

Davis & Elkins CollegeTM

WRITE YOUR
Story

The
College
Catalog

2015-2016

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 Amy Kittle, Title IX Coordinator/Section 504 Coordinator, 209 Liberal Arts Hall, Davis & Elkins College, 100 Campus Drive, Elkins, WV 26241-3996 or email kittlea@dewv.edu.

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 2015 - 2016. 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.

Contents

<u>The Mission of Davis & Elkins College</u>	3
<u>Calendar of 2015 – 2016</u>	6
<u>The Academic Program</u>	8
<u>Baccalaureate and Associate Degree Programs</u>	8
<u>Baccalaureate Program</u>	10
<u>Associate Program</u>	12
<u>Graduation Requirements</u>	14
<u>Interdisciplinary Studies</u>	16
<u>Pre-Professional Programs</u>	17
<u>Off Campus Study</u>	19
<u>Other Educational Programs & Opportunities</u>	20
<u>Courses of Instruction</u>	21
<u>Accounting</u>	22
<u>Adventure Recreation</u>	24
<u>Appalachian Studies</u>	26
<u>Art</u>	27
<u>Biology</u>	30
<u>Business</u>	34
<u>Chemistry</u>	37
<u>Child and Family Studies</u>	41
<u>Communication</u>	42
<u>Computer Science</u>	44
<u>Criminology and Criminal Justice</u>	47
<u>Dance</u>	50
<u>Economics</u>	54
<u>Education</u>	56
<u>English</u>	65
<u>Environmental Science</u>	68
<u>Finance</u>	71
<u>Foundations</u>	73
<u>General Education Seminars</u>	74
<u>General Studies</u>	75
<u>Geography</u>	76
<u>Greek</u>	77
<u>Health</u>	78
<u>Heritage Arts</u>	79

<u>History</u>	80
<u>Hospitality Management</u>	83
<u>International Studies</u>	85
<u>Language</u>	86
<u>Management</u>	87
<u>Marketing</u>	89
<u>Mathematics</u>	90
<u>Music</u>	93
<u>Natural Science</u>	95
<u>Nursing</u>	96
<u>Physical Education</u>	102
<u>Physics</u>	106
<u>Political Science</u>	107
<u>Psychology and Human Services</u>	109
<u>Religion and Philosophy</u>	112
<u>Sociology</u>	114
<u>Spanish</u>	116
<u>Sustainability Studies</u>	117
<u>Theatre Arts</u>	118
 <u>Registration and Enrollment Policies</u>	 122
<u>Academic Policies</u>	127
<u>Academic Resources</u>	137
<u>Academic Honors & Recognition</u>	141
<u>Student Life</u>	143
<u>General Information</u>	148
<u>Admission</u>	150
<u>Expenses</u>	157
<u>Financial Planning</u>	161
<u>The Register</u>	170

The Calendar of Academic Year

2015 - 2016

Fall Semester 2015

August	13	Thursday	Adjunct Workshop 7:00 p.m.
	17	Monday	New Faculty Workshop 9:00 a.m.
	18	Tuesday	Opening Session and Faculty Workshop
	19	Wednesday	Faculty Workshop
	21	Friday	New Students Arrive and Orientation Begins (Matriculation Convocation)
	22	Saturday	New Student Orientation Continues
	23	Sunday	Returning Students Arrive
	24	Monday	Classes Begin (8:00 a.m.)
	28	Friday	Last Day to DROP/ADD
September	7	Monday	Labor Day (Classes in Session)
	10	Thursday	Founders Day & Opening Convocation
	17	Thursday	Constitution Day
	25-27	Friday-Sunday	Family Weekend
October	1-2	Thursday-Friday	Fall Break / Forest Festival (No Classes)
	9-11	Friday-Sunday	Alumni Homecoming Weekend
	14	Wednesday	Mid-Term Grades Due (1:00 p.m.)
	14	Wednesday	A-Term Final Grades Due (1:00 p.m.)
	14	Wednesday	B-Term Classes Begin for MWF Classes
	15	Thursday	B-Term Classes Begin for TR Classes
	16	Friday	DROP/ADD for B-Term Classes
November	3	Tuesday	Registration & Assessment Day ("R&A Day") for Spring Semester (2016) (No Classes)
	4	Wednesday	Last Day to Withdraw from Class with a "W"
	20	Friday	Classes End (10:00 p.m.)
	23-27	Monday-Friday	Thanksgiving Break (No Classes)
	30	Monday	Classes Resume (8:00 a.m.)
December	7	Monday	Last Day of Classes
	8	Tuesday	Recognition of Fall and Winter Graduates
	8-11	Tuesday-Friday	Final Examinations
	14	Monday	Semester Grades Due (1:00 p.m.)

Winter Term 2016

January	3	Sunday	Residence Halls Open for Winter Term Students (10:00 a.m.)
	4	Monday	Classes Begin
	5	Tuesday	Last day to DROP/ADD
	14	Thursday	Last Day to Withdraw from Class with a "W"
	18	Monday	Martin Luther King, Jr. Day (Classes in Session)
	22	Friday	Classes End
	26	Tuesday	Winter Term Grades Due (1:00 p.m.)

Spring Semester 2016

January	24	Sunday	Residence Halls Open for Students not Taking Winter Term (10:00 a.m.)
	25	Monday	No Classes
	26	Tuesday	Classes Begin (8:00 a.m.)
February	1	Monday	Last Day to DROP/ADD
	15	Monday	President's Day (Classes in Session)
March	7-11	Monday-Friday	Spring Break (No Classes)
	14	Monday	Classes Resume (8:00 a.m.)
	18	Friday	Mid-Term Grades Due (1:00 p.m.)
	18	Friday	A-Term Final Grades Due (1:00 p.m.)
	21	Monday	B-Term Classes Begin for MWF Classes
	22	Tuesday	Registration & Assessment Day ("R&A Day") for Fall Semester (2016) (No Classes)
	24	Thursday	B-Term Classes Begin for TR Classes
	24	Thursday	Classes End (10:00 p.m.)
	25-28	Friday-Monday	Easter Break (No Classes)
	29	Tuesday	Classes Resume (8:00 a.m.)
	29	Tuesday	DROP/Add for B-Term Classes
	6	Wednesday	Last Day to Withdraw from Class with a "W"
	28	Thursday	Academic Awards and Recognition Convocation/Capstone Presentations (No Classes)
	13	Friday	Last Day for Graduation Clearance
	13	Friday	Last Day of Classes
April	16	Monday	Grades Due for Graduation Candidates (1:00 p.m.)
	16-19	Monday-Thursday	Final Examinations
	20-21	Friday-Saturday	Commencement Weekend
	23	Monday	Semester Grades Due (1:00 p.m.)
	23	Monday	Faculty Closing Event
May	13	Friday	Last Day for Graduation Clearance
	13	Friday	Last Day of Classes
	16	Monday	Grades Due for Graduation Candidates (1:00 p.m.)
	16-19	Monday-Thursday	Final Examinations
	20-21	Friday-Saturday	Commencement Weekend
	23	Monday	Semester Grades Due (1:00 p.m.)
	23	Monday	Faculty Closing Event

Summer School 2016

Term	Classes Begin	Last Day to Drop/Add	Last Day to Withdraw (W)	Holidays (no classes)	Classes End	Grades Due 1:00 p.m.
A	May 25	May 26	June 1	May 30	June 21	June 24
A- Alternative	June 8	June 9	June 14	July 4	July 5	July 7
B	June 22	June 23	June 28	July 4	July 19	July 21
B-Alternative	July 6	July 7	July 12	None	August 3	August 5
C	May 25	May 26	June 28	May 30 & July 4	August 10	August 12

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. 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:

Adventure Recreation
Art
Biology and Environmental Science
Child and Family Studies
Computer Science
Criminology
Dance
Design and Technical Theatre
Education – Elementary
English
History
Hospitality Management
Political Science
Psychology and Human Services
Religion and Philosophy (including Religious Education)
Sociology
Sustainability Studies
Theatre Arts (including Theatre Education)

Bachelor of Science in:

Accounting
Biology (including Pre-Medical, Pre-Veterinary, and Secondary Education)
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.

<u>Pre-Medical</u>	<u>Pre-Dental</u>
<u>Pre-Law</u>	<u>Pre-Ministerial</u>
<u>Pre-Pharmacy</u>	<u>Pre-Veterinary</u>
<u>Pre-Physical Therapy</u>	

Minors

<u>Accounting</u>	<u>Health</u>
<u>Appalachian Studies</u>	<u>History</u>
<u>Art</u>	<u>Hospitality Management</u>
<u>Athletic Training</u>	<u>International Studies</u>
<u>Biology</u>	<u>Marketing</u>
<u>Business</u>	<u>Mathematics</u>
<u>Chemistry</u>	<u>Music</u>
<u>Communication</u>	<u>Philosophy</u>
<u>Computer Science</u>	<u>Physics</u>
<u>Criminology</u>	<u>Political Science</u>
<u>Dance</u>	<u>Psychology and Human Services</u>
<u>Economics</u>	<u>Railway Heritage Tourism</u>
<u>Education</u>	<u>Religion</u>
<u>English</u>	<u>Sociology</u>
<u>Environmental Science</u>	<u>Spanish</u>
<u>Exercise Science</u>	<u>Sustainability Studies</u>
<u>Finance</u>	<u>Theatre Arts</u>

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/or other pursuits.

III. Baccalaureate Program of General Education

Davis & Elkins College's program of general education is designed to cultivate the skills, knowledge, and dispositions that will enable its graduates to succeed—in both their current and future endeavors—and to engage thoughtfully in the world. Davis & Elkins appreciates 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' 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' program of general education flow from Davis & Elkins' 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' 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 locate, evaluate, and utilize information
- The ability to reason ethically
- Global Awareness and an awareness of appreciation of diversity
- 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 courses within Davis & Elkins' disciplinary distribution fall into three categories:

- **First-Year courses.** First-Year Seminar and First-Year Symposium are designed to introduce students to the college academic experience by focusing on core learning outcomes. These courses illustrate the embodiment of the College's mission in its curriculum.
- **Skill-based courses.** These courses (e.g. College Writing I and II and multiple communication and quantitative reasoning courses) are devoted largely to the development of core academic skills.

- **Perspective-based courses.** These courses expose students to the breadth of intellectual perspectives and illustrate the different academic and intellectual ways of perceiving the world.

First-Year Courses:

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

Skill-based Courses:

- College Writing I (ENGL 101A) Grade of C or better required. 3 hours
- College Writing II (ENGL 102A) 3 hours
(or approved equivalent)
- Communications – one COMM 100 level course 3 hours
(or approved equivalent)
- Quantitative Reasoning 3 hours
(MATH 101, 109, 125, 171, 180 or approved equivalent)

Perspective-based Courses:

Humanities

- History 3 hours
(Choose from HIST 103, 104, 105, 106)
- Literature 3 hours
- Religion or Philosophy 3 hours

Math and Science

- Math 3 hours
(Taken from MATH 101 or higher)
- Lab Science 4 hours
A laboratory course selected from Biology (BIOL), Chemistry (CHEM), Environmental Science (ENVS), Natural Science (NSCI), or Physics (PHYS).

Fine and Performing Arts

3 hours
Taken from Art (ART), Dance (DANC), Music (MUSC), Theatre (THRE), or Heritage Arts (HER).

Social Science

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

Health and Wellness

2 hours
PHED 102: Wellness Education (1 semester hour) and PHED 103: Fitness Activity (1 semester hour) selected from PHED 103, PHED 108, PHED 125, REC 100-107, any 100 level DANC Studio/Lab course, or THRE 232.
(Intercollegiate athletes and those who have completed six months or more of active military service within ten years of matriculating at Davis & Elkins College may qualify for 1 hour activity credit.)

Total

45 hours

IV. The Associate Program

Though, by design, more vocationally –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

All students receiving an Associate Degree are required to meet General Education Outcomes. General Education establishes a foundation of skills and understandings to enable success in employment and further education.

The mission of Davis & Elkins' 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' program of general education flow from Davis & Elkins' 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 learning outcomes of Davis & Elkins' program of general education for the associate degree 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 locate, evaluate, and utilize information.

II. General Education Disciplinary Requirements

The courses within Davis & Elkins' disciplinary distribution fall into three categories:

- **First-Year courses.** First-Year Seminar and First-Year Symposium are designed to introduce students to the college academic experience by focusing on core learning outcomes. These courses illustrate the embodiment of the College's D&E's mission in its curriculum.
- **Skill-based courses.** These courses are devoted to the development of particular, core academic skills.
- **Perspective-based courses.** These courses expose students to the breadth of intellectual perspectives and illustrate the different academic and intellectual ways of perceiving the world.

First-Year Courses:

- First-Year Seminar (GES 105) 3 hours

Skill-based Courses:

- College Writing I (ENGL 101A) Grade of C or better required. 3 hours
- Communications – one COMM 100 level course (*or approved equivalent*) 3 hours

Perspective-based Courses:

Selection from at least two of the following groups 9 hours

- Art, Music, Theatre Arts
- History, Philosophy, Religion
- Literature
- Mathematics
- Biology, Chemistry, Environmental Science, Natural Science, Physics
- Criminology, Economics, Political Science, Psychology, Sociology

Health and Wellness

1 hour

PHED 102: Wellness Education (1 semester hour) **or** PHED 103: Fitness Activity (1 semester hour) selected from PHED 103, PHED 108, PHED 125, REC 100-107, any 100 level DANC Studio/Lab course, or THRE 232.

(Intercollegiate athletes and those who have completed six months or more of active military service within ten years of matriculating at Davis & Elkins College may qualify for 1 hour activity credit.)

Total Hours***19 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. Candidates for the bachelor degree must satisfy the following requirements:

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 minimum cumulative grade point average of 2.00 (on a 4.00 scale), both overall and in the student's major(s), with the following exceptions:
 - All business degrees (i.e. Accounting, Economics, Finance, Hospitality Management, Management, Marketing) require a minimum 2.5 cumulative grade point average.
 - All Chemistry degrees require a grade of C- or better in all Chemistry courses.
 - All Computer Science degrees require a grade of C or better in all required Computer Science courses.
 - All Education degrees (or students seeking educational certification) are required to have a 2.5 cumulative grade point average and grades of C or better in all professional education courses and all content specialization courses.
 - All English degrees require a minimum 2.5 grade point average within the major.
 - All Interdisciplinary Studies degrees require a minimum 2.5 cumulative grade point average.
 - The Political Science degree requires a minimum 2.5 grade point average within the major.
 - All Theatre degrees require a grade of C or better in all courses required by the major.
4. Participation in assessment activities as required by the student's major program(s) and/or by the College.
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 are 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. Likewise, a student who withdraws from the college and subsequently re-matriculates may not retain their previous catalog.) 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.

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 minimum cumulative grade point average of 2.00 (on a 4.00 scale).
 - Students in the Associate Degree in Nursing program are required to earn a minimum 2.5 cumulative grade point average. They are also required to have a grade of B or higher in all their nursing courses.
 - Students in the Associates degree business and accounting programs are required to earn a minimum 2.5 cumulative grade point average.
4. Participation in assessment activities as required by the student's major program(s) and/or the College.
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 must 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 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 is important to emphasize 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 at their earliest convenience after being admitted to 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.

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 Office of Career Services and Student Employment for more information and application procedures.

Student Legislative Program

Davis & Elkins College participates in the Frasere-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 is required to 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.

Other Educational Programs and Opportunities

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, all fully 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:** 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. Upward Bound'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)** 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

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-renowned 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.

Courses of Instruction

Courses numbered in the 100s are taught primarily at the introductory 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 (e.g. 14x, 24x, 34x, 44x) and may be taught up to three times before they must be reviewed to be either included in the curriculum or deleted. Courses taught only in Winter Term are designated with a '7' as the middle digit (e.g. 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 may be waived in special cases by joint agreement of the course instructor and department and/or division chairperson.

A student who has taken an upper-level course in what a program judges to be a sequence, may not receive graduation credit for subsequently taking a lower-level course in that sequence without the written permission of the Department and/ or Division Chair.

Some courses may require that a student provide their own transportation for off-site experience.

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 (51 hours) (listed in the Business section) and 33 additional hours in Accounting courses including, ACCT 201, 213, 216, 218, 219, 220, 260, 317, 330, and 415; BUSI 221.

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, 205, 220; MATH 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 .

220 Intermediate Accounting III

3 semester hours

A continuation of Intermediate Accounting I and II, this course further studies financial accounting theory and practice including accounting for income taxes, pensions, and other post-retirement benefits, leases, cash flows, and disclosure standards. Prerequisite: ACCT 218 and 219

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.

Adventure Recreation

The major in Adventure Recreation (REC) serves students interested in careers in outdoor recreation and related fields. This major provides students with a broad-based foundation of both knowledge and skills, preparing them for success in the industry. Students may go on to supervisory or management positions in public agencies, non-profits, or private businesses including parks, recreation centers, recreation programs, resorts, theme parks, camps, guiding services, ski areas, retail shops, and educational or instructional programs. Students will learn the importance of developing recreation in a sustainable manner that maximizes the benefits to all stakeholders, including how to responsibly manage historical, cultural, and natural resources.

Baccalaureate Program (B.S.)

The requirements for a major in **Adventure Recreation** consist of 41 semester hours including; REC 100, 120, 200, 210, 220, 230, 300, 310, 320, 330, 410, 496 and 3 courses chosen from REC 101-107.

The requirements for a minor in **Adventure Recreation** consist of 19 semester hours including: REC 100, 120, 210, 220, 230, 310, and 1 course chosen from REC 101-107.

Adventure Recreation (REC)

100–107 Outdoor Skills Series

Designed for learning and developing intermediate skills and leadership methods in adventure-based activities. Active participation and field trips are required. Additional fees apply.

100	Backpacking	2 semester hours
101	Navigation	2 semester hours
102	Canoeing & Kayaking	2 semester hours
103	Climbing	2 semester hours
104	Skiing	2 semester hours
105	Whitewater (prerequisite: REC 102)	2 semester hours
106	Mountain Biking	2 semester hours
107	Caving	2 semester hours

120	Leisure Behavior	3 semester hours
------------	-------------------------	------------------

A personal exploration into the leisure behavior of the individual encompassing fitness, health, stress management, social interaction, well-being, and creativity. This course investigates the influence of leisure from historical, social, psychological, economic, and theoretical perspectives.

200	Field Experience	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. Permission required.

210	Facilities	3 semester hours
------------	-------------------	------------------

A study of the basic principles of 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 facilities emphasizing functionality and form, and the development of recreation areas that maximize efficiency.

220	Programming	3 semester hours
------------	--------------------	------------------

A study of the design and implementation of recreation programs to meet various goals with an emphasis on matching outcomes to participants' needs, wants, and expectations.

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.

300	Wilderness First Responder	3 semester hours
------------	-----------------------------------	------------------

This is a 72-80 hour certification course covering the core knowledge, skills, and attitudes necessary to function as a first responder to a medical emergency in a wilderness setting. Special attention is given to performing in scenarios of environmental adversity and with limited resources common in wilderness situations. Courses are offered through off-campus national certifying organizations such as WMA, WMI, and SOLO. Additional fee applies.

310 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 various team-building activities.

320 Current Issues

3 semester hours

This course studies positions on both sides of the most current, pertinent, and sometimes controversial issues in the recreation field. Students will learn about issues that directly affect their personal recreation as well as their future careers.

330 Interpretation

3 semester hours

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

410 Expedition 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, conflict management, instructing, and evaluating. Students will be responsible for managing time, equipment, supplies, risks, lessons, activities, and fellow group members. This course will be conducted over the course of a two-week trip. Prerequisite: REC 100. Permission required. Additional fee applies.

496 Internship

3 semester hours

A supervised work experience that prepares students for a professional role in the field. Permission required.

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 229B; 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)

100 Painting for Non-Majors

3 semester hours

This class is designed to introduce beginning, non-Art-major students to the basics of painting, with a focus on techniques, materials, and subject matter. No artistic skill or training is required. Studio.

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

130 Beginning Printmaking

3 semester hours

This class will serve as an introduction to printmaking, covering the fundamentals of etching, woodcutting, and screen-printing. Attention will be given to technique, materials, and subject matter. Prerequisites: ART 101 or consent of instructor.

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 unity and 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:

The **Bachelor of Arts in Biology and Environmental Science** 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 is also offered.

The **Bachelor of Science in Biology** major is intended for students whose career goals are more technical and may include post-baccalaureate study. Several specializations are offered to help students more closely meet the requirements of graduate or professional schools. In choosing a specialization, students should meet with their academic advisor early in their course of studies.

Students choosing the **General Biology** specialization will be well-prepared for a variety of fields in biology, including graduate school or employment in industry or governmental agencies.

Students choosing the **Pre-Medical** specialization will select courses that are required or recommended for admission for most professional schools (medical, dental, optometry, and other health-related professions). Students should be aware that professional schools often have non course-related requirements for admission. This specialization also prepares students for graduate school or employment in biology.

Students choosing the **Pre-Veterinary** specialization will select courses that are required or recommended for admission for most veterinary schools. Students should be aware that veterinary schools often have non course-related requirements for admission. This specialization also prepares students for graduate school or employment in biology.

Students choosing the **Secondary Education** specialization are those interested in teaching Biology in middle, junior high, and senior high schools. This specialization is coordinated with the Education Department, and students must also consult with the Education Department to determine the requirements for West Virginia state certification (licensure).

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** with a **General Biology** specialization 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 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 (CHEM 304 is strongly recommended); MATH 195 and 196 (MATH 180 is strongly recommended); PHYS 251 and 252.

The requirements for a B.S. major in **Biology** with a **Pre-medical** specialization consist of 39 semester hours including BIOL 101, 102, 205, 297, 302, 305, 335, 498, and 16 semester hours chosen from the following courses: BIOL 208A, 218, 220, 309, 310, and 390. The two-semester sequence of BIOL 107 and 108 can 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 (CHEM 304 is strongly recommended); MATH 195 and 196 (MATH 180 is strongly recommended); PHYS 251 and 252. Pre-medical students need to check other entrance requirements for professional schools.

The requirements for a B.S. major in **Biology** with a **Pre-veterinary** specialization consist of 39 semester hours including BIOL 101, 102, 205, 297, 302, 305, 335, 498, and 16 semester hours chosen from the following courses: BIOL 208A, 212, 218, 220, 232, 307, 309, 310, and 390. Additional requirements are a minor in Chemistry or CHEM 120,

121, 122, 123, 205, 206, 207, and 208 (CHEM 304 is strongly recommended); MATH 195, and 196 (MATH 180 is strongly recommended); PHYS 251 and 252. Pre-veterinary students need to check other entrance requirements for professional schools.

The requirements for a B.S. major in **Biology** with a **9-Adult Education** specialization consist of the course sequence for the General Biology specialization, including BIOL 208A and 214 as part of the 16 hours of Biology electives, and NSCI 107. Consult the Education Department for more information on other requirements.

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 4 semester hours

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 4, 4 semester hours

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 4 semester hours

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 4 semester hours

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 4 semester hours

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.

208A Microbiology 4 semester hours

A survey of microbes and their activities. Topics include microbial cell structure and function, metabolism, microbial genetics, and the role of microbes in disease, immunity, and other areas. A laboratory emphasizing culturing methods and aseptic techniques is included. Prerequisite: BIOL 102 or 108. Not offered every year.

212 Zoology 4 semester hours

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.

213 Plant Taxonomy 4 semester hours

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.

214 Ecology 4 semester hours

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.

216 Plant Biology

4 semester hours

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.

218 Functional Histology

4 semester hours

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 102. Pre- or Co-requisite: CHEM 121. Not offered every year.

220 Introduction to Neuroscience

4 semester hours

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 102. Pre- or Co-requisite: CHEM 121. Not offered every year.

232 Vertebrate Physiology

4 semester hours

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.

235 Advanced Topics in Biology

4 semester hours

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.

297 Biology Forum

1 semester hour

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. This course should be taken sophomore year as the first of three Capstone courses. Prerequisite: BIOL 102.

302 Cell and Molecular Biology

4 semester hours

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.

305 Evolution

4 semester hours

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.

307 Animal Behavior

4 semester hours

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.

309 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. Pre- or Co-requisite: CHEM 121. Not offered every year.

310 Developmental Biology

4 semester hours

A survey of the developmental genetics and traditional embryology of major model organisms. Topics include gastrulation, organogenesis, metamorphosis, and regeneration. Laboratory included. Prerequisite: BIOL 102 (BIOL 205 is highly recommended). Pre- or Co-requisite: CHEM 121. Not offered every year.

335 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. This course should be taken junior year as the second of three Capstone courses. Prerequisite: BIOL 297; can be re-taken for credit.

390 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.

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 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 as the third of three Capstone courses.

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 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

Discipline for a Baccalaureate of Art (B.A.)

Hospitality Management

Discipline for an Associate of Science (A.S.)

Accounting
Business

Discipline for an Associate of Art (A.A.)

Hospitality Management

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

Bachelor degrees in Accounting, Business Education Comprehensive, Economics, Finance, Management and Marketing have **core requirements** of 51 semester hours including: ACCT 111, 112; BUSI 101, 200, 203, 205, 220, 394A, 405; ECON 105, 106; FINC 300; MATH 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 30 semester hours including ACCT 111; BUSI 101, 200, 203, 205, 220; ECON 105 or 106; MATH 193; MGMT 201; MRKT 201

Minors

The requirements for a minor in **Business** consist of 18 semester hours including ACCT 111; BUSI 101, 200; ECON 105 or 106; MGMT 201; MRKT 201.

The requirements for a minor in **Railway Heritage Tourism** consists of 18 semester hours including BUSI 250, 260, 361, 362, 496R, and one of the following: BUSI 261, 363, or 395R.

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.

200 Business Communication and Culture

3 semester hours

This course explores the principles and practices of effective business communication along with the importance of national and cultural issues and cross national boundaries as they affect the ability of businesses to effectively communicate and compete on a global playing field. Prerequisite: BUSI 101. This course will be taught every semester.

203 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. This course will be taught every semester.

205 Research Methods for Business

3 semester hours

In the business world, research informs decision-making and aids in the conceptualization of problems and the pursuit of improvements and opportunities. This course introduces students to qualitative, quantitative, and network analysis (i.e. relational) research methodologies. The course provides an overview of conceptual issues in research design, and the basic tools used in the collection, analysis, interpretation, and presentation of data. Pre- or Co-requisite: MATH 193. This course will be taught every semester.

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. Normally taught spring semester even years.

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.

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: BUSI 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.

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.

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.

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.

405 Business Strategies

3 semester hours

An integrative, capstone course focusing on the strategic planning and business strategies necessary for a company to successfully achieve its mission, vision, goals, and objectives. A Business Computer Simulation is used in this course. Prerequisite: BUSI 205; ACCT 111, 112; FINC 300; MATH 193; MGMT 201; MRKT 201; Senior Status. This class will be taught every fall and spring semester.

496R Railway Heritage Internship

3 semester hours

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.

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, 201A, 202A, 205, 206, 207, 208, 301, 301L, 302, 498, and 10 additional semester hours of Chemistry elective courses chosen from 203A, 204A, 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, 201A, 202A, 205, 206, 207, 208, 301, 301L, 498 and 3 additional hours of Chemistry elective courses chosen from 203A, 204A, 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, 201A, 202A, 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; 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 201A/202A, 203A/204A, 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.

201A Quantitative Analysis

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 202A. Not offered every year.

202A Quantitative Analysis Techniques

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 201A. Not offered every year.

203A Instrumental Analysis

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 201A and 202A, co-requisite CHEM 204A.

204A Instrumental Analysis Techniques

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 201A, 202A; co-requisite CHEM 203A.

205, 207 Organic Chemistry I, II

3, 3 semester hours each

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

1, 1 semester hour each

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

2-4 semester hours

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

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 ENVS 253.

301 Physical Chemistry I

3 semester hours

The study of the physical states of matter and thermodynamics. Pre- or co-requisites: CHEM 201A, CHEM 202A, MATH 201, and PHYS 252. MATH 304 is highly recommended. Not offered every year.

301L Physical Chemistry Laboratory

1 semester hour

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 or 302, CHEM 202A, MATH 201, PHYS 252

302 Physical Chemistry II

3 semester hours

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

3 semester hours

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

3 semester hours

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 203A, 204A, 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.

Child and Family Studies

The Child and Family Studies major prepares students with the tools for understanding and working with children, youth, adults, and families in a variety of settings, both public and private, to assist those children and families at-risk in improving their lives. This major would enable graduates to be child care specialists, developmental specialists, child life educators, parent educators, extension specialists, and youth advocates.

Integral to the curriculum are the internships that require majors to work in settings that match their career goals and provides them with hands-on learning experiences. These internships allow graduates to explore career options, gain experience, develop skills and apply classroom knowledge to their chosen career path.

Baccalaureate Program (B.A.)

The requirements for a major in **Child and Family Studies** consist of 46 semester hours including C&FS 100 and 496; CRIM 335, 450; EDUC 210, 303; HLTH 231; NURS 107; PSYC 200, 216 or 217; SOCI 101 or 103; SOCI 221 or 223; and 4 electives selected from CRIM 207, 452, EDUC 212, EDUC 300, PSYC 215A, PSYC 322, PSYC 300, SOCI 220 and SOCI 226. In addition, the following courses are recommended but not required: COMM 111 and HIST 210.

Child and Family Studies Courses (C&FS)

100 Intro to Child and Family Studies

1 semester hour

This course serves as an introduction to the field of Child and Family studies. Students will research career options in the field, explore roles of professionals in the field, prepare a draft resume and plan their four year program.

496 Internship/Capstone in Child and Family Studies

3 semester hours

Practical field experience/internship building on the knowledge and experiences gained in the major curriculum. The C&FS Coordinator is responsible for the placement, supervision, and evaluation of the student along with the faculty member from the relevant discipline for the career choice of the student. The student will be placed based on career goals and that which will best enhance the educational experience of the student. A senior capstone project will be required that integrates both a research and a written and/or oral presentation component as it pertains to the career goals of the individual student and the learning outcomes of the general education program of the college.

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

3 semester hours

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

3 semester hours

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

3 semester hours

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

3 semester hours

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

3 semester hours

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

3 semester hours

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

3 semester hours

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

3 semester hours

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.

224 Public Relations

3 semester hours

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.

321 Media Studies in Communication

3 semester hours

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.

322 Communication and Culture

3 semester hours

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.).

323 Rhetorical Theory

3 semester hours

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.

324 Visual Communication

3 semester hours

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.

399 Independent Study

3 semester hours

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.

420 Topics in Communication

3 semester hours

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.

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.

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)

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

3 semester hours

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

3 semester hours

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

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 to apply methods and skills connected with the selected topic. Prerequisite: Permission of instructor. Not offered every year.

215 Web Based Programming

3 semester hours

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

3 semester hours

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

3 semester hours

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

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 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

3 semester hours

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

3 semester hours

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

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 research and evaluate questions connected with the selected topic. Prerequisite: Permission of instructor. Not offered every year.

320 Database Management Systems

3 semester hours

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

3 semester hours

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 semester hours chosen from CRIM 496 or 498; POLS 100A; PSYC 101; 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 100A; SOCI 101 or 103; PSYC 101; 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 is 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.

452 Women and Crime

3 semester hours

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.

460 Ethics and Philosophy in Criminal Justice

3 semester hours

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

496 Criminology Internship

3-6 semester hours

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

498 Senior Thesis

3 semester hours

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

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 on-going 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.

Baccalaureate Program (B.A.)

The Dance department offers three emphases for Dance Majors. All three emphases require the following core of DANC courses: DANC 100, 115, 116, 201A, 202, 217, 218, 310, 319, 335, and 498.

The **American Vernacular Dance** major frames dance that has arisen in the United States as a recursive continuum having identifiable influences, themes, and patterns that make comparative study aesthetically fascinating, historically rich, socially powerful, and beneficial to movement techniques involved in a cross-training program. The goal is to expose majors to as many American Vernacular dance forms as possible, from which they will select their own areas of concentration. Majors take core classes for the first two years of the program and then focus more deeply on techniques of their choice through directed, independent, and small-group study. In addition to the core, majors are required to take DANC 185, 190 or 191, 210, 211, 215, 216, 405, 4 credits of DANC 394, 4 credits of DANC 494, and 5 credits of electives including at least 2 credits of performance. Total 48 credits.

The **Contemporary/Postmodern Dance** major focuses on succeeding within the world of modern/postmodern dance companies (including auditioning, administrating and self-producing work). Majors take core classes for the first two years of the program and then have the option of taking more ballet, more modern/post-modern, or other cross-training like yoga, West African or martial arts. In addition to the core, majors will be required to take DANC 190 or 191, 315, 8 credits chosen from DANC 220A, 320, 321, 420, or 421; 2 credits of DANC 230; and 6 credits of elective including at least two credits of performance. Total 48 credits.

The **Sustainable Dance** major frames dance not just as an elite profession, but as a long-term dimension of a happy and healthy life for dance lovers regardless of their career paths. Majors will take core classes for the first two years of the program, and then strike their own balance between technique and theory. In addition to the core, majors in this concentration are required to take 9 credits of additional dance electives (either theory or technique). Total 33 credits.

Minor

A minor in **Dance** requires 20 hours, including: DANC 100, 115, 116, 161, 201A, 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)

100 Movement Fundamentals

1 semester hour

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.

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. This course is repeatable for credit up to 2 times with permission of instructor.

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 Ensemble (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 161 or permission of the instructor. This course is repeatable for credit up to 8 times.

190 West African Dance Technique

1 semester hour

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 This course is repeatable for credit up to 4 times.

191 Afro-Caribbean Dance

1 semester hour

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 any American Vernacular dance forms. Studio/Lab. This course is repeatable for credit up to 4 times.

201A Improvisation for Dancers

2 semester hours

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. Prerequisite: DANC 100

202 Dance Composition

3 semester hours

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

1 semester hour

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

1 semester hour

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** 3 semester hours
A course discussing trends and topics that have shaped dance communities and categories in the U.S. in both healthy and problematic ways. 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-line. Prerequisite: DANC115
- 216 Survey of North American Percussive Dance Traditions** 1 semester hour
A movement course surveying many of the percussive dance traditions in North America.
- 217 Survey of Contemporary Urban Dance Traditions** 1 semester hour
A movement course surveying some of the major the urban dance traditions in the United States.
- 218 Survey of Partner Dances in the US** 1 semester hour
A movement course surveying some of the major the partner dance traditions in the United States.
- 220A-221 Modern Dance I and II**
A movement class exploring Dunham-inspired modern dance technique and/or release technique-inspired modern dance principles. Pre-requisite: DANC 121 or permission of instructor. This course is repeatable for credit up to 3 times with instructor permission.
- 220A Modern Dance I** 2 semester hours
221 Modern Dance II 2 semester hours
- 225 Spring Festival Performance I** 1-3 semester hours
Enrollment in this course is contingent upon students being accepted into programming for the annual D&E Spring Dance Festival. Rehearsals for and performance in Festival are a mandatory portion of this course. Course is repeatable up to 4 times.
- 230 Ballet II** 2 semester hours
A movement course covering an intermediate level of Ballet dance technique and history, solidifying the foundation for this important influence in many other dance forms. Pre-requisite: DANC 130 or permission of instructor. Studio/Lab
- 309 Special Topics in Dance Theory & Production** 1-3 semester hours
Classes for experienced dancers that may focus on different sides of dance history, production or performance; subjects may include: Arts Administration, Commercial Dance, Community Dance, Global Perspectives in Dance History. Instructor permission required.
- 310 Experiential Anatomy and Somatic Studies** 3 semester hours
A course on human skeletomuscular anatomy for dancers or other fine and performing artists that includes participatory movement applications for much material covered and survey of information on somatic techniques for long-term wellness. Pre-requisite: DANC 200 or permission of instructor
- 315 Group Choreography** 3 semester hours
A course on arranging multiple bodies in space and time. Students will need to set group choreography on fellow students, hold an audition to determine cast, rehearse weekly, and submit finished choreography at end of semester.
- 319 Approaches to Teaching Dance** 3 semester hours
A course on different methods of teaching dance, designed to serve teachers of various genres. Students will explore various tools and techniques to see what works best for them for developing warm-ups, various sequences, methods of giving and receiving feedback, and other topics in dance education. Prerequisite: DANC 202
- 320 – 321 Advanced Modern Dance II/III and III**
Movement classes for dancers with significant modern dance experience. Courses may focus on one of the many modern/postmodern traditions from Dunham-inspired modern dance technique to release technique-inspired post-modern choreography. Pre-requisite: DANC 121 or permission of instructor. Each course is repeatable for credit.
- 320 Modern II/III** 2 semester hours
321 Modern III 2 semester hours
- 325 Spring Festival Performance II** 1-3 semester hours
Enrollment in this course is contingent upon students being accepted into programming for the annual D&E Spring Dance Festival. Rehearsals for and performance in Festival are a mandatory portion of this course. Course is repeatable up to 4 times.
- 335 Organizing Dance Events** 2 semester hours
A hands-on course about designing and executing dance happenings of various kinds, from concerts to social dances to flash-mobs. Students will practice organizing, or assisting the organization of, actual events in the community. Pre-requisite: THRE 115

394 Individualized Technique

2 semester hours

A movement course in which student-selected goals are tackled with the help of instructor and peers in a “technique collective” – a mixed-genre group of advanced dancers that meets to provide support and accountability. Outside individual practice is required, and cross-training is encouraged. Prerequisite: DANC 310 Experiential Anatomy or permission of instructor. Course is repeatable for credit up to 4 times.

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. The course may be repeated for credit provided a new topic is chosen. Prerequisite: permission of instructor.

405 Dance Improvography

2 semester hours

A course for advanced dancers honing articulate and sophisticated improvisation in a chosen movement idiom. Emphasis will be on developing a signature style, or broadening existing patterns. Instructor permission is required.

409 Special Topics in Dance Professionalism

1-3 semester hours

Classes may focus on different sides of professional dance production or performance, subjects may include: Dance Media & Marketing, Sustainable Dance, or Competition in Dance Contexts.

420 – 421 Advanced Modern Dance III/IV and IV

Movement classes for dancers with significant modern dance experience. Courses may focus on one of the many modern/postmodern traditions from Dunham-inspired modern dance technique to release technique-inspired post-modern choreography. Pre-requisite: DANC 121 or permission of instructor. Each course is repeatable for credit.

420 Modern III/IV

2 semester hours

421 Modern IV

2 semester hours

425 Spring Festival Performance III

1-3 credit hours

Enrollment in this course is contingent upon students being accepted into programming for the annual D&E Spring Dance Festival. Rehearsals for and performance in Festival are a mandatory portion of this course. Course is repeatable up to 4 times.

494 Individualized Dance Practice

2 semester hours

A movement course in which students map a physical practice for their own development and benefit, enforced by a “technique collective” – a mixed-genre group of advanced dancers that meets to provide support and accountability. Outside individual practice is required, and travel to off-campus training events is encouraged. Prerequisite: DANC 394. Course is repeatable for credit up to 4 times.

498 Senior Synthesis Project

3 semester hours

This project provides students the opportunity to synthesize their experiences with dance into a product that can launch their dance practice in a strategic way as they leave the college. Project must include written, oral, and movement components, and will count for Dance major’s Capstone course.

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 (51 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)

- 102 Economics for Non-Business Majors** 3 semester hours
An overview of Economics for non-business majors. This course will include an introduction to macroeconomic and microeconomic concepts, supply and demand theory, along with discussion of the business cycle, market structure, fiscal and monetary policies, and the American financial system.
- 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; BUSI 205.

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 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 Department 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 Department.

Admission To The Teacher Education Program

Generally, students apply for Admission to Teacher Education in their third or fourth semester (40-55 hours), immediately after 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 a 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 (e.g. minorities, individuals from families of low socioeconomic status, etc.) 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. 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 demonstrate proof of the following, at least thirty (30) days prior to the start of the semester in which they will be 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, 334A, 467, 491, 492, 493, and 494.

Biology, 9-Adult

The requirements for a teaching specialization in Biology, 9-Adult consist of BIOL 101, 102, 205, 208A, 214, 297, 302, 305, 335, 498 and 8 semester hours chosen from additional 200 level or above Biology courses. The two-semester sequence of BIOL 107 and 108 can 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 (CHEM 304 is strongly recommended); MATH 195 and 196 (MATH 180 is strongly recommended); PHYS 251 and 252; 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, 334A, 467, 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, 200, 203, 205, 220, 394A, 405; ECON 105, 106; FINC 300; MATH 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, 334A, 467, 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, 334A, 467, 493, and 494.

Early Education, PreK-K

The requirements for a teaching endorsement in Early Education, PreK-K consist of (in addition to the hours required for those in Elementary Education) the following Education courses: EDUC 300, 303, 304, 310, 314, 322A, 490.

Elementary Education, K-6

The requirements for a teaching specialization in Elementary Education, K-6, consist of COMM 107A; ECON 102; MATH 109 (unless student tests into MATH 193) 110, 193; PSYC 216; and GEOG 204. Select six hours in History from HIST 103, 104, 105, 106; NSCI 105 and 107; PHED 204; and POLS 100A. Students will select one of the following: MUSC 319, ART 319, DANC 319, THRE 319. Also required are the following Professional Education courses: EDUC 100, 209, 210, 212, 220, 271, 312, 316, 321A, 322A, 332A, 333B, 465, 491, 492, and 494.

English, 5-Adult

The requirements for a teaching specialization in English, 5-Adult, consist of ENGL 202B, 216B or 217B, 218B, 219B or 220B, 316B, 414, 497, 498, twelve semester hours of English electives level 200 or above (at least 3 of these hours must be at the 300 level) and EDUC 321A. Also required are the following Professional Education courses: PSYC 217; EDUC 100, 209, 210, 212, 220, 271, 318, 334A, 335A, 467, 492, 493, and 494.

English, 5-9

The requirements for a teaching specialization in English, 5-9, consist of English 216B, 217B, 218B, 219B, 220B, three semester hours of upper level English elective, and EDUC 321A. 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, 318, 334A, 467, 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, 334A, 467, 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 221 and 222. 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, 467, 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, 231A, 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, 334A, 467, 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, 334A, 467, 492, 493, and 494.

Mathematics, 5-9

The requirements for a teaching specialization in Mathematics, 5-9, consist of MATH 109, 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, 467, 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, 204A, 213, 217, 218, 225 (or PHED 115), 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, 334A, 467, 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.

Preschool Special Education, PreK-K

The requirements for a teaching endorsement in Preschool Special Needs, PreK-K consist of (in addition to the hours required for those in Elementary Education) the following Education courses: EDUC 300, 303, 304, 322A, 380, 381 and 490.

Reading, K-6

The requirements for a teaching endorsement in Reading K-6 consist of (in addition to the hours required for those in Elementary Education) the following Education courses: EDUC 321A, 322A, 332A, 333B, and 333L.

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 100A, 204, 206; 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, 334A, 467, 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 100A; 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, 467, 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 316B and three semester hours from ENGL 365B, 381B, or 382B. 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, 334A, 467, 491, 492, 493, 494.

Associate Program (A.S.)

The requirements for an A.S. degree in **Early Childhood Education** consist of 54 semester hours including EDUC 100, 209, 210, 212, 220, 271, 290 (senior capstone), 300, 303, 304, 321A, *and* either 310 and 314 or 380 and 381. Additional requirements are COMM 107A, MATH 109, PSYC 216, and one of the following: ART 319, DANC 319, 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. Courses required are: COMM 107A; ECON 102; MATH 109 (unless student tests into MATH 193) 110, 193; PSYC 216; and GEOG 204. Select six hours in History from HIST 103, 104, 105, 106; NSCI 105 and 107; PHED 204; and POLS 100A. Students will select one of the following: MUSC 319, ART 319, DANC 319, THRE 319. Also required are the following Professional Education courses: EDUC 100, 209, 210, 212, 220, 271, 312, 316, 321A, 322A, 332A, 333B, 465, 491, 492, and 494.

The requirements for a B.A. degree with a major in **Education NOT leading to teacher certification and licensure** include COMM 107A; ECON 102; MATH 110, 193; PSYC 216; and GEOG 204. Select six hours in History from HIST 103, 104, 105, 106; NSCI 105 and 107; PHED 204; and POLS 100A. Students will select one of the following: MUSC 319, ART 319, DANC 319, THRE 319. Also required are the following Professional Education courses: EDUC 100, 209, 210, 212, 220, 271, 290 (capstone practicum).

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 18 semester hours including EDUC 100, 209, 210, 212, 220, and 290; and either PSYC 216 or 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 field trip. Prerequisite: EDUC 100.

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 and/or advance written permission of the instructor.

300 Curriculum in Early Childhood Education

3 semester hours

This course provides students with the historical, philosophical, psychological and social foundations of Early Childhood Education. It provides the curricular and instructional framework for providing meaningful developmentally appropriate learning experiences and accommodations for diverse populations of young children who are Preschool aged. The course will investigate a variety of ECE models such as High Scope, Montessori, Head Start, Reggio Emilia and others. Prerequisites: Admission to Teacher Education Program or advance permission of the instructor. Co-requisite: Twenty (20) hour field experience in a PreK classroom that may include both typically and non-typically developing children.

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.

318 Teaching English to Secondary Students (5-Adult) 3 semester hours

This course provides participants with an overview of the theory and practice of teaching English to adolescents in middle and secondary schools. The course examines the parameters and professional standards of the discipline; purposes and strategies for teaching literature and language (reading, writing, listening, and speaking); methods of skill-based and inquiry-based instruction; unit and lesson planning; and assessment. Pre-requisites: 12 semester hours from the English content, Admission to Teacher Education Program. Co-requisite: 15 hours in a 5-12 English setting.

321A Integrating Children's Literature to Support Literacy Development 3 semester hours

This course is designed to familiarize students with literature and other texts appropriate for students in grades EC-6. These texts include trade books, informational books, electronic texts, and other real-world texts that are appropriate for teaching and learning in all content areas, with an emphasis on literacy development. Topics will include: examination of critical issues in children's books, evaluation and selection of texts, and literary response. Prerequisites: Admission to Teacher Education Program

322A Foundations of Literacy and Language 3 semester hours

This course focuses on the beginnings of the development of literacy in children including the fundamentals of reading and writing as processes and how children come to understand and use those processes in differing settings. Research-based instructional methods for supporting the literacy development and skills for reading are taught, including oral language development, alphabet and print awareness, phonological awareness, phonics, fluency, vocabulary and comprehension, Birth through Grade 2. This course is for those seeking either of the ECE Endorsements and Elementary Education majors. Pre-requisites: Admission to the Teacher Education Program. Co- Requisite: 12 hours of tutoring in the public schools.

332A Reading for Teachers in Intermediate Grades 3 semester hours

This course focuses on teaching methods in grades 3-6 that develop the skills required to read for understanding. An overview of the development of reading across the grades with an emphasis on grades 3 through 6. This course focuses on techniques for developing oral and written language facility, advanced word analysis and comprehension of readers with differing abilities. Specific topics that relate to the theory and practice of teaching reading for upper elementary grade readers, including information and media literacy will be examined. This course is for Elementary Education majors. Prerequisites: Admission to Teacher Education Program, EDUC 322A. Co-requisite: Complete 12 hours of tutoring in the public schools.

333B Reading Assessment, Instruction

3 semester hours

A comprehensive examination of research-based reading assessment tools and data analysis; students use both informal and formal reading assessments to plan data-based instruction. This course is for Elementary Education majors. Prerequisites: Admission to Teacher Education Program; EDUC 322A, 332A.

333L Reading Clinic Lab

3 semester hours

Students will participate in a supervised tutoring lab. They will be supervised by master reading teachers as they administer assessments, plan and deliver targeted instruction, and complete a case study. This course is for Elementary Education majors. Prerequisites: Admission to Teacher Education Program, EDUC 322A and EDUC 332A. Co-requisite: 30 hours field experience.

334A Reading and Writing in the Content Areas

3 semester hours

This course will study the teaching and learning of content area reading in grades 6 through 12. The course considers the range of reading abilities of middle grade and high school students, texts used in these grade levels, and strategies for teaching and evaluating vocabulary, comprehension, writing, and thinking skills in the content areas. This course is for Secondary Education majors. Prerequisites: Admission to Teacher Education Program. Co-Requisite: 10 hours of tutoring in the public schools.

335A Adolescent Literature

3 semester hours

This course focuses on strategies for teaching literary elements using young adult literature. Specific definitions, strategies, and activities will be shared for teaching critical literary elements such as character development, setting, plot, symbolism, point of view, and style. Topics will include: examination of critical issues in young adult literature, evaluation and selection of texts, and literary response. Pre-requisite: Admission to Teacher Education Program.

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.

465 Curriculum, Instruction and Methods (K-6)

4 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: 60 hours of field experience in an elementary/middle level classroom.

467 Methods and Materials, 5-Adult

4 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: 60 hours of field experience at junior and senior high levels.

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.

Prerequisite: Complete all requirements listed under 'Admission to The Student Teaching Experience'

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.

Baccalaureate Program (B.A.)

The requirements for a major in **English** consist of 39 semester hours, including ENGL 202B, 216B or 217B, 218B, 219B or 220B, 316B, 414, 490, 497, 498 and 12 hours chosen from the 200 level or above, at least one of which must be at the 300 level. An academic minor is optional. A major GPA of 2.5 is required at the time of graduation.

Minor

The requirements for a minor in **English** consist of 18 hours, including ENGL 316B, six semester hours chosen from ENGL 216B, 217B, 218B, 219B, and 220B, and 9 hours chosen from the 200 level or above, at least one of which must be at the 300 level.

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.

107 Introduction to Literature

3 semester hours

An introduction to the basic genres of literature: fiction, poetry, drama. Prerequisite: ENGL 101A.

Courses at the 200 level above 201 include the gateway course for majors and minors, special topics in literature, and surveys of literary periods. Prerequisite: For any 200 level course is ENGL 101A. Not offered every year..

200 Creative Writing

3 semester hours

The study and writing of poetry, short fiction, or creative non-fiction. The student will participate in workshops and produce a portfolio. This course does not fulfill a general education requirement for Literature or Fine and Performing Arts.

201B 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.

202B Literary Investigations

3 semester hours

A gateway course that introduces both the history of the discipline and the various reading, writing, and research skills necessary to being a successful English major or minor. This course will also explore professional opportunities for the English graduate. Does not count for the general education literature requirement.

203B The Bible as Literature

3 semester hours

Various passages and books of the Bible are examined in literary terms. Topics include the formation of the canon, the history of the English Bible, and genres such as prophecy, apocalyptic, and gospel.

- 216B American Literature I** 3 semester hours
Description and analysis of major works and movements in American literature up to 1860.
- 217B American Literature II** 3 semester hours
Description and analysis of major works and movements in American literature from 1860 to the present.
- 218B 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.
- 219B 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.
- 220B 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.
- 225B Literary Studies** 3 semester hours
A survey of a major literary works within a movement or period designated by the instructor. Announced each year.
- 226B World Mythology** 3 semester hours
An introduction to world mythology, emphasizing the Egyptian, Greek, Roman, European, and Native American mythological traditions.
- 227B 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.
- 228B 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.
- 229B Appalachian Literature** 3 semester hours
A study of selected folklore, poetry, and fiction of Appalachia.
- 230B 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 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.
- 316B Shakespeare** 3 semester hours
The study of selected plays by Shakespeare.
- 333B Renaissance and Reformation** 3 semester hours
A study of 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.
- 334B 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 Knight*, Boccaccio and others.
- 335B 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.
- 336B 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.
- 337B 20th-Century British Literature** 3 semester hours
Examines the major British novelists, poets, and dramatists of the 20th century, including Wilde, Synge, Yeats, Shaw, Woolf, Auden, Joyce, Lawrence, and others.

355B 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.

356B 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.

357B 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.

361B Modern World Literature

3 semester hours

A study of selected major works, authors and movements in world literature from the Renaissance to the present.

365B Ancient World Literature

3 semester hours

A study of selected major works, authors and movements in world literature from antiquity to the Renaissance.

381B European Drama

3 semester hours

The spectrum of nineteenth-and twentieth-century drama from the realism of Ibsen to the Theater of the Absurd.

382B American Drama

3 semester hours

A study of selected plays from American playwrights such as Eugene O'Neill, Arthur Miller and Tennessee Williams.

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.

497 Senior Seminar

3 semester hours

A seminar that provides students with the research skills necessary for an extended project such as the senior thesis and prepares them for professions available to English graduates.

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 none the less 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 100A; 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)

100A The Human Environment

4 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. Laboratory included.

101 Introduction to Environmental Science

4 semester hours

An introductory course designed 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. 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. This course should be taken sophomore year as the first of three Capstone courses. Prerequisite: BIOL 102 or 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. This course should be taken junior year as the second of three Capstone courses. 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 as the third of three Capstone courses.

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 (51 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, Dance, 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, Dance, 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)

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.

111A Developmental Mathematics I

3 semester hours

Designed to develop basic skills in arithmetic and introductory algebra. Students must receive a grade of C or better to pass this course.

112A 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. Students must receive a grade of C or better to pass this course. Prerequisites: FND 111A 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

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 23 semester hours including HLTH 107, 231A, 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 15-17 semester hours including HLTH 107, 330, PHED 225, and two courses chosen from BIOL 107, 108; HLTH 231A, 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.

231A Family Life Education

3 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. Potential topics include: the family life cycle, development of intimate relationships, domestic violence, diversity, parenting styles, and communication.

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.

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

1-6 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.

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.

161 Clogging Techniques (DANC 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

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, Woodlore, 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 33 semester hours including History 103, 104, 105, 106, 290, 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.

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.

290 Historiography and Methods

3 semester hours

This course provides History majors with an introduction to both past and present schools of historical thought, exposure to and experience working with historical research materials, experience participating in seminar discussion, and the opportunity to write critically and comparatively within the discipline. This course is required of all History majors. Prerequisites: HIST 103, 104, 105, 106, and successful completion of at least two 200-level History courses.

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 200, 203, 205, 220; ECON 105 or 106; MATH 193; MGMT 310, 393; and MRKT 201, 325.

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 200, 203, 205, and 220; ECON 105 or 106; MATH 193; MGMT 201, 390; and MRKT 201.

Minor

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)

101 Introduction to Hospitality

3 semester hours

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. Offered fall semester each year

105 History and Production of Chocolate

3 semester hours

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. Offered Winter Term odd years

125 Quality Service in the Dining Industry

1 semester hour

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. Offered fall semester even years

150 Basic Food Preparation

4 semester hours (Lecture-2, Laboratory-2)

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 40 hours of supervised practicum. Lab Fee. Prerequisites: HMGT 101 (simultaneous enrollment permitted) or permission on the instructor. Offered fall semester each year

205 Hospitality Industry Managerial Accounting

3 semester hours

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. Offered spring semester odd years

230 Lodging Operations

3 semester hours

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. Offered spring semester odd years

250 Food and Beverage Planning and Control

3 semester hours

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: HMGT 150 or permission of the instructor. Offered spring semester 2015, 2018, and 2021

304 Management in the Hospitality Industry

3 semester hours

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: HMGT 101, HMGT 205, or permission of the instructor. Offered spring semester even years or MGMT 310 can be taken in place of this course

320 Conference and Convention Management

3 semester hours

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: HMGT 304, MRKT 201, or permission of the instructor. Offered spring semester 2016, 2019, and 2022

330 Resort Management

3 semester hours

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: HMGT 230, or permission of the instructor. Offered Winter Term even years

350 Quantity Food Production (Lecture-1, Laboratory-3)

4 semester hours

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 40 hours of supervised practicum. Prerequisites: HMGT 150, HMGT 250, MRKT 201, and permission of instructor. Offered spring semester 2016, 2019, and 2022

395 Senior Internship

4 semester hours

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. Offered both fall and spring semesters

399 Independent Study

1-6 semester hours

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 101A, HMGT 101, one HMGT 200-level course, and permission of the instructor.

498 Senior Seminar

3 semester hours

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: HMGT courses required for the major or permission of the instructor. Offered each spring semester

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 206; GEOG 207; and 12 semester hours chosen from three of the following groups: (1) BUSI 200, MRKT 491; (2) ECON 306; (3) HIST 214, 303; and (4) POLS 204, 306.

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 (51 hours) (listed in the Business section), MGMT 203, 310, 323, and 3 additional hours of MGMT.

Students majoring in Management may also choose to pursue a concentration in Entrepreneurship.

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
- 203 Organizational Behavior** 3 semester hours
A course studying the behavior of people within organizations; the environment within which organizations function; components of the behavioral unit; processes, interactions, and outputs of organizational behavior. Topics covering leadership styles and management relationships employees will be covered. Prerequisite: BUSI 101, MGMT 201
- 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 193; BUSI 205
- 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

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: BUSI 205, MATH 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 (51 hours) (listed in the Business section) and 15 additional hours consisting of MRKT 306A, 325, 330, 335, and 491.

Minor

The requirements for a minor in **Marketing** consist of 18 semester hours including BUSI 101; and MRKT 201, 306A, 325, 335, 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.

306A Business to Business Marketing

3 semester hours

An in-depth look at the strategies necessary to develop products and services for the professional market place. Defines differences between industrial/professional and commercial consumer markets, a description of business purchasing functions related to vendor selection, purchasing policies; how businesses buy and sell to each other; also looks at organizing sales departments, motivation for sales staff, and the control of sales operations. Prerequisite: MRKT 201.

325 Marketing Communications

3 semester hours

A study of nature and concepts related to the integration and organization of promotional efforts in a business. Includes both traditional fields of promotion along with the use of e-commerce, social networking, and web design. Prerequisite: MRKT 201

330 Supply Chain Management

3 semester hours

An introduction to the supply chain process, this course provides an overview of analysis and control of the supply chain related to distribution and logistics. Prerequisite: BUSI 205, MRKT 201, MATH 193

335 Consumer Behavior

3 semester hours

An analysis of the dynamics of consumer markets, including identification and measurement of market segments and their respective behavioral patterns, and their impact on marketing strategy. Prerequisite: MRKT 201, BUSI 205

491 Marketing Research

3 semester hours

An introduction to research methods and applications as they relate to the marketing process. Prerequisites: MRKT 201, BUSI 205

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 than 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 112A 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 112A or exemption by placement exam.

109 Math for Elementary Education Teachers

3 semester hours

This is an overview course that provides the broad knowledge and competencies normally found in elementary level mathematics with a focus on set theory, other bases, sequences, the metric system, probability, graph theory, geometry, measurement, data, and interpretation. Prerequisite: FND 112A 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 112A 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 112A 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 112A 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 112A 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 112A 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. Prerequisites: 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.

498 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.

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 MUSC 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 MUSC 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, 107

Integrated Science I, 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 112A, NSCI 107 has prerequisites of 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. High school GPA of 3.0 on a 4.0 scale;
2. College math placement testing into FND 112A or greater;
3. An ACT composite score of 20 or SAT score of 460 - Math, 500 - Verbal (must have been taken within the last two years);
4. Completion of the Evolve Reach Admission Assessment Exam with a minimum composite score of 70 percent and a science score of 70%; (Students are allowed only one attempt to achieve the minimum score);
5. Completion of 8 hours of college level anatomy and physiology with a grade of C or better; and
6. Students who initially do not meet the requirements for admission to the nursing program may elect to be "pre-nursing" for one year while they are attempting to meet requirements. If requirements are not fully met after one year, the student will not be considered for admission to the nursing program.

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

1. College math placement testing into FND 112A or greater;
2. Completion of 8 hours of college level anatomy and physiology with a grade of C or better;
3. Completion of the Evolve Reach Admission Assessment Exam with a minimum composite score of 70 percent and a science score of 70%; (Students are allowed only one attempt to achieve the minimum score) and

4. Students who initially do not meet the requirements for admission to the nursing program may elect to be “pre-nursing” for one year while they are attempting to meet requirements. If requirements are not fully met after one year, the student will not be considered for admission to the nursing program.

Applicants who are Transfer/In-house candidates must meet the following requirements:

1. Completion of at least 12 credit hours of college level courses (including at least one science course) with a cumulative GPA of 3.0 or better;
2. College math placement testing into FND 112A or greater;
3. Completion of 8 hours of college level anatomy and physiology with a grade of C or better;
4. Submission of copies of all academic transcripts;
5. Completion of the Evolve Reach Admission Assessment Exam with a minimum composite score of 70 percent and a science score of 70%;(Students are allowed only one attempt to achieve the minimum score) and
6. Students who initially do not meet the requirements for admission to the nursing program may elect to be “pre-nursing” for one year while they are attempting to meet requirements. If requirements are not fully met after one year, the student will not be considered for admission to the nursing program.

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 112A or greater; and
5. Achieve a score of 120 or 70 percent 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
 - NURS 108; Intro to Pharmacology; 1 hour
 - BIOL 107; Anatomy; 4 semester hours
 - BIOL 108; Physiology; 4 semester hours
 - PSYC 200; Life Span Development; 3 semester hours
 - Electives; 2 semester hours

Total: 23 semester hours

Readmission to the Nursing Program Following Withdrawal

Students who withdraw from the program at any point must apply for readmission in writing to the Division of Nursing. Students applying for readmission to the program will be evaluated according to the guidelines in the current catalog. 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:

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

Nursing Program Requisites

Students must maintain a cumulative GPA of at least 2.5, 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. 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, 108, 109, 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, 100 level COMM, PHED 102 or 103, and PSYC 101 or SOCI 101 or 103.

Typical Program of Progression

<u>First Year</u>			
Fall Semester	Credit Hours	Spring Semester	Credit Hours
NURS 100A (Introduction to Nursing)	6.0	NURS 101* NURS 105 (Disruptions in Health I)	1.0 7.0
NURS 108 (Introduction to Pharmacology)	1.0	NURS 109 (Pharmacology)	2.0
ENGL 101A	3.0	NURS 115A (Disruptions in Mental Health)	<u>3.0</u>
GES 105	3.0	PSY101 or SOC101 or SOC103	<u>3.0</u>
PSYC 200	3.0		
PHED 102 or PHED 103	<u>1.0</u>		
Total	17.0	Total	15.0
		(Total for LPNs)	16.0
		* Required for LPN or Transfer students.	
<u>Second Year</u>			
Fall Semester	Credit Hours	Spring Semester	Credit Hours
NURS 201 (Maternal-Newborn Nursing & Women's Health)	4.0	NURS 204A (Management of Care I and II)	4.0
NURS 202A (Nursing Care of Older Adults)	2.0	NURS 206A (Disruptions in Health III)	8.0
NURS 203A (Disruptions in Health II)	8.0	NURS 220A (Nursing Concept Synthesis)	3.0
ENG 101A *	<u>3.0</u>	COMM – 100 Level	<u>3.0</u>
Total	14.0	Total	18.0
* (Total for LPNs)	17.0		

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)

100A Introduction to Nursing

6 semester hours (Theory-4, Campus Lab-1, Clinical-1)

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: NURS 108, PSYC 200.

101 Transition Seminar

1 semester hour (Theory-1)

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.

105 Disruptions in Health I

7 semester hours (Theory-4, Clinical-3)

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 109, NURS 115A.

107 Introduction to Nutrition

3 semester hours (Theory-3)

A basic approach to the study of nutrition as it relates to human health and disease. NURS elective.

108 Introduction to Pharmacology

1 semester hour (Theory-1)

This non-clinical course focuses on the nurse's role and responsibility in the safe administration of medication. Topics will include: pharmacokinetics, pharmacodynamics, contemporary issues in pharmacology, the interface between pharmacology and QSEN (Quality and Safety Education for Nurses) concepts, and antibacterial and anti-infective drugs. Pre-requisite: Admission to the Nursing Program. Co-requisite: NURS 100A

109 Pharmacology

2 semester hours (Theory-2)

This non-clinical course focuses on common pharmacological interventions with an emphasis on the nurse's role and responsibility in safe medication administration including nursing assessments and nursing implications. QSEN (Quality and Safety Education for Nurses) concepts continue to serve as an organizing framework focus. Pre-requisites: NURS 100A and NURS 108. Co-requisites: NURS 105, NURS 115A.

112A Medical Terminology

2 semester hour (Theory-2)

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. NURS elective.

115A Disruptions in Mental Health

3 semester hours (Theory-2, Clinical-1)

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, NURS 108. Co-requisites: NURS 105, NURS 109.

201 Maternal-Newborn Nursing & Women's Health

4 semester hours (Theory-3, Clinical-1)

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 109, NURS 115A. Co-requisite: NURS 202A, NURS 203A.

202A Nursing Care of Older Adults

2 semester hours (Theory-2)

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 109, NURS 115A. Co-requisites: NURS 201, NURS 203A

203A Disruptions in Health II

8 semester hours (Theory-5, Clinical-3)

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 109, NURS 115A. Co-requisite: NURS 201, NURS 202A.

204A Management of Care

4 semester hours (Theory-4)

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

8 semester hours (Theory-4 Clinical-4)

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

3 semester hours (Theory-3)

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, 109, 115, 116; (or CHEM 120, 121, 122, and 123 if Pre-professional); 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 221, 222; and CHEM 120, 121, 122, and 123; and 3 additional hours of any PSYC 200 or higher.

The requirements for a major in **Physical Education** consist of 52-67 semester hours including PHED 108, 109, two courses chosen from 114, 115 or 116, 120, 125, 201, 204A, 213, 217, 218, 225 (or PHED 115), 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. If teaching certification is sought a minor in Education is required.

The requirements for a major in **Sport Management** consist of 69-72 semester hours including PHED 108, 109, 115 or 116, 120, 204A, 207, 217, 218, 220, 225, 301, 305, 307, 315A, and three semester hours of 496; REC 210; and any two classes selected from PHED 309; MRKT 306; REC 220 or 310; 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)

102 Wellness Education

1 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.

103 Fitness Activities

1 semester hour

A variety of lifetime activity courses will be offered each semester to promote health and wellness. The course is designed for individuals to develop an interest in specific activities which they will continue throughout their life. 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 contras. 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.

204A Psychomotor Development

3 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.
- 220 Sport Information and Technology** 3 semester hours
A study of sport information and technology that will introduce writing in the world of sport media and will explore the use of sport technology in areas such as promotions and advertisements, live games, and recruitment.
- 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
A study of the structure and function of the human musculo-skeletal system. Applications for efficient movement. Includes laboratory experience. Prerequisite: BIOL 107.
- 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.
- 314A 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.
- 315A 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

1-6 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.

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.

221 Fundamentals of Physics I

4 semester hours

An introductory, algebra based, course emphasizing concepts and principles of kinematics, forces, conservation theorems, fluid mechanics, and wave motion. An integrated lecture and laboratory course. Co-requisite or Prerequisite: MATH 195 or equivalent. Not open to students enrolled in or having credit for PHYS 251/252.

222 Fundamentals of Physics II

4 semester hours

A continuation of PHYS 221, studying the principles of electricity, magnetism, light, and modern physics. An integrated lecture and laboratory course. Prerequisite: PHYS 221. Not open to students enrolled in or having credit for PHYS 251/252.

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 196 or equivalent. Not open to students enrolled in or having credit for PHYS 221/222.

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. Not open to students enrolled in or having credit for PHYS 221/222.

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

The Political Science major provides students with the resources necessary to understand, explain, and actively shape political phenomena ranging from local protests to declarations of war. As such, a Bachelor of Arts in Political Science is ideal for students interested in pursuing a career in government or politics as well as those interested in becoming better citizens. 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 100A, 204, 206, 233A, 498, and 21 semester hours (six of which may be taken from non-POLS courses listed below) from the following courses: POLS 300, 304, 306, 310, 313, 394, 399, 404, 415, Special Topics; COMM 223; HIST 303, 305, 307; ECON 308; and PSYC 410. An academic minor selected outside the discipline is required. The International Studies minor does not count toward this requirement. The following courses are highly recommended for majors but not required: ECON 105; HIST 103, 104, 105, and 106; and SOCI 101. A major GPA of 2.5 or higher is required at the time of graduation.

Minor

The requirements for a minor in **Political Science** consist of 18 semester hours of POLS courses including 100A and 498, two 200-level POLS courses, and two 300-level POLS courses.

Political Science Courses (POLS)

100A American Government and Politics

3 semester hours

This course introduces students to the study of politics through the empirical and theoretical analysis of the various institutions and actions composing the American political system. Offered every semester.

204 Comparative Politics

3 semester hours

This course extends the analytical framework introduced in POLS 100A to non-American Western and non-Western political institutions and actions. Prerequisites: POLS 100A or permission of the instructor.

206 Introduction to International Relations

3 semester hours

This course extends the analytical framework introduced in POLS 100A to the relations of nations and supranational organizations. Emphasis will be given to international conflict and cooperation and international political economy. Prerequisites: POLS 100A or permission of the instructor.

233A Political and Social Thought

3 semester hours

This course introduces students to the basic concepts that delineate the study of politics such as freedom, justice, citizenship, and authority. The normative aspects, and historical development, of these concepts will be emphasized. Prerequisites: POLS 100A, three semester hours of PHL, or permission of the instructor.

300 Civil Liberties

3 semester hours

This course introduces students to the field of Constitutional Law through an inquiry into the philosophical grounds, and legal interpretation, of the Bill of Rights. Emphasis will be given to the First Amendment. Not offered every year. Prerequisites: POLS 100A or permission of the instructor.

304 Political Action

3 semester hours

This course explores formal and informal modes of political action, including voting, protesting, civil disobedience, and revolution in both domestic (American) and foreign contexts. Moral and practical reasons for pursuing certain modes of political action over others will be discussed. At least two social movements will be subject to in-depth analysis, one of which will be the labor movement as it relates to mineworkers in Appalachia. Not offered every year. Prerequisite: POLS 204 or permission of the instructor.

306 War and Peace in the 21st Century

3 semester hours

This course continues to explore themes discussed in POLS 206. In particular, international conflict and cooperation will be analyzed within the context of certain technological (drones and cyber warfare), tactical (guerrilla warfare and terrorism), and peacemaking (truth and reconciliation commissions) developments that have come to define international relations in the 21st century. Not offered every year. Prerequisites: POLS 206 or permission of the instructor.

310 Congress and the Presidency

3 semester hours

This course offers an in-depth exploration of the institutional dynamics characterizing the legislative and executive branches of government in America as well as their interaction. Emphasis will be given to the legislative process, the expansion of executive power, and the role of parties in alleviating and exacerbating tensions between the two branches. Not offered every year. Prerequisites: POLS 100A or permission of the instructor.

313 Politics and Literature

3 semester hours

This course explores modern political themes in contemporary fictional literature. We will primarily read novels, supplementing them with other fictional literature (films, plays, etc.) as well as pieces of political theory to help frame the overarching themes in each novel. This course is conducted as a seminar and is writing and reading intensive. Not offered every year. Prerequisites: POLS 233A or permission of the instructor.

394 Political Science Internship

1- 6 semester hours

Internship in a governmental agency or political organization designed to give the student practical experience in governing and politics. The course may be repeated for credit. Prerequisite: junior status or 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.

404 Politics of Development

3 semester hours

This course explores development and underdevelopment in domestic and foreign contexts. The political and economic systems of at least four countries outside of North America and Western Europe will serve as case studies. Throughout the course the ways in which the human development struggles of West Virginia, and more broadly Appalachia, parallel those experienced by developing and underdeveloped countries will be discussed. Not offered every year. Prerequisites: POLS 204 and 206; or permission of the instructor.

415 American Political Thought

3 semester hours

Along with several canonical readings from Winthrop, the Federalists, Jefferson, Calhoun, and Lincoln, this course will loosely focus on writings and speeches addressing the conflicts between political equality and social difference (race, gender, ethnicity, religion, etc.) that have punctuated American political history. Not offered every year. Prerequisites: POLS 233A; or POLS 100A and HIST 103 and 104; or permission of the instructor.

498 Senior Seminar

3 semester hours

An integrative experience designed to bring together the student's studies in political science through in-depth readings, discussion and a senior research paper. Prerequisites: senior status and a major or minor in Political Science.

Psychology and Human Services

The major in **Psychology and Human Services** provides the student a broad curricular experience and exposure to a wide range of sub-disciplines, including clinical psychology, developmental psychology, health psychology, personality psychology, positive psychology and social psychology. Applied in emphasis, the Psychology and Human Services major emphasizes the importance of students' acquiring the knowledge, skills, and values of helping professionals. Accordingly, many in the major will complete a one- or two-semester practicum experience, depending upon interest and ability, at a local mental health facility, correctional facility, or other agency. In addition, for those students wishing to pursue graduate study, the major allows students to complete projects of inquiry and research culminating in a written thesis and presentation.

The B.A. in Psychology and Human Services is useful preparation for any career in which a strong understanding of individual and group behavior would be beneficial. We aspire to leave our students poised to effectively research and deal with complex problems, build effective relationships, and adapt to a rapidly changing profession and world.

Baccalaureate Program (B.A.)

The requirements for a major in **Psychology and Human Services** consist of 42 semester hours, with specific requirements outlined below.

100-level: students must complete a minimum of six semester hours, including PSYC 101.

200-level: students must complete a minimum of nine semester hours, including PSYC 216. Psychology and Human Services majors may not enroll in PSYC 200, which is designed for non-majors.

300-level: students must complete a minimum of nine semester hours.

400-level: students must complete a minimum of eighteen semester hours, including PSYC 410 and 412.

Students are encouraged to work closely with their advisors to tailor coursework to their unique goals and objectives. And while all students in the major may wish to enroll in all courses, some courses have pre-requisites and/or require permission of the instructor for enrollment. Majors in Psychology and Human Services considering applying to graduate school are strongly encouraged to enroll in PSYC 498A for two consecutive semesters and to complete a senior thesis.

Minor

The requirement for a minor in **Psychology and Human Services** consists of 18 semester hours distributed as follows: six semester hours chosen from 100- and 200-level Psychology and Human Services courses, including PSYC 101, and twelve semester hours chosen from 300- and 400-level Psychology and Human Services courses. Minors in Psychology and Human Services may not enroll in PSYC 496A or 498A.

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. The course emphasizes human flourishing and well-being and is largely experiential in approach.

200 Life Span Development

3 semester hours

An introduction to human psychological development as it occurs across the entire life span, from prenatal development to aging and death. Students are introduced to the major developmental theories, concepts, and techniques. Cannot be taken for credit by students who have credit for PSYC 216, 217, 221, by psychology majors, or by teacher certification students.

205 Psychology and Nature

3 semester hours

This course examines contrasting perspectives on nature, and encourages students to identify and critically examine their own values and beliefs regarding nature. Students investigate the relationship between human health and well-being and the environment, and design a campaign that draws on psychological principles to influence behaviors impacting the environment. Course fee.

215A Group Processes

3 semester hours

Study of the influential actions, processes, and changes that occur within and between individuals working in a group context. Emphasis on exploring one's own leadership style and personality and experiencing first-hand what it is like to apply group concepts and techniques Course fee.

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 developmental psychology.

217 Adolescent Development

3 semester hours

The maturational, 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.

232A Health and Wellness

3 semester hours

This course will explore the psychological determinants of health and wellness. Potential topics include the link between health and culture, stress, exercise, positive psychology and eating behaviors, with special attention to topics of disordered eating (anorexia, bulimia, binge eating).

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 course surveys recent work in psychology that has made human strengths a more central topic of study. Where appropriate, we will explore philosophical writings, particularly those of Aristotle on the virtues. (Cross-listed as PHL 252)

253 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.

300 Social Psychology

3 semester hours

A broad introduction to the scientific study of social influences on human behavior, affect and cognition. Potential topics include development of the self-concept, attitudes, persuasion, conformity, obedience to authority, helping behavior, aggression, prejudice and interpersonal relationships. Prerequisite: PSYC 101 or 103.

301 Theories of Personality

3 semester hours

An introduction to the diverse ways of conceptualizing, assessing, and treating personality. The course will introduce students to biological, trait, psychodynamic, humanistic, cultural and behavioral approaches to understanding personality. Prerequisite: PSYC 101 or 103.

324 Psychopathology

3 semester hours

An exploration of human psychopathology and the therapeutic treatment of people who are suffering from psychological disorders. 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.

325 Topics in Psychology

3 semester hours

Studies and analyzes various topics of special interest from the broad and diversified field of psychology. Prerequisite: PSYC 101.

399 Independent Study

3 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.

401 Theory and Practice I: Insight Therapies

3 semester hours

An introduction to the insight-oriented theories of counseling and how they apply to specific skills and techniques in counseling practice. Theories covered include: psychoanalytic, humanistic-experiential, and narrative approaches. The course will also discuss ethical considerations and how to establish a therapeutic framework. Techniques will be demonstrated through video and simulated counseling sessions. Prerequisite: PSYC 301 or instructor permission.

402 Theory and Practice II: Action Therapies

3 semester hours

An introduction to the action-oriented theories of counseling and how they apply to specific skills and techniques in counseling practice. Theories covered include: behavioral, cognitive-behavioral, acceptance-based, and integrative approaches. Techniques will be demonstrated through video and simulated counseling sessions. Prerequisite: PSYC 401.

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. Prerequisite: PSYC 101.

411A 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 tests used in clinical settings. Prerequisite: PSYC 410. Course fee.

412 Principles of Case Management

3 semester hours

An introduction to the concept and practice of case management as it is used in the fields of human services. Students will learn the three phases of case management: assessment, planning, and implementation. Legal and ethical issues of case management will be addressed.

496A Human Services Practicum

1-6 semester hours

Applied human services work under professional supervision in a human services agency. The practicum is a professional experience intended to integrate knowledge and skills from the curriculum in a practice setting. Prerequisite or co-requisite: PSYC 412. Instructor permission required.

498A Senior Seminar

3-6 semester hours

Designed to provide students with an opportunity to complete an in-depth project of inquiry or research in an area of interest. The seminar culminates in a written presentation and a public presentation of one's findings as part of the overall capstone experience in psychology. Prerequisite: permission of the instructor.

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, 271, 303; six semester hours of EDUC 290; six semester hours chosen from PSYC 216, 217, 221, 252, 253, 322A and 324; 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.

203B 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. (Cross-listed as SOCI 232)

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.

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 perdurance 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. (Cross-listed as PSYC 252)

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 requirement is 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. (Cross-listed as RELG 232)

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 229B, 230B, and HIST 217; nine semester hours of Social Science courses chosen from ECON 280; PSYC 205; SOCI 220 and 237; (3) REC 230; (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 316B, two semester hours of MUSC 103, and six semester hours chosen from ENGL 365B, 381B, or 382B. 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 316B, and 6 semester hours chosen from ENGL 365B, 381B, or 382B 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 316B and three semester hours chosen from ENGL 365B, 381B, or 382B. 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 316B, 365B, 381B, or 382B, 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

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.

Registration and Enrollment Policies

Registration and the Office of the Registrar

Registration is the formal process whereby students enroll in courses for a particular term or semester. With their advisors, students plan their schedules and register for classes using WebAdvisor. Students are expected to monitor their transcripts, grades, and schedules on WebAdvisor to ensure accuracy, as well as to comply with important dates associated with Registration. (See the Academic Calendar for important dates associated with Registration).

The Office of the Registrar is responsible for official documentation of courses taken and grades earned. 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 the candidacy of each student for graduation. The Office of the Registrar encourages students to contact the Office should a concern or a question arise about registration, grade reports, graduation, or other Registrar Office-related matters.

Closed Class Permission

To register for a closed course (i.e. one that has reached its enrollment capacity), a student must submit a request signed by both the course instructor and his or her advisor to the Office of the Registrar. Requests are not always granted, and will not be approved if the classroom cannot physically accommodate additional students.

Registration Holds

Students will not be permitted to register if there is a “hold” on their account. Obligations that can result in holds are most often financial (i.e. past due accounts including unpaid tuition and fees, library fines, etc.). Other holds may be related to conduct violations, incomplete admission files (i.e. missing transcripts), or missing proof of immunization records. Holds may also be placed on students who are not U.S. citizens or permanent residents who have not submitted required documentation or who are at risk of Immigration and Naturalization Service non-compliance. To clear a hold, the student must contact the office that has issued the hold to find out what must be done to fulfill the obligation(s).

Time Conflicts

Students are not permitted to register for courses whose scheduled meeting times overlap unless the overlap is 10 minutes or less and is approved by the instructors of both courses.

Change of Name or Address

Students are responsible for keeping the College informed of their current name, address and phone numbers. Changes in either name or address must be reported to the Registrar’s Office.

Name change: A photo ID and documentation such as a driver’s license, social security card, etc. that supports a name change must be brought to the Office of the Registrar and the appropriate form completed.

Course Options

Auditing Courses

Full-time students may audit (AU) a course without charge if they receive permission from the instructor. Part-time students and non-matriculated students may audit a 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 normally 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 or an approved equivalent) 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 division 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 programs. These courses afford the prepared student an opportunity to apply knowledge in a work setting or clinical facility that is selected and overseen, collaboratively, by a designated site supervisor, the Office of Career Services and Student Employment, and a faculty sponsor. Practica and internships are 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 and/or division chairperson is required. Students undertaking internships and practica must also complete the necessary forms in the Office of Career Services and Student Employment. 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.

Placement into College Writing I (ENGL 101A)

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 of above 450 are placed directly in ENGL 101A.
- Students with an ACT composite 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.

Repeating a Course

Students are allowed to repeat most courses (exceptions to this policy are made at the discretion of the Office of Academic Affairs). The repeated course shall be counted as part of the normal workload, but additional credit cannot be earned for the repeated attempt of a course in which a passing grade was received and credit toward graduation was conferred. Only the highest grade achieved in the course will be included in the student's institutional GPA calculation, though all attempts will still be recorded on the student's permanent transcript.

Note: Students in the College's nursing programs will be permitted to repeat a nursing course only with approval.

Students receiving federal Title IV funds are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeated courses count against the maximum time frame (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once. Please refer to the Financial Aid Satisfactory Academic Progress Policy for additional information.

Specially Arranged Courses

Courses taken by special arrangement must be approved in advance by the faculty member teaching the course, the Department and /or Division Chair, and the Vice President for Academic Affairs.. The faculty member who teaches a specially arranged course is typically the same faculty member who would teach the course during the academic year 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.

Courses Taken at Other Institutions

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 C or higher are recorded only after receipt of an official transcript from the other institution. (Grades of C- are not acceptable unless such a grade carries quality points of 2.0.) All transfer credit is awarded as credit.

Course Changes: Add, Drop and Withdrawals

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 his or her 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’. See the College’s Grading System Policy for additional information.

Course Substitutions and Waivers

Students are expected to satisfy all degree requirements. Only under unavoidable and exceptional circumstances will the College permit a student to deviate from an academic program’s requirements via a course substitution or waiver. When it becomes necessary to request a deviation from the prescribed course of study, students must consult their academic advisor and submit a formal request to the Office of the Registrar. In preparing the request, students are advised to be mindful of the following:

1. The course to be substituted must be in the same area as the required course or in a closely related area.
2. Substitution of a course for a previously failed required course is seldom granted.
3. Failure on the part of the student to schedule a required course is not sufficient reason for granting permission for a course substitution or waiver.

The Office of the Registrar will inform students and their advisors regarding all requests for course substitutions and waivers. In the event the student disagrees with the Registrar’s decision, he or she may appeal to the Office of Academic Affairs, which will serve as the final arbiter for any exceptions to a student’s academic program. The Office of Academic Affairs will inform the student of the final decision in writing.

Declaration of Major and Minors

Applicable Catalog

A student may declare a major(s) and minor(s) under any Catalog during the period in which he or she is 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.

In the event a student matriculates after a previous period of attendance at Davis & Elkins College, the student must complete all graduation requirements (including general education, major, and minor requirements) from a Catalog in effect during the period in which he or she has re-matriculated at Davis & Elkins College.

Adding a Major or Minor

To officially add a new major or minor, the appropriate form must be completed, signed by an academic advisor in the student’s major and the appropriate department and division chair and submitted to the Office of the Registrar.

Diploma Replacement Requests

Students may request a replacement diploma from the Registrar if their Davis & Elkins College diploma has been destroyed or misplaced. There is a replacement fee associated with the issuance of the replacement diploma. The name on the replacement diploma will appear as the name that was registered with the College at the time of graduation. The original diploma format, if different from the format currently being used by the College, cannot be duplicated. The

replacement diploma will be similar to that awarded to the current year's graduating class. The College will use the signatures of the officials currently holding office rather than the signatures of the officials who signed the original diploma.

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 an 'IP' or 'W' for the courses in which he or she was enrolled the semester in which the leave was taken, depending upon the particular situation in each course. 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.

Residential students on leave may not live in College residence halls during the period of their leave. Nor may they participate in and/or hold leadership positions in a registered student organization or athletic team. Residential students who file for a Leave of Absence must clean out their room, inform their Resident Assistant and return their key to the Student Life Office.

A student granted a Leave of Absence is not considered to have withdrawn from the College, and, if the student is a Title IV recipient, no return calculation will be required. Upon the student's return from the leave (and with the expectation that the student will re-enter the courses that he or she vacated during his or her leave insofar as possible), the student will continue to earn the federal student aid previously awarded for the period. **Students who wish to leave and do not intend to finish their studies at Davis & Elkins College must officially complete the College withdrawal process.**

Leave of absence status is ordinarily granted for no more than two semesters. The student must indicate in the required form the starting and ending dates and the reason for the leave of absence. Please note that there must be a reasonable expectation that the student will return from the leave of absence. Leaves of absence will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action.

If a student does not return by the date specified on his or her leave form, the student's withdrawal date will be recorded as his or her initial day of leave. If the student is a federal loan recipient and fails to return within 180 days, Davis & Elkins College is required to return the funds to the appropriate lenders at that time and will also cause the expiration of the student's loan grace period.

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 segment meeting over the course of 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 between 24 and 36 semester hours per year taken during the fall and spring semesters and winter term. Students desiring to graduate in four years should plan on averaging 31 semester hours per year over the course of four years. 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 Financial Planning.

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 fine and performing arts courses (MUSC 102, 103, 105, 137, HER 184, 185, DANC 225, 325, and 425). The Registrar must approve all overloads, but in no circumstances will an overload of more than 24 semester hours be approved.

Transcript and Certification Requests

Transcript Requests

Transcripts must be requested by WebAdvisor, via the College's website, or in person from the Office of the Registrar. A fee will be charged for each official transcript. No official transcript will be issued for a student who is under any financial obligation to the College.

Students are responsible for carefully reviewing their transcripts to ensure accuracy and for notifying the Registrar if they believe it contains errors.

Certifications/Verifications

Current students needing certification or verification of their enrollment status for purposes such as insurance, educational loans or other applications should make such a request in person or in writing at the Registrar's Office. Requests for certifications or verifications are only for the terms that the student attended the College.

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, which begins by obtaining the required withdrawal form from 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. As such, students must understand that a withdrawal is a permanent decision, unlike a temporary leave of absence. Students who withdraw from the College will need to re-apply should they wish to return, and re-admission is not guaranteed.

Academic Policies

Academic Credit from Prior Learning

Davis & Elkins College recognizes that certain types of learning that occur prior to matriculation may be sufficient to count for credit toward a D&E degree. Evidence of college-level experiential learning will be evaluated by the Office of the Registrar, which adheres to guidelines established by the College's academic departments and divisions to determine Davis & Elkins College's course equivalencies and related learning outcomes for appropriate transfer credits. Davis & Elkins refrains from the transcription of credit from providers that it will not apply to its own programs.

When questions arise regarding a course equivalency or learning outcome, Registrar's Office staff consult with the appropriate department or division chair to determine the appropriate amount of credit to be awarded. Experience will be evaluated for the level, quality, and quantity of learning that was gained; simply completing an experience is not sufficient evidence for the awarding of credit.

A student wishing to challenge prior learning experiences deemed ineligible for academic credit at D&E may file a written appeal in accordance with the College Transfer Credit Appeal Process.

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 'CR' ('Credit') 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.

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 or division 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.

Military Training and Service

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-103: Fitness Activity), and three credits of general electives. Also, the veteran's military record will be reviewed by the Office of the Registrar 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.

Academic Standing

In order to graduate from Davis & Elkins College a student must have a minimum cumulative GPA of 2.0. (Certain programs require a higher cumulative GPA--see Graduation Requirements.) Students maintain good academic standing by achieving the minimum grade point average (GPA) for the number of credits they have completed (see table below).

The Admission and Academic Standing Committee reviews students' academic performance and 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 his or her academic performance and prior academic history.

Semester Hour Credits Completed	Minimum Cumulative GPA for Good Academic Standing
23.5 or fewer	1.6
24 to 47.5	1.8
48 to 71.5	1.9
72 or greater	2.0

Student receiving federal financial funding should be aware that they must also adhere to the College's Financial Aid Satisfactory Academic Progress Policy. (For more information on this policy, please see <http://www.dewv.edu/future-students/financial-planning>)

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 on academic probation who earns a semester GPA of less than 2.0 and whose cumulative GPA would warrant him or her being placed on academic probation for a second (or any subsequent) 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.

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

Cancellation of Courses

The College reserves the right to cancel any course for which an insufficient number of students has enrolled or for other reasons deemed necessary. No charge is made to a student for a registration change necessitated by such course cancellation. Notification of a cancelled class will be sent to students at their College e-mail address.

Classroom Management

Attendance Requirements

Regular and punctual class and laboratory attendance is required throughout the semester or term in accordance with the policies specified by individual instructors. Course instructors 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 at athletic and other functions, 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.

Class Cancellations

On rare occasions, it may be necessary to cancel a scheduled class due to inclement weather or an instructor's inability to meet a class.

Inclement Weather Cancellations: Unless announced via an official College communication, classes will continue as usual on days of inclement weather.

Faculty Member Decision to Cancel Class: When an instructor is unable to meet a class because of illness and unable to arrange for a substitute, an official notice with this information will be posted outside the assigned classroom.

Classroom Courtesy

Professional responsibility requires prompt and regular attendance of course instructors at their classes and other assigned duties. Classes are to begin and end promptly. Students are free to assume that a class has been canceled and leave if the instructor is not present within fifteen minutes of the usual starting time unless the instructor has established an alternate procedure.

Course Syllabi

All course instructors are responsible for preparing a syllabus for each course that follows the template provided by the Office of Academic Affairs. The syllabus clearly specifies all course requirements and includes learning outcomes, required readings and reports, evaluation criterion, student ADA statement, a statement regarding the College's policy on academic integrity, and other course expectations. Copies of these syllabi/outlines are to be distributed to students at the first class or within the first two weeks of the semester.

Guidelines for Handling Disruptive Students

Davis & Elkins College students are expected to conduct themselves at all times in accord with good taste and observe the policies and procedures of the College and the laws of the city, state, and national government.

All members of the College community have the right and obligation to report student violations of College policies and regulations to the Student Life Office.

Should an instructor encounter a disruptive student, the student will be asked politely, but firmly, to leave the classroom (or wherever the locus of the disruption). An instructor has the authority to do this if the student is acting in a disruptive manner. If the student refuses, the Department of Campus Safety and Security and/or the Student Life Office will be notified.

Student Use of Mobile Devices in the Classroom

The use of cellular phones, PDA's, computers, tablets and other electronic devices in the classroom must comply with the rules instructors as set forth in their respective syllabi and must never be used in a manner that causes disruption in the classroom or library. Moreover, Davis & Elkins College does not allow the use of such devices to photograph or video any classes without instructor permission. Abuse of devices with photographic or video capabilities, including cameras, recorders, cell phones and tablets for purposes of photographing test questions or materials is a violation of Davis & Elkins College Academic Honesty policy.

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).

Final Examinations

When final examinations represent the most appropriate form of learning assessment, they are administered, 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 seek to resolve the problem by speaking with the professors involved; if a solution cannot be reached, students may 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.

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 111A (Developmental Mathematics I), and FND 112A (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 Policies

Grading System

The evaluation of student performance is the prerogative and responsibility of the course instructor. 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. An '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 documented circumstances beyond his or her control prevent completion of required course work by the end of semester. In general, a student's performance must meet the following criteria in order to be eligible to receive a grade of 'Incomplete':

1. The student's completed work to date is passing;
2. The student has completed 60% or more of the required work for the course;
3. The student's attendance has been satisfactory for at least 60% of the semester; and
4. An extended illness or extenuating circumstance prevented completion of required work by the end of semester.

The grade of incomplete is not be given as substitute for a failing grade, is not be based solely on student's failure to complete work in a timely fashion, and is not a means for raising a student's grade by requiring additional coursework after the semester or term has ended (i.e. "extra credit" 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 or Division Chair, 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. In addition, all student-athletes must consult with the Athletic Director before they see their academic advisor to officially withdraw or drop/add a course. Similarly, students are reminded to be familiar with any specific academic program withdraw or drop/add policies before making a course change.

All students should be aware that withdrawing from courses can significantly slow progress toward degree completion and impact financial planning. In particular, credits for which a grade of “W” is received are considered attempted credits but not successfully completed credits for purposes of federal financial planning. A grade of “W” does not impact the student’s GPA, but does negatively impact the cumulative completion percentage and counts toward the student’s maximum time frame. See the College’s Title IX Satisfactory Academic Progress Policy for additional information.

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
- CR Credit only (Used only for transfer work--0 quality points for each hour)
- 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
- CR Credit only (Used only for transfer work--0 quality points for each hour)
- AU Audit: no quality points generated

To compute the GPA, the student should divide the total quality points earned by the total GPA credits.

Grade Appeals

Davis & Elkins College affirms the principle of academic freedom and its responsible exercise by the faculty in the program of instruction. The College also recognizes the right of students to fair treatment within the membership of the academic community. In affirming these principles, the College recognizes the prerogatives and responsibilities of the faculty in establishing the criteria for evaluating student performance in courses of instruction, as well as in reporting the grade to the College Registrar.

A student who wishes to appeal a course grade should first confer with the instructor who assigned the grade. If the student's grade concern is not resolved in this conversation, the student may elect to submit a written request for a reconsideration of the grade to the instructor with copies to the department/division chair and the Vice President for Academic Affairs. This written request must be made within two weeks of the of the first grade conversation with the instructor.

If, after consultation with the instructor, and the department and/or division chair, the student concludes that a further appeal is warranted, the department/division chair shall advise the student on the process of appeal to the Vice President of Academic Affairs whose decision shall be final.

Initial appeals must be made within 30 school days of the issuance of the course grade being appealed.

A student may elect to bypass an appeal to the department/division and make an appeal in writing to the Vice President for Academic Affairs. This appeal must be made within 30 school days of the initial grade appeal to the course instructor. The decision of the Vice President of Academic Affairs shall be final.

Program Specific Academic Policies

Teacher Education Program Academic Policies

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 Student Teaching Experience

Student teaching is the culminating class for education students. 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 demonstrate proof of the following, at least thirty (30) days prior to the start of the semester in which they will be 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.

Nursing Program Academic Policies

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 nursing faculty reserves 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 legal requirements outlined in the West Virginia Nursing Code and Legislative Rules 19CSR3, which are set forth in this Catalog.

Residency 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, including the final 20 semester hours taken immediately prior to graduation. Students seeking the baccalaureate degree must complete at least 36 semester hours as a matriculated student at Davis & Elkins College to meet residence requirements, including the final 26 hours taken immediately prior to graduation. 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.

Textbooks

The Higher Education Opportunity Act (HEOA) requires that D&E make available to students information regarding the price of books for each course offered. This book information must be provided on online preregistration and registration course schedules or via a link from the schedules to a Web site that contains this information.

In compliance with the HEOA, a listing of required and/or optional textbooks for courses is made available via MyD&E. Included on MyD&E is the International Standard Book Number (ISBN) and retail price of every recommended or required book or supplemental material for all courses offered by the College. If the ISBN is unavailable, D&E provides the author, title, publisher, and copyright date on MyD&E. If textbooks are not listed on MyD&E two weeks prior to the start of classes, students should contact the instructor directly.

Students are free to choose where they purchase course materials and there is no obligation to purchase a textbook from the College bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

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 seven years of the student's date of matriculation. Requests for exceptions to this policy may be submitted to the Registrar, who will consult with the Vice President for Academic Affairs and the appropriate department/division chairperson or faculty member.

Winter Term 2016

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 \$555.

- b. Single room w/board \$795 (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.

Academic Resources

Academic Advisors

A student's advising experience, like a student's initial classroom experience, strongly influences his or her approach and adjustment to the college learning environment and, therefore, receives careful attention at Davis & Elkins College.

Prior to a student's first semester, he or she will be advised by a member of the Registrar's Office. Students continue to be advised through the Registrar's Office until they declare a major (by filling out and submitting Form 26 to the Office of the Registrar) and select a faculty advisor within their declared major. Students meet with their advisors in advance of Registration & Assessment Day in the fall and spring semesters and at other times as arranged by the student.

The advisor-advisee relationship is a critical part of the College experience. Together, the student and advisor develop an ongoing plan to move the student toward graduation. The ultimate responsibility for understanding, and meeting, graduation requirements rests, however, with the student. Please note: an advisor cannot make exceptions to the published specifications; only the Office of Academic Affairs in consultation with the Office of the Registrar may grant variances from College policies.

Students with questions or concerns about any academic issues should speak with an advisor. To identify an advisor, or to change an advisor, students should contact the Office of the Registrar. Students who are not comfortable speaking with their advisor, should contact the Office of Academic Affairs, ext 1292.

The Naylor Center for Teaching and Learning

The Naylor Center for Teaching and Learning's mission is to support the heightened performance of students and faculty campus-wide; 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). Contact the Naylor Center at ext. 1373.

Academic Support Program and Services

Davis & 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. The primary purposes of the program are to encourage students to connect with sources of support; to strengthen habits associated with academic success; and to ensure that students know how to use the various academic support resources available at the College.

Students experiencing academic difficulties may either be invited, or required, by the Office of Academic Affairs to participate in the academic support program. 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 Support Program Services

The Academic Support Program, which is located in the Naylor Center on the Second Floor of Albert Hall, provides a variety of services to address the needs of a wide range of students. These services include:

- Tutoring:** Peer tutoring is coordinated through the Naylor Center. The Naylor Center works to supply tutoring in all subjects for which students request it. Math tutors are available year-round. All Naylor Center tutors meet specific eligibility requirements. A tutoring schedule is updated regularly on the Davis and Elkins College Web site.
- 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 classes and workshops to strengthen students' academic skills.

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; and
- Assistive technology (e.g. books on CD, Dragon Naturally Speaking, Kurzweil, Intel Reader).

Disability Services

The Naylor Center provides reasonable accommodations in the academic setting for students with disabilities (504 accommodations) 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 Student Learning Program provides comprehensive support instead of merely providing accommodations as required by the Americans with Disabilities Act (ADA).

Any student currently enrolled at Davis & Elkins College who believes he or she has been discriminated against or harassed on the basis of disability by a College employee (e.g., administrator, faculty, staff, adjunct faculty, or other agent of the College), College student, or, in certain circumstances, by a visitor to the College, may contact the Section 504 Coordinator at:

Davis & Elkins College Section 504 Coordinator
Amy Kittle
Title IX Coordinator/Section 504 Coordinator
Liberal Arts Hall

In lieu of contacting the TitleIX/Section 504 Coordinator, a student may file a formal discrimination complaint pursuant to the College Discrimination and Harassment Policy.

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.

Booth Library

Booth Library, which 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 provides access to numerous electronic resources, many 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, a student lounge, and a coffee shop.

Information Services

The Information Services staff provides support for campus instructional technology and administrative systems. To access or utilize the services below, students must comply with the College's Acceptable Use Policy.

- 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 keyless-entry computer lab in the Booth Library available to students. Student ID cards are configured to allow after-hours access. Several smaller program-specific computer labs include discipline-specific software.
- Print and copy services are available across the campus, but the 24/7 computer lab is the most commonly used student print/copy location.

- Provided free to all D&E students are copies of Microsoft Office (Word, Excel, Powerpoint, etc.) for either Windows or Apple computers. Anti-virus and malware software is also provided free of charge to enrolled students.

The Writing Center

The Writing Center, located on the second floor of Albert Hall, provides assistance with English essays, business theses and biology lab reports, history and political science research papers, psychology and sociology article reviews, take-home essay exams, job and grad school applications, basic word processing, résumés, senior projects, and more.

Academic Honors and Recognition

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 all students to 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) in that semester with a term grade point average of 3.6 or above on a 4.0 scale.

Academic Achievement Awards

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 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 exhibited both personal and intellectual leadership. It recognizes students who have fostered a climate of intellectual excitement throughout their years at Davis & Elkins College. The 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 those for 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.

Commencement Awards: 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 academic performance. Awards carry a \$500.00 tuition grant. At Commencement the Freeman J. Daniels Award recognizes the highest ranking senior, the Valedictorian.

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. 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' is 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 gives the Valedictory Address. The next highest ranking senior who is eligible for graduation honors is named the Salutatorian and gives 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 awarded.

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.

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.

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 delivers a public lecture.

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

The Davis & Elkins College Athletic Department is to provide the student-athlete with an opportunity to compete at a national recognized NCAA Division II level, while receiving a quality education consistent with the College's Mission. The Athletic Department, as an extension of the educational process, is committed to assisting student-athletes to achieve the academic and athletic potential and to become contributing 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, lacrosse, tennis, soccer, and swimming. Women field teams in basketball, cross country, lacrosse, softball, soccer, swimming, tennis, and volleyball. 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 on a yearly basis 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.

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.

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.

Admission

Admission Policies

Davis & Elkins College seeks to enroll students with academic and personal qualities that indicate potential for intellectual, social, and spiritual growth without regard to the applicant's race, color, sex, religion, ancestry, national origin, age, sexual orientation, disability, veteran status, gender identification, or genetic information or any oath characteristic protected by federal, state, or local law. A basic premise of the College's admission policies 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 of the Faculty Assembly makes recommendations concerning 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 College's decision as soon as it is 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.

Admission of Freshman Students

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 on line at www.dewv.edu

- 2) Request that an official transcript of the current high school record or the official General Education Development (GED) test results or certificate be forwarded to the College.
- 3) Submit either SAT or ACT results. Nursing program applicants may also be required to submit the results of the Evolve Reach Admission Assessment Exam.
- 4) Complete a minimum of 14 academic or college preparatory units, including the following courses at the high school level:
 - Four units of English;
 - Three units of Mathematics;
 - Three units of Science. One course must have a laboratory;
 - Four units of Social Studies and Academic Electives.

(An interview with a member of the Admission staff is strongly encouraged prior to the admission decision.)

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, the Test of English as a Foreign Language (TOEFL) or International English Testing System (IELTS) may be required. Students must earn a minimum score of 500 on the paper version of the TOEFL; a minimum score of 190 on the computer version; or a minimum score of 63 on the internet version of the test. Students must earn a minimum score of 5.0 on the IELTS.

In addition to the above, applicants must meet any applicable academic program admission requirements (see Program Specific Admissions Requirements section), as well as submit evidence of immunizations, including Hepatitis B, Meningococcal, and T-DAP.

Favorable consideration will be given to applicants who exhibit qualities of leadership; who have athletic, artistic, musical, or other talents; and who have a record of participation in extra-curricular activities.

Davis & Elkins College reserves the right to deny any applicant consistent with law. It also reserves the right to consider applicants who may not meet the usual criteria for admission when those applicants show promise of benefiting from an education at Davis & Elkins College. The Office of Academic Affairs may set conditions, which such applicants must meet in order to be considered in good academic standing.

Admission of Homeschooled Students

Homeschooled students are expected to adhere to the entrance requirements for freshman student admission.

The College recognizes that the transcripts of homeschooled students may differ from those of traditional high school students. Regardless of format, the applicant's 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, homeschooled applicants may be asked to submit additional information describing their curriculum, such as detailed course descriptions and texts used, as well as a writing sample. An interview with a member of the Admission staff may also be required. Homeschooled applicants may also be asked to take the GED (General Education Diploma) and provide the official certification of a passing score. If the homeschooled applicant has completed coursework concurrently at a high school or college, an official transcript(s) from the institution(s) must be sent to Davis & Elkins to complete the applicant's file.

Admission of International Students

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. International students must earn a minimum score of 500 on the paper version of the TOEFL; a minimum score of 190 on the computer version; or a minimum score of 63 on the internet version of the test, or a minimum score of 5.0 on the IELTS.

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) Transcripts received from institutions outside of the United States must be evaluated (course-by-course) by the (WES) World Education Service;
- 3) Official ACT, SAT, TOEFL, or IELTS scores (unless the student is transferring from an English speaking institution); and
- 4) A completed Certification of Finances form

In addition to the above, international student applicants must meet any applicable academic program admission requirements (see Program Specific Admissions Requirements section), as well as submit evidence of immunizations, including Hepatitis B and Meningococcal, and T-DAP. Moreover, international students will be required to provide evidence of health insurance.

An I-20 can only be issued once the student has been granted acceptance, official documentation of financial support has been received, and a \$2,200 non-refundable deposit has been made. The deposit will reserve the student's place in the incoming class.

Admission of Transfer Students

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 in accordance with established Academic Credit Evaluation guidelines (see below). All transfer credit, if accepted, is awarded as credit. 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 or Division Chair, courses completed at another institution 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. (Note: the specific number of residency credits in the major varies within each degree program). Moreover, pursuant to the College's residency requirement, bachelor degree students must earn at least 36 semester hours of credit in residence at D&E; including the final 26 taken immediately prior to graduation. Associate degree students must earn at least 28 semester hours of credit earned in residence at D&E; including the final 20 hours taken immediately prior to graduation.

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 his or her previous institution. Transfer students are required to submit the following items:

1. A completed online or hard copy application form;
2. Official copies of all college transcripts; and
3. An official high school transcript or equivalent; and
4. Official ACT, SAT, TOEFL, or IELTS scores (unless the student is transferring from an English speaking institution). Students must earn a minimum score of 500 on the paper version of the TOEFL; a minimum score of 190 on the computer version; or a minimum score of 63 on the internet version of the test. Students must earn a minimum score of 5.0 on the IELTS.

Nursing program applicants may submit the results of the Evolve Reach Admission Assessment Exam.

In addition, transfer applicants must meet any applicable academic program admission requirements (see Program Specific Admissions Requirements section), as well as submit evidence of immunizations, including Hepatitis B, Meningococcal, T-DAP.

Transfer Credit Evaluation Criteria and Guidelines

Every transfer student admitted to the College is given individual attention. Evaluation of transcripts from other colleges and universities is overseen by the Office of the Registrar, which adheres to guidelines established by the College's academic departments and divisions to determine Davis & Elkins College's course equivalencies and related learning outcomes for appropriate transfer credits. Davis & Elkins refrains from the transcription of credit from other institutions that it will not apply to its own programs.

When questions arise regarding a course equivalency or learning outcomes, Registrar Office staff consult with the appropriate Department or Division Chair.

The following criteria will be used in the evaluation of transcripts submitted to Davis & Elkins College:

1. A minimum grade of C or better from a regionally accredited college or university. Grades of C- are not acceptable unless such a grade carries quality points of 2.0. Certain programs require higher than a "C" grade in major courses;
2. Credit for developmental courses does not apply towards graduation;
3. Grades of P (Pass) or S (Satisfactory) are generally not accepted for transfer. Some programs do allow for exceptions to this policy; in such instances, each course is evaluated on an individual basis;
4. Challenge examinations, if identified as such on the student's transcript, carrying a grade of P or S completed at another regionally accredited institution may be accepted in transfer within the general education or major component of a degree program; each exam is evaluated on an individual basis;
5. Course work completed through a branch of the military will be awarded based on the recommendations contained in the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services;

6. Davis & Elkins College participates in the Advanced Placement Examination Program (AP) and the College Level Examination Program (CLEP). If accepted, these credits are considered Davis & Elkins College credits and are processed through the Office of the Registrar;
7. Although course titles and credits earned appear on the Davis & Elkins College's transcript, courses accepted in transfer are not included in the computation of cumulative grade point averages;
8. Online laboratory courses are generally not accepted in transfer within the general education or major component of a degree program, although each is evaluated on an individual basis;
9. Transcripts received from institutions outside of the United States must be evaluated (course-by-course) by the (WES) World Education Services. Davis & Elkins College will generally follow the recommendations of this service. Individual programs within the College reserve the right to refuse any credit recommendations made by World Educational Services;
10. Only official transcripts will be evaluated. Any non-accredited school credits will be assessed by the Department or Division Chair in which the course resides. This official evaluation is done after the student is accepted. The Office of the Registrar is responsible for the official transfer of credit. Official transcripts from all colleges or universities attended must be on file at the time of admission. Official transcript evaluation is processed after admission to the College. "Issued to Student", unofficial transcripts are not used for transfer evaluation.

Note: The above criteria does not replace existing provisions of an academic program that are more restrictive in nature.

Transfer Credit Appeal Process

Upon completion of the credit review processes, students will be notified of the decision by the Office of the Registrar. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the appropriate department or division chair. Within ten business days of receipt of the appeal, the chair will notify the student of the results of the review. Any changes will be communicated to the Office of the Registrar for official processing.

A student dissatisfied with the results of the appeal may submit a written appeal to the Vice President for Academic Affairs for a final review. The Vice President for Academic Affairs provides dated acknowledgement of receipt of the appeal to the student. Within ten business days of receipt of the appeal, the Vice President for Academic Affairs will notify the student of the results of the review. Any changes will be communicated to the Office of the Registrar for official processing. The Vice President for Academic Affairs' decision is final and not subject to further appeal.

Admission of Non-Degree Seeking Students

A student not wishing 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.

Conditional Admission

Davis & Elkins reserves the right to admit applicants who do not meet the standard criteria for admission, but who show promise of benefitting from a Davis & Elkins education. Such applicants may be admitted conditionally. The decision to admit applicants conditionally is made on a case-by-case basis by the Office of Academic Affairs. Applicants admitted conditionally may be required to meet any number of specific conditions, including, but not limited to:

- Enrollment in one or more Foundations courses.
- Enrollment in courses in which they have the greatest opportunity for academic success.
- Enrollment for a specified (usually limited) number of credit hours.
- The achievement of a minimum semester GPA.

Program Specific Admission Requirements

Admission to the Teacher Education Program

Generally, students apply for Admission to Teacher Education in their third or fourth semester (40-55 hours), immediately after 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; and
8. Student must have a background check completed via fingerprints and proof of negative time 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 (e.g. minorities, individuals from families of low socioeconomic status, etc.) to meet the standards for entry into the program.

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.

Nursing Admission Requirements

The Catalog reflects the admission requirements at the time the Catalog was printed. Please visit the Nursing Program 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 112A 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 the Evolve Reach Admission Assessment Exam with a minimum composite score of 70%;
5. Completion of 8 hours of college level anatomy and physiology with a grade of C or better; and
6. A successful background check.

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

1. College math placement testing into FND 112A or greater;
2. Completion of 8 hours of college level anatomy and physiology with a grade of C or better;
3. 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 112A or greater;
3. Completion of 8 hours of college level anatomy and physiology with a grade of C or better;
4. Submission of copies of all academic transcripts; and
5. 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, as well as evidence of current professional liability and personal health insurance;
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 112A 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
NURS 108	Intro to Pharmacology	1 semester hour
BIOL 107	Anatomy	4 semester hours
BIOL 108	Physiology	4 semester hours
PSYC 200	Life Span Development	3 semester hours
<u>Electives</u>		<u>2 semester hours</u>
Total		23 semester hours

Applicants with Criminal Backgrounds

Davis & Elkins College is committed to ensuring that students have the ability to benefit from the education received at the College. Certain affiliates associated with the College require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the clinical site, and as a result, the student may not have sufficient clinical experience to successfully complete the program. Additionally, licensing boards for nursing and teaching professions may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

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.

Readmission

Students who withdraw on their own initiative or who have been suspended for academic deficiencies or disciplinary action from Davis & Elkins College must apply for readmission. Applicants for readmission must apply to the Office of Admission:

- 1) Must not be academically deficient and/or must agree to meet the conditions provided by the Office of Academic Affairs and/or the Office of Student Life. These conditions may include, but are not necessarily limited to:
 - Enrollment in one or more Foundations courses.
 - Enrollment in courses in which they have the greatest opportunity for academic success.
 - Enrollment for a specified (usually limited) number of credit hours.
 - Retaking courses in which they have performed poorly.
 - The achievement of a minimum semester GPA.
 - Adherence to conditions established by the Office of Student Life.
- 2) Must have approval of the Vice President for Academic Affairs and/or Vice President of Student Affairs.
- 3) Must be under no prior financial obligation to the College.

The following items are required for re-admission:

- 1) A completed application; and
- 2) Official transcript(s) from any college attended other than Davis & Elkins.

In addition, if the student applying for readmission was suspended for academic deficiencies or disciplinary action, a written letter must also be submitted to the appropriate Vice President presenting evidence that all conditions for readmission have been fulfilled, including satisfaction of any financial obligations to the College. In some cases, a personal interview may be required by the office that initiated the suspension. Moreover, a student may be required to submit paperwork completed by a treatment provider addressing his or her readiness to re-enroll; to be reviewed by the Behavioral Intervention Team, which will provide a recommendation to the appropriate Vice President.

Finally, requests for financial aid must be resubmitted and are not governed by the student's initial awards.

Readmission to the Nursing Program

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.

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: Angela Scott

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):

Annual Cost

Tuition	\$27,000 – New students for 2015-2016 & returning students who matriculated during Fall 2014 or Spring 2015 \$26,000 – All other returning students
Room and Board	\$9,250
Student Association Fee	\$320
Student Services Fee	\$172
Total	\$36,742

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 \$13,150. 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 \$13,500. 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, 2015 – 2016 Academic Year

Credit Hours

Up to 11.5	\$900 per credit hour (applied to total hours)
12.0 - 18	\$13,500 (base rate)
Above 18	\$13,500 (base rate) plus \$500 per credit hour above 18
2016 Summer School tuition	\$450 per credit hour

Room and Board (per semester)

Room (Double Occupancy) and Board	\$4,625
Room (Single Occupancy) and Board	\$6,575
2016 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.

Item	1 st Year Cost	2 nd Year Cost
Books	\$1000.00	\$500.00
Travel	\$ 650.00	\$650.00
Malpractice Insurance	\$ 30.00	\$ 30.00
Laboratory/Testing Fee	\$ 50.00 – Docucare \$ 50.00 – Nursing Central Clinical Resource \$ 30.00 – Exam Soft \$ 280.00 – Testing/Lab Fee Total \$ 410.00/semester	\$410.00/semester
Uniforms	\$ 200.00	
Watch (with 2 nd hand)	\$ 30.00	
Shoes	\$ 50.00	
Hose/Socks	\$ 10.00	
Stethoscope	\$ 40.00	
Bandage scissors	\$ 7.00	
Nursing Name Pin	\$ 8.00	
Total	\$2400.00	\$1925.00
Graduation Expenses		
Nursing School Pin		\$ 55.00
Passport Picture		\$ 20.00
State Licensure		\$ 70.00
NCLEX-RN Exam		\$200.00
Fingerprinting		\$ 20.00
Total		\$365.00

Revised: 5/15

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 hours 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**\$100 (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**\$300 per semester for one credit course**

Billed to students taking private music lessons

\$500 per semester for two credit course

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 and fees for course materials. Contact your instructor or the catalog entry for that course for details.

Summer Internship Rate**\$110 per credit hour**

This rate applies to students enrolled in a for-credit summer internship that does not include an on-campus classroom component. Students must obtain all appropriate permissions from the academic advisor, the Registrar, and the Academic Affairs Office prior to enrolling at this rate.

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 25, 2015 for the Fall semester, by arrangement for the Winter Term, and January 26, 2016 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 Higher One 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:

Class Days*	Tuition Refunded
1 through 5	60%
6 through 15	40%
16 through 25	20%
26 and after	0%

*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 88% of our students receive scholarships and/or some type of financial assistance. The average financial aid package is well over \$25,000 from all sources. The purpose of the College's financial planning program is to help students and their parents identify all 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. 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 \$36,000 per year and are renewable for up to four years and as much as \$144,000. Students that are eligible for multiple scholarship programs will be awarded a single program with the greatest value to the student. Institutional scholarship, in conjunction with other financial aid resources cannot exceed a student's direct cost of attendance.

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.

Highlands Scholarships are available to full-time students graduating the year prior to enrollment from a high school in West Virginia. A student must have at least a 2.5 final high school grade point average to qualify for this scholarship.

International Scholarships are available to full-time students that are not eligible for federal financial aid due to citizenship status. Students with a cost-share or full sponsorship may not be eligible for the International Scholarship.

Presbyterian Scholarships are available to full-time students that are active members of the Presbyterian Church (USA). Students must provide documentation from their church confirming their membership.

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 based on the recommendation of the Department of Fine & Performing Arts and require 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 institutional 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 Kathryne 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. Respass 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
 Algernon Sydney Sullivan Foundation Endowed Scholarship
 Ernest Edmund Tabscott 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. Welshonce 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

These gifts are 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 institutional 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
 Algernon Sydney Sullivan Foundation Scholarship
 Synod of the Trinity, Presbyterian Church (USA)
 A.A. Talbott Memorial Scholarship
 Harry & Marguerite Freeman Whetsell Memorial Scholarship
 West Virginia Independent Colleges & Universities Circle of Vision Scholarships

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 recommend 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.

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 admissions 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. Typically, the Student Aid Report (SAR) is mailed directly to the student within two weeks following the online submission of the FAFSA. The student should review the report carefully for errors. If errors 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. 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 and renew the West Virginia Higher Education Grant.

The Financial Aid Package

Upon receipt of the SAR 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 entire package, less loans and work awards, will not exceed the student's costs of tuition, room/board, and mandatory fees.

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 financial aid 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 College.

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.

Satisfactory Academic Progress Policy

Federal regulations require that all students who receive any form of federal or state assistance make measurable, satisfactory progress toward a degree at Davis & Elkins College. Satisfactory academic progress is measured by evaluating a student's progress toward degree completion in accordance with both a grade point average standard and a pace of progression/maximum time frame standard.

Davis & Elkins College reviews academic progress at the end of each semester/term. Failure to achieve a minimum, cumulative GPA (for the number of credit hours attempted) and/or to maintain a satisfactory pace of progression and/or to remain within the maximum time frame may result in a student's loss of financial aid eligibility.

Grade Point Average Standard of Satisfactory Academic Progress

The grade point average standard sets a minimum Cumulative Grade Point Average (GPA) for the number of hours a student has completed. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

Semester Hour Credits Completed	Minimum Cumulative GPA for Good Academic Standing*
23.5 or fewer	1.6
24 to 47.5	1.8

48 to 71.5	1.9
72 or greater	2.0

*Please note, maintaining the minimum, cumulative GPA for good academic standing allows a student to maintain his or her eligibility for financial aid. This GPA may, however, not be sufficient to allow a student to graduate from particular programs of study.

Pace of Progression / Maximum Time Frame Standards for Satisfactory Academic Progress

Pace of Progression/Completion Rate: The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum time frame. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students must satisfactorily complete (i.e. receive a passing grade) 67% of all hours attempted.

Maximum Time Frame: The federal financial aid maximum time frame for completion of a degree is 150% of the published length of the program measured in credit hours. A degree that requires 124 credit hours must be completed by the time a student reaches 186 credit hours attempted ($124 \text{ hours} \times 150\% = 186 \text{ hours}$). A degree that requires 72 credit hours must be completed by the time a student reaches 108 credit hours attempted ($72 \text{ hours} \times 150\% = 108 \text{ hours}$). If a student completes 67% of the coursework attempted, he or she will complete the program within the maximum time frame.

Hours Attempted: Davis & Elkins College includes the following in its cumulative calculation of credit hours attempted: all credits attempted at Davis & Elkins College (this includes withdrawals, incompletes, failing grades, and repeated coursework) and all transfer credits accepted by the College. All courses for which a student is enrolled at the conclusion of the College's drop-add period for a given semester or term count toward a student's attempted hours.

Repeated Coursework: Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum time frame (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once. When students repeat a course at Davis & Elkins College, the highest grade earned in the repeated course is the grade used in the calculation of the student's cumulative GPA. Davis & Elkins College offers select courses that may be repeated for credit (e.g. concert choir). Students remain eligible for financial aid for courses of this variety. Students who have questions about what courses may fall into this category should consult the Office of the Registrar.

Financial Aid Warning: Davis & Elkins College reviews academic progress at the conclusion of all semesters (or their equivalent). Students who do not meet the SAP standards at the conclusion of a semester (or equivalent) are placed on Financial Aid Warning. Students placed on Financial Aid Warning will be notified of their status, in writing, by the Office of Financial Planning and encouraged to seek academic counseling and to take advantage of other student services available to support academic success at Davis & Elkins College. While on Financial Aid Warning, students continue to receive financial aid.

Financial Aid Termination: Students who do not meet SAP standards for two, consecutive semesters (or their equivalent) may be prohibited from receiving financial aid. Students who do not meet SAP standards for two, consecutive semesters (or their equivalent) will be notified, in writing, by the Office of Financial Planning of the pending termination of their financial aid.

Appealing the Termination of Financial Aid: Students who are notified that their financial aid is being terminated due to their failure to meet SAP standards for two, consecutive semesters are entitled to appeal this decision. All appeals must be submitted by the student, in writing (with supporting documentation attached), to the Financial Planning Office. Students are advised to submit financial aid appeals as expeditiously as possible. All appeals must be received by the Office of Financial Planning prior to the first day of classes of a student's next semester or term of enrollment. A complete financial aid appeal must include the following:

- An appeal letter addressing the circumstances that contributed to the student not meeting SAP standards and explaining why the student believes that he or she will be able to meet SAP standards in the future. Federal guidelines identify the following as legitimate circumstances for failing to achieve satisfactory academic progress:
 - The death of an immediate family member;
 - Medical/hospitalization of the student; or
 - Mitigating circumstances beyond the student's control that affected his or her academic progress.
- Supporting documentation for each circumstance cited (e.g. medical records, death certificates, and/or any other documentation that provides evidence of the student's mitigating circumstances).

- An academic completion plan endorsed (i.e. signed) by the student's academic advisor. The plan should detail specific benchmarks (i.e. courses to be taken; percentage of courses to be completed; minimum grades to be earned in specific courses; GPA to be achieved; etc.) that the student will meet during the coming semesters/ terms, that will allow him or her to meet SAP standards.

Incomplete appeals will not be granted. The Director of Financial Planning will approve or deny appeals in a timely manner. All appeal decisions will be communicated to the student in writing. Any student whose appeal is denied by the Director of Financial Planning has the right to appeal to the Admission and Academic Standing Committee of Faculty Assembly. A student wishing to appeal the decision of the Director of Financial Planning should communicate his or her decision to the Director of Financial Planning and the Office of the Registrar. The Admission and Academic Standing Committee will respond to any such appeals in a timely fashion, and use the same criteria outlined above in rendering its decision.

Possible Outcomes of the Appeal Process:

Appeal is Approved

If a student's appeal is approved, the student will be placed on financial aid probation. A student on financial aid probation will continue to be eligible for financial aid on a term-by-term basis provided he or she makes measurable, adequate progress toward achieving SAP standards in accordance with the terms and conditions of his or her academic completion plan. A student on financial aid probation will have his or her progress toward successfully meeting the benchmarks established in his or her academic completion plan reviewed regularly by the SAP Committee. Failure to make measurable, adequate progress toward these requirements on a term-by-term basis may result in the termination of financial aid.

Appeal is Denied

If a student's appeal is denied, he or she will be ineligible for financial aid until he or she meets the SAP criteria. Students who are declared ineligible to receive financial aid due to their failure to demonstrate satisfactory academic progress are free to continue to pursue their education at their own expense. Students who have lost their financial aid eligibility may regain their eligibility if they demonstrate satisfactory academic progress.

Treatment of Grades: Courses for which a student receives a letter grade of A, B, C, D, or P at Davis & Elkins College are included in the calculation of cumulative credit completion percentage as courses successfully completed. Courses successfully transferred to Davis & Elkins College are also included in the calculation of a student's cumulative credit completion percentage as courses that have been successfully completed. Courses for which a student receives a letter grade of I, IP, or F will be treated as credits attempted, but not successfully completed.

Withdrawals: Credits for which a grade of "W" is received are considered attempted credits but not successfully completed credits. A grade of "W" does not impact GPA but does negatively impact the cumulative completion percentage and counts toward the maximum time frame.

Repeated Coursework: At Davis & Elkins College, students may repeat any course as often as they like. Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum time frame (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once. When students repeat a course at Davis & Elkins College, the highest grade earned in the repeated course is the grade used in the calculation of the student's cumulative GPA. Davis & Elkins College offers select courses that may be repeated for credit (e.g. concert choir). Students remain eligible for financial aid for courses of this variety. Students who have questions about what courses may fall into this category should consult the Office of the Registrar.

Consortium Credits: Credits for which financial aid is received under a consortium agreement will be included in the calculation of cumulative GPA, completion percentage, and maximum time frame.

Audited Course: Audited courses will not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurements.

Transfer Credits: A minimum grade of C or better from a regionally accredited college or university will be accepted by the College and applied toward a student's degree. Grades of C- are not acceptable unless such a grade carries quality points of 2.0. If, at the point of admission, a transfer student's prior academic record does not meet the College's minimum cumulative qualitative or quantitative SAP standards, the College may place the student under financial aid warning or on financial aid probation for financial aid eligibility.

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.

Refund and Return of Title IV Financial Aid Policy

The Financial Planning Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the Financial Planning Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

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

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

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

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

The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans and Graduate Plus
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- ACG Grant
- SMART Grant
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Federal Teach Grants for which a Return is required

A student who begins attendance and does not officially withdraw during a term but fails to earn a passing grade in at least one course offered over that term will have his/her financial aid reviewed and may be required to return a portion of any financial aid received. Unless documentation can be provided by the student that verifies the academic term was completed, the institution must assume, for Title IV and state aid purposes, that the student has unofficially withdrawn and must recalculate the student's Title IV and state-aid eligibility based on the assumption that the student completed only 50% of the term. This review and return of financial aid is completed in accordance with federal guidelines.

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.

	<u>Possession of illegal drugs</u>	<u>Sale of illegal drugs</u>
1st offense	1 year from date of conviction	2 years from date of conviction
2nd offense	2 years from date of conviction	Indefinite period
3 + offenses	Indefinite period	

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)

Mark S. Barber, Weston, CT (2016)
 Denise L. Campbell, Elkins, WV (2018)
 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 (2017)
 Robert T. Gregory, Smyrna, GA (2018)
 Charles E. Hill, Issaquah, WA (2017)
 Bruce L. Kennedy, II, Baltimore, MD (2018)
 James S. McDonnell, III, St. Louis, MO (2018)
 William S. Moyer, Newville, PA (2018)
 June B. Myles, Redding, CT (2016), *Chair*
 Eric J. Nilsen, Bentonville, AR (2018)
 William W. Nuttall, Chattanooga, TN (2017), *Secretary*
 Reginald Owens, Sr., Memphis, TN (2018), *Treasurer*
 Donald M. Robbins, St. Augustine, FL (2018)
 Richard C. Seybolt, Monkey Island, OK (2017), *Vice Chair*
 G.T. Smith, Elkins, WV, President of the College
 William H. Sudbrink, Rutherford, NJ (2017)

Chair Emeriti

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

Karen H. Berner, Yardley, PA
 Carter Giltinan, Charleston, WV
 John H. Harling, Sturgeon Bay, WI
 Thomas J. Martin, D.D.S., Hanahan, SC
 David A. Rutherford, Woodbridge, VA
 Dorothy H. Wamsley, Elkins, WV
 Joseph M. Wells, III, Newell, WV

Officers of the College

G.T. Smith, President of the College. B.A., The College of Wooster; M.P.A. with distinction, Cornell University; Honorary L.L.D., Bethany College
Scott D. Goddard, Vice President for Student Affairs. B.A., Davis & Elkins College; M.A., West Virginia University
Joseph M. Roidt, Vice President for Academic Affairs. B.A., Kent State University; M.A., Ph.D., University of Pittsburgh
Greta J. Troastle, Vice President for Business and Finance. A.A., Wayne Community College; B.S., West Virginia University; C.P.A., State of Montana
Carol M. Schuler, Vice President for Development. B.A., Purdue University; M.S., The University of Illinois
Sandra K. Neel, Director of Admission and Counsel to the President, B.S., Ohio University

Faculty Emeriti

Thomas T. Chadwick, B.A., M.A., Ph.D., Professor of Political Science, Emeritus
Steven B. Creasey, B.A., M.A., Ed.D., Professor of Education, Emeritus
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
Peter T. Okun, A.S., B.A., M.A., Ph.D., Professor of English, Emeritus
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
Judith A. Bertenthal-Smith, B.A., M.S., L.P.C., Assistant Professor of Psychology, 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

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. Mullenex (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

Helen M. Benigni (1990), Professor of English; B.A., M.A., West Virginia University; Ph.D., Indiana University of Pennsylvania

Stephanie Crawford Haynes (1990), 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

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

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., West Virginia University; Ed.D., Nova Southeastern University

Associate Professors

Harry G. Henderson (1992), Associate Professor of Business Administration; B.S., United States Naval Academy; M.B.A., Golden Gate University; Ed.S., 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 Polytechnic Institute and State University; M.A., College of William and Mary, Virginia; Ph.D., Washington State University

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

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; B.S., West Virginia 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., West Virginia University, 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

Brent A. Saindon (2011), Assistant Professor of Communication; B.A., Fort Hays State University; M.S., University of North Texas; Ph.D., University of Pittsburgh

Dana N. Baxter (2012), Assistant Professor of Criminology and Criminal Justice; B.A., M.A., Ph.D., Indiana University of Pennsylvania

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

Laurie A. Helgoe (2013), Assistant Professor of Psychology; Chair, Social Science Division; B.A., Gustavus Adolphus College; M.A., Ph.D., University of Nevada-Reno

Bretton J. Kern (2013), Assistant Professor of Art; B.F.A., University of Pennsylvania; M.F.A., West Virginia University

Emily Kate Oleson (2013), Assistant Professor of Dance; B.A., James Madison University, Virginia; M.F.A., University of Maryland

Karen Brown Saine (2013), Assistant Professor of Theatre; B.A., West Virginia Wesleyan College; M.F.A., Virginia Commonwealth University

Martin A. DeNicolò (2014), Assistant Professor of Political Science; B.A., Valparaiso University, Indiana; M.A., Ph.D., University of Colorado, Bolder

Crystal K. Krause (2014), Assistant Professor of Biology & Environmental Science; B.S., Fort Lewis College, Colorado; M. S. University of New Mexico; Ph.D., Northern Arizona University

Susan R. Talbott (2014), Assistant Professor of Education; Professional Development School Coordinator and Field Experience Coordinator for the Davis & Elkins College Department of Education; B.S., Davis & Elkins College; M.A., University of North Florida

Donna Carr (2015), Assistant Professor of Education and Division Chair of Education and Sport Science; B.S., Davis & Elkins College; M.Ed., Salem-Teikyo University; Ed.D., West Virginia University

Julie Penn Delacroix (2015), Assistant Professor of English; B.A., Louisiana State University; M.F.A., Johns Hopkins University; M.A., Ph.D., University of Texas at Austin

Lisa M. Di Donato (2015), Assistant Professor of Psychology; B.A., University of California; M.S., Ph.D., West Virginia University

Renaud E. Stauber (2015), Assistant Professor of Math, Physics and Computer Science; B.S., United States Naval Academy; M.S., West Virginia University; Ph.D., University of Colorado

Instructors

William Russell McClain (2004), Instructor of Biology & 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

Donna M. Huffman (2010), Instructor of Music; B.M., Eastman School of Music; M.M., and additional study: West Virginia University

Ruth R. Humphrey (2010), Instructor of Theatre; B.A., Morehead State University; M.S., Fort Hays Kansas State University

Thomas J. Tesar, Jr. (2010), Instructor of Recreation Management & Tourism; B.A. Hillsdale College, Michigan; M.S.P.E., Ohio University

Nathaniel L. Sams (2012), Instructor of Mathematics; B.A., B.A., M.S., West Virginia University

Lisa D. Daniels-Smith (2014), Instructor of Accounting; B.S., C.P.A., Fairmont State University

Sarah B. Garrison (2014), Instructor of Psychology; B.A., West Virginia University; M.S. and additional study: University of Southern Mississippi

Valerie L. Posey (2015), Instructor of Nursing; A.S., Davis & Elkins College; B.S.N., Fairmont State University and additional study at West Virginia Wesleyan College

J. Christopher Moss (2015), Instructor of Criminology; B.S., M.S., Fairmont State University; M.A., A.B.D., West Virginia University

Administration

Office of the President

G.T. Smith, B.A., M.P.A. with distinction, Honorary L.L.D., President of the College

Robin Price, A.S., Executive Assistant to the President; Assistant Secretary to the Board of Trustees

Sara L. Patton, B.A., M.A., Senior Development Counsel

Gloria Marquette Payne, B.A., M.A., Ph.D., Senior Counsel to the President, McDonnell Professor of Business and Economics

Benfield-Vick Chaplain

Rev. Kevin M. Starcher, B.A., M.Div.

Communications and Marketing

Nanci E. Bross-Fregonara, B.S., Director of Communications and Marketing
Linda Howell Skidmore, B.S., Writer and Media Relations Coordinator
Jessica D. Wilmoth, B.S., M.S., Online Communications Coordinator

Development

Carol M. Schuler, B.A., M.S., Vice President for Development
Deborah A. Larkin, A.S., Director of Development Operations; Veterans Liaison Officer; VA School
Certifying Officer
Robert C. Fenton, IV, B.S., Associate Director of Development
Christopher J. Young, B.S. Assistant Director of Development and Marketing
Adwina J. “Wendy” Morgan, A.S., Director of Alumni Engagement and Support
Karen L. Wilmoth, B.S., M.B.A., Director of Development Records and Reports
Lisa M. Senic, A.S., B.S., Assistant Director of Development Support and Coordinator of Parent Relations
Annette M. “Tina” Vial, Assistant Director of Development Support and Coordinator of Church Relations

Academic Affairs

Joseph M. Roidt, B.A., M.S., Ph.D., Vice President for Academic Affairs
Sharon K. White, A.A., Administrative Assistant to the Vice President for Academic Affairs

Augusta Heritage Center

Elizabeth “Beth” Ruppensburg King, B.F.A., A.B.J., Interim Director
Brittany Hicks, M.A. Program Coordinator

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

Amy Hoffman Mattingly, B.A., M.S., Director

Timothy D. Gibson, B.S., Assistant Director, Information Services
Nicki R. Hinkle, B.S., Database Administrator, Information Services
Adam Stiles, Help Desk Coordinator
Jeffrey W. Wenzel, B.S., Systems Administrator, Information Services

Megan K. Albee, M.A., Evening Coordinator, Booth Library
Mary Jo DeJoice, B.S., M.L.S., Assistant Director, Booth Library
Mark E. Lanham, B.A., Special Collections Coordinator, Booth Library
Susan K. McMillon, B.A., Technical Services Coordinator, Booth Library
Jacqueline D. Schneider, B.A., M.L.S., Library Assistant, Booth Library

Carolyn L. Sturdivant, Office Services Coordinator

Joanne M. Leach, Mail Clerk

Institutional Research

Willis McCollam, B.S., Centre College; M.A., University of Georgia, M.A., WVU, Director

Myles Center for the Arts

Elizabeth “Beth” Ruppensburg King, B.F.A., A.B.J., General Manager
Eric Armstrong, B.A., Campus Technical Director

Naylor Center for Teaching & Learning

Mary Ellen Schubert, B.A., M.A., Director
Derek L. Fincham, B.A., M.S., Coordinator of Academic Support
Michael D. Fennell, B.A., M.A., Instructor, Supported Learning Program & Academic Support Services
Amy K. Stokes, B.A., Learning Disabilities Specialist
Carol A. Talbot, B.A., M.S., Learning Disabilities Specialist
Melissa C. Tenney, Office Manager and Academic Secretary

Registrar`s Office

Stephanie C. Haynes, B.A., M.S., Ed.D., Registrar
Amelia C. Rossi, B.S., Associate Registrar
Glenda L. Brown, A.S., Office Assistant

TRiO Programs

Upward Bound Program

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
Bradley Bennett, B.A., Academic Advisor
Curtis Pauley, B.S., M.S., Academic Advisor
Melissa Wall, B.A., M.A., Academic Advisor

Joint TRiO Staff

Spencer Epply, B.A., B.S., Technical Assistant, Upward Bound and Veterans Upward Bound
Rose Orais-Nay, Administrative Assistant, Upward Bound and Veterans Upward Bound

Business Office

Greta J. Troastle, A.A., B.S., Vice President for Business & Finance
M. Jane Corey, B.A., M.B.A., Director of Human Resources
Alasdair J. Forsythe, B.S., Assistant Director of Accounting
Donna M. McCauley, Accounts Payable Coordinator
Samantha B. Rader, Payroll Assistant
Tiffany M. Stark, A.A., Office Assistant, Cashier
Joshua D. Stump, B.A., M.A.T., Student Accounts Coordinator

Janet Weese, B.A., Business Office Manager

Business Enterprises

Joyce M. Nestor, B.S., Director of Business Enterprises & Auxiliary Finance

Financial Planning

Matthew A. Summers, B.S., Director

Tessa N. Randolph, B.A., Assistant Director

Ashley R. Shaffer, B.S., Staff Accountant

Physical Plant

Dan Judy, Executive Director

Kenneth Pomp, Assistant Superintendent of Maintenance

Catina "Tina" Mullenex, Office Assistant

Maintenance & Grounds

Ivan Bell

Jason Blaha

Steve House

William Lane

Fields Meadows

Tom Rennix

Don Shiflett

James Simmons

Rocky Simmons

James Teter

Housekeeping

Mary Arbogast, Supervisor

Helen "Marie" Brady

Catherine Canfield

Diana Channell

Barbara Currence

Pamela Karr

Jody Kimble

Marilyn Mahaffey

Crystal Merritt

Fay Nesbitt

Kathy Pniewski

Thelma "Jean" Ray

Urceleee "Toddy" Reynolds

Patty Stone

Kim Teter

Paula Wooddell

Peggy Wyatt

Admission

Sandra K. Neel, B.S., Director of Admission and Counsel to the President

Rebecca K. Pauls, B.S., Associate Director

Matt K. Shiflett, B.A., M.S.S.E., Associate Director

Christopher N. Randolph, B.A., Assistant Director

Dawn M. Walker, B.S., Senior Admission Counselor

Adam C. Kota, B.A., M.A., International Admission Counselor

Bradley D. Bennett, B.A., Admission Counselor

Dale C. Moore, Regional Admission Counselor

Mason D. Heyne, B.A., M.S., Admission Counselor

Susannah H. McNally, B.A., Admission Counselor

Crystal J. Simons, B.A., Admission Counselor

Samantha Tallman-Davis, B.S., Admission Counselor

Angela F. Scott, Admission Event Coordinator

Athletics

Jamie R. Joss, B.S., M.S., Athletic Director
 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
 Lawrence Gregory Myers, B.S., M.S., Ed.D., Head Coach, Men's Soccer
 Otis H. Cutshaw, B.A., Head Coach, Tennis
 Justin Tanner, B.A., Head Coach, Golf
 Gene M. Smith, B.A., M.S., Head Coach, Women's Soccer
 Vacant, Head Coach, Women's Volleyball
 William M. Shaw, B.A., M.A., Head Coach, Men's and Women's Cross Country
 Nikki Rose, Head Coach, Men's & Women's Swimming
 J.E. Bert Severns, B.S., Head Coach, Men's Lacrosse
 Aleksandra Mohar, B.S., Head Coach, Women's Lacrosse
 James C. Dearien, M.S., Head Athletic Trainer
 Amanda R. Larkin, B.S., M.S., Compliance Coordinator
 Laurie K. Chestnut, A.S., Office Manager

Student Life

Scott D. Goddard, B.A., M.A., Vice President for Student Affairs
 Patrick R. Baker, J.D., Dean of Students
 Diana Burke-Ross, R.N., Campus Nurse
 Lowe Del G. Aviles, B.S., Director of International Student Services
 Cacie Armstrong, B.A., Administrative Assistant, Office of Student Life
 Eric Armstrong, B.A., Assistant to the Vice President for Student Life
 Chelsey Toms, B.A., M.A., Resident Director for Darby Hall
 Eric & Cacie Armstrong, Resident Directors for Gribble Hall
 Kylie Carrington, B.A., M.S., Mason Heyne, B.A., M.S., Resident Directors for Moyer Hall
 Misty Teter, B.S., Resident Director for Roxanne Booth Hall
 Anita Hanifan, Resident Director for Presidential Hall

Campus Safety & Security

Howard "Jake" Gooden
 Peter Houghton
 Dale Jackson
 Timothy Sayre
 Misty Teter, B.S.
 Steven Wamsley
 Michael R. Jordan, Investigator/Consultant

Dining Services

Melanie Campbell, B.S., C.E.C., Executive Chef/General Manager Dining Services/Assistant Professor of Hospitality
 Management
 Christina Bennett, Dining Room Supervisor
 Shawn Price, Sous Chef
 Connie Sharp, Lead Cook
 Christopher Peterson, Cook
 Vincent Brady, Cook
 Gary Coberly, Cook
 Joseph Deville, Dish Room Supervisor
 Anita Hanifan, Cashier (Dining Room)
 Marie Moessnen, Grande Manager

Graceland Inn/Byrd Conference Center

Stan Foley, Graceland Inn & Conference Center Front Desk and Housekeeping Supervisor
Hazel Lansberry, Housekeeper
Barbara Arbogast, Housekeeper
Margaret Nelson, Front Desk Clerk