experience in which the student becomes totally involved as an intern in functionally related tasks which helps prepare him or her for a professional role in the field. Prerequisites: permission of instructor.

395R  Railway Heritage Practicum  3 semester hours
The Practicum is intended as a 3-week intensive team activity wherein student groups will tackle a single need of a specific railway heritage site. Examples include: creating a marketing plan, building an exhibit, undertaking all or part of a restoration project, staging an event, etc. It will focus exclusively on a pre-approved single project in a way that is patterned after a community service project. Outcomes would be team-oriented and problem-specific, with a written reflection piece submitted for successful completion of the course. Junior standing required or permission of instructor.

410  Outdoor Leadership  3 semester hours
This course will teach students how to lead others on an outdoor adventure recreation trip. Topics include planning, budgeting, problem-solving, instructing, and evaluating. Students will be responsible for managing time, equipment, supplies, risks, lessons, activities, and fellow group members. This course will be conducted in an off-campus, trip-based format. Additional fees apply. Prerequisite: RM&T 111, 112, 113, and permission from the instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>420</td>
<td>Wilderness First Responder</td>
<td>3</td>
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<td></td>
<td>This is a weeklong certification course covering the core knowledge, skills, and attitudes necessary to function as a first responder in a medical emergency. Special attention is given to performing in scenarios of environmental adversity and with limited resources as is common in wilderness situations. The curriculum meets USDOT National Standards for a First Responder certification with additional protocols for extended care situations. Courses are offered through off-campus certifying organizations. Additional fees apply.</td>
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<tr>
<td>496R</td>
<td>Railway Heritage Internship</td>
<td>3</td>
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<td></td>
<td>An application of course knowledge and experience as it is related to a railway heritage tourism site. The internship will provide a pre-approved, structured semester-equivalent introduction to a working facility - museum, excursion, or both - with the expectation that the student will be exposed to all or most working departments to gain familiarity and experience with the operation of a railway heritage venue. It is an individual learning experience focused on problem-specific outcomes that require a written reflection piece submitted for successful completion of the course. Junior standing required or permission of instructor.</td>
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<tr>
<td>498</td>
<td>Senior Seminar</td>
<td>3</td>
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<td>The senior seminar is designed to provide students with a complex study of the major, including completion of a project of inquiry and research, culminating in a written thesis and oral presentation. Prerequisite: Senior standing</td>
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Religion and Philosophy

The Program of Religion and Philosophy offers two options for the interested major as well as an array of courses in both disciplines.

Courses in Religion are designed (1) to introduce the student to basic religious concepts, problems, and terminology, (2) to help the student gain an accurate knowledge of and appreciation for the Bible, (3) to introduce the student to major developments in the Western religious tradition, both historical and contemporary, (4) to afford opportunity to examine non-Western religious traditions, and (5) to explore the relationship of religion to other aspects of human behavior.

Courses in Philosophy are designed (1) to introduce the student to basic philosophical concepts, problems, and terminology, (2) to develop a sense for the history and development of ideas in the Western tradition, (3) to introduce the student to non-Western intellectual traditions, and (4) to enable the student to grapple with contemporary value issues.

Baccalaureate Programs (B.A.)

The Program offers two options for the Religion and Philosophy major.

The requirements for the option in Religion and Philosophy consist of 36 semester hours of Religion and Philosophy courses. An additional requirement is an academic minor selected outside of the Religion and Philosophy program.

The requirements for the option in Religious Education consist of 38 semester hours including 20 semester hours chosen from Religion and Philosophy courses; Additional requirements are six semester hours chosen from EDUC 209, 332 (prerequisite: COMM 107A only), 370; six semester hours of EDUC 290; six semester hours chosen from PSYC 216, 217, 221, and 322; and an academic minor selected outside the Religion and Philosophy program.

Minor

The requirements for a minor in Religion consist of 15 semester hours including RELG 100, six semester hours of RELG electives, and six semester hours of PHL or RELG electives. Independent Studies courses may not be used towards the minor.

The requirements for a minor in Philosophy consist of 15 semester hours including PHL 101, six semester hours of PHL electives, and six semester hours of PHL or RELG electives. Independent Studies courses may not be used towards the minor.

For the majors and minors MATH 104, Logic will be counted as a Philosophy Course.

Religion Courses (RELG)

100 Introduction to World Religions 3 semester hours
A study of the nature of the religious life as expressed in the major Eastern and Western religions.

101 Old Testament Introduction 3 semester hours
A study of Jewish Scripture with an emphasis on Israel’s historical setting and religious development.

102 New Testament Introduction 3 semester hours
A study of the beginnings of Christianity as depicted in the life and teachings of Jesus and in the growth of the early church.

103 The Bible as Literature 3 semester hours
Various passages and books of the Bible are examined from a literary/historical perspective. Topics include the formation of the canon, the history of the English Bible, and genres such as prophecy, apocalyptic, and gospel.

206 American Religion 3 semester hours
A consideration of some themes and movements in American religious life selected from colonial times to the present because of their current importance. Not offered every year.

220 Letters of Paul 3 semester hours
The life and letters of the apostle Paul are studied in an endeavor to understand the earliest Christian writings. Students will work through a syllabus by means of independent study and group discussion. Not offered every year.

232 Sociology of Religion 3 semester hours
This course focuses on the role of religion in social life. Key issues to be addressed include the social and psychological functions of religion, secularization, the metamorphosis of religious traditions, and the relationship between religion and politics.
233 Renaissance and Reformation 3 semester hours
A study of the theological and literary ferment of 16th-century Europe: the humanism of European authors such as Petrarch, Erasmus, Cervantes, Rabelais and Montaigne and the emergence of the Lutheran and Calvinist traditions. Not offered every year.

399 Independent Study 1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.

Philosophy Courses (PHL)

101 Introduction to Philosophy 3 semester hours
A study of some basic philosophical concepts and issues that pertain to reality, knowledge, and values.

132 Death and Dying (PSYC 132) 3 semester hours
An inquiry into attitudes toward death in our culture and a comparison with historical and other cultures’ philosophical outlooks on the meaning of life and death. Not offered every year.

140 Critical Thinking 3 semester hours
Critical Thinking is essentially applied logic. It concerns the evaluations of arguments, including political, ethical, religious, legal and scientific arguments. Not offered every year.

144 Professional Ethics and Values 3 semester hours
This course will deal initially with frameworks, models, and concepts of ethics such as relativism, subjectivism, egoism, utilitarianism, deontology and virtue ethics. Subsequently, we will examine the implications of these frameworks for particular cases.

202 Modern Philosophy 3 semester hours
A study of the development of Western philosophical thought from the Renaissance to the present. Not offered every year.

203 Ethics 3 semester hours
A study of the main theories of what constitutes moral conduct. Various problems of social and personal behavior are examined from the perspective of philosophical ethics.

231 Theories of Gender in Philosophy 3 semester hours
An overview of the construction of gender in Western philosophy from Aristotle to Simone de Beauvoir.

233A Political and Social Thought 3 semester hours
This course introduces normative global political and social philosophies. It seeks to engage in critical analysis of the ideologies themselves, while exploring the per durance of such forms in contemporary domestic and international thought and social action. Topics considered may include justice, duty ethics, democracy, socialism, capitalism, Marxism, human rights, feminism, post-colonialism and neo-liberalism. Authors will range from Plato and Confucius to Locke and Bentham to de Beauvoir and Gandhi. Prerequisite: three semester hours of PHL or POLS, or permission of the instructor. Not offered every year.

252 Character Strengths & Virtues 3 semester hours
Applied psychology has historically focused more on repairing damaged habits, damaged drives, damaged childhoods, and damaged brains than it has on human flourishing. This introductory course surveys recent work in psychology that has opened the door to human flourishing as a legitimate topic of study. Where appropriate, we will explore philosophical and religious writings that have provided a starting point for this work.

399 Independent Study 1-6 semester hours
An intensive study of a selected topic of varying levels of independence. In general, forty (40) hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: Permission of the instructor.
Sociology

The discipline of sociology at Davis & Elkins is characterized by its critical approach toward the world. In addition to equipping students with an understanding of the theoretical foundations and methodological tools of the discipline, students will be encouraged to approach their culture and society with a thoughtful and critical eye.

Student who pursue a major (or minor) in Sociology will emerge from their coursework with a foundational knowledge of sociological frameworks and methods, the ability to weigh competing arguments and frames of reference, and an enhanced ability to express herself through both written and oral communication.

Baccalaureate Program (B.A.)

A major in Sociology consists of a minimum of 30 hours of coursework in sociology including SOCI 301, 334, 395, either 221 or 223; and an additional 18 semester hours from sociology electives. Additional requirements are CSCI 100 (or equivalent) and an academic minor in a discipline outside sociology.

Minor

The requirements for a minor in Sociology consist of SOCI 101 or 103 and an additional 15 hours of coursework in sociology including either 235, 237, or 301.

Sociology Courses (SOCI)

101 Introduction to Sociology
   3 semester hours
   The course is designed to help students better understand the world in which they live by introducing students to the sociological analysis of social structures. Emphasis is placed on the relationships between the various social institutions within contemporary American society and how they change over time.

103 Social Problems
   3 semester hours
   The course examines contemporary American social problems. Special attention is given to exploring the various explanations for these problems and to discussing and searching for possible solutions.

220 Appalachian Cultures and Traditions
   3 semester hours
   A sociological, historical, and cultural analysis of the Appalachian region and its inhabitants. Prerequisite: SOCI 101.

221 Class and Economic Inequality
   3 semester hours
   This course focuses on economic inequality and class in the Western world with special emphasis on the U.S. experience. Topics to be covered include industrialization, the labor movement, trends in wealth and income distribution, poverty, homelessness, deindustrialization, and globalization.

223 Race, Gender, and Social Inequality
   3 semester hours
   This course focuses on social forms of inequality in the Western world with special emphasis on the U.S. experience. Topics to be covered will include the ongoing struggle of blacks, women, gays and lesbians, and other groups to achieve equality.

226 Deviance and Social Control
   3 semester hours
   An analysis of the sociological theories of deviant and criminal behavior to include discussion of societal reactions to crime and delinquency. Prerequisite: SOCI 101 or 103. Not offered every year.

227 Sociology of Gender
   3 semester hours
   This course develops students’ understanding of gender as a socially constructed and maintained system of ideas and practices. Students will cultivate their ability to recognize and critically analyze the ways in which gender norms are articulated through processes of socialization, interpersonal interaction, and the media. Specific attention will be devoted to the ways in which institutionalized gender roles and norms contribute to and sustain patterns of social inequality.

229 Popular Culture
   3 semester hours
   This course considers the historic emergence of popular culture as it was precipitated by the forces of modernization. A variety of reactions to and assessments of popular culture will be explored. The reactions and assessments explored will focus on both the political significance and aesthetic value of popular culture. These frameworks will subsequently be applied to a consideration of the evolution of popular music (i.e. rock’n roll) in the United States.
232  Sociology of Religion  3 semester hours
This course focuses on the role of religion in social life. Key issues to be addressed include the social and psychological functions of religion, secularization, the metamorphosis of religious traditions, and the relationship between religion and politics.

233  Media and Society  3 semester hours
Students will emerge from this course as more active and critical participants in our increasingly mediated world. This course will focus on the role of the media in a democratic society, the impact of the electronic media on public discourse, the political economy of the media, the representation of otherness, and the media’s role as an agent of socialization.

235  Feminist Social Thought  3 semester hours
Students will develop an understanding and appreciation of the evolution of feminist thought. Students will read excerpts from both foundational, second wave, and contemporary feminist texts. Key controversies and debates within feminism will be analyzed and explored.

237  Ecological Thought  3 semester hours
Students will develop an understanding and appreciation of the evolution of ecological thought over the course of the twentieth century. Students will read and analyze representative works from the major traditions of the twentieth century ecological thought (e.g. nature writing, environmentalism, conservatism, ecology, deep ecology, anarchism, and ecofeminism).

301  Sociological Theory  3 semester hours
The course introduces students to sociological theory as it has evolved over the course of the past two centuries. Students will develop an appreciation of the ways in which social theory both builds and departs from the traditions that precede it. Students will analyze representative works from major traditions of social thought.

334  Research Methods and Data Analysis  3 semester hours
An examination of the logic and techniques of social science research methods coupled with an introduction to the basic statistical methods used in the analysis of data. Emphasis is on both qualitative and quantitative methodologies. Prerequisite: MATH 101, SOCI 101. Not offered every year.

394  Internship  1-6 semester hours
A practicum experience in which the student serves as an intern in a field related to their sociological interests. Prerequisite: permission of instructor.

395  Senior Thesis  3 semester hours
An integrated experience designed to test the student’s ability to apply sociological theory and methodology. Students may choose from the following two options in fulfilling this requirement. Prerequisite: Senior status and a sociology major.

Option I: In consultation with their sociology advisor, students will conduct an original research project on a sociological issue of interest to them and make an oral presentation of their findings. This option is strongly recommended for students contemplating graduate studies.

Option II: In collaboration with their sociology advisor, students will assist in conducting research on a selected sociological issue. Students will be expected to pass a written examination regarding the research process and the studies findings.

399  Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: SOCI 101 and permission of the instructor.
Spanish

Minor

The minor in Spanish is designed to enhance student career opportunities by providing a secondary field of expertise regardless of the major. It is especially useful for students majoring in a field in which actual career practice involves contact with significant numbers of non-English speakers. The minor consists of at least 15 semester hours including 201, 202, and three additional courses chosen from courses numbered 200 or above.

Spanish Courses (SPAN)

101  Beginning Spanish I  3 semester Hours
The first semester of a two semester proficiency-based sequence to develop the four communication skills (listening comprehension, speaking, reading, writing) and to explore culturally determined attitudes and behaviors. An interactive classroom approach emphasizes linguistic performance of students as they apply the language to concrete situations using essential vocabulary and structures. Traditionally taught in fall.

102  Beginning Spanish II  3 semester hours
The second semester of a two semester proficiency-based sequence to develop the four communication skills (listening comprehension, speaking, reading, writing) and to explore culturally determined attitudes and behaviors. An interactive classroom approach emphasizes linguistic performance of students as they apply the language to concrete situations using essential vocabulary and structures. Traditionally taught in spring.

Note: Students may not have to begin a language at the first level. A placement test will determine the appropriate level for those students with experience in the language. Students with two or more years of high school Spanish must take a placement test.

201  Intermediate Spanish I  3 semester hours
The first semester of a two semester sequence to further develop skills in spoken and written Spanish with a review of fundamental structures. Listening to authentic language samples. Reading of short journalistic and/or literary texts. Traditionally taught in fall.

202  Intermediate Spanish II  3 semester hours
The second semester of a two semester sequence to further develop skills in spoken and written Spanish with a review of fundamental structures. Listening to authentic language samples. Reading of short journalistic and/or literary texts. Traditionally taught in spring.

209  Composition and Conversation  3 semester hours
Development of writing and speaking ability in extemporaneous contexts. Review of grammar as needed. Prerequisite: SPAN 202 or equivalent. Not offered every year.

210  Business Spanish  3 semester hours
Practical business vocabulary and terminology. Emphasis on everyday spoken and written Spanish. Reading and discussions of cultural differences affecting international relations. Prerequisite: SPAN 202 or equivalent. Not offered every year.

399  Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: SPAN 202 and permission of the instructor.
Sustainability Studies
The Sustainability Studies major focuses on the relationship between human beings (both individually and collectively) and the natural world. In keeping with the liberal arts mission of the College, the Sustainability Studies major is committed to both interdisciplinary and experiential explorations of sustainable development and sustainability—the challenge of meeting needs of the present (such as health, energy, food, shelter, and transportation) while ensuring a viable world for future generations. The mission of the program is to prepare students for positions of leadership in sustainable development and studies, 'through an informed and dynamic leadership model in sustainability and environmental citizenship.'

Baccalaureate Program (B.A.)
The interdisciplinary major in Sustainability Studies consists of a minimum of 37 semester hours including: (1) SUST 100 to be completed by the end of the sophomore year; (2) at least ten semester hours of Natural Science courses chosen from BIOL 100 or 101 and 102; CHEM 108 or 120 and 122; ENVS 101 and ENVS 230; nine semester hours of humanities courses chosen from ENGL 151, 155, 211 and HIST 217; nine semester hours of Social Science courses chosen from ECON 211; PSYC 211; SOCI 220 and 237; (3) RM&T 120; (4) SUST 498; and (5) community service (15 working and/or volunteer hours per semester with campus and/or local organizations that pursue sustainable initiatives).

Minor
A minor in Sustainability Studies requires 18 hours, including SUST 100, and at least one course taken from each of the Natural Science, Humanities, and Social Science categories described within the major.

Sustainability Studies (SUST)

100 Introduction to Sustainability Studies 3 semester hours
An interdisciplinary examination of modern environmental issues in sustainability, including energy, material issues, agriculture, and interactions with the natural world.

498 Senior-Level Seminar 3 semester hours
An intensive study of a selected topic in Sustainability Studies at varying levels of independence. The student will develop a topic in consultation with their advisor, with the course culminating in a paper, project, and/or internship. Open only to students in their senior year seeking the Bachelor of Arts major in Sustainability Studies.
Theatre Arts

Theatre Program Mission
The mission of the Davis & Elkins College Theatre Program is to provide a personalized, quality education designed to prepare and inspire students to successfully and thoughtfully engage in the creative and collaborative process of Theatre.

The stated goals of the Theatre Program are to:

- Provide course offerings in theatre, along with theatre productions, which are designed to provide the liberal arts student with knowledge of and experience in, an art form which has played a key role in cultural history as well as in contemporary society.
- Maintain a creative environment that nurtures, challenges and empowers students to take creative risks by providing ample opportunities for direct participation in all areas of theatre production and performance. All aspects of student involvement in the production process are designed to promote self-awareness and independent thought while encouraging collaboration.
- Enhance the cultural life of the community through the quality presentation of plays of value from an artistic, educational, and entertainment perspective.

A graduate of the D&E Theatre Arts Program will be able to:

- Demonstrate an understanding of the creative process using the vocabulary of the appropriate discipline.
- Perform or create works of personal and collaborative expression and bring these works to fruition using applicable skills.
- Articulate a reflective and critical evaluation of one’s own and other’s efforts using written and/or oral communication.
- Present oneself in a professional manner, adopting appropriate behavior in accordance with the codes of etiquette and professionalism observed by the industry.

The Theatre Arts program prepares and presents three to five main stage productions and three to five student-directed studio productions every year. Opportunities are available for the production of original student-written plays, improvisational performances, and the occasional video movie shot on the campus of Davis & Elkins College.

Davis & Elkins College is an accredited institutional member of the National Association of Schools of Theatre.

Baccalaureate Programs (B.A.)

Three options are offered for the Theatre Arts major. Students majoring in Theatre Arts must complete a minor approved by the department, regardless of the option they select.

The requirements for the option in Theatre Arts consist of 53-54 semester hours as follows: THRE 111, 112, 116, 117, 170, 208, 211, 212, 304, and 498A; four semester hours chosen from THRE courses 220-226; and three additional THRE courses at the 200 or 300 level. Additional requirements are ENGL 216A, two semester hours of MUSC 103, and six semester hours chosen from ENGL 280-282. An additional requirement is the successful direction of an approved one-act play, or the performance of a faculty-supervised acting showcase in the junior or senior year. Students must achieve a “C” or better in all courses required for the major.

The requirements for the option in Design & Technical Theatre consist of 58 semester hours as follows: THRE 105 or 116; 112, 170, 208, 211, 212, 213, 215, 219, 498P and seven semester hours chosen from 221, 222, 223, 224, 394, and 399. Additional requirements are ART 101 or 102, ENGL 216A, and 6 semester hours chosen from ENGL 280-282 and 9 semester hours chosen from THRE 205, 270, 312, 313, 314, 316, 317, 318, 330, and 399. An additional requirement for graduation is the successful design of one faculty-selected aspect of a main stage production in the junior or senior year. A prerequisite for this requirement is the successful design of at least one aspect of a Studio Production based on the student's successful completion of the appropriate design course. Students must achieve a “C” or better in all courses required for the major.

The requirements for the option in Theatre Education consist of 53 hours as follows: THRE 105, 111, 112, 116, 208, 211, 213, 215, 221, 222, 223, 232, 304, 319, 320, and 498A; COMM 321 or SOCI 233; MUSC 100, ENGL 216A and three semester hours chosen from ENGL 280-282. An additional requirement is the successful direction and design of an approved one-act play in the junior or senior year. Theatre Education students must complete a minor in Education. Students must achieve a “C” or better in all courses required by the major.
Minor

The requirements for a minor in Theatre Arts consist of 18 semester hours including THRE 170, three semester hours chosen from ENGL 280 – 282 or 216A, and 12 hours of THRE electives.

Theatre Arts Courses (THRE)

105  Creative Improvisation  3 semester hours
This foundation course, designed for the student who is new to theatre, examines the basic physical and mental resources of the performer and enables the individual to achieve greater self-confidence, poise and freedom of expression.

111  Voice and Diction for the Actor  3 semester hours
Basic voice and diction skills, familiarity with the International Phonetic Alphabet, and mastery of a dialect or accent are all emphasized in course. Not offered every year.

112  Stagecraft  3 semester hours
The study and application of scene construction, rigging and backstage organization. Co-requisite: THRE 223.

115  Introduction to the Theatre  3 semester hours
A survey of the history, literature and practice of the theatre. Emphasis will be placed on current theatre production approaches.

116  Acting I  3 semester hours
A study of the basic skills, procedures and terminology vital to the actor in both amateur and professional arenas. Emphasis is on creative skills, improvisation, basic theory and marketing skills. Prerequisite: THRE 105 or permission of the instructor.

117  Acting II  3 semester hours
A scene studies course working with student directors in Theatre Arts 304, examining techniques in different theatrical genres. Prerequisite: THRE 116.

170  Theatre Production I  4 semester hours
The production of a full-length play. Open to majors and non-majors. No experience necessary. A chance to participate in college theatre without interference from other classes. Daily theatre production work with all theatre faculty working in acting, stage managing, scenery, costumes, lighting and all other aspects of a theatre production.

205  Stage Makeup  2 semester hours
The basic principles of the art and techniques of makeup. Four hour laboratory per week. Co-requisites: THRE 226. Not offered every year.

208  Script Analysis  3 semester hours
A course designed for people who put plays on the stage: actors, designers, directors, technicians and playwrights. The goal of this course is to enable students to read scripts analytically and to explore how plays work in terms of action, conflict, given circumstances, character, image and, finally, theme. Course work prepares the theatre artist to translate written words into a fully animated and audience-engaging theatrical production. Not offered every year.

211  History of the Theatre I  3 semester hours
A study of theatre art and drama from origins to the present. Emphasis will be placed on the development of the Physical Theatre, Acting Styles, Criticism, Literature and Design. Not offered every year.

212  History of Theatre II  3 semester hours
An in-depth study of selected periods, people, or subjects. The student will write three research papers from material covered in Theatre Arts 211. Prerequisite: THRE 211 and ENGL 102A. Not offered every year.

213  Stage Lighting  3 semester hours
Theory and techniques of lighting and sound productions for the stage. Co-requisite: THRE 222. Not offered every year.

215  Stage Costume  3 semester hours
The study and application of the principles of design as applied to stage costume with emphasis on the drafting of patterns leading to the construction of authentic, practical stage costumes. Two hour lecture and three hour laboratory. Not offered every year. Co-requisite: THRE 221

219  Drafting for the Theatre  3 semester hours
An introduction to the fundamental techniques, skills, and methods of Drafting for the Theatre, emphasizing the use of basic equipment, basic computer aided drafting, and the various types of visual communication used in theatrical production.
220-226 Production Laboratory 1 semester hour each
Successful completion of a minimum of fifty hours working on a major production is required for completion of the course.

220 Acting Laboratory 1 semester hour
221 Costume Laboratory 1 semester hour
222 Lighting Laboratory 1 semester hour
223 Stagecraft Laboratory 1 semester hour
224 Stage Management Laboratory 1 semester hour
226 Makeup Laboratory 1 semester hour

220-226 Production Laboratory 1 semester hour each
Successful completion of a minimum of fifty hours working on a major production is required for completion of the course.

220 Acting Laboratory 1 semester hour
221 Costume Laboratory 1 semester hour
222 Lighting Laboratory 1 semester hour
223 Stagecraft Laboratory 1 semester hour
224 Stage Management Laboratory 1 semester hour
226 Makeup Laboratory 1 semester hour

230 Props Construction Techniques 3 semester hours
This course will focus on the study of techniques for the construction of theatrical properties and the duties of the properties crew of a theatre. The construction portion of the course will cover the proper use of tools and their application to the design problems encountered in properties construction. Not offered every year.

232 Movement for the Theatre 2 semester hours
A practical study of various physical techniques useful to the theatre performer. Centered on the development of physical expressiveness, this course emphasizes the actor’s use of his/her body in performance, yet the theories and techniques covered can be of value to anyone concerned with the use of the body. Not offered every year.

234 Stage Management 3 semester hours
This course will examine the art and business of stage management. The student will study the preproduction, auditions, rehearsals, production and post-production roles of the stage management team. The student will learn how to properly keep a record of a production. The course will also delve into general management skills as they pertain to theatrical production. The role of theatrical labor unions will also be explored. Co-requisite: THRE 224. Not offered every year.

238 Acting III 3 semester hours
Advanced scene studies in period plays focusing on the works of Shakespeare. Emphasis on character interpretation, physicalization, and diction in both comedies and tragedies. Prerequisite: THRE 117. Not offered every year.

270 Theatre Production II 4 semester hours
The production of a full-length play. Open to majors and non-majors. No experience necessary. A chance to participate in college theatre without interference from other classes. Daily theatre production work with all theatre faculty working in acting, stage managing, scenery, costumes, lighting and all other technical aspects of a theatre production.

304 Directing I 3 semester hours
A practical study of different theories and approaches to directing in which student artists will direct the Acting II students in scene studies. Prerequisites: THRE 117, 208, and permission of the instructor.

305 Directing II 3 semester hours
Advanced scene studies in directing emphasizing extended scenes, and complex characterizations and staging. Prerequisite: THRE 304. Not offered every year.

312 Advanced Stagecraft 3 semester hours
The study and application of the more advanced techniques, skills, and methods used in theatrical production. This course will focus primarily on theatrical rigging, metalwork/welding, and scenery movement. Prerequisite: THRE 112. Not offered every year.

313 Scene Design 3 semester hour
The study and application of the principles of design as applied to stage scenery. The functions, resources, and techniques of set design will be studied in relationship to the theatrical text (script). Not offered every year. Prerequisite: THRE 112, 214, 219, or permission of the instructor.

314 Lighting Design I 3 semester hours
The study and application of the principles of design as applied to stage lighting. The nature and techniques of lighting will be studied in relationship to the theatrical script. Prerequisite: THRE 213, 219 or permission of the instructor. Not offered every year.

316 Costume Design 3 semester hours
The study and application of the principles of design as applied to theatrical costumes. The analysis and rendering of costume designs in relationship to the theatrical script. Prerequisite: THRE 215 or permission of instructor. Not offered every year.
317  Portfolio Preparation  3 semester hours
The student will be guided by the appropriate faculty member to prepare a Design/Technical Theatre portfolio according to industry conventions and appropriate to the career plans of the student. Not offered every year.

318  Scene Painting  3 semester hours
The examination and application of different painting techniques of scenery for theatrical productions. Prerequisite: THRE 112. Not offered every year.

319  Creative Dramatics  3 semester hours
This course focuses on the planning and direction of classroom dramatizations; implementation and evaluation of theatre games; and approaches to incorporating theatre into teaching activities. Priority of enrollment will be given to Education Majors or others with Teaching Specialization in Theatre Education. Others may enroll with the express permission of the instructor.

320  Playwriting  3 semester hours
Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history. Prerequisite: THRE 208. Not offered every year.

321-323  Advanced Acting  3 semester hours each
Advanced scene studies courses emphasizing techniques in character development. Students must enroll with an acting partner. Prerequisite: THRE 117 or permission of instructor.

321  Acting IV  3 semester hours
322  Acting V  3 semester hours
323  Acting VI  3 semester hours

394  Practicum  1-15 semester hours
Applied field work under professional supervision supplemented by appropriate readings and written reports. In general, 40 hours of supervised work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of the instructor.

399  Independent Study  1-6 semester hours
An intensive study of a selected topic at varying levels of independence. In general, 40 hours of work are expected for each semester hour of credit. The course may be repeated for credit provided a new topic is chosen. Prerequisites: permission of the instructor.

498A  Senior Acting/Directing Thesis  3 semester hours
Taught by special arrangement, this course requires the successful direction of an approved one-act play, or the performance of a faculty-supervised acting showcase in the junior or senior year. Prerequisite: successful completion of THRE 304 with a “C” or better.

498P  Senior Production Thesis  3 semester hours
Taught by special arrangement, this course requires the successful completion of a faculty-supervised design assignment for at least one aspect of a main stage theatre production. A prerequisite for this course is the successful design of at least one aspect of a student-generated Studio production based on the student’s successful completion of the appropriate design course.
Academic Information and Policies

Academic information and policies are listed alphabetically by major headings, including:

Academic Achievement, Recognition, Awards, and Prizes

Davis & Elkins College, with the assistance and support of generous friends, has established a program of awards and prizes that are designed to encourage superior students to both achieve their potential as scholars and continue in the pursuit of scholarship.

Dean’s List

The Dean’s List is published at the end of the fall and spring semesters to recognize students who have completed a minimum of 12 semester hours (in graded courses) that semester with a term grade point average of 3.6 or above on a 4.0 scale.

The following Academic Achievement Awards are given at the annual Academic Awards and Recognition Convocation:

Dean’s Award: Awarded to deserving graduating senior(s) selected by the Vice President for Academic Affairs.

Academic Program Achievement Awards: Awarded to students with outstanding academic achievement in each program. The selection is made by faculty in the respective programs.

Named awards include:

- The Robert E. Urban Memorial Award in Biology
- The Dr. Charles E. Albert Memorial Prize in Chemistry
- Chemistry—The Achievement Award in Chemistry for Freshmen Students in Chemistry
- The Tatiana Jardetzky Scholarship Award in Foreign Languages and Culture
- The James H. Swanton Prize in History
- The Dorothy F. Roberts Achievement Prize in Political Science
- The Pendleton Prize in Theatre

The Faculty Senior Award: The Faculty Senior Award is granted to a senior student who has achieved excellence in a wide range of academic areas and personal and intellectual leadership. It recognizes students who have fostered a climate of intellectual excitement throughout all their years at Davis & Elkins College. An enlarged Faculty Assembly Executive Committee selects a recipient from seniors with a minimum 3.8 cumulative grade point average.

The Algernon Sydney Sullivan Awards: These awards are presented to students who demonstrate exemplary spiritual qualities in daily living. Received by students who exhibit ‘nobility of character,’ these awards are distinct from scholarly and athletic achievement and are awarded by a special college committee.

The Achievement Award in Chemistry for Freshmen Students: The Chemical Rubber Publishing Company provides an award for outstanding achievement by a freshman student enrolled in chemistry courses. The Handbook of Chemistry and Physics is given to the student who wins this award.

The following academic awards are given each year at Commencement:

Freeman J. Daniels Awards: Friends of Freeman J. Daniels, a distinguished alumnus of Davis & Elkins College, established awards to recognize high academic achievement. Each year at the Founder’s Day Convocation, the Freshman, Sophomore, and Junior Awards are given to the highest ranking students in those classes, based on their previous year’s performance. Awards carry a $500.00 tuition grant. At Commencement the Freeman J. Daniels Award recognizes the highest ranking senior, the Valedictorian.
**Academic Advising**

A student’s initial advising experience, like the initial classroom experience, strongly influences his or her approach and adjustment to the college learning situation and, therefore, receives careful attention at Davis & Elkins College. In addition to regular meetings with their advisors, the Catalog and Student Handbook are designed to help students reach their academic goals.

Prior to the first semester, a new student will meet with either a faculty advisor or the instructor of his or her GES 105 course to be registered for classes. During the first semester, or any time afterward, the students may select a different advisor and declare his or her major by filing the Declaration of Academic Program form (Form 26) with the Office of the Registrar. Students meet with their advisors on Registration & Assessment Day in the fall and spring semesters and at other times as arranged by the student.

The advisor is of great help in moving students toward graduation. Together, the student and advisor review the audit report prepared by the Office of the Registrar and prepare for the final requirements of the chosen degree, major, and minor. However, the ultimate responsibility for knowing and meeting the graduation requirements rests with the student.

Please note: an advisor cannot make exceptions to the published specifications; only the Admission and Academic Standing Committee of the Faculty Assembly may grant a variance from College policies.

**Academic Appeals**

A student who wishes to appeal a course grade should appeal first to the course instructor. If the initial appeal is not resolved to the student’s satisfaction, he or she may appeal to the department chairperson. Failing satisfactory resolution at the program level, the student may appeal to the appropriate division chair. Failing satisfactory resolution at the division level, the student may appeal to the Vice President for Academic Affairs. Initial appeals must be made within 90 days of the issuance of the course grade being appealed. Should the student elect to make an appeal to the Vice President for Academic Affairs, that appeal must be made within 30 days of the initial appeal to the course instructor.

**Academic Credit for Prior Learning**

**Advanced Placement (AP), International Baccalaureate (IB) Program, and College Level Examination Program (CLEP)**

Davis & Elkins College will consider granting academic credit for work undertaken with the College Board Advanced Placement program (AP), the International Baccalaureate program (IB), and the College Level Examination Program (CLEP). Scores of 3 or higher on AP (4 or higher on AP Math, Science, and English), 4 or higher on the IB, and 50 or higher on the CLEP examinations are required to receive credit. The exact number of hours credited will be determined by the Registrar in consultation with the appropriate academic department chairperson. Students will receive ‘P’ (‘Pass’) grades for such work, indicating that it will count toward their total hours completed but will not be computed in their cumulative grade point averages. See also information about English placement in the English section of the Catalog.

**Course Test-Out**

A student whose background, experience, and/or prior education have provided sufficient competence in specific areas may receive course equivalency by demonstrating satisfactory performance on an examination prepared by the appropriate department chairperson. The test-out option may be used to fulfill course prerequisites or to determine the appropriate placement level in sequential courses, but the student will not earn a grade for passing the exam, nor will any credit be applied toward graduation requirements. If the student fails the test, he or she may not apply to retake the examination. Note: a student may not request an examination for an audited course or a course in which he or she earned a grade of less than C. The exam fee will be payable in the Business Office.

**Credit-by-Examination**

Students whose background, experience, and prior education have given them sufficient competence in specific areas may receive Course-Credit-by-Examination by demonstrating satisfactory performance on an examination prepared by the appropriate department chairperson. The credits will be recorded as ‘P’ (‘Pass’) on the transcript rather than designated by a letter grade. A student who fails an examination for these purposes may not apply to retake it, nor may a student request an examination on the basis of an audited course or a course in which he or she earned a grade of less than C. The Credit-by-Examination option is available only to students currently registered at the College and may not be earned in a foreign language that is the native language of the student. Interested students may obtain forms for Credit-by-Examination in the Office of the Registrar.
Life Learning Experience Credit

Credit may be awarded to matriculated students at Davis & Elkins College who present evidence of knowledge and skills acquired through non-classroom learning experience. The maximum credit available through this option may not exceed 35 semester hours for the baccalaureate degree or 17 hours for the associate degree. Life Learning Experience credit is not recorded on the transcript until the student has completed 15 hours of regular course credits at Davis & Elkins College. The credit will not be recorded on the transcript (as ‘credit’) until the student has completed 15 hours of regular course credits at Davis & Elkins College and may not be used to meet the College’s residency requirements. Such credits will not receive a letter grade nor be considered in determining graduation honors. Interested students should contact the Office of the Registrar for guidelines and information about General Studies 101, Portfolio, a requirement for this option. Please note that there is a fee associated with Life Learning Experiences Credit.

Academic Honesty

Davis & Elkins College expects its students to pursue their academic careers with integrity. Faculty report instances of cheating and plagiarism to the Vice President for Academic Affairs and recommend penalties, which can include failure of the assignment in question or even expulsion from the course or College.

Academic Support Program

Davis and Elkins College is committed to providing all of its students with the opportunity to succeed academically. The College’s academic support program is designed for and committed to supporting students’ successful transition into a collegiate learning environment and helping students cope with the academic demands of college. A central purpose of the program is to encourage students to connect with sources of support – strengthening habits associated with academic success and making sure students know how to use the various academic support resources available at the College.

Students experiencing academic difficulties may, at various points, either be invited or required by the Office of Academic Affairs to participate in the academic support program. This program will evolve based upon best practices in higher education. Components of the program may include: participation in a mentoring program, co-curricular enrollment, and enrollment in specified FND courses. Students will be connected to these support services based upon individual need.

In some cases, students admitted to the College may be either invited or required to participate in the academic support program during their first semester at the College. The Office of Academic Affairs is responsible for determining an incoming student’s need to participate in the program based upon information in a student’s admission application.

Academic Standing

In order to graduate from Davis & Elkins College a student must have a minimum cumulative GPA of 2.0. Students maintain good academic standing by achieving the minimum grade point average (GPA) for the number of credits they have completed (see table below).

<table>
<thead>
<tr>
<th>Semester Hour Credits Completed</th>
<th>Minimum Cumulative GPA for Good Academic Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.5 or fewer</td>
<td>1.6</td>
</tr>
<tr>
<td>24 to 47.5</td>
<td>1.8</td>
</tr>
<tr>
<td>48 to 71.5</td>
<td>1.9</td>
</tr>
<tr>
<td>72 or greater</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The Admission and Academic Standing Committee reviews students’ academic progress at the end of each semester and makes recommendations regarding academic standing. A student who falls below the minimum requirements may be placed on academic warning, academic probation, or be dismissed from the College as warranted by their academic performance and prior academic history.
Academic Warning

A student whose academic performance falls below the minimum requirements for good academic standing for the first time will be placed on academic warning. The purpose of academic warning is to identify students struggling academically and to provide them with appropriate academic support. A student placed on academic warning will be notified of their status by the Vice President for Academic Affairs and will be required to participate in the College’s academic support program as appropriate.

Academic Probation

A student whose academic performance falls below the minimum requirements for good academic standing for a second, or any subsequent, time will be placed on academic probation. The purpose of academic probation is to alert a student to his or her continuing academic difficulties and to warn a student of his or her precarious academic status at the College. A student placed on academic probation will be notified of his or her status by the Vice President for Academic Affairs. Academic probation may require a student to do one or more of the following as a condition of his or her probation: attend a required face-to-face meeting with support faculty and/or staff, limit the number of credit hours enrolled during the semester of probation, and/or participate in part of the College’s academic support program (including enrollment in specified credit-bearing FND courses).

Removal from Academic Probation and Academic Warning

The Admission and Academic Standing Committee recommends release of a student from academic probation or academic warning as warranted by his or her GPA.

Academic Dismissal

The Vice President for Academic Affairs, based upon the recommendation of the Admission and Academic Standing Committee, may dismiss a student at any time for poor academic performance. A student may be dismissed for failing to earn a 1.0 semester GPA, for continually falling short of minimum cumulative GPA requirements (see chart above), or for failing to abide by the terms of academic probation or academic warning. A student whose academic standing would result in him or her being placed on probation for a second consecutive semester shall be dismissed from the College.

A student dismissed from the College is prohibited from returning to the College until the passage of either a fall or spring semester following the student’s dismissal (i.e. a student cannot be readmitted after sitting out only a winter or summer term). The student is then free to reapply for admission to the College. Any student readmitted by the College after an academic dismissal will be placed on academic probation.

Student Appeals of Academic Dismissal

In most cases, a student who is dismissed can appeal his or her dismissal from the College, although, in some cases, he or she may be denied the opportunity to appeal by the Vice President for Academic Affairs. A student wishing to appeal a dismissal decision must file his or her appeal with the Office of the Registrar. A complete appeal must include: a formal letter from the student, addressed to the Vice President for Academic Affairs, explaining the student’s rationale for appealing the dismissal; a plan for future academic improvement; and at least one letter from a faculty or staff member supporting the student’s appeal.

Complete appeals are reviewed promptly by the Admission and Academic Standing Committee and the Vice President for Academic Affairs. Complete appeals must be received by the first day of classes to be considered for reinstatement for the current academic term. A student whose dismissal appeal is granted will be placed on academic probation.
Administrative Authority

The Board of Trustees of Davis & Elkins College has entrusted the President of the College with the responsibility and authority to develop and supervise the operation of a disciplinary policy. The President has designated the Vice President for Student Affairs as the primary officer in charge of maintaining and supervising the disciplinary policy as it relates to social behavior. Academic standards are developed by the faculty and are under the supervision of the Vice President for Academic Affairs. The Davis & Elkins College Student Handbook should be consulted regarding rules and policies pertaining to social conduct and behavior.

Rare occasions may arise when a student’s conduct either endangers the student and/or others in the community or violates the fundamental ideals and standards of the College. In such cases, Davis & Elkins College reserves the right to take necessary and appropriate action, including disciplinary warning, disciplinary probation for a stated period, suspension, dismissal, and/or removal from campus, to remedy serious academic or social problems. Should this type of action become necessary for either the Vice President for Academic Affairs or the Vice President for Student Affairs to perform, the President shall be informed prior to the action being taken. Questions regarding such extraordinary action should be taken to the President of the College.

Attendance Requirements

Regular and punctual class and laboratory attendance is required throughout the semester in accordance with the policy specified by the instructor. Faculty members will provide students with a written statement of the attendance policy for the course within the first week of a term. All students must attend every class or laboratory unless officially excused. Excused absences include representing the College, participating in approved field trips, illness, a family emergency, or others as determined by the instructor. Students will be responsible for all course work missed during an absence. Absences in classes immediately before and after holidays are unexcused.

Catalog and Course Work

Applicable Catalog

A student may declare a major(s) and minor(s) under any Catalog during the period in which he or she was a matriculated student at Davis & Elkins College, so long as the Catalog is not more than seven years old at the time of student’s graduation. There are no exceptions to this policy. The student’s selected Catalog is indicated on the ‘Declaration of Intent’ form available in the Office of the Registrar. The student must complete all graduation requirements, including general education, major, and minor requirements, from the same Catalog.

Time Restriction on Coursework

All courses from Davis & Elkins College and all transfer credits that will be applied toward graduation must have been completed within ten years of the graduation date. Requests for exceptions to this policy may be submitted to the Registrar, who will consult with the Admission and Academic Standing Committee and the appropriate department chairperson or faculty member.

Classification of Students

Students who are officially enrolled in a program of study at Davis & Elkins College during a given term of enrollment are considered matriculated students. Students are considered ‘full-time’ when they are enrolled for at least 12 hours in a semester and ‘part-time’ when they are enrolled for fewer than 12 hours during a semester.

Students will be classified according to the number of completed semester hours:

- Freshman 1-29 semester hours completed
- Sophomore 30-59 semester hours completed
- Junior 60-89 semester hours completed
- Senior 90 or more semester hours completed
Course Options

Auditing Courses

Full-time students may audit (AU) a lecture course without charge if they receive permission from the instructor. Part-time students and non-matriculated students may audit a lecture course if they receive permission from the instructor and pay an auditing fee.

Auditors must register for the course but do not take examinations, submit written work, perform laboratory work, or participate in class discussion except at the invitation of the instructor. Audits will be recorded on the transcript, but no credit will be received. Laboratory, studio art, applied music, private instruction, and physical education activity courses, which require the development of specific individual skills and therefore a significant degree of personal instruction, are not available for auditing.

Independent Study, Practica, and Internships

Students who have earned six credits in a particular discipline in addition to credit for College Writing II (English 102A) may apply to the appropriate department chairperson to undertake Independent Study courses. Such courses allow students to explore specific areas of interest in greater depth. Permission of the instructor and department chairperson is required. Students may visit the Office of the Registrar to obtain Independent Study forms, which must be completed and returned to the Office of the Registrar before the end of the Drop/Add period.

The College also provides courses in supervised fieldwork through many of its disciplines. These courses afford the prepared student an opportunity to apply knowledge in a work setting or clinical facility that is selected and overseen by the faculty. Practica and Internships have been completed at a variety of institutions, businesses, and agencies. Some of these courses are required for certain majors and minors but may also be taken as elective courses. Permission of the instructor and department chairperson is required. Students may visit the Office of the Registrar to obtain Practica and Internship forms, which must be completed and returned to the Office of the Registrar before the end of the Drop/Add period.

Repeating a Course

Students who earn a grade of C or better in a course may not repeat the course except by permission, in advance, of the Vice President for Academic Affairs, who will consult with the student’s advisor and the instructor of the course. The repeated course will count as part of the normal workload but will not earn credit toward graduation. Both grades will be used to calculate the grade point average (GPA).

Students who receive a D or F in a course taken at Davis & Elkins or a course transferred from another regionally accredited institution may repeat the course. A repeated course shall be counted as part of the normal workload, but additional credit cannot be earned for the repeated attempt in a course for which a D was earned. Both grades will remain on the permanent transcript, but only the higher of the two grades shall be used in computing the GPA. Note: Students in the nursing program will be permitted to repeat a nursing course only with approval.

Special Arrangement Courses

Courses by Special Arrangement must be approved in advance by the faculty member of instruction, the department chairperson, and the Vice President for Academic Affairs. The faculty member who typically teaches these courses will also teach them by Special Arrangement unless someone else is explicitly authorized by the Vice President for Academic Affairs in consultation with the appropriate department chairperson. Forms must be completed and submitted to the Office of the Registrar before the end of the Drop/Add period.

Study Abroad

Davis & Elkins College supports its students in seeking appropriate study abroad experiences. Students interested in studying abroad should make an appointment with the College’s Study Abroad resource person.

Transfer Credit

A student pursuing a degree at Davis & Elkins College must secure permission in advance from his or her advisor and the Registrar to take courses for credit at another regionally accredited institution. Courses that a student has previously taken at D&E or elsewhere may be retaken at another institution with the advance approval of the Registrar. Please note that transfer credits for courses in which the student has earned a D or higher are recorded only after receipt of an official transcript from the other institution. All transfer credit is awarded with the grades earned at the other institution. The College reserves the right to reexamine students over any transferred work.
Endowed Faculty Chairs

The Benfield-Vick Chaplain

The Benfield-Vick Chaplain is supported by an endowed fund established by the First Presbyterian Church of Charleston, West Virginia. This fund honors two of the church’s former pastors who served as trustees of the College: Dr. William A. Benfield and Dr. George Vick.

The James S. McDonnell Foundation Chair in Business and Economics in honor of Dr. Gloria M. Payne

The James S. McDonnell Foundation Chair in Business and Economics was established in 1986 with a gift from the James S. McDonnell Foundation in honor of Dr. Gloria Payne.

The Thomas Richard Ross Chair in History and the Humanities

The Ross Fund was established in 1985 on the retirement of history professor and former dean Dr. Thomas Richard Ross. The chair was dedicated in October 1999.

The S. Benton Talbot Chair in the Natural Sciences and Nursing

The S. Benton Talbot Chair in the Natural Sciences and Nursing honors a pioneer of academic excellence and leadership at Davis & Elkins College. Dr. Talbot set the standard early in the College’s history, serving as Dean of the Faculty and establishing premier programs in biology and pre-medicine.

Final Examinations

Comprehensive final examinations are given, unless unsuitable to the course, during final exam week of the fall and spring semesters. No examinations may be scheduled for the last two regular class days of the academic semester. Students who have final examination conflicts should attempt to resolve the problem by talking with the professors involved; if a solution cannot be reached, students should contact the Vice President for Academic Affairs. A student absent from a final examination because of illness is entitled to a special examination only when he or she presents a doctor’s written explanation that the student was physically unable to take the exam at the scheduled time.

Family Educational Rights and Privacy Act

Davis & Elkins College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This Act protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Copies of the policy established by the College in compliance with the Act are available in the Office of the Registrar and on the College’s website (www.dewv.edu).

Foundation Requirements

Foundation Courses provide instruction in skills necessary for college success. Students entering Davis & Elkins College with fewer than 20 semester hours will be considered for placement in or exemption from FND 103 (Academic Skills), FND 104 (Foundations of Reading and Writing), FND 105 (Structured Academic Support), FND 111 (Developmental Mathematics I), and FND 112 (Developmental Mathematics II). The College reviews ACT/SAT and mathematics placement test scores to make these decisions. Students who are found to need Foundation Courses must plan their schedules so that they successfully complete these courses within their first two semesters before advancing to the regular college courses in English or Mathematics. FND 103 (Academic Skills) is open to all admitted students and may be required for some students as a condition of admission. Hours of credit earned in Foundation Courses will not count to the total number of semester hours required for graduation.
Grading System

The grading system is A through F except for those courses designated as Pass/Fail. Grades of A, B, C, and D can have pluses (+) and minuses (-) assigned to indicate relative levels of student performance within the letter grade designation. Pluses and minuses will be reported on grade reports and transcripts but do not influence the grade point average.

Midterm and final grades are reported on all courses and are available online through WebAdvisor; final grades are also mailed to the student.

A grade of ‘In progress’ will be reported for the student who has arranged for additional time to complete an experience or project. The ‘In progress’ grade will be converted to a permanent grade at the end of the time allotted for the extension.

A grade of ‘Incomplete’ will be reported for a student when circumstances beyond his or her control prevent completion of required course work by the end of semester. In general, a student’s performance should meet the following criteria in order to be eligible to receive a grade of ‘Incomplete’:

- The student’s completed work to date is passing
- The student has completed 60% or more of the required work for the course
- The student’s attendance has been satisfactory for at least 60% of the semester
- An extended illness or extenuating circumstance prevented completion of required work by the end of semester.

The grade of incomplete should not be given as substitute for a failing grade, should not be based solely on student’s failure to complete work in a timely fashion, and should not be a means for raising a student’s grade by requiring additional coursework after the semester or term has ended (i.e. coursework not enumerated in the syllabus). Work required to finish the incomplete must be completed by a date agreed upon between the faculty member and student, but the plan for completing work may not exceed one calendar year. Both the student and faculty member must complete, sign, and file an application for an incomplete grade with the Office of the Registrar. If the student completes the required work within the time frame, the faculty member will submit a revised final grade to the Office of the Registrar. If a revised final grade is not filed by the faculty member by the date agreed upon for completion of the student’s work, then the grade of ‘Incomplete’ will be changed to a grade of ‘F’. Once a grade of ‘F’ has been assigned, the faculty member will not be permitted to make further modifications to the grade.

In cases where a faculty member leaves the College, the Vice President for Academic Affairs, in consultation with the appropriate department chairperson, will assist students in the process of completing requirements for ‘In progress’ or ‘Incomplete’ grades.

For each semester and term, the academic calendar designates particular dates as “the last day to withdraw from class with a ‘W’.” A student may withdraw from a course up to the deadline listed on the College calendar, provided he or she (1) has permission from the academic advisor and (2) files the appropriate form in the Office of the Registrar. The student who officially withdraws from a course prior to the date identified on the academic calendar will receive a grade of ‘W’.

At midterm, faculty members may file midterm grade reports of ‘W’ with the Office of the Registrar for students who have never attended class or who have not attended for a significant period of time. In such instances, the Office of the Registrar will notify the student who has received a midterm grade of ‘W.’ Unless students assigned a ‘W’ at midterm contest the action within a designated period of time, the ‘W’ shall be recorded on the transcript by the Registrar.

U.S. Veterans must notify the School Certifying Official when withdrawing from any courses so their certification can be adjusted accordingly.

All students should be aware that withdrawing from courses can significantly slow progress toward degree completion and impact financial planning.
The letter grades are defined as follows:

A  Excellent: Work shows marked superiority in such qualities as organization, accuracy, originality, understanding, and insight.
B  Good: Work indicates appreciation and grasp of the subject that is distinctly above the average.
C  Average: Work fulfills essential requirements in quality and quantity and meets the acceptable standard for graduation.
D  Below average: Work is below the average yet acceptable credit for graduation.
P  Pass (only for courses specified Pass/Fail): Work meets or exceeds the standard required for credit in that course.
F  No Credit: Work does not merit academic credit.
W  Withdrawal
I  Incomplete
IP  In Progress
AU  Audit

Grading Scale:
Grades used at the College carry the following quality points in the computation of grade point averages. Note: plus (+) and minus (-) grades do not influence quality points in grade point averages:

A  4.0 quality points for each semester hour
B  3.0 quality points for each semester hour
C  2.0 quality points for each semester hour
D  1.0 quality points for each semester hour
F  0 quality points for each semester hour
I  Incomplete: no quality points generated
W  Withdrawn: no quality points generated
P  Credit only: 0 quality points for each hour
IP  Course in progress: no quality points generated
AU  Audit: no quality points generated

To compute the GPA, the student should divide the total quality points earned by the total GPA credits.

Graduation Honors
To be eligible for graduation honors at Davis & Elkins College, a student must have completed a minimum of 62 semester hours for the baccalaureate degree and 32 hours for the associate degree at Davis & Elkins College. Such semester hours are defined as course credits earned at the College in which a letter grade (A, B, C, D, and F) and quality points were awarded.

At the time of graduation, the distinction of ‘Highest Honors’ will be awarded to associate degree graduates who have a cumulative grade point average of 3.95-4.00, ‘High Honors’ to those who have a cumulative grade point average of 3.80-3.94, and ‘Honors’ to those who have a cumulative grade point average of 3.60-3.79. At the time of graduation, eligible seniors receiving a baccalaureate degree who have a cumulative grade point average of 3.95-4.00 will graduate summa cum laude, those who have earned a cumulative grade point average of 3.80 to 3.94 will graduate magna cum laude, and those who have earned a cumulative grade point average of 3.60 to 3.79 will graduate cum laude. Students who have not satisfied all graduation requirements are ineligible for graduation honors.

The graduating senior receiving a baccalaureate degree with honors who has the highest cumulative grade point average in class standing is named Valedictorian and will give the Valedictory Address. The next highest ranking senior who is eligible for graduation honors is named the Salutatorian and will give the Salutatory Address. In the case of a tie for either honor, preference will be given to the student who has completed the most hours at D&E. If a tie still exists, co-honors may be given.

The highest ranking eligible candidates for the Bachelor of Arts, Bachelor of Science, and Associate Degree participating in the graduation ceremonies are recognized during the Commencement service and receive a symbolic scroll in recognition of their academic achievements.
**Leave of Absence**

Should a student experience serious injury or illness (or other extenuating circumstances) that makes it difficult or impossible to complete academic work, the student may apply for a Leave of Absence from the College. To be considered for a Leave, the student must properly complete and submit the required form to the Office of the Registrar. Should a request be granted, the student will receive ‘W’s for the courses in which he or she was enrolled. Students who have received a Leave under such circumstances are entitled to return to the College at the beginning of the following semester (or following year) without reapplying for admission.

**Phipps Lectureship**

Upon his retirement after 39 years at the College, students and friends of Dr. W. E. Phipps, Professor of Religion and Philosophy, established and endowed the William E. Phipps Interdisciplinary Lectureship. In accordance with his wishes, an interdisciplinary faculty committee selects a lecturer who combines religious or philosophical thought with that of other disciplines. The invited lecturer spends several days on campus, appearing in classroom settings and seminars and often making a public presentation.

**Registration and the Office of the Registrar**

Registration is the formal process whereby students enroll in courses for a particular term or semester. Together with their advisors, students plan their schedules and register for classes using WebAdvisor. Students should be aware of the importance of monitoring their transcripts, grades, and schedules on WebAdvisor to ensure accuracy. See the Academic Calendar for important dates associated with Registration.

The Office of the Registrar is responsible for official documentation of courses and grades. In carrying out this responsibility, the Office makes class rosters for each course available to faculty; verifies midterm and final grades that have been reported by faculty; prepares audit reports showing the status of each student in meeting degree requirements; and certifies candidacy of each student for graduation. The Office of the Registrar staff encourages students to come in should a concern or a question arise about Registration, grade reports, graduation, or other Registrar matters.

**Residence Requirements**

Students seeking an associate degree must complete at least 28 semester hours as a matriculated student at Davis & Elkins College to meet residence requirements. Students seeking the baccalaureate degree must complete at least 36 semester hours as a matriculated student at Davis & Elkins College to meet residence requirements. For both degrees the last 26 semester hours must be earned in residence at the College or in College-sponsored programs (internships, study abroad, cooperative programs, and other approved plans).

**Second Associate Degree**

A student may earn a second associate degree in a different concentration from the first associate degree, provided that he or she completes at least 28 semester hours in residence beyond the requirements of the first degree and satisfies all the requirements of the second degree. In addition, the student must successfully complete any assessment requirements for the new concentration.

**Second Baccalaureate Degree**

Students who wish to earn a second baccalaureate degree must satisfactorily complete at least 36 semester hours in residence at Davis & Elkins College beyond the requirements of the first degree and must satisfy all the requirements of the second degree. In addition, the student must successfully complete any assessment requirements for the second degree. The forms for degree requests are available in the Office of the Registrar.
Semester Hours and Course Loads

A student’s academic progress is measured in terms of semester hours. Normally, one semester hour of credit is granted for each weekly 50-minute class session that meets throughout an entire semester. Two-hour weekly laboratory sessions typically count as one semester hour of credit. Students may find the number of semester hours for each course in the Course Descriptions section of the Catalog.

A normal course load consists of 31 semester hours per year taken during the fall and spring semesters and winter term. Students should plan to take 14 to 15 semester hours each in the fall and spring semesters and a course in winter term in order to graduate in eight semesters. The minimum requirement for classification as a full-time student is 12 semester hours each in the fall and spring semesters. Higher minimums may, however, be required by outside agencies such as the Veterans Administration; these students should seek clarification in the Office of the Registrar.

If a student enrolls in more than 18.0 semester hours during the fall or spring semester, he or she will receive an overload charge. However, the overload charge for a 19th semester hour of credit is waived for students at the sophomore level and above who have a cumulative grade point average of 3.8 or above. The overload charge is also waived for students who accrue the overload by participating in certain music courses (MUSC 102, 103, 105, 137, HER 184, and 185). The Registrar must approve all overloads, but in no circumstances will an overload of more than 24 semester hours be approved.

Withdrawing from the College

Students who find it necessary to withdraw from the College during the course of a semester (or term) must follow the official withdrawal procedure, beginning with obtaining the required withdrawal form in the Office of the Registrar. A withdrawal is official when the properly completed and signed form is submitted to the Office of the Registrar. The student’s official date of withdrawal will be recorded as the last day on which he or she attended class, and ‘W’ grades will be assigned to all courses on the student’s schedule unless other arrangements have been made. The final day for withdrawing from the College for any given term or semester is that term’s last day of classes, which is listed on the Academic Calendar.

Students who leave the College without officially withdrawing may receive failing grades in those courses that they have stopped attending. Students who are required to withdraw from the College for disciplinary reasons prior to the last day of classes for a given semester or term will receive ‘W’ grades for those courses in which they are enrolled. Students withdrawing for disciplinary reasons after the last day of classes for a given semester or term may receive failing grades for those courses in which they are enrolled. By withdrawing from the College, the student terminates all relationships with the institution after his or her financial accounts have been cleared.
Winter Term 2014

In D&E’s Winter Term, students are asked to think critically and creatively outside the traditional academic model. For three weeks, students are fully-immersed in a single academic or topical area, exploring challenging ideas and asking fundamental questions aimed at expanding their academic and intellectual horizons as well as their understanding of themselves and their places in the world. Students engage in participatory and experiential learning, both on and off campus, wherein they are inspired by new experiences and prepare to apply new knowledge both at D&E and in the world beyond.

Winter Term promotes authentic, independent, and small-group learning, with professors serving as guides or mentors rather than simply as lecturers or discussion-leaders. Faculty facilitate student learning by providing innovative opportunities for active learning, including, but not limited to, various forms of independent inquiry such as participation in hands-on research; project-based learning; and extended studio, laboratory or field time; as well as team-taught interdisciplinary courses; externships and internships; and domestic and international travel ventures.

POLICIES AND GENERAL INFORMATION

1. All full-time, bachelor’s degree candidates are required to enroll in First-Year Symposium – traditionally held during Winter Term–during their first year of study.
2. Students may enroll for only one course (maximum 4 semester hours) during Winter Term.
3. Students not enrolled full-time in either the fall or spring semesters are not eligible to enroll in Winter Term.
4. Winter Term courses may require payment of additional fees for travel, supplies, equipment, etc. See Winter Term course descriptions for information concerning fees.
5. Only students enrolled in Winter Term are eligible to live in campus housing and participate in the board plan during Winter Term (with the exception of student athletes who may return to campus housing and a board plan during Winter Term in order to participate in scheduled athletic events, required practices and/or training).
6. Student activities that take place during Winter Term—whether sponsored by CAB, the Student Life Office, fraternities or sororities, or other sectors of the College—are intended for Winter Term students. Attendance by students not enrolled during Winter Term will be governed by the same policies that apply during the fall and spring semesters.

TUITION & FEES, ROOM & BOARD POLICIES

1. Tuition (for up to 4 credit hours) is waived for all students enrolled in Winter Term provided that the student meets the following criteria:
   • He or she must be enrolled full-time in either (or both) the fall semester (preceding) or the spring semester (following) Winter Term.
   • If he or she exceeds 36 total credit hours for all terms combined (i.e. fall, winter, and spring), he or she will be billed at the applicable overload rate.
   • If he or she is enrolling for only one semester and winter term (e.g. fall semester and winter term, or winter term and spring semester) and exceeds 18 credit hours for both the single semester and Winter Term, he or she will be billed at the applicable overload rate.
2. All residential students will be billed for Winter Term room and board at the following term rates:
   a. Double room w/board $525.
   b. Single room w/board $750 (for Winter Term enrollment).
3. All residential students enrolled in a Winter Term course will be charged the term rate for room and board during Winter Term. Full-time students who elect not to enroll during Winter Term are eligible for neither a tuition, nor a room and board, rebate.
4. Board rates for students enrolled in off-campus and/or extended travel Winter Term courses (i.e. those courses requiring separate payments for meals as part of a course fee) will be adjusted accordingly.
5. Course fees may be charged to cover expenses such as extended travel, field trips, admission to museums or theaters, and specialized equipment or supplies that students are required to purchase. All course fees are communicated in advance (see course descriptions for details) and are invoiced by the Business Office at time of billing. Extended travel courses traditionally have specific payment schedules in effect.
6. Students are encouraged to consult with the Financial Planning Office, if appropriate, regarding the payment of Winter Term fees.
Student Life

Campus Life

Many people think of the college experience as taking place in the classroom and laboratory. While this is true, a great deal of learning takes place beyond the traditional classroom experience; in the residence halls, on the athletic fields and courts, in student organizations, or in planning student-centered events. The Office of Student Life coordinates many activities and opportunities for students to use the knowledge they gain in the classroom and to explore their personal limits in many areas.

College years, whether experienced during the traditional period of life or in later years, are set aside for learning, trying, and experiencing new ideas. The best way to do this is to be very involved while at Davis & Elkins. No one should attend D&E without some level of involvement beyond the classroom. That involvement can take many forms. If you are uncertain about how to be involved or what opportunities are available, you can contact the Office of Student Life on the first floor of Liberal Arts Hall.

In addition to the offices for Student Life, you can often find staff members in the Madden Student Center in Benedum Hall. The Madden Center offers a wide variety of activities including a game room, wireless Internet connections, lounge/TV areas, and the Cadillac Daddy Cafe. With its swimming pool, 1,300 seat auditorium, and the Robbins-Madden Fitness Center, many other campus activities are centered in Hermanson Center.

Activities

Through involvement in extracurricular activities, students have opportunities to develop leadership skills to supplement and enrich their academic experiences. In fact, the College has many opportunities for students to become involved in significant activities that determine its direction. The student voice can be strong if students choose to exercise it.

Students who are interested in journalism may become staff members on one of three campus media outlets:

- *The Senator*, a student newspaper
- *Senatus*, the College yearbook,
- *Aurora*, the award-winning literary magazine

Students are also active in the community by becoming involved with local festivals, activities, and service projects. Working through local churches, civic groups or campus organizations, students have served as tutors, been involved in ecology programs, and sponsored fund-raising campaigns for worthy causes.

Fine and Performing Arts

At Davis & Elkins College, the fine arts complement the liberal arts. Through the Division of Fine and Performing Arts, the College offers students the opportunity both to exercise creativity and to appreciate it. The College’s art program encourages students to exhibit their work on and off campus and the music program schedules recitals by faculty and students. The College Choir tours locally and regionally, performing a broad range of music for small ensemble in various styles and genres ranging from madrigals to jazz. All students have the opportunity to participate in one of the three or four plays produced each year in the Boiler House Theater. Besides this facility, rustic in design yet equipped with a fully flexible stage, the theater program uses its studio theater for several small or experimental productions every year.

In addition, professional performers on tour make Davis & Elkins a frequent stop. Both the Wheeling and the West Virginia symphony orchestras have performed in Harper-McNeely auditorium. Chamber groups and soloists visit the school as well. The College’s Student Life Office, in conjunction with the student- led Campus Activities Board (CAB) arranges concerts and band dates for campus activities.

The Augusta Heritage Center of Davis & Elkins College maintains a vibrant schedule of workshops, concerts, and classes in Appalachian crafts and culture. Its annual festivals draw traditional performers from all over the world. The larger community of Elkins affords further cultural resources. In town, a community playhouse stages several productions a year, and the city hosts regular events, such as the Forest Festival, which every fall transforms Elkins into a capital of crafts and music.
Athletics

Davis & Elkins College realizes that intercollegiate and intramural athletic programs provide an opportunity for students to develop both as individuals, and as members of society.

Intercollegiate Athletics

“Student-athlete” is more than a moniker for students participating in intercollegiate programs at D&E. In addition to having above-average athletic skills, they must also maintain a strong grade point average in order to participate. Students may win positions on one of the following intercollegiate sports programs – for men: baseball, basketball, cross country, golf, tennis, soccer, swimming, tennis, and volleyball. In addition, during the 2014-2015 academic year, Davis & Elkins College Athletic Department intends to add the sports of men’s and women’s lacrosse and men’s and women’s track and field. The College holds membership for both men’s and women’s programs in the Great Midwest Athletic Conference (GMAC) and the National Collegiate Athletic Association (NCAA) Division II. Please note that men’s and women’s swimming compete in the Bluegrass Mountain Conference at this point in time.

Davis & Elkins athletic teams have a tradition of excellence. The teams play schedules that enable them to compete on a regular basis for regional and national honors. Athletic grants are awarded in all sports and are based solely on athletic ability.

Intramural Sports

A well-rounded intramural program for both men and women provides exercise, recreation, and an opportunity to develop skills with life-long value. Activities such as swimming, soccer, softball, volleyball, flag football, floor hockey, basketball, and badminton have been offered for all students. Tournaments have been held for various table sports including table tennis, billiards, and Foosball.

Robbins-Madden Fitness Center

All full-time students may use the Fitness Center without charge. The Center offers a variety of cardiovascular equipment, CYBEX strength equipment, and a complete free weight area with all new Olympic benches and racks.

International Student Program

Davis & Elkins College is committed to the enhancement of international understanding. Full-time students from more than 25 countries enrich social and cultural life on the campus. All international students must be English proficient prior to attending Davis & Elkins College. Throughout the year, international students are invited to participate in community activities and serve as informal resource people to local schools, churches, and other social and civic organizations in international affairs. Each year, the College and community join together to celebrate International Week, highlighted by music, films, and unique entertainment. Davis & Elkins College is authorized under Federal Law to enroll nonimmigrant alien students.

Campus Organizations

The following list identifies selected, recognized campus organizations.

Academic Emphasis

- Art Club
- Davis & Elkins College Student Nurses Association (DESNA)
- Hospitality Club
- Phi Beta Lambda (Future Business Leaders of America)
- Student in Free Enterprise (SIFE)
- Student Education Association (SNEA)
- Spanish Club

Communication

- Aurora – Campus literary magazine
- Senator – College newspaper
- Senatus – College yearbook

Community Service

- Alpha Phi Omega
- WV Campus Compact

Entertainment

- Campus Activities Board (CAB)

Social Fraternity

- Sigma Phi Epsilon
Special Interest

- Appalachian Dance & Music
- Fitness Center Club
- GreenWorks!
- Honor Council
- International Student Organization
- Madden Center
- Otaku League
- Outdoor Adventure Club
- Paintball Club
- Squirrel Spirit
- Student Athlete Advisory Committee (SAAC)
- Student Veterans Association (SVA)
- Taboo
- Tobacco Free @ D&E

Student Government

- Student Assembly

Honorary Fraternities

Chi Beta Phi - National Science Honorary
Chi Beta Phi is a National Science Honorary whose goals are to encourage interest in mathematics and science and to recognize scholarly achievement. The Zeta Chapter at Davis & Elkins College was founded in 1925. To be eligible for regular membership, a student must have completed a minimum of 20 hours in mathematics and the natural sciences with a 3.0 or higher GPA overall, as well as in mathematics and natural science courses.

Kappa Delta Pi - International Honor Society in Education
The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. To be eligible for membership, a student must have at least 12 credit hours in education completed, a 3.0 or higher GPA overall, and be invited to join.

Psi Chi - National Honor Society in Psychology

Sigma Alpha Pi - National Society of Leadership and Success

Sigma Beta Delta - International Honor Society in Business, Management, and Administration
The purposes of Sigma Beta Delta are to encourage and recognize scholarship and promote aspirations toward personal and professional improvement. To be eligible for membership, a student must rank in the upper 20 percent of the Junior or Senior class and be invited to membership by the faculty officers.

College Governance

The governance system of Davis & Elkins College promotes student participation in determining the academic and social policies of the College. As they weigh issues of student life and institutional direction, students prepare themselves to act responsibly as leaders in a democratic society. Students elect representatives to the Student Assembly, which has jurisdiction over student activities and organizations and manages an activities budget. Students meet twice yearly with the Board of Trustees to express opinions, ask questions, and discuss common concerns.

Student Conduct and the Community

The College believes that students should have attained a level of maturity that will enable them to conduct themselves as responsible members of the community. They are expected to familiarize themselves with the Student Handbook which is issued in the fall and includes information relative to personal conduct and regulations for individuals and campus organizations. Davis & Elkins College requires new and transfer students in the fall and spring terms to participate in an orientation covering various aspects of the College community and to become knowledgeable of its policies and practices.

To insure a harmonious college community, a student’s scholarship and conduct are expected to meet the standards and ideals of the College. Exclusion for reasons of misconduct does occur, but only after thorough investigation and action by the duly constituted authority in accordance with institutional disciplinary processes.
Residence Life

The College is a residential institution that believes in the educational value of the residence life experience. For this reason we require all students to live on campus, except those students living at home with their parents, married students, students with children, and students with a disability who need facilities the College is unable to provide, and independent students over 23 years of age. Application is made, in writing, through the Student Life Office.

The Office of Student Life assigns entering students to rooms. Students may mutually select their roommates and designate a preference for a particular residence hall. The Coordinators of Campus Life, Resident Directors, and undergraduate Resident Assistants provide administrative, advising, and programming services in the residence halls. While these staff members have an important impact on the group living environment, the most significant influence comes from the residents themselves.

Students are encouraged to assume an active role in their hall governance. Hall Councils, floor units, and the Student Assembly discuss, for example, policies regarding visitation, quiet hours, security, and discipline. This approach is designed to promote the development of an active learning community in the halls and encourage individual students to make responsible decisions about themselves and others. Student initiative is also the stimulus for most residence hall programming. Educational, recreational, and social activities are as varied as residents’ interests and backgrounds. These events, both planned and impromptu, provide breadth and quality to the total learning experience.

Full-time students living off campus without proper approval are billed for board and the cost of double occupancy in the residence hall system.

See the Student Handbook for additional residence life information and policies.
Other Campus Resources

The Naylor Center for Teaching and Learning

The Mission of the Naylor Center for Teaching and Learning is three-fold:

- To support the heightened performance of students, faculty, and staff;
- To transform the learning experience of students with learning disabilities;
- And to facilitate greater access to higher education.

In pursuit of these objectives, the Naylor Center for Teaching and Learning offers three distinct programs: The Academic Support Program, the Supported Learning Program, and Disability Services (504 Accommodations).

The Academic Support Program

The Academic Support Program offers a rich menu of services to address the needs of a wide range of students. These services include:

- **Tutoring**: Peer tutoring is coordinated through the Naylor Center. Math tutors are available year-round. The Naylor Center also works to supply tutoring in all subjects for which students request it. All Naylor Center tutors must meet particular eligibility requirements. A tutoring schedule is updated regularly on the Davis and Elkins College website.
- **Study Groups**: Study groups are coordinated and supported by the Naylor Center. These groups are peer-led and are initiated at the request of students. Study groups meet on a regular basis and/or in the days prior to scheduled exams or finals.
- **Classes and Workshops**: The Academic Support Program regularly offers both workshops and classes to enhance study skills.

The Supported Learning Program

Since 1989, Davis and Elkins College has offered a program to provide individualized support to college students with documented learning disabilities. This comprehensive program moves far beyond federally mandated accommodations by taking a holistic approach to the development of these students. The program includes regular, weekly, one-hour sessions with one of the Supported Learning Program instructors. During these weekly meetings strategies for time management, organizational skills, learning strategies and various study skills strategies are learned, implemented, and monitored. Specialized technology along with specialized assistance provides students with support for success in academics, social interaction, and independent living skills.

To participate in the Supported Learning Program, a student must meet the admission requirements of the College and complete a separate Supported Learning Program application. The program is fee-based and admits a limited number of students on a yearly basis.

All students in the supported learning program have access to the following services and forms of support:

- Weekly one-hour meetings with a Supported Learning Program instructor.
- Five hours of supervised study hall each week.
- A one-credit class for all in-coming students, “Study Skills for Success.”
- Regular monitoring of progress throughout semester focusing on student-specific goals and objectives.
- Support and guidance in identifying learning strengths and weaknesses.
- Help implementing effective time management and organizational skills.
- Strategies for effective test-taking, note-taking, studying, etc.
- Guidance in balancing the social and academic dimensions of college life.

Depending on a student’s learning disability and individual needs, students may also have access to the following forms of support:

- Weekly group meetings for students with ADHD, ADD, and Executive Function challenges.
- Testing accommodations and other forms of academic support such as proofreading.
- Access to classroom notes provided by peer note-takers.
- Assistive technology (e.g. books on CD, Dragon Naturally Speaking, Kurzweil, Intel Reader)
Disability Services (504 Accommodations)

The Naylor Center provides accommodations for students with disabilities who are not enrolled in the Supported Learning Program.

- Disability must be documented by clear psycho-educational evaluation/doctor evaluation.
- It is the student’s responsibility to inform the college of their disability and request accommodations in accordance with their documentation.
- Students are not required to apply or join the fee-based Supported Learning Program, but it is important to note the SLP provides comprehensive support instead of merely providing accommodations as required by the ADA.

Office of Career Services and Student Employment

Preparation for success in a career after graduation is a critical part of a student’s college experience. The Office of Career Services and Student Employment at Davis & Elkins College offers career counseling and a variety of other vocational services devoted to preparing students to move into successful careers upon graduation. Career Services emphasizes networking and the effective and proper use of social media to develop and maintain an effective professional brand.

Services provided by the Office of Career Services and Student Employment include workshops, individual assistance in preparing effective resumes, interview preparation, and developing effective and organized job searches. The office also works with students to help them cultivate relationships with employers, providing internship opportunities for students as well as networking experience.

Students are encouraged to begin their career planning as freshmen so that, by their senior year, they are well on their way to professional success in the career of their choice.

Personal Counseling Services

Confidential personal counseling focuses on the growth and development of students attending Davis & Elkins College. Both traditional age as well as adult learners receive personal counseling services designed to address the unique developmental needs of these populations.

The Booth Library

The Booth Library, opened in 1992, is the centerpiece of the campus. Spanning the College glen to connect the northern and southern areas of the campus, the library combines an award-winning design with the services and resources needed to meet the information needs of the College community. The collection numbers 130,000 items and is accessed through an online catalog. The library currently subscribes to over 200 periodicals and has access to numerous electronic resources. Many of these electronic resources are provided through the College’s membership in the Appalachian College Association, including hundreds of full-text journals, thousands of electronic books, and many reference databases. Librarians provide research consultations and classroom instruction.

The facility is an inviting place to work, with every type of study space available including quiet study, seminar rooms for group projects, and a 24-hour study room. The library also features a community room that is available for group meetings, and a student lounge.
Information Services

The Information Services staff provides support for campus instructional technology and administrative systems.

- The D&E campus has widespread wireless Internet to support learning whether you are using your laptop in the library, your smartphone in the dining hall, or your desktop in your dormitory.

- All D&E students are provided with an email account. This email account will be used by all administrative offices and faculty for official college communications, so students should check their student email account regularly.

- My D&E, the campus’ private website, is a secure website at my.dewv.edu available to all faculty, staff, and students. This website contains news, announcements, copies of college policies, handbooks, forms – all the information and tools you need to be a successful member of the campus community.

- Our administrative database systems help faculty and staff support student success by tracking financial aid, student accounts, student housing, course information, and much more. Each student can access their information through WebAdvisor, our online tool for the student information database.

- While most of our classes are held in traditional classrooms, we have an online learning management system called Sakai. Professors can use Sakai to post syllabi, grades, assignments, discussion boards, course content, and much more. Each professor decides what’s appropriate for each class. While every class you take may not have an online component, Sakai is ready for students and professors to share an online learning experience.

- Our classroom instructional technology includes a variety of hardware and software, including digital projectors, SmartBoards, SmartPodiums, and instructor iPads.

- Computer labs are available in several academic buildings, including a secure, 24/7 computer lab in the Booth Library. Several smaller program-specific computer labs include discipline-specific software.

Office of the Chaplain

The Chaplain strives to assist students in their individual and corporate spiritual, religious, and moral growth. The Office of the Chaplain sponsors a variety of activities in which students, faculty, and staff are encouraged to participate. There is a voluntary worship service each week in the College Chapel. The service is interdenominational, and all members of the College community are welcome. The Chaplain’s office is located on the first floor of Liberal Arts Hall. The Chaplain welcomes visits from all members of the College community.

Student Health Center

The College maintains a Student Health Center that houses the services of a nurse and physician who are available during scheduled hours. The services are offered on a limited basis while the student is in attendance at Davis & Elkins College during the regular academic year (exclusive of summer school). The Health Service is not open, nor is the nurse on call, during official College holidays.

Hours of the Health Service are varied to meet student needs and are posted throughout campus. During the hours the Service is not open and on weekends, students who need medical attention may use the Emergency Department of nearby Davis Memorial Hospital or one of two extended-hour urgent care centers. Twenty-Four hour ambulance service is available within the community.

Campus Safety

Davis & Elkins College is fortunate to be located in a community that has very low crime rates; however, our Office of Campus Safety is available to respond to criminal activity and emergencies. Working in conjunction with our Residence Life staff, the campus has 24 hour coverage to respond to emergencies and issues.

Additional information, including annual Campus Crime Statistics, can be found in the Student Handbook or in the Student Life Office.
Orientation

Orientation at Davis & Elkins College begins in its own unique way. Orientation gives students a chance to meet other new students, upperclass students, faculty and staff, enjoy outdoor activities, face and overcome challenges, solve problems, and develop leadership skills. Students will learn about the campus, computer resources and accounts, Student Center, library, and Outdoor Resource Center. Students will participate in musical, social, recreational, and traditional events, including several picnics, as well as begin their academic life at D&E by meeting many faculty members in informal settings. New Student Orientation is required of all newly matriculated students. Students will receive information in their admission materials on the time and place of Orientation activities. Any questions about Orientation should be directed to the Student Life Office.

Augusta Heritage Center

The Augusta Heritage Center of Davis & Elkins College is a unique, nationally-acclaimed program for the promotion of traditional music, arts, and crafts arts. Year-round activities include workshops, concerts, and dances open to the public, as well as, Elderhostel programs, a statewide Folk Arts Apprenticeship Program, maintenance of an archive of folk music, audio and video documentation of West Virginia folk life, and a recording company, Augusta Heritage Records, featuring outstanding West Virginia musicians. Non-academic evening classes during the Fall and Spring semesters offer students an opportunity to learn traditional music, arts, and crafts.

A major activity of the Center is a series of five one-week summer sessions, the Augusta Heritage Arts Workshops. Approximately 2,000 students come from all over the world each year to participate in one or more of 200 different classes in traditional folk music, dance, crafts, and folklore. In addition to intensive daily classes, evening activities feature traditional music concerts, square dances, films, lectures, and jam sessions. The annual Augusta Festival offers a professional juried craft fair, folk life displays and demonstrations, special workshops on traditional music and dance, and concert performances by nationally-recognized artists. Augusta classes are open to anyone over eight years of age; on-campus housing is offered in the summer, and Davis & Elkins College offers optional undergraduate college credit for Augusta classes.

U.S. Department of Education TRiO Programs

Davis & Elkins College hosts three TRiO programs. One Veterans Upward Bound (VUB) and two Upward Bound (UB) programs are 100% funded by a Title IV grant from the U.S. Department of Education. These programs are designed to develop the competencies and skills needed for participants to enter and complete postsecondary education. Project services are free to eligible participants. These programs are Equal Opportunity in Education projects and, therefore, do not discriminate on the basis of age, gender, sexual orientation, religion, race, or disability.

1. Upward Bound (UB)
   Davis & Elkins College Upward Bound programs serve 10th -12th graders in the target high schools of Barbour, Pendleton, Pocahontas, Randolph, or Tucker counties of West Virginia. UB’s mission is to guide low-income or first-generation Appalachian high school students to postsecondary success.

   Applicants must meet the following criteria:
   - satisfy federal admission requirements,
   - be a first-generation college student (parents did not obtain a Bachelor's degree) or low-income,
   - demonstrate genuine interest in pursuing education beyond high school,
   - be referred by principals, guidance counselors, or teachers in the designated high school, and
   - be available to participate in the program year round.

   For further information contact:

   **Director of Upward Bound Programs**
   Davis & Elkins College/TRiO Programs
   100 Campus Drive
   Elkins, West Virginia 26241-3996
   1-800-624-3157 or 304-637-1389
2. Veterans Upward Bound (VUB)
Veterans Upward Bound is an educational program for eligible military veterans. It is designed to assist veterans residing in West Virginia to prepare for success in postsecondary education. The program offers a wide variety of services and activities to meet individual educational needs and aspirations. VUB’s mission is to assist and support eligible military veterans in their quests for higher education.

For further information contact:

Veterans Upward Bound
Davis & Elkins College
100 Campus Drive
Elkins, West Virginia 26241-3996
1-800-624-3157
www.vubwv.org

West Virginia Highlanders Bagpipe Band
The West Virginia Highlanders of Davis & Elkins College is an authentic Scottish highland pipe band. Composed of a color guard, bagpipers, and drum corps, the Highlanders serve as an official College band. Founded in 1947 and affiliated with the College since 1990, the Band is composed of professional and amateur musicians from the region and is open to Davis & Elkins College students.
General Information

Heritage
Davis & Elkins College is a private liberal arts institution affiliated with the Presbyterian Church U.S.A. and committed to excellence of education in liberal arts and sciences.

The College and the City of Elkins share a common heritage. Both were established through the influence and efforts of Henry G. Davis and Stephen B. Elkins, two United States Senators who were responsible for building the first railroad in the area. Davis, a Senator from 1871 to 1883, was the Democratic nominee for Vice President in 1904. Elkins, his son-in-law, was Secretary of War in the Cabinet of President Benjamin Harrison and was a Republican Senator from 1895 to 1911.

A few years after the railroad reached Elkins, the Senators donated land and money to establish a College and academy under the control of the Presbyterian Church. The first classes were held on September 21, 1904.

The original campus was located in South Elkins on a plot donated by Senator Elkins. Later, a gift of her home, Halliehurst, and a tract of land from Mrs. Elkins prompted the move of the College to the present location in 1926.

In the years since its founding, Davis & Elkins has steadily improved and expanded its physical plant. Currently, there are 22 major buildings on a 170-acre campus.

Christian Commitment
The Christian commitment of Presbyterian-related Davis & Elkins College is reflected in the total life of the institution. Many opportunities exist for voluntary participation in a wide range of religious activities, such as worship in the College Chapel, student led discussions at College Christian Fellowship meetings, and a variety of service projects. The College Chaplain, who occupies the Benfield-Vick Endowed Chair of Christian Ministries and Services, provides leadership. Permanent endowment support for this program has been provided by the First Presbyterian Church of Charleston in honor of two former pastors, Dr. Benny Benfield and Dr. George Vick.

Accreditations and Affiliations
Davis & Elkins is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Higher Learning Commission is located at 30 North LaSalle Street, Chicago, IL 60602-2504. The website is www.ncahlc.org. The toll free number is 800-621-7440.

Davis & Elkins College is affiliated with the American Association of Colleges for Teacher Education, the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, the Appalachian College Association, the Association of American Colleges and Universities, the Association of Governing Boards of Universities and Colleges, the Association of Presbyterian Colleges and Universities, the College Board, the Council of Independent Colleges, the Council for Advancement and Support of Education, the Council for Higher Education Accreditation, the Great Midwest Athletic Conference, the National Association of Independent Colleges and Universities, the National Collegiate Athletic Association (Division II), the West Virginia Higher Education Policy Commission, and West Virginia Independent Colleges and Universities.

Teacher Education Programs at Davis & Elkins College are nationally accredited by the Teacher Education Accreditation Council (TEAC) and approved by the West Virginia Board of Education. Graduates of Davis & Elkins College teacher education programs may submit a West Virginia teaching certificate in any of several states with which West Virginia has reciprocity and receive a teaching certificate in that state. The Business Education program has also been accredited by the National Association for Business Teacher Education.

The Associate Degree Nursing Program is a member of the National League for Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). The ACEN is located at 3343 Peachtree Road N.E., Suite 850, Atlanta, GA 30326. The website is www.acenursing.org. The telephone number is 404-975-5000. The program is also accredited by the West Virginia Board of Examiners for Registered Nurses.

Davis & Elkins College is an accredited institutional member of the National Association of Schools of Theatre (NAST) and the International Assembly for Collegiate Business Education (IACBE).
Location
Davis & Elkins College is located in Elkins, West Virginia - a vibrant community of nearly 10,000. The setting is rural, the pace is relaxed, and the atmosphere is friendly.

Students and residents are served by a modern hospital, churches representing most of the major denominations, motels, restaurants, several small shopping centers, a cinema, and an active downtown business district. The local airport serves private commuters.

The College is located in the center of a rapidly developing outdoor recreation area, which offers numerous diversions for students during their leisure hours. The sprawling Monongahela National Forest lies just beyond the city limits and abounds with trails and clear mountain streams for hiking, hunting, and fishing. Students will find an abundance of scenic and historic sites within a 60-mile radius of the College campus. These include the National Radio Observatory at Greenbank, the Cass Scenic Railroad, Kumbrabow State Forest, Canaan Valley Resort State Park, Blackwater Falls State Park, Audra State Park, Snowshoe, Timberline and other ski resorts, and the quaint Swiss-German village of Helvetia which still observes many old world customs.

Each fall Elkins is host to the Mountain State Forest Festival, a weeklong celebration that annually attracts thousands of visitors. The events include woodchopping and sawing contests, archery tournaments, a jousting contest, parades, and dances. One of the most colorful events is the coronation ceremony held at the College amphitheatre.

Most of the metropolitan areas of the East, South, and Midwest are within a day’s driving distance of the College. Pittsburgh, Pennsylvania, is 150 miles to the north and Washington, D.C., is 200 miles to the east. U.S. 219, 250, and 33 and State Route 55 pass through the city. Flights are available at nearby Clarksburg, WV.

The Campus and Facilities
Views of the Appalachian Mountains and of Elkins grace the campus. Flowering shrubs and trees grow in profusion around the halls and along the walks and roads. Most of the buildings are clustered together on the front campus on a ridge overlooking the city. Farther back on the north section of the campus are the Eshleman Science Center, the Chapel, the Hermanson Center, and the athletic fields. Most of the buildings are named for benefactors of the College.

Leisure-time activities are held in the Ice House, outdoor pavilion, the Student Center, and the Memorial Gymnasium, while Liberal Arts Hall, the Charles E. Albert Hall, Hermanson Center, and the Eshleman Science Center are used primarily for classes.

The Davis & Elkins Historic District was established in 1996 by the U. S. Department of the Interior. It includes the following four buildings.

**Graceland Inn and Robert C. Byrd Conference Center**, comprised of Graceland mansion and Allen Hall, opened in July 1996. Graceland is a stone mansion, which was completed in 1893 as the summer home of Senator Henry G. Davis. From 1940 to 1971 it was used for student housing. It has been completely restored and is now operated as a country inn with restaurant, which is open to the public. Graceland contains the Erickson Alumni Center and is a National Historic Landmark. Students majoring in the Hospitality & Tourism Management program have educational experiences in this beautiful example of the Victorian Queen Anne style.

**Halliehurst**, built in 1891 by Senator Stephen B. Elkins as a summer home, was donated to the college in the 1920s by Mrs. Hallie Davis Elkins, Senator Henry G. Davis’ daughter. When the College first opened, Halliehurst was a female dormitory and has since been a center of social activity for both the college and the city of Elkins. Halliehurst was completely restored in the 1990s and is now a National Historic Landmark. The Office of the President, Office of Admission, Development Office, including Alumni Relations and Church Relations, and the Office of the Director of Business Enterprises and Auxiliary Finances are located in this magnificent example of Victorian architecture.

The **Icehouse** is an historic cylindrical stone building which was built in the late 1800s by Senator Stephen B. Elkins as a place to store ice in the summer. It was refurbished in 1969 and is now a beer only campus pub. This is a private facility for students and invited guests only.

The **Gatehouse** is perhaps the most familiar of all campus buildings because of its welcoming location at the main college entrance. Originally built in 1890, the Gatehouse, as the name indicates, served as the home for the original gatekeepers and caretakers of Halliehurst Estate. In 1991, it was renovated and was used as a guest house for the College for many years. Since 2012, the Office of the Communications and Marketing Department is housed in this facility.

Descriptions of other campus facilities can be found at [www.dewv.edu/directory](http://www.dewv.edu/directory).
Admission

Admission Policies

Davis & Elkins College seeks to enroll students with academic and personal qualities that indicate potential for intellectual, social, and spiritual growth. A basic premise of the admission policy is that all applicants will be reviewed individually to determine if they are capable of successfully meeting their responsibilities as a Davis & Elkins student and benefiting from the personalized educational experience the College provides. The Admission and Academic Standing Committee establishes guidelines for admission that reflect the College’s desire to identify academically capable students who demonstrate potential for further achievement, who are active at school, who demonstrate a record of service in the community, and who represent diverse cultures and backgrounds.

The Office of Admission operates on a rolling admission basis. Applications for admission are reviewed as they become complete and students are notified of the Admission and Academic Standing Committee's decisions as soon as they are made. Although there are no specific deadlines for applications (with the exception of International Students) students are encouraged to apply as early as possible to ensure maximum financial aid consideration and course selection.

Freshman Student Admission

Students interested in first-year admission are required to:

1) Complete the application and return it to
   Office of Admission
   Davis & Elkins College
   100 Campus Drive
   Elkins, WV 26241-3996

   Or apply online at www.dewv.edu

2) Request that an official transcript of the current high school record be forwarded to the College.

3) Submit either SAT or ACT results. Nursing program applicants may submit the results of the Evolve Reach Admission Assessment Exam.

4) An interview with a member of the Admission staff is strongly encouraged prior to the admission decision.

5) Complete 15 academic or college prep units, including the following courses at the high school level:
   - Four units of English;
   - Three units of Mathematics. At least two of the following three courses must be completed: Algebra I, Algebra II, or Geometry.
   - Three units of Science. One course must have a laboratory;
   - Three units of Social Science;
   - One unit of a Foreign Language.

Exceptions may be made to high school unit requirements, with the provision that the student complete specific college-level course work. High school students must achieve a minimum 2.5 cumulative GPA (ninth through twelfth grade) to be admitted to Davis & Elkins College. Students who submit a transcript with a cumulative GPA below a 2.5 must schedule an interview with the Office of Admission, after which an acceptance decision will be made.

For some students Test of English as a Foreign Language (TOEFL) may be required.

Favorable consideration will be given to applicants who have qualities of leadership; who have artistic, musical, or other talents; and who have a record of participation in extra-curricular activities.

The Committee reserves the right to deny any applicant consistent with law. But it also reserves the right to consider applicants who do not meet the usual criteria for admission when those applicants show promise of benefiting from an education at Davis & Elkins College. The Committee may set conditions, which such applicants must meet in order to be considered in good academic standing.
Acceptance of the Admission Decision

Davis & Elkins College subscribes to the Candidate's Common Reply Date. Students accepted for the fall term should indicate their intention to enroll by submitting the $100 advance payment, preferably by May 1st. This advance payment is not refundable, but it will be applied to the total charges in effect for the semester a student enrolls.

Transfer Admission

Students applying for transfer admission should have a minimum Grade Point Average (GPA) of 2.5 on a 4.0 scale from a regionally accredited institution. Students who submit a transcript with a cumulative GPA below a 2.5 must schedule an interview with the Office of Admission, after which an acceptance decision will be made.

Transfer credits will be evaluated to determine their equivalency to Davis & Elkins College courses. All transfer credit is awarded with the grades earned at the institution(s) previously attended. The College reserves the right to reexamine students over any transfer work. The College will not evaluate transfer work until a final, official copy of the transcript has been submitted. A maximum of 62 semester hours credit from regionally accredited community college programs may be transferred. Transfer students need to work carefully with their advisors to become fully familiar with academic policies and practices. Special conditions for Graduation Honors and other programs are carefully outlined in the catalog and need to be read in order to avoid misunderstandings. Students are responsible for knowing requirements for their majors, minors, assessment, core courses, and other essential information.

Subject to approval by the academic department chairperson, courses completed at another college may be used to satisfy requirements in a major; however, at least 15 semester hours in the major must be completed at Davis & Elkins College.

A student who has completed fewer than 24 semester hours of college credit in transfer will be considered for placement in or exemption from the foundation courses.

A transfer student must be in good social standing at the previous college. Transfer students are required to submit the following items:

1) A completed application form
2) Official copies of all college transcripts
3) An official high school transcript or equivalent

Homeschooled Student Admission

Homeschooled students are expected to adhere to the entrance requirements for freshman student admission. We realize that the transcripts of homeschooled students may be different than those of traditional high school students. Regardless of format, your transcript should include:

1) All courses taken, including those in progress, and the academic year and semester in which each was taken
2) Assessment of performance (letter grades, percentages, portfolio commentary, etc.) and an explanation of any applicable grading scales

In some cases, you may be asked to submit additional information describing your curriculum, such as detailed course descriptions and texts used. You may be asked to take the GED (General Education Diploma) and provide the certification of a passing score. If you have completed coursework concurrently at a high school or college, please have an official transcript(s) from the institution(s) sent for completion of your file.

Credit for Military Experience

All veterans must submit a copy of their DD 214. Veterans who have served at least six months in the active U.S. military service and have successfully completed their basic recruit training will be awarded four semester hours of credits. The following credits will be awarded: 1 semester hour of Physical Education (PHED-101, Fitness for Life, and one PHED-104, Physical Activity), and three credits of general electives. Also, the veteran's military record will be reviewed and additional credits may be awarded based on the veteran's military training, schooling, and job experience (military occupation specialty) and level of experience attained in that specialty. The exact credits to be awarded will be based on the recommendations contained in the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services. The Davis & Elkins College School Certifying Official for the VA is located in the Office of the Registrar.
Readmission

Students who withdraw on their own initiative or have been suspended for academic deficiencies or disciplinary action from Davis & Elkins College must apply for readmission. Applicants for readmission:

1) Must not be academically deficient and/or have met the requirements determined by the Admission and Academic Standing Committee.
2) Must have approval of the Executive Vice President and Vice President of Student Affairs.
3) Must be under no prior financial obligation to the College.

The following items are required for reconsideration:

1) A completed application
2) Official transcript(s) from any college attended other than Davis & Elkins.

International Student Admission

Davis & Elkins College is interested in receiving applications from qualified international students. Davis & Elkins College offers a limited number of scholarships and grants to international students. All international applicants, especially those who would like maximum consideration for financial assistance, should consider submitting the results of the Scholastic Assessment Test (SAT I).

All international students whose native language is not English are required to submit the results of TOEFL exams (Test of English as Foreign Language) score in addition to all other requirements for acceptance to Davis & Elkins College. Davis & Elkins College must receive the official score report of a TOEFL examination. Information regarding the Test of English as a Foreign Language can be secured from the TOEFL/TSE, Registration Office, P.O. Box 6152, Princeton, NJ 08541-6152, USA.

Although Davis & Elkins College has “rolling admission,” the priority date for a fall applicant is May 30th, and September 30th for spring.

International Students seeking admission to Davis & Elkins College must submit:

1) A completed application
2) Official transcripts of all high school and college work (sent by and attested to by an authorized school official and translated into English)
3) Official ACT, SAT, or TOEFL scores (unless the student is transferring from an English speaking institution)
4) Certification of Finances form

Foundations (FND) 103 Academic Skills

This course is a two-semester special motivational process that provides goal orientation, confidence building, and resource management training for first-year students. Although open to all students, for some it may be a requirement as a condition of admission as determined by the Admission and Academic Standing Committee. As such, participation in all scheduled activities as well as the attainment of a specified grade point average is required. Program activities include weekly study skills groups, workshops, tutorial sessions, and academic counseling. Students who satisfactorily complete all scheduled activities and earn a cumulative grade point average of at least 2.25 on a 4.0 scale at the end of the first semester will have met their requirement for admission to the College.

Those who show unsatisfactory progress (less than a 2.25 GPA and/or unsatisfactory progress in program activities) will be required to participate in the program another semester. Thereafter, those who have achieved less than a 2.0 cumulative grade point average will be permitted to continue in the College only if approved by the Admission and Academic Standing Committee. This course and its resources, as previously stated, are available to all D&E students upon request.

Non-Degree Seeking Student Admission

A student who does not desire to pursue a course of study leading to a degree and who qualifies for admittance with a minimum of a high school diploma or a GED may enroll as a non-degree seeking student. The student must maintain a C average in order to be enrolled at the College for the subsequent semester.

Visiting students who seek temporary admission to Davis & Elkins College in order to accumulate credits for transfer toward completion of degree requirements at another institution are welcome. Written permission to register for specific courses must be obtained from the degree granting institution and submitted along with application materials to the Office of Admission.
Further Concerns and Questions about Admission

The professional members of the admission staff will be happy to address any concerns or questions about the College selection process. They can also help you plan a campus visit and interview.

Office of Admission Hours:
Monday-Friday 8:00 a.m.- 5:00 p.m.
Saturday 9:00 a.m.- 1:00 p.m., except Holiday weekends
Please contact: Joey VanDevender

Office of Admission
Davis & Elkins College
100 Campus Drive
Elkins, West Virginia 26241-3996
(304) 637-1230 or call toll-free 1-800-624-3157 extension 1230
FAX 304-637-1800
Email: admission@dewv.edu
Web site: www.dewv.edu

Expenses

Charges paid by students only partially cover the costs involved in their education. Gifts made by individuals, foundations, business establishments, and government agencies, as well as appropriations from the supporting Presbyterian churches make up the substantial difference.

The cost of attendance for a full-time residential student is found in the following schedule: (for specific costs, see Semester Cost below):

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$24,500</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$8,750</td>
</tr>
<tr>
<td>Student Association Fee</td>
<td>$320</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>$172</td>
</tr>
<tr>
<td>Total</td>
<td>$33,742</td>
</tr>
</tbody>
</table>

Room and board charges include a furnished two-student room and a meal plan (options to be selected by the student). A limited number of single rooms may be available at an annual rate, including board, of $12,400. Information about housing assignments, including single room applications, may be obtained from the Office of Student Life.

An unmarried student whose home is not in Elkins or within commuting distance is required to reside in College residence halls and have meals in the College dining hall. Living off campus without proper approval will result in billing for room and board at the cost of a double occupancy room.

The Student Association Fee covers most of the cost for the student newspaper and yearbook, admission to athletic events, and many of the social and cultural activities. Students taking from 6.0 to 9.0 credits will be assessed one-half of the full Student Association Fee; while students taking 9.5 credits and above are assessed the full fee.

Tuition costs at Davis & Elkins are based on credit load enrollment each semester. These costs, the costs for room and board, and the Student Association fee for the fall and spring terms are outlined below. Students who enroll for more than 18 credit hours in any semester will be billed at a rate of $500 per credit hour in addition to the semester charge of $12,250. Students at the sophomore level and above with a cumulative grade point average of 3.8 or above on a 4.0 scale may take 19 credit hours per semester without the overload charge (see section on credit hours for further details). Winter Term is included in tuition charges for students who attend full-time both Fall and Spring semesters. Part-time students or students who only attend one semester are subject to additional charges for Winter Term. See the section on Winter Term – Room and Board for further details.
Semester Cost, 2013 – 2014 Academic Year

Credit Hours
Up to 11.5 $800 per credit hour (applied to total hours)
12.0 - 18 $12,250 (base rate)
Above 18 $12,250 (base rate) plus $500 per credit hour above 18

2013 Summer School tuition $375 per credit hour

Room and Board (per semester)
Room (Double Occupancy) and Board $4,375
Room (Single Occupancy) and Board $6,200
*Presidential Hall – Room and Board (double) $4,550
*Presidential Hall – Room and Board (single) $6,550
2013 Summer School Room and Board weekly, by arrangement

Student Association Fees (per semester)
9.5 credit hours and above $160
6.0 – 9.0 credit hours $80

There are additional fees and expenses encountered by students enrolled in the program of nursing. An approximation of these expenses is listed below.

<table>
<thead>
<tr>
<th>Item</th>
<th>1st Year Cost</th>
<th>2nd Year Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$1,000.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$650.00</td>
<td>$650.00</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>$30.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Laboratory/Testing Fee</td>
<td>$50.00 - Docucare</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$70.00 – PEPID Clinical Resource</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$250.00 – Testing/Lab fee</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$370.00/semester</td>
<td></td>
</tr>
<tr>
<td>Uniforms</td>
<td>$200.00</td>
<td></td>
</tr>
<tr>
<td>Watch (with 2nd hand)</td>
<td>$30.00</td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>Hose/Socks</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td>Stethoscope</td>
<td>$40.00</td>
<td></td>
</tr>
<tr>
<td>Bandage scissors</td>
<td>$7.00</td>
<td></td>
</tr>
<tr>
<td>Nursing Name Pin</td>
<td>$8.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>$2,395.00</strong></td>
<td><strong>$1920.00</strong></td>
</tr>
</tbody>
</table>

Graduation Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing School Pin</td>
<td></td>
<td>$  55.00</td>
</tr>
<tr>
<td>Passport Picture</td>
<td></td>
<td>$  20.00</td>
</tr>
<tr>
<td>State Licensure</td>
<td></td>
<td>$  51.50</td>
</tr>
<tr>
<td>NCLEX-RN Exam</td>
<td></td>
<td>$200.00</td>
</tr>
<tr>
<td>Fingerprinting</td>
<td></td>
<td>$  20.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>$346.50</strong></td>
</tr>
</tbody>
</table>

Revised: 7/13

Deposits and Special Fees
Circumstances may necessitate and the College reserves the right to change the tuition, fees, or other charges without notice.

Audit Fee Per Credit Hour $110
Full time students may audit (AU) a lecture course without extra charge if they receive permission from instructor.

Auto Registration Fee $100 per year
Students with automobiles on campus must pay this annual fee. Parking tags are distributed through the Office of Student Life.

Bachelor’s Degree Graduate Rate $350 per credit hour
This special rate is offered to D&E graduates out of school three or more years on a space available basis. There is a limit of 9 credit hour per semester or a combination of 9 credit hours Winter term and spring semester.
**Course Test Out Examination Fee**  $110
Students selecting the option to test out of a course pay this fee before the test will be administered.

**Credit By Examination Fees**  $110 per credit hour
Students selecting the option to earn credit by examination will be assessed a fee of $110 per credit hour, payable to the Business Office in advance of the examination.

**Credit for Life Learning Experience**  $110 per credit hour
A student may elect to apply to receive college credit for experiential learning. A fee of $110 per credit hour will be charged for each experiential credit hour granted. Additionally, the student will be required to compile a portfolio of such experience to be submitted for review. This formalized review process will incorporate the one-credit-hour course of (General Studies 101) Portfolio Review at an additional cost of $700.00. See section on Credit for Life Learning Experience.

**Enrollment Deposit**  $150 (non-refundable)
All new students pay an Enrollment Deposit to guarantee enrollment in their first semester. This non-refundable deposit will be applied to the student’s charges in the first semester of attendance.

**Private Music Instruction Fee**
Billed to students taking private music lessons

- $300 per semester for one credit course
- $500 per semester for two credit courses
An overload created by private music instruction is not subject to the overload tuition of $500 per credit hour. It is subject to the private music instruction fee.

**Security Deposit**  $250
All new full-time students and/or resident students are required to pay a Security Deposit of $250.00. The deposit less offsetting charges is refunded upon graduation or an official withdrawal from the College.

**Special Course Fees**
Some courses may charge special arrangement fees over and above the tuition. Examples include off-campus class trips.

**Supported Learning Program Fee**
Tier 1 - $4,400 per year
Tier 2 - $3,400 per year

**Transcripts**
Transcripts of a student’s academic record are available upon request by the student for a fee of $7.00 per transcript. Requests are to be made online at www.iwantmytranscript.com. All transcript requests are approved by the Business Office prior to processing by the Office of the Registrar. Transcripts will not be issued unless financial obligations to Davis & Elkins College are cleared or current.

**Payment of Charges**
Tuition and fees are due and payable on or before August 26, 2013 for the Fall semester, by arrangement for the Winter Term, and January 27, 2014 for the Spring semester. Students are responsible for payment or other satisfactory financial arrangements before they will be admitted to classes, dormitories, or the dining hall.

The College offers an automatic payment option through Sallie Mae Tuition Pay. This plan provides for the monthly payment of tuition and fees and is interest-free. Information is available upon request from the Business Office. In addition to Tuition Pay, the College offers monthly payment plans. Please contact the Student Accounts Coordinator for further information. All past-due accounts and/or defaulted payment arrangements are subject to a late fee of $35 per month.

In addition to late fees, students who are delinquent in the settlement of their accounts with the College shall forfeit their College privileges, including the right to preregister, to attend, classes and to room and board at the College. The College reserves the right of Administrative Withdrawal of any student for non-payment of financial obligations. Diplomas will not be issued to students who have an outstanding financial obligation to the institution, which is due at the time of graduation.

Semester grade reports and/or transcripts will not be issued to those who have outstanding financial obligations.
Refunds
The College must arrange well in advance for its year’s academic services to students. When a student withdraws, the cost to the College is not reduced. Therefore, when a student withdraws from attendance of all classes, Davis & Elkins College refunds only a portion of its tuition thereby sharing with students the losses caused by their withdrawal. In order to withdraw from the College and officially from attendance of all classes, a student must report to the Office of the Registrar and complete the proper withdrawal forms. The forms are obtained from the Office of the Registrar. The pro-rated refund, based on the time of withdrawal is as follows:

<table>
<thead>
<tr>
<th>Class Days*</th>
<th>Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 5</td>
<td>60%</td>
</tr>
<tr>
<td>6 through 15</td>
<td>40%</td>
</tr>
<tr>
<td>16 through 25</td>
<td>20%</td>
</tr>
<tr>
<td>26 and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

*This refers to all days that classes are actually scheduled during the billing period, not to individual class times.

Board refunds will be computed on a pro-rata basis using the number of semester weeks as the basis. There is no refund on room charges.

If a student is the recipient of a federally funded grant or loan, the refund policy above will be applied in accordance with appropriate Title IV refund regulations. Additionally, Davis & Elkins College grants-in-aid will be adjusted in step with the appropriate reduction of charges.

Students who fail to observe regulations for withdrawal, students who withdraw without permission, students who are advised to withdraw for disciplinary reasons, and students who are suspended, expelled, or administratively withdrawn by the College are not entitled to any refunds.

Financial Planning and Financial Aid Programs
Davis & Elkins offers a complete range of financial planning services and financial assistance programs. Approximately 98% of our students receive scholarships and/or some type of financial assistance. The average financial aid package is well over $20,000 from all sources. The purpose of the College’s financial planning program is to help students and their parents identify all the sources of assistance and funding for which they are eligible. Types of financial assistance vary according to the source of funding, whether it is federal, state, institutional, or private agency.

Eligibility is determined by a review of the student’s application materials and other information, including test scores, grade point average, class rank, evidence of service and leadership potential, performance auditions, and athletic promise. Scholarships awarded by the College are competitive. They are designed to recognize and reward student success. Thus, not all students should expect to receive scholarship awards. Generally, the types of financial aid available include:

Scholarships Awarded by the College
Scholarships awarded by the College may range from several hundred dollars to as much as $15,000 per year and are renewable for up to four years, with a maximum award of $60,000.

Merit Scholarships are available to freshmen, non-traditional, transfer, and readmitted full-time students. The award amount is determined by the student’s grades, scores, and other distinguished characteristics. Any student must have at least a 2.0 high school or transfer grade point average in order to be eligible for the scholarship. This scholarship cannot be received in conjunction with another College-awarded academic scholarship such as the Highlands and International Scholarships.

Highlands Scholarships are available to full-time students graduating the year prior to enrollment from a high school in the following counties of West Virginia: Barbour, Pendleton, Pocahontas, Randolph, Tucker, Upshur, and Webster. A student must have at least a 2.5 final high school grade point average to qualify for this scholarship. This scholarship cannot be received in conjunction with another College-awarded academic scholarship such as the Merit and International Scholarships.

International Scholarships are available to students that are not U.S. citizens and that are studying at Davis & Elkins as full-time students. This scholarship cannot be received in conjunction with another College-awarded academic scholarship such as the Merit and Highlands Scholarships.
Athletic Scholarships are awarded based on the recommendation of the Department of Athletics and require participation in inter-collegiate athletics.

Performing Arts Scholarships are awarded to students who demonstrate talent in the performing arts and who agree to an appropriate level of participation in the programs of the College.

Endowed Scholarships are awarded as part of the financial planning review for each applicant and may be awarded to a student as a portion of their academic scholarship offer. These scholarships may be based on specific criteria. Unless otherwise stated, recipients are selected during the admission process or through a review of current student records. Funds for endowed scholarships come from the generosity of many individuals, families, and organizations. Endowed scholarships include:

- Knut Aarsand Memorial Scholarship
- Madelyn Agneil Memorial Scholarship
- David K. Allen – Arthur Stroud Scholarship
- James E. Allen, Sr., and Florence and James E. Allen, Jr. Memorial Scholarship
- Alpha Sigma Phi Scholarship Fund
- Dr. & Mrs. J. Howard Anderson Scholarship
- Myron S. & Ethel M. Anderson Scholarship
- William E. Baker Memorial Scholarship
- Burlin Barnes Memorial Scholarship
- R. Gordon & Winifred “Betty” Barrick Scholarship Fund
- Pamela K. Berry Memorial Scholarship
- Duddy Bertolini Scholarship Fund
- Matilda A. Bohme Scholarship
- The Boles, Smith-Phillips Endowed Athletic Scholarships
- Frank A. Bolton Memorial Scholarship Fund
- William H. Burky Memorial Scholarship
- The James S. & Sylvia Butcofski, Jr. Scholarship
- Mr. & Mrs. Wilson S. Campbell Memorial Scholarship
- Carnahan-Jackson Scholarship
- Walter M. Cathie Memorial Scholarship
- Jan P. Chadwick Scholarship Award
- David Frederick Christy Scholarship
- Helenjane “Rusty” Cougan C.E.P. Scholarship
- Wendell & Judy Cramer Scholarship Fund
- Claude King Davis Memorial Scholarship
- Daywood Foundation Scholarship
- Robert Paul Doria Scholarship Fund
- Ralph Douds Memorial Fund
- Kenneth R. “Bill” Dye Scholarship
- R.D. Earle Family Scholarship
- Enslow Park Presbyterian Church Nursing Scholarship
- Keith E. Evans Endowed Scholarship Fund
- Sue B. Everett Endowed Scholarship
- William M. Ferry Scholarship
- Oda Ella Fink Scholarship for Religious Studies
- Bernard L. and Kathryn L. Flynn Scholarship Fund
- Fox Chapel Presbyterian Church Endowed Scholarship
- Laury Gauvreau Memorial Scholarship
- Mary Margaret Woodford Goddin Scholarship
- Alex Goldberg Scholarship
- James Weston & Adah Harshbarger Green Memorial Scholarship
- Grady F. Guye Memorial Scholarship
- Eleanor S. Hall Scholarship
- Halperin Family Scholarship for the Performing Arts
- Bryan & Irene Hamilton Scholarship Fund
- Frances Rogers Hansford Memorial Scholarship
- Rowland C. Hansford Memorial Scholarship
- Sally Ray Harold Memorial Scholarship
- W.O. Harrington Scholarship
- James P. & Lena Heltzel Scholarship
Gordon E. & Mary A. Hermanson Scholarship
Ralph C. Hess Memorial Scholarship
Hinkle-Phipps Scholarship Fund
Edward N. Hinzman, II Memorial Scholarship
J. Keith Hiser Memorial Scholarship
Sam R. Hoover Scholarship
The Jellica Howard-Sudbrink Scholarship for Nursing Excellence
Mac & Jenny Howard-Sudbrink Scholarship
Dorrie K. Hubbard Scholarship
Samuel H. and Frances W. Hubbard Scholarship
Richard J. & Helen S. Hunt Memorial Scholarship Fund
Lacy C. and Nita P. Irons Scholarship
Tatiana Jardetzky Scholarship for Foreign Languages and Cultures
Albert S. T. Kim Scholarship
George A. Kinley Memorial Scholarship
Nelson S. Knaggs Scholarship
Frank B. and Ruth B. Konhaus Scholarship
Catherine E. Krapp Scholarship
Arthur Landacre Memorial Scholarship
Arthur Lee Memorial Scholarship
Dorothy I. MacConkey Memorial Scholarship
G. Thomas & Carolyn Mann Academic Scholarship Fund
Dr. Thomas J. “Jack” and Helen Louise Martin Scholarship
Erin McAvoy Memorial Scholarship
Ruth Ann McLaughlin Scholarship for the Creative and Performing Arts
William T. McLaughlin, II Scholarship in Business
John O. McNeely Memorial Scholarship
L.E. & Beatrice F. McWhorter Scholarship
Frank Mele Scholarship Fund
Olive Shannon Miller Scholarship Fund
Mary V. Moore Endowed Scholarship
Joseph William & Suzanne Smith Moran Endowed Scholarship
Eugene Morrissey Memorial Scholarship
Christine S. Moyer Scholarship
John S. Moyer Scholarship Myles Family Scholarship
National Alumni Council Scholarship
National Capital Union Presbytery Scholarship
Sara Virginia Neale Scholarship/West Virginia Emulation Award
Charlotte W. Newcombe Scholarship
John H. & Margaret S. Nichols Science Scholarship
Eleanor B. Norton Scholarship
John Carlton Nydegger Memorial Scholarship
William H. Peifer Memorial Scholarship
Robert A. Pfrangle Scholarship
LJ GC Phares Scholarship
Luella Phares Memorial Scholarship
The Betty Y. Morris Phillips Scholarship Fund
Daniel J. Phillips Memorial Scholarship
The Milton L. Phillips, Jr. Scholarship Fund
Phillips-Timms Scholarship
Pitzer-Lambie Scholarship
Elmer S. and Teresa Sloan Powers Memorial Scholarship
Dr. R. B. Purdum Memorial Scholarship
Florence C. Quinby Scholarship
Reader’s Digest Scholarship
Robert C. Respess Memorial Scholarship
The William S. Robbins & Deborah Madden Scholarship Fund
George C. Rodgers Memorial Scholarship
James Rodish Scholarship
The Rosenberger Family Scholarship
The Senator Mike Ross Scholarship
Henry A. Rutherford Scholarship Fund
Joan Rutherford Endowed Scholarship
Worth Gordon/Mary Leona Hoff Bennett and Marjorie Leona Bennett Rutherford Scholarship
The Sabel Family Scholarship
Coach Will Shaw Cross Country Scholarship
Mrs. W. Roy Shaw Memorial Scholarship
Mary Frances and Ralph Shepler Scholarship
Algeron Sydney Sullivan Foundation Endowed Scholarship
Ernest Edmund Tabbott Scholarship
Louisa D. Taylor Scholarship
Sidney Tedford Scholarship
Katherine S. Thomas Memorial Scholarship
L. Newton Thomas, Sr. Memorial Scholarship
J. Ferguson Thompson Memorial Scholarships
Margaret A. and Odin S. Thulander Memorial Scholarship
Timms Family Performing Arts Scholarship
TKE Scholarship
W. Ferree Trout Memorial Scholarship
Sam & Agnes Veitch Endowed Scholarship
Lena Vidone Memorial Scholarship
Vienna Presbyterian Church Scholarship
The Charles R. “Chappie” Wagner Memorial Scholarship Fund
Ward Family Scholarship
Raymond Clive Watson Scholarship
Michael Scott Webb Memorial Nursing Scholarship
James R. Welshonc Endowed Scholarship
West Virginia Society of Washington, D.C. Book Scholarship
Wheeling United Presbyterian Church Memorial Scholarship
The First Presbyterian Church of White Sulphur Springs Memorial Scholarship
Wilfong-Minear Scholarship
James W. Witherspoon Scholarship
Don M. Wolfe Scholarship
Katharine W. & William H. Wolfe Memorial Scholarship
Mary Agnes & R. Bates Wooters Educational Assistance Fund
Maud Yoak Scholarship
Michael A. Zebuhr Scholarship

**Gift Supported and Annual Fund Scholarships**
Awarded from funds donated each year for the purpose of providing assistance to students. Recipients are selected through the financial aid review process, and these scholarships may be awarded to a student as a portion of their academic scholarship offer. A current list of annual and gift-supported scholarships includes:

Knut Aarsand Business Scholarship
Nettie Blubaugh Memorial Scholarship
Daywood Foundation Scholarship
The Rev. Dr. Richard Fiete Memorial Scholarship
Julia Hartman Nursing Scholarship
Gary Horvath Scholarship
The Revs. Doug and Jan Jenkins Scholarship
Fern Keim Memorial Scholarship
Dan Meyers Scholarship
Alexander B. Osborn Memorial Scholarship
Charles H. Potter, II Scholarship
The Presbyterian Scholarship Prichard School Scholarship
Andrew Scott Rencich Nursing Scholarship
William S. Robbins & Deborah Madden Scholarship Fund
Sigma Phi Epsilon Balanced Man Scholarship
Algeron Sydney Sullivan Foundation Scholarship
Synod of the Trinity, Presbyterian Church (USA)
A.A. Talbott Memorial Scholarship
Student Loans
Davis & Elkins participates in the William D. Ford Federal Direct Loan Program allowing students to utilize Direct Subsidized/Unsubsidized Stafford Loans, Perkins Loans, and Parent PLUS Loans based upon their eligibility as determined by the results of their FAFSA. The Financial Planning Office also maintains a listing of recommended Private Student Loan lenders.

Employment
Many students are offered opportunities for on-campus and off-campus employment in a variety of positions through the Federal Work-Study Program based upon their eligibility as determined by the results of their FAFSA. Students not qualifying for Federal Work-Study awards may still find employment opportunities from a limited selection of departmental employment positions.

Federal and State Programs
The College participates in the following Federal programs:

- Pell Grants
- Supplemental Educational Opportunity Grants
- Veteran Administration Grants
- Perkins Loans
- Direct Subsidized/Unsubsidized Stafford Student Loans
- Work-Study Program
- TEACH Grants
- Additionally, the College participates in the following state programs:
  - West Virginia Higher Education Grant Program
  - West Virginia Promise Scholarship
  - All reciprocal state grant programs

To be considered for any Federal aid, a student must file a Free Application for Federal Student Aid (FAFSA). To be considered for West Virginia State aid, the students should file the FAFSA by March 1st.

Application Procedure
To apply for scholarships, students simply indicate their interest on the admission application.

To apply for need-based financial aid students submit a completed Free Application for Federal Student Aid (FAFSA) online at www.FAFSA.gov after January 1. The determination of eligibility for financial assistance is accomplished through a process referred to as need analysis. The information provided on the FAFSA is evaluated in accordance with federal and institutional guidelines and formulas. Since eligibility is determined by a variety of factors, there are no fixed income cut-offs for most aid programs. A determination of ineligibility for federal aid does not necessarily exclude the student from other forms of assistance. Several types of institutional aid and other non-need based programs may be available. Within about two weeks of submitting the FAFSA online, the Student Aid Report (SAR) will be emailed to the student. The student should review the report carefully for errors; if any are found, the student must make corrections to the FAFSA online and then immediately notify the Davis & Elkins Financial Planning Office.

Early application may increase chances of receiving assistance. However, the FAFSA cannot be submitted prior to January 1.

West Virginia residents must submit the FAFSA prior to March 1st to apply for the West Virginia PROMISE Scholarship and prior to April 15th to apply for the West Virginia Higher Education Grant.

The Financial Aid Package
Upon receipt of the Student Aid Report and the Need Analysis Report the Financial Planning Office will determine which aid programs and what amounts of assistance are available for the student. The aid received will be based on eligibility, level of demonstrated need, program restrictions, and availability of funds. The financial aid awarded becomes the student’s financial aid package and may include several types of aid in varying amounts. The total amount of need-based aid in the package will not exceed the amount of demonstrated need. The total amount of the entire package, less loans and work awards, will not exceed the student’s costs of tuition and room/board.

A complete aid package is not directly renewable from one year to the next. Reapplication and re-evaluation of a student’s need is required each year. Students receiving scholarship awards will be required to meet specific academic standards.
Contact the Office of Financial Planning for complete details on all forms of financial assistance and scholarship awards. The amount of assistance in most categories is limited; therefore, it is advisable for an entering student to complete applications for admission and financial assistance by March 1st. In determining a student’s eligibility for assistance, the following factors are taken into account: financial need, academic record, and school or college citizenship record. In addition to the college-related programs, many states have state-sponsored scholarship and loan programs for qualified students. Students applying for assistance should familiarize themselves with these programs prior to making application for assistance from Davis & Elkins.

**Renewal of Financial Aid and Scholarships**

To be eligible for renewal of need based financial aid awards, the student must demonstrate satisfactory academic progress as outlined in the College catalog. Students should also file a FAFSA each year no later than May 1st. To be eligible for renewal of scholarship funds, the student must meet stated academic requirements and pre-register for the next academic year during the pre-registration period.

**Cancellation of Awards**

The College reserves the right to review the record of a student receiving financial assistance at the close of any semester or term and to cancel the unused portion of the award if the student’s academic or citizenship record fails to meet the required standards.

**Student Aid Eligibility and Offenses Involving Drug Possession and Selling**

Davis & Elkins College is required to remind students who receive federal financial aid that the Higher Education Act includes a student eligibility provision related to drug possession and selling. A student who is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurs during a period of enrollment in which federal student aid was received is not eligible for federal funds. Federal aid is comprised of grants, student loans, and college work study. The timeframe for ineligibility begins on the date of conviction and lasts until the end of a specified period as outlined below.

<table>
<thead>
<tr>
<th></th>
<th>Possession of illegal drugs</th>
<th>Sale of illegal drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st offense</td>
<td>1 year from date of conviction</td>
<td>2 years from date of conviction</td>
</tr>
<tr>
<td>2nd offense</td>
<td>2 years from date of conviction</td>
<td>Indefinite period</td>
</tr>
<tr>
<td>3 + offenses</td>
<td>Indefinite period</td>
<td></td>
</tr>
</tbody>
</table>

Provisions do exist for regaining eligibility sooner. For the additional information, please contact the Office of Financial Planning at (304) 637-1990.

**Appeals Process for Financial Exceptions**

Appeals of the application of institutional financial policies by parents or students who feel that individual circumstances may warrant exceptions from the published policy must be addressed in writing to:

Director of Financial Planning
Davis & Elkins College
100 Campus Drive
Elkins, WV 26241-3996
The Register

The Board of Trustees

Elected Members (Term expires in June of the year in parenthesis)

Joyce B. Allen, Coalton, WV (2015)
Mark S. Barber, Weston, CT (2016)
Karen H. Berner, Yardley, PA (2014), Secretary
Wendell M. Cramer, Hickory, NC (2016)
Peter H. Dougherty, Charles Town, WV (2016)
D. Drake Dowler, Greensboro, NC (2016)
Nancy Evans-Bennett, Morristown, NJ (2016)
David A. Faris, M.D., Bridgeport, WV (2014)
Kimberly M. Farry, M.D., Buckhannon, WV (2015)
Charles E. Hill, Issaquah, WA (2014)
Bruce L. Kennedy, II, Baltimore, MD (2015)
James S. McDonnell, III, St. Louis, MO (2015)
Michael P. Mihalyo, Jr., Elkins, WV, President of the College
John S. Moyer, Hummelstown, PA (2016)
June B. Myles, Redding, CT (2016), Chair
William W. Nuttall, Chattanooga, TN (2014)
Reginald Owens, Sr., Memphis, TN (2015)
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Ronald A. Rollins, M.D., Oberlin, OH (2016)
Richard C. Seybolt, Monkey Island, OK (2014), Vice Chair
Henry W. Steinbrecher, Glen Ellyn, IL (2014)

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Henry M. Moore, Annandale, VA
Paul S. Stirrup, Durham, NC
L. Newton Thomas, Jr., Charleston, WV
Leonard J. Timms, Jr., Bridgeport, WV

Emeriti Life Trustees

Carter Giltinan, Charleston, WV
John H. Harling, Sturgeon Bay, WI
Thomas J. Martin, D.D.S., Hanahan, SC
Gary W. North, Leesburg, VA
David A. Rutherford, Woodbridge, VA
Dorothy H. Wamsley, Elkins, WV
Joseph M. Wells, III, Newell, WV

Officers of the College

Michael P. Mihalyo, Jr., President, B.M., M.M., Duquesne University; D.M.A., West Virginia University
Kevin H. Wilson, Executive Vice President/Chief Operating Officer, B.S., Ashland University; M.Ed., University of Minnesota
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Joseph M. Roidt, Vice President for Academic Affairs, B.A., Kent State University; M.A., Ph.D., University of Pittsburgh.
Greta J. Troastle, Chief Financial Officer. A.A., Wayne Community College; B.S., West Virginia University; C.P.A., State of Montana

Faculty Emeriti

Barbara P. Fulks, B.S., M.A., Ph.D., Associate Professor of Spanish, Emerita
William M. Gartmann, B.A., M.A., Associate Professor of Foreign Languages, Emeritus
Margaret Purdum Goddin, B.A., M.A., Ed.D., Professor of English and Education, Emerita
Julia Foor Hartman, R.N., B.S., M.S.N., Ed.D., Professor of Nursing, Emerita
Terry R. Hayes, A.A., B.A., M.A., M.F.A., Professor of Theatre, Emeritus
Laurence B. McArthur, B.S., M.S., Ph.D., Professor of Biology and Environmental Science, Emeritus
A. Jean Minnick, B.S., M.S., Ph.D., Professor of Physical Education, Emerita
Mary Margaret Woodward Morrison, B.A., M.A., Associate Professor of Library Science, Emerita
Edward Rhudy, B.S., M.S., Ph.D., Professor of Recreation Management & Tourism, Emeritus
Dorothy F. Roberts, B.A., LL.B., Ph.D., Professor of Political Science, Emerita
James J. Van Gundy, B.A., M.S., Ph.D., Professor of Environmental Science, Emeritus
Georgina C. Vazquez, Litt.B., Ph.D., Professor of Foreign Languages, Emerita
Donald M. Walter, B.A., B.D., Th.M., Ph.D., Professor of Religion and Philosophy, Emeritus
Don R. Yeltman, B.A., M.A., Ph.D., Professor of Biology, Emeritus
John W. Zuboy, B.A., M.A., Ed.D., Professor of Psychology, Emeritus

Administrators Emeriti

Margo Blevin, B.F.A., M.A.T., Director of Augusta Heritage Center, Emerita
G. Thomas Mann, B.A., M.A., M.A., Ph.D., President, Emeritus
Kenton L. McCoy, B.M.E., M.M.E., Director of the William James CAPS Center and Coordinator of Career Services, Emeritus
G.T. Smith, B.A., M.P.A. with distinction, Honorary L.L.D., President Emeritus
Margaret A. Wyatt, B.S.N., M.A., Ph.D., Registrar, Emerita

The Faculty

Professors

Gloria Marquette Payne (1945), Senior Counsel to the President and the Chancellor, James S. McDonnell Foundation Professor of Business and Economics; B.A., Davis & Elkins College; M.A., West Virginia University; Ph.D., University of Pittsburgh. C.A.C. Additional study: West Virginia University, East Carolina University, New York University, New York School of Interior Design, Wheeler School of Fashion, Fashion Institute of Technology, Marshall University
Victoria G. Mullennex (1980), Professor of Business; B.S., Davis & Elkins College; M.A., M.S., Ed.D., West Virginia University. Additional study: Marshall University
Sharmistha B. Roy (1985), Professor of Mathematics and Physics; Chair, Mathematics, Computer Science & Physics Department; B.S., Delhi University; M.S., Ph.D., Lucknow University. Additional study: Southern Methodist University
David R. Turner (1985), Professor of History; Chair, History Department; B.A., M.A., University of North Carolina (Greensboro); Ph.D., University of Kentucky
Thomas T. Chadwick (1989), Professor of Political Science; Faculty Marshal; B.A., M.A., Marshall University; Ph.D., University of Virginia. Additional study: University of Michigan
Helen M. Benigni (1990), Professor of English; B.A., M.A., West Virginia University; Ph.D., Indiana University of Pennsylvania
Stephanie Crawford Haynes (1990), Professor of Mathematics; Registrar; B.A., M.S., Ed.D., West Virginia University

Mary Ann DeLuca (1991), Professor of Health and Physical Education; Chair, Sport Science Department; Assistant Athletic Director; B.S., Davis & Elkins College; M.S., Ed.D., West Virginia University

Nadeem M. Khan (1995), Professor of Economics; M.A., Punjab University; M.A., San Jose State University; Ph.D., Iowa State University

Robert R. McCutcheon (1995), Professor of English; Coordinator of Study Abroad Opportunities; B.A., Duke University; M. Phil., Oxford University; Ph.D., Stanford University

Brian W. Moudry (1995), Professor of Mathematics and Physics; Chair, Mathematics & Science Division; Faculty Marshal; B.S., Loyola College, MD; M.S., Ph.D., University of Nebraska

Steven B. Creasey (1996), Professor of Education; Chair, Education & Sport Science Division; Director of Teacher Education; B.A., Glenville State College, M.A., Ed. D., West Virginia University

William E. King (1996), Professor of English; Chair, Humanities Division; A.B.J., M.A., Ph.D., University of Georgia

Jane C. Woods (1996), Professor of History; B.A., University of Kentucky; M.A. University of California at Los Angeles; Ph.D. University of Kentucky

Peter T. Okun (1997), Professor of English; Thomas Richard Ross Professor of History and the Humanities; A.S., B.A., Davis & Elkins College; M.A., Ph.D., West Virginia University; Additional study: George Washington University, University of Copenhagen

Shawn K. Stover (2000), Professor of Biology; B.S., Marshall University; B.A., Florida State University; M.S., University of Louisville; Ph.D., University of Northern Colorado

Joseph M. Roidt (2001), Professor of Sociology; Vice President for Academic Affairs; B.A., Kent State University; M.A., Ph.D., University of Pittsburgh

Oma V. Morgan (2002), Professor of Chemistry; Chair, Chemistry Department; B.A., M.A., Ph.D., City University of New York

R. Carol Cochran (2009), Professor of Nursing; Chair, Nursing Division; Director, Nursing Department; B.S., Alderson-Broaddus College; M.S.N., West Virginia University; D.N.Sc., The Catholic University of America

Threasia L. Witt (2010), Professor of Nursing; B.S.N., Alderson-Broaddus College; M.S.N., WVU; Ed.D., Nova Southeastern University

Michael P. Mihalyo, Jr. (2011), Professor of Music; President of the College; B.M., M.M., Duquesne University; D.M.A., West Virginia University

Associate Professors

Harry G. Henderson (1992), Associate Professor of Business Administration; B.S., U.S. Naval Academy; M.B.A., Golden Gate University; Ed.D., George Washington University

Christina H. Swecker (1992), Associate Professor of Nursing; R.N., B.S.N., West Virginia Wesleyan College; M.S.N., University of Virginia. Additional study: Doctor of Natural Health, Clayton College of Natural Health

Lora N. Cruz (2003), Associate Professor of Nursing, B.S.N., Alderson-Broaddus College; M.S.N., Marshall University

Denice L. Reese (2003), Associate Professor of Nursing, B.A.N., B.S.N., M.S.N., Frances Payne Bolton School of Nursing, Case Western Reserve University

Melissa A. McCoy (2004), Associate Professor of Nursing; A.S.N., B.S.N., Bluefield State College; M.S.N., Radford University

Thomas I. Hackman (2010), Associate Professor of Theatre; Chair, Fine & Performing Arts Division; B.A., Davis & Elkins College; M.F.A., University of Virginia

Erin E. Brumbaugh (2011), Associate Professor of Education; B.A., Fairmont State; M.A., Ed.D., West Virginia University
Carol A. Carter (2011), Associate Professor of Business; Chair, Business & Entrepreneurship Division; B.Sc., M.Sc., Ph.D., Louisiana State University

Michelle L. Mabry (2012), Associate Professor of Biology; Chair, Biology & Environmental Science Department; B.S., Virginia Tech; M.A., College of William and Mary, VA; Ph.D., Washington State University

Jeffrey G. Rutter (2012), Associate Professor of Psychology; Chair, Social Science Division; B.A. University of Tennessee, Knoxville; M.T.S., Vanderbilt University, TN; Psy.D. Wright State University, OH

Assistant Professors

Shankar Roy (1983), Assistant Professor of Mathematics; B.S., M.S., Lucknow University; M.S., Purdue University; M.S., New Mexico Institute of Mining and Technology. Additional study: West Virginia University

Judith A. Bertenthal-Smith (1986), Assistant Professor of Psychology; B.A., Case Western Reserve University; M.S., West Virginia University. L.P.C. Additional study: West Virginia University

Stephen S. Mattingly (2006), Assistant Professor of Computer Science; B.A., Washington and Lee University; M.S., The American University. Additional study: George Washington University, Oxford University

Karen J. Seel (2007), Assistant Professor of Nursing, B.S.N., Bob Jones University; M.S.N., Liberty University

Melanie H. Campbell (2009), Assistant Professor of Hospitality Management; Executive Chef/ General Manager Graceland; B.S., WV Wesleyan College; C.E.C.

Thomas B. Preston (2009), Assistant Professor of Accounting; B.A., University of Virginia; M.B.A., West Virginia University

Michael A. Doig (2010), Assistant Professor of Art; B.A., WVU; M.F.A., State University of New York at Buffalo

Jennifer E. Tesar (2010), Assistant Professor of Education; B.A., Kent State University; M.A., Ed.D., Ohio University. Additional Study: Ohio University.

Katherine Dunagan Osborne (2011), Assistant Professor of English; B.A., Hanover College; M.A., Ph.D., University of Kentucky

Bryan L. Wagoner (2012), Assistant Professor of Religious Studies and Philosophy; Chair, Religion & Philosophy Department; B.A. Gordon College, MA; M.DIV, S.T.M., Yale University, Ph.D., Harvard University

Floyd L. Wiseman (2012), Assistant Professor of Chemistry; B.S., University of Tennessee at Martin; Ph.D. Louisiana State University

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Bretton J. Kern (2013), Assistant Professor of Art; B.F.A., University of PA; M.F.A., WV University

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Karen Brown Saine (2013), Assistant Professor of Theatre; B.A., WV Wesleyan College; M.F.A., Virginia Commonwealth University

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Instructors

William Russell McClain (2004), Instructor of Environmental Science, Director of the Center for Sustainability; B.S., West Virginia University; M.S. Eastern Kentucky University. Additional study: University of Memphis

Jennifer S. Riggleman (2008), Instructor of Physical Education, B.S., M.S., West Virginia University

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Ruth R. Humphrey (2010), Instructor of Theatre; B.A., Morehead State University; M.S., Ft. Hays Kansas State University

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Nathaniel L. Sams (2012), Instructor of Mathematics; B.A., B.A., M.S., West Virginia University

Dana N. Baxter (2012), Instructor of Criminology and Criminal Justice; B.A., M.A. and additional study, Indiana University of PA

Administration

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Robin Price, A.S., Executive Assistant to the President; Assistant Secretary to the Board of Trustees
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Gloria Marquette Payne, B.A., M.A., Ph.D., Senior Counsel to the President, McDonnell Professor of Business and Economics

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Linda Howell Skidmore, B.S., Writer
Jessica D. Wilmoth, B.S., Online Communications Coordinator

Development

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Karen L. Wilmoth, B.S., M.B.A., Director of Advancement Operations and Stewardship
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Sharon K. White, A.A., Administrative Assistant to the Vice President for Academic Affairs

Augusta Heritage Center

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Marilyn Palmer Richards, B.F.A., Website Coordinator
Matthew Kupstas, B.A., Administrative Assistant
Career Services & Student Employment

Lisa T. Reed, B.S., Director

Center for Sustainability Studies

William “Russ” McClain, B.S., M.S., Director

Information Services, Booth Library & Office Services

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Susan K. McMillon, B.A., Technical Services Coordinator, Booth Library
Jacqueline D. Schneider, B.A., M.L.S., Library Assistant, Booth Library
Paula Taylor, A.A., Circulation Manager, Booth Library

Brenda K. Kirkpatrick, Madden Center Manager
John Kirkpatrick, Campus Postman

Institutional Research

Lindsey R. Graham, B.A., M.Div., M.T.S., Director

Myles Center for the Arts

Elizabeth “Beth” Ruppersburg King, A.B.J., B.F.A., General Manager

Naylor Center for Teaching & Learning

Mary Ellen Schubert, B.A., M.A., Director
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Registrar

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Deborah A. Larkin, A.S., Associate Registrar
Amelia C. Rossi, B.S., Assistant Registrar
Katie T. Bright, B.A., B.S., M.S., Retention Specialist/Special Projects Accountant
Glenda L. Stottlemyer, A.S., Office Assistant
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Upward Bound Programs
Carol Suder-Howes, B.A., M.A., Director
Katy I. Dillon, B.A., M.A, Assistant Director
Alison S. Shields, B.S., M.A., Assistant Director

Veterans Upward Bound Program
Mark Rosencrance, B.S., M.A., Director
Steve Belan, B.S., M.A., Project Coordinator
Paul Long, B.A., Academic Advisor
Curtis Pauley, B.S., M.S., Academic Advisor
Melissa Wall, B.A., M.A., Academic Advisor

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Rose Orais-Nay, Administrative Assistant, Upward Bound and Veterans Upward Bound

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Samantha B. Rader, Payroll Assistant
Tiffany M. Stark, A.A., Office Assistant, Cashier
Joshua D. Stump, B.A., M.A.T., Student Accounts Coordinator
Carolyn L. Sturdivant, Business Office Manager & Purchasing Coordinator

Business Enterprises
Joyce M. Nestor, B.S., Director of Business Enterprises & Auxiliary Finance

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Matthew A. Summers, B.S., Director
Tessa N. Randolph, B.A., Assistant Director

Executive Vice President
Kevin H. Wilson, B.S., M.Ed., Executive Vice President /Chief Operating Officer

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Christopher N. Randolph, B.A., Assistant Director
Matt K. Shiflett, B.A., M.S.S.E., Assistant Director
W. Randy Trostel, B.S., M.S., Assistant Director
G. Joey VanDevender, B.S., M.S., Assistant Director
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Adam C. Kota, B.A., M.A., International Admission Counselor
Kara A. Fisher, B.A., M.A., Admission Counselor
Nicholas G. Smith, B.A., Admission Counselor
Courtney Wilson, Admission Counselor
Dale C. Moore, Regional Admission Counselor
Athletics

Ronnie E. Palmer, B.S., M.Ed., Athletic Director, Head Coach, Baseball
Mary Ann DeLuca, B.S., M.S., Ed.D, Assistant Athletic Director; Professor of Health and Physical Education; Chair, Sport Science Department
Christopher D. Cottrell, B.S., M.S., Head Coach, Men’s Basketball
Kimberly N. Stiles, B.A., M.A., Senior Woman Administrator; Head Coach, Softball
F. Jason Asbell, B.A., M.S., Head Coach, Women's Basketball, Sports Information Director
Aron P. Bassoff, B.S., M.S., Head Coach, Men's Soccer
Otis H. Cutshaw, B.A., Head Coach, Tennis
Alisdair J. Forsythe, B.A., Head Coach, Golf
Raul J. Ovalle, B.S., Head Coach, Women’s Soccer
Ashley A. Pappas, B.S., Head Coach, Women's Volleyball
William M. Shaw, B.A., M.A., Head Coach, Men's and Women's Cross Country
Nicholas G. Smith, B.A., Head Coach, Men’s & Women’s Swimming
James C. Dearien, B.S.E., M.A., Head Athletic Trainer
Amanda R. Larkin, B.S., M.A., Compliance Coordinator
Laurie K. Chestnut, A.S., Office Manager

Physical Plant

Ronald Selders, Executive Director
Kenneth Pomp, Assistant Superintendent of Maintenance
Catina Mullennex, Office Assistant

Student Life

Scott D. Goddard, B.A., M.A., Vice President for Student Affairs
Eric Armstrong, B.A., Assistant to the Vice President for Student Affairs/Coordinator of Campus Life
Susan Krakoff, B.A., Administrative Assistant/Coordinator of Campus Life
Diana Burke-Ross, R.N., Campus Nurse
Rev. Kevin M. Starcher, B.A., M.DIV., Chaplain
Lowe Del G. Aviles, B.S., International Student Liaison
Megan Arevalo, B.A., M.A., International Student Support Specialist
Jason Asbell, B.A., M.S., Women’s Basketball Coach/Area Coordinator for Moyer Hall & Presidential Hall
Anita Hanifan, Area Coordinator for Darby Hall, Gribble Hall & Roxanna Booth Hall

Campus Safety & Security

Michael R. Jordan, Director
Howard “Jake” Gooden
Dale Jackson
Timothy Sayre
Misty Teter
Christopher Ian White

Dining Services, Graceland Inn and Byrd Conference Center

Melanie Campbell, B.S., C.E.C., Executive Chef/General Manager/Assistant Professor of Hospitality Management
Angela Scott, Conference & Convention Manager
S. Clark Evans, Innkeeper
Melissa Wileman, Office Assistant
Christina Bennett, Lead Server
Derrick Lantz, Head Chef
Shawn Price, Sous Chef
Connie Sharp, Lead Cook
Paula Waters, p.m. Cook
Thurman Chewning, Graceland Inn Restaurant Supervisor
Cheryl Ferrese, Catering Supervisor
Stan Foley, Graceland Inn & Conference Center Housekeeping Supervisor
Hazel Lansberry, Housekeeper
Christopher Patterson, Graceland Inn Sous Chef

Housekeeping

Mary Arbogast, Supervisor
Marie Brady
Catherine Canfield
Debbie Chandler
Barbara Currence
Jennifer Englekeimer
Jenny George
Pamala Karr
Jody Kimble
Fay Nesbitt
Kathy Pniewski
Stephanie Ratzer
Thelma “Jean” Ray
Urcelee “Toddy” Reynolds
Patty Stone
Kim Teter
Paula Wooddell